



Rani Channamma



University, Belagavi



SCHOOL OF EDUCATION
RANI CHANNAMMA UNIVERSITY,
VIDYASANGMA, BELAGAVI

Course Structure & Syllabus

For

BACHELOR OF EDUCATION (B.Ed.)

[REGULATIONS FOR TWO-YEAR BACHELOR OF EDUCATION (B. Ed.) PROGRAMME]

2015-16 ONWARDS
(AS PER NCTE REGULATIONS, 2014)



Rani Channamma



University, Belagavi



Preamble

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (Classes VI to VIII), secondary level (Classes IX- X) and senior secondary level Classes (X1- XII). The programme will be offered through the B.Ed colleges affiliated to **RANI CHANNAMMA UNIVERSITY, BELGAVI** which are recognized by the NCTE.

Duration and Working Days:

Duration: The programme will be of two academic years (4 semesters) which can be completed in a maximum period of 3 years from the date of admission to the course.

Working Days

1. The working days in each academic year will be as per NCTE norms or University norms, exclusive of examinations and admission period.
2. The institution will work for a minimum of 36 hours in a week (six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for interaction, advice, guidance, dialogue and consultation as and when needed.
3. The minimum attendance of student-teachers will have to be 80 % in all course work and practicum, and 90% in school internship.
4. **Intake:** There will be a basic unit of 50 students, with a maximum of two units.
5. **Eligibility:**
 1. Any UG or PG degree holder from the affiliating university or any other university recognized by UGC or a degree from foreign university which has equivalence to Indian Universities are eligible.
 2. Candidates with at least fifty percent (50%) marks either in the Bachelor's Degree or in the Master's Degree in Science/Social Science/Humanities/Commerce or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 50 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
 3. The minimum marks to be secured in the last qualifying examination in case of SC/ST/CAT-1/PH candidates will be of 45%.

4. The reservation of seats for reserved categories will be as per the university notification and / the notification issued by the State Government in the matter of reservation policy notified from time to time.

6. Admission Procedure:

Admissions will be made on merit, on the basis of marks obtained in the qualifying examination or any other selection process as per the policy of the State Government and the University.

7. Fees Structure: As per Karnataka State Government and Rani Channamma University norms.

Specific Objectives of the Course

1. To develop among teachers a clear understanding of the psychology of their students.
2. To enable them to understand the process of socialization.
3. To develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation
4. To enable them to make pedagogical analysis of subjects they are to teach at the middle, secondary and higher secondary stages.
5. To develop the skills for guidance and counselling.
6. To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
7. To acquaint them with the factors and forces (within the school and outside) affecting educational system and class room situation.
8. To acquaint them with educational needs of special groups of pupils.
9. To enable them to utilize community resources as educational inputs.
10. To develop communication skills and to use the modern information technology.
11. To enable them to undertake action research and use innovative practices.
12. To foster in them a desire for lifelong learning.

Course Design:

The syllabus of this course comprises of the following –

1. Course -1 Childhood and Growing Up
2. Course -2 Contemporary India and Education
3. Course -3 Language across the Curriculum.
4. Course -4 Assessment for Learning
5. Course -5 Skills and Strategies in Teaching
6. Course -6 Learning and Teaching
7. Course -7 School Organization and Management
8. Course - 8 Pedagogy of School Subject-1
9. Course - 9 Pedagogy of School Subject-2
10. Course -10 Knowledge and Curriculum Part-I
11. Course -11 Yoga Education

- 12. Course -12 Gender, School and Society
- 13. Course -13 Knowledge and Curriculum Part -II
- 14. Course -14 Optional Papers

Optional Course: ** Optional courses will be offered in areas such as given below-

- a) Action Research
- b) Health & Physical Education
- c) Value Education
- d) Guidance & Counselling
- e) Environmental Education
- f) Peace Education
- g) Human Rights Education

**Additional Pedagogy Course for a school subject other than that chosen for Course-8&9 at the secondary level, or the same school subject at the higher secondary level

(c) Engagement with the Field –

(The Self, Child, Community and School)

1. ***Task and assignment*** that run through all the courses as indicated in the year wise distribution of the syllabus.
2. ***School Internship***
3. ***Courses on Enhancing Professional Capacities (EPC)***

Course EPC1. Understanding the Self (½)

Course EPC2. Critical Understanding of ICT (½)

Course EPC3. Reading and Reflecting on Texts (½)

Course EPC4. Art and Drama in Education (½)

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

The structure is presented below:

B.Ed. First Year	I - Semester
	II – Semester
B.Ed. Second Year	III –Semester
	IV – Semester

SEMESTER –WISE COURSE DISTRIBUTION

B.Ed.-FIRST YEAR

SEMESTER- I

PAPER	SUBJECTS	Marks	Credits
Course -1	Childhood and Growing up	20 Mid Term Test + 75 Term End Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -2	Contemporary India and Education	20 Mid Term Test + 75 Term End Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -3	Language across Curriculum	20 Mid Term Test + 75 Term End Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course - 4	Assessment for Learning	20 Mid Term Test + 75 Term End Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course – 5	Skills and Strategies of Teaching	20 Mid Term Test + 75 Term End Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
EPC-1	Understanding the Self(1/2)	10Mid Term Test + 35 Term End Examination + 5 Practical Work = 50 Marks	2 1 is for practical work
EPC-2	Critical Understanding of ICT(1/2)	10Mid Term Test + 35 Term End Examination + 5 Practical Work = 50 Marks	2 1 is for practical work
COURSE 8&9	Pre- Internship I	25 Marks	1

COURSE 8&9	Pre- Internship I	25 Marks	1
Visit to School/Institution for a Week to become familiar with the school set up 1 Week PW (Engagement with the field) (This Visit is for Practical Work across all Courses.)			
			Total Marks =650
			Total Credits= 26

B.Ed.-FIRST YEAR
SEMESTER-II

PAPER	SUBJECTS	Marks	Credits
Course -6	Learning and Teaching	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -7	School Organization and Management	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -8& 9	Pedagogy of School Subject Part -I (Method I)	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -8&9	Pedagogy of School Subject Part -I (Method II)	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -10	Knowledge and Curriculum Part- I	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course 11	Yoga Education	10 Mid Term + 35 End Term Examination + 5 Practical Work = 50 Marks	2 (1 is for practical work)
COURSE 8&9	Pre- Internship II	25 Marks	1
COURSE 8&9	Pre- Internship II	25 Marks	1
2 Week Visit to School/Institutions for Practical Work (This visit is for practical work across all the courses.)			
			Total Marks=600
			Total Credits=24

B.Ed- SECOND YEAR**SEMESTER – III**

PAPER	SUBJECTS	Marks	Credits
Course -12	Gender, School and Society	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -13	Knowledge and Curriculum Part -II	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -8&9	Pedagogy of School Subject Part -II (Method I)	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -8&9	Pedagogy of School Subject Part -II (Method II)	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
EPC-3	Reading and Reflecting on Texts(1/2)	10 Mid Term Test + 35 End Term Examination + 5 Practical Work = 50 Marks	2 1 is for practical work
EPC-4	Drama and Art in Education(1/2)	10 Mid Term Test + 35 End Term Examination + 5 Practical Work = 50 Marks	2 1 is for practical work
COURSE 8&9	Pre- Internship III	25 Marks	1
COURSE 8&9	Pre- Internship III	25 Marks	1
			Total =550
			Total Credits = 22

B.Ed- SECOND YEAR**SEMESTER-IV**

PAPER	SUBJECTS	Marks	Credits
Course 14	Optional Paper	20 Mid Term Test + 75 End Term Examination + 5 Practical Work = 100 Marks	3+1 1 is for practical work
Course -8&9	School Internship -1	100 Marks	4
Course -8&9	School Internship -2	100 Marks	4
Course -8&9	Pedagogy of School Subject Part I (Method –I)	50 Marks	Practical lesson Examination 2
Course -8&9	Pedagogy of School Subject Part-II (Method –II)	50 Marks	Practical lesson Examination 2
			Total Marks=400
			Total Credits=16

SUMMARY OF MARKS:

		Marks		Credits		Total
		Theory	Practicum	Theory	Practicum	
B.Ed. First Year	I-semester	500	150	20	6	650 Marks 26 Credits
	II-semester	500	100	20	4	600 Marks 24 Credits
B.Ed. Second year	III-semester	400	150	16	6	550 Marks 22 Credits
	IV-semester	100	300	4	12	400 Marks 16Credits
TOTAL		1500	700	60	28	2200 Marks 88 Credits

Note:

- a) $\frac{1}{2}$ indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.
- b) Optional Courses can be among the following – Action Research, Environmental Education, Human Rights Education, Health and Physical Education, Peace Education, Guidance and Counselling, etc. and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course 7(a&b) at the secondary level, or the same school subject at the higher secondary level).
- c) Teacher education institutes / University departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.

Procedure

1. There will be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidate will have to pass each theory paper and practicum separately.
4. A candidate who fails in subject/s in any semester of the course will be eligible to take the examination in that part of the subject/s (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails in subject/s in IV semester of the course will be allowed to appear as an ex-student in that part of the subject/s in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any semester of the course.
8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University.

Changes in statutes/ordinances/rules/regulations/syllabi and books made from time to time by amendment or remaking and a candidate will, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of changes.

9. (a) Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but will not include such subject as were studied by him only for a part of Bachelor's degree course.

(b) A candidate who has offered Political Science or Public Administration at his/her Bachelors' or Masters' Degree examination will be deemed eligible to offer History & Civics as a teaching subjects.

Examination

- 1** There shall be an examination at the end of each semester.
- 2** There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses.
- 3** Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Principal and shall also pay the fees prescribed.
- 4** The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations. The Answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.
- 5** The B.Ed programme under CBSS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).
- 6** Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.
- 7** Candidates who desire to challenge the marks awarded to them, in the semester - end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation), within 15 days from the announcement of results.

Evaluation

- 1** B.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.
- 2** The IA component in a course shall carry 25 marks (including 03 marks for attendance) and the Semester End Examination shall carry 75 marks.
- 3** The IA marks list shall be notified on the Notice Board as Marks and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.
- 4** There is no provision for seeking improvement of Internal Assessment marks.
- 5** The IA records of each semester end examination should be submitted to the University in duplicate, at least 8 days prior to the commencement each semester end examination and the dissertation thesis should also be submitted to the department of education in duplicate before the end of IV semester end examination.

Maximum duration for completion of the Programme

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

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

Declaration of Results:

Minimum for a pass in each paper shall be 40% of the total marks including the IA / viva and the semester end examinations marks. However, candidate shall obtain at least 40% of the marks in the Semester End Examination (ex. 25/75). There is no minimum in the IA / viva marks.

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

Candidates shall earn the prescribed number of credits for the programme to qualify for the B.Ed. Degree.

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

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

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

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

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 7.5	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 5.00	D
Less than 40.00%	Less than 4.00	F

Definitions of Key Words:

1. **Course:** Usually referred to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
2. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
3. **Credit Point:** It is the product of grade point and number of credits for a course.
4. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
5. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.
6. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
7. **Programme:** An educational programme leading to an award of a Degree certificate.

8. Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It will be expressed up to two decimal places.
9. Semester: Each semester will consist of 16 weeks of academic work equivalent to 90 actual teaching days.

Time Allocation

1. Six days per week and 32 weeks per year: Each period is of an hour and the classroom engagement is spread across 10:15 am to 5:15 pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.
2. The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average.

Note:

1. A student obtaining Grade NCL will be considered failed and will be required to reappear in the examination.
 2. For non-credit courses 'Satisfactory' or 'Unsatisfactory' will be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
 3. The formula for conversion of Grade Point Average (GPA) into the Final Grade:
Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):
 4. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \sum(C_i \times G_i) / \sum C_i$
Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.
 5. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $SGPA (S_i) = \sum(C_i \times G_i) / \sum C_i$
1. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum Credits (4).
 2. 'B' Grade is equivalent to at least 60% of the marks as per circular no. UGC-D.O.No .F. 1 -11201 4(Secy) dated January 20, 2014.

3. There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.
4. For grade improvement a student must reappear for semester-end examination for a minimum 44 credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

Guidelines for Internal Assessment:

1. The college shall submit all the internal assessment marks pertaining to theory and practicum as detailed above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
2. **Academic Audit Committee (AAC):** The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 3 members consisting of Dean of the faculty, Principal of the Affiliated College and one senior teaching faculty of the Affiliated College on rotation. The AAC shall visit each college and ascertain IA marks in the light of guidelines and submit the report to the Registrar (Evaluation). In case of more number of colleges, a second AAC may be arranged to fasten the process. The committee shall visit the colleges at the end of II semester and IV semester.
3. The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
4. In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.
5. The decision of the University shall be final.

Theory Examination

Question paper pattern for B.Ed. programme: Course 1, Course 2, Course 3, Course 4, Course 5 Course 6, Course7, Course 10, Course 11, Course 12, and Course 14 (Duration of examination-3 hours)

*Course 8 & 9- Pedagogy of School Subject-1 (Duration of examination-3hours)

*Course 8 & 9-Pedagogy of School Subject -2 (Duration of examination-3 hours)

Section	No. of questions to be Answered	Marks per question	Total marks	Nature of objectives to be covered
A	11- Questions out of 13 questions to be Answered	5	55	Knowledge / Understanding / Comprehension type questions. Each should answered in not more than one page.
B	2- Question with internal choice	2	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages
TOTAL			75	

Note:

1. All units in a given subject/paper should be adequately represented in the question paper.
2. Due weightage in terms of marks should be given to each unit.

Internal Assessment:

Course 13- Yoga Education (1/2)

Course EPC 1. Understanding the Self (½)

Course EPC 2. Critical Understanding of ICT (½)

Course EPC 3. Reading and Reflecting on Texts (½)

Course EPC 4. Art and Drama in Education (½)

8. Conduct Practical Lesson Examination:

Teacher Trainee who completes all internship course activities as prescribed by NCTE and University regulations time to time are eligible to attend and take part in Practical Lesson Examination which will be held at the end of IV-semester of the B.Ed programme in the Course 8&9-Pedagogy in school subject-1 and Course 8&9- Pedagogy in school subject- 2

8.1 The University shall conduct practical examination with the help of Practical Examination Board approved by the Board of Examination. Each Practical Examination Board Shall consists a panel of two members' i.e. one from B.Ed. college and other from practicing school. There shall be 4 panels for one unit and 8 panels for two units.

8.2 A Method Teacher with a minimum of 3 years of teaching experience at B.Ed. level and Head Master/Head Mistress or teacher with 10 years of teaching experience from the practicing school can be an examiner for practical examination. The marks awarded to the student shall be average of marks awarded by the examiner 1 and 2, for each Pedagogy in school subject.

Particulars	Marks
1. Course 8&9 - Pedagogy on school subject-1	50 Marks
2. Course 8&9 - Pedagogy on school subject- 2	50 Marks
TOTAL	100 Marks

The split-up of Internal Assessment marks for the theory papers is as follows.

Particulars	Marks
1. Attendance	3 Marks
2. 1st Test in 8th week of 1 hr. duration	4 Marks
3. 2nd Test in 12th week for 3 hrs. duration.	10 Marks
4. Assignment	3 Marks
5. Practicum	5 Marks
Total	25 Marks

Marks Split-up for Attendance

Attendance (in percentage)	90 and Above	Above 80 to 90	Above 75 to 80	75 and Below
Marks	3	2	1	No Marks

ENGAGEMENT WITH THE FIELD

(THE SELF, THE CHILD, COMMUNITY AND SCHOOL)

1. **Task and Assignment** that run through all the courses as indicated in the year wise distribution of the syllabus
2. **School Internship**
3. **Course on Enhancing Professional Capacities (EPC)**

SCHOOL INTERNSHIP

As the title suggests, in this component of the programme, the student-teachers are actually placed in a specific school for a duration of four and sixteen weeks, in two slots. Initially, they will be attached to particular School for four weeks as 'school attachment'. This short period is to provide them adequate exposure to have a 'feel' of dealing with teaching-Learning. A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalize them. After about four weeks, they will have to go for 'school placement' for sixteen weeks. During this period, their role in the school is like an 'apprentice' and its specific contours need to be worked out by course faculty. They will be engaged in the school functioning in all its aspects.

Note: A 16-week internship programme for the practice of teaching and related school experiences will be offered in the second year. Internship will be covered at the rate of 5 days per week and students will come to college one day per week for consultation and guidance with teacher education.

Main objective

Internship; reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.

To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts, practising teaching, developing capacities to think with educational theories, and applying concept in concrete teaching – learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.

To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

Student teacher with supervision of their teacher educator must actively engaged in all the school activities at least in their internship, (from school management, PTA, SDMC to classroom management)

Total marks of internship = 350 marks

*Pre-internship in first semester = 50 marks

*Pre-internship in second semester = 50 marks

*Pre-internship in third semester = 50 marks

*Internship in fourth semester = 200 marks

Semester – I: Pre-Internship of two weeks-in both PoSS

Assessment is based on the following activities –	Marks
1. Micro Teaching (5 Skills) a. (Each Skill of 2 Mark)	5X2X2= 20
2. Lesson plan, Unit Plan and Year plan format & Demonstration lessons.	5
3. One week observation of regular teachers teaching (at the beginning of practice teaching.)	5
4. Content Analysis and mode of transaction a. (Assignment in each teaching subject)	2x5=10
5. Preparing 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	2x5=10
Total Marks	50

* Undertaking an activity is mandatory.

Semester– II: Pre-Internship of two weeks-in both PoSS

1. Prepare lesson plan with at least 10- different methods in which 5 must involve students which could help them to develop their own method (fusion based) with the help of teacher educator.	10
2. Delivery of 4 lessons in each teaching subject in school	5×2=10
3. (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices.	
4. Peer group teaching in each subject (Two lesson plans)	5×2=10
5. Draft a report based on: - Continues and Comprehensive Evaluation (CCE) of students' learning for feedback into curriculum and pedagogic practice.	10
6. Observation of day-to-day * school activities and report on any two activities in detail .	5×2=10
Total Marks	50

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

Suggested School Activities

1. Organisation of cultural activities, organization of literary activities organization of games/reports
2. Framing of time table
3. Attending and organizing morning assembly
4. Maintenance of School discipline
5. Maintenance of School Records
6. Guidance and Counselling
7. Organising science fair, exhibition, science club, nature study
8. Maintenance of School library
9. Maintenance of School laboratories
10. Role of community for school improvement
11. School mapping
12. Gardening
13. Water resource management
14. Voluntary services
15. Mass awareness of social evils and taboos
16. Literacy activities
17. Any other activity/s decided by the institute

Semester – III: Pre-internship of two weeks-in both PoSS

1. Commitment exercises and preparation of introspective report following two activities on the basis of pre internship.	5x2=10
2. A journal should be maintained by student teacher in which he/she records their experiences, observations, and reflections	5
3. Working with community based on any project of social welfare (submission of activity report)	5
4. Preparing a suggested comprehensive plan of action for some aspect of school improvement	5
5. Student-teacher will also maintain a portfolio, including details of teaching-learning plans, resources used, assessment tools, student observations and records	5
6. Exhibition of work done by the students during the internship programme(Seeking reactions of students, Headmasters/ Principals/ cooperating teachers and supervisors)	5
7. Educational Exhibition	5
8. Analysis of text book from peace perspective	10
Total Marks	50

Semester – IV: Internship for Twelve Weeks**A. Teaching Practice and Practical Work-in both PoSS**

1. Regular classroom teaching delivery of 70 lessons	50+50=100
2. Participation in any two co-curricular activity and preparation of report	2+2=4
3. Two Criticism Lesson Plan in teaching subject	5+5=10
4. Observation (30 in any subject) and preparation of report	5+5=10
5. Evaluation of 5 Lesson plan in any Subject	5+5=10
6. Organisation of Sahithya Sammelana / Exhibition/ Quiz/ Mock parliament etc.	5
7. Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	10+10=20
8. Classroom based research projects (Action Research)	5+5=10
9. Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning.	5+5=10
10. Participating in various 'out of classroom activities' in school Organising events	5+5=10
11. Study and preparation of school calendar, time table, assessment schedule.	5
12. Exhibition of teaching aids in school	3+3=6
Total Marks	200

B. Final Lesson (External Evaluation)

Pedagogy in school subject-8&9	Marks
POSS – 1	50
POSS – 2	50

SEMESTER-I**SYLLABUS**

YEAR	I	COURSE-I CHILDHOOD AND GROWING UP	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	<div><div></div><div><div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><</div></div></div>			

UNIT-III	Personality	
	1. Meaning , definitions and Nature of Personality 2. Theories on personality-Allport's , Sigmund Freud, Carl.R Roger 3. Assessment of personality-Projective Technique-TAT, 4. HSPQ (revised) and Interview	
UNIT-IV	Individual Differences among Learners	
	1. Concept and causes Individual Differences 2. Cognitive ability – Intelligence: Concept of IQ 3. Multiple Intelligence (Gardner Theory) 4. Creativity- Meaning, Identification, Factors, Assessment of Creativity and its Fostering 5. Emotional Intelligence-Meaning and its importance in Learning	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, ICT based activities

PRACTICUM

1. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
2. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
3. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
4. Development of Question Box activities (can be carried out by student trainees during practice teaching).
 - (i) To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
 - (ii) To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)
5. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.

6. Observe some successful individuals and list down the behavioural characteristics which impress you.
7. Take interview of five low achievers and five high achievers and find out their ways of learning.
8. Case Study on Creative/ Gifted Children

REFERENCES

- Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
- Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
- Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.
- Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*, 40, P.P. 60-62.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
- Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90.
- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81.
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Lindgren, H. C. (1967). *Educational Psychology in Classroom (3rd edition)*. New York: John Wiley and sons.
- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
- Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental*

retardation. Germany:VDM publication.

Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company

Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.

Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc

Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.

Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.

YEAR	I	COURSE-II CONTEMPORARY INDIAN SOCIETY AND EDUCATION	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	<div>1. To understand the concept and aims of Education.</div> <div>2. To develop understanding about the social realities of Indian society and its impact on education</div> <div>3. To learn the concepts of social Change and social transformation in relation to education</div> <div>4. To know the different values enshrined in the constitution of India and its impact on education</div> <div>5. To identify the contemporary issues in education and its educational implications</div> <div>6. To understand the historical developments in policy framework related to education</div>			
UNIT-I	Concept and Aims of Education			
	<div>1. Meaning of Education – Broader and Narrow</div> <div>2. Formal, non-formal and informal education</div> <div>3. Various Agencies of Education</div> <div>4. Aims of Education in Contemporary Indian society</div> <div>5. Determinants of Aims of Education</div>			

UNIT-II	Social Realities of Indian Society and Education	
	<ol style="list-style-type: none">1. Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization2. Schools of philosophy- Idealism, Pragmatism and Naturalism3. Social Stratification<ol style="list-style-type: none">a. Conceptualizing Social Stratification:b. Forms and Bases of Social Stratificationc. Impact of Social Stratification on Education and Vice versa	
UNIT-III	Education, Social Change and Social Transformation Indian and their contributions	
	<ol style="list-style-type: none">1. The concepts of social change and Factors of social change2. Role of education in the process of social change3. Limitations of Education in the process of Social Change4. Swami Vivekananda5. Pundit Madan Mohan Malviya6. Shree Aurobindo Gosh7. Rabindranath Tagore8. Lord Basaveshwar	
UNIT-IV	Issues in Indian Education, Policy Framework for Public Education in India	
	<ol style="list-style-type: none">1. Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and Religious minorities2. Privatization in Education3. Education in Pre-Independent India – significant recommendations of commissions and committees4. Education in Post-Independent India – Significant recommendations of Commissions and Committees5. National Policy on Education – 1986, 19926. Universalization of Elementary Education – Sarva Shiksha Abhiyan7. RTE ACT- 2009, RMSA	
MODE OF TRANSACTION		
Lectures, discussions, assignments, films on educational thinkers		
PRACTICUM		
<ol style="list-style-type: none">1. Study the impact of Right to Education Act on schools2. Critical Analysis of Different Committees and Commissions on Education3. Study of Educational Process in Private Schools4. Planning and Implementation of Activities –<ul style="list-style-type: none">• Eco-Club,• instructional material to inculcate values,• field visit to vocational institutes to make reports,• awareness development about population explosion in rural / slum areas,• creating awareness among SC/ST students about various schemes and scholarships		

available to them,

- survey of schools to see the implementation of various incentives of government to equalize educational opportunities
- Preparing a presentation on rich cultural heritage of India

REFERENCES

Bhatia, K. & Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Doaba House.

Bhattacharya, S. (2006). *Sociological Foundation Of Education*: Atlantic Publishers. New Delhi

Dhankar, N. (2010). *Education In Emerging Indian Society*. New Delhi: APH Publishing Corporation.

Dhiman, O. P. (1973). *Principles and Techniques of Education*. Ludhiana: Sharda Brothers.

Fagerling, I., and Saha, L. J.O. (1989). *Education and National Development (2nd Ed.)*. England: Pergamon Press.

Kakkar, S. B. (1995). *Changing Perspectives in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Mehta D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications, Books Market.

Mehta, D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications, Books Market.

Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market.

Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market.

Narulla, S. & Naik, J. P. (1964). *Student History of Education in India*. Mc Millian & Co., of India Pvt. Ltd.

National Policy and Education. (1986). *MHRD*. New Delhi: Govt. of India.

Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.

Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. New Delhi: Kanishka Publishers.

Rao, D. B. (1996). *Globals Perception on Peace Education, Vol. I, II & III*. New Delhi: Discovery Publishing House.

Rassekh, S., and Vaideanu, G. (1987). *The contents of education*. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.

Schultz, T. W. (1972). *Investment in Education*. London: The University of Chicago Press Ltd.

Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. New Delhi: APH Publishing Corporation, APM Publication Corporation.

Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. APH Publishing Corporation, APM Publication Corporation, New Delhi

Singh Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publication Corporation.

Singh, Y. K. (2005). *Education in Emerging Indian Society*. New Delhi: APH Publishing.

Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.

Toffler, A. (1971). *Future Shock*. London: Hazell Watron and Viney Ltd.

Books in Gujarati :

1. Dave J. K.(1989). *Shikshan ni tatvik ane Samajik Adharshilao*. Ahmedabad: B. S. Shah Prakashan.
2. Kothari, R. G. (1997). *Bharat ma Madhyamik Shikshan na Vartman Prashno, Pravah ane Shikshan Mulyankano*. Ahmedabad: BAOU.

YEAR	I	COURSE-3 LANGUAGE ACROSS CURRICULUM	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	<div><div></div><div><div>1.</div><div>To enable students to understand nature, function and role of language across the curriculum</div></div><div><div>2.</div><div>To acquaint students with obstacles in language usage while using the language and ways to overcome them.</div></div><div><div>3.</div><div>To enable students to understand importance and use of first and second language, multilingualism and impact of culture.</div></div><div><div>4.</div><div>To acquire knowledge about the communication process and verbal and nonverbal communication skills.</div></div><div><div>5.</div><div>To familiarize the students with of barriers to (Listening, Speaking, Reading, Writing)LSRW skills and activities for developing these skills</div></div></div>			

SYLLABUS		
UNIT-I	Nature and Functionsof Language	
	1. Language – Meaning and Concept 2. Functions of Language 3. Role of Language across Curriculum 4. Theories of Language Learning 5. Barriers in Using a Language &Strategies to Overcome them	
UNIT-II	Language Diversity in Classrooms	
	1. First Language and Second Language Acquisition 2. Using of First and Second Language in the Classroom 3. Multilingualism- Meaning and Concept 4. Language and Culture	
UNIT-III	Verbal and Nonverbal Communication	
	1. Communication – Meaning and Concept 2. Process of Communication 3. Types of Communication flow in schools 4. Nonverbal Communication –Functions and Types	
UNIT-IV	Developing Receptive and productive Skills	
	1. Barriers to Listening Skills 2. Activities for Developing Listening Skills 3. Barriers to Reading Skills 4. Activities for Developing Reading Skills	
	5. Barriers to Writing Skills 6. Activities for Developing Writing Skills 7. Need and Importance of Classroom Discourse 8. Barriers to Speaking Skills 9. Activities for Developing Speaking Skills	
MODE OF TRANSACTION		
Lecture, discussion, exercises, assignments, language games		
PRACTICAL WORK		
1. School Visit to Find out Communication Problem/Apprehension in Students 2. Designing Games and Exercises for Developing Listening, Speaking, Writing and Reading Skills 3. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech 4. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming 5. Assignments on Developing Listening Skills – Listening to speech, directions		

REFERENCES

Pearson, J. .C. et al. (2011). *Human Communication* . (4th ed.). New York: McGraw Hill Companies Inc.

Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc.

Fromkin, V, Rodman, R &Hymes, N. (2011). *Introduction to Language*. (9th ed.). Canada: Cengage Learning.

Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6thed.). Cambridge: MIT Press.

Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.

First and Second Language Acquisition- a Brief Comparison.

Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf

Similarities and Differences between First and Second Language Acquisition

Retrieved from

<http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>

Activities for Developing Speaking Skill

Retrieved from

<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>

<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>

Activities for Developing Listening Skill

Retrieved from

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>

<https://blog.udemy.com/listening-skills-exercises/>

YEAR	I	COURSE-IV ASSESSMENT FOR LEARNING	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	After going through this course, students will be able to- 1. Understand basic knowledge of assessment for learning. 2. Understand the process of evaluation and it uses in different educational settings. 3. Write educational objectives behavioural terms with level of per formance. 4. Acquire different techniques of evaluation, tools of evaluation and their uses. 5. Understand different kinds of instruments and their characteristics of evaluation. 6. Understand different types of teacher made tests and standardised tests. 7. Acquire the simple statistics skills to assess the learning.			
SYLLABUS				
UNIT-I	Educational Testing, Measurement and Evaluation			
	1.Meaning of Testing, Measurement and Evaluation in Education 2.Steps of evaluation process, Characteristics of the evaluation - comprehensive and continuous 3.Formative and summative evaluation 4.Norm reference & criterion reference tests 5.Uses of evaluation 6.Educational Objectives, Learning outcomes as behavioural changes 7.Relationship between educational objectives, learning experiences and evaluation 8.Writing educational objectives- Bloom’s Taxonomy (new version) Affective and Psychomotor Domains in behavioural terms and with level of performance 9.Measurable and non-measurable learning outcomes. 10. Test as an instrument of evaluation 11. Reporting evaluation results.			
UNIT-II	Characteristics of Instruments of Evaluation			
	1. Validity - different methods of finding validity 2. Reliability - different methods of finding reliability 3. Objectivity 4. Interdependence of validity, reliability and objectivity 5. Usability 6. Norms			

UNIT-III	Major Tools of Evaluation and their uses	
	<div>1. Paper pencil tests, Oral tests, and Performance tests</div> <div>2. Achievement tests : standardized and teacher made tests</div> <div>3. Diagnostic tests</div> <div>4. Intelligence tests and aptitude tests</div> <div>5. Rating scale</div> <div>6. Check list</div> <div>7. Anecdotal records</div> <div>8. Socio-metric technique</div> <div>9. Interview, Questionnaire and Inventory</div>	
UNIT-IV	Teacher made Achievement Tests and Elementary Statistics	
	<div>1. Essay and Objective type tests</div> <div>2. Improving essay type questions</div> <div>3. Different types of objective tests, their characteristics, advantages and disadvantages.</div> <div>4. Relating test items and specific behavioural objectives</div> <div>5. Preparation of blue print</div> <div>6. Characteristics of a good test</div> <div>7. Frequency distribution</div> <div>8. Graphical representations of grouped data-Bar Chart,Histogram,Frequency Curve ,Frequency Polygon and Pie Chart</div> <div>9. Measures of central tendency-Mean,Median and Mode</div> <div>10. Measures of variability-QD,MD,SD</div>	
MODE OF TRANSACTION		
Lecture, Team Teaching, Practical Work, Group Discussion, Presentation by Students, Unit Test		
PRACTICUM		
<div>1. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives</div> <div>2. Framing measurable and non-measurable learning outcomes</div> <div>3. Determining the objectivity given an answer key</div> <div>4. Determining the objectivity of a tool</div> <div>5. Finding out the content validity of the given question paper</div> <div>6. Designing - Rating scale, Questionnaire, Interview Schedule in a given a topic</div> <div>7. Framing Different types of questions</div> <div>8. Preparation of Blue Print and a question paper</div> <div>9. Prepare graphs and use statistics for analysis of test result</div>		

REFERENCES

- Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
- Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.
- Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation*. Ahmedabad: Anand Prakashan (Gujarati).
- Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.
- Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning PVT. LTD.
- Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co.
- Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT. LTD.
- Yadav, M. S. and Govinda, R. (1977). *Educational Evaluation*, Ahmedabad: Sahitya Mudranalaya.

