GULBARGA UNIVERSITY
KALABURAGI

GULBARGA UNIVERSITY

FACULTY OF EDUCATION

Syllabus for

BACHELOR OF EDUCATION
(2 YEARS B.ED. PROGRAMME)

(With effect from Academic Year 2016-17 And Onwards)

DEPARTMENT OF POST-GRADUATE STUDIES & RESEARCH IN EDUCATION

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Semester-I

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min to pass	TEE	Min to Pass	Total
01	PC-I	Childhood and Adolescence Psychology	04	03	20	08	80	32	100
02	PC-II	Philosophical and Sociological bases of Education	04	03	20	08	80	32	100
03	PC-III	Educational Technology	04	03	20	08	80	32	100
04	PM-IV/V	Understanding discipline and Pedagogy (Method-I)	04	03	20	08	80	32	100
05	PM-IV/V	Understanding discipline and Pedagogy (Method-II)	04	03	20	08	80	32	100
06	EPC-I	ICT Basics	01	-	25	10	-	-	25
07	EPC-II	Language across the curriculum	01	-	25	10	-	-	25
08	EF-I	Psycho social tools and Techniques	01	-	25	10	-	-	25
09	EF-II	Microteaching and Integration Video Recording and Reporting	01	-	25	10	-	-	25
			24		200	80	400	160	600

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SEMESTER: I

Paper Code: PC-I CHILDHOOD AND ADOLESCENCE PSYCHOLOGY

Paper Code: PC-I **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Understand the nature and scope of development and domains.
2) Understand the nature , scope and methods of educational Psychology.
3) Understand the approaches, process of development and domains.
4) Critically analyze the theoretical approaches with respect to developmental variations among children.
5) Comprehend adolescence as a period of transition and threshold of adulthood.
6) Analyze different factors influencing child development.
7) Facilitating hands on experiences, engage with the field as part.

Unit 1: Introduction to Educational Psychology **8 hrs**

1.1. Meaning and Definition of Psychology.

1.2. Branches of psychology and Educational psychology

1.3. Nature and Scope of Educational psychology.

1.4. Knowledge of Educational psychology to the classroom teacher.

1.5. Methods of studying human behavior – Introspection, Observation, Case study and experimental method: meaning, steps, uses and limitations

Unit 2: Concept and approaches to Human Development. 20 hrs

A. Concept:

2.1 Human development as a discipline from infancy to adulthood.
2.2 Concepts and Principles of development.
2.3 Development of Human- Stages (Prenatal, Infancy, Childhood, Adolescence, Adulthood development)
2.4 Nature vs. Nurture.
2.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & Communication, Social relationship)

B. Approaches:

2.6 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura) and their educational implications.
2.7 Psychosocial Theory (Erikson) and its educational implications.
2.8 Psychoanalytic Theory (Freud) and its educational implications.
2.9 Ecological Theory (Bronfrenbrenner) and its educational implications.
2.10 *Holistic Theory* of Development (Steiner) and its educational implications.

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Unit 3: Early Childhood Development, (Birth to Eight Years) 12 hrs

3.1 Prenatal development: Conception, stages and influences on prenatal development.

3.2 Birth and Neonatal development: Screening the newborn - APGAR score, Reflexes and responses, neuro-perceptual development.

3.3 Milestones and variations in Development.

3.4 Environmental factors influencing early childhood development.

3.5 Role of play in enhancing development.

Unit 4: Early Adolescence Development, (Nine to Eighteen Years)20hrs

4.1 Emerging capabilities across domains of physical, social and emotional.

4.2 Emerging capabilities across domains related to cognition – meta-cognition, creativity and ethics.

4.3 Issues related to puberty.

4.4 Gender and development.

4.5 Influence of the environment (social, cultural, political) on the growing child.

4.6 Transitions into Adulthood.

a. Psychological well-being.
b. Formation of identity and self concept.
c. Emerging roles and responsibilities.
d. Life Skills and independent living.
e. Career Choices.

Learning activities:

Engage with the field as a part of course.

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
5. Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
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8. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
9. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
10. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill.
11. Kavyakishore P B (2011), Fundamentals of Educational Psychology; Learning and Instruction, Anmol Publication Pvt. Ltd. New Deelhi.
12. Kavyakishore P B (2012), Science Education and Psychological factors; Centrum Press. New Delhi
13. S S Chauhan: Advanced educational psychology, Vikas publications, New Delhi
14. S K Mangal: Advanced educational Psychology

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SEMESTER: I

Paper Code: PC-II PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Paper Code: PC-II **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1) Understand the interrelationship between philosophy and education.
2) Develop the appreciation of the basics trends of philosophy in education.
3) Appreciate the roles of schools of philosophy in education.
4) Understand the relationship between sociological bases for education.
5) Understand the constitutional provisions for education in state.

Unit 1: Philosophical Foundation of Education **10 hrs**

1.1 Meaning and Scope of Philosophy.
1.2 Branches of philosophy
1.3 Need of Philosophy in Life and for Teaching Practical.
1.4 Meaning and various Definitions of Education.
1.5 Interrelationship between Philosophy and Education.

Unit 2: Schools of Western Philosophy **20 hrs**

2.1 Idealism, Naturalism, Pragmatism.
2.2 Education Implications of these Schools -Aims and objectives and Curriculum Methodology, Teachers Pupil Relationship and Discipline, Meaning of Values.
2.3 Contribution of selected philosophers- Mahatma Gandhi, Rabindranath Tagore, Aurobindo Ghosh, Swami Vivekanand and Jiddu Krishnamurthy
2.4 Human Values and Education: - Types of Various Spiritual, Moral, Social, Authentic Human Values.
2.5 National Values as Mentioned In the Indian Constitution

Unit 3: Sociological bases for Education **15 hrs**

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

Unit 4: State and Education **15 hrs**

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

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Learning Activities:

Engage with the field as a part of course.

- Philosophy and Education.
- Human Values and Education.
- Sociology and education.
- Education-State Provisions in Indian Constitution.
- Education and its responsibilities for social changes.

1. Identification of components of Philosophical foundation in secondary school curriculum content.
2. Preparation of report on sociological foundations of secondary school curriculum
3. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
4. Organizing and Conducting street plays in the local community with emphasis on role of education and media in addressing the problem of social exclusion
5. Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion
6. A study on Reflecting on the Readings on any two thinkers on Education
7. Pre independence Education period: Problems, and Issues

Note: In addition to the above learning activities Colleges are free to assign any other assignments topics and seminar activities related to all units of the subject

References:

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

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SEMESTER: I

Paper Code: PC-III EDUCATIONAL TECHNOLOGY

Paper Code: PC-III **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Understand the basic concepts and scope of Educational Technology.
2) Understand the place and use of different media of Educational Technology in education.
3) Acquaint with innovations in Educational Technology.
4) Integrate ICT into teaching-learning process, administration and evaluation.
5) Design and develop learning materials and use in teaching-learning process.

Unit 1: Basics of Educational Technology **10 hrs**

1.1 Educational technology- Meaning, Nature, Scope, objectives, and Importance.

1.2 Instructional technology and teaching technology: Meaning, nature and scope.

1.3 Approaches of educational technology –Hardware, Software and Systems approach.

1.4 Cybernetics: Meaning and use in the development of instructional designs.

Unit 2: Media in Education **15 hrs**

2.1 Print :media- Books, Journals, Magazines and newspapers.

2.2 Digital Media- Documentaries, still pictures, websites, webpage etc,

2.3 A-V Aids: definition, types audio aids, and visual aids, A-V aids (Radio, T.V. and Films).

2.4 Multi-media: Meaning & concept, scope and importance.

Multi-sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit 3: Systems of Educational technology: **20 hrs**

3.1 e-learning, co-operative learning, mobile learning-concept, advantages and limitations.

3.2 Teleconferencing: Audio and Video, Interactive white board- uses & advantages.

3.3 Web services: e-mail, chat, online forums, blog, wiki, and e-library.

3.4 Resource centers and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, KOER, NROER, EDUSAT, NME ICT,NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit 4: Understanding of ICT in Education **15 hrs**

4.1 Concept of ICT and Principles of using ICT in teaching learning process.

4.2 Impact of ICT in education (impact of ICT in social, cultural, economic).

4.3 Role of teacher (administrator, facilitator, tutor, mentor, counselor, and evaluator) in ICT enabled education.

4.4 Issues and concerns related to ICT.

4.5 Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

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Learning Activities

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Apter, Michael, J. (1968). The New Technology of Education.London: MacMillan.
2. Bhatt, B.D. and Sharma, S.R. (2003) Educational Technology: Concept and Techniques. New Delhi: Kanikshka Publishers Distributors.
3. Bhushan, Anand and Ahuja, M. (1992) Educationa Technology.Patiala: Bawa Publishers.
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9. Khirwadkar, A. (2005). Information & Communication Technology in Education.New Delhi: Sarup & Sons.
10. Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
11. Kulkarni, S.S. (1986). Introduction to Education Technology.New Delhi: Oxford & IBH Publishing Co.
12. Kumar, K.L. (1996). Educational Technology and Communication Media.Cuttack: Nalanda.
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18. Saxena, S. (1999). A first course in computers.New Delhi: Vikas Publishing House.

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19. Sharma, R. A.( ). Technology of Teaching. Meerut: International Publishing House.
20. Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT. New York: Routledge

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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: ENGLISH LANGUAGE

Paper Code: PM-IV/V **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1. Understand the meaning of language and its components.
2. Understand the language as a medium of instruction respective English.
3. Understand the Language and Literacy in the Context of School and Language acquisition.
4. Understand the Language as a process with respect to classroom context.
5. Differentiate the Curriculum, Syllabus and Text book.

Unit 1: General Introduction on Language and its policies and politics **15 hrs**

1.1 Meaning of Language, Various components of language; Functions of language, linguistic principles.

1.2 Critical analysis of the terms: Dialect, Standard and Non-standard language, classical Language.

1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.

1.4 Power, identity and politics of language; Language as a medium of instruction and debates about English as a medium of instruction.

1.5 The recommendations of NCF-2005 on language education.

1.6 Recommendations of Kothari commission on Three Language formula

Unit 2: Language and Literacy in the Context of School and Language Acquisition. **20 hrs**

2.1 Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home.

2.2 Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices.

2.3What is viewed as "right" and "wrong" language in schools and the underlying assumptions; critically understanding "errors" and the insights they provide.

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

Unit 3: Language Processes and the Classroom Context **15 hrs**

3.1 Oral language in the classrooms; Participation in the classroom; Facilitating languag e interaction and independence.

3.2 Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different Types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading;

3.3 writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

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Unit 4: Examining the language curriculum **10 hrs**

4.1 Curriculum-meaning and principles of curriculum construction.

4.2 Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises.