YEAR	I	COURSE-V SKILLS AND STRATEGIES OF TEACHING	CREDIT	3+1
Semester	I		HOURS	45
Objectives:	Upon completion of the course the student-teacher will be able to: 1.Acquire to task description of the content material 2.Applies the knowledge of taxonomy of objectives to the various levels of teaching 3. Acquire competency in different Techniques in teaching skills. 4. Understand the context of application of different strategies of teaching and also Implement them. 5. Understand and appreciate the role of communication in Effective Teaching. 6. Understand the impact of teacher communication on student’s personality development. 7. Understand the various features of Models of Teaching. 8. Know and understand the correlates of teaching effectiveness. 9. Acquaint with classroom interaction analysis category system.			

UNIT-I	Planning Of Teaching	
	1.Task Analysis 2.Content Analysis 3.Identification of Teaching Objectives Categories of three -Domains-Bloom's Taxonomy(revised) Affective Taxonomyand Psychomotor Domain 4.Writing Learning objectives in Behavioural Terms-Mager's and Miller's approach 5 Definitions and importance of micro-teaching and micro – teaching cycle 6.Elements of micro-teaching- modeling, setting (simulation/real), feed andIntegration 7.Planning of micro lesson,-Teaching skills-Planning, Set Induction,Presentation,Questioning,Encouraging the students to Question,Examplication,Communication,Methodolgy,Judging the Students Problems,End or Smming Up (the above skills will be discussed with reference to, meaning, components and observation schedule of the above)	
UNIT-II	Strategies of Teaching	
	<p>A.Teacher centered methods.</p> <p>1. Exposition method-meaning, context of use, features of exposition Method.</p> <p>2. Demonstration method- meaning, planning and uses.</p> <p>B.Learner Centered methods.</p> <p>1. Discussion-meaning, planning, context, Choice of topic (issue-based), Teacher providing background information to students, discussion in the class-Role of the teacher</p> <p>2. Types of small group -discussion. Brain Storming, Buzz, Panel discussion</p> <p>3.Vocabulary Drills</p> <p>4.Jigsaw Puzzle maps</p> <p>5.Timelines</p> <p>6.Concept maps</p> <p>7.Murals and Montages</p> <p>8.Photographs</p> <p>C. Models of Teaching</p> <p>1. Meaning, distinction between methods ad models</p> <p>2. General features in terms of objectives, syntax, social system, principles of Reaction, support system and effects.</p> <p>3.Families of Models of Teaching-Concept attainment, Role Model (any one model to be discussed with respect to objectives, syntax, principles of reaction and effects)</p>	

UNIT-III	Communication and Teaching	
	1. Meaning and definition of communication 2. Components of Communication –Sender, message, Channel receiver and feed back. 3.Types of Communication -Verbal, Nonverbal and extra verbal 4. Factors affecting Communications (Barriers to Communications- Noise, attitude, Knowledge, social system and culture.)	
UNIT-IV	Teaching Effectiveness	
	Definition, Distinction among teacher competency 2. Flanders Interaction Analysis Category System (description of categories, observation procedures, training in observation, concept of direct/indirect behaviour, relationship between teacher behavior and teaching effectiveness) 3. Correlates of teaching effectiveness [i] Clarity [ii] Variability [iii] Enthusiasm [iv] Criticism [v] Teacher indirectness [vi] Student opportunity to learn criterion material [vii] Use of structuring comments [viii] Multiple levels of cognitive discourse	
MODE OF TRANSACTION		
Lecture, Discussion, Case Study, Field Visits, Problem solving, PPTs, Action Research		
PRACTICUM		
Note: These topics are to be related to similar topics in the different methods of teaching.		
Reference : <ol style="list-style-type: none"> 1. Aggarwal, J. C. <i>Essentials of Education Psychology</i>, New Delhi : Vikas Publishing House Pvt. Ltd., 1995 2. Allen, D. W. and Ryan, K. A. <i>Microteaching</i>. Massa chusetts : Addison Wesley, 1969. 3. Anderson, L. W. (1984) <i>An Introduction to Time and School learning</i>. Great Britain, Croom Helm Ltd., 4. Flander, N. A. (1970) <i>Analyzing Teaching Behaviour Reading Massachusetts</i>. Addison-Wesley. 5. Gage, N. L. and Berliner, D. C. <i>Educational Psychology</i>, Chicago: Rand McNally College Publishing Company, 1975. 6. Hurt, H. T., Scott M. D., and McCroskey J.C. <i>Communication in the Classroom</i>. California :Addison Wesley Publishing company, 1977. 7. Jangira, N. K. and Singh, A. <i>Core Teaching Skills-The Microteaching Approach</i>, New Delhi : National Council of Education Research and Training, 1982. 8. Joyce, B. and Weil, <i>Models of Teaching</i>. New Delhi : Prentice-Hall India Pvt. Ltd., 1997 9. Nimbalkar, M. R. <i>Educational Skills and Strategies of Teaching</i>, Neelkamal Publication Pvt. Ltd, Hyderabad (A.P) 2011. 10. Passi, B. K. <i>Becoming better teacher</i>, Ahemedabad: Sahitya Mudranalaya, 1976. 11. Singh, L. C. <i>Microteaching-An innovation in Teacher Education</i>. Agra: National Psychological Corporation, 1979. 		

12. Travers, R.M.W. *Second Handbook of Research on Teaching*, Chicago:Rand McNallycollege Publishing Company, 1973.

YEAR	I	COURSE - EPC 1:UNDERSTANDING THE SELF (1/2) 50 Marks (Internal Assessment)	CREDIT	2+1
Semester	I		HOURS	30

Essence of the course: Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

OBJECTIVES:

The pre-service teachers will ...

1. Understand the meaning and importance of self-concept and self-esteem.
2. Be aware of different factors related to self-concepts and self-esteem.
3. Understand the concept and importance of emotional intelligence for Personal and Professional Development
4. Know and develop their personality through various practices.
5. Develop interpersonal intelligence.

SYLLABUS

UNIT-I	Self-concept	
	<ol style="list-style-type: none"> 1. Meaning and Definition of self-concept 2. Importance of self-concept 3. Components of self-concept 4. Factors influencing self-concept 5. Development of self-concept 6. Impact of Positive and negative self-concept 	
UNIT-II	Self esteem	
	<ol style="list-style-type: none"> 1. Meaning and concept of self esteem 2. Importance of self-esteem 3. Types of self esteem 4. Strategies for positive behaviour 5. Keys to Increasing Self-Esteem 	
UNIT-III	Personality Development	
	<ol style="list-style-type: none"> 1. Meaning and Types of Personality 2. Factors Affecting Personality 3. Attributes of good personality 4. Strategies for personality development 	

UNIT-IV	Interpersonal Intelligence and Emotional intelligence	
	<ol style="list-style-type: none">1. Concept of Interpersonal Behaviour2. Need and Importance of Interpersonal Behaviour3. Strategies to Develop Interpersonal Relationship4. Meaning and concept of Emotional intelligence5. Components of emotional intelligence6. Differentiating EQ, IQ and SQ7. Emotional intelligence for personal and professional development	
MODE OF TRANSACTION		
Lecture-cum-discussion, workshop sessions, assignments, presentations by students		
PRACTICAL WORK		
<ol style="list-style-type: none">1. Inspirational clips finding and understanding the meaning behind that.2. Prepare a personal growth journal and noting the daily observations.3. Analysing the priority and scheduling priority to minimize the stress.4. Practically applying the interpersonal intelligences in various given classroom situations.5. Listing the positive and negative attributes of personality.6. Studying the emotional health of peers/students/family members by using Emotional Intelligence Scale.7. Designing and applying activities to develop self-esteem.		
REFERENCES		
Stevens, N. (2008). <i>Leaning to Coach</i> . United Kingdom: Howtobooks.		
Rohrer, J. (2002). <i>ABC of Awareness</i> . Oberurnen: UTD Media.		
Adair, J. & Allen, M. (1999). <i>Time Management and Personal Development</i> . London: Hawksmere.		
Simanowitz, V. and Pearce, P. (2003). <i>Personality Development</i> . Beckshire: Open University Press.		

COURSE - EPC 2: CRITICAL UNDERSTANDING OF ICT (1/2)

50 marks

(Internal Assessment)

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

1. To provide much hands-on- experience with familiarity with computers.
2. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activities 1:

1. Organize a workshop on information technology in “construction of knowledge”
2. Construction of lesson plan by use of audio-visual media and computers.
3. Deliver at least 10 lessons in school by audio-visual media and computers.
4. Assess the impact and prepare a report on the entire work.

Activities II:

1. Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
2. Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activities III:

1. Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.
3. Use of available software or CDs with LCD projection for subject learning interactions.

Activities IV:

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading relevant material .
3. Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

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

YEAR	I	COURSE -6 LEARNING AND TEACHING	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES:		: After completion of the course, student-teachers will be able to:- <ol style="list-style-type: none"> 1. To develop scientific attitude for the process of teaching & learning. 2. To develop understanding about the relationship of cognitive, social and emotional development with learning process. 3. To provide an overall view on teaching & learning style and ideas to enhance these activities. 4. To introduce student – teachers with teaching skill, components and parameters of effective teaching. 5. To develop insight for perfect teaching by with its overall perspectives in detail. 		
UNIT-I	Learning			
	<ol style="list-style-type: none"> 1. Definitions of learning, Learning as a process and product, Principles of Learning different viewpoints of learning and their classroom implications 2. Learning by Trial and Error (Thorndike) and its implications 3. Learning by Stimulus - Response conditioning (Pavlov) 4. Operant conditioning and its implications(Skinner.B.F) 5. Gagne’s Cumulative Learning Model and its implications 6. Discovering learning-Meaning, concept, Principle to assess quality of learning. 7. Factor affecting learning –Physiological, psychological and Environmental 8. Ways to enhance learning skills and minimizing learning problems. 9. Transfer of learning-Meaning ,Types and Class room Implications 			
UNIT-II	Motivation			
	<ol style="list-style-type: none"> 1. Motivation-meaning and types 2. Instincts-McDougal’s theory 3. Maslow’s Hierarchy of needs 4. Attention-meaning, types, nature and skills to enhance attention 5. Interest-meaning ,nature and measurement-SVIB(revised) 6. Aptitude-Meaning and importance and testing-DAT 7. 			
	Mental health and Hygiene			
UNIT-III	<ol style="list-style-type: none"> 1. Meaning and Importance 2. Characteristics of Mentally healthy person 3. Common Mental disorders and preventive measures 4. Defence mechanisms 			

UNIT-IV	Effective Teaching and Teaching Styles	
	<ol style="list-style-type: none"> 1. Effective Teaching : Meaning, Component and Parameters of Effective Teaching 2. Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher. 3. Values & personal relationship between Teachers and Learners relationship among learners, self-esteem and freedom experienced by learner. Teaching Style: - Concept, Types and effect on learners' learning process, factor effecting on Teaching Style. 4. Effective Teacher Behaviour, Role of Hemisphere city in Thinking, Learning and Teaching Style. 	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Field Visits, Problem solving, PPTs, Action Research

PRACTICUM

1. Note down some instances of daily life, where some principles of psychology are applied.
2. Select one or two situations in school & identify the principles of psychology seen in these situations.
3. To make a case study of a few students at higher secondary level or write a case.
4. Conduct a psychological experiment and write a report- Learning Curve, Transfer of training, Attention, Directed Observation
5. Write an observation report on adolescent characteristics.
6. Develop interview schedule and take interview of a psychology teacher for teaching psychology.
7. Study any one of the psychological tests or inventory and write the specific features of the test.
8. Identify the Educational or Psychological attributes/variables from the given Story/Episode.
9. List down psychological services which could be provided to community (for personality development, How to prepare for an interview and detail out its important features)
10. Visits to Counseling Centers like 'MARG', etc.
11. Visits to different institutions dealing with different disabilities and their Classroom Observation.

REFERENCES

YEAR	I	Course-10 KNOWLEDGE AND CURRICULUM - I	CREDIT	3+1	
Semester	II		HOURS	45	
OBJECTIVES:		<ol style="list-style-type: none"> 1. To enable the students to learn about epistemological bases of knowledge 2. To enable the students to understand the various concepts and maxims of education. 3. To enable the students to understand the concepts and approaches of curriculum development. 4. To enable the students to understand the bases and determinants of curriculum. 5. To acquaint the students with the curriculum reform in the Indian context. 6. 			

SYLLABUS		
UNIT-I	Epistemological bases of knowledge and Education	
	1. Concept of Knowledge 2. Structures and Forms of knowledge 3. Ways of acquiring knowledge	
	4. Meaning of information, wisdom, instruction, teaching, training, skills 5. Modes of Education – Face to face, Open and Distance (OD) 6. Teaching as a complex activity : a. Formal setting b. Informal setting 7. Teaching in Multi cultural setting	
UNIT- II	Concept of Curriculum	
	1. Meaning and concept of curriculum 2. Meaning of Curriculum framework, syllabus , textbook 3. Types of curriculum: Core, Hidden, Null and Latent curriculum 4. Differentiated curriculum	
UNIT- III	Curriculum Development Basics	
	1. Need and Importance of Curriculum development 2. Principles of curriculum development 3. Foundations of curriculum - Indian Context a. Philosophical foundations b. Sociological foundations c. Psychological foundations d. Historical foundations	
UNIT-IV	Dynamics of Curriculum Development	
	1. Determinants of curriculum development 2. Theories of curriculum development 3. Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary 4. Curriculum reforms in India ; National Curriculum Frameworks	
MODE OF TRANSACTION Group discussion, Lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences		

PRACTICUM

1. Policy analysis National Curriculum Frame works.
2. Identification of core, hidden, null and latent curriculum in textbooks.
3. Designing an activity based curriculum.
4. Analysis of School Curriculum at different stages

REFERENCES

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- Herbert, J. W. & Geneva, D. H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
- Jenkins, D., & Shifnran, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing
- Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
- Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Ornsttein, A. C. & Hunkins, F.P. (1988). *Curriculum foundations, Principles and issues* New jersey prentice hall
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.

Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.

Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.

Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.

Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.

Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.

Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.

Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers

MODE OF TRANSACTION

Lecture, lecture cum Discussion, project works, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation

SYLLABUS

YEAR	I	COURSE-VII SCHOOL ORGANISATION AND MANAGEMENT	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES :		Students will be able to 1. Understand the concepts of management, administration in Education 2. Understand meaning and characteristics of organization 3. Become familiar with different types of school boards in India 4. Know about the need and importance of school accreditation		
UNIT-I	School as an Organisation			
	1. Concept of management and administration. 2. Organisation; Meaning, purpose and characteristics a. School Management Committee (SMC) 3. Types of school board- a. (CBSE) Central Board of Secondary Education, b. (ICSE) Indian Certificate of Secondary Education c. State Secondary and Higher Secondary Education Boards (10+2) d. (IGCSE) International General Certificate of Secondary Education e. (IB) International Baccalaureate 4. School accreditation: Meaning, Need and Criteria for school accreditation.			

UNIT-II	Components of School Management	
	<ol style="list-style-type: none"> 1. Educational Leadership: Roles and Responsibilities 2. School Time Table : Types, Guidelines for Preparation 3. School Records: Types and Its Importance 4. Co-Curricular Activities: Need and Importance, Organisation of Co-curricular activities 5. Institutional Planning : Meaning, need & importance, steps 	
UNIT-III	School Management: Managing classrooms	
	<ol style="list-style-type: none"> 1. Meaning of classroom and its concept 2. Characteristics of Class room 3. Composition of classroom 4. Components of classroom: <ol style="list-style-type: none"> a. Teachers (Role of teacher) and b. Pupils as recipients and their learning needs 5. Meaning and concept of classroom management 6. Objectives of classroom management 7. Principles of classroom management 8. Indiscipline in classroom - Concept, Types , Reasons 9. Techniques of classroom management: Verbal and Non verbal 10. Contemporary classroom issues : bullying, interpersonal attraction, social media 	
UNIT-IV	A.Educational Structure in India	
	<ol style="list-style-type: none"> 1. The structure and function at different levels –center, state, district and institutional and university level. 2. Functions of apex bodies at center and state level like, CABE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET, etc. 3. Decentralization of education with reference to the role and functions of panchayatiraj institutions. 	
	B.Leadership and School Management	
	<ol style="list-style-type: none"> 1. Management process: Planning, organizing, directing, controlling 2. Managerial skills, technical skills, conceptual skills, human skills 3. Concept of leadership 4. Leadership styles 5. Leadership and decision making 6. Leadership in the context of innovation and change 	

MODE OF TRANSACTION

Lecture, Lecture cum Demonstration, Discussion, Practical, Assignments

PRACTICUM

1. Visit different types of schools following different boards and do a comparative study with respect to various variables.
2. Analyse the process of recognition to different boards.
3. Prepare list of various records prepared by schools and write a report on its importance.
4. Study the various co-curricular activities undertaken by schools.
5. Organise any co-curricular activity in school and prepare a report on its management and problems faced.
6. Prepare a school time table and the points you kept in mind while doing so.
7. Visit schools and prepare a list of various indiscipline problems faced by principal and teachers and the strategies they adopted to solve them
8. Prepare an awareness programme on various indiscipline problems faced in schools.
9. Study the techniques adopted by teacher for classroom management,
10. Visit schools and study the leadership style of principals through observations.
11. Study the innovations and change introduced in school and role of leader therein.

REFERENCES

- [1] Desai, D. M. (1964). *Outline of Educational Administration in India*. Ahmedabad: A. R. Sheth & Co.
- [2] Desai, D. M. (1964). *Shaikshanik Prakashan*. Baroda: University Granth Nirman.
- [3] Getzels, J. W. et.al. (1968). *Educational Administration as a Social Process*. New York: Harper and Row.
- [4] Goleman, D. (1998). *Working with Emotional Intelligence*. NewYork: Bantam Books.
- [5] Goleman, D. (1995). *Emotional Intelligence*: NewYork: Bantam Book.
- [6] Halpin, A.W. *Theory and Research in Educational Administration*. Collier Mac.
- [7] Kochar, S. K. (1994). *Secondary School Administration*. Jullandhar: Jullandhar University Publications.
- [8] Mukherji, S. N. *Secondary School Administration*. Baroda: Acharya Book Depot.
- [9] Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.
- [10] Owenss, R. G. (1970). *Organizational Behaviour in Schools*. New Jersey: Prentice Hall.
- [11] Robbin, S., Judge, T., and Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- [12] Safeya, R., and Shaida, B. D. (1964). *School Administration and Organisation*. Delhi: Dhanpatrai & Sons.

Course: 11 Yoga Education

After going through this course you will be able to:

- Record a brief history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Explain the different limbs of Astanga yoga.
- State the different types of yoga.
- Derive how Hatha yoga and Astanga yoga are complementary to each other.
- Name the satkarma and describe their use in cleansing the body and the mind.
- Demonstrate some important asanas and pranayamas.

To realize the above objectives, the following units of study have been included:

Unit 1: Introduction to Yoga and Yogic Practices

- 1.1. Introduction.
- 1.2. Learning Objectives.
- 1.3. Yoga: Meaning and Initiation.
- 1.4. History of development of Yoga.
- 1.5. Astanga Yoga or Raja Yoga.
- 1.6. The streams of Yoga.
- 1.7. The Schools of Yoga: Raja yoga and Hatha Yoga
- 1.8. Yogic practices for healthy living.
- 1.9. Some select yogic practices.

Unit 2: Introduction to Yogic Texts.

- 2.1. Introduction.
- 2.2. Learning Objectives.
- 2.3. Historicity of yoga as a discipline.
- 2.4. Classification of yoga and yogic texts.
- 2.5. Understanding Astanga Yoga of Patanjali.
- 2.6. Hatha Yoga practices.
- 2.7. Complementarily between Patanjali yoga and Hatha yoga.
- 2.8. Meditational processes in Patanjali yoga sutra.

Unit 3: Yoga and Health.

- 3.1. Introduction.
- 3.2. Learning Objectives.
- 3.3. Need of yoga for positive health.
- 3.4. Role of mind in positive health as per ancient yogic literature.
- 3.5. Concept of health, healing and disease: yogic perspectives.
- 3.6. Potential cause of ill health.
- 3.7. Yogic principles of healthy living.
- 3.8. Integrated approach of yoga for management of health.
- 3.9. Stress management through yoga and yogic dietary considerations.

Unit 4: Guidelines for Internship

- 4.1. Introduction.
- 4.2. Learning Objectives.
- 4.3. General guidelines for performance of the practice of yoga for the beginners.
 - 4.3.1. Guidelines for the practice of Kriyas.
 - 4.3.2. Guidelines for the practice of asanas.
 - 4.3.3. Guidelines for the practice of pranayamas.
 - 4.3.4. Guidelines for the practice of Kriyas yoga.
 - 4.3.5. Guidelines for the practice of meditation.
- 4.4. Select Yoga practices for persons of average health for practical yoga sessions.
 - 4.4.1. Supine position.
 - 4.4.2. Prone position.
 - 4.4.3. Sitting position.
 - 4.4.4. Standing position.
 - 4.4.5. Kriyas.
 - 4.4.6. Mudras.
 - 4.4.7. Pranayams.

YEAR	I	COURSE-8&9 PEDOGOGY OF MATHEMATICS- I	CREDIT 3+1
Semester	II		HOURS 45
OBJECTIVES:		Student teacher will be able to: 1. Understand nature of Mathematics as a discipline. 2. Understand general objectives of teaching Mathematics. 3. Formulate instructional objectives in terms of behavioural outcomes. 4. Analyze the content in terms of concepts, sub-concepts and relation between them. 5. Select and organise learning experiences according to content and level of students. 6. Design appropriate teaching – learning strategy/approach suited to particular content. 7. Use ICT and various teaching aids in teaching of Mathematics.. 8. Evaluate Mathematics Text Book. 9. Construct achievement test and diagnostic test. 10. Understand innovations and implications of researches in the field of Mathematics Education.	
UNIT-I	Nature and Objectives of Teaching Mathematics		
	1. The discipline of Mathematics - Its concepts- nature and structure. 2. Place of Mathematics in School Curriculum. 3. Values of Mathematics [Long term objectives] : Cultural value, Disciplinary value and Utilitarian value 4. Correlation of Mathematics with other subjects 5. Contribution of the Indian Mathematicians 6. Objectives of teaching Mathematics at Secondary/Higher Secondary Level: [As recommended by various reports] 7. Objectives of teaching Mathematics [Knowledge, Understanding, Application, Skills, Interest, Attitude, Appreciation] Instructional objectives of teaching Mathematics (Revised bloom’s taxonomy)		
UNIT-II	Planning for Instruction in Teaching Mathematics		
	1. Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalisations etc.] 2. Content Analysis in Mathematics		

	3. Designing of learning experiences in Mathematics 4. Lesson plan and Unit plan with their specific steps
UNIT-III	Teacher centred Approaches of Teaching Mathematics
	1. Inductive-deductive 2. Analysis –Synthesis 3. Problem solving {With specific illustrations for their use in teaching of Mathematics }
UNIT-IV	Evaluation in Mathematics
	1. Various types of questions useful in Evaluation 2. Concept of Diagnosis in Mathematics 3. Concept of Remediation in Mathematics 4. Preparation of Unit test 5. Preparation of Diagnostic test

SYLLABUS

COURSE 8&9 PEDAGOGY OF KANNADA LANGUAGE - I

ಬೋಧನಾ ಉದ್ದೇಶಗಳು ;

1. ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಆಸಕ್ತಿ ಹಾಗೂ ಆಭಿರುಚಿಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
2. ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಅರಿತು ಕೊಳ್ಳುವರು.
3. ಭಾಷಾಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವರು.
4. ವಿವಿಧ ಪಾಠ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸಲು ಸಮರ್ಥರಾಗುವರು.
5. ಭಾಷಾ ಕೌಶಲ್ಯಗಳಾದ ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ, ಬರವಣಿಗೆಯಲ್ಲಿ ಪ್ರಭುತ್ವ ಹೊಂದುವರು.

ಘಟಕ 1 : ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ವಿಕಾಸ.

1. ಭಾಷೆ-ಅರ್ಥ,ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ಸಿದ್ಧಾಂತಗಳು.
2. ಮಾತೃಭಾಷೆಯ-ಅರ್ಥ,ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ ಭಾವನಾವಾಹಕವಾಗಿ ಭಾಷೆ,ಹಾಗೂ ಸಂಪರ್ಕ ಮಾಧ್ಯಮವಾಗಿ ಭಾಷೆ.
3. ಕನ್ನಡ ಭಾಷೆಯ ಹಿನ್ನೆಲೆ-ಮಾತೃಭಾಷೆಯಾಗಿ ಕನ್ನಡ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ, ಶಾಸ್ತ್ರಿಯ ಭಾಷೆಯಾಗಿ ಹಾಗೂ ಜಾಗತಿಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ.
4. ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಪ್ರಥಮ, ದ್ವಿತೀಯ, ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ ಹಾಗೂ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು.
5. ತ್ರಿಭಾಷಾ ಸೂತ್ರ ಹಾಗೂ ವಿ.ಕೃ ಗೋಕಾಕ್ ವರದಿಯ ಅನುಷ್ಠಾನ.
6. ಮಾತೃ ಭಾಷಾ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣ.
1)ಜ್ಞಾನವಲಯ 2) ಭಾವನಾವಲಯ 3) ಮನೋಜನ್ಯವಲಯ.

ಘಟಕ 2 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳು

- 1 ಗದ್ಯಬೋಧನೆ - ಅರ್ಥ, ಸ್ವರೂಪ, ಗದ್ಯ ಪ್ರಕಾರಗಳು ಗದ್ಯಬೋಧನೆ ಉದ್ದೇಶಗಳು.
- 2 ಪದ್ಯಬೋಧನೆ - ಅರ್ಥ, ಸ್ವರೂಪ, ಪದ್ಯಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪದ್ಯಬೋಧನಾ ಕ್ರಮಗಳು, - ಖಂಡಪದ್ಧತಿ ಮತ್ತು ಅಖಂಡಪದ್ಧತಿ. ಪದ್ಯಬೋಧನೆಯಲ್ಲಿ-ಪ್ರಶಂಸೆ. ಗಮಕ. ಹಾಡುಗಾರಿಕೆ ಮಹತ್ವ. ಭಾವಾರ್ಥ, ಕಂಠಪಾಠ. ಅಂತರಾರ್ಥ ಮತ್ತು ಭಾಷ್ಯ ಅರ್ಥಗಳ ಪ್ರಾಮುಖ್ಯತೆ. ಗದ್ಯ ಪದ್ಯ ಬೋಧನೆಯ ವ್ಯತ್ಯಾಸಗಳು.
- 3 ವ್ಯಾಕರಣ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ವ್ಯಾಕರಣ ಬೋಧನಾಕ್ರಮಗಳು- ಔಪಚಾರಿಕ ವ್ಯಾಕರಣ ಮತ್ತು ಕ್ರಿಯಾಶೀಲ ವ್ಯಾಕರಣ. ವ್ಯಾಕರಣ ಬೋಧನಾವಿಧಾನಗಳು- ಅನುಗಮನ, ನಿಗಮನ, ಸಂಪೂರ್ಣ ಮತ್ತು ಕ್ರೀಡಾವಿಧಾನಗಳು.
- 4 ಕನ್ನಡ ಸಾಹಿತ್ಯ ಬೋಧನಾ ವರ್ಗೀಕರಣಗಳು.
 1. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖ ಘಟ್ಟಗಳು (ಹಳಗನ್ನಡ ಕಾವ್ಯಗಳು)
 2. ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖ ಘಟ್ಟಗಳು

ಘಟಕ 3 : ಕನ್ನಡ ಭಾಷಾ ಪಾಠಬೋಧನಾ ಯೋಜನೆಗಳು

1. ಅಣುಪಾಠಯೋಜನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಅಣುಬೋಧನಾ ಚಕ್ರ. ಅಣುಪಾಠಯೋಜನೆಗಳ ರಚನೆ ಮತ್ತು ಬೋಧನೆ.
2. ಪಾಠಯೋಜನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಪಾಠಯೋಜನೆಯ ಹಂತಗಳು. [ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ, ಪತ್ರಲೇಖನ ಮತ್ತು ಪ್ರಬಂಧ ಪಾಠಯೋಜನೆಯ ಮಾದರಿಗಳು]
3. ಘಟಕಯೋಜನೆ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಘಟಕಯೋಜನೆಯ ಹಂತಗಳು, (ಘಟಕಯೋಜನೆಯ ತಯಾರಿಕೆ)
4. ಸಂಪನ್ಮೂಲ ಘಟಕ- ಅರ್ಥ,ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಸಂಪನ್ಮೂಲ ಘಟಕದ ಹಂತಗಳು, [ಮಾದರಿ ಸಂಪನ್ಮೂಲ ಘಟಕದ ರೂಪರೇಷೆಗಳು]
5. ಸಾಮಾನ್ಯ ಆಧಾರಿತ ಬೋಧನೆ- ಅರ್ಥ, ಮಹತ್ವ, ಹಂತಗಳು, ಯೋಜನೆ.

ಘಟಕ 4 : ಭಾಷಾ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆ

1. ಆಲಿಸುವಿಕೆ -ಅರ್ಥ,ಮಹತ್ವ. ಹಾಗೂ ಉದ್ದೇಶಗಳು. ಆಲಿಸುವಿಕೆಯ ವಿಧಗಳು. ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು. ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು, ಆಲಿಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು,
2. ಮಾತುಗಾರಿಕೆ- ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಉದ್ದೇಶಗಳು, ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು.
3. ಓದುಗಾರಿಕೆ- ಅರ್ಥ, ಸ್ವರೂಪ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು, ಓದು ಕಲಿಸುವ ಪದ್ಧತಿಗಳು, ಓದುಗಾರಿಕೆಯ ವಿಧಾನಗಳು, ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರೋಪಾಯಗಳು, ಉತ್ತಮ ಓದುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು, ಮೌನ ಓದು ಮತ್ತು ಗಟ್ಟಿ ಓದಿನ ವ್ಯತ್ಯಾಸಗಳು ಜನಪ್ರಿಯ ಓದಿನ ಪರಿಣಾಮಗಳು.
4. ಬರವಣಿಗೆ- ಅರ್ಥ, ಸ್ವರೂಪ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು, ಸುಂದರ ಕೈ ಬರಹದ ಲಕ್ಷಣಗಳು, ಬರಹ ರೂಢಿಸುವ ವಿಧಾನಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು, ಕೈ ಬರಹದಲ್ಲಿನ ದೋಷಗಳು, (ಅಕ್ಷರ ಸ್ಥಾಪನೆಗಳು) ನಿವಾರಣೋಪಾಯಗಳು, ಉತ್ತಮ ಕೈ ಬರಹವನ್ನು ರೂಢಿಸುವ ವಿಧಾನಗಳು ಮತ್ತು ಸೃಜನಶೀಲ ಬರವಣಿಗೆ

ಸೂಚಿತ/ಯೋಜಿತ ಚಟುವಟಿಕೆಗಳು ;

ಸೂಚನೆ: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು.

1. ಪ್ರಸ್ತುತ ಪ್ರೌಢಶಾಲಾ ಭಾಷಾ ಪಠ್ಯವಿಷಯಕ್ಕೆ ಮೂರಕವಾದ ಶಬ್ದಕೋಶದ ರಚನೆ.
2. ಕನ್ನಡ ಭಾಷಾ ಆಟಗಳ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ನಿರ್ವಹಣೆ.
3. ಪ್ರಸ್ತುತ ಪ್ರೌಢಶಾಲಾ 8 ಮತ್ತು 9 ನೇ ತರಗತಿಯ ಪಾಠಗಳ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಕಾರ್ಯಚಟುವಟಿಕೆ ಪುಸ್ತಕ ತಯಾರಿ.
4. ಗ್ರಾಮ್ಯ ಮತ್ತು ಗ್ರಾಂಥಿಕ ಪದಕೋಶ ತಯಾರಿಕೆ (ಕನಿಷ್ಠ 300 ರಿಂದ 500 ವರೆಗೆ ಅದಕ್ಕಿಂತ ಹೆಚ್ಚು).
5. ರೇಡಿಯೋ ಅಥವಾ ಟಿ.ವಿ.ಯ ಭಾಷಾ ಕಾರ್ಯಕ್ರಮ ವೀಕ್ಷಿಸಿ ವರದಿ ತಯಾರಿಕೆ/ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳ ವರದಿ ತಯಾರಿಕೆ.
6. ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ, ಹಿಂದೂಸ್ಥಾನಿ, ಮೋರ್ಚುಗಿಸು, ಪಾಲಿ ಮತ್ತು ಲ್ಯಾಟಿನ್, ಭಾಷೆ ಪದಗಳ ಸಂಗ್ರಹ ಮತ್ತು ವರ್ಗೀಕರಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ವರದಿ.

7. ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದಲ್ಲಿ ಜರುಗಬೇಕಾದ ಕಾರ್ಯಗಳು ಹಾಗೂ ಸಂಶೋಧನೆಗಳ ವರದಿ.
8. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಗಣಕ ಯಂತ್ರದ ಬಳಕೆ ಮಾಡಿರುವುದಕ್ಕೆ ಯಾವುದಾದರೊಂದು ದಾಖಲೆ- ಮಾಹಿತಿ ಸಿಂಧು, ಅಂತರ್ ಜಾಲ, ಯಂತ್ರಾಂಶ ತಂತ್ರಾಂಶ, ವಿದ್ಯುನ್ಮಾನ ಅಂಚೆ, ನುಡಿ, ಬರಹ, ಪ್ರಕಾಶಕಗಳ ಬಳಕೆ ಮತ್ತು ಉಪಯೋಗ ಕುರಿತು ಮಾಹಿತಿ ಸಿದ್ಧಪಡಿಸುವಿಕೆ.
9. ನಾಲ್ಕು ಭಾಷಾ ಕೌಶಲ್ಯಗಳಲ್ಲಿಯ ದೋಷಗಳನ್ನು ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದಲ್ಲಿ ಕಂಡು ಹಿಡಿದು ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆಯ ಕುರಿತ ವಿಶ್ಲೇಷಣೆ.
10. ಸೂಚನೆ; ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದೇ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾರ್ಗದರ್ಶಿಸಲು ಅಧ್ಯಾಪಕರುಗಳಿಗೆ ಮುಕ್ತ ಅವಕಾಶವಿದೆ.

ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಕಾರ್ಥಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯ ಕೈಗೊಳ್ಳುವಾಗ;

ಗಡ್ಯ- 06

ಪದ್ಯ- 03

ವ್ಯಾಕರಣ- 02

ಪತ್ರಲೇಖನ/ಪ್ರಬಂಧ- 01

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ರಮಣ್. ಬಿ.ವಿ.(1988) ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ; ವಿರಾಜಪೇಟೆ; ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಚಿಕ್ಕ ಪೇಟೆ.
2. ಪಂಡಿತ ಸಿ. ಕೃಷ್ಣ (1990) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ; ಬೈಸೂರ ಗೀತಾ ಬುಕ್‌ಹೌಸ್ ಪ್ರಕಾಶಕರು.
3. ಕೃಷ್ಣಪ್ಪ ಎಸ್ (1983) ಕನ್ನಡ ಬೋಧನೆ; ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
4. ಅನಂತರಾಮು ರಾ. (1983) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ; ಮೈಸೂರ, ಭಾರತಿ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ-570109.
5. ಡಾ. ಮಹಾಬಲೇಶ್ವರರಾವ್ (1990) ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು ಹಳೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಘ ಡಾ.ಜಿ.ಎಂ.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಉಡುಪಿ
6. ಡಾ. ಕೆಂಪೇಗೌಡ ಕೆ- ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ ಭಾರತೀಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ ಮೈಸೂರು.
7. ರಂಗನಾಥಶರ್ಮ ಎಸ್(1977) ಕನ್ನಡ ಭಾಷಾ ಪರಿಷತ್ತು ಚಾಮರಾಜಪೇಟೆ, ಬೆಂಗಳೂರು
8. ಡಾ. ನಾರಾಯಣ ಕೆ.ವಿ. ಭಾಷೆಯ ಸುತ್ತಮುತ್ತ ಕನ್ನಡ ಸಂಘ ಕ್ರೈಸ್ತ್ ಕಾಲೇಜು, ಬೆಂಗಳೂರು.

METHOD COURSES

SEMESTER-II

YEAR	I	PEDAGOGY OF TEACHING ENGLISH –I	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES:		<p>The Student Teachers will:</p> <ol style="list-style-type: none"> 1. Be aware of status of English Language in India. 2. Understand natural language and its various characteristics (properties). 3. Gain insight into general theories of language acquisition and language learning. 4. Understand the nature of lesson plan and its types in English. 5. Develop familiarity with the various textual items like prose, poetry, short stories, etc. 		

	6. Gain insight in Receptive as well as Productive skills in teaching English. 7. Understand and acquire methods and techniques of teaching English	
SYLLABUS		
UNIT-I	A. Teaching of English Language in India	
	1. Status of English Language in Pre-Independent India 2. Status of English Language in Post-Independent India 3. Need and Importance of English Language	
	B. Planning	
	1. Meaning of planning, importance of planning 2. Content Analysis 3. Formulation of General and Specific Objectives 4. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan. 5. Innovative Lesson Plan	
UNIT-II	Teaching Receptive Skills	
	A. Listening Skills 1. Difference between hearing and listening 2. Sub-skills of listening 3. Phases in teaching listening 4. Kinds of listening 5. Listening activities 6. Guidelines for effective listening B. Reading Skills 1. The characteristics of reading 2. The sub-skills of reading 3. The process of reading 4. Types of reading: skimming, scanning, intensive, extensive, silent and loud 5. Methods of Teaching Reading: Phonic, Word and Story Different exercises to develop reading skills	
UNIT-III	Teaching of Productive Skills	

	<p>C. Speaking Skills</p> <p>1. Characteristics of speaking</p> <p>2. Sub-skills of speaking</p> <p>3. Features of effective oral skill lesson</p> <p>4. Speaking activities</p> <p>D. Writing Skills</p> <p>1. Purpose and process of writing</p> <p>2. Sub-skills of writing</p> <p>3. Elements of effective writing</p> <p>4. Writing fundamentals: spelling, punctuation, word choice, grammar</p> <p>5. Factors affecting writing skills in second language</p> <p>Writing activities</p>	
UNIT-IV	Methodology of Teaching English Language	
	<p>1. Grammar Translation method</p> <p>2. Direct Method</p> <p>3. Michael West’s New Method</p> <p>4. Structural Approach</p> <p>5. Communicative Approach</p> <p>6. Eclectic Approach</p> <p>Innovative Pedagogy</p>	
MODE OF TRANSACTION		
<p>Lecture, discussion, language games, assignments, oral presentation</p>		
PRACTICAL WORK		
<p>Text book analysis, designing and developing program to enhance Listening, Speaking, Reading and Writing skills, learning different software for teaching English</p>		

YEAR	1	3+1 credits	
Semester	II	COURSE 8&9 PEDAGOGY OF HINDI LANGUAGE-I	45
Objectives:		<ol style="list-style-type: none"> 1. To acquaint the student teachers with the fundamental principles governing the teaching of Hindi in Non-Hindi speaking areas like Karnataka. 2. To enable them to apply the principles in their day to day class teaching. 3. To acquaint them with the cultural heritage of Hindi in our country. 4. To make them realize the importance of Hindi as National language. 5. To enable them to appreciate the literature in their capacity as belonging to non-Hindi area and learn to differentiate the various forms of literature. 6. To train them to prepare Instruction material. 7. To develop in them good qualities of Hindi teacher. 8. To help them understand the importance of unity through language. 9. To acquaint them familiar with the new methods and techniques of teaching evaluation. 	
Unit I		Importance of Hindi as National Language	
		<ol style="list-style-type: none"> 1. Reasons for selecting Hindi as National language 2. Responsibilities of Hindi, being National language. 3. Efforts needed to spread Hindi in entire nation. 4. Objectives of Teaching Hindi. 5. Main Principles of Teaching Hindi 6. Teaching of Hindi in non-Hindi speaking states. 	
Unit II		Planning for Teaching Hindi	
		<ol style="list-style-type: none"> 1. Meaning of Planning 2. Need and importance of Planning 3. Content Analysis 4. Writing of Instructional Objectives(revised Bloom's taxonomy) 5. Types of Planning <ol style="list-style-type: none"> a. Annual planning b. Unit planning c. Lesson planning d. Main considerations while planning 	
Unit III		Methods of Teaching Language	
		<ol style="list-style-type: none"> 1. Indirect Method 2. Direct Method 3. West's Method or New Method 4. Structure Method 	

	5. Communicative Approach
Unit IV	Teaching Prose and Poetry
	<ol style="list-style-type: none"> 1. Objectives of Teaching Prose and Poetry 2. Steps of teaching prose 3. Story teaching 4. Dramatics 5. Steps of Teaching Poetry 6. Teaching of Lyric, narrative, descriptive doha and Chaupai
	<p>MODE OF TRANSACTION</p> <ol style="list-style-type: none"> 1. Lecture Method 2. Discussion 3. Seminar 4. Group Activities 5. Language Laboratory visit
	<p>PRACTICUM</p> <p>Annual Planning Workshop on Content Analysis and Writing Instructional Objectives Conducting co-curricular activities like- antyakshari, Drama and kavi sammelan</p>

SYLLABUS

YEAR	II	COURSE 8&9 TEACHING OF SOCIAL STUDIES: I	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES		<div><div>1. To enable the student trainees to understand the nature and structure of Social Studies.</div><div>2. To enable the student trainees to understand the objectives of teaching Social Studies at Secondary schools.</div><div>3. To enable the student trainees to know the importance of teaching Social Studies at the secondary School level.</div><div>4. To enable the student trainees to know the methods, and approaches for organizing Social Studies curriculum.</div><div>5. To develop in the student trainees skills to organize Social Studies curriculum.</div><div>6. To enable the student trainees to understand the need for different types of planning needed in the social studies instruction.</div><div>7. To enable the student trainees to understand the role of teachers in doing different activities related to social studies instruction.</div></div>		
UNIT-I		Social Studies as an Area of Study		
		<div><div>1. Meaning, Nature and Importance of Social Studies<ul style="list-style-type: none">Interdisciplinary/Integrated life perspectivesStudy of human life in time and space dimension.</div><div>2. Objectives of Teaching Social Studies in secondary school.<ul style="list-style-type: none">Long range developmental and higher cognitive objectivesShort range cognitive objectivesAffective objectives and Skills.</div><div>3. Content Organization in Social Studies<ul style="list-style-type: none">Content Structure - different viewsIdentifying and defining concepts, facts, principles and generalizations in Social Studies instruction.</div></div>		
UNIT-II		Curricular Organization in Social Studies Instruction		
		<div><div>1. Content analysis and sequencing in terms of<ul style="list-style-type: none">delineating the content to be taughtarranging them into meaningful Gestalts</div><div>2. Writing Objectives in Social Studies Content</div></div>		

	<ul style="list-style-type: none">• General Objectives• Specific Objectives	
UNIT-II	Approaches, Methods and Skills in Social Studies Instruction	
	1. Approaches for curricula organization <ul style="list-style-type: none">• Inductive• Deductive• Problem solving/project 2. Methods for social studies instruction <ul style="list-style-type: none">• Teacher Centred methods• Learner centred methods 3. Special skills necessary for Social Studies instruction in terms of questioning, narrating and explaining.	
UNIT-III	Activities in SS Instruction and Teachers' Role	
	<ul style="list-style-type: none">• Field trips, Organizing exhibitions in school, Display and Bulletin Boards• Social Studies Laboratory, Social Studies Club<ul style="list-style-type: none">• Academic and Professional Competencies of SS teachers, In-service training	
UNIT-IV	Planning for Social Studies Instruction	
	Lesson Planning - <ul style="list-style-type: none">• Meaning, significance and components• Planning single lesson• Unit Planning• Annual Planning.• Cognitive Lesson Planning.• Constructivist Lesson Planning• Innovative Lesson Planning	
MODE OF TRANSACTION		
Lecture, discussion, lecture cum Discussion, workshop and visits.		

PRACTICUM

1. Develop long range and short range objectives related to SS teaching learning.
2. Analyze the content organization in the social studies curriculum.
3. Identify concepts, facts, principles and generalizations in Social Studies text books.
4. Content analysis and write the general and specific objectives for different contents.
5. Prepare lesson plans using different approaches and methods of teaching.
6. Prepare different plans like unit plan, annual plan, innovative lesson plan etc.
7. Prepare plans for SS laboratory, field trips and other activities.

REFERENCES

- Agrawal, J. C. (1995) *Teaching of Social Studies*. New Delhi: Vikas Publishing House.
- George, A. M., and Madan, A. (1990) *Teaching Social Science in School. NCERT's new textbook initiative*. New Delhi: Sage Publications India Pvt. Ltd.
- Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.
- Haroon, S. (Edt.) (2012) *Teaching Social Science*. New Delhi: Pearson.
- Joshi, D. (Edt.) (2012) *Methodology of Teaching Social Sciences*. New Delhi: Pearson.
- Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.
- Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.
- Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm, UNESCO.

SYLLABUS

YEAR	1	COURSE 8&9 TEACHING OF COMMERCE- I	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES				

	<ul style="list-style-type: none">• To enable students to understand commerce subject and its correlation with other subjects.• To make students aware about different types of planning for teaching and importance of content analysis• To make students understand the different methods for teaching of Commerce• To enable students to use different teaching methods in teaching of commerce• To enable students to prepare different teaching aids for teaching of commerce.	
Unit I	Commerce Subject & its Correlation with other subjects	
	<ul style="list-style-type: none">• Meaning, Nature and Importance of Commerce as a subject• Scope of Commerce in School curriculum• Objectives of teaching Commerce at higher secondary stage.• Correlation - Concept, Importance & Types• Correlation of Commerce subject with other school subjects.	
Unit II	Planning of Teaching and Content Analysis	
	<ul style="list-style-type: none">• Need and Importance of Planning• Types of Planning• Content analysis : Meaning and Importance, Preparation of Content Analysis	
Unit III	Teaching Methods and Teaching Techniques	
	<ul style="list-style-type: none">• Lecture• Team Teaching• Project• Seminar• Assignment Method• Discussion Method• Question - answer technique• Inductive and Deductive Approach• Simulation Technique• Problem Solving	
Unit-IV	Preparation of teaching aids in Commerce	
	<ul style="list-style-type: none">• Importance of Teaching Aids in Commerce Teaching• Types of Teaching Aids in Commerce• Care to be taken while preparing Teaching Aids	
Mode of Transaction		

Lecture, discussion, lecture cum Discussion, workshop and visits				
PRACTICUM				
<ul style="list-style-type: none"> • Group work on the preparation of lesson plans in Commerce • Visits school and teach a lesson using different teaching methods • Group work on content Analysis • Conducting Seminar in commerce Class. • Conducting sample surveys • Prepare suitable teaching aids and implement them in schools 				
REFERENCES				
<p>Lulla B.P. (1990) Teaching Commerce in Secondary Schools: M.S.U., Baroda.</p> <p>Rao Subba et al. : Teaching Commerce in Multipurpose Secondary Schools.</p> <p>Seema Rao., (2004) Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.</p> <p>Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce :Discovery Publishing House, New Delhi.</p> <p>Aggarwal, J.C.(2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd. New Delhi</p> <p>P.C. Segwalkar & Sarlekar(2000): The structure of Commerce. Kitab Mahal. Allahabad</p> <p>Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd</p> <p>Umesh, rana A (2009) Methodology of Commerce Education: Tandon Publications, New Delhi</p>				
SYLLABUS				
YEAR	I	COURSE 8&9 TEACHING OF ECONOMICS -I	CREDIT	3+1
Semester	II		HOURS	45
		OBJECTIVES		
		<ol style="list-style-type: none"> 1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics at higher secondary stage. 2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics at higher secondary stage. 3. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks. 4. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids. 5. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation. 		
Unit I		Nature, Scope, Aims and Objectives of Teaching Economics at Higher Secondary level		

	<div>1. Nature and scope of Economics subject</div> <div>2. Importance of Economics as a discipline at secondary and Higher secondary level</div> <div>3. Objectives of Teaching Economics.</div>	
Unit II	Correlation of economics with other subjects	
	<div><div>• Meaning of Co-relation</div><div>• Importance of Co-relation</div><div>• Types of Co-relation</div><div>• Co-relation of Economics with other subjects</div></div>	
Unit III	Planning of Teaching and Content Analysis	
	<div><div><div>• Planning of teaching: need and importance</div><div>• Types of Planning : Day plan, Lesson Plan, Unit Plan, Annual Plan</div></div><div>Content Analysis:<div><div>• Need and importance of Content Analysis</div><div>• Preparation of Content Analysis</div></div></div></div>	
Unit IV	Methods/Techniques and approaches of Teaching Economics	
	<div><div>• Lecture Method</div><div>• Seminar Method</div><div>• Discussion Method</div><div>• Assignment Method</div><div>• Project Method</div><div>• Problem Solving Method</div><div>• Team Teaching Method</div><div>• Use of Sample Surveys in Economics</div><div>• Inductive and Deductive Approach</div><div>• Simulation Technique.</div></div>	
<div><div>• Group work on the preparation of lesson plans in Economics</div><div>• Group work on content Analysis</div><div>• Preparation on different types of Assignment in Economics</div><div>• Conducting Seminar in Economics Class.</div><div>• Preparing list of different projects which can be given to students</div><div>• Conducting some small surveys in schools</div><div>• Implementation of Team teaching and different teaching methods in schools</div></div>		

REFERENCES

- Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.
- Chakravarty, Sukhamong (1987) : 'Teaching of Economics in India' Bombay, Himalaya Publ.
- Das, R.C. (1984) , Curriculum and Evaluation, New Delhi, NCERT.
- Dhand (1990) 'Techniques of Teaching' Ashish Publishing House, New Delhi.
- Kanwar, B.S. (1970), Teaching of Economics, Ludhiana, Prakash Brothers Educational Publishers.
- Lee, Norman Ed. (1975), Teaching Economics, Ed. 2 London Educational books.
- Rudramambe, B, Methods of Teaching Economics, discovery Publishers, 2004.
- Teaching Units in Economics for High and Higher Secondary Stage, NCERT, New Delhi, 1974.
- The Curriculum for the Ten Year School - A Framework, NCERT, 1975.
- Amita Yadhav, Teaching of Economics, Anmol Publications Pvt. Ltd., New Delhi.

SYLLABUS

YEAR	I	COURSE 8&9 TEACHING OF ACCOUNTANCY -I	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES		<div>1. To acquaint the student teachers with the nature of Accountancy as a discipline and the objectives of teaching Accountancy at higher secondary stage.</div> <div>2. To acquaint the student teachers with the concept of correlation and correlation of Accountancy with other subjects</div> <div>3. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Accountancy at higher secondary stage.</div> <div>4. To make the student teacher understand the importance of planning in teaching and various types of planning.</div> <div>5. To acquaint the student teacher with importance of content analysis</div> <div>6. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.</div> <div>7.</div>		
Unit I	Accountancy Subject & its Correlation with other subjects			
	<div><div>• Meaning, Nature and Importance of accountancy as a subject</div><div>• Scope of accountancy in School curriculum</div><div>• Objectives of teaching accountancy at higher secondary stage.</div><div>• Correlation - Concept, Importance & Types</div><div>• Correlation of accountancy subject with other school subjects</div></div>			
Unit II	Planning of Teaching and Content Analysis			
	<div><div>• Need and Importance of Planning</div><div>• Types of Planning</div><div>• Content analysis : Meaning and Importance, Preparation of Content Analysis</div></div>			
Unit III	Teaching Methods and Teaching Techniques I			
	<div>1. Lecture method</div> <div>2. Team Teaching</div> <div>3. Project method</div> <div>4. Seminar method</div> <div>5. Assignment Method</div> <div>6. Discussion Method</div> <div>7. Question - answer technique</div> <div>8. Inductive and Deductive Approach</div> <div>9. Problem Solving</div>			

UNIT V	Preparation of teaching aids in Accountancy	
	<ul style="list-style-type: none"> • Importance of Teaching Aids in Accountancy Teaching • Types of Teaching Aids in Accountancy • Care to be taken while preparing Teaching Aids 	
MODE OF TRANSACTION		
PRACTICUM		
Lecture, discussion, lecture cum Discussion, workshop and visits		
<ol style="list-style-type: none"> 1. Group work / Work shop on Content Analysis in Accountancy 2. Group work / workshop on the preparation of lesson plans in Accountancy using different teaching methods 3. Preparing the different plans for teaching 4. Preparation of different types of teaching aids and its implementation in classrooms 5. Preparation on different types of Assignment in Accountancy 6. Conducting Seminar in Accountancy Class. 		
REFERENCES		
<p>Lulla B.P. : Teaching Commerce in Secondary Schools, M.S.U., Baroda, 1990. Rao S. () et al. Teaching Commerce in Multipurpose Secondary Schools. Teacher's Guide in Book-keeping and Accounting, Monograph 6 NCERT, New Delhi. Commerce Education, Volume VIII No. 16, 1972 Department of Education, Regional College of Education, Ajmer. New Trends in Teaching Book-keeping and Accounting, RCE, NCERT, New Delhi. Seema Rao : Teaching of Commerce, Anmol Publications Pvt. Ltd., New Delhi. Teaching of Commerce: A Practical Approach, Vikas Publishing House Pvt. Ltd, New Delhi, 2010</p>		

SYLLABUS

YEAR	1	COURSE 8&9 TEACHING OF SCIENCE -I	Credit	3+1
Semester	II		Hours	45
OBJECTIVES:	<p>The students will be able to:</p> <ul style="list-style-type: none">• To develop among the teacher trainees an understanding of science as a discipline.• To enable the teacher trainees to understand the importance of teaching science in school.• To make the teacher trainees aware of the alternatives in organizing the system of science instruction.			
SYLLABUS				
UNIT-I	Nature of Science and Science Education			
	<p>1. Meaning and nature of science: Process and products of science</p> <p>2. Science Process Skills: Basic and Integrated process skills</p> <p>3. Relationship of science with other subjects.</p> <p>4. Importance of Science in society</p> <p>5. Value development: intellectual, utilitarian, aesthetic, disciplinary, training in scientific attitude and vocational.</p> <p>6. Historical development of science Education in India; Recent developments in science education: NEP-1986,NCF-2005</p> <p>7. Position papers on “Teaching of science” by NCERT</p> <p>8. Status of science education in India.</p>			
UNIT-II	Objectives of Teaching Science			
	<p>1. Objectives of science teaching at Secondary school level.</p> <p>2. Formation of General and specific objectives based on bloom’s revised taxonomy.</p>			

	3. Mastery and Developmental levels of objectives.	
UNIT-III	Methods and Approaches of Teaching Science	
	1. Criteria of selecting a method of teaching 2. Teacher centered methods: Lecture, demonstration 3. Student centered/group centered methods: Discussion, Brain storming 4. Innovative Methods: i. Role Play ii. Co-operative 5. Approaches of science teaching i. Integrated ii. Ecological iii. Inductive iv Deductive v Problem Solving vi. Constructivist	
UNIT-IV	Planning of instruction	
	1. Planning of Instruction i. Lesson planning ii. Unit planning 2. Teaching learning aids in planning the Instructions i. Importance of teaching learning aids in science teaching ii. Preparation of Various types teaching learning aids iii. Use of teaching learning aids in science instruction	
MODE OF TRANSECTION		
Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students		
PRACTICUM		
<ul style="list-style-type: none">• Preparation of lesson/unit plan by following different methods of teaching.• Preparation of materials & programmes to inculcate scientific attitude.• Script writing for Radio/TV/Video on science topics.• Demonstration of Science Experiments.		

REFERENCES

- Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap – lambert publishing house.
- Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.
- Heiss, E. D. (1961). Modern science teaching. New York: Macmillan Company.
- Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication.
- Chunavala, S. (2006). Science Education: A Trend Report. In NCERT (Eds.), *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT.
- <http://www.exploratorium.edu/ifi/resources/researches/constructivism.html>
- Kumar, A. (2004). “Science education on a slippery path” Retrieved August 26 2006, from: <http://www.hbcse.org> <http://insa.acpservers.com/html/home.asp>

SYLLABUS

YEAR	I	COURSE 8&9 PEDAGOGY OF CHEMISTRY -I	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES	<div><div>1. To enable teacher trainees to understand objectives of teaching Chemistry at higher secondary level.</div><div>2. To enable teacher trainees to plan lessons and units in chemistry</div><div>3. To initiate teacher trainees into various methods and approaches of teaching chemistry.</div><div>4. To provide opportunities for teacher trainees to understand the various aspects (planning, management and evaluation) of chemistry laboratory.</div><div>5. To develop skills in teacher trainees of preparing teaching aids and activities using modern education technology.</div></div>			

SYLLABUS		
UNIT-I	Objectives of Teaching Chemistry	
	1. Objectives of teaching chemistry in schools 2. Specification of objectives –general and specific 3. IUPAC Nomenclature 4. Science and Technology policy in relation to school education	
UNIT-II	Planning for Teaching Chemistry	
	1. Preparation of annual plan, unit plan, lesson plan, models of lesson planning 2. Factors affecting lesson plan (class size, laboratory facilities, time, resources) 3. Lesson planning: activity based lessons, laboratory based lessons,5 E lesson plan	
UNIT-III	Methods and Approaches in Teaching of Chemistry	
	Content-cum-methodology Methods of Teaching Chemistry (a) Lecture method (b) Lecture cum Demonstration (c) Laboratory (d) Project method (e) Heuristic method (f) Assignment method (g) Activity method (h) Problem solving in small group 3. Approaches of Teaching Chemistry (a) Inductive approach (b) Deductive approach (c) Integrated approach (d) Ecological approach (e) Mastery learning approach (f) Science-Technology-Society (STS) approach (g) Systems approach 3.Models of Teaching (a)Concept Attainment Model (b) Inquiry Training Model	
UNIT-IV	Educational Technology Aids in Teaching of Chemistry	
	1. Objectives, Principles, Classification and use of teaching aids. 2. Use of Virtual medium, and Satellite communication 3. Development of Power point presentation for teaching, websites in chemistry and its use.	
MODE OF TRANSACTION		

PRACTICUM

1. Planning innovative lesson plans in chemistry
2. Conducting chemistry laboratory practical
3. Planning a lesson in chemistry based on models of teaching
4. Developing and implementing teaching aids in chemistry
5. Developing projects in chemistry
6. Developing activities, assignments, experiments in chemistry

REFERENCES

- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Inc.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). Teaching of Chemistry Modern Method. New Delhi: Sarup & Son's.
- Mani R. S. (1998) Model of Lesson Planning: Some Reflections. Recent Researches in education and Psychology, 3(III-IV), P.P. 87-90.
- Mani, R. S. (1998). Objectives of Teaching Chemistry in Schools. C.A.S.E., Department of Education, Vadodara, The M. S. University of Baroda (unpublished mimeographed instructional material).
- Mani, R. S. (2001). New Approaches of Teaching Science. Recent Researches in Education Psychology, 6(I-II), 1-6.
- Mani, R. S. (2012). Mobile Science and Technology Development of Skills in Science and Technology. Education and Society, (I).
- Mathur, R. C. (1992). A Source book of Science Projects. New Delhi: Arya Book Dept.
- NCERT (2013). Pedagogy of Science: Text Book for B.Ed. part I, NCERT, New Delhi. http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- Newbold, B. T., & Holbrook, J. (1992). New Trends in Chemistry Teaching.
- Text Books of Chemistry prescribed by Gujarat State textbooks board and Central board.
- UNESCO, New Delhi, Sterling Publishers Inc., (First India reprint, 1993).
- UNESCO. (1964). UNESCO source Book for Science Teaching. Paris: UNESCO.
- Vaidya, N. (1996). Science Teaching for the Twentyfirst Century. New Delhi: Deep and Deep Publications.
- Waddington, D. J. (1987). Teaching School Chemistry. New Delhi: Sterling Publishers Inc.
- Yadav, M. S. (1993). Teaching of Chemistry, New Delhi: Anmol Publications.

SYLLABUS

YEAR	I	COURSE 8&9 PEDAGOGY OF PHYSICS - I	CREDIT	3+1
Semester	II		HOURS	45
OBJECTIVES :	To develop among Physics student-teachers: 1. Understanding of the aims and broad objectives of teaching science in general and physics in particular at Higher Secondary School level and to relate them to the aims and broad objectives of Education in general at National and International levels. 2. Understanding of the history and philosophy of Science in general and Physics in particular in order to understand the nature and structure of the discipline. 3. Understanding the nature and structure of Higher Secondary School curriculum for Science (and other subjects) in general and Physics in particular with special reference to the State, National and a few International Physics Curricula. 4. Preparing professionals to begin practice-teaching (Internship) exercise in Physics at Higher Secondary School stage by coordinating the curriculum of Principles and Techniques of Teaching with special reference to teaching of Physics.			
SYLLABUS				
UNIT-I	Nature and Structure of the Discipline			
	<ul style="list-style-type: none">History and Philosophy of Science in general and Physics in particular in IndiaProduct and process aspects of Science/PhysicsProcesses of scientific enquiry/ scientific method, scientific attitudeBasic and Integrated Science process skillsExplanation of certain Physical terms viz. constants, variables, prediction, assumption, hypothesis, theory, principles, laws and universal laws in PhysicsRelation between Physics and other branches of Science, Social Sciences, Arts/Humanities.			

UNIT-II	Science/Physics at Higher Secondary School Stage	
	<ul style="list-style-type: none"> • Significance of Higher Secondary School Stage • Psychological peculiarities of teaching-learning process at Higher Secondary School Stage • Aims and broad objectives of teaching Science in general and Physics in particular at Higher Secondary School Stage and their relation to the aims and broad objectives of Education in general at National and *International levels. • Justification for the inclusion of Science/Physics in higher Secondary School curriculum 	
UNIT-III	Physics Curriculum	
	<ul style="list-style-type: none"> • Recommendations of various Committees and Commissions at State/National levels • Characteristics of an ideal higher secondary school Physics Textbook, Teachers handbook, workbooks and source books • Recent trends in Physics/Science curriculum Development • Role of Physics teacher in curriculum development • Trends in Physics Education/Science Education at International level • Creativity in Science/Physics - NTS Examination 	
UNIT-IV	Methods of teaching Physics/Science	
	<ul style="list-style-type: none"> • Teaching skills in Physics teaching. • Writing of general and specific behavioural objectives in Physics. • Identifying and organizing teaching points (major and minor concepts) and learning experiences/activities for chapter/s/unit/s (content Analysis) by referring several resource materials including prescribed textbooks. • Various methods of teaching & learning Physics : <ul style="list-style-type: none"> ❖ Lecture Method ❖ historical Method ❖ Lecture-cum-demonstration Method ❖ Heuristic Method ❖ Laboratory Method ❖ Discussion Method ❖ Project Method ❖ Assignment Method 	

	<p>Approaches and Models of teaching Physics</p> <ul style="list-style-type: none"> • Inductive and deductive approaches • Individualized Instruction : PLM - • Preparation of Unit Plan and Lesson Plan (for Theory as well as Practical Classes at Higher Secondary School Level). • Models of teaching Science/Physics Inquiry Training Model and Concept Attainment Model • Discovery and inquiry in Physics Teaching-Learning Process. • Investigatory Vs Confirmatory approach of teaching Physics <p>Constructivist approach 5 E and 7 E model</p>	
<p style="text-align: center;">MODE OF TRANSACTION</p> <p style="text-align: center;">Team Teaching, Lecture, Discussion, Demonstration, Fieldtrip and Power Point Presentation by students</p>		
<p style="text-align: center;">PRACTICUM</p> <ul style="list-style-type: none"> • Analysis of Physics Textbook • Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc. • Survey Status of Higher Secondary School Physics Education at a Taluka/District Level. • Action Research - Case Studies in Physics Education. • Collection of Newspaper cuttings/clippings, Journal Articles related to Physics/Physics Education. • Programme Development for 'Night Sky Watching' for Higher Secondary School Students 		
<p style="text-align: center;">REFERENCES</p> <p>Carin, A. A. & Sund, R. B. (1970). <i>Teaching Science Through Discovery</i> (2nd ed.), Ohio : E. Merrill Publishing Co.</p> <p>Edger, M. & Rao, B. (1996), <i>Science Curriculum</i>, New Delhi: Discovery Publishing House.</p> <p>Gupta, S. K. (1992). <i>Teaching of Physical Sciences</i>. New Delhi: Sterling Publishing House.</p> <p>Gupta, V. K. (1995). <i>Teaching and Learning of Science and Technology</i>.</p> <p>Harlen, W. & Elstgeest, J. (1992). <i>Unesco Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education</i>. ____:UNESCO</p> <p>Joshi, U. O., Shah, B. B., Patel, N. B., & Likhiya, K. (1990). <i>Vigyanana Adhyapanano Parishilan</i></p>		

(Gujarati). Ahmedabad: B. S. Shah Prakashan.