4.3 Moving beyond the textbook: Children's literature for different age groups; Classroom practices in India.

Learning activities:

1. Language environment can be carried out from home.
2. Language development in the school is the responsibility of all the teachers.
3. English Language teaching in India-present scenario
4. Should English be the medium of instruction in schools in India.
5. Phonological structure in English.
6. Content analysis of 8th /9th English text books.
7. Theorys of Piaget, Vygotsky and Chomsky on language acquisition and their views for the language teacher.
8. Write a report on the stages of language learning from infancy to adulthood.
9. Critical analyses of 8th /9th English test books.
10. Preparation of mini dictionary.
11. Peparation of a report on NCF 2005 on language education.
12. Construct a glossary of content words in language using synonyms and antonyms.
13. Visit 5 schools and prepare a report on three language formula being implemented in schools.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
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5. Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching. Vol 4, No. 1, Issue 7.
6. Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36
7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.
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ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಎರಡು ವರ್ಷಗಳ ಬಿ.ಇಡಿ. ಪದವಿ –ಆಯ್ಕೆ ಆಧಾರದ ವಿಶ್ವಾಸಾರ್ಹ ವ್ಯವಸ್ಥೆ (ಸಿಬಿಸಿಎಸ್)

ಸೆಮಿಸ್ಟರ್ ಯೋಜನೆ

ಸೆಮಿಸ್ಟರ್: I

UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGAUGE

ಪತ್ರಿಕೆ ಕೋಡ್: ಪಿಸಿ– IV/V
ಒಟ್ಟು ಅವಧಿ: 60 ಗಂಟೆಗಳು
ಉದ್ದೇಶಗಳು

ವಿಶ್ವಾಸ:4
ಒಟ್ಟು ಅಂಕಗಳು: 80+20=100

ವಿದ್ಯಾರ್ಥಿ–ಶಿಕ್ಷಕರ ಸಾಮರ್ಥ್ಯ:

1. ಭಾಷೆ ಮತ್ತು ಅದರ ಅಂಶಗಳ ಅರ್ಥ ಗ್ರಹಿಸುವುದು.
2. ಭಾಷೆ ಬೋಧನೆಯ ಮಾಧ್ಯಮವಾಗಿ ಗ್ರಹಿಸುವುದು ಇಂಗ್ಲಿಷ್‌ಗೆ ಸಂಬಂಧಿಸಿದಂತೆ
3. ಶಾಲೆ ಮತ್ತು ಭಾಷೆ ಕಲಿಯುವ ಹಿನ್ನಲೆಯಲ್ಲಿ ಭಾಷೆ ಮತ್ತು ಸಾಕ್ಷರತೆಯನ್ನು ಗ್ರಹಿಸುವುದು.
4. ತರಗತಿ ಕೊಠಡಿ ಹಿನ್ನಲೆಯಲ್ಲಿ ಭಾಷೆಯ ಕಾರ್ಯವಿಧಾನವನ್ನು ಗ್ರಹಿಸುವುದು.
5. ಪಠ್ಯಕ್ರಮ, ಪಾಠಸೂಚಿಕೆ ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕಗಳ ನಡುವಿನ ಅಂತರವನ್ನು ತಿಳಿಯುವುದು.

ಘಟಕ 1: ಭಾಷೆಯ ಸಾಮಾನ್ಯ ಪರಿಚಯ

1.1 ಭಾಷೆಯ ಅರ್ಥ, ಭಾಷೆಯ ವಿವಿಧ ಅಂಶಗಳು, ಭಾಷೆಯ ಕಾರ್ಯಗಳು.

1.2 ಪದಗಳ ವಿಮರ್ಶಾತ್ಮಕ ವಿಶ್ಲೇಷಣೆ: ಆಡು ಭಾಷೆ. ಭಾಷೆಯ ಮಟ್ಟ ಮತ್ತು ಮಾನದಂಡವಿಲ್ಲದ್ದು. ಪುರಾತನ ಭಾಷೆ.

1.3 ಮಾತೃ ಭಾಷೆ, ಮೊದಲ ಭಾಷೆ ಮತ್ತು ಎರಡನೇ ಭಾಷೆ, ದ್ವಿಭಾಷೆ ಮತ್ತು ಬಹುಭಾಷೆಯನ್ನು ಗುಣಲಕ್ಷಣ ವಿವರಿಸುವುದು.

ಘಟಕ- 2ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

2.1 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು

2.2 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು,
ಗ್ರಹಿಕೆ/ತಿಳುವಳಿಕೆ/ಅಭಿವ್ಯಕ್ತಿ/ಪ್ರಶಂಸೆ ಇವುಗಳ ವಿವರಣೆ.

2.3 ಎನ್,ಸಿ,ಎಫ್ 2005ರ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ

2.4 ಭಾಷಾ ಶಿಕ್ಷಣದ ಮೇಲೆ ಎನ,ಸಿ,ಎಫ್ 2005ರ ಪ್ರಭಾವ ಮತ್ತು ಮುಖ್ಯಾಂಶಗಳು

ವಿಭಾಗ 3: ಶಾಲೆಯ ಹಿನ್ನಲೆಯಲ್ಲಿ ಭಾಷೆ ಮತ್ತು ಸಾಕ್ಷರತೆ ಮತ್ತು ಭಾಷಾ ಕಲಿಕೆ.

3.1 ಶಾಲೆಯಲ್ಲಿ ಭಾಷಾ ಪರಿಸರ ಮತ್ತು ಭಾರತೀಯ ತರಗತಿಯಲ್ಲಿ ನಾನಾವಿಧವಾದ ಸ್ವಭಾವ: ಭಾಷೆ ಕಲಿಯುವವರ ವ್ಯಕ್ತಿ ಚಿತ್ರಣ: ಮನೆಯಲ್ಲಿ ಭಾಷೆಯ ಪರಿಸರ.

3.2 ದ್ವಿಭಾಷಾ ಮತ್ತು ಬಹುಭಾಷಾ ಗುಣಲಕ್ಷಣಗಳನ್ನು ವಿವರಿಸುವುದು: ಮಧ್ಯೆ ಪ್ರವೇಶ ಅಥವಾ ಸಂಬಂಧ ಕಲ್ಪಿಸುವಾಗಿನ ಭಾವನೆಗಳು. ಶಾಲೆಗಳ ನಿರೀಕ್ಷೆಗಳು: ಮಗುವಿನ ಮನೆಯ ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅಭಿಪ್ರಾಯ ಮತ್ತು ಸಾಕ್ಷರತಾ ರೂಢಿಯ ಆಚರಣೆಗಳು.

3.3ಶಾಲೆಯ ವರ್ಗ ಕೋಣೆಯಲ್ಲಿ ನಾಲ್ಕು ಭಾಷಾ ಶಲ್ಯಗಳ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವವನ್ನುಅರಿಯುವದು.

3.4. ಬಾಲ್ಯಕ್ಕೆ ಮುಂಚಿತವಾಗಿಯೇ ಭಾಷೆಯನ್ನು ಕಲಿಯುವುದು: ಭಾಷೆ ಮತ್ತು ಅರಿವು: ಭಾಷೆಯ ಕಲಿಕೆಯಲ್ಲಿ ಪಿಯಾಜೆ, ವೈಗೊಟಸ್ಕಿ, ಮತ್ತು ಚೊಮೊಸ್ಕಿ ಮತ್ತು ಭಾಷಾ ಶಿಕ್ಷಕರ ಅಭಿಪ್ರಾಯಗಳ ಪ್ರಸ್ತುತತೆ: ಎರಡನೇ ಭಾಷೆಯ ಕಲಿಕೆ.

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ವಿಭಾಗ 4: ಭಾಷೆಯ ಕಾರ್ಯವಿಧಾನಗಳು ಮತ್ತು ತರಗತಿಯ ಸಂದರ್ಭ.

4.1 ತರಗತಿಯಲ್ಲಿ ಮಾತನಾಡುವ ಭಾಷೆ: ತರಗತಿ ಕೊಠಡಿಯಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ: ಭಾಷೆಯ ಸಂವಾದ ಮತ್ತು ಸ್ವತಂತ್ರಕ್ಕೆ ಸಹಾಯ ಮಾಡುವುದು.

4.2 ಭಾಷೆ ಉಪಯೋಗಕ್ಕೆ ತರಗತಿ ಪರಿಸರವನ್ನು ಸುರಕ್ಷಿತವಾಗಿರುವಂತೆ ಸೃಷ್ಟಿಸುವುದು: ಅಪಾಯ ಎದುರಿಸಲು ಅವಕಾಶ ನೀಡುವುದು. ಓದುವುದು: ವಿವಿಧ ರೀತಿಯ ಪುಸ್ತಕಗಳನ್ನು ಓದುವುದರಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವುದು: ಕಥೆಗಳನ್ನು ಗ್ರಹಿಸುವುದು ಮತ್ತು ಕಾಲ್ಪನಿಕವಲ್ಲದ (ಪಠ್ಯ ಒಳಅಂಶಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು): ಸಾಹಿತ್ಯಕ್ಕೆ ಪ್ರತಿಕ್ರಿಯೆ: ಓದುವಾಗ ಸದಾಭಿರುಚಿ ಮತ್ತು ಭಾವನೆಯನ್ನು ಉದ್ವೇಗಗೊಳಿಸಿಕೊಳ್ಳವುದು.

4.3 ಬರೆಯುವಾಗ ರಚನೆಯ ಕಾರ್ಯವಿಧಾನ, ಸಮಸ್ಯೆಗಳ ಪರಿಹಾರ, ಪ್ರೇಕ್ಷಕರ ಭಾವನೆ, ಉದ್ದೇಶ ಅಭಿವೃದ್ಧಿಪಡಿಸಿಕೊಳ್ಳುವುದು. ಬರೆಯುವಾಗ ಕಾರ್ಯವಿಧಾನವನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು.

4.4. ವಿವಿಧ ಭಾಷೆಗಳ ಪಾಠಸೂಚಿಕೆ: ಪಠ್ಯಪುಸ್ತಕಗಳ ಪರಿಶೀಲನೇ, ಭಾಷೆ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಉಪಯೋಗ, ಅಭ್ಯಾಸ ಮಾಡುವಾಗ ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ವಿಶ್ಲೇಷಣೆ ಮಾಡುವುದು.

4.6 ಪಠ್ಯಪುಸ್ತಕಗಳಿಗಿಂತಲೂ ಮುಂದೆ ಹೋಗುವುದು: ವಿವಿಧ ವಯೋಮಾನದ ಮಕ್ಕಳಿಗೆ ಸಾಹಿತ್ಯಭಾರತದ ತರಗತಿಯಲ್ಲಿ ಅಭ್ಯಾಸ ಮಾಡವುದು.

ದತ್ತ ನಿಯೋಜಿತ ಕಾರ್ಯ (Assignment)

1) ಭಾಷೆ ಎಂದರೇನು? ಭಾಷೆಯ ಅರ್ಥ, ವ್ಯಾಪ್ತಿ, ಮಹತ್ವ ವ್ಯಾಖ್ಯೆಗಳೊಂದಿಗೆ ವಿಶ್ಲೇಷಿಸಿರಿ.

2) ಮಾತೃ ಭಾಷೆ ಎಂದರೇನು? ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ ವಿವರಿಸಿರಿ

3) ಭಾಷಾ ಶಿಕ್ಷಣದ ಮೇಲೆ ಓ.ಅ.ಈ–2005ರ ಪ್ರಭಾವ ಮತ್ತು ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಚರ್ಚಿಸಿರಿ.

4) ಪಠ್ಯಕ್ರಮ ಎಂದರೇನು? ಪಠ್ಯಕ್ರಮ ರಚನಾ ತತ್ವಗಳು ಯಾವವು ವಿವರಿಸಿರಿ.

5) ಭಾಷಾ ಕೌಶಲ್ಯಗಳು ಯಾವವು? ಪ್ರತಿಯೊಂದರ ಬಗ್ಗೆ ವಿವರವಾಗಿ ಚರ್ಚಿಸಿರಿ.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)

1) ಸಾಹಿತ್ಯಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಂಡು ವರದಿ ತಯಾರಿಸುವುದು.