Kalra, R. M. (1976). *Innovations in Science Teaching*, Bombay: Oxford Publishing Co.

Mathur, R. C. (1992) *A Source Book of Science Projects*, New Delhi: Arya Book Depot.

NCERT (1982). *Teaching of Science in Secondary Schools*, New Delhi : NCERT.

Rao, A. (1993). *Teaching of Physics*, New Delhi: Anmol Publications.

Sharma, R.C. (1982). *Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.

Sund, R. B. & Trowbridge, L. N. (1973). *Teaching Science by Inquiry in the Secondary School* (2nd Ed.) Columbia : Charles E. Merrill Pub. Co.

Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*, New Delhi: Deep and Deep Publications.

YEAR	I	COURSE 8&9 PEDAGOGY OF BIOLOGY- I	CREDIT	3+1
Semester	II		HOURS	45

OBJECTIVES:	<ol style="list-style-type: none"> 1. To understand the basic concepts of Science and their applicability. 2. To understand the correlation of Biology with the other School Subjects. 3. To understand the objectives of Teaching Biology. 4. To develop Lesson Plans & Unit Plans 5. To develop Digital Lessons 6. To use various Methods and Techniques of Teaching of Biology. 7. To develop Scientific Attitude. 8. To develop Experimentation Skills. 9. To employ various Models of Teaching. 10. To develop Teaching Aids.
--------------------	--

SYLLABUS

UNIT-I	Biology & its Correlation	
	<ul style="list-style-type: none"> • Nature of Biology as a discipline • Importance of Biology in daily life • Biology: Process & Product • Correlation of Biology with other School Subjects: Science, Maths, Technology, Social Sciences, Languages , Fine Arts and other emerging disciplines. 	

UNIT-II	Planning for Biology Teaching	
	<ul style="list-style-type: none">• Content Analysis• Taxonomy of Objectives of Biology Teaching• Objectives of Biology Teaching: General & Specific• Writing Objectives in Behavioural Terms• Lesson Plan & Unit Plan: Designing & Implementation	
UNIT-III	Modes of Transaction	
	<ul style="list-style-type: none">• Techniques, Skills & Competencies• Approaches: Inductive, Deductive, Integrated, Ecological, Teleological, Problem Solving & Systems• Methods: Lecture, Lecture-cum-demonstration, Project, Laboratory, Assignment & Innovative Methods Models of Teaching <ul style="list-style-type: none">• Objectives, Syntax, Social System, Support System, Main & Nurturant Effects, Designing & Implementation of• Inquiry Training Model by Richard Suchmann• Concept Attainment Model by J.M. Bruner	
UNIT-IV	Teaching Aids	
	<ul style="list-style-type: none">• Importance of Teaching Aids• Types of Teaching Aids• Selection & Construction of Teaching Aids• Use of Teaching Aids• Use of Multimedia in Biology Teaching	
MODE OF TRANSACTION		
<ul style="list-style-type: none">• Lecture, Group Discussion, Seminar, Project Work, Team Teaching, Peer Teaching		
PRACTICUM		
1. Lesson Planning		
2. Unit Planning		
3. Exploring Correlation of Biology with other Subjects		
4. Content Analysis		
5. Writing Objectives in Behavioural Terms		
6. Applying various, Techniques, Skills, Competencies, in Biology Teaching		

7. Applying various, Methods & Models of Teaching
8. Technology Integrated Biology Teaching
9. Digital Lesson Designing
10. Preparation of Teaching Aids

REFERENCES

- Ahmad Jasim (2009). Teaching of Biological Sciences. IPH Learning Private Ltd. New Delhi-110001
- Biology Teacher's Handbook, BSCS/Biological Sciences Curriculum Study, 1971.
- Dave R. H., and Mehta, C. H. Vignanu Abhinav Adhyapan. Ahmedabad: A. R. Sheth & co. (Gujarati).
- Gupta S.K (1983). Technology of Science Education. Vikas Publishing House, New Delhi
- Gupta V.K. (1995). Teaching & Learning of Science & Technology. Vikas Publishinhg House, New Delhi.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay Oxford Publishing.
- Kohli, V. K. (1077). Teaching of Science. Krishna Brothers.
- Marsha, W., and Joyce, B. (1985). Models of Teaching. Prentice Hall of India Private Ltd., New Delhi-110001
- Mathur R.C. (1992). A Source Book of Science projects. Arya Book Depot, New Delhi
- NCERT: Textbook in Biology for Higher Secondary Schools. New Delhi, NCERT
- Sharma R.C. (1982). Modern Science today. Dhanpat Rai and Sons, Delhi
- Tomar Archana (2005). Teaching of Biology. Kalpaz Publication, C-30, Satyavati Nagar, Delhi-110052
- UNESCO: Teaching of Biology in tropical schools. Paris, UNESCO.
- Vaidya, N. (1971). The Impact Science teaching. Oxford & IBH Publishing Company
- Yadav K. (1999). Teaching of life Sciences. Anmol Publications Pvt. Ltd., New Delhi

COURSE 8&9 PEDAGOGY OF GEOGRAPHY – I

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

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

Unit – 1 : Basic concepts of Geography and Economics

1. Evolution of the Earth – Tidal & Planetismal Theory
2. Motions of Earth and its Effects
3. Meaning of Solar system – Planets and satellites
4. Longitudes and latitudes – Local time & Standard time, International date line and Greenwich Mean Time
5. Basic concepts of Economics and forms of Economic systems

Unit – 2 : Introduction to Geography & Economics

1. Meaning and Importance Geography & Economics
2. Nature, scope & functions of geography
3. Contributions of great geographers like Van Humboldt, Carl Ritter, Fredrick Ratzel and Vidal-de-la-blache

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

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

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

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

References

1. Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice- Hall Inc.
2. Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
3. Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
4. Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.

5. Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
6. Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
7. Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
8. Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
9. Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
10. Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.
11. Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row
12. Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication
13. Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication
14. Indian National Committee for Geography, (1968), *Mountains and Rivers of India*, Calcutta, 21st IGU Publication
15. Kendeaw, W.G. (1938), *Climatology*, London, Oxford University Press.
16. Lake, Philip, (1974), *Physical Geography*, Madras, Macmillan Co. of India Ltd.
17. Leong, Goh, Cheug, (1971), *Certification Physical and Human Geography*, Singapore, Oxford University Press.
18. Long and Robertson, (1968), *Teaching of Geography*, London, Heinemann Educational Books Ltd.
19. Long, M.L (Ed) (1974), *Handbook for Geography Teachers*, London Methuen Educational Ltd.
20. Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
21. Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
22. Seninithirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
23. Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
24. Tregartha, Gelnn T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
25. UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
26. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
27. Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.

COURSE 8&9 PEDAGOGY OF MARATHI - I

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

1. To know the special features of Marathi Language.
2. To know the Aims and Objectives of teaching Marathi.
3. To develop the different language skill among the students.
4. To prepare the objectives based on lesson plans and teaching accordingly
5. To understand the importance of Resource unit and unit plan.

Unit 1: Meaning, Nature and Scope of Marathi Language

- 1.1 Language – its meaning, origin, development.
- 1.2 Importance as mother tongue in life.
- 1.3 Mother-tongue as the medium of instruction
- 1.4 Mother-tongue as the link language

Unit 2: Aims and Objectives of Teaching Marathi Language

- 2.1 Aims of teaching Marathi language
 - a) Practical aim
 - b) Cultural aim
 - c) Literary aim
- 2.2 Objectives of teaching Marathi language
 - a) Mastery over the language
 - b) Vocabulary
 - c) Comprehension
 - d) Appreciation
 - e) Criticism
 - f) Recitation
 - g) Summarizing

Unit 3: Lesson Planning in Marathi

3.1 Importance of lesson planning, format and stages

3.2 Preparation of model lesson plan for Prose, Poetry and Grammar

3.3 Resource unit, Unit plan.

Unit 4: Development of Language Skills – Marathi

4.1 Listening: - Important activities for it development

4.2 Speaking: - Important activities for the development of flawless, clear speaking ability, need for correct pronunciation, the role of learning by heart dialogues, role play, extempore and prepared speeches, Debates and language games defects in pronunciation and remedial measures

4.3 Reading Mechanic's of reading, Objectives of reading, Different kinds of reading-silent and loud. Intensive and extensive and their uses

4.4 Writing- Handwriting and composition

a) Importance of good handwriting specialties of Marathi script letter shapes spelling copy, Writing Transcription and Dictation

b) Composition- Types of compositions i) Oral ii) Written iii) Guided 4) Free composition

c) Types of written composition

Paragraph writing, Story, Letter expansion of ideas, Correction of composition.

Practicum

1. Visit and study one Marathi author/Poet

Assignments: (any one)

- 1 Preparation of one teaching aid based on one sub unit
- 2 Write a Report on Gifted and slow learners learning capacities in Marathi language.

Reference

Matrubhashe Adhyapan. Pune: Chitrasala Publication

Marathi Kase Shikware. Pune: Dhokal Publication.

Marathiche Adhyapan. Kolhapur: Phadake Publication.

Matrubhasha Adyan, Adhyapan. Pune: Neelkand Publication.

MarathicheAdyapan. Pune: Vidhya Publication.

MarathicheAdhyapan. Pune: Venus

Publication.

MatrubhacheAdyapan a Mulgamapan. Pune: Venus Publication.

KavitaKashiShikwari. Pune: Venus Prakashan

MatrubhashechaMarathicheAdhyapan.SurajBhushanPrakashan Belgaum

COURSE 8&9 Pedagogy of URDU LANGUAGE-I

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

6. To know the special features of Urdu Language.
7. To know the Aims and Objectives of teaching Urdu.
8. To develop the different language skill among the students.
9. To prepare the objectives based on lesson plans and teaching accordingly
10. To understand the importance of Resource unit and unit plan.

Unit 1: Meaning, Nature and Significance of Language Urdu Language

- 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: Meaning and importance, Objectives of teaching Urdu as first Language, and as a extra language.
 - 2.1.1 Practical – Details
 - 2.1.2 Cultural
 - 2.1.3 Literacy
 - 2.1.4 Micro teaching.
 - 2.1.5 Meaning, Explanation, Importance, Utility of Micro Teaching.

Unit 3: Preparing Lesson Plan in Urdu

- 3.1 Meaning & Importance of lesson planning, format and stages
- 3.2 Preparation of model lesson plan for Prose, Poetry, Grammar.
- 3.3 Resource unit, Unit plan.

Unit 4: Development of Language Skills

4.1 Listening – Importance –activities for its development

4.2 Speaking – Importance –activities for the development of flowness, clear and coherent, Speaking ability, need for the correct pronunciation, the role of learning by heart, Dialogues, role play extempore and prepared, speeches, debates and Language –Games- defects in pronunciation and Remedial measure Vocabulary.

4.3 Reading – Mechanic of Reading

4.3.1 Objectives, different kinds of Reading

4.3.2 Silent and aloud, intensive and Extensive Reading, theory uses , Methods of Teaching reading, Alphabetic, Words, sentences look and say and Story Methods.

4.4 Writing

4.4.1 Handwriting, importance of good handwriting and its qualities. Specialties of the Urdu Script, Letter, Shapes, How to write them, spelling, copy writing, transcription and Dictation

4.5 Composition – Its importance, objectives types and written picture, composition, written Composition types, Dialogue, Paragraphs, writing , story, letters , application, Report and precise-writing expansion of ideas.

4.5.1 Punctuation, importance, uses, correction of composition

4.5.2 Need- modes of Correction, Translation, need and importance – objective, Characteristics of good translation.

Practicum

2. Visit and study one Urdu author/Poet

Assignments: (any one)

3 Preparation of one teaching aid based on one sub unit

4 Write a Report on Gifted and slow learners learning capacities in Urdu language.

References

BookUnit Publishers, Hyderabad.

An Introduction to Descriptive Linguistics, Rinehart and

Winston

Teaching of Modern Language, Sterling Publication Pvt., Ltd.,

NewDelhi.

- Baredari (2002) *Urdu Tanqueed-Ka-Irtaka*. Educational Book house Aligarh

Urdu Zuban Ki Tareekh, Educational Book

House, Aligarh.

ddin (1997) *Hum Urdu Kaise Pada Yein*; Maktab-e-Jamaia, Delhi

Urdu Sakhat-Ke-Buniyadi-Anasir, Urdu Mahal

Publication, New Delhi.

– ul- Hasan (2003) *Nagari, Tareekh – e – adab – e-Urdu*. Educational Book

House, Aligarh

– Husain (1991), *Urdu Adabki Tanqurdi Takekh*, Council of
Development of
Urdu Language, New Delhi
Urdu Adabki-yek-sadee, Saqi Book House, New Delhi.

YEAR	II	COURSE 12: GENDER, SCHOOL AND SOCIETY	Credit	3+1
Semester	III		Hours	45
OBJECTIVES:	<div>1. To develop gender sensitivity among the student teachers.</div> <div>2. To develop clarity among the concept of Gender and sexuality</div> <div>3. To make students understand about the gender issues faced in school</div> <div>4. To make students aware about the role of education in relation to gender issues</div> <div>5. To understand the gender issues faced in society and educational implications</div> <div>6. To make them aware about constitutional provisions of human rights and women right</div>			
COURSE CONTENT / SYLLABUS				
UNIT-I	Introduction to Gender, Gender roles and Development			
	<div>1. Introduction</div> <div>2. Definition of Gender</div> <div>3. Difference between Gender and Sex</div> <div>4. The Concept of Gender, sexuality and Development</div> <div>5. Gender Dynamics and Development</div> <div>6. Basic Gender Concepts and Terminology</div> <div>7. Social Construction of Gender</div> <div>8. Gender Roles</div> <div>9. Types of Gender Roles</div> <div>10. Gender Roles and Relationships Matrix</div> <div>11. Gender-based Division and Valuation of Work</div> <div>12. Exploring Attitudes towards Gender</div>			
UNIT-II	Gender and School			
	<div>1. Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl’s education, value accorded to women’s education</div> <div>2. Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.</div> <div>3. Adult education and non-formal education for women’s development</div> <div>4. Importance of vocational training and income generation for women</div> <div>5. Representation of gendered roles , relationships and ideas in textbooks and curricula</div> <div>6. How schools nurture or challenge creation of young people as masculine and feminine selves</div> <div>7. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity</div>			

UNIT-III	Gender and Education	
	1. Gender issues integrated in course 2. Teaching Strategies to develop gender sensitivity 3. Critical evaluation of Text book with respect to gender	
UNIT-IV	Gender Society and Gender Laws	
	1. History and current scenario of Indian Women 2. Concept of Patriarchy and Matriarchy and issues related to Indian Women 3. Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state 4. Stereotypes in society 5. Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalisation, combating the societal outlook of objectification of the female body. Gender and Law: 1. Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking). 2. Women's reservation bill – history and current status 3. The Indian constitution and provisions according to women 4. Human rights and women's rights [Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques)act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime]	
MODE OF TRANSACTION		
Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show		
PRACTICUM		
1. Visit schools and study the sexual abuse and sexual harassment cases.		

2. Text book analysis for identifying gender issues, gender biases reflected in it.
3. To undertake study of sex ratio and analysis of it state wise
4. Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations
5. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
6. Debate on women reservation bill
7. Group Activities on Domestic violence and other personal issues and its remedies.
8. Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

REFERENCES

Aggrawal, N. (2002). Women and law in India. New Delhi: New Century Pub.

Agnes, F., Chandra, S., & Basu, M. (2004). Women and law in India. New Delhi: Oxford University Press

Goonesekere, S. (Ed). (2004). Violence, law and women's rights in South Asia. New Delhi: Sage

Jaising, I (Ed.). (2005). Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia. New Delhi: Women Unlimited

Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S. R. Kadirgamar (Eds.), Legal Literacy: A tool for women's empowerment (pp. 93-115). New York: UNIFEM.

Maswood, S. (2004). Laws relating to women. New Delhi: Orient Law House.

Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (Eds.), Legal literacy: A tool for women's empowerment (pp. 21-70). New York: UNIFEM

Sen, S. (2013). Women rights and empowerment. New Delhi: Astha Publishers.

Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on women and human rights. New Delhi: Kanishka Publishers

Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), Gender in cross-cultural perspective (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited

SYLLABUS

YEAR	II	COURSE 13: KNOWLEDGE AND CURRICULUM - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	1. To enable students to understand various concepts, maxims, modes, media of Education and models of teaching. 2. To acquaint the students with the changing paradigms of education. 3. To enable the students to understand models and process of curriculum development 4. To enable the student to understand the strategies of curriculum implementation 5. To enable the students to understand the ways of curriculum evaluation 6. To enable the students to examine issues in curriculum development			
UNIT-I	Transacting Knowledge			
	1. Meaning of Approach, Method, Model, Skills and Technique 2. Maxims of education 3. Modes and Media ;Print, audio-visual , electronic media, human interaction, realities 4. Models of teaching : a. Inquiry training model b. Concept attainment model c. Advance organizer model			
UNIT-II	Curriculum Perspectives			
	1. Changing paradigms in education; cognitivism, behaviorism, constructivism connectivism 2. Activity -based curriculum 3. Discovery Approach, Dialogue with reference to Gandhiji and Tagore’s philosophy			
UNIT-III	Curriculum Development; Models and Implementation			
	1. Models of curriculum development 2. Process of curriculum development a. Curriculum planning b. Curriculum designing c. Curriculum implementation			
	3. Curricular team and its functions at local, state and national levels. 4. Tools of implementation. Hand-books, Manuals, Textbooks, Modules, Instructional Materials 5. Training teachers for curriculum implementation			

UNIT-IV	Curriculum Evaluation and issues	
	1. Formative and Summative Evaluation 2. Criteria for evaluating the curriculum 3. Curriculum evaluation models 4. Curriculum development; Issues	
MODE OF TRANSACTION		
Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences		
PRACTICUM		
1 Textbook analysis 2 Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. 3 Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.		
REFERENCES		
Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i> . New Delhi: Shipra Publisher.		
Alaxander, W. M., & Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i> . New York: Holt, Rinhart and Winston Inc.		
Balrara, M. (1999). <i>Principles of Curriculum Renewal</i> . New Delhi: Kanishka Publishers.		
Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i> . New Delhi: Sterling Publishers.		
Darji, D. R., & Lulla, B. P. (1967). <i>Curriculum development in secondary schools of Baroda</i> . Baroda: Sadhana Press.		
Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California, corwin press		
Hassrin, M. (2004). <i>Curriculum Planning for elementary education</i> . New Delhi: Anmol Publishers.		
Herbert, J. W. & Geneva, D. H. (1990). <i>International Encyclopedia of Education Evaluation</i> . New York: Pergamon Press Oxford House.		
Jenkins, D., & Shifrnan, D. M. (1976). <i>Curriculum an introduction</i> . London: Pitman Publishing House.		
Jhompson, K., and White, J. C. (1975). <i>Curriculum development</i> . London: Pitman Publishing		
Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication		

- Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Ornstein, A. C. & Hunkins, F.P. (1988). *Curriculum foundations, Principles and issues* New jersey prentice hall
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Socket, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers

SYLLABUS

COURSE 8&9 PEDAGOGY OF KANNADA LANGUAGE- II

ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಪದ್ಧತಿಗಳನ್ನು ಮತ್ತು ಬೋಧಿಸುವ ಕ್ರಮಗಳನ್ನು ವರ್ಗಕೋಣೆಯ ಮುಖಾಂತರ ಅಳವಡಿಸಿಕೊಳ್ಳುವರು.
2. ಕನ್ನಡದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಂಡು ಸಾಹಿತ್ಯ ಬೋಧನಾ ಕ್ರಮವನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
3. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ತತ್ವಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ವಿಮರ್ಶಿಸುವರು.
4. ಕನ್ನಡ ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ ಕಾರ್ಯದ ಅಗತ್ಯತೆಯನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
5. ಭಾಷಾಬೋಧನೆಯಲ್ಲಿಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸಿ ಬೋಧಿಸುವಲ್ಲಿ ಸಮರ್ಥರಾಗುವರು.
6. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾಮಟ್ಟವನ್ನು ಮೌಲ್ಯಮಾಪನದ ವಿವಿಧ ಸಾಧನ ತಂತ್ರಗಳ ಮೂಲಕ ಗುರುತಿಸುವರು.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಗುಣಗಳು ಹಾಗೂ ಕಾರ್ಯಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವಂತೆ ಮಾಡುವುದು.
8. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವವನ್ನು ಹೊಂದುಲು/ಪಡೆಯಲು ಸಹಾಯವಾಗುವುದು.

ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು/ಪದ್ಧತಿಗಳು ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶಗಳ ಬೋಧನೆ

1. ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಮಹತ್ವ.
2. ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ಪದ್ಧತಿಗಳು- ನಾಟಕೀಕರಣ- ಪಾತ್ರಚಿತ್ರಣ ಮತ್ತು ಸನ್ನಿವೇಶ ಚಿತ್ರಣ ಪದ್ಧತಿ, ಪ್ರಶೋತ್ತರ ಪದ್ಧತಿ, ಪಠ್ಯಮುಸ್ತಕ ಪದ್ಧತಿ.
3. ಆಧುನಿಕ ಬೋಧನಾವಿಧಾನಗಳು- ಚರ್ಚಾ ಪದ್ಧತಿ ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಯೋಜನಾ ಪದ್ಧತಿ, ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ, ಗಣಕೀಕೃತ ಪದ್ಧತಿ, ಪ್ರತಿಯೊಂದು ಪದ್ಧತಿಗಳ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಗುಣಾವಗುಣಗಳನ್ನು ತಿಳಿಸುವುದು.
4. ಪ್ರಬಂಧ ಬೋಧನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪ್ರಬಂಧದ ವಿಧಗಳು, ಪ್ರಬಂಧ ರಚನೆಯ ಹಂತಗಳು, ಪ್ರಬಂಧದಿಂದ ಕ್ರಮಗಳು. ಪ್ರಬಂಧರಚನೆಗೆ ಮೂರಕವಾದ ಚಟುವಟಿಕೆಗಳು- ಪ್ರತಲೇಖನ, ದಿನಚರಿ, ಸಾರಸಂಗ್ರಹ ಮತ್ತು ಸಾರವಿಸ್ತಾರ.
5. ಶಬ್ದಸಂಪತ್ತು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಶಬ್ದಸಂಪತ್ತನ್ನು ಹೆಚ್ಚಿಸಲು ಕೈಗೊಳ್ಳುವ ಮೂರಕ ಚಟುವಟಿಕೆಗಳು. ದ್ರಾವಿಡಭಾಷೆಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಾನ.
6. ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು- ಅ. ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಹಾಸ್ಯಸಾಹಿತ್ಯ, ಶಿಶುಸಾಹಿತ್ಯ ಮತ್ತು ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ ಇವುಗಳ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ. ಬ.ಕಾವ್ಯ, ಕಥೆ, ಕಾದಂಬರಿ ಮತ್ತು ನಾಟಕ. ಇವುಗಳ ಓದು ಮತ್ತು ಬರವಣಿಗೆ ಹಾಗೂ ಬೋಧನೆಯಲ್ಲಿ ಅಳವಡಿಸುವುದರಿಂದ ಆಗುವ ಪರಿಣಾಮಗಳು.

ಘಟಕ 2 : ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಮುಸ್ತಕ ಹಾಗೂ ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ

1. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಮುಸ್ತಕ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪಠ್ಯಮುಸ್ತಕ ರಚನಾತ್ಮಕಗಳು, ಉತ್ತಮಪಠ್ಯಮುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು, ಪ್ರಸ್ತುತ ಎಂಟು ಮತ್ತು ಒಂಬತ್ತನೇ ತರಗತಿಯ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಮುಸ್ತಕಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ.
2. ಭಾಷಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ತತ್ವಗಳು, ಹಂತಗಳು, ಲಕ್ಷಣಗಳು, ಭಾಷಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು ಹಾಗೂ ಉತ್ತಮ ಭಾಷಾಂತರದ ಪರಿಣಾಮಗಳು.
3. ರೂಪಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಹಂತಗಳು, ತತ್ವಗಳು, ರೂಪಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು.

ಘಟಕ 3 : ಭಾಷಾ ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ

1. ದ್ಯುಕ್ಶ್ರವಣೋಪಕರಣಗಳು- ಅರ್ಥ ಮತ್ತು ಪ್ರಯೋಜನಗಳು.
ಚಿ. ಅ].ದ್ಯುಕ್ಶ್ರವಣೋಪಕರಣಗಳು- ಬರೆಯುವಹಲಗೆ, ಚಿತ್ರಗಳು, ಚಿತ್ರಪಟಗಳು, ಭಾವಚಿತ್ರಗಳು, ಮಾಧರಿಗಳು, ಶಿರೋನ್ಮತಪ್ರಕ್ಷೇಪಣ.
ಛ. ಅ].ಶ್ರಾವ್ಯ ಉಪಕರಣಗಳು- ರೇಡಿಯೋ, ಗ್ರಾಮಫೋನ್, ಡ್ವಿನಿಸುರಳಿ. ಇ].ದ್ಯುಕ್ಶ್ರವಣ ಸಾಧನಗಳು- ದೂರದರ್ಶನ, ಚಲನಚಿತ್ರ, ಗಣಕಯಂತ್ರ, ಸಿಡಿ ಡ್ರೈವ್, ಪೆನ್ ಡ್ರೈವ್, ನಿಸ್ತಂತುವಾಣಿ(ಮೊಬೈಲ್).
2. ನಿಘಂಟು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು ಮತ್ತು ಬಳಕೆ. ವಿಶ್ವಕೋಶ- ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ವಿಧಗಳು, ಬಳಕೆ.
3. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ- ಅರ್ಥ, ಉಪಯೋಗಗಳು.
4. ಮೌಲ್ಯಮಾಪನ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ. ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ. ಪರೀಕ್ಷೆಯ ವಿಧಗಳು- ಲಿಖಿತ ಮತ್ತು ಮೌಖಿಕ ಪರೀಕ್ಷೆಗಳು. ನೈದಾನಿಕ ಪರೀಕ್ಷೆಗಳು ಮತ್ತು ಪರಿಹಾರ ಬೋಧನೆ.
5. ಘಟಕ ಪರೀಕ್ಷೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ. ಘಟಕ ಪರೀಕ್ಷೆಯ ಹಂತಗಳು, ನೀಲನಕ್ಷೆ ಆಧಾರಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ರಚನೆ. ಉತ್ತಮ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು.

ಘಟಕ 4 : ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು

1. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳು. ಸೇವಾಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.
2. ಕನ್ನಡ ಭಾಷಾ ಸಂಘ- ಅರ್ಥ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಚಟುವಟಿಕೆಗಳು, ಶಾಲಾ ವಾರ್ಷಿಕ ಸಂಚಿಕೆ ಮತ್ತು ಬಿತ್ತಿಪತ್ರಗಳು.
3. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಇತರ ಶಿಕ್ಷಕರು ಹಾಗೂ ಪಾಲಕರೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ,
4. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆ- ವಿಚಾರಸಂಕೀರ್ಣಗಳು, ಸಮ್ಮೇಳನಗಳು, ಕಾರ್ಯಾಗಾರಗಳು,
5. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಸಾಹಿತಿ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಘಗಳೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ, ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ಕವಿಗೋಷ್ಠಿ ಮತ್ತು ಕವಿ ಜಯಂತಿಗಳು ರಂಗಭೂಮಿ ಚಟುವಟಿಕೆಗಳು.

ಸೂಚಿತ/ಯೋಜಿತ ಚಟುವಟಿಕೆಗಳು ;

ಸೂಚನೆ: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು.

1. ಕನ್ನಡ ಸಾಹಿತಿಗಳು, ನಾಟಕಕಾರರು, ಸಣ್ಣಕಥೆಗಾರರು, ಚುಟುಕು ಸಾಹಿತಿಗಳು,ಜಾನಪದ ಸಾಹಿತಿಗಳ ಹಾಗೂ ಕನ್ನಡಪರ ಸಂಘಸಂಸ್ಥೆಗಳ ಸಂದರ್ಶನ.

2. ಪ್ರಸ್ತುತ ಎಂಟು, ಒಂಬತ್ತನೆ ತರಗತಿಯ ತರಗತಿಯ ಪಠ್ಯ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನಿಷ್ಠ ನಾಲ್ಕು ವಿಶೇಷ ಪಾಠೋಪಕರಣಗಳ ತಯಾರಿಕೆ.
3. ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ರಸ ಪ್ರಶ್ನಕಾರ್ಯಕ್ರಮ ಆಯೋಜಿಸಿ ದಾಖಲಾಮಾಡುವುದು(ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ).
4. ಗಣಕಯಂತ್ರ ಆಧಾರಿತ ಕಲಿಕೋಪಕರಣಗಳ ತಯಾರಿಕೆ ಮತ್ತು ಬೋಧನೆ.
5. ಪ್ರಶ್ನಪತ್ರಿಕೆ ಸಿದ್ಧಪಡಿಸುವಿಕೆ ಮತ್ತು ಅದರ ವಿಶ್ಲೇಷಣೆ.(8,9,10)
6. ಕನ್ನಡಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ವಿಮರ್ಶಾತ್ಮಕ ವಿಶ್ಲೇಷಣೆಯ ವರದಿ..
7. ಕನ್ನಡ ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆಯ ವರದಿ.
8. ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿರುವ ಪಾಠಗಳನ್ನು ಪಾತ್ರ ನಿರ್ವಹಣಾ ವಿಧಾನಕ್ಕೆ ಅಳವಡಿಸಿ ಬೋಧಿಸುವುದರ ಕುರಿತು ದಾಖಲೆ.
9. ಕನ್ನಡ ಭಾಷಾ ಆಟಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುವುದು.
10. ಗಮಕ ಮತ್ತು ಹಳಗನ್ನಡ ಓದುವ ಕೌಶಲದ ಬಗ್ಗೆ ಇರುವ ಮಾಹಿತಿ ಸಂಗ್ರಹ ಮತ್ತು ಸಿ.ಡಿ.ತಯಾರಿಸಿ ಕೊಡುವುದು.
11. ಶಬ್ದಮಣಿಂಧರ್ವಣದ ಆಧಾರದ ಮೇಲೆ ಕನ್ನಡದ ವಿಶಿಷ್ಟ ಲಕ್ಷಣಗಳನ್ನೊಳಗೊಂಡ ವಿಶ್ಲೇಷಣಾ/ವಿಮರ್ಶಾತ್ಮಕ ವರದಿ.
12. ಸೂಚನೆ; ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾರ್ಗದರ್ಶಿಸಲು ಅಧ್ಯಾಪಕರಿಗೆ ಮುಕ್ತ ಅವಕಾಶವಿದೆ.

ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯ ಕೈಗೊಳ್ಳುವಾಗ;

ಗಡ್ಯ- 06

ಪದ್ಯ- 03

ವ್ಯಾಕರಣ- 02

ಪತ್ರಲೇಖನ/ಪ್ರಬಂಧ- 01

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು ;

1. ಪ್ರೊ.ವೆಂಕಟಸುಬ್ಬಯ್ಯ ಜಿ. ಇಗೋ ಕನ್ನಡ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
2. ಧಾರವಾಡಕರ ರಾ.ಯ.(1951) ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ ಮೈಸೂರು-ಗೀತಾಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು
3. Ryburn W.M.(1963) The Teaching of Mother Tongue, Oxford University Press.
4. ಡಾ. ಪಟ್ಟದ ಎಲ್.ಬಿ. ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ
5. ಡಾ.ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. (1986) ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ ಮೈಸೂರು-577004
6. ಅನುಸೂಯ ಪರಗಿ-ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ
7. Billows-F.L.(1967) the Techniques of Language Teaching, Longmans, Green and Co. Ltd. 48 Grosvenor Street-London.
8. Passi. B.K.(1976) Becoming Better Teacher-Sality a Mudranalaya city Mill Compound, Kanakeri Road, Ahmadabad-380022

YEAR	II	COURSE 8&9 PEDOGOGY OF MATHEMATICS-II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:		Student teacher will be able to: <ol style="list-style-type: none"> 1. Understand nature of Mathematics as a discipline. 2. Understand general objectives of teaching Mathematics. 3. Formulate instructional objectives in terms of behavioural outcomes. 4. Analyze the content in terms of concepts, sub-concepts and relation between them. 5. Select and organise learning experiences according to content and level of students. 6. Design appropriate teaching – learning strategy/approach suited to particular content. 		

	7. Use ICT and various teaching aids in teaching of Mathematics.. 8. Evaluate Mathematics Text Book. 9. Construct achievement test and diagnostic test. 10. Understand innovations and implications of researches in the field of Mathematics Education.	
SYLLABUS		
UNIT-I	Learner centered Approaches of learning Mathematics	
	4. Laboratory Method 5. Discovery Method 6. Project Method 7. Concept mapping {With specific illustrations for their use in teaching of Mathematics}	
UNIT-II	Use of ICT in Teaching of Mathematics	
	1. Concept of ICT 2. Pedagogical issues- Supervised study, Drill and Review, CAI 3. Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics 4. Use of various Audio Visual aids in Teaching of Mathematics - Charts, Graphs, Models, Concrete objects, PPTs with their specific use and limitations 5. Use of Computer and other ICT equipments	
UNIT-III	Curriculum and Text book of Mathematics	
	1. Curriculum at upper primary, secondary and higher secondary level: [A critical review with respect to Principle of Curriculum Design.] 2. Functions of Mathematics Text Book 3. Characteristics of a good text book 4. Evaluation of Mathematics Text book : [Physical aspects, Academic aspects]	
UNIT-IV	Research and Innovations in Teaching of Mathematics	
	1. Meaning of Research with respect to Mathematics Education 2. Action Research in Mathematics 3. Teaching of Mathematics in the context of socio-cultural aspects 4. Recreation in Mathematics -Mathematics Club & Activities 5. Mastery Learning Strategy	

MODE OF TRANSACTION

Lecture, Lecture cum Discussion, Project Works, Demonstration of A. V. Aid, Action Research, Visits heritage centers, Group work and its Presentation

PRACTICAL WORK

1. Construction of Concept map on a unit
2. Preparation of programmed learning material for selected Units in Mathematics.
3. Evaluation of Mathematics text book.
4. Use of Computer in Teaching of Mathematics.
5. Recreational activities in mathematics - preparation of various teaching aids.
6. Prepare mathematical activities in the context of socio-cultural aspects.

REFERENCES

(English)

- Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.
- Butler, C. H., Wren F. L. and Banks, J. H. (1971). *The teaching of Secondary Mathematics*. New York : McGraw Hill.
- Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton - Mifflin co.
- Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
- Kidd, P. K., Myers, S. S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates Inc.
- Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School*. New York; Holt, Rinchart and Winston.
- Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., *Handbook of technological pedagogical content knowledge (TPACK) for educators* . New York: Routledge.
- Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics*. London: In text Educational Pub.
- Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools*. Germany: Lambert Academic

Publishers.

- Kothari, R. G., and Shelat, P. H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of Mathematical discovery*. Oxford : Basil black Wall.
- Nickson, M. (2006). *Teaching and Learning Mathematics : A Guide to Recent Research and its Application*. London: Continuum
- Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach*. New Delhi: Doaba House.
- Pandya, B. (2007). *Teaching of Mathematics*. Agra : Radha Prakashan Mandir.
- Paul Chambers (2008). *Teaching Mathematics : Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W. D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., and Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G. B. (1964). *New Dimensions in teaching of Mathematics*. Baroda : CASE.
- Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R., and Singh, V. P. (2008). *A Handbook for Designing Mathematics*

(Hindi)

- Ravat, M. S., & Agrawal, M. (1986). *Ganit Shikshan*. Agra: Vinod Pustak Amandir.

(Gujarati)

- Joshi, H. O. (1997). *Ganit Shashtra Adhyapan Padhdhati*. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). *Ganit Na Adhyapan Nu Parishilan*. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). *Ganit Adhyapan Padhdhati* Amdavad : Anand Book Depot.

Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). *Ganit Shikshan Padhdhati*. Amadavad: A. R. Sheth & Co.

Patel J. Z., and Jani, P. N. *Hand-Book for Mathematics Teachers*. V. V. Nagar: Manisha Prakashan.

YEAR	II	PEDAGOGY OF TEACHING ENGLISH -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	The Student Teachers will: 1. Understand natural language and its various characteristics. 2. Gain insight into general theories of language acquisition and language learning. 3. Acquire various skills in teaching English Text 4. Understand methods and techniques of teaching English Language. 5. Develop familiarity with the various textual items like prose, poetry and short stories. 6. Gain awareness as well as skills to make use of various audio visual aids in the classroom. 7. Acquire various study skills in learning English Language 8. Develop skills to evaluate learning outcome through different types of tests. 9. Develop ICT based teaching and learning activities in English Language 10. Understand and develop teaching aids and their utility in the classroom			

SYLLABUS		
UNIT-I	Teaching the Text	
	<ol style="list-style-type: none"> 1. Teaching pronunciation (phonetics) <ol style="list-style-type: none"> a. Objectives of teaching pronunciation b. Phonetics symbols, organs of speech and mechanism of sounds c. Different types of sounds d. Activities to teach pronunciation 2. Teaching Vocabulary <ol style="list-style-type: none"> a. Objectives of teaching vocabulary b. Concept of knowing the word c. Types of Vocabulary d. Vocabulary building practices 3. Teaching Grammar <ol style="list-style-type: none"> a. Objectives of teaching grammar b. Types of grammar c. Methods of teaching grammar d. Formal/traditional method e. Informal method f. Correlation/Reference method g. Inductive-Deductive method 4. Teaching Prose <ol style="list-style-type: none"> a. Objectives of teaching prose b. Procedure of teaching prose 5. Teaching Poetry <ol style="list-style-type: none"> a. Objectives of teaching poetry b. Procedure for teaching poetry 6. Teaching Composition, Paragraphs, Essays, Letters, etc. <ol style="list-style-type: none"> a. Guidelines of teaching paragraphs, essays and letters 7. Teaching language through literature 8. Need and importance of using literature for teaching English 9. Different models of using literature for teaching English 10. Procedure for teaching English through literature 	
	Study Skills	
	<ol style="list-style-type: none"> 1. Need and importance of study skills 2. Categorization of study skills 	

UNIT-II	3. Locating information and use of reference books 4. Gathering information 5. Storing information, 6. Retrieving and interpreting information	
UNIT-III	Construction and use of Teaching Aids	
	1. Importance of teaching aids 2. Preparation and use of teaching aids 3. Use of mass media in the teaching of English 4. Use of Dictionary 5. Use of Language Lab	
UNIT-IV	A. Testing and Evaluation	
	1. Importance of testing and evaluation 2. Fundamentals of language testing 3. Formative and summative tests 4. Testing aural-oral skills, reading and writing skills 5. Preparation of Unit test 6. Preparation of Diagnostic test	
	B. ICT Skills in Teaching of English Language	
	1. Need and Importance of ICT in Teaching of English Language 2. Different Software for teaching of English Language 3. CALL (Computer-assisted Language Learning) in Teaching and Learning Process 4. Problems in the Use of ICT in teaching of English Language	
MODE OF TRANSACTION		
Lecture, discussion, language games, assignments, oral presentation		
PRACTICAL WORK		
Text book analysis, designing and developing program to enhance Listening, Speaking, Reading and Writing skills, learning different software for teaching English		
1. REFERENCES		
2. Bright, J. A., and Mc Gregor, G. P. (1970). <i>Teaching English as a Second Language</i> . ELBS: Longman.		
3. Doff, A. (1988). <i>Teach English: Training Course for Teachers</i> . Cambridge: Cambridge University Press.		

4. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
5. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL*. Oxford University Press.
6. Joseph, K. S. (2004). *Self Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
7. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.
8. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
9. Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
10. Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.
11. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.
12. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
13. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
14. Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
15. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
16. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
17. Dey, S. K. (2013). *Teaching of English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi
18. Chaudhari, M. (2012). *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi

YEAR	II		CREDIT	3+1
Semester	III	COURSE 8&9 PEDAGOGY OF HINDI LANGUAGE - II	HOURS	45
Objectives:		<ol style="list-style-type: none"> 1. To acquaint the student teachers with the fundamental principles governing the teaching of Hindi in Non-Hindi speaking areas like Gujarat. 2. To enable them to apply the principles in their day to day class teaching. 3. To acquaint them with the cultural heritage of Hindi in our country. 4. To make them realize the importance of Hindi as National language. 5. To enable them to appreciate the literature in their capacity as belonging to non-Hindi area and learn to differentiate the various forms of literature. 		

	6. To train them to prepare Instruction material. 7. To develop in them good qualities of Hindi teacher. 8. To help them understand the importance of unity through language. 9. To make them familiar with the new methods and techniques of teaching evaluation.	
Unit I	Teaching of Pronunciation	
	1. Importance of Pronunciation in Hindi 2. Reasons of Faulty pronunciation 3. Means to improve the pronunciation.	
Unit II	Composition	
	1. Different aspects to be considered while reading 2. Importance of loud reading and silent reading 3. Methods of developing reading interests of children 4. Means of developing speaking ability of the children. 5. Formal Composition and Free Composition. Oral and Written composition. 6. Importance of writing - Devnagari Lipi, its characteristics and development and teaching 7. Methods of teaching writing.	
Unit III	Teaching of Grammar	
	1. Need and Importance of Teaching Grammar 2. Mistakes which are usually committed in Teaching Grammar 3. Main Methods of teaching grammar in Hindi	

Unit IV	Text Books ,Resources and Evaluation procedures	
<p style="text-align: center;">TRANSACTIONAL MODE</p> <ul style="list-style-type: none"> • Lecture Method • Discussion • Seminar • Group Activities • Language Laboratory visit 		
<p style="text-align: center;">PRACTICUM</p> <ol style="list-style-type: none"> 1. Preparation of Blue Print 2. Conducting co-curricular activities like, debate, Extempore, story / drama writing, Writing and Presentation of an Advertisement 3. Action Research related to the problems of language teaching learning. 		
<p style="text-align: center;">REFERENCES</p>		

SYLLABUS

YEAR	I	COURSE 8&9 PEDAGOGYOF SOCIAL STUDIES- II	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	<div>1. To enable the student trainees to understand the use of A.V. aid and Media during social studies instruction.</div> <div>4. To develop in the student trainees skills to evaluate students in Social Studies using different techniques.</div> <div>5. To equip the student trainees with the skills of diagnostic and remedial teaching in social studies.</div>			

	<ol style="list-style-type: none"> To equip the student trainees with the skills for teaching gifted and under average students. To enable the student trainees to critically examine the Social Studies texts books and develop skills to periodically modify and update the text books. To enable the student trainees to understand different issues and problems related to teaching, learning and evaluation of social studies.
COURSE CONTENT / SYLLABUS	
UNIT-I	Media in Social Studies Instruction
	<ol style="list-style-type: none"> A.V. Aid in SS Instruction Learning experiences and Media Selecting the most appropriate learning experience Potential of each medium with reference to objectives and other criteria. Needed combination and alternatives.
UNIT-II	Evaluation in Social Studies
	<ol style="list-style-type: none"> Different techniques of testing <ul style="list-style-type: none"> Paper pencil test Quizzes, debates, discussion & observation Diagnostic and Remedial Teaching <ul style="list-style-type: none"> Meaning, significance and steps
UNIT-III	Needs, Issues and Problems in Social Studies Instruction
	<ol style="list-style-type: none"> Handling gifted students <ul style="list-style-type: none"> Teaching for creative thinking. Handling Below average students <ul style="list-style-type: none"> Role of remedial teaching Time Table Facilities Professional Preparation of Teachers

	<div>6. Communities’ apathy towards the subject</div> <div>7. Recent developments and obsolescence of curriculum</div> <div>8. Transmission of values and needed interpersonal representation.</div>	
UNIT-IV	Critical Evaluation of Text Books of SS	
	<div>1. Need and Importance of text book analysis</div> <div>2. Methodology of textbook Evaluation, Criteria for textbook evaluation.</div> <div>3. Characteristics of good Social Studies textbook.</div> <div>4. Evaluation of Social Studies textbooks of different boards.</div>	
MODE OF TRANSACTION Lecture, discussion, lecture cum Discussion, workshop and visits.		
PRACTICUM <div><div>• Students will prepare A.V. Aids for different social studies instructions.</div><div>• Students will prepare of Evaluation Items</div><div>• Students will prepare teaching learning activities for gifted and below average students.</div><div>• Students will analyze SS text books of different boards like GSHSEB and CBSE boards.</div><div>• Students will prepare plans to tackle different issues and problems related to SS.</div></div>		
REFERENCES		

Agrawal, J. C. (1995) *Teaching of Social Studies*. New Delhi: Vikas Publishing House.

George, A. M., and Madan, A. (1990) *Teaching Social Science in School. NCERT's new textbook initiative*. New Delhi: Sage Publications India Pvt. Ltd.

Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.

Haroon, S. (Edt.) (2012) *Teaching Social Science*. New Delhi: Pearson.

Joshi, D. (Edt.) (2012) *Methodology of Teaching Social Sciences*. New Delhi: Pearson.

Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.

Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.

Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.

Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm, UNESCO.

YEAR	II	COURSE 8&9 PEDAGOGY OF COMMERCE -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES				
		<ul style="list-style-type: none">To make students aware about the evaluation techniques in teaching of commerceTo make students understand the need and importance of text book in commerceTo make students understand the concept of community resources and its usage in teaching of commerceTo enable students to conduct various co-curricular activities in schoolsTo make students understand the role of commerce teacher		
COURSE CONTENT				
Unit I		Evaluation in Commerce Teaching		
		<ul style="list-style-type: none">Meaning, Need and Importance of EvaluationCharacteristics of Good EvaluationTypes of Test : Achievement Test, Diagnostic testEvaluation Devices: Oral tests, Essay type test,		

	<p>Objective type tests, Observation, Records (Anecdotal, Cumulative records)</p> <ul style="list-style-type: none"> • Preparation of Unit Test along with Blue print 	
Unit II	Text Book in Commerce	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit III	Community Resources and Commerce Teacher	
	<ul style="list-style-type: none"> • Meaning of Community Resources • Types of Community Resources • Uses of Community Resources in the teaching and learning of Commerce • Importance of Community Resources in the teaching and learning of Commerce • Role of a Commerce teacher • Personality of a Commerce teacher • Professional Traits of a Commerce Teacher. • Professional Development of Commerce teacher 	
Unit IV	Co-Curricular Activities in Commerce	
	<p>Need and Importance of Co-curricular Activities</p> <p>Principles underlying Co-curricular activities</p> <p>Types of Co-curricular activities and role of teacher</p> <p>Commercial Activities</p> <ul style="list-style-type: none"> • Meaning of Commercial Activities • Types of Commercial Activities in teaching of Commerce • Importance of Commercial Activities in teaching of Commerce 	

	Commerce Club Need and Importance of Commerce Club Activities under Commerce Club Role of teacher in Commerce Club	
MODE OF TRANSACTION Lecture, discussion, lecture cum Discussion, workshop and visits.		
PRACTICAL WORK		
<ul style="list-style-type: none"> • Critical Analysis of Economics Text Book. • Visit school and conduct various co-curricular activities and prepare a report on it. • Organise a field trip for commerce teacher in consultation with school teacher • Prepare a list of activities to be undertaken in commerce club • Create a commerce club in school and implement some activities under it. • Preparation of Blue Print and Question Paper in Economics subject. • Organise some commercial activities in schools or in your department and prepare a report on the same 		
REFERENCES		
<p>Lulla B.P. (1990) Teaching Commerce in Secondary Schools: M.S.U., Baroda.</p> <p>Rao, S. () Teaching Commerce in Multipurpose Secondary Schools.</p> <p>Seema Rao., (2004) Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.</p> <p>Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce: Discovery Publishing House, New Delhi.</p> <p>Aggarwal, J.C. (2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd New Delhi</p> <p>P.C. Segwalkar & Sarlekar (2000): The structure of Commerce. Kitab Mahal. Allahabad</p> <p>Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd</p> <p>Umesh, rana A (2009) Methodology of Commerce Education: Tandon Publications, New Delhi</p>		

YEAR	II	COURSE 8&9 PEDAGOGY OF ECONOMICS- II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES				
		<div>1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics at higher secondary stage.</div> <div>2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics at higher secondary stage.</div> <div>3. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks.</div> <div>4. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.</div> <div>5. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.</div>		
COURSE CONTENT				
Unit I	Audio Visual Aids in Teaching of Economics			
	<div><div></div><div><ul style="list-style-type: none">Meaning and Definition of A.V AidNeed and importance of A.V AidsTypes of A.V AidsPoints to be considered while preparing and using A.V Aid</div></div>			
Unit II	Co-Curricular Activities in Teaching of Economics and Economics Teacher			
	<div><div></div><div><ul style="list-style-type: none">Importance of conducting Co-curricular ActivitiesTypes of Co-curricular ActivitiesPrinciples of organizing Co-curricular Activities</div></div>			

	<ul style="list-style-type: none"> • Need & Importance of Co-curricular Activities • Role of Teacher in organizing Co-curricular Activities • Field Trip : Importance , procedure & Role of Teacher • Economics Teacher • Qualities • Role in the present society with special reference to India • Professional Growth of Economics Teacher- Possibilities and problems. 	
Unit III	Economics Textbooks	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit IV	Evaluation in Economics	
	<ul style="list-style-type: none"> • Meaning, Need and Importance of Evaluation • Characteristics of Good Evaluation • Types of Test : Achievement Test, Diagnostic test • Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records) • Preparation of Unit Test along with Blue print 	

PRACTICAL WORK

- Group work on the preparation of lesson plans in Economics
- Group work on content Analysis
- Preparation on different types of Assignment in Economics
- Conducting Seminar in Economics Class.
- Preparation of different list of Community Resources which can be used for teaching of Economics
- Critical Analysis of Economics Text Book.
- Conducting sample surveys

- Preparation of Blue Print and Question Paper in Economics subject.

REFERENCES

Binning A.C. & Binning A.H, () Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.

Chakravarty, S (1987) Teaching of Economics in India' Bombay, Himalaya Publ.

Das, R.C. (1984) Curriculum and Evaluation, New Delhi, NCERT.

Dhand (1990) 'Techniques of Teaching' Ashish Publishing House, New Delhi.

Kanwar, B.S. (1970) Teaching of Economics, Ludhiana, Prakash Brothers Educational Publishers.

Lee, Norman Ed. (1975) Teaching Economics, Ed. 2 London Educational books.

Rudramambe, B, (2004) Methods of Teaching Economics, discovery Publishers,.

Teaching Units in Economics for High and Higher Secondary Stage, NCERT, New Delhi, 1974.

The Curriculum for the Ten Year School - A Framework, NCERT, 1975.

Amita, Y. (), Teaching of Economics, Anmol Publications Pvt. Ltd., New Delhi.

YEAR	II	COURSE 8&9 PEDAGOGY OF ACCOUNTANCY -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES		<div>1. To acquaint the student teachers with different evaluation techniques for Accountancy subject</div> <div>2. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks</div> <div>3. To acquaint the student teachers with usage of community resources for teaching of Accountancy</div> <div>4. To acquaint the student teachers with importance of co-curricular activities and different types of co-curricular activities</div> <div>5. To prepare student teachers for conducting various co-curricular activities in schools</div> <div>6. To acquaint student teachers with the role of Accountancy teacher</div>		
COURSE CONTENT				

	Evaluation in Accountancy Teaching	
	<ul style="list-style-type: none"> • Meaning, Need and Importance of Evaluation • Characteristics of Good Evaluation • Types of Test : Achievement Test, Diagnostic test • Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records) • Preparation of Unit Test along with Blue print 	
Unit II	Text Book in Accountancy	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit III	Community Resources	
	<ul style="list-style-type: none"> • Meaning of Community Resources • Types of Community Resources • Uses of Community Resources in the teaching and learning of Accountancy • Importance of Community Resources in the teaching and learning of Accountancy 	
Unit IV	Co-Curricular Activities in Accountancy and Accountancy Teacher	
	<p>Need and Importance of Co-curricular Activities</p> <p>Principles underlying Co-curricular activities</p> <p>Types of Co-curricular activities and role of teacher</p> <p>Account Club</p> <ul style="list-style-type: none"> • Need and Importance of Account Club • Activities under Account Club 	

	<ul style="list-style-type: none"> • Role of teacher in Account Club <p>Accountancy Teacher</p> <ul style="list-style-type: none"> • Role of a Account teacher • Personality of a Account teacher • Professional Traits of a Account Teacher. • Professional Development of Accountancy teacher 	
--	---	--

MODE OF TRANSACTION

PRACTICAL WORK

- Preparation of different list of Community Resources which can be used for teaching of Commerce.
- Critical Analysis of Accountancy Text Book.
- Formation of Accountancy Club and Accountancy Lab.
- Preparation of Blue Print and Question Paper in Accountancy subject.
- Organization and implementation of various co-curricular activities in school
- Organizing field trip for school students

REFERENCES

Lulla B.P. : Teaching Commerce in Secondary Schools, M.S.U., Baroda, 1990.

Rao Subba et al. : Teaching Commerce in Multipurpose Secondary Schools.

Teacher's Guide in Book-keeping and Accounting, Monograph 6 NCERT, New Delhi.

Commerce Education, Volume VIII No. 16, 1972 Department of Education, Regional College of Education, Ajmer.

New Trends in Teaching Book-keeping and Accounting, RCE, NCERT, New Delhi.

Seema Rao : Teaching of Commerce, Anmol Publications Pvt. Ltd., New Delhi.

Teaching of Commerce: A Practical Approach, Vikas Publishing House Pvt. Ltd, New Delhi, 2010

YEAR	II	COURSE 8&9 PEDAGOGY OF SCIENCE-II	CREDIT	3+1
Semester	III		HOURS	45

OBJECTIVES:	<p>The students will be able to:</p> <ul style="list-style-type: none"> • To develop in them the necessary understanding and skills to organize, evaluate and improve the system of science education. • To make the teacher trainees aware of the professional organizations for science teachers. • To create awareness among the teacher trainees about the recent trends in science education.
--------------------	---

SYLLABUS

UNIT-V	Resource in Teaching Science	
	i. Science text book- meaning, importance and characteristics and their evaluation ii. Science laboratory- planning, equipments, use of manuals and safety measures iii. Science library- Journals, reference books, encyclopedia and magazines iv. Multimedia approach- meaning, scope and design v. Power point presentation, web sources and concept of smart classes- meaning, importance and uses	
UNIT-VI	Resources for Teaching Science	
	i. General Science Laboratory: Designing, management and safety measures ii. Qualities of a good science textbook, teacher's handbook, journals, magazines iii. Qualities expected of the science teacher iv Technology: Use of various web resources in science teaching	
UNIT-VII	Science Activities	
	i. Importance of science activities ii. Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching, star gaze. iii. Formation and activities of Science club in school. iv. Concept of mobile Science Laboratory & Science express v. Science teacher- professional competencies, professional growth through seminars, conferences, action researches and workshops vi. Co-curricular activities – science club, science exhibitions, field trips- meaning, importance and organisation.	
UNIT-	Evaluation in Science	

VIII	i. Assessment of cognitive aspects of science learning, ii. Assessment of non-cognitive aspects of science learning iii. Continuous and Comprehensive Evaluation (CCE) iv. Construction of Unit test with the help of blue print v. Assessment of science process skills and experimental skills. vi. National Talent Search Examinations, Science Olympiad.	
UNIT IX	Curriculum in Science teaching	
	i. Curriculum-meaning, principles and curriculum construction ii. Difference between curriculum, syllabus and text book ii. Recent trends in curriculum development – NCF, Nuffield iii. Professional organization for science teachers iv Use of concept maps in science teaching v Current research trends in science education	
MODE OF TRANSECTION		
Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students		
PRACTICUM		
<ul style="list-style-type: none">• Analysis of Science Textbook.• Survey of Science Laboratory in a school.• Evolving suitable technique(s) to evaluate laboratory work.• Visit to Community Science Centre, Nature Park and Science City.		
REFERENCES		
Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep. NCERT. (2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT. Prasad, J. (1999). <i>Practical aspects in teaching of science</i> . New Delhi: Kanishka Publication http://www.sofworld.org/		

YEAR	I	COURSE 8&9 PEDAGOGY OF CHEMISTRY - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	<div><div>1. To understand the correlation of chemistry with other cognate disciplines and branches of emerging knowledge.</div><div>2. To develop understanding of the nature and structure of chemistry curriculum at higher secondary level with reference to Gujarat state in the national context and international developments</div><div>3. To provide an understanding of the role and responsibilities of chemistry teacher</div><div>4. To develop interest in activities of chemistry</div><div>5. To develop techniques of evaluation in chemistry.</div><div>6. TO appreciate the application of chemistry in daily life.</div></div>			
COURSE CONTENT / SYLLABUS				
UNIT-I	Activities and Resource Centres			
	<div><div>1. Chemistry club</div><div>2. Fair and Exhibition</div><div>3. Chemistry Museum</div><div>4. Development and use of Chemistry library, use of software in Chemisty.</div><div>5. Role of Sarabhai Community Science Centre</div><div>6. HomiBhabha Centre for Science Education,Mumbai;NCERT,NewDelhi;IUPAC and UNESCO in Chemical education;Nehru Science Centre, Mumbai ;Professional</div></div> <div>Activities-Indian Science Congress; CASTME, RSC, London.</div>			
UNIT-II	Chemistry Laboratory			
	<div><div>1. Need, types, planning and organization, equipments and their maintenance, safety measures in chemical laboratory, manual and guidelines for practicals at higher secondary level</div><div>2. Quantitative and Qualitative analysis in Chemistry as per higher secondary syllabus.</div></div>			
UNIT-	Correlation of Chemistry			

III	<ol style="list-style-type: none">1. Chemistry and its sub disciplines, Correlation of chemistry with cognate disciplines2. Correlation of chemistry with other branches of science, application of chemistry in various fields and life.	
UNIT-IV	Chemistry in Schools	
	<ol style="list-style-type: none">1. Approaches of curriculum organization, content analysis of higher secondary level chemistry, textbooks, manuals, journals, experiments, work book.2. Research trends in chemical education, roles and responsibilities of chemistry teacher.3. Mobile chemistry laboratory-kits, Micro scale experiments, field experiments	
UNIT-V	Evaluation in Chemistry	
	<ol style="list-style-type: none">1. Purpose of evaluation2. Testing for process, techniques, skills, knowledge, understanding and application3. Examination: Question paper preparation of different types of items, scoring and Evaluation4. Developing a small question bank5. Assessment of practical work and viva-voce (oral examination).	
MODE OF TRANSACTION		
PRACTICUM		
<ol style="list-style-type: none">1. Set up an experiment and demonstrate for a chosen content at secondary or higher secondary level Chemistry.2. Prepare Teaching Aids in Chemistry, Charts, Models, Tests, Experiments, and Manuals etc.3. Prepare an inventory of experiments in Chemistry other than textbook illustration.4. Develop remedial instructional material in Chemistry for the chosen topic.5. Report on Chemistry Laboratory at higher Secondary level6. Develop a Chemistry kit for field experiments in the chosen area		

REFERENCES

- Agarkar, S. C. (2005). An Introductory Course on School Science Education. Mumbai: HBCSE, TIFR.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). Teaching of Chemistry Modern Method. New Delhi: Sarup & Son's.
- Malhotra, V. (2006). Methods of Teaching Chemistry. New Delhi: Crescent Publishing Corporation.
- Mani, R. S. (1995). Safety in Laboratory School Science, Vol. XXX 11, No. 2, June 1995, P.P. 33-37.
- Mani, R. S. (2012). Mobile Science and Technology Development of Skills in Science and Technology. Education and Society, (I).
- Marlow, E., and Rao, B. (1996). Science and curriculum. New Delhi: Discovery Publishing house.
- NCERT (2013). Pedagogy of Science: Text Book for B.Ed. part II, NCERT, New Delhi. http://www.ncert.nic.in/departments/nic/desm/publication/pdf/phy_sci_PartII.pdf
- Newbold, B. T. & Holbrook, J. (1992). New Trends in Chemistry Teaching.
- Text Books of Chemistry prescribed by Gujarat State textbooks board and Central board.
- UNESCO, New Delhi, Sterling Publishers Inc., (First India reprint, 1993).
- UNESCO. (1964). UNESCO source Book for Science Teaching. Paris: UNESCO.
- Vaidya, N. (1996). Science Teaching for the Twenty-first Century. New Delhi: Deep and Deep Publications.
- Waddington, D. J. (1987). Teaching School Chemistry. New Delhi: Sterling Publishers Inc.

YEAR	II	COURSE 8&9 PEDAGOGY OF PHYSICS- II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	To develop among Physics student-teachers: 1. Understanding of the aims and broad objectives of teaching science in general and physics in particular at Higher Secondary School level and to relate them to the aims and broad objectives of Education in general at National and International levels.			

	<p>2. Understanding of the history and philosophy of Science in general and Physics in particular in order to understand the nature and structure of the discipline.</p> <p>3. Understanding the nature and structure of Higher Secondary School curriculum for Science (and other subjects) in general and Physics in particular with special reference to the State, National and a few International Physics Curricula.</p> <p>4. Preparing professionals to begin practice-teaching (Internship) exercise in Physics at Higher Secondary School stage by coordinating the curriculum of Principles and Techniques of Teaching with special reference to teaching of Physics.</p> <p>5. Developing competence for the management of (i) Physics laboratory activities (ii) preparation of teaching aids by using Modern Educational Technology and (iii) Co-curricular activities in Physics teaching-learning process.</p> <p>6. Developing competence to evaluate learning outcomes in Physics by relating to what has already been covered in Educational Evaluation Curriculum.</p> <p>7. Developing academic and professional interest in the field of Physics and Physics education at Higher Secondary School stage as well as at higher education stage.</p> <p>8. Developing a broader outlook regarding Physics Education with special references to Environmental Education, value Education and 'International understanding and Peace' through Physics Education.</p>
--	---

SYLLABUS

UNIT-I	Physics Laboratory Management	
	<ul style="list-style-type: none"> • Importance of Laboratory Planning - Blue Print/Design for a new Physics Laboratory • Objectives to be achieved at psychomotor domain level in Physics Teaching-Learning Process. • Lecture room cum laboratory • Equipment: Supply, storage and maintenance, Safety Precautions, Registers to be maintained, rules and Regulations 	
UNIT-II	Educational Technology in Physics Education	
	<ul style="list-style-type: none"> • Audio-Visual Aids • OHP • Epidiascope • Film Strip Projector • Film Projector, Video/ Film Lessons in Physics 	

	<ul style="list-style-type: none"> • CAI, Computer animation • Preparation of Teaching Aids with emphasis on Improvisation Low Cost Materials, Physics Kits, etc. 	
UNIT-III	Evaluation in Physics Teaching-Learning Process	
	<ul style="list-style-type: none"> • Importance of Evaluation in Physics • Evaluation depending on the domains Cognitive, Affective and Psychomotor • Preparation of blue-print-Question Paper • Emphasis on crucial nature of evaluation of scientific attitude and process skills in Physics • Tools and Techniques of Evaluation: Achievement test, Diagnostic test, Rating Scale, Rubrics, Question Bank in Physics 	
UNIT-IV	Co curricular Activities in Physics Education	
	<ul style="list-style-type: none"> • Importance of Co-curricular activities in Physics Education • Science club/physics Society • Physics exhibition • Field trips/Excursion • Project Work • Science Quiz • Science Fair • Sky Watching • Visit to Planetarium • Science fictions and Imagination - Rhymes, hykus, Dramas in Physics Curriculum 	
UNIT-V	Academic and Professional Development for Physics Teachers	
	<ul style="list-style-type: none"> • Roles and Responsibilities of Physics teachers. • Physics/Science/Teachers' Association at National and International levels. • Journals and Research Institutes in Physics/Physics Education and Science/Science Education • Role of NCERT and HBCSE in Physics/Science Education Programme • Physics Teacher as a researcher - Action Research and case studies in Physics Education Relevant research findings for implementation in Physics classrooms at Higher Secondary level. • Vocational Guidance for Physics Students after Std. XII 	

MODE OF TRANSACTION

Team Teaching, Lecture, Discussion, Demonstration, Fieldtrip and Power Point Presentation by students

PRACTICAL WORK

- Analysis of Physics Textbook
- Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
- Planning and Organization of Physics Laboratory/Physics Exhibition.
- Survey of Physics Laboratory in the Schools
- Preparation of question Bank.
- Survey Status of Higher Secondary School Physics Education at a Taluka/District Level.
- Action Research - Case Studies in Physics Education.
- Collection of Newspaper cuttings/clippings, Journal Articles related to Physics/Physics Education.
- Programme Development for 'Night Sky Watching' for Higher Secondary School Students

REFERENCES

Carin, A. A. & Sund, R. B. (1970). *Teaching Science Through Discovery* (2nd ed.), Ohio : E. Merrill Publishing Co.