2) ಕನ್ನಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಕವಿಗಳ ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ನಡೆಸಿ ವರದಿ ಮಾಡುವುದು.

3) ಕನ್ನಡ ಕವಿಗಳು ಸಾಹಿತಿಗಳು ವಿಮರ್ಶಕರನ್ನು ಕುರಿತು ನಿಯತ ಕಾಲಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾದ ಲೇಖನಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವರದಿ ಮಾಡುವುದು.

4) ಕನ್ನಡ ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ ವಿಜೇತರ ಜೀವನ ಚರಿತ್ರೆಯೊಂದಿಗೆ ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಸಲ್ಲಿಸಿದ ಸೇವೆಯನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯಿರಿ.

5) ಭಾಷೆ ಒಂದು ಬೋಧನಾ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಇಂಗ್ಲೀಷ್ ಒಂದು ಬೋಧನಾ ಮಾಧ್ಯಮವಾಗಿ ಕೂಲಂಕುಶವಾಗಿ ಚರ್ಚಿಸಿರಿ.

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ಸೇಮಿನಾರ್‌ಗಳು

1) ಬೋಧನಾ ಮಾಧ್ಯಮವಾಗಿ ಮಾತೃಭಾಷೆ
2) ಬೋಧನಾ ಮಾದ್ಯಮವಾಗಿ ಇಂಗ್ಲೀಷ್
3) ಮಾತೃ ಭಾಷೆಯ ಮಹತ್ವ
4) ತರಗತಿ ಭಾಷೆ ಮತ್ತು ಮನೆಯ ಭಾಷೆಯ ವ್ಯತ್ಯಾಸ
5) ಪಠ್ಯ ಪುಸ್ತಕಗಳ ಪ್ರಯೋಜನ/ ಮಹತ್ವ
6) ಭಾಷಾ ಉಗಮ
7) ಭಾಷಾ ಕೌಶಲ್ಯಗಳು
8) ಮಗುವಿನ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಮನೆಯ ಪಾತ್ರ
9) ಮಗುವಿನ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಶಾಲೆಯ ಪಾತ್ರ.
10) ಮಗುವಿನ ಬೆಳವಣಿಗೆಯಲಿ □□□□□ ಪಾತ್ರ

ಆಧಾರ ಗ್ರಂಥಗಳು

1) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ – ಓಬಳೇಶ ಘಟ್ಟಿ
2) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ – ಎನ್. ಬಿ. ಕೊಂಗವಾಡ
3) ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನ ಪಠ್ಯಕ್ರಮ
   – ಡಾ. ವಿಜಯಕುಮಾರ ಕೆ. ಗೋತಗಿ
4) ಕನ್ನಡ ಭಾಷೆ–ತತ್ವ–ಬೋಧನಾ ಮಾರ್ಗ – ಅನಸೂಯಾ ಪರಗಿ
5) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ಡಾ. ರಂ.ಶ್ರೀ. ಮುಗಳಿ
6) ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವುದು–ಕನ್ನಡ
   (ಡಿ.ಇಡಿ. ಪ್ರಥಮ/ದ್ವಿತೀಯ) – ಪ್ರೊ॥ ಶಂಕರಲಿಂಗ ಹೆಂಬಾಡಿ
   – ಡಾ. ವಿಜಯಕುಮಾರ ಕೆ. ಗೋತಗಿ
   – ಪ್ರೊ॥ ಶರಣಬಸಪ್ಪ ಆ. ವಡ್ಡಣಕೇರಿ
7) ಮಾತೃಭಾಷೆ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ – ಅನಸೂಯಾ ಪರಗಿ
8) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ – ಡಾ. ವಿಜಯಕುಮಾರ ಕೆ. ಗೋತಗಿ

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गुलबर्गा विश्वविद्यालय-कलबुरगि

वर्षद्वात्मकं बि.एड् पदवी - ऐच्छिकाधारित पध्दति -(C.B.C.S.)

अर्ध्दवार्षिक योजना

अर्ध्दवार्षिक : प्रथम

पत्रिका संकेत : PC - IV/V

आहत्य घण्टा : 60

प्रशस्ति : 4

आहत्य अंका : 80+20=100

वास्तवांशा :-

छात्र: शिक्षकौ भवेताम्

1. भाषा शब्दस्य अर्थं तथा तस्य प्रकारणां परिज्ञानम्।
2. भाषा एवं माध्यमं (संस्कृतं प्रति) इति ज्ञानं।
3. अर्थान्वये भाषाया : च साक्षरस्य, तथा भाषार्जनस्य ज्ञानम्।
4. वर्गसमन्वये भाषाया: पध्दति: तथा तस्या : ज्ञानम्।
5. पठ्यक्रमस्य, पाठ्योजनाया: तथा पठ्यपुस्तकास्य व्यत्यास।

घटक - 1 भाषाया: सामान्यसूचनानि।

1.1 भाषाया: अर्थ : भाषाया: अनेकाङ्गनि तथा भाषाया: कार्यवैखरि:।

1.2 शब्दाना कठिणपरिवीक्षणम् : प्रादेशिकभाषा, उत्तम तथा अधम भाषा, शास्त्रीय भाषा

1.3 मातृभाषाया: चारित्र्यम्, प्रथम भाषा, द्वितीयंभाषा, उभयमुख था विविधमुखभाषा

घटक - 2 भाषाया: कार्यनीति: तथा राजकीयम्

2.1 बलं, संज्ञा तथा भाषाया: राजकीयम् :- भाषा मार्गदर्शनस्य माध्यमं तथा आंग्लभाषा भाषणं, मार्गदर्शन माध्यमं

2.2 भाषाशिक्षणे NCP-2005 अस्य अवेदनम्।

घटक - 3 अर्थान्वये भाषाया: च साक्षरस्य तथा भाषार्जनस्य ज्ञानम्।

3.1 शालाया: भाषापरिसरं तथा वर्गस्य नैसर्गिकं वातावरणम्। भाषाछात्राणां व्यतिचित्रणम्

3.2 उभयमुखीयं, विविधमुखीयं चारित्र्यम्। सेतुबन्धस्य अभिप्राय:। वर्गस्य ऊहा, बालस्य भाषाभ्यासस्य, दृष्टिकोनम्।

3.3 शालायां भाषाया: समीचीनता तथा असमीचीनता किम् ? इति ऊहनम्। दोषाणां कादिन्य परिज्ञानम् तथा तेषां प्रमादज्ञानम्।

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3.4 बाल्ये एवं भाषाभ्यास: भाषा तथा कल्पना, Piaget, Vyagots तथा Chomby एतेषां प्रभाव: तथा शिक्षणोपरि प्रभाव: तथा द्वितीयभाषाया : परिदृश्यगतम्

घटक - 4 वर्णसमन्वये भाषाया: पद्धति: तथा तस्या: ज्ञानम् ।

4.1 कक्षायां मौखिकभाषा, कक्षायां भागस्वीकरणम्, भाषा सौलभ्यम्, भाषापरिपाठ: तथा स्वातन्त्र्यम् ।

4.2 भाषाया: उपयोगार्थं कक्षायां सुरक्षित वातावरण निर्माणम् । पठनार्थं अवकाश: । विविध पुस्तकेषु निमग्नता । कथाया: धारणशक्ति: साहित्यं प्रति प्रतिक्रिया । पठनक्रियाया: सौन्दर्यं तथा उद्वेगकरणम् ।

4.3 संकलनतया लेखनम्, समस्या परिहार:, प्रेक्षकाणां उद्देशस्य अभिवृध्दि: तथा लेखन पद्धते, ज्ञानम् ।

घटक - 5 भाषा पाठ्यक्रमस्य परीक्षणम् -

5.1 विविधभाषाणां पठ्यक्रमम्, पठ्यपुस्तकाणां विमर्शा, भाषा पठ्यपुस्तकं साहित्यस्य उपयोग:, अभ्यासस्य काठिन्यविमर्शा

5.2 पठ्यपुस्तकस्य बह्विचलनं, विविध अवस्थासु बालानां भाकसाहित्यम् भारतदेशे वर्णप्रयत्नक्रम :

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گلبرگہ یونیورسٹی ، گلبرگہ

دوسالہ بی ایڈ ڈگری (سی بی ایس) سمسٹر اسکیم

Paper Code: PC-IV/V | SEMESTER-I | Credit : 4

Total No. of Hours: 60 | Total Marks: 80+20=100

تین اکائیاتی درس (معلم) کو سمجھنے کی ضرورت ۔ زبان

مقاصد:

طالب علم معلم اسکے قابل ہوں کہ

1) زبان کے مفہوم اور اسکے اجزاء سے بخوبی واقف ہوں ۔
2) زبان کے ذریعے تعلیم بالخصوص انگریزی سے بخوبی واقف ہوں ۔
3) اسکول اور زبان کی استعداد کے تناظر میں زبان اور خواندگی سے بخوبی واقف ہوں ۔
4) کلاس روم کے تناظر میں زبان ایک ترسیل کا ذریعہ عمل ہے اس سے واقف ہوں ۔
5) نصاب اور درسی کتاب میں تفریق کیجئے ۔

اکائی 1 : زبان کا عام تعارف اور زبان کی پالیسی اور سیاست — 16 Hrs

1.1 زبان کا مطلب اور اسکے اجزائے ترکیبی، زبان کے فرائض ۔

1.2 اصطلاحات کا تنقیدی جائزہ لغۃ بولی، معیاری اور غیر معیاری زبان، لکا ایکل زبان ۔

1.3 مادری زبان کی امتیازی خصوصیات زبان اول، زبان دوم اور دو زبانوں اور ہمہ لسانی زبانوں کو واضح کیجئے ۔

1.4 زبان کی قوت، شناخت اور سیاست، زبان ذریعے تعلیم کا ذریعہ، بحث کیجئے کہ انگریزی ایک ذریعے تعلیم ہے ۔

1.5 NCF 2005 کی سفارشات لینگویج ایجوکیشن پر ۔

1.6 سہ لسانی فارمولہ پر کوٹھاری کمیشن کے اہم سفارشات ۔

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اکائی 2: اسکول اور زبان کے اکتساب میں زبان اور خواندگی 20 Hrs

2.1 اسکول کے ماحول میں زبان اور ہندوستانی کلاس روم کے مختلف پہلو، سیکھنے والا، مکان میں زبان کا ماحول۔

2.2 بائی لنگول ازم اور ملٹی لنگول ازم کی بنیادی خصوصیات خلا اور مداخلت کے بارے میں تصورات: اسکول کی امیدیں: بچے کے گھر کی زبان اور خواندگی کے طرز عمل کے متعلق ملاحظات۔

2.3 اردو تدریس کے اہم اصول اور گُر۔

2.4 زمان طفل میں زبان کی تدریس، زبان اور قوت ادراک Piaget, Vygotsky and Chomsky کے مطابق زبان کے معلم کے لئے زبان کے حصول اور استعداد کے متعلق انکے خیالات، زبان دوم کی استعداد۔

اکائی 3: زبان کا عمل اور کلاس روم تناظر 12 Hrs

3.1 کلاس روم کے اندر کی زبان: کلاس روم میں حصہ لینا، سہولت کی زبان اور گفتگو اور آزادی۔