Edger, M. & Rao, B. (1996), *Science Curriculum*, New Delhi: Discovery Publishing House.

Gupta, S. K. (1992). *Teaching of Physical Sciences*. New Delhi: Sterling Publishing House.

Gupta, V. K. (1995). *Teaching and Learning of Science and Technology*.

Harlen, W. & Elstgeest, J. (1992). *Unesco Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. ____:UNESCO

Joshi, U. O., Shah, B. B., Patel, N. B., & Likhia, K. (1990). *Vigyanana Adhyapanano Parishilan* (Gujarati). Ahmedabad: B. S. Shah Prakashan.

Kalra, R. M. (1976). *Innovations in Science Teaching*, Bombay: Oxford Publishing Co.

Mathur, R. C. (1992) *A Source Book of Science Projects*, New Delhi: Arya Book Depot.

NCERT (1982). *Teaching of Science in Secondary Schools*, New Delhi : NCERT.

Rao, A. (1993). *Teaching of Physics*, New Delhi: Anmol Publications.

Sharma, R.C. (1982). *Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.

Sund, R. B. & Trowbridge, L. N. (1973). *Teaching Science by Inquiry in the Secondary School*

(2nd Ed.) Columbia : Charles E. Merrill Pub. Co.

Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*, New Delhi: Deep and Deep Publications.

YEAR	II	COURSE 8&9 PEDAGOGY OF BIOLOGY - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES	<div>1. To develop understanding of Biology Curriculum.</div> <div>2. To acquaint the teacher trainees with modern trends in Biology curriculum.</div> <div>3. To develop critical analysis ability to review Biology Curriculum, Syllabus & Text Book.</div> <div>4. To develop interest in various Activities of Biology.</div> <div>5. To develop Laboratory Skills.</div> <div>6. To develop the abilities to undertake various Scientific Activities.</div> <div>7. To acquaint with the various tools & techniques of evaluation</div> <div>8. To develop the abilities for formative and Summative Evaluation</div> <div>9. To develop Teaching Aids.</div>			
SYLLABUS				
UNIT-I	Concept of Curriculum			
	<div>1. Concept of Curriculum</div> <div>2. Principles of Curriculum Construction</div> <div>3. Types of Curriculum</div> <div>3. Modern Trends in Biology Curriculum</div>			
UNIT-II	Critical Examination of Biology Curriculum			
	<div>1. Review of Biology Syllabus & Text Books</div> <div>2. Organization of Theory and Practical</div> <div>3. Weightage of Theory and Practical</div>			
UNIT-III	Unit III: Activities in Biology			

	<ol style="list-style-type: none"> 1. Importance of Activities in Teaching of Biology 2. Excursions, Herbarium, Aquarium, Vivarium, Biology Club, Fair, and Museum 3. Planning & Organization of Activities 	
UNIT-IV	Unit IV: Laboratory Experience	
	<ol style="list-style-type: none"> 1. Learning Outcome 2. Types of Laboratories 3. Preparing students for laboratory experience (i) Pre-Lab discussion, (ii) giving directions (iii) Post-Lab discussion. 4. Safety measures in the Labs 5. Planning, Organization and Maintenance of Biology Labs 6. Assessment of Laboratory Work: Manipulative Tests, Observation of Process Skills, Assessment of Affect Level Outcomes. 	
UNIT-V	Unit V: Evaluation	
	<ol style="list-style-type: none"> 1. Importance of Testing & Evaluation 2. Formative & Summative Evaluation 3. Process & Product Evaluation 4. Assessment of Practical Work 5. Oral Examination 6. Various Types of Evaluation Items: Scope & Limitation 	
MODE OF TRANSACTION		
Lecture, group discussion, seminar, project work, team teaching, peer teaching		
PRACTICUM		
<ol style="list-style-type: none"> 1. Review of School Curriculum 2. Text Book analysis 3. Interviews with Teachers on Theory & Practical weightage 4. Interviews with Teachers on Internal & External Evaluation 5. Development of aquarium 6. Surfing of food web 7. Educational trip to biological garden cum zoo 		

8. Study of Eco system
9. Study of symbiosis and commensalism
10. Development of biological club
11. Development of Green House
12. Survey of a School Biology Lab
13. Test Construction: Objective, Essay Type, Digital
14. Evaluation: Theory Practical, External Internal, & Process Product
15. Development of Question Bank
16. Planning & Organization of Quiz & Debate

REFERENCES

- Ahmad, J. (2009). Teaching of Biological Sciences. IPH Learning Private Ltd. New Delhi-110001
- Biology Teacher's Handbook, BSCS/Biological Sciences Curriculum Study, 1971.
- Dave R. H., and Mehta, C. H. Vignanu Abhinav Adhyapan. Ahmedabad: A. R. Sheth & co. (Gujarati).
- Gupta S.K (1983). Technology of Science Education. Vikas Publishing House, New Delhi
- Gupta V.K. (1995). Teaching & Learning of Science & Technology. Vikas Publishinhg House, New Delhi.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay Oxford Publishing.
- Kohli, V. K. (1077). Teaching of Science. Krishna Brothers.
- Marsha, W., and Joyce, B. (1985). Models of Teaching. Prentice Hall of India Private Ltd., New Delhi-110001
- Mathur R.C. (1992). A Source Book of Science projects. Arya Book Depot, New Delhi
- NCERT: Textbook in Biology for Higher Secondary Schools. New Delhi, NCERT
- Sharma R.C. (1982). Modern Science today. Dhanpat Rai and Sons, Delhi
- Tomar Archana (2005). Teaching of Biology. Kalpaz Publication, C-30, Satyavati Nagar, Delhi-110052
- UNESCO: Teaching of Biology in tropical schools. Paris, UNESCO.
- Vaidya, N. (1971). The Impact Science teaching. Oxford & IBH Publishing Company
- Yadav K. (1999). Teaching of life Sciences. Anmol Publications Pvt. Ltd., New Delhi

COURSE 8&9 PEDAGOGY OF GEOGRAPHY– II

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

1. acquire the knowledge about the natural regions of India & world, weather, climate and human occupations.
2. develop skills of preparation of models, graphs, globe and charts
3. develop the skill of organizing the geography room, museum and library.
4. acquire the knowledge about the text book and curriculum of geography/Economics
5. develop the qualities of a good geography/Economics teacher
6. develop skills in preparing unit test and diagnostic test.

Unit – 1 : Local and Regional Geography

1. Meaning and importance of local & regional geography
2. Natural regions of India.
3. Structure and composition of Atmosphere
4. Meaning of weather and climate
5. Human occupations – meaning and types
6. Earthquake and volcano – causes, types and distribution
7. Tides & their impact on human activities.

Unit – 2 : Instructional Material in Geography and Economics

1. Teaching Aids – meaning, principles and importance.
2. Visual Aids : Maps, models, globe, Atlas, O.H.P.
3. Audio-visual Aids: T.V. Computer.
4. Geography room : importance, planning, equipment and arrangement.
5. Geography Museum : need, importance and arrangements.

Unit – 3 : Geography and Economics Curriculum

1. Meaning and principles of curriculum construction
2. Text book of geography & Economics – characteristics, need & importance.
3. Critical study of the present geography & Economics text book of 8th, 9th and 10th standard.
4. Need and importance of studying physical, human, political and economic geography
5. Correlation of geography with History, Economics, Mathematics, Language and science

Unit – 4 : Geography Teacher

1. Qualifications, qualities & problems of geography/Economics teacher
2. Professional growth and competencies of geography/ Economics teacher.
3. Unit test – Meaning, importance & steps of construction.
4. Diagnostic Test and Remedial teaching – meaning and importance.
5. Critical study of present evaluation system in geography & Economics.

Practicum

Submission of a report after conducting survey/practical/ visit to a geographically/Economically important place (any one of the following).

1. Preparation of software on geographical/Economical concepts or events.
2. Preparation of a report on the planning, organization and outcome of an Excursion in geography.
3. Preparation of unit test along with scheme of evaluation.
4. A critical study of present geography/Economics text book of VIII/IX/Xth Standard.
5. Preparation of maps – local and regional.
6. Preparation of albums of different countries – flags, stamps, currency, language and human race.
7. A collection of natural specimens like rocks, minerals, soils, food grains and other finished products.

8. Preparation of programmed learning material on any one unit (about 60 frames)
 9. A survey or visit to an industry, port, cultivated land or agricultural farms nearby.
- Note:** The teacher is free to introduce any other relevant activity related to the subject.

References

1. O.P. Verma (2000) Geography Teaching – Sterling Publishers, New Delhi.
2. Graves, N.J. ((1971) Geography in Secondary Education, London, Geography Association
3. Haggett, P., (1972) Geography : A Modern Syntheses, New York, Harper and Row.
4. Indian National Committee for Geography, (1968) Indian Regional Studies, Calcuta, 21st IGU Publication
5. Kendeaw, W.G.(1938) Climatology, London, Oxford University Press
6. Lake Philip. (1974), Physical Geography, Madras, Macmillan Co. of India Ltd
7. Long and Robertson, (1968) , Teaching of Geography, London, Heinemann Educational Books Ltd.
8. E.A. Macne (1953) – The Teaching of Geography - Oxford University Press.
9. Standing Sub-committee in Geography, (194), Handbook for Geography Teacher, London, Methuen Educational Ltd.
10. UNESCO (1965) Source Book for Geography Teaching. London, Longman, Longman Co
11. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc
12. Woolridge, S.W. and W.G.East, (1951) The Spirit and Purpose of Geography, New York, Hutchinson.
13. Arora (2000) Teaching of Geography :, Ludhiana Prakash ISRP
14. Das Gupta & A N Kapoor (1990) Principles of physical Geography.
15. G.C.Leong (2001) Physical & Human Geography.
16. Sharma & Cutinou (2000) A text book of geography.
17. Long .M.L.(Edg) 1974 – Handbook for Geography Teachers, London Methuen Educational Ltd.
18. Zoe A Thralls (2001) The Teaching of geography – Eurasia Publication House, New Delhi.
19. R.P. Singh (2005) Teaching of Geography – R. Laal, Book Depot, Meerut.
20. B.C. Rai (1995) Methods of teaching of geography – Prakashana Kendra, Lucknow.
21. M.S. Rao (2006) Teaching of Geography – Anmol Publications, New Delhi.
22. R. L. Singh, Rana B.B. Singh (2010) Elements of Practical Geography – Kalyani Publications, New Delhi.
23. ನಾಗಭೂಷಣ ಆರಾಧ್ಯ-ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲ ತತ್ವಗಳು - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
24. S. S. ನಂಜಣ್ಣವರ & ಒ.ಃ.ಸಜ್ಜನರ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಬೋಧನೆ - ಶಿವಪ್ರಕಾಶ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಗದಗ.
25. ಅ.ಖ.ಇ.ಖ.ಖಿ. - ಭೂಗೋಳ ಸಂಗಾತಿ - ಸಂಪುಟ, I, II & III.
26. ವಿ.ಎಸ್. ಎಕ್ಸಂಬಿ & ಸದಲಗಿ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
27. ರಂಗನಾಥ - ಪ್ರಾಕೃತಿಕ ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲತತ್ವಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
28. ರಂಗನಾಥ - ಮಾನವ ಭೂಗೋಳಶಾಸ್ತ್ರ - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

COURSE 8&9 PEDAGOGY OF MARATHI- II

Unit 1 : Methods of Teaching Prose & Poetry

1.1 Importance of Methods of teaching for Prose and Poetry

1.2 Modern methods of teaching

- a) Project Method
- b) Play way Method
- c) Supervised study method

1.3 Traditional Methods of teaching

- a) Lecture Method
- b) Text-Book Method
- c) Question Answer Method
- d) Inductive and Deductive Method

Unit 2 : Use of Audio-visual Materials and Co-curricular activities

2. Instructional materiel –

2.1 Language laboratory

2.1.1 Audio materials - Radio Tape-Recorder, C D

2.1.2 Visual material – Black board, Pictures, OHP, Flash cards, Charts.

2.1.3. Mass Media – Radio, TV, Newspaper and cinema , Internet

2.2 Different types of Co-curricular activities – Literary club, Hand writing, Singing, Reading, Essay and prepared Speech Drama, Recitation competitions. Thought for the day, Daily Bulletin Board, Study Tour, Literary excursion, Celebration of Important days, Connected to personality development

Unit 3 : Competencies of Marathi Teacher

3.1 Academic and Professional Pre service and In service training

Love for language and Marathi literature.

3.2 Role of Marathi Teacher as an innovator.

3.3 Relationship with Colleagues, Students , Parents and Educational Department.

Unit 4 : Evaluation and Curriculum construction

4.1.1 Need and importance of evaluation

4.1.2 Difference between Evaluation and Examination

4.1.3 Different types of Test Diagnostic Test, Remedial Test

4.1.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Shortanswer type test and objective type of test

4.1.1 Principles of Text-Book construction for Marathi Text-Book

4.1.2 Characteristics of a good Textbook in Marathi

4.1.3 A critical study of Text-Book of Marathi for Std.8th, 9th and 10th in Karnataka State

Practicum

1. A Critical study of secondary school 8th or 9th or 10th standard Marathi text book.

Assignments: (any one)

1. A study of an Marathi author / poet.
2. Preparation of one co-curricular activity which promote learning Marathi.

Reference

Matrubhashe Adhyapan. Pune: Chitrasala Publication

Marathi Kase Shikware. Pune: Dhokal Publication.

Marathiche Adhyapan. Kolhapur: Phadake Publication.

Matrubhasha Adyan, Adhyapan. Pune: Neelkand Publication.

Marathiche Adyapan. Pune: Vidhya Publication.

Marathiche Adhyapan. Pune: Venus

Publication.

Matrubhache Adyapan a Mulgamapan. Pune: Venus Publication.

Kavita Kashi Shikwari. Pune: Venus Prakashan

)

Matrubhashecha Marathiche Adhyapan. Suraj Bhushan Prakashan Belgaum.

Course 8&9 Pedagogy of URDU LANGUAGE-II

Unit 1: Methods of Teaching Urdu

1.1 Teaching of Prose and Poetry

- 1.2 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, aims and Objectives & Formal and Functional Methods of teaching Grammar Method text book Method, deductive and Inductive Methods , questions and answers Method, Project Method, Supervised study, evolving an eclectic methods, Biography of famous authors and poets (Dr Mohammed Iqbal, Mirza Galib, Altaf Hussein Hali, Firaq Gorakpuri, Sir Sayed Ahmed Khan, Moulana Abul Kalam Azad)

Unit 2: Teaching Aids and Co-curricular activities

- 2.1 Linked in teaching, need, audio, visual and Audio-visual (Aids, different occasions for their uses, preparing. Improving/selecting)
- 2.2 Teaching aids for effective language laboratory
- 2.3 Different co-curricular activities which promote learning language

Unit 3: Competencies of Urdu Teacher

- 3.1 Academic and Professional Pre service and in service training
Love for language and Urdu literature.
- 3.2 Role of Urdu Teacher as an innovator.
- 3.3 Relationship with Colleagues, Students, Parents and Educational Department.

Unit 3: Evaluation in Urdu Language, Concept, Importance Examination

- 3.1 Different types of tests (Essay type, short answer type and objective Type)
- 3.2 Tests to evaluate, pupils linguistic abilities, Unit test, Diagnostic Tests

Unit 4: Evaluation and Curriculum construction

4.1.1 Need and importance of evaluation

4.1.2 Difference between Evaluation and Examination

4.1.3 Different types of Test, Diagnostic Test, Remedial Test

4.1.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Short answer type test and objective type of test

4.1.1 Principles of Text-Book construction for Urdu Text-Book

4.1.2 Characteristics of a good Textbook in Urdu

4.1.3 A critical study of Text-Book of Urdu for Std.8th, 9th and 10th in Karnataka State

Unit 4: Urdu Textbook

4.1 Importance, detailed text book

4.2 Principles of text book – construction

4.3 Characteristics of Good text book. A critical evaluation of the Current text book for VIII, IX and X standards

4.4 The Qualities of a Urdu Teacher

Practicum

A Critical study of secondary school 8th or 9th or 10th standard Urdu text book

Assignments: (any one)

1. Practicing new method or correlative study of two methods of teaching Urdu.

2. Preparation of one co-curricular activity which promote learning Urdu.

References

Neel Kalam Book Unit Publishers, Hyderabad.

An Introduction to Descriptive Linguistics,
Rinehart and Winston

Teaching of Modern Language, Sterling Publication
Pvt., Ltd., New Delhi.

- Baredari (2002) *Urdu Tanqueed-Ka-Irtaka*. Educational Book
house Aligarh

Urdu Zuban Ki Tareekh,
Educational Book House, Aligarh.

Hum Urdu Kaise Pada Yein; Maktab-e-Jamaia,
Delhi

Urdu Sakhat-Ke-Buniyadi-Anasir, Urdu
MahalPublication, New Delhi.

– ul- Hasan (2003) *Nagari, Tarekh – e – adab – e-Urdu*.
Educational BookHouse, Aligarh

– Husain (1991), *Urdu Adabki Tanqurdi Takekh*, Council
of Development of Urdu Language, New Delhi

Urdu Adabki-yek-sadee, Saqi Book House,
New Delhi.

COURSE - EPC- 3: READING AND REFLECTING ON TEXTS (½)

50 Marks

(Internal Assessment)

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

1. Students will also development cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
2. This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage students with the readings interactively – individually and in small groups.
4. 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.

Activities I: - Reading of Texts and Assignment

1. Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.
2. Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, and learning and about different people's experiences for discussion or creative writing.
3. 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.
4. 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.

Activities II: - Skill and Strategies

1. Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.

2. 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.
3. Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

Activities III: - Observation & Discussion

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

ActivitiesIV: - Evaluation & Reflection

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

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

Reference

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

YEAR	II	COURSE - EPC-4: DRAMA AND ART IN EDUCATION (1/2) 50 Marks	CREDIT	2+1
Semester	III		HOURS	30
OBJECTIVES:		Student teacher will be able to: 1. Understand the use of ‘Drama’ as Pedagogy. 2. Use ‘Role play’ technique in the teaching learning process.		

	3. Understand the importance of dramatic way of presentation. 4. Integrate singing method in teaching learning process. 5. Understand various 'Dance forms' and their integration in educational practices. 6. Use art of drawing and painting in teaching learning process. 7. Develop creativity through different creative art forms. 8. Understand the efficacy of different art forms in education.	
SYLLABUS		
UNIT-I	Drama and its Fundamentals	
	1. Drama as a tool of learning 2. Different Forms of Drama 3. Use of Drama for Educational and social change (Street play, Dramatization of a lesson) 4. Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation	
UNIT-II	Music (<i>Gayan and Vadan</i>)	
	1. <i>Sur, Taal and Laya (Sargam)</i> 2. Vocal - Folk songs, Poems, Prayers 3. Singing along with " <i>Karaoke</i> " 4. Composition of Songs, Poems, Prayers 5. Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices	
UNIT-III	The Art of Dance	
	1. Various Dance Forms - Bharat Natyam, Kathakali, Folk dance : Garba, Bhavai, Bhangada, Bihu and various other dances 2. Integration of Dance in educational practices a. (Action songs, <i>Nritya Natika</i>)	
UNIT-IV	Drawing, Art and Creative Painting	
	1. Colours, Strokes and Sketching- understanding of various means and perspectives 2. Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting 3. Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms	

	<ol style="list-style-type: none"> 1. Creative writing -Story writing, Poetry writing 2. Model making - Clay modeling, Origami, Puppet making 3. Decorative Art - Rangoli, Ekebana, Wall painting (Mural) 4. Designing - Computer graphics, CD Cover, Book cover, Collage work 5. The use of different art forms in Education 	
<p style="text-align: center;">MODE OF TRANSACTION</p> <p>Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation</p>		
<p style="text-align: center;">PRACTICUM</p> <ol style="list-style-type: none"> 1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama. 2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”. 3. Prepare a script of <i>Bhavai</i> based on some Socio-political issues. 4. Prepare a pictorial monograph on “Various folk dance of Gujarat”. 5. Prepare a pictorial monograph on “Various Dance forms in India”. 6. Prepare a calendar chart on “Various Musical Instruments in India”. 7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. 8. Prepare some useful, productive and decorative models out of the waste materials. 9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. 10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. 11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. 12. Develop a creative design based on your choice for CD Cover or Book cover. 13. Develop a design or picture based on collage work. 		
<p style="text-align: center;">REFERENCES</p> <p><i>Charlie Vessels, Drama</i></p> <ol style="list-style-type: none"> 1) Theory of Drama by A.Nicoll 2) Natya Kala by Dhirubhai Thakar 3) Natya lekhan by Dhananjay Thakar 4) Natak desh videsman by Hasmukh Baradi 5) Gujarati theatre no Itihas by Baradi Hasmukh 6) Acting is Believing by Charls McGaw 7) Art of Speech by Kethlin Rich 8) Natya Sahitya na swaroopo by Nanda kumar pathak 9) Bhavai by Sudahaben Desai 		

- 10) Bhavai by Krishnakant Kadkiya
- 11) Natya Manjari saurabh by G.K.Bhatt
- 12) Bharat aur Bhartiya Natya Kala by Surendra nath Dixit
- 13) Ekanki nu swarup ane Gujarati Ekanki by Jayant Kothari.
- 14) The History of Gujrati Theatre- vinod Meghani.
- 15) Japan ni Rangbhumi by C.C.Mehta.
- 16) *Nakrani, H. (1988). Gamta Gaao Geet. Rajkot, Pravin Prakashan.*
- 17) Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
- 18) Abhinav Raga Manjari by Pt. Bhatkhande
- 19) Kramik Pustak Malika by Pt. Bhatkhande
- 20) Abhinav Geet Manjari by Ratanjankar
- 21) NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

YEAR	II	COURSE 12: GENDER, SCHOOL AND SOCIETY	Credit	3+1
Semester	III		Hours	45
OBJECTIVES:	7. To develop gender sensitivity among the student teachers. 8. To develop clarity among the concept of Gender and sexuality 9. To make students understand about the gender issues faced in school 10. To make students aware about the role of education in relation to gender issues 11. To understand the gender issues faced in society and educational implications 12. To make them aware about constitutional provisions of human rights and women right			
COURSE CONTENT / SYLLABUS				
UNIT-I	Introduction to Gender, Gender roles and Development			
	13. Introduction 14. Definition of Gender 15. Difference between Gender and Sex 16. The Concept of Gender, sexuality and Development 17. Gender Dynamics and Development 18. Basic Gender Concepts and Terminology 19. Social Construction of Gender 20. Gender Roles 21. Types of Gender Roles 22. Gender Roles and Relationships Matrix 23. Gender-based Division and Valuation of Work 24. Exploring Attitudes towards Gender			
UNIT-II	Gender and School			
	8. Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl’s education, value accorded to women’s education 9. Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond. 10. Adult education and non-formal education for women’s development 11. Importance of vocational training and income generation for women 12. Representation of gendered roles , relationships and ideas in textbooks and curricula 13. How schools nurture or challenge creation of young people as masculine and feminine selves 14. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity			

UNIT-III	Gender and Education	
	4. Gender issues integrated in course 5. Teaching Strategies to develop gender sensitivity 6. Critical evaluation of Text book with respect to gender	
UNIT-IV	Gender Society and Gender Laws	
	6. History and current scenario of Indian Women 7. Concept of Patriarchy and Matriarchy and issues related to Indian Women 8. Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state 9. Stereotypes in society 10. Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalisation, combating the societal outlook of objectification of the female body. Gender and Law: 5. Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking). 6. Women's reservation bill – history and current status 7. The Indian constitution and provisions according to women 8. Human rights and women's rights [Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques)act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime]	
MODE OF TRANSACTION		
Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show		
PRACTICUM		
9. Visit schools and study the sexual abuse and sexual harassment cases.		

10. Text book analysis for identifying gender issues, gender biases reflected in it.
11. To undertake study of sex ratio and analysis of it state wise
12. Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations
13. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
14. Debate on women reservation bill
15. Group Activities on Domestic violence and other personal issues and its remedies.
16. Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

REFERENCES

- Aggrawal, N. (2002). Women and law in India. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). Women and law in India. New Delhi: Oxford University Press
- Goonsekere, S. (Ed). (2004). Violence, law and women's rights in South Asia. New Delhi: Sage
- Jaising, I (Ed.). (2005). Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia. New Delhi: Women Unlimited
- Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S. R. Kadirgamar (Eds.), Legal Literacy: A tool for women's empowerment (pp. 93-115). New York: UNIFEM.
- Maswood, S. (2004). Laws relating to women. New Delhi: Orient Law House.
- Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (Eds.), Legal literacy: A tool for women's empowerment (pp. 21-70). New York: UNIFEM
- Sen, S. (2013). Women rights and empowerment. New Delhi: Astha Publishers.
- Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on women and human rights. New Delhi: Kanishka Publishers
- Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), Gender in cross-cultural perspective (5 ed., pp. 308-317). New Delhi: PHI Learning Private Limited

SYLLABUS

YEAR	II	COURSE 13: KNOWLEDGE AND CURRICULUM - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	7. To enable students to understand various concepts, maxims, modes, media of Education and models of teaching. 8. To acquaint the students with the changing paradigms of education. 9. To enable the students to understand models and process of curriculum development 10. To enable the student to understand the strategies of curriculum implementation 11. To enable the students to understand the ways of curriculum evaluation 12. To enable the students to examine issues in curriculum development			
UNIT-I	Transacting Knowledge			
	5. Meaning of Approach, Method, Model, Skills and Technique 6. Maxims of education 7. Modes and Media ;Print, audio-visual , electronic media, human interaction, realities 8. Models of teaching : a. Inquiry training model b. Concept attainment model c. Advance organizer model			
UNIT-II	Curriculum Perspectives			
	4. Changing paradigms in education; cognitivism, behaviorism, constructivism connectivism 5. Activity -based curriculum 6. Discovery Approach, Dialogue with reference to Gandhiji and Tagore’s philosophy			
UNIT-III	Curriculum Development; Models and Implementation			
	6. Models of curriculum development 7. Process of curriculum development a. Curriculum planning b. Curriculum designing c. Curriculum implementation			
	8. Curricular team and its functions at local, state and national levels. 9. Tools of implementation. Hand-books, Manuals, Textbooks, Modules, Instructional Materials 10. Training teachers for curriculum implementation			

UNIT-IV	Curriculum Evaluation and issues	
	5. Formative and Summative Evaluation 6. Criteria for evaluating the curriculum 7. Curriculum evaluation models 8. Curriculum development; Issues	
MODE OF TRANSACTION		
Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences		
PRACTICUM		
4 Textbook analysis 5 Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. 6 Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.		
REFERENCES		
Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i> . New Delhi: Shipra Publisher.		
Alaxander, W. M., & Saylor, J. G. (1966). <i>Curriculum Planning for modern schools</i> . New York: Holt, Rinhart and Winston Inc.		
Balrara, M. (1999). <i>Principles of Curriculum Renewal</i> . New Delhi: Kanishka Publishers.		
Candra, A. (1977). <i>Curriculum Development and Evaluation in education</i> . New Delhi: Sterling Publishers.		
Darji, D. R., & Lulla, B. P. (1967). <i>Curriculum development in secondary schools of Baroda</i> . Baroda: Sadhana Press.		
Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press		
Hassrin, M. (2004). <i>Curriculum Planning for elementary education</i> . New Delhi: Anmol Publishers.		
Herbert, J. W. & Geneva, D. H. (1990). <i>International Encyclopedia of Education Evaluation</i> . New York: Pergamon Press Oxford House.		
Jenkins, D., & Shifrnan, D. M. (1976). <i>Curriculum an introduction</i> . London: Pitman Publishing House.		

- Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing
- Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
- Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Ornsttein, A. C. & Hunkins, F.P. (1988). *Curriculum foundations, Principles and issues* New jersey prentice hall
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Socket, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum design*. New Delhi; Shri Sai Printographers

SYLLABUS

COURSE 8&9 PEDAGOGY OF KANNADA LANGUAGE- II

ಬೋಧನಾ ಉದ್ದೇಶಗಳು

9. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಪದ್ಧತಿಗಳನ್ನು ಮತ್ತು ಬೋಧಿಸುವ ಕ್ರಮಗಳನ್ನು ವರ್ಗಕೋಣೆಯ ಮುಖಾಂತರ ಅಳವಡಿಸಿಕೊಳ್ಳುವರು.
10. ಕನ್ನಡದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಂಡು ಸಾಹಿತ್ಯ ಬೋಧನಾ ಕ್ರಮವನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
11. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ತತ್ವಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ವಿಮರ್ಶಿಸುವರು.
12. ಕನ್ನಡ ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ ಕಾರ್ಯದ ಅಗತ್ಯತೆಯನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
13. ಭಾಷಾಬೋಧನೆಯಲ್ಲಿಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸಿ ಬೋಧಿಸುವಲ್ಲಿ ಸಮರ್ಥರಾಗುವರು.

14. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಾಮಟ್ಟವನ್ನು ಮೌಲ್ಯಮಾಪನದ ವಿವಿಧ ಸಾಧನ ತಂತ್ರಗಳ ಮೂಲಕ ಗುರುತಿಸುವುದು.
15. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಗುಣಗಳು ಹಾಗೂ ಕಾರ್ಯಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವಂತೆ ಮಾಡುವುದು.
16. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವವನ್ನು ಹೊಂದುಲು/ಪಡೆಯಲು ಸಹಾಯವಾಗುವುದು.

ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು/ಪದ್ಧತಿಗಳು ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶಗಳ ಬೋಧನೆ

7. ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಮಹತ್ವ.
8. ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ಪದ್ಧತಿಗಳು- ನಾಟಕೀಕರಣ- ಪಾತ್ರಚಿತ್ರಣ ಮತ್ತು ಸನ್ನಿವೇಶ ಚಿತ್ರಣ ಪದ್ಧತಿ, ಪ್ರಶೋತ್ತರ ಪದ್ಧತಿ, ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ.
9. ಆಧುನಿಕ ಬೋಧನಾವಿಧಾನಗಳು- ಚರ್ಚಾ ಪದ್ಧತಿ ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಯೋಜನಾ ಪದ್ಧತಿ, ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ, ಗಣಕೀಕೃತ ಪದ್ಧತಿ, ಪ್ರತಿಯೊಂದು ಪದ್ಧತಿಗಳ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಗುಣಾವಗುಣಗಳನ್ನು ತಿಳಿಸುವುದು.
10. ಪ್ರಬಂಧ ಬೋಧನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪ್ರಬಂಧದ ವಿಧಗಳು, ಪ್ರಬಂಧ ರಚನೆಯ ಹಂತಗಳು, ಪ್ರಬಂಧದಿದ್ದು ಕ್ರಮಗಳು. ಪ್ರಬಂಧರಚನೆಗೆ ಪೂರಕವಾದ ಚಟುವಟಿಕೆಗಳು- ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ಸಾರಸಂಗ್ರಹ ಮತ್ತು ಸಾರವಿಸ್ತಾರ.
11. ಶಬ್ದಸಂಪತ್ತು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಶಬ್ದಸಂಪತ್ತನ್ನು ಹೆಚ್ಚಿಸಲು ಕೈಗೊಳ್ಳುವ ಪೂರಕ ಚಟುವಟಿಕೆಗಳು. ದ್ರಾವಿಡಭಾಷೆಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಾನ.
12. ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು- ಅ. ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಹಾಸ್ಯಸಾಹಿತ್ಯ, ಶಿಶುಸಾಹಿತ್ಯ ಮತ್ತು ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ ಇವುಗಳ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ. ಬ.ಕಾವ್ಯ, ಕಥೆ, ಕಾದಂಬರಿ ಮತ್ತು ನಾಟಕ. ಇವುಗಳ ಓದು ಮತ್ತು ಬರವಣಿಗೆ ಹಾಗೂ ಬೋಧನೆಯಲ್ಲಿ ಅಳವಡಿಸುವುದರಿಂದ ಆಗುವ ಪರಿಣಾಮಗಳು.

ಘಟಕ 2 : ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ಹಾಗೂ ಭಾಷಾಂತರ ಮತ್ತು ರೋಪಾಂತರ

4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪಠ್ಯಪುಸ್ತಕ ರಚನಾತ್ಮಕಗಳು, ಉತ್ತಮಪಠ್ಯಪುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು, ಪ್ರಸ್ತುತ ಎಂಟು ಮತ್ತು ಒಂಬತ್ತನೇ ತರಗತಿಯ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ.
5. ಭಾಷಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ತತ್ವಗಳು, ಹಂತಗಳು, ಲಕ್ಷಣಗಳು, ಭಾಷಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು ಹಾಗೂ ಉತ್ತಮ ಭಾಷಾಂತರದ ಪರಿಣಾಮಗಳು.
6. ರೂಪಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಹಂತಗಳು, ತತ್ವಗಳು, ರೂಪಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು.

ಘಟಕ 3 : ಭಾಷಾ ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ

6. ದೃಕ್ಶ್ರವಣೋಪಕರಣಗಳು- ಅರ್ಥ ಮತ್ತು ಪ್ರಯೋಜನಗಳು.
 - ಚಿ. ಅ].ದೃಕ್ಶ್ರವಣೋಪಕರಣಗಳು- ಬರೆಯುವಹಲಗೆ, ಚಿತ್ರಗಳು, ಚಿತ್ರಪಟಗಳು, ಭಾವಚಿತ್ರಗಳು, ಮಾಧರಿಗಳು, ಶಿರೋನ್ಮತಪ್ರಕ್ಷೇಪಣ.
 - ಛಿ. ಅ].ಶ್ರಾವ್ಯ ಉಪಕರಣಗಳು- ರೇಡಿಯೋ, ಗ್ರಾಮಫೋನ್, ಧ್ವನಿಸುರಳಿ. ಇ].ದೃಕ್ಶ್ರವಣ ಸಾಧನಗಳು- ದೂರದರ್ಶನ, ಚಲನಚಿತ್ರ, ಗಣಕಯಂತ್ರ, ಸಿಡಿ ಡ್ರೈವ್, ಪೆನ್ ಡ್ರೈವ್, ನಿಸ್ಸಂತುಪಾಣಿ(ಮೋಬೈಲ್).
7. ನಿಘಂಟು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು ಮತ್ತು ಬಳಕೆ. ವಿಶ್ವಕೋಶ- ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ವಿಧಗಳು, ಬಳಕೆ.
8. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ- ಅರ್ಥ, ಉಪಯೋಗಗಳು.
9. ಮೌಲ್ಯಮಾಪನ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ. ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ. ಪರೀಕ್ಷೆಯ ವಿಧಗಳು- ಲಿಖಿತ ಮತ್ತು ಮೌಖಿಕ ಪರೀಕ್ಷೆಗಳು. ನೈದಾನಿಕ ಪರೀಕ್ಷೆಗಳು ಮತ್ತು ಪರಿಹಾರ ಬೋಧನೆ.
10. ಘಟಕ ಪರೀಕ್ಷೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಘಟಕ ಪರೀಕ್ಷೆಯ ಹಂತಗಳು, ನೀಲನಕ್ಷೆ ಆಧಾರಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ರಚನೆ. ಉತ್ತಮ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು.

ಘಟಕ 4 : ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು

6. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳು. ಸೇವಾಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಸಂಘ- ಅರ್ಥ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಚಟುವಟಿಕೆಗಳು, ಶಾಲಾ ವಾರ್ಷಿಕ ಸಂಚಿಕೆ ಮತ್ತು ಬಿತ್ತಿಪತ್ರಗಳು.
8. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಇತರ ಶಿಕ್ಷಕರು ಹಾಗೂ ಪಾಲಕರೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ,
9. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆ- ವಿಚಾರಸಂಕೀರ್ಣಗಳು, ಸಮ್ಮೇಳನಗಳು, ಕಾರ್ಯಾಗಾರಗಳು,
10. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಸಾಹಿತಿ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಘಗಳೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ, ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ಕವಿಗೋಷ್ಠಿ ಮತ್ತು ಕವಿ ಜಯಂತಿಗಳು ರಂಗಭೂಮಿ ಚಟುವಟಿಕೆಗಳು.

ಸೂಚಿತ/ಯೋಜಿತ ಚಟುವಟಿಕೆಗಳು ;

ಸೂಚನೆ: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು.

13. ಕನ್ನಡ ಸಾಹಿತಿಗಳು, ನಾಟಕಕಾರರು, ಸಣ್ಣಕಥೆಗಾರರು, ಚುಟುಕು ಸಾಹಿತಿಗಳು,ಜಾನಪದ ಸಾಹಿತಿಗಳ ಹಾಗೂ ಕನ್ನಡಪರ ಸಂಘಸಂಸ್ಥೆಗಳ ಸಂದರ್ಶನ.
14. ಪ್ರಸ್ತುತ ಎಂಟು, ಒಂಬತ್ತನೆ ತರಗತಿಯ ತರಗತಿಯ ಪಠ್ಯ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನಿಷ್ಠ ನಾಲ್ಕು ವಿಶೇಷ ಪಾಠೋಪಕರಣಗಳ ತಯಾರಿಕೆ.
15. ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ರಸ ಪ್ರಶ್ನಕಾರ್ಯಕ್ರಮ ಆಯೋಜಿಸಿ ದಾಖಲಾಮಾಡುವುದು(ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ).
16. ಗಣಕಯಂತ್ರ ಆಧಾರಿತ ಕಲಿಕೋಪಕರಣಗಳ ತಯಾರಿಕೆ ಮತ್ತು ಬೋಧನೆ.
17. ಪ್ರಶ್ನಪತ್ರಿಕೆ ಸಿದ್ಧಪಡಿಸುವಿಕೆ ಮತ್ತು ಅದರ ವಿಶ್ಲೇಷಣೆ.(8,9,10)
18. ಕನ್ನಡಭಾಷಾ ಪಠ್ಯಮಸ್ತಕದ ವಿಮರ್ಶಾತ್ಮಕ ವಿಶ್ಲೇಷಣೆಯ ವರದಿ..
19. ಕನ್ನಡ ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆಯ ವರದಿ.
20. ಪಠ್ಯಮಸ್ತಕದಲ್ಲಿರುವ ಪಾಠಗಳನ್ನು ಪಾತ್ರ ನಿರ್ವಹಣಾ ವಿಧಾನಕ್ಕೆ ಅಳವಡಿಸಿ ಬೋಧಿಸುವುದರ ಕುರಿತು ದಾಖಲೆ.
21. ಕನ್ನಡ ಭಾಷಾ ಆಟಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುವುದು.
22. ಗಮಕ ಮತ್ತು ಹಳಗನ್ನಡ ಓದುವ ಕೌಶಲದ ಬಗ್ಗೆ ಇರುವ ಮಾಹಿತಿ ಸಂಗ್ರಹ ಮತ್ತು ಸಿ.ಡಿ.ತಯಾರಿಸಿ ಕೊಡುವುದು.
23. ಶಬ್ದಮಣಿದರ್ಪಣದ ಆಧಾರದ ಮೇಲೆ ಕನ್ನಡದ ವಿಶಿಷ್ಟ ಲಕ್ಷಣಗಳನ್ನೊಳಗೊಂಡ ವಿಶ್ಲೇಷಣಾ/ವಿಮರ್ಶಾತ್ಮಕ ವರದಿ.
24. ಸೂಚನೆ; ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾರ್ಗದರ್ಶಿಸಲು ಅಧ್ಯಾಪಕರಿಗೆ ಮುಕ್ತ ಅವಕಾಶವಿದೆ.

ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯ ಕೈಗೊಳ್ಳುವಾಗ;

ಗಡ್ಯ- 06

ಪದ್ಯ- 03

ವ್ಯಾಕರಣ- 02

ಪತ್ರಲೇಖನ/ಪ್ರಬಂಧ- 01

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು ;

9. ಪ್ರೊ.ವೆಂಕಟಸುಬ್ಬಯ್ಯ ಜಿ. ಇಗೋ ಕನ್ನಡ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
10. ಧಾರವಾಡಕರ ರಾ.ಯ.(1951) ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ ಮೈಸೂರು-ಗೀತಾಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು
11. Ryburn W.M.(1963) The Teaching of Mother Tongue, Oxford University Press.
12. ಡಾ. ಪಟ್ಟೇದ ಎಲ್.ಬಿ. ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ
13. ಡಾ.ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. (1986) ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ ಮೈಸೂರು-577004
14. ಅನುಸೂಯ ಪರಗಿ-ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ
15. Billows-F.L.(1967) the Techniques of Language Teaching, Longmans, Green and Co. Ltd. 48 Grosvenor Street-London.
16. Passi. B.K.(1976) Becoming Better Teacher-Saliby a Mudranalaya city Mill Compound, Kanakeri Road, Ahmadabad-380022

YEAR	II	COURSE 8&9 PEDOGOGY OF MATHEMATICS-II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:		Student teacher will be able to: <ol style="list-style-type: none"> 11. Understand nature of Mathematics as a discipline. 12. Understand general objectives of teaching Mathematics. 13. Formulate instructional objectives in terms of behavioural outcomes. 		

	14. Analyze the content in terms of concepts, sub-concepts and relation between them. 15. Select and organise learning experiences according to content and level of students. 16. Design appropriate teaching – learning strategy/approach suited to particular content. 17. Use ICT and various teaching aids in teaching of Mathematics.. 18. Evaluate Mathematics Text Book. 19. Construct achievement test and diagnostic test. 20. Understand innovations and implications of researches in the field of Mathematics Education.	
SYLLABUS		
UNIT-I	Learner cantered Approaches of learning Mathematics	
	8. Laboratory Method 9. Discovery Method 10. Project Method 11. Concept mapping {With specific illustrations for their use in teaching of Mathematics}	
UNIT-II	Use of ICT in Teaching of Mathematics	
	6. Concept of ICT 7. Pedagogical issues- Supervised study, Drill and Review, CAI 8. Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics 9. Use of various Audio Visual aids in Teaching of Mathematics - Charts, Graphs, Models, Concrete objects, PPTs with their specific use and limitations 10. Use of Computer and other ICT equipments	
UNIT-III	Curriculum and Text book of Mathematics	
	5. Curriculum at upper primary, secondary and higher secondary level: [A critical review with respect to Principle of Curriculum Design.] 6. Functions of Mathematics Text Book 7. Characteristics of a good text book 8. Evaluation of Mathematics Text book : [Physical aspects, Academic aspects]	
UNIT-IV	Research and Innovations in Teaching of Mathematics	
	6. Meaning of Research with respect to Mathematics Education 7. Action Research in Mathematics 8. Teaching of Mathematics in the context of socio-cultural aspects 9. Recreation in Mathematics -Mathematics Club & Activities 10. Mastery Learning Strategy	

<p style="text-align: center;">MODE OF TRANSACTION</p> <p>Lecture, Lecture cum Discussion, Project Works, Demonstration of A. V. Aid, Action Research, Visits heritage centers, Group work and its Presentation</p>		
<p style="text-align: center;">PRACTICAL WORK</p> <ol style="list-style-type: none"> 7. Construction of Concept map on a unit 8. Preparation of programmed learning material for selected Units in Mathematics. 9. Evaluation of Mathematics text book. 10. Use of Computer in Teaching of Mathematics. 11. Recreational activities in mathematics - preparation of various teaching aids. 12. Prepare mathematical activities in the context of socio-cultural aspects. 		
<p style="text-align: center;">REFERENCES</p> <p>(English)</p> <p>Anice, J. (2008). <i>Methods of Teaching Mathematics</i>. New Delhi: Neelkamal Publications.</p> <p>Butler, C. H., Wren F. L. and Banks, J. H. (1971). <i>The teaching of Secondary Mathematics</i>. New York : McGraw Hill.</p> <p>Coney, T. J., Davis, G. J., and Henderson, K. B. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>. Boston: Houghton - Mifflin co.</p> <p>Ediger, M., and Rao, B. (2000). <i>Teaching Mathematics successfully</i>. New Delhi: Discovery Publishing House.</p> <p>Kidd, P. K., Myers, S. S., Cilley David, M. (1970). <i>The Laboratory Approach to Mathematics</i>. Chicago: Science Research Associates Inc.</p> <p>Kinney, L. B., and Purdy, C. R. (1965). <i>Teaching of Mathematics in Secondary School</i>. New York; Holt, Rinehart and Winston.</p> <p>Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., <i>Handbook of technological pedagogical content knowledge (TPACK) for educators</i> . New York: Routledge.</p> <p>Kolb, J. R., and Bassler, O. C. (1979). <i>Learning to teach secondary School Mathematics</i>. London:</p>		

In text Educational Pub.

- Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R. G., and Shelat, P. H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of Mathematical discovery*. Oxford : Basil black Wall.
- Nickson, M. (2006). *Teaching and Learning Mathematics : A Guide to Recent Research and its Application*. London: Continuum
- Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach*. New Delhi: Doaba House.
- Pandya, B. (2007). *Teaching of Mathematics*. Agra : Radha Prakashan Mandir.
- Paul Chambers (2008). *Teaching Mathematics : Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W. D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., and Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah G. B. (1964). *New Dimensions in teaching of Mathematics*. Baroda : CASE.
- Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R., and Singh, V. P. (2008). *A Handbook for Designing Mathematics*

(Hindi)

Ravat, M. S., & Agrawal, M. (1986). *Ganit Shikshan*. Agra: Vinod Pustak Amandir.

(Gujarati)

Joshi, H. O. (1997). *Ganit Shashtra Adhyapan Padhdhati*. Amadavad: BAOU.

Joshi, P. M., Sejpai, D. K., Parikh, K. O., and Patel, N. B. (1988). *Ganit Na Adhyapan Nu*

Parishilan. Amdavad: B.S. Shah Prakashan.

Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). *Ganit Adhyapan Padhdhati* Amdavad : Anand Book Depot.

Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). *Ganit Shikshan Padhdhati.* Amadavad: A. R. Sheth & Co.

Patel J. Z., and Jani, P. N. *Hand-Book for Mathematics Teachers.* V. V. Nagar: Manisha Prakashan.

YEAR	II	PEDAGOGY OF TEACHING ENGLISH -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	The Student Teachers will: 1. Understand natural language and its various characteristics. 2. Gain insight into general theories of language acquisition and language learning. 3. Acquire various skills in teaching English Text 4. Understand methods and techniques of teaching English Language. 5. Develop familiarity with the various textual items like prose, poetry and short stories. 6. Gain awareness as well as skills to make use of various audio visual aids in the classroom. 7. Acquire various study skills in learning English Language 8. Develop skills to evaluate learning outcome through different types of tests. 9. Develop ICT based teaching and learning activities in English Language 10. Understand and develop teaching aids and their utility in the classroom			
SYLLABUS				

UNIT-I	Teaching the Text	
	<ul style="list-style-type: none"> 11. Teaching pronunciation (phonetics) <ul style="list-style-type: none"> a. Objectives of teaching pronunciation b. Phonetics symbols, organs of speech and mechanism of sounds c. Different types of sounds d. Activities to teach pronunciation 12. Teaching Vocabulary <ul style="list-style-type: none"> a. Objectives of teaching vocabulary b. Concept of knowing the word c. Types of Vocabulary d. Vocabulary building practices 13. Teaching Grammar <ul style="list-style-type: none"> a. Objectives of teaching grammar b. Types of grammar c. Methods of teaching grammar d. Formal/traditional method e. Informal method f. Correlation/Reference method g. Inductive-Deductive method 14. Teaching Prose <ul style="list-style-type: none"> a. Objectives of teaching prose b. Procedure of teaching prose 15. Teaching Poetry <ul style="list-style-type: none"> a. Objectives of teaching poetry b. Procedure for teaching poetry 16. Teaching Composition, Paragraphs, Essays, Letters, etc. <ul style="list-style-type: none"> a. Guidelines of teaching paragraphs, essays and letters 17. Teaching language through literature 18. Need and importance of using literature for teaching English 19. Different models of using literature for teaching English 20. Procedure for teaching English through literature 	
	Study Skills	
	<ul style="list-style-type: none"> 7. Need and importance of study skills 8. Categorization of study skills 9. Locating information and use of reference books 10. Gathering information 	

UNIT-II	11. Storing information, 12. Retrieving and interpreting information	
UNIT-III	Construction and use of Teaching Aids	
	6. Importance of teaching aids 7. Preparation and use of teaching aids 8. Use of mass media in the teaching of English 9. Use of Dictionary 10. Use of Language Lab	
UNIT-IV	C. Testing and Evaluation	
	7. Importance of testing and evaluation 8. Fundamentals of language testing 9. Formative and summative tests 10. Testing aural-oral skills, reading and writing skills 11. Preparation of Unit test 12. Preparation of Diagnostic test	
	D. ICT Skills in Teaching of English Language	
	5. Need and Importance of ICT in Teaching of English Language 6. Different Software for teaching of English Language 7. CALL (Computer-assisted Language Learning) in Teaching and Learning Process 8. Problems in the Use of ICT in teaching of English Language	
MODE OF TRANSACTION		
Lecture, discussion, language games, assignments, oral presentation		
PRACTICAL WORK		
Text book analysis, designing and developing program to enhance Listening, Speaking, Reading and Writing skills, learning different software for teaching English		
19. REFERENCES		
20. Bright, J. A., and Mc Gregor, G. P. (1970). <i>Teaching English as a Second Language</i> . ELBS: Longman.		
21. Doff, A. (1988). <i>Teach English: Training Course for Teachers</i> . Cambridge: Cambridge University Press.		
22. Hill, L. A., and Dobbyn, M. A. (1979). <i>Training Course, Trainer’s Book</i> . London: Cassell.		
23. Hubbard, P., and Hywel, J. et al. (1983). <i>A Training Course for TEFL</i> . Oxford University		

Press.

24. Joseph, K. S. (2004). *Self Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
25. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.
26. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
27. Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
28. Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.
29. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.
30. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
31. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
32. Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
33. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
34. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
35. Dey, S. K. (2013). *Teaching of English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi
36. Chaudhari, M. (2012). *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi

YEAR	II		CREDIT	3+1
Semester	III	COURSE 8&9 PEDAGOGY OF HINDI LANGUAGE - II	HOURS	45
Objectives:		<ol style="list-style-type: none"> 1. To acquaint the student teachers with the fundamental principles governing the teaching of Hindi in Non-Hindi speaking areas like Gujarat. 2. To enable them to apply the principles in their day to day class teaching. 3. To acquaint them with the cultural heritage of Hindi in our country. 4. To make them realize the importance of Hindi as National language. 5. To enable them to appreciate the literature in their capacity as belonging to non-Hindi area and learn to differentiate the various forms of literature. 6. To train them to prepare Instruction material. 		

	<ol style="list-style-type: none"> To develop in them good qualities of Hindi teacher. To help them understand the importance of unity through language. To make them familiar with the new methods and techniques of teaching evaluation. 	
Unit I	Teaching of Pronunciation	
	<ol style="list-style-type: none"> Importance of Pronunciation in Hindi Reasons of Faulty pronunciation Means to improve the pronunciation. 	
Unit II	Composition	
	<ol style="list-style-type: none"> Different aspects to be considered while reading Importance of loud reading and silent reading Methods of developing reading interests of children Means of developing speaking ability of the children. Formal Composition and Free Composition. Oral and Written composition. Importance of writing - Devnagari Lipi, its characteristics and development and teaching Methods of teaching writing. 	
Unit III	Teaching of Grammar	
	<ol style="list-style-type: none"> Need and Importance of Teaching Grammar Mistakes which are usually committed in Teaching Grammar Main Methods of teaching grammar in Hindi 	
Unit IV	Text Books ,Resources and Evaluation procedures	

TRANSACTIONAL MODE

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

PRACTICUM

4. Preparation of Blue Print
5. Conducting co-curricular activities like, debate, Extempore, story / drama writing, Writing and Presentation of an Advertisement
6. Action Research related to the problems of language teaching learning.

REFERENCES

SYLLABUS

YEAR	I	COURSE 8&9 PEDAGOGY OF SOCIAL STUDIES- II	CREDIT	3+1
Semester	I		HOURS	45
OBJECTIVES:	1. To enable the student trainees to understand the use of A.V. aid and Media during social studies instruction.			
	4. To develop in the student trainees skills to evaluate students in Social Studies using different techniques.			
	5. To equip the student trainees with the skills of diagnostic and remedial teaching in social studies.			
	5. To equip the student trainees with the skills for teaching gifted and under average students.			
	6. To enable the student trainees to critically examine the Social Studies texts books			

	and develop skills to periodically modify and update the text books.	
	7. To enable the student trainees to understand different issues and problems related to teaching, learning and evaluation of social studies.	
COURSE CONTENT / SYLLABUS		
UNIT-I	Media in Social Studies Instruction	
	<ol style="list-style-type: none"> 1. A.V. Aid in SS Instruction 2. Learning experiences and Media 3. Selecting the most appropriate learning experience 4. Potential of each medium with reference to objectives and other criteria. 5. Needed combination and alternatives. 	
UNIT-II	Evaluation in Social Studies	
	<ol style="list-style-type: none"> B. Different techniques of testing <ul style="list-style-type: none"> • Paper pencil test • Quizzes, debates, discussion & observation B. Diagnostic and Remedial Teaching <ul style="list-style-type: none"> • Meaning, significance and steps 	
UNIT-III	Needs, Issues and Problems in Social Studies Instruction	
	<ol style="list-style-type: none"> 1. Handling gifted students <ul style="list-style-type: none"> • Teaching for creative thinking. 2. Handling Below average students <ul style="list-style-type: none"> • Role of remedial teaching 3. Time Table 4. Facilities 5. Professional Preparation of Teachers 6. Communities' apathy towards the subject 7. Recent developments and obsolescence of curriculum 	

	8. Transmission of values and needed interpersonal representation.	
UNIT-IV	Critical Evaluation of Text Books of SS	
	5. Need and Importance of text book analysis 6. Methodology of textbook Evaluation, Criteria for textbook evaluation. 7. Characteristics of good Social Studies textbook. 8. Evaluation of Social Studies textbooks of different boards.	
MODE OF TRANSACTION		
Lecture, discussion, lecture cum Discussion, workshop and visits.		
PRACTICUM		
<ul style="list-style-type: none">Students will prepare A.V. Aids for different social studies instructions.Students will prepare of Evaluation ItemsStudents will prepare teaching learning activities for gifted and below average students.Students will analyze SS text books of different boards like GSHSEB and CBSE boards.Students will prepare plans to tackle different issues and problems related to SS.		
REFERENCES		

Agrawal, J. C. (1995) *Teaching of Social Studies*. New Delhi: Vikas Publishing House.

George, A. M., and Madan, A. (1990) *Teaching Social Science in School. NCERT's new textbook initiative*. New Delhi: Sage Publications India Pvt. Ltd.

Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.

Haroon, S. (Edt.) (2012) *Teaching Social Science*. New Delhi: Pearson.

Joshi, D. (Edt.) (2012) *Methodology of Teaching Social Sciences*. New Delhi: Pearson.

Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.

Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.

Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.

Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm, UNESCO.

YEAR	II	COURSE 8&9 PEDAGOGY OF COMMERCE -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES				
		<ul style="list-style-type: none">To make students aware about the evaluation techniques in teaching of commerceTo make students understand the need and importance of text book in commerceTo make students understand the concept of community resources and its usage in teaching of commerceTo enable students to conduct various co-curricular activities in schoolsTo make students understand the role of commerce teacher		
COURSE CONTENT				
Unit I		Evaluation in Commerce Teaching		
		<ul style="list-style-type: none">Meaning, Need and Importance of EvaluationCharacteristics of Good EvaluationTypes of Test : Achievement Test, Diagnostic testEvaluation Devices: Oral tests, Essay type test,		

	<p>Objective type tests, Observation, Records (Anecdotal, Cumulative records)</p> <ul style="list-style-type: none"> • Preparation of Unit Test along with Blue print 	
Unit II	Text Book in Commerce	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit III	Community Resources and Commerce Teacher	
	<ul style="list-style-type: none"> • Meaning of Community Resources • Types of Community Resources • Uses of Community Resources in the teaching and learning of Commerce • Importance of Community Resources in the teaching and learning of Commerce • Role of a Commerce teacher • Personality of a Commerce teacher • Professional Traits of a Commerce Teacher. • Professional Development of Commerce teacher 	
Unit IV	Co-Curricular Activities in Commerce	
	<p>Need and Importance of Co-curricular Activities</p> <p>Principles underlying Co-curricular activities</p> <p>Types of Co-curricular activities and role of teacher</p> <p>Commercial Activities</p> <ul style="list-style-type: none"> • Meaning of Commercial Activities • Types of Commercial Activities in teaching of Commerce • Importance of Commercial Activities in teaching of Commerce 	

	Commerce Club Need and Importance of Commerce Club Activities under Commerce Club Role of teacher in Commerce Club	
MODE OF TRANSACTION Lecture, discussion, lecture cum Discussion, workshop and visits.		
PRACTICAL WORK		
<ul style="list-style-type: none"> • Critical Analysis of Economics Text Book. • Visit school and conduct various co-curricular activities and prepare a report on it. • Organise a field trip for commerce teacher in consultation with school teacher • Prepare a list of activities to be undertaken in commerce club • Create a commerce club in school and implement some activities under it. • Preparation of Blue Print and Question Paper in Economics subject. • Organise some commercial activities in schools or in your department and prepare a report on the same 		
REFERENCES		
<p>Lulla B.P. (1990) Teaching Commerce in Secondary Schools: M.S.U., Baroda.</p> <p>Rao, S. () Teaching Commerce in Multipurpose Secondary Schools.</p> <p>Seema Rao., (2004) Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.</p> <p>Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce: Discovery Publishing House, New Delhi.</p> <p>Aggarwal, J.C. (2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd New Delhi</p> <p>P.C. Segwalkar & Sarlekar (2000): The structure of Commerce. Kitab Mahal. Allahabad</p> <p>Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd</p> <p>Umesh, rana A (2009) Methodology of Commerce Education: Tandon Publications, New Delhi</p>		

YEAR	II	COURSE 8&9 PEDAGOGY OF ECONOMICS- II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES				
		<div>1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics at higher secondary stage.</div> <div>2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics at higher secondary stage.</div> <div>3. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks.</div> <div>4. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.</div> <div>5. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.</div>		
COURSE CONTENT				
Unit I	Audio Visual Aids in Teaching of Economics			
	<div><div>• Meaning and Definition of A.V Aid</div><div>• Need and importance of A.V Aids</div><div>• Types of A.V Aids</div><div>• Points to be considered while preparing and using A.V Aid</div></div>			
Unit II	Co-Curricular Activities in Teaching of Economics and Economics Teacher			
	<div><div>• Importance of conducting Co-curricular Activities</div></div>			

	<ul style="list-style-type: none"> • Types of Co-curricular Activities • Principles of organizing Co-curricular Activities • Need & Importance of Co-curricular Activities • Role of Teacher in organizing Co-curricular Activities • Field Trip : Importance , procedure & Role of Teacher • Economics Teacher • Qualities • Role in the present society with special reference to India • Professional Growth of Economics Teacher- Possibilities and problems. 	
Unit III	Economics Textbooks	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit IV	Evaluation in Economics	
	<ul style="list-style-type: none"> • Meaning, Need and Importance of Evaluation • Characteristics of Good Evaluation • Types of Test : Achievement Test, Diagnostic test • Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records) • Preparation of Unit Test along with Blue print 	

PRACTICAL WORK

- Group work on the preparation of lesson plans in Economics
- Group work on content Analysis
- Preparation on different types of Assignment in Economics
- Conducting Seminar in Economics Class.
- Preparation of different list of Community Resources which can be used for teaching of Economics

- Critical Analysis of Economics Text Book.
- Conducting sample surveys
- Preparation of Blue Print and Question Paper in Economics subject.

REFERENCES

Binning A.C. & Binning A.H, () Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.

Chakravarty, S (1987) Teaching of Economics in India' Bombay, Himalaya Publ.

Das, R.C. (1984) Curriculum and Evaluation, New Delhi, NCERT.

Dhand (1990) 'Techniques of Teaching' Ashish Publishing House, New Delhi.

Kanwar, B.S. (1970) Teaching of Economics, Ludhiana, Prakash Brothers Educational Publishers.

Lee, Norman Ed. (1975) Teaching Economics, Ed. 2 London Educational books.

Rudramambe, B, (2004) Methods of Teaching Economics, discovery Publishers,.

Teaching Units in Economics for High and Higher Secondary Stage, NCERT, New Delhi, 1974.

The Curriculum for the Ten Year School - A Framework, NCERT, 1975.

Amita, Y. (), Teaching of Economics, Anmol Publications Pvt. Ltd., New Delhi.

YEAR	II	COURSE 8&9 PEDAGOGY OF ACCOUNTANCY -II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES		<p>7. To acquaint the student teachers with different evaluation techniques for Accountancy subject</p> <p>8. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks</p> <p>9. To acquaint the student teachers with usage of community resources for teaching of Accountancy</p> <p>10. To acquaint the student teachers with importance of co-curricular activities and different types of co-curricular activities</p> <p>11. To prepare student teachers for conducting various co-curricular activities in schools</p> <p>12. To acquaint student teachers with the role of Accountancy teacher</p>		

COURSE CONTENT		
Unit I	Evaluation in Accountancy Teaching	
	<ul style="list-style-type: none"> • Meaning, Need and Importance of Evaluation • Characteristics of Good Evaluation • Types of Test : Achievement Test, Diagnostic test • Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records) • Preparation of Unit Test along with Blue print 	
Unit II	Text Book in Accountancy	
	<ul style="list-style-type: none"> • Meaning of Text Book • Characteristics of Text Book • Need and Importance of Text Book • Qualities of a Good Text Book • Defects of Existing Text Book • Criteria for evaluation of Text book 	
Unit III	Community Resources	
	<ul style="list-style-type: none"> • Meaning of Community Resources • Types of Community Resources • Uses of Community Resources in the teaching and learning of Accountancy • Importance of Community Resources in the teaching and learning of Accountancy 	
Unit IV	Co-Curricular Activities in Accountancy and Accountancy Teacher	
	<p>Need and Importance of Co-curricular Activities</p> <p>Principles underlying Co-curricular activities</p> <p>Types of Co-curricular activities and role of teacher</p> <p>Account Club</p> <ul style="list-style-type: none"> • Need and Importance of Account Club 	

	<ul style="list-style-type: none"> Activities under Account Club Role of teacher in Account Club <p>Accountancy Teacher</p> <ul style="list-style-type: none"> Role of a Account teacher Personality of a Account teacher Professional Traits of a Account Teacher. Professional Development of Accountancy teacher 	
--	--	--

MODE OF TRANSACTION

PRACTICAL WORK

- Preparation of different list of Community Resources which can be used for teaching of Commerce.
- Critical Analysis of Accountancy Text Book.
- Formation of Accountancy Club and Accountancy Lab.
- Preparation of Blue Print and Question Paper in Accountancy subject.
- Organization and implementation of various co-curricular activities in school
- Organizing field trip for school students

REFERENCES

Lulla B.P. : Teaching Commerce in Secondary Schools, M.S.U., Baroda, 1990.

Rao Subba et al. : Teaching Commerce in Multipurpose Secondary Schools.

Teacher's Guide in Book-keeping and Accounting, Monograph 6 NCERT, New Delhi.

Commerce Education, Volume VIII No. 16, 1972 Department of Education, Regional College of Education, Ajmer.

New Trends in Teaching Book-keeping and Accounting, RCE, NCERT, New Delhi.

Seema Rao : Teaching of Commerce, Anmol Publications Pvt. Ltd., New Delhi.