3.2 زبان کے استعمال کے ذریعے کلاس روم میں محفوظ ماحول پیدا کرنا: Risk Taking کے لئے وقت، مطالعہ، مختلف کتب کا مطالعہ، قابل فہم کہانیاں اور غیر افسانوی (نصاب سے متعلق) ادب، جمالیات اور جذبات کے پہلوؤں سے متعلق مطالعہ۔

3.3 تحریر ایک ترکیب دینے والا عمل ہے: مسائل کا حل سامعین کی ترقی، مقصد اور تحریر کے طریقہ کار کو سمجھنا۔

3.4 اردو زبان کی تدریس کے عام مقاصد اور خاص مقاصد، معلومات دینا، سمجھنا، اظہار خیال اور سرا بنا کرنا۔

اکائی4: زبان کے نصاب کا جائزہ 12 Hrs

4.1 نصاب کا تعارف اور نصاب کی تدوین کے اہم اصول۔

4.2 مختلف زبان کا نصاب: درسی کتب پر نظر ثانی زبان میں ادب کا استعمال، درسی کتب، تنقیدی جائزہ اور مشق۔

4.2 درسی کتاب کے باہر کا مطالعہ، مختلف عمر کے بچوں کا ادب، ہندوستان میں کلاس روم کی مشق۔

تفویض (Project)

1) دستوری مراعات، پالیساں، کھوٹھاری کمیشن کی سفارشات، قومی تعلیمی پالیسی 1986 اور عملی سرگرمی کا منصوبہ 1997 کی رو سے زبان پر ایک رپورٹ تیار کرنا۔

2) چند قریبی مدرسوں کا جائزہ لیتے ہوئے سہ لسانی فارمولہ و نصابی پر رپورٹ تیار کرنا۔

تدریسی مشق (Teacheing Practice)

1) ششم تا 12ویں جماعت کی کتب کی بنیاد پر مختلف موضوعات اور سرگرمیوں کی فہرست تیار کرتے ہوئے حسب ذیل پہلوؤں کا جائزہ لینا۔ 1) درس و تدریس میں کمپیوٹر کا استعمال 2) ویڈیو کانفرنسنگ اور ٹیلی کانفرنسنگ

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References Book:

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

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

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

4) Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22-26

5) Akhter Ansari: Studies in launage and language teaching.

6) Lisaniyat by Dr. Zor

7) Teaching of Poetry by Huda

8) Taraqqiye Urdu Adab by Ram Babu Saksina

9) The Technique of Language Teaching by Billows, F.L.

10) Urdu Qawaid by Dr. Abdul Haq

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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: SOCIAL SCIENCES

Paper Code: PM-IV/V **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1. Overview the Foundations of each Discipline with respect to Social Sciences.
2. Understand the place of Social Science in School Curriculum.
3. Understand the perspectives in Social Sciences.
4. Understand the Pedagogical practices in Social Sciences Curriculum.
5. Understand the Social as a Science, compare to Social Studies.

Unit 1: Evolutionary Framework of Social Sciences **18 hrs**

A: An Overview of the Foundations of each Discipline:

1.1 History and Geography- Temporal and Spatial Dimensions.

1.2 Political science and Economics – The Systems and Processes of Society.

1.3 Path of Social Sciences- Evolutionary Process

1.4 Social science as an art as well as science.

B: Philosophical and Theoretical discourses.

1.5 Concept of Social Science and Social Studies: Nature, scope and limitations of social science.

1.6 Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies. Woods Despatch, Hunter commission, Sargent report, Kothari commission, NPE 1986

Unit 2: Social Sciences in Schools **12 hrs**

2.1 Aims and objectives of social science

2.2 Taxonomy of Instructional Objectives of Biology Teaching - As per NCERT

2.3 Behavioral Specifications of Instructional Objectives with respect to – Knowledge, Understanding, Application and Skill.

2.4 Writing Objectives in Behavioural Terms

2.5 Concept and principles of curriculum

2.6 Challenges in the development of Social Sciences Curriculum.

2.7 General approaches in the construction of social sciences curriculum: thematic organization: Interdisciplinary, multi-disciplinary and fused frameworks

2.8 Social science curriculum at Higher primary, Secondary and Higher secondary level.

2.9 Cross Cultural perspectives and issues in social sciences.

2.10 Different levels of history: Local, regional, national and world history.

2.11 Development of social values, national values and social skills.

Unit 3: Teaching of Social Sciences **15 hrs**

3.1 Teaching of social sciences with respect to history, political science, economics, geography and sociology

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

3.3 Construction of knowledge in Social Science: concept maps.

3.4 Addressing Learner-diversity: special need-learners.

3.5 Difficulties in teaching- learning social sciences.

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Unit 4: Pedagogical practices in Social Sciences Curriculum **15 hrs**

4.1 Social Science and Indian School Curricula in search of new Directions.
4.2 Review different Commissions/Committees Reports.
4.3 National Curriculum Frameworks-2000, 2005 and 2009
4.4 Critical Review of Social Science Text books from class 6th to 12th
4.5 Concerns in Teaching Social Science: Diversity, Gender and Special Needs.

Learning activities:

1. Prepare an Open Book Test
2. Critical evaluate History civics content of 8th 9th 10th Standard.
3. Preparation of charts, globe and models of Geography.
4. Drawing of geographical maps
5. Analysis of Geography textbook of a school.
6. Preparation of materials for a History room or museum
7. Preparation of resource unit in Geography
8. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit
9. Collect News paper clippings on any social issue and write a report on the issue with your comments
10. Preparation of Teaching aids.
11. To study the problems relating to national integration.
12. To prepare an achievement test in Geography
13. Construction of achievement test
14. Pedagogical analysis of any two topics from prescribed Text-Book
15. To prepare lesson plans in Geography

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
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9. N B Kongwad: vishaya mattu bodhana shastra ariyuvike, vidyanidhi publication, Gadag.
10. NCERT evaluation in social studies, New Delhi 1960
11. J C Agarwal: Teaching of political science
10. Hamm, B. (1992).Europe - A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

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15. Mayor, F. (1992). The role of the Social Sciences in a changing Europe.International Social Science Journal (vol. 44).
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17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
18. Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature.Batnam Books.
19. UNESCO-World Social Science Report (2013)
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21. Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
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23. Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London

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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: PHYSICAL SCIENCES

Paper Code: PM-IV/V **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

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

Unit 1: Nature of Science and Science Education. 15hrs

1.1 Meaning and nature of physical science- Nature, process and science as a body of knowledge, Science-Technology-Society-Environment (STSE) Interface.

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

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

1.4 Development of Scientific Temper(Attitude)-Meaning,characteristics of an individual with scientific attitude, techniques of developing scientific attitude among student; Scientific Method-Meaning steps(steps) and advantages.,ethics of science

1.5 Science education in the context of a developing country.

1.6 Taxonomy of Instructional Objectives of Teaching Physical Science

1.7 Contributions of some eminent scientists: Isaac Newton, John Dolton, Albert Einstein, Niels Bohr, C V Raman, Bimla Butti, V Ramakrishna

Unit 2: Non scholastic activities in teaching physical science **15 hrs**

2.1 Meaning, objectives, planning, organization , execution of the co-curricular activities :

a. Science club b. Science exhibition c. science quiz d. field trips

2.2 Meaning, establishments and uses of science museum

2.3 Meaning, activities and uses of science centers

2.4 The role of community resources in develoing physical science environment

2.5 Planning, organization, execution of Science Olympiad at different levels of school

2.6 Preparation of teacher's made teaching learning material in physical science.

Unit 3: The science curriculum **15 hrs**

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

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

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

Unit 4: Pedagogical practices in Science Curriculum **15 hrs**

4.1 Review different Commissions/Committees Reports.

4.2 National Curriculum Frameworks-1986, 1992, 2000 and 2005.

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4.3 Critical Review of Science Text books from class 6th to 10th.

Learning activities

1. Writing 10 general objectives and 20 specific objectives for a selected unit of a secor.dary school level according to NCF 2005.
2. Comparision of the contributions of Popper and Kuhn.
3. Suggest activities among your students to inculcate scientific attitude.
4. Write a critical review on any one of the unit content from text book of 6th to 8th standard.
5. Write observations on Language across the science curriculum
6. ppt presentation on construction of concept maps.
7. Review of Kothari committee recommendations on science education.
8. National Curriculum Frame Work 2005.
9. Objectives and importance of Harvard science project 2016.
10. NCERT physical science curriculum.
11. National Curriculum Frame Work 2005.
12. Science-Technology-Society-Enviornment (STSE)Interface.
13. Science teaching for special need learners.
14. Crteria for science curriculum and content organisation.
15. Hoshangabad science teaching programme (HSTP).
16. Differentiate the curriculum, syllabus and text book.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Das R.C –Science Teaching in Schools
2. Kulshresta S.P-Teaching of Physical Science.
3. Gupta S.K- Teaching Physiral Science
4. Vanaja.M,NeelKamal Publication PVT.Limited,Sulthan Bazar,Hyderbad –Method og Teaching Physical Scienc,2005.
5. Problem Sloving in Science –Narendra Vaidya.
6. CBSE;ICSE-SCIENCE TEXT BOOKS.
7. Modern Science Teaching –R.C.Sharma.
8. Teaching Physical Science- Patil R.S
9. Ramabhai .N.Patel ,Himalaya Publishing Co-The Impact Of Science Club(1994)
10. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
11. National Curriculum Framework, (2005), NCERT: New Delhi
14. Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi

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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY OF BIOLOGICAL SCIENCE

Paper Code: PM-IV/V **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student - Teacher will be able to:

1. Develop insight on the meaning, nature, scope and importance of biological science
2. Integrate the biological science knowledge with other school subjects and identify the recent developments in the field of Biology.
3. Understand the aims and objectives of teaching Biological Science.
4. Facilitate development of scientific attitude and use of scientific method in learner.
5. Develop interest in Project, ICT based, TLM preparation and co-curricular activities of Teaching Biological Science.
6. Understand the Concept and principles of Curriculum and modern trends in Biological Curriculum Construction.
7. Construct appropriate assessment tools and techniques through proper understanding of CCA for evaluating learning of Biological Science.

UNIT 1: NATURE AND SCOPE OF BIOLOGICAL SCIENCE **15 Hours**

1.1 Biological Science: Meaning & Importance
1.2 Nature and Scope of Biological Science
1.3 Historical development of Biological Science.
1.4 Latest Development in the Field of Biology for Human Welfare - Genetic Engineering, Agriculture, Biotechnology, Microbiology, Food Technology, Environmental Biology, Medicine.
1.5 Correlation of Biology with other School Subjects: Science, Maths, Social Sciences and Languages.

UNIT 2: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE 12 Hours

2.1 Aims- Utilitarian Aim; Disciplinarian Aim, Cultural aim, social and recreational aim
2.2 a) Scientific Attitude: Meaning, Characteristics
b) Training in Scientific Method; Meaning, Steps, Significance
2.3 Taxonomy of Instructional Objectives of Biology Teaching
2.4 Behavioral Specifications of Instructional Objectives with respect to – Knowledge, Understanding, Application and Skill.
2.5 Writing Objectives in Behavioural Terms

UNIT 3: EXPLORING LEARNERS IN BIOLOGY TEACHING **18 Hours**

3.1 Project Activities –

i. Improvisation of Biology apparatus- Meaning, importance, Procedure;
ii. Procedure for Selection and Preservation of Biology Specimen (One in Botany and Zoology each)
iii. Use of Multimedia and Computers in Biological Science: e-learning, software, website, e-boards and biology Blog.
iv. Preparation of Teaching aids (TLM) – Importance of teaching aids; types of teaching aids; Selection and construction of teaching aids; Use of teaching aids.

3.2 Co- curricular Activities –

i. Bio-Science Club - Planning, Organization and its activities.
ii. Bio-Science Fair - Planning, Organization and its activities.
iii. Bio-Science Exhibitions - Planning, Organization and its activities.

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UNIT 4: BIOLOGICAL SCIENCE CURRICULUM AND EVALUATION 15 Hours

4.1 Meaning and principles of curriculum

4.2 Modern Trends in Biology Curriculum - B.S.C.S, and Nuffield

4.3 a.Meaning, Objectives and need of evaluation
b. Types of evaluation: Formative and Summative Evaluation in Biology
c. Continuous and comprehensive evaluation

4.4 Various types of evaluation items (Essay Type, Short Answer Type & Objective Type): Construction, Scope and Limitations

4.5 IOTAQB- Meaning and advantages (Instructional Objectives, Task Analysis, Question Bank)

Learning activities:

1. Suggest any five activities for development of scientific attitude among your students.
2. Writing TEN General and TWENTY Specific objectives for a selected unit at secondary school levels.
3. Preparation of teacher self made TEACHING AID on any one of the topic of high school biological science of your choice.
4. Prepare a model of CCA for a selected Biology unit at secondary school levels.
5. Construction of various types of test items (25 each) along with their scope and limitations.
6. Power point presentation on structure and functions of organs/parts of animals/plants based on the content of high school text books.
7. Presentation of Pictures of various plants and animals according to the classification with briefing of special characteristics.
8. Presentation of audio/ recorded sounds of various animals from Arthropods to Mammals with briefing of special characteristics.
9. Collect latest contribution of biologists to the human welfare.
10. Development of scientific attitude among high school students.
11. Meaning, objectives and importance of CCA at High School Level.
12. BSCS and Nuffield
13. Use of Multimedia and Computers in Biological Science: e-learning, Software, website, e-boards and biology Blog.
14. Bio-Science Club - Planning, Organization and its activities
15. Bio-Science Exhibitions - Planning, Organization and its activities.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to all units of the subject.

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1. Aggarwal D D (2004): Modern methods of teaching biology: Saruk & sons(sarukbooks.com)
2. Ahmed J (2009): Teaching of biological sciences IPH Learning pvt. Ltd. Delhi
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12. NCERT: Textbook in Biology for Higher Secondary Schools, New Delhi, NCERT
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15. Satish A Hiremath (2006) Jeeva Vignana Bhodhane, Siddalingeshwar Prakashana, Gulbarga.
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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: MATHEMATICS

Paper Code: PM-IV/V **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1. Understand the Patterns, development and Challenges of Mathematics in day today life.
2. Understand the Concept and Process of Mathematics.
3. Understand the Pedagogical practices in Mathematics Curriculum.
4. Differentiate the Curriculum, Syllabus and Text book of Mathematics.
5. Comprehend critical review of Mathematics Curriculum at the National Level.

Unit 1: Introduction to Mathematical Thinking **20 hrs**

1.1 Mathematics as study of creating, discerning and generalizing patterns: Identifying and analyzing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns, the special features of mathamatics,the needs of mathamatics.

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

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

1.4 Aims of teaching mathematics: Utilitarian Aim; Disciplinarian Aim, Cultural aim, social and recreational aim

1.5 Taxonomy of Instructional Objectives of Mathematics Teaching.

1.6 Historical perspectives: awareness of contributions of mathematicians- Aryabhatta, Bhaskaracharya, Yuclid and pythogoros.

Unit 2: Learning Mathematics **18 hrs**

2.1 Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky on intuitive thinking

2.1 (a) Importance of motivation in learning mathamatics.

2.2 Processes of dealing with abstractions, particularization and generalization. Studying algorithms; what works and how?

2.3 Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalization; argumentation and justification

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Unit 3: **The mathematics curriculum** **12 hrs**

3.1 New trends of mathamatics curriculum in india: school mathematical study group(SMSG),school mathamatics project(SMP),Nuffield.

3.2 Meaning, importance and characteristics of a good text book

3.3 A critical review of Mathematics Curriculum at the National Level i.e., NCERT curriculum, at the State Level i.e. SCERT curriculum.

3.4 Criteria for the analysis of Mathematics textbooks. (Including issues related to gender, the socio-cultural context, etc.)

3.5 Co-relation of mathematics with other subjects.

Unit 4: Evaluation in Mathematics **10 hrs**

4.1 a.Meaning, Objectives and need of evaluation

b. Types of evaluation: Formative and Summative Evaluation in Biology

c. Continuous and comprehensive evaluation

4.2 Various types of evaluation items (Essay Type, Short Answer Type & Objective Type): Construction, Scope and Limitations

4.3 IOTAQB- Meaning and advantages (Instructional Objectives, Task Analysis, Question Bank)

4.4 Diagnostic test and remedial teaching

Learning activities:

1. Creating Mathematical Structures on either idea of Axioms or Postulates and proofs.
2. Learning Mathematical Concept according to Piaget and Skemp.
3. Writting 10 general objectives and 20 specific objectives for a selected unit of a secondary school level according to NCF 2005.
4. Powerpoint Presentation on Mathematical Process including- Problem solving, Problem posing, patterning, reasoning, abstraction and generalisation.
5. Historical Evolution of mathematical concepts through ppt.
6. Critical review of Mathematics curriculum at the High school level.
7. Construction of learners identity in a maths classroom.
8. Write the comparisons of Direct and Indirect Proofs.
9. Societal beliefs related to Knowing and doing Mathematics.
10. Socio-cultural, economic and political factors in the development of mathematics.
11. Learning of Mathematics according to Vygotsky.
12. SCERT Mathematics Curriculum.
13. Socio-cultural context as a criteria for the analysis of Mathematics Text book.
14. Concerns and Challenges regarding Mathematics for all (in the light of Inclusive education

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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References:

1. Sudhir kumar and D N Ratnalikar: Teaching of mathematics, Anmol publications, New Delhi
2. Dr. S K Mangal: Teaching of mathematics. Tandon publications, New Delhi
3. Anice James & Dr. P S Balasubramaniam: Teaching of mathematics, Neelkamal publications, Hyderabad
4. S M Agarwal: Teaching of modern mathematics, Danpatray publications company, Lucknow.
5. MESE -001(2003). Teaching and Learning Mathematics. IGNOU series
6. NCERT (2012). Pedagogy of mathematics: Textbook for two year B.Ed. course. New Delhi: NCERT.
7. Dr. S B Yadwad: ganita bodhana paddatigalu, vidyanidhi prakashan, Gadag
8. Mallikarjun shastry: ganita bodhana paddati, vidyanidhi prakashan, Gadag
9. A K Kulasreshta: Teaching of mathematics, neelkamal publications, Hyderabad

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B.Ed SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE

Paper Code: PM-IV/V **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1. Understand the Nature and Scope of Commerce in Education.
2. Understand the Knowledge in Commerce, Commerce and Society.
3. Develop the skill in preparing and using resources in commerce.
4. Understand the available resources for teaching of commerce.
5. Understand the means for quality improvement in commerce.
6. Acquire the knowledge of extended activities in commerce and their organization.
7. Develop technological skills in teaching and learning Commerce.

Unit 1: Nature and Scope of Commerce **15 hrs**

1.1 Meaning, features, Types, Advantages and limitations of Commerce.

1.2 Entrepreneurship- meaning, Role and importanceof entrepreneurship, self- employment schemes.

1.3 Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education.

1.4 Relationship of Commerce with business, trade, industry and economy: A Macro Perspective.

Unit 2: Understanding Knowledge in Commerce, Commerce and Society 15 hrs

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

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

2.3 Understanding Ethics and Values.

2.4 Contemporary Business Environment and Commerce Education.

Unit 3: Teaching & Learning Resources in Commerce 15 hrs

3.1 Resources- meaning, types, their uses in the teaching and learning of commerce

3.2 Workbook, source book – meaning and Importance

3.3 Textbook- Meaning, Characteristics, qualities and importance.

3.4 Computer Assisted Instruction, multimedia in learning commerce.

3.5 Instructional Aids - Educational broadcasting and telecasting- interactive video, tele- lecture, video-conferencing, software in commerce.

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Unit 4: Professional Development of Commerce Teachers 15 hrs

4.1. Competency of a Commerce teacher.

4.2 Professional development of commerce teacher.

4.3 Importance of in-service teacher training of commerce.

4.4 Programmes for quality improvement in teaching of commerce- role of seminars, workshops and projects.

4.5 Latest trends in Teaching of commerce-Reflective teaching, Co-operative learning, Importance and types, simulation – role play, games, CAM.

Learning activities:

1. Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education.
2. Relationship of Commerce with business, trade, industry and economy: A Macro Perspective.
3. Contemporary Business Environment and Commerce Education.
4. Computer Assisted Instruction, multimedia in learning commerce.
5. Competency of a Commerce teacher

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan.Doctoral Thesis.University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). Business Environment. (11th ed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business).
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management.
5. Lal, J. (2002). Accounting Theory. (2nd ed.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education.III (2), 52-59.
7. Aggarwal, Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd, 2008.
8. Bhatia & Bhatia, The Principles and Methods of Teaching, Delhi: Doaba House, 2000
9. Chauhan S.S, Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd, 2008.
10. Dhand, H Techniques of Teaching, New Delhi: APH Publishing Corporation, 2009.
11. Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi APH Publishing Corporation, 2009.
12. Kochhar, S.K., Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, 1997.
13. Singh, Y.K. Teaching of Commerce. New Delhi: APH Publishing Corporation, 2009.
14. Sharma, R.N, Principles and Techniques of Education. New Delhi: APH Publishing Corporation, 2008.

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SEMESTER: I

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

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Paper Code: PM-IV/V **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1. Understand the basic concepts associated with academic disciplines.
2. Comprehend the meaning of interdisciplinary and multidisciplinary learning.
3. Understand different approaches in interdisciplinary learning.
4. Appreciate the different academic disciplines and their place in the school curriculum.
5. Appreciate the role of academic disciplines in facing global challenges
6. Apply the understanding of academic disciplines in curriculum transaction.

Unit 1: Basics of Academic disciplines **15 hrs**

1.1 Meaning and characteristics of academic disciplines.

1.2 Emergence of academic disciplines.

1.3 Relationship between academic disciplines and subjects.

Unit 2: Teaching across disciplines **15 hrs**

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

2.2 Interdisciplinary and multidisciplinary teaching and learning: meaning, significance and role of the institution.

2.3 Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning

Unit 3: Humanities and Social Sciences in the Curriculum 15 hrs

3.1 Place of Humanities and Social Sciences in present school curriculum.

3.2 Issues and challenges in teaching Humanities and Social sciences.

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

Unit 4: Natural Sciences and Mathematics in the Curriculum 15 hrs

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

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

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

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Learning activities:

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

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

Websites:

1. www.ivorgoodson.com/curriculum-studies
2. http://serc.carleton.edu/econ/interdisciplinary/index.html
3. http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
4. http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41
5. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
6. http://www.thirteen.org/edonline/concept2class/interdisciplinary/
7. http://apcentral.collegeboard.com/apc/public/repository/AP-Interdisciplinary Teaching-and-Learning-Toolkit.pdf
8. http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai
9. http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf
10. http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningRe port.pdf
11. http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

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SEMESTER: I
Paper Code: EPC-I ICT-BASICS

Paper Code: EPC-I **Credit: 1**
Total No. of Hours: 15 **Total Marks: 25**

Objectives

Student-Teacher will be able to:

1. Understand the ICT Basics with respect to operating system.
2. Develop the skill of using computer applications and Internet.
3. Develop the skill of preparing computerized lesson plans.
4. Develop the skill of preparing the printed teaching materials using ICT.
5. Develop the skill of preparing PPT slides for classroom usage.

Unit 1: ICT basics: Operating system and application software

1.1 ICT: Meaning, importance and tools of ICT

1.2 Computer Hardware: Input-Output Devices

1.3 Introduction to Operating System

a. Features of different operating system (Ex: Ubuntu, etc)
b. Files and directory operations
c. Windows Explorer and desktop

1.4 Introduction to Application Software

a. Word Processor
b. Spreadsheets
c. Presentations
d. Database Management System

Unit 2: Computer Applications and Internet

2.1 Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,

2.2 Characteristics of a good computerized lesson plan.

2.3 Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.

2.4 Internet: Introduction, advantages and disadvantages.

Learning activities: (Any One)

1. Prepare the printed teaching materials using the MS-Word (In any subject -Any unit to be selected, in any language).Use of self-learning materials for anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation.
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and Google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.

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8. Survey of educational sites based in India.
9. Use of available software or CDs with LCD projection for subject learning interactions.
10. Generating subject-related demonstrations using computer software.
11. Enabling students to plan and execute projects (using computer based research).
12. Engaging in professional self-development.
13. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.
14. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology).
15. Critical review of UNESCO ICT Competency standards for Teachers-2008.
16. Write a report on INSAT programs.
17. Developing Educational blog in www.blogger.com, www.wordpress.com
18. Develop the news groups and report.
19. Creating an Account in Teacher tube/slide share and sharing your video/power point.
20. Downloading Anti-virus software through internet and installing to the system.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

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

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SEMESTER: I

Paper Code: EPC-II LANGUAGE ACROSS THE CURRICULUM

Paper Code: EPC-II **Credit: 1**
Total No. of Hours: 15 **Total Marks: 25**

Objectives:

Student-Teacher will be able to:

1. Understand the structure, components and nature of Language across the curriculum.
2. Develop the language competency among students across the curriculum.
3. Understand the Language background of the Multicultural students.
4. Design varies strategies in communication across the curriculum.
5. Understand the language policy in India.
6. Design different materials to improve the language efficiency of the Students.

Unit 1:- Nature, Principles and Classification of Languages

1.1 Nature of the language - definition of the language; importance of Languages; characteristics of languages.

1.2 Development of language -Stages of development of language in human Society; Development of language of child.

1.3 Language and Grammar- Basics and its uses, Language Reference, Dictionary and Thesaurus. Components of language-phonetics, morphology, semantics, syntax.

1.4 Classification of languages; need for classification; basis of classification; Classification of world languages with special reference to Indian Languages.

1.5 Basic language skills- listening/comprehension vocalization (speaking) Reading and writing skills.

1.6 Language and communication- language as a medium of communication-nature of effective communication (vocabulary, expression, pronunciation, Structure fluency, appropriate usage etc.) Language Barriers- Language as a Communication, Problems in presentation with respect to classroom transaction.

Unit 2: Language in the classroom and Language in curriculum

2.1 Language Background of students, individual differences in language of students need to know language background, factors influencing children language.

2.2 Problems of differential language of students-home language, school Language, textual language and spoken language, role of dialects, Deficits, Theory and Disemtincity theory.

2.3 Nature of classroom Discourse-nature of classroom interaction: Questioning, Narration, Explaining, Discussing etc., limitations of classroom discourse.

2.4 Language and School- Language and Student, Improving School Language. Significance of language in subject areas-nature of language in different Subjects. Listening, Speaking, activities to improve these skills across the curriculum, Reading Comprehension -meaning, importance, purpose of reading, types of reading material, reading indifferent subject areas.

2.5 Writing skills, writing as a means of communication, advantages of writing, Process writing, document writing, literary writing or creative writing & Curative writing.

2.6 Communication – meaning, process, components, Influence of language on Communication. Factors involved ineffective communication – Vocabulary, Expression, Pronunciation, Structure, comprehension, fluency, appropriate usages etc. Strategies of Communication- Enriching Language through Communication.

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Practicum/Field Work (Any One)

1. Review and analyzing the Student's Write ups (Make a report)
2. Design activities to enrich language efficiency among Secondary school Students. (Minimum10 activities)
3. Prepare a multilingual dictionary of important terms and words used in different school subjects.
4. Study the problems of Language teachers through interview of brief survey.
5. Any other relevant activity based on the content

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

Reference:

1. Anderson, Ann and Lynch Tony: Listening, Oxford University Press, 1988
2. BaruahT.C: The English teachers Handbook, Sterling publishers Pvt., Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London1961
4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S: The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Widdowson H.G.: Teaching Language as communication, OUP, London 1982.
7. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
8. Sharma K.L.: Methods & Principles of teaching English.
9. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: SagePublications.
10. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
11. For a detailed analysis of the Kothari Commission, see R.N. Sharma, Indian Education at theCross Road (Delhi: Shubhi, 2002).
12. http://www.indianchild.com/education_society_india.htm(accessed 15.09.04).
13. http://www.indiatogether.org/2004/jul/edu-kothari.htm (accessed 15.09.04).
14. Bly, S., Harrison, S., & Irwin, S. Media spaces: Bringing people together in
15. A video, audio, and computing environment. Commune. ACM (Jan. 1993),p. 28-47.
16. ರಾ. ಯ.ಧಾರವಾಡಕರ್-ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ.
17. ಕೆ. ಕೆಂಪೇಗೌಡ- ಭಾಷಾ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ.
18. ಡಾ.ಎಂ.ಚಿದಾನಂದ ಮೂರ್ತಿ - ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು. ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ
19. ಪ್ರಕಾಶನ, ಕುವೆಂಪುಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.
20. ಅನಸೂಯ ವಿ. ಪರಗಿ- ಕನ್ನಡ ಭಾಷಾತುತುಜಿ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ.
21. ಭಾಷಣ- ವಿಶ್ವಕೋಶ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
22. ಭಾಷಣ- ವಿಶ್ವಕೋಶ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
23. ಓಬಳೇಶ ಘಟ್ಟಿ - ಭಾಷಾ ಮತ್ತುಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ

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SEMESTER: I

Paper Code: EF-I PSYCHO SOCIAL TOOLS AND TECHNIQUES

Paper Code: EF-I **Credit: 1**

Total No. of Hours: 15 **Total Marks: 25**

Objectives:

Student-Teacher will be able to:

1. Understand the nature and process of learning and the factors/conditions which facilitate or obstruct the learning process.
2. Appiy the knowledge and principal of Psycho Social Tools and Techniques to facilitate optimum development of integrated personality.
3. Understand the nature, extent and causes of individual differences and using knowledge of strategies and techniques for helping children.
4. Understand nature of motivations, group structure and dynamics as relevant to class-room management.
5. Identify the children who need special help and provide appropriate services by the help of psycho social tools and techniques.

Unit 1: Psycho Social Tools and Techniques

1.1 Meaning, Concept, Importance.

1.2 Procedure, Tabulation of data and its Educational Significance, Calculation, Interpretation.

1.3 Graphs-Types of graphs and its significance.

1.4 Projective and Non-Projective Techniques.

1.5 Different types of Tests- Intelligence, Aptitude, and Creativity Etc.

Name of the Practical:

1. Observation
2. Case Study
3. Attitude Test
4. Adjustment Inventories
5. Intelligence Test
6. Creativity Test
7. Interest inventories

Note: Conduct at ieast four practical, Prepare lab record and submit the same

References:

1. Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.2010.
2. Bhatia & Bhatia, Text Book of Educational Psychology, Doaba House, New Delhi 2001.
3. Charles E Skinner, Educational Psychology, Prentice Hall of India Pvt.Ltd. New Delhi 1996.
4. Clifford T Morgon, Brief Introduction to Educational Psychology, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
5. Dandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000.
6. Elizabeth Hurlock. Personality & development, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
7. Henry Garrett, Great experiments in Psychology, Appleton- Century- crofts, INC, New York.

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B.Ed SEMESTER: I

Paper Code: EF-II MICROTEACHING AND INTEGRATION (VIDEO RECORDING AND REPORTING)

Paper Code: EF-II **Credit: 1**

Total No. of Hours: 15 **Total Marks: 25**

Objectives:

Student-Teacher will be able to:

1. Understand the concept of the Micro-teaching.
2. Understand the importance of the Micro-teaching.
3. Understand the micro-teaching cycle.
4. Understand the teaching skills of relevant pedagogy.
5. Integrate micro-teaching skills with macro-teaching.

Unit 1: Microteaching and Integration

A. Micro teaching:

1.1 Micro Teaching: Meaning and Definitions, Nature and Importance, Scope, Stages, Cycle, Classifications, Differentiation between Macro and Micro.

1.2 Teaching skills of relevant pedagogy.

1.3 Instructional objectives- General and Specific of relevant pedagogy.

Skills to be perform / practice:

1. Skill of Introduction
2. Skill of Probing Questions
3. Skill of Explanation
4. Skill of Illustrations with Examples
5. Skill of Stimulus Variation
6. Skill of Reinforcement
7. Skill of Using Black Board
8. Skill of fluency in asking questions

1.4 Integration of micro-teaching with macro-teaching.

Note: 1. Practise and report- four skills in one method and remaining three skills in other method.

2. Video Recording and Reporting (**Any One in each method**) - Submission of the Micro Teaching record along with CD.

3. Integration of micro teaching- four skills in **one** method and remaining **three** skills in other method.

References:

1. Allen, D.W. (1966), Micro-Teaching: A Description, School of Education: Stanford University.
2. Lalitha, M.S. (1976) An Enquiry into Class Room Instruction: Un-Published Doctoral Dissertation M.S. University Baroda.
3. Professor Jagadeesh. A (2004) Micro-teaching theory and practice: Siddanna Educational Society, Mahabubnagar.
4. www.google.com – microteaching.
5. Jahangira, N.K. and Singh, Ajit (1982) 'Core Teaching Skills: Micro Teaching Approach; Delhi: NCTE.
6. ಪಟ್ಟಣಶೆಟ್ಟಿ, ಎಮ್.ಎಮ್. (2000) 'ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಣು ಬೋಧನೆ: ದಾವಣಗೇರೆ. ಯು. ನೀಡ ಪಬ್ಲಿಕೇಶನ

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SEMESTER: II

Sl. No	Theory	Course Titles	Instructional Hours	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
10	PC-VI	Learning and Teaching Process	04	03	20	08	80	32	100
11	PC-VII	Knowledge and Curriculum	04	03	20	08	80	32	100
12	PC-VIII	Education in Contemporary India	04	03	20	08	80	32	100
13	PC-IX	Pedagogic tools, techniques and approaches	04	03	20	08	80	32	100
14	EPC-III	Understanding Self (Personality and Yoga)	02	-	50	20	-	-	50
15	EPC-IV	ICT applications	02	-	50	20	-		50
16	EF-III	Simulated and ICT based Lessons (For Two Methods)	02	-	50	20	-		50
17	EF-IV	School Lessons and Reflective Diary Video Recording and Reporting	02	-	50	20	-		50
			24	-	280	112	320	128	600

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SEMESTER: II

Paper Code: PC-VI LEARNING AND TEACHING PROCESS

Paper Code: PC-VI **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Comprehend the learning and intelligence, theories and their applications in teaching-learning process.
2) Analyze the learning nature and process of motivation.
3) Describe the stages of teaching-learning and role of the teacher.
4) Situate self-learning climate in the teaching learning process.
5) Analyze the scope and role of assessment in teaching-learning process.

Unit 1: Human Learning and Intelligence **20 hrs**

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviorism: Pavlov, Thorndike, Skinner.
- Cognitivism: Piaget, Bruner.
- Social Constructism: Vygotsky, Bandura.

1.3 Intelligence:

- Concept and definition.
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg).

1.4 Creativity: Concept, Definition and Characteristics.

1.5 Implications for Classroom Teaching and Learning.

Unit 2: Learning Process and Motivation **10 hrs**

2.1 Sensation: Definition and Sensory Process.
2.2 Attention: Definition and Affecting Factors.
2.3 Perception: Definition and Types.
2.4 Memory, Thinking, and Problem Solving.
2.5 Motivation: Nature, Definition and Maslow's Theory.

Unit 3: Teaching Learning Process **15 hrs**

3.1 Maxims of Teaching.
3.2 Stages of Teaching: Plan, Implement, Evaluate, and Reflect.
3.3 Stages of Learning: Acquisition, Maintenance, Generalization.
3.4 Learning Environment: Psychological and Physical.
3.5 Leadership Role of Teacher in Classroom, School and Community.

Unit 4: Overview of Assessment and School System **15 hrs**

4.1 Assessment: Conventional meaning and constructivist perspective.
4.2 Assessment of Learning and Assessment for Learning: Meaning and difference.
4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination.

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4.4 Formative and summative evaluation, Curriculum Based Measurement.

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, . transparency, internal-external proportion, improvement option.

Learning activities:

1. Conduct a seminar on meaning, definition and concept formation in relation with human learning.
2. Compare learning theories of behaviourism, Cognitivism and Social Constructism.
3. Describe different theories of intelligence.
4. Discuss the concept and characteristics of creativity.
5. Write an essay on implications of creativity for classroom teaching and learning process.
6. Mention the learning process of sensation, attention and perception.
7. Write a report on Maslow's theory of motivation.
8. Conduct a seminar on maxims and stages of teaching-learning.
9. Write a report on role of teacher in classroom, school and community leadership.
10. Write an essay on Continuous and Comprehensive Evaluation.
11. Prepare and present PPT on Psychological and Physical classroom teaching environment.
12. Prepare and present PPT on formative and summative evaluation.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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B.Ed SEMESTER: II
Paper Code: PC-VII KNOWLEDGE AND CURRICULUM

Paper Code: PC-VII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Understand the meaning, similarities, and differences of Epistemological bases of Education.
2) Became familiar with Ideologies related to child centered education.
3) Understand the changes in education with respect to society, culture and modernization.
4) Understand the various school activities, classroom interaction with reference to multi culture and democracy.
5) Understand the National, Global and Secular Paradigms of education.
6) Understand the concept, bases, various interpretations, steps and process of curriculum construction.
7) Able to differentiate the interrelation among curriculum, syllabus and text book.
8) Understand the co-relation among power, principles and curriculum.
9) To develop the skill of curriculum evaluation

Unit 1: Epistemological Basis of Education **15 hrs**

1.1 Knowledge, Information and Skill: Concept and Differences, Facets of Knowledge; local and universal, concrete and abstract, theoretical and practical.
1.2. Teaching and Training: Concept and Differences
1.3. Rational, Belief and Truth: Concept and Differences
1.4. Modern child centered education with Following Reference -
a) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
b) Discovery - Concept and Importance with reference to Dewey. c) Dialogue - Concept and Importance with reference to Plato.

Unit 2: Social Basis of Education **15 hrs**

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

Unit 3: Process of Curriculum Development **15 hrs**

3.1. Curriculum: Concept and Importance, Bases of Curriculum.
3.2. Stages of Curriculum Construction.
3.3. Role of Curriculum in Effective Teaching and Learning Process.
3.4. Relationship between aims of education and curriculum.
3.5. Teacher's role in curriculum construction.
3.6. Curriculum and discipline.

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

15 hrs

4.1. Various co-curricular activities and its impact on reconstruction of society

4.2. Relationship between power, ideology and curriculum

4.3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM

4.4. Evaluation of curriculum

4.5. Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Learning activities:

1. Prepare a small curriculum for any social group like- Life skill training for street children, Human right education for disabled children.
2. Prepare a questionnaire subject wise.
3. Making Content analysis on given topic
4. Scripting and performing a street play to address social issues of education
5. Digital Presentations – Review the recommendations of National Knowledge Commission of India.
6. Visit education portals of Indian government for education, and study its objectives and recommendations that cater to multiculturalism and democratic education.
7. Prepare a report on a school visit containing the best practices for linking curriculum with social realities.
8. Organize child entered activity for enhancement of children education and values based on Gandhian/ Ravindra thoughts.
9. Organize a debate on Social equality in a class of Secondary school education.
10. Formation and administration of attitude scale on Nationalism, Universalization and secularism and prepare a report.
11. Organize a quiz contest on Nationalism, Universalization and secularism and prepare a report.
12. On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: II

Paper Code: PC-VIII EDUCATION IN CONTEMPORARY INDIA

Paper Code: PC-VIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1) Understand the nature, process and history of the education in India.
2) Understand the constitutional provisions and current issues in Indian Education with respect to L.P.G.-Liberalization, Privatization, and Globalization.
3) Analyze the educational system in the concept of modern ethos, and understand the concept of diversity and its role.
4) Understand the trends and challenges faced by the contemporary Indian Education in Global context.
5) Understand the policies, programmes and schemes for enhancement of quality of education in Karnataka.

Unit 1: Meaning and importance of Education **15 hrs**

1.1 Pre independence Education period: Meaning, Importance, Problems, Issues and Efforts (Commissions and Committees).

i. Woods Despatch-1854
ii. Hartog committee-1929
iii. Sargent Committee-1944

1.2 Post independence Education period: Meaning, Importance, Problems, Issues and Efforts (Commissions and Committees).

i. Mudaliar Commission-1952
ii. Kothari Commission-1964
iii. NPE 1986
iv. SSA 2001
v. RMSA 2009

Unit2:Constitutional provisions and Current Issues in Indian Education **15 hrs**

2.1 Education and Four pillars of Indian Constitution.
2.2 Fundamental & derived rights in relation to Education.
2.3 Articles related to Education.
2.4 Education of disadvantage groups (SC, ST, OBC and Minorities)
2.5 Inclusive Education.
2.6 Right to Education – 2009.
2.7 Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage.

Unit 3: Types of School in India **15 hrs**

3.1Types of School In relation to Funding: Government, Aided, Un-aided.
3.2 Other types Schools: Jawahar Navodaya Vidyalaya (JNV), Murarji Desai School, Kithuru Rani Chennamma School, Kasthurabha Gandhi Balika Vidyalaya, Ashrama School, Adarsha School, Sainik School and Kendriya vidyalaya sangathan.
3.3Affiliation Based Types: CBSE, SBSE, ICSE.

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Unit **4: Policies, Programmes & Schemes for Enhancement of Quality in Education** **15 hrs**

4.1 Karnataka Education Act 1983 with reference to primary and secondary education.
4.2 Role and Functions: CRP, BRP,BRC, BEO, DDPI, JDPI, DPI, CPI, DIET, CTE, IASE, DSERT.

Learning activities:

1. Discus the role of teacher to prepare students for responsible citizenship.
2. Examine policy & constitutional provision on equality and right to education.
3. Critical analysis of Progress of Secondary education in India and preparing a report there of.
4. Preparation of report on the trend of liberalization and Globalization
5. Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhiyamik Siksha Abhiyan (RMSA) – A local level Survey.
6. A local survey on Mid-day Meal Program in Secondary School.
7. Debate on medium of Schooling or Three language formula
8. Critically review a selected book written by Contemporary Educationalist in India.
9. A study on Implementation of the provisions of RTE.
10. Study of MDM Programme being run at least in five schools.
11. BRP: Role and Functions
12. IASE: Role and Functions
13. Jawahar Navodaya Vidyalaya (JNV): Purpose and Benefits for target group
14. Murarji Desai School: Purpose and Benefits for target group
15. Kasthurabha Gandhi Balika Vidyalaya: Concept and Need

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: II

Paper Code: PC-IX PEDAGOGIC TOOLS, TECHNIQUES AND APPROACHES

Paper Code: PC-IX **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Understand the teaching learning as system.
2) Differentiate tools, techniques, methods, approaches and familiarize them.
3) Understand the schematic orientation towards class room transaction.
4) Understand the role of teacher in various contexts.
5) Equip with abilities for TLM-Teaching Learning Material preparation.

Unit 1: Teaching-learning System **15 hrs**

1.1 Teaching: System approach.
1.2 Inputs for the learning-teaching system.
1.3 Outputs for the learning-teaching system.
1.4 Learning, evaluation and feedback.
1.5 Objectives for teaching –learning system, detailed Taxonomy.

Unit 2: Empowering teacher with tools and techniques. **15 hrs**

2.1 Teaching Competencies: Components, significance and its contextual use.
2.2 Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.
2.3 Designing teaching learning system in terms of planning class room activities, field activities, evaluation, time management and its relation to curricular transaction and outcomes.
2.4 Short term period based planning, planning for sequel of periods, long term planning and course planning.
2.5 Role of teacher in terms of maintaining records, counseling, and relating to course out comes.

Unit 3: Teaching and teacher as a facilitator **15 hrs**

3.1 Techniques of teaching: Questioning, Discussing, narrating.
3.2 Methods of teaching: Indicting, Deduction, Inducto-deductive processes.
3.3 Approaches of teaching: Expository, Discovery, Enquiry, Dialectical.
3.4 Advanced practices of teaching-learning programme: ICT based Virtual class room etc.

Unit 4: Teaching learning material **15 hrs**

4.1 Print material: Text Books, Reference Books, Self Instructional Modules etc.
4.2 Multimedia material: print material, e-material.
4.3 Learning packages.
4.4 Software material.
4.5 Performance tasks and material.
4.6 Exercise and practice materials.

Learning activities:

1. Prepare and present a seminar on Bloom's taxonomy of objectives.
2. Write an essay on Krathwhole's taxonomy of objectives.

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3. Write a report on Harrows taxonomy of objectives.
4. Describe theories, rules, laws on content analysis.
5. Plan classroom activities on teaching-learning process.
6. Plan time table format
7. Write an essay on components, significance and contextual use of teaching competencies.
8. Conduct a seminar on field activities with respect to curriculum tracnsaction and outcomes.
9. Conduct a debate on role of teacher in concern with maintaining records
10. Conduct a seminar on counseling: role of teacher
11. Write a short note on questioning, discussing, narrating as the techniques of teaching.
12. Conduct seminars on expository approach of teaching.
13. Conduct seminars on discovery approach of teaching
14. Conduct seminars on enquiry approach of teaching
15. Conduct seminars on dialectical approach of teaching
16. Prepare and present report on ICT based virtual classroom.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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B.Ed SEMESTER: II

Paper Code: EPC-III UNDERSTANDING SELF (PERSONALITY AND YOGA)

Paper Code: EPC-III **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives
Student-Teacher will be able to:
1. Appreciate the origin and history of Yoga in India.
2. Understanding the concept and importance of yoga for general health and quality life style.
3. Integrate the practice of yoga and it's asanas for better self-concept and esteem-personality.
4. Understanding the principals of Yoga and its significance.
5. Differentiate the Yoga and Pranayama- Importance and its uses in day to day life.

Unit 1: Introduction to Yoga and Yogic Practices. **15 hrs**

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

Unit 2: Yoga Exercises and Health. **15hrs**

2.1 Need of yoga for good health.
2.2 Yogic principles for healthy living.
2.3 Integrated approach of yoga for management of health.
2.4 Some selected yoga practices. A. Stress releasing yogasanas.
B. Different Asanas: a. Meditation,b. Asana,c. Pranayama,d. Yoga-nidra, e. Sukhasana,f. Vajrasana,g. Parvatsana,h. Bhujangasana,i. Padmasana,j. Shavasana k. Niralambasana,l. Daudasana,m. Ardha padmasana,n. Swastikasana, o. Shashankasana. p. Halasana, q. Chakrasana, r.Shirshasana, s. Sury Namskara, t. Kapalabhathi.

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B.Ed SEMESTER: II

Paper Code: EPC-IV ICT APPLICATIONS

Paper Code: EPC-IV **Credit: 2**

Total No. of Hours: 30 **Total Marks: 50**

Note: It is mandatory to complete four ICT based lesson plans (Two in each method) along with one CD and a hard copy of the same must be submitted.

B.Ed SEMESTER: II

SIMULATED AND ICT BASED LESSONS (FOR TWO METHODS)

Paper Code: EF-III **Credit: 2**

Total No. of Hours: 30 **Total Marks: 50**

Macro lesson (lesson planning):

1. Differences between macro teaching and micro teaching
2. Macro teaching (lesson plan):

a. Meaning
b. Definitions
c. Importance
d. Steps
e. Format
f. Advantages and
g. Disadvantages

Sl. No	Components	Activities
1	Simulation Lesson (College Based)	One per pedagogy subject
2	ICT based lesson plans (at least 2+2 lessons)	Two per each pedagogy subject, total 4 lessons
3	School Lessons Note: One best school lesson to be video recorded in each pedagogy subject.	Seven lessons per pedagogy subject

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SEMESTER: II

EF-IV: SCHOOL LESSONS (Video Recording and Reporting) AND REFLECTIVE DIARY

Reflective Diary:

It is the diary which contains total reflection of the student about the following activities.

1. College Based Activities.
2. Pre-Internship Activities.
3. School Internship Activities-Immersion.

SCHOOL LESSONS (Video Recording and Reporting): One best school lesson to be video recorded in each pedagogy subject.

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Semester-III

Sl. No	Theory	Course Titles	Instructional Hours per week/ Credits	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
18	PC-X	Inclusive Education	04	03	20	08	80	32	100
19	PC-XI	Educational Evaluation	04	03	20	08	80	32	100
20	PM-XII/XIII	Subject Specific Pedagogy	04	03	20	08	80	32	100
21	PM-XII/XIII	Subject Specific Pedagogy (Method-II)	04	03	20	08	80	32	100
22	PC-XIV	Elective Course (Any one)	04	03	20	08	80	32	100
23	EPC-V	Fine Arts and Theatres	01	-	25	10	-	-	25
24	EPC-VI	Research Project (Action Research)	01	-	25	10	-	-	25
25	EF-V	Field Assignments	01	-	25	10	-	-	25
26	EF-VI	School Lessons and Reflective Diary	01	-	25	10	-	-	25
			24	-	200	80	400	160	600

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SEMESTER: III

Paper Code: PC-X INCLUSIVE EDUCATION

Paper Code: PC-X **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:
1) Understand the concept, needs, objectives and factors of Inclusive Education.
2) Understand the concept, identification, causes, problems, prevention and educational provisions of special needs children.
3) Understand the policies and provisions for inclusion.
4) Understand the issues, challenges, and innovative practices in adopting Inclusive Education.
5) Distinguish the concept of special education, integrated education and inclusive education.

Unit 1: Introduction to inclusive Education. **15 hrs**
1.1 Concept of Inclusive Education, Integrated Education and Special Education.
1.2 Need, Objectives & scope of Inclusive Education.
1.3 Factors responsible for successful inclusion in the mainstream – future vision a) Understanding the cultures, b) Policies and practices of Inclusive schools c) Definition of disability and inclusion in educational framework d) Threats of psychological problems of disability e) Models of disability
f) Policies and programmes of Inclusions. g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

Unit 2: Differently able Children in Inclusive System. **15 hrs**
2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
a. Physically challenged.
b. Visually challenged.
c. Children with auditory challenges.
d. Children with speech challenges.
e. Children adjust with Minority school, Residential Schools (Like Navodaya, Muraragi, and Kastura Bai etc.) and English medium School.
f. Mentally challenged.
g. Children with learning challenges.

Unit 3: Policies and Provisions for Inclusion **20 hrs**
3.1. National and state polices – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.
3.2 International Policies.
3.3 Legal Provisions.
3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)
3.5 An introduction to Child with Special Needs (CWSN).
a) NPE 1986 and programme of action 1992.
b) UNESCO 1989 c) UNESCO 2006
d) RTE Act
e) Role of Government and local authorities
f) S S A

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g) Integration schools and normal schools
h) Role of teachers in Inclusive schools
i) Assessment of knowledge and skills in inclusive classrooms
j) Role of children, parents, community, administrators and policy makers.

Unit 4: Issues, Challenges and Innovative Practices in inclusive education **10 hrs**

4.1 Early identification of challenged children
4.2 School and Curricular adaptation for differently abled
4.3 Teacher's training: developing of teaching materials, innovative practices.
4.4 Evaluation procedures.

Learning activities:

1. Write an essay on need, objectives and scope of inclusive education.
2. Present a seminar on policies and practices of inclusive schools.
3. Describe definition of disability and inclusion in educational framework.
4. Conduct a debate on threats of psychological problems of disability.
5. Jawahar Navodaya Vidyalaya (JNV): Purpose and Benefits for target group
6. Murarji Desai School: Purpose and Benefits for target group
7. Kasthurabha Gandhi Balika Vidyalaya: Concept and Need
8. Write an essay on concept and classification, causes, problems, prevention and educational provisions for children with learning challenges.
9. Write a report on UNESCO 2006
10. Write a report on programme of action 1992
11. A study on Implementation of the provisions of RTE.
12. Critical analysis of Sarva Shiksha Abhiyan (SSA)

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject

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1. Hegarty Seamus, Alur Mithu-2002, —Education and Children with Special Needs Saga Publications.
2. MaitraKrinna, SazenaVandana – 2008, —Inclusion Issues and Perspectives , Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, —Education of Children with special needs , Isha books.
4. Rajkumari. N. Alice – D. Rita SugunaSundariEt. Al, 2006, —Special Education , Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, —Education of children with special needs , Discovery pulblishing House,New Delhi.
6. Kar Chintamani – 1996, —Exceptional Children , Sterling Publishers Private Ltd.
7. Purimadhumitha and Abraham George 2001, —Handbook of Inclusive Education for educators, administrators and planners , Sage publications Ltd.
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9. Pandey R.S and Advaani L. (1955), —Perspectives in Diability and Rehabilitation , New Delhi, VikasPublication.
10. Prasad Lakshman (1994), —Rehabilitation of the physically handicapped , Konark Publisher Pvt. Ltd.
11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.
12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJE
13. Kirk, A. Samuel. —Education Exceptional children.
14. Panda B.N Education of Exceptional children.

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15. BinodKuamrSahu, Education of Exceptional children.
16. Heward and Oriansky, Education of Exceptional children.
17. Kavyakishore P B (2011), Fundamentals of Educational Psychology; Learning and Instruction, Anmol Publication Pvt. Ltd. New Deelhi.
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SEMESTER: III

Paper Code: PC-XI EDUCATIONAL EVALUATION

Paper Code: PC-XI **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:

1) Understand the theory of educational evaluation and measurement.
2) Understand the quantitative and qualitative tools and techniques of evaluation and its uses.
3) Develop the skill in preparing, administrating and interpreting achievement test.
4) Familiarize the new trends in evaluation.
5) Develop the necessary skill to compute using new technologies in education.

Unit 1: Educational Evaluation and measurement. **15 hrs**

1.1 Objectives and its relation to evaluation.
1.2 Relationship between objectives, learning experiences and learning out comes.
1.3 Steps in the processes of evaluation.
1.4 Holistic evaluation.
1.5 Major techniques of evaluation.
1.6 Test as measurable instrument.
1.7 Measurable and non-measurable learning out comes.
1.8 Reporting evaluation results.

Unit 2: Tools of Evaluation and their uses **15 hrs**

2.1 Validity, reliability, and objectivity and their interdependency.
2.2 Major tools of Evaluation:
a. Oral testing, paper pencil testing, Achievement test, diagnostic test,
b. Inteiligence test, aptitude test,
c. Rating scale, checklist and observation schedule
d. Thematic test, word association test, socio metric technique, Interview, questionnaire and inventory.

Unit 3: Standard tests and Teacher made achievement tests. **15 hrs**

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

Unit 4: Data processing and statistics. **15 hrs**

4.1 Raw scores, Frequency distribution , graphical representation of scores,
4.2 Central tendency, variability and standard deviation.
4.3 Normal probability distribution and its uses.
4.4 Cumulative curves, ogives and percentiles and its uses.

Learning activities:

1. Write the differences between evaluation and measurement.
2. Write meaning, definition, characteristics and format of blue print (Format-A and B).
3. Prepare a report on major tools such as oral testing, achievement test, rating scale.
4. Write a report on TAT

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5. Present a seminar on WAT
6. Write an essay on socio metric technique and plot sociogram
7. Conduct an interview and write a report on students with different learning ability.
8. Conduct seminar grading and its components
9. Write a report on NPC
10. Write an essay on cumulative curves, ogives and percentiles

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

Reference:

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

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ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಎರಡು ವರ್ಷಗಳ ಬಿ.ಇಡಿ. ಪದವಿ –ಆಯ್ಕೆ ಆಧಾರದ ವಿಶ್ವಾಸಾರ್ಹ ವ್ಯವಸ್ಥೆ (ಸಿಬಿಸಿಎಸ್)

ಸೆಮಿಸ್ಟರ್ ಯೋಜನೆ

ಸೆಮಿಸ್ಟರ್: III

SUBJECT SPECIFIC PEDOGOGY (METHOD-I)

ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ: ಕನ್ನಡ

ಪತ್ರಿಕೆ ಕೊಡ್: ಪಿಸಿ- XII/XIII
ಒಟ್ಟು ಅವಧಿ: 60 ಗಂಟೆಗಳು

ವಿಶ್ವಾಸ:4
ಒಟ್ಟು ಅಂಕಗಳು: 80+20=100

ಉದ್ದೇಶಗಳು

ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರು ಈ ಕೆಳಗಿನ ವರ್ತನೆಗಳನ್ನು ಪ್ರಕಟಿಸುತ್ತಾರೆ

1) ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಪರಿಚಯ ಸಾಹಿತ್ಯ ವಿಭಾಗ ಕ್ರಮ – ಆಯಾ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣಗಳು ಪ್ರಮುಖ ಕವಿ ಕಾವ್ಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

2) ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವನ್ನು ತಿಳಿಸುವುದು.

3) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಕಪರಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಸುವುದು.

4) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಸುವುದು.

5) ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

6) ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳೆಯುವ ಮೌಲ್