Teaching of Commerce: A Practical Approach, Vikas Publishing House Pvt. Ltd, New Delhi, 2010

YEAR	II	COURSE 8&9 PEDAGOGY OF SCIENCE-II	CREDIT	3+1
Semester	III		HOURS	45

OBJECTIVES:	<p>The students will be able to:</p> <ul style="list-style-type: none"> • To develop in them the necessary understanding and skills to organize, evaluate and improve the system of science education. • To make the teacher trainees aware of the professional organizations for science teachers. • To create awareness among the teacher trainees about the recent trends in science education.
--------------------	---

SYLLABUS

UNIT-V	Resource in Teaching Science	
	i. Science text book- meaning, importance and characteristics and their evaluation ii. Science laboratory- planning, equipments, use of manuals and safety measures iii. Science library- Journals, reference books, encyclopedia and magazines iv. Multimedia approach- meaning, scope and design v. Power point presentation, web sources and concept of smart classes- meaning, importance and uses	
UNIT-VI	Resources for Teaching Science	
	i. General Science Laboratory: Designing, management and safety measures ii. Qualities of a good science textbook, teacher's handbook, journals, magazines iii. Qualities expected of the science teacher iv Technology: Use of various web resources in science teaching	
UNIT-VII	Science Activities	
	i. Importance of science activities ii. Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching, star gaze. iii. Formation and activities of Science club in school. iv. Concept of mobile Science Laboratory & Science express v. Science teacher- professional competencies, professional growth through seminars, conferences, action researches and workshops vi. Co-curricular activities – science club, science exhibitions, field trips-meaning, importance and organisation.	

UNIT-VIII	Evaluation in Science	
	i. Assessment of cognitive aspects of science learning, ii. Assessment of non-cognitive aspects of science learning iii. Continuous and Comprehensive Evaluation (CCE) iv. Construction of Unit test with the help of blue print v. Assessment of science process skills and experimental skills. vi. National Talent Search Examinations, Science Olympiad.	
UNIT IX	Curriculum in Science teaching	
	i. Curriculum-meaning, principles and curriculum construction ii. Difference between curriculum, syllabus and text book ii. Recent trends in curriculum development – NCF, Nuffield iii. Professional organization for science teachers iv Use of concept maps in science teaching v Current research trends in science education	
MODE OF TRANSECTION		
Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students		
PRACTICUM		
<ul style="list-style-type: none">• Analysis of Science Textbook.• Survey of Science Laboratory in a school.• Evolving suitable technique(s) to evaluate laboratory work.• Visit to Community Science Centre, Nature Park and Science City.		
REFERENCES		
<p>Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education.</p> <p>Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp.</p> <p>Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.</p> <p>NCERT. (2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.</p> <p>Prasad, J. (1999). <i>Practical aspects in teaching of science</i>. New Delhi: Kanishka Publication</p> <p>http://www.sofworld.org/</p>		

YEAR	I	COURSE 8&9 PEDAGOGY OF CHEMISTRY - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	<div>7. To understand the correlation of chemistry with other cognate disciplines and branches of emerging knowledge.</div> <div>8. To develop understanding of the nature and structure of chemistry curriculum at higher secondary level with reference to Gujarat state in the national context and international developments</div> <div>9. To provide an understanding of the role and responsibilities of chemistry teacher</div> <div>10. To develop interest in activities of chemistry</div> <div>11. To develop techniques of evaluation in chemistry.</div> <div>12. TO appreciate the application of chemistry in daily life.</div>			
COURSE CONTENT / SYLLABUS				
UNIT-I	Activities and Resource Centres			
	<div>7. Chemistry club</div> <div>8. Fair and Exhibition</div> <div>9. Chemistry Museum</div> <div>10. Development and use of Chemistry library, use of software in Chemisty.</div> <div>11. Role of Sarabhai Community Science Centre</div> <div>12. HomiBhabha Centre for Science Education,Mumbai;NCERT,NewDelhi;IUPAC and UNESCO in Chemical education;Nehru Science Centre, Mumbai ;Professional</div> <div>Activities-Indian Science Congress; CASTME, RSC, London.</div>			
UNIT-II	Chemistry Laboratory			
	<div>3. Need, types, planning and organization, equipments and their maintenance, safety measures in chemical laboratory, manual and guidelines for practicals at higher secondary level</div> <div>4. Quantitative and Qualitative analysis in Chemistry as per higher secondary syllabus.</div>			

UNIT-III	Correlation of Chemistry	
	3. Chemistry and its sub disciplines, Correlation of chemistry with cognate disciplines 4. Correlation of chemistry with other branches of science, application of chemistry in various fields and life.	
UNIT-IV	Chemistry in Schools	
	4. Approaches of curriculum organization, content analysis of higher secondary level chemistry, textbooks, manuals, journals, experiments, work book. 5. Research trends in chemical education, roles and responsibilities of chemistry teacher. 6. Mobile chemistry laboratory-kits, Micro scale experiments, field experiments	
UNIT-V	Evaluation in Chemistry	
	6. Purpose of evaluation 7. Testing for process, techniques, skills, knowledge, understanding and application 8. Examination: Question paper preparation of different types of items, scoring and Evaluation 9. Developing a small question bank 10. Assessment of practical work and viva-voce (oral examination).	
MODE OF TRANSACTION		
PRACTICUM		
7. Set up an experiment and demonstrate for a chosen content at secondary or higher secondary level Chemistry.		
8. Prepare Teaching Aids in Chemistry, Charts, Models, Tests, Experiments, and Manuals etc.		
9. Prepare an inventory of experiments in Chemistry other than textbook illustration.		
10. Develop remedial instructional material in Chemistry for the chosen topic.		
11. Report on Chemistry Laboratory at higher Secondary level		
12. Develop a Chemistry kit for field experiments in the chosen area		

REFERENCES

- Agarkar, S. C. (2005). An Introductory Course on School Science Education. Mumbai: HBCSE, TIFR.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). Teaching of Chemistry Modern Method. New Delhi: Sarup & Son's.
- Malhotra, V. (2006). Methods of Teaching Chemistry. New Delhi: Crescent Publishing Corporation.
- Mani, R. S. (1995). Safety in Laboratory School Science, Vol. XXX 11, No. 2, June 1995, P.P. 33-37.
- Mani, R. S. (2012). Mobile Science and Technology Development of Skills in Science and Technology. Education and Society, (I).
- Marlow, E., and Rao, B. (1996). Science and curriculum. New Delhi: Discovery Publishing house.
- NCERT (2013). Pedagogy of Science: Text Book for B.Ed. part II, NCERT, New Delhi. http://www.ncert.nic.in/departments/nic/desm/publication/pdf/phy_sci_PartII.pdf
- Newbold, B. T. & Holbrook, J. (1992). New Trends in Chemistry Teaching.
- Text Books of Chemistry prescribed by Gujarat State textbooks board and Central board.
- UNESCO, New Delhi, Sterling Publishers Inc., (First India reprint, 1993).
- UNESCO. (1964). UNESCO source Book for Science Teaching. Paris: UNESCO.
- Vaidya, N. (1996). Science Teaching for the Twenty-first Century. New Delhi: Deep and Deep Publications.
- Waddington, D. J. (1987). Teaching School Chemistry. New Delhi: Sterling Publishers Inc.

YEAR	II	COURSE 8&9 PEDAGOGY OF PHYSICS- II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES:	To develop among Physics student-teachers: 1. Understanding of the aims and broad objectives of teaching science in general and physics in particular at Higher Secondary School level and to relate them to the aims and broad objectives of Education in general at National and International levels.			

	<p>2. Understanding of the history and philosophy of Science in general and Physics in particular in order to understand the nature and structure of the discipline.</p> <p>3. Understanding the nature and structure of Higher Secondary School curriculum for Science (and other subjects) in general and Physics in particular with special reference to the State, National and a few International Physics Curricula.</p> <p>4. Preparing professionals to begin practice-teaching (Internship) exercise in Physics at Higher Secondary School stage by coordinating the curriculum of Principles and Techniques of Teaching with special reference to teaching of Physics.</p> <p>5. Developing competence for the management of (i) Physics laboratory activities (ii) preparation of teaching aids by using Modern Educational Technology and (iii) Co-curricular activities in Physics teaching-learning process.</p> <p>6. Developing competence to evaluate learning outcomes in Physics by relating to what has already been covered in Educational Evaluation Curriculum.</p> <p>7. Developing academic and professional interest in the field of Physics and Physics education at Higher Secondary School stage as well as at higher education stage.</p> <p>8. Developing a broader outlook regarding Physics Education with special references to Environmental Education, value Education and 'International understanding and Peace' through Physics Education.</p>
--	---

SYLLABUS

UNIT-I	Physics Laboratory Management	
	<ul style="list-style-type: none"> • Importance of Laboratory Planning - Blue Print/Design for a new Physics Laboratory • Objectives to be achieved at psychomotor domain level in Physics Teaching-Learning Process. • Lecture room cum laboratory • Equipment: Supply, storage and maintenance, Safety Precautions, Registers to be maintained, rules and Regulations 	
UNIT-II	Educational Technology in Physics Education	
	<ul style="list-style-type: none"> • Audio-Visual Aids • OHP • Epidiascope • Film Strip Projector • Film Projector, Video/ Film Lessons in Physics 	

	<ul style="list-style-type: none"> • CAI, Computer animation • Preparation of Teaching Aids with emphasis on Improvisation Low Cost Materials, Physics Kits, etc. 	
UNIT-III	Evaluation in Physics Teaching-Learning Process	
	<ul style="list-style-type: none"> • Importance of Evaluation in Physics • Evaluation depending on the domains Cognitive, Affective and Psychomotor • Preparation of blue-print-Question Paper • Emphasis on crucial nature of evaluation of scientific attitude and process skills in Physics • Tools and Techniques of Evaluation: Achievement test, Diagnostic test, Rating Scale, Rubrics, Question Bank in Physics 	
UNIT-IV	Co curricular Activities in Physics Education	
	<ul style="list-style-type: none"> • Importance of Co-curricular activities in Physics Education • Science club/physics Society • Physics exhibition • Field trips/Excursion • Project Work • Science Quiz • Science Fair • Sky Watching • Visit to Planetarium • Science fictions and Imagination - Rhymes, hykus, Dramas in Physics Curriculum 	
UNIT-V	Academic and Professional Development for Physics Teachers	
	<ul style="list-style-type: none"> • Roles and Responsibilities of Physics teachers. • Physics/Science/Teachers' Association at National and International levels. • Journals and Research Institutes in Physics/Physics Education and Science/Science Education • Role of NCERT and HBCSE in Physics/Science Education Programme • Physics Teacher as a researcher - Action Research and case studies in Physics Education Relevant research findings for implementation in Physics classrooms at Higher Secondary level. • Vocational Guidance for Physics Students after Std. XII 	

MODE OF TRANSACTION

Team Teaching, Lecture, Discussion, Demonstration, Fieldtrip and Power Point Presentation by students

PRACTICAL WORK

- Analysis of Physics Textbook
- Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
- Planning and Organization of Physics Laboratory/Physics Exhibition.
- Survey of Physics Laboratory in the Schools
- Preparation of question Bank.
- Survey Status of Higher Secondary School Physics Education at a Taluka/District Level.
- Action Research - Case Studies in Physics Education.
- Collection of Newspaper cuttings/clippings, Journal Articles related to Physics/Physics Education.
- Programme Development for 'Night Sky Watching' for Higher Secondary School Students

REFERENCES

Carin, A. A. & Sund, R. B. (1970). *Teaching Science Through Discovery* (2nd ed.), Ohio : E. Merrill Publishing Co.

Edger, M. & Rao, B. (1996), *Science Curriculum*, New Delhi: Discovery Publishing House.

Gupta, S. K. (1992). *Teaching of Physical Sciences*. New Delhi: Sterling Publishing House.

Gupta, V. K. (1995). *Teaching and Learning of Science and Technology*.

Harlen, W. & Elstgeest, J. (1992). *Unesco Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. ____:UNESCO

Joshi, U. O., Shah, B. B., Patel, N. B., & Likhia, K. (1990). *Vigyanana Adhyapanano Parishilan* (Gujarati). Ahmedabad: B. S. Shah Prakashan.

Kalra, R. M. (1976). *Innovations in Science Teaching*, Bombay: Oxford Publishing Co.

Mathur, R. C. (1992) *A Source Book of Science Projects*, New Delhi: Arya Book Depot.

NCERT (1982). *Teaching of Science in Secondary Schools*, New Delhi : NCERT.

Rao, A. (1993). *Teaching of Physics*, New Delhi: Anmol Publications.

Sharma, R.C. (1982). *Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.

Sund, R. B. & Trowbridge, L. N. (1973). *Teaching Science by Inquiry in the Secondary School*

(2nd Ed.) Columbia : Charles E. Merrill Pub. Co.

Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*, New Delhi: Deep and Deep Publications.

YEAR	II	COURSE 8&9 PEDAGOGY OF BIOLOGY - II	CREDIT	3+1
Semester	III		HOURS	45
OBJECTIVES	10. To develop understanding of Biology Curriculum. 11. To acquaint the teacher trainees with modern trends in Biology curriculum. 12. To develop critical analysis ability to review Biology Curriculum, Syllabus & Text Book. 13. To develop interest in various Activities of Biology. 14. To develop Laboratory Skills. 15. To develop the abilities to undertake various Scientific Activities. 16. To acquaint with the various tools & techniques of evaluation 17. To develop the abilities for formative and Summative Evaluation 18. To develop Teaching Aids.			
SYLLABUS				
UNIT-I	Concept of Curriculum			
	3. Concept of Curriculum 4. Principles of Curriculum Construction 3. Types of Curriculum 3. Modern Trends in Biology Curriculum			
UNIT-II	Critical Examination of Biology Curriculum			
	4. Review of Biology Syllabus & Text Books 5. Organization of Theory and Practical 6. Weightage of Theory and Practical			

UNIT-III	Unit III: Activities in Biology	
	4. Importance of Activities in Teaching of Biology 5. Excursions, Herbarium, Aquarium, Vivarium, Biology Club, Fair, and Museum 6. Planning & Organization of Activities	
UNIT-IV	Unit IV: Laboratory Experience	
	1. Learning Outcome 2. Types of Laboratories 3. Preparing students for laboratory experience (i) Pre-Lab discussion, (ii) giving directions (iii) Post-Lab discussion. 4. Safety measures in the Labs 5. Planning, Organization and Maintenance of Biology Labs 6. Assessment of Laboratory Work: Manipulative Tests, Observation of Process Skills, Assessment of Affect Level Outcomes.	
UNIT-V	Unit V: Evaluation	
	7. Importance of Testing & Evaluation 8. Formative & Summative Evaluation 9. Process & Product Evaluation 10. Assessment of Practical Work 11. Oral Examination 12. Various Types of Evaluation Items: Scope & Limitation	
MODE OF TRANSACTION		
Lecture, group discussion, seminar, project work, team teaching, peer teaching		
PRACTICUM		
17. Review of School Curriculum 18. Text Book analysis 19. Interviews with Teachers on Theory & Practical weightage 20. Interviews with Teachers on Internal & External Evaluation 21. Development of aquarium		

22. Surfing of food web
23. Educational trip to biological garden cum zoo
24. Study of Eco system
25. Study of symbiosis and commensalism
26. Development of biological club
27. Development of Green House
28. Survey of a School Biology Lab
29. Test Construction: Objective, Essay Type, Digital
30. Evaluation: Theory Practical, External Internal, & Process Product
31. Development of Question Bank
32. Planning & Organization of Quiz & Debate

REFERENCES

- Ahmad, J. (2009). Teaching of Biological Sciences. IPH Learning Private Ltd. New Delhi-110001
- Biology Teacher's Handbook, BSCS/Biological Sciences Curriculum Study, 1971.
- Dave R. H., and Mehta, C. H. Vignanu Abhinav Adhyapan. Ahmedabad: A. R. Sheth & co. (Gujarati).
- Gupta S.K (1983). Technology of Science Education. Vikas Publishing House, New Delhi
- Gupta V.K. (1995). Teaching & Learning of Science & Technology. Vikas Publishinhg House, New Delhi.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay Oxford Publishing.
- Kohli, V. K. (1077). Teaching of Science. Krishna Brothers.
- Marsha, W., and Joyce, B. (1985). Models of Teaching. Prentice Hall of India Private Ltd., New Delhi-110001
- Mathur R.C. (1992). A Source Book of Science projects. Arya Book Depot, New Delhi
- NCERT: Textbook in Biology for Higher Secondary Schools. New Delhi, NCERT
- Sharma R.C. (1982). Modern Science today. Dhanpat Rai and Sons, Delhi
- Tomar Archana (2005). Teaching of Biology. Kalpaz Publication, C-30, Satyavati Nagar, Delhi-110052
- UNESCO: Teaching of Biology in tropical schools. Paris, UNESCO.
- Vaidya, N. (1971). The Impact Science teaching. Oxford & IBH Publishing Company
- Yadav K. (1999). Teaching of life Sciences. Anmol Publications Pvt. Ltd., New Delhi

COURSE 8&9 PEDAGOGY OF GEOGRAPHY– II

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

7. acquire the knowledge about the natural regions of India & world, weather, climate and human occupations.
8. develop skills of preparation of models, graphs, globe and charts
9. develop the skill of organizing the geography room, museum and library.
10. acquire the knowledge about the text book and curriculum of geography/Economics
11. develop the qualities of a good geography/Economics teacher
12. develop skills in preparing unit test and diagnostic test.

Unit – 1 : Local and Regional Geography

8. Meaning and importance of local & regional geography
9. Natural regions of India.
10. Structure and composition of Atmosphere
11. Meaning of weather and climate
12. Human occupations – meaning and types
13. Earthquake and volcano – causes, types and distribution
14. Tides & their impact on human activities.

Unit – 2 : Instructional Material in Geography and Economics

6. Teaching Aids – meaning, principles and importance.
7. Visual Aids : Maps, models, globe, Atlas, O.H.P.
8. Audio-visual Aids: T.V. Computer.
9. Geography room : importance, planning, equipment and arrangement.
10. Geography Museum : need, importance and arrangements.

Unit – 3 : Geography and Economics Curriculum

6. Meaning and principles of curriculum construction
7. Text book of geography & Economics – characteristics, need & importance.
8. Critical study of the present geography & Economics text book of 8th, 9th and 10th standard.
9. Need and importance of studying physical, human, political and economic geography
10. Correlation of geography with History, Economics, Mathematics, Language and science

Unit – 4 : Geography Teacher

6. Qualifications, qualities & problems of geography/Economics teacher
7. Professional growth and competencies of geography/ Economics teacher.
8. Unit test – Meaning, importance & steps of construction.
9. Diagnostic Test and Remedial teaching – meaning and importance.
10. Critical study of present evaluation system in geography & Economics.

Practicum

Submission of a report after conducting survey/practical/ visit to a geographically/Economically important place (any one of the following).

10. Preparation of software on geographical/Economical concepts or events.
11. Preparation of a report on the planning, organization and outcome of an Excursion in geography.
12. Preparation of unit test along with scheme of evaluation.
13. A critical study of present geography/Economics text book of VIII/IX/Xth Standard.
14. Preparation of maps – local and regional.
15. Preparation of albums of different countries – flags, stamps, currency, language and human race.
16. A collection of natural specimens like rocks, minerals, soils, food grains and other finished products.

17. Preparation of programmed learning material on any one unit (about 60 frames)
 18. A survey or visit to an industry, port, cultivated land or agricultural farms nearby.
- Note:** The teacher is free to introduce any other relevant activity related to the subject.

References

29. O.P. Verma (2000) Geography Teaching – Sterling Publishers, New Delhi.
30. Graves, N.J. ((1971) Geography in Secondary Education, London, Geography Association
31. Haggett, P., (1972) Geography : A Modern Syntheses, New York, Harper and Row.
32. Indian National Committee for Geography, (1968) Indian Regional Studies, Calcuta, 21st IGU Publication
33. Kendeaw, W.G.(1938) Climatology, London, Oxford University Press
34. Lake Philip. (1974), Physical Geography, Madras, Macmillan Co. of India Ltd
35. Long and Robertson, (1968) , Teaching of Geography, London, Heinemann Educational Books Ltd.
36. E.A. Macne (1953) – The Teaching of Geography - Oxford University Press.
37. Standing Sub-committee in Geography, (194), Handbook for Geography Teacher, London, Methuen Educational Ltd.
38. UNESCO (1965) Source Book for Geography Teaching. London, Longman, Longman Co
39. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc
40. Woolridge, S.W. and W.G.East, (1951) The Spirit and Purpose of Geography, New York, Hutchinson.
41. Arora (2000) Teaching of Geography :, Ludhiana Prakash ISRP
42. Das Gupta & A N Kapoor (1990) Principles of physical Geography.
43. G.C.Leong (2001) Physical & Human Geography.
44. Sharma & Cutinou (2000) A text book of geography.
45. Long .M.L.(Edg) 1974 – Handbook for Geography Teachers, London Methuen Educational Ltd.
46. Zoe A Thralls (2001) The Teaching of geography – Eurasia Publication House, New Delhi.
47. R.P. Singh (2005) Teaching of Geography – R. Laal, Book Depot, Meerut.
48. B.C. Rai (1995) Methods of teaching of geography – Prakashana Kendra, Lucknow.
49. M.S. Rao (2006) Teaching of Geography – Anmol Publications, New Delhi.
50. R. L. Singh, Rana B.B. Singh (2010) Elements of Practical Geography – Kalyani Publications, New Delhi.
51. ನಾಗಭೂಷಣ ಆರಾಧ್ಯ-ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲ ತತ್ವಗಳು - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
52. S. S. ನಂಜಣ್ಣವರ & ಒ.ಃ.ಸಜ್ಜನರ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಬೋಧನೆ - ಶಿವಪ್ರಕಾಶ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಗದಗ.
53. ಅ.ಖ.ಇ.ಖ.ಖಿ. - ಭೂಗೋಳ ಸಂಗಾತಿ - ಸಂಪುಟ, I, II & III.
54. ವಿ.ಎಸ್. ಎಕ್ಸಂಬಿ & ಸದಲಗಿ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
55. ರಂಗನಾಥ - ಪ್ರಾಕೃತಿಕ ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲತತ್ವಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
56. ರಂಗನಾಥ - ಮಾನವ ಭೂಗೋಳಶಾಸ್ತ್ರ - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

COURSE 8&9 PEDAGOGY OF MARATHI– II

Unit 1 : Methods of Teaching Prose & Poetry

1.1 Importance of Methods of teaching for Prose and Poetry

1.2 Modern methods of teaching

- a) Project Method
- b) Play way Method
- c) Supervised study method

1.3 Traditional Methods of teaching

- a) Lecture Method
- b) Text-Book Method
- c) Question Answer Method
- d) Inductive and Deductive Method

Unit 2 : Use of Audio-visual Materials and Co-curricular activities

2. Instructional materiel –

2.1 Language laboratory

2.1.1 Audio materials - Radio Tape-Recorder, C D

2.1.2 Visual material – Black board, Pictures, OHP, Flash cards, Charts.

2.1.3. Mass Media – Radio, TV, Newspaper and cinema , Internet

2.2 Different types of Co-curricular activities – Literary club, Hand writing, Singing, Reading, Essay and prepared Speech Drama, Recitation competitions. Thought for the day, Daily Bulletin Board, Study Tour, Literary excursion, Celebration of Important days, Connected to personality development

Unit 3 : Competencies of Marathi Teacher

3.1 Academic and Professional Pre service and In service training

Love for language and Marathi literature.

3.2 Role of Marathi Teacher as an innovator.

3.3 Relationship with Colleagues, Students , Parents and Educational Department.

Unit 4 : Evaluation and Curriculum construction

4.1.1 Need and importance of evaluation

4.1.2 Difference between Evaluation and Examination

4.1.3 Different types of Test Diagnostic Test, Remedial Test

4.1.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Shortanswer type test and objective type of test

4.1.1 Principles of Text-Book construction for Marathi Text-Book

4.1.2 Characteristics of a good Textbook in Marathi

4.1.3 A critical study of Text-Book of Marathi for Std.8th, 9th and 10th in Karnataka State

Practicum

2. A Critical study of secondary school 8th or 9th or 10th standard Marathi text book.

Assignments: (any one)

1. A study of an Marathi author / poet.
2. Preparation of one co-curricular activity which promote learning Marathi.

Reference

Matrubhashe Adhyapan. Pune: Chitrasala Publication

Marathi Kase Shikware. Pune: Dhokal Publication.

Marathiche Adhyapan. Kolhapur: Phadake Publication.

Matrubhasha Adyan, Adhyapan. Pune: Neelkand Publication.

Marathiche Adyapan. Pune: Vidhya Publication.

kolkar, G.V. (1970) *Marathiche Adhyapan.* Pune: Venus

Publication.

Matrubhache Adyapan a Mulgamapan. Pune: Venus Publication.

Kavita Kashi Shikwari. Pune: Venus Prakashan

Matrubhashecha Marathiche Adhyapan. Suraj Bhushan Prakashan Belgaum.

Course 8&9 Pedagogy of URDU LANGUAGE-II

Unit 1: Methods of Teaching Urdu

1.1 Teaching of Prose and Poetry

- 1.2 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, aims and Objectives & Formal and Functional Methods of teaching Grammar Method text book Method, deductive and Inductive Methods , questions and answers Method, Project Method, Supervised study, evolving an eclectic methods, Biography of famous authors and poets (Dr Mohammed Iqbal, Mirza Galib, Altaf Hussein Hali, Firaq Gorakpuri, Sir Sayed Ahmed Khan, Moulana Abul Kalam Azad)

Unit 2: Teaching Aids and Co-curricular activities

- 2.1 Linked in teaching, need, audio, visual and Audio-visual (Aids, different occasions for their uses, preparing. Improving/selecting)
- 2.2 Teaching aids for effective language laboratory
- 2.3 Different co-curricular activities which promote learning language

Unit 3: Competencies of Urdu Teacher

- 3.1 Academic and Professional Pre service and in service training
Love for language and Urdu literature.
- 3.2 Role of Urdu Teacher as an innovator.
- 3.3 Relationship with Colleagues, Students, Parents and Educational Department.

Unit 3: Evaluation in Urdu Language, Concept, Importance Examination

- 3.1 Different types of tests (Essay type, short answer type and objective Type)
- 3.2 Tests to evaluate, pupils linguistic abilities, Unit test, Diagnostic Tests

Unit 4: Evaluation and Curriculum construction

4.1.1 Need and importance of evaluation

4.1.2 Difference between Evaluation and Examination

4.1.3 Different types of Test, Diagnostic Test, Remedial Test

4.1.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Short answer type test and objective type of test

4.1.1 Principles of Text-Book construction for Urdu Text-Book

4.1.2 Characteristics of a good Textbook in Urdu

4.1.3 A critical study of Text-Book of Urdu for Std.8th, 9th and 10th in Karnataka State

Unit 4: Urdu Textbook

4.1 Importance, detailed text book

4.2 Principles of text book – construction

4.3 Characteristics of Good text book. A critical evaluation of the Current text book for VIII, IX and X standards

4.4 The Qualities of a Urdu Teacher

Practicum

A Critical study of secondary school 8th or 9th or 10th standard Urdu text book

Assignments: (any one)

1. Practicing new method or correlative study of two methods of teaching Urdu.

2. Preparation of one co-curricular activity which promote learning Urdu.

References

Neel Kalam Book Unit Publishers, Hyderabad.

An Introduction to Descriptive Linguistics,
Rinehart and Winston

Iaam (UNESCO) *Teaching of Modern Language*, Sterling Publication Pvt., Ltd., New Delhi.

- Baredari (2002) *Urdu Tanqueed-Ka-Irtaka*. Educational Book house Aligarh

Urdu Zuban Ki Tareekh,
Educational Book House, Aligarh.

Hum Urdu Kaise Pada Yein; Maktab-e-Jamaia,
Delhi

Urdu Sakhat-Ke-Buniyadi-Anasir, Urdu
MahalPublication, New Delhi.

– ul- Hasan (2003) *Nagari, Tarekh – e – adab – e-Urdu*.
Educational BookHouse, Aligarh

– Husain (1991), *Urdu Adabki Tanqurdi Takekh*, Council
of Development of Urdu Language, New Delhi

Urdu Adabki-yek-sadee, Saqi Book House,
New Delhi.

COURSE - EPC- 3: READING AND REFLECTING ON TEXTS (½)

50 Marks

(Internal Assessment)

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

5. Students will also development cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
6. This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
7. To engage students with the readings interactively – individually and in small groups.
8. 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.

Activities I: - Reading of Texts and Assignment

5. Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.
6. Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, and learning and about different people's experiences for discussion or creative writing.
7. 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.
8. 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.

Activities II: - Skill and Strategies

4. Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.

5. 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.
6. Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

Activities III: - Observation & Discussion

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

Activities IV: - Evaluation & Reflection

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

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

Reference

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

YEAR	II	COURSE - EPC-4: DRAMA AND ART IN EDUCATION (1/2) 50 Marks	CREDIT	2+1
Semester	III		HOURS	30
OBJECTIVES:		Student teacher will be able to: 9. Understand the use of ‘Drama’ as Pedagogy. 10. Use ‘Role play’ technique in the teaching learning process.		

	11. Understand the importance of dramatic way of presentation. 12. Integrate singing method in teaching learning process. 13. Understand various 'Dance forms' and their integration in educational practices. 14. Use art of drawing and painting in teaching learning process. 15. Develop creativity through different creative art forms. 16. Understand the efficacy of different art forms in education.	
SYLLABUS		
UNIT-I	Drama and its Fundamentals	
	5. Drama as a tool of learning 6. Different Forms of Drama 7. Use of Drama for Educational and social change (Street play, Dramatization of a lesson) 8. Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation	
UNIT-II	Music (<i>Gayan and Vadan</i>)	
	6. <i>Sur, Taal and Laya (Sargam)</i> 7. Vocal - Folk songs, Poems, Prayers 8. Singing along with " <i>Karaoke</i> " 9. Composition of Songs, Poems, Prayers 10. Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices	
UNIT-III	The Art of Dance	
	3. Various Dance Forms - Bharat Natyam, Kathakali, Folk dance : Garba, Bhavai, Bhangada, Bihu and various other dances 4. Integration of Dance in educational practices a. (Action songs, <i>Nritya Natika</i>)	
UNIT-IV	Drawing, Art and Creative Painting	
	4. Colours, Strokes and Sketching- understanding of various means and perspectives 5. Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting 6. Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms	

	6. Creative writing -Story writing, Poetry writing 7. Model making - Clay modeling, Origami, Puppet making 8. Decorative Art - Rangoli, Ekebana, Wall painting (Mural) 9. Designing - Computer graphics, CD Cover, Book cover, Collage work 10. The use of different art forms in Education	
<p style="text-align: center;">MODE OF TRANSACTION</p> <p>Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation</p>		
<p style="text-align: center;">PRACTICUM</p> <p>14. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.</p> <p>15. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.</p> <p>16. Prepare a script of <i>Bhavai</i> based on some Socio-political issues.</p> <p>17. Prepare a pictorial monograph on “Various folk dance of Gujarat”.</p> <p>18. Prepare a pictorial monograph on “Various Dance forms in India”.</p> <p>19. Prepare a calendar chart on “Various Musical Instruments in India”.</p> <p>20. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.</p> <p>21. Prepare some useful, productive and decorative models out of the waste materials.</p> <p>22. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.</p> <p>23. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.</p> <p>24. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.</p> <p>25. Develop a creative design based on your choice for CD Cover or Book cover.</p> <p>26. Develop a design or picture based on collage work.</p>		
<p style="text-align: center;">REFERENCES</p> <p><i>Charlie Vessels, Drama</i></p> <p>22) Theory of Drama by A.Nicoll</p> <p>23) Natya Kala by Dhirubhai Thakar</p> <p>24) Natya lekhan by Dhananjay Thakar</p> <p>25) Natak desh videsman by Hasmukh Baradi</p> <p>26) Gujarati theatre no Itihas by Baradi Hasmukh</p> <p>27) Acting is Believing by Charls McGaw</p> <p>28) Art of Speech by Kethlin Rich</p> <p>29) Natya Sahitya na swaroopo by Nanda kumar pathak</p> <p>30) Bhavai by Sudahaben Desai</p>		

- 31) Bhavai by Krishnakant Kadkiya
- 32) Natya Manjari saurabh by G.K.Bhatt
- 33) Bharat aur Bhartiya Natya Kala by Surendra nath Dixit
- 34) Ekanki nu swarup ane Gujarati Ekanki by Jayant Kothari.
- 35) The History of Gujrati Theatre- vinod Meghani.
- 36) Japan ni Rangbhumi by C.C.Mehta.
- 37) *Nakrani, H. (1988). Gamta Gaao Geet. Rajkot, Pravin Prakashan.*
- 38) Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
- 39) Abhinav Raga Manjari by Pt. Bhatkhande
- 40) Kramik Pustak Malika by Pt. Bhatkhande
- 41) Abhinav Geet Manjari by Ratanjankar
- 42) NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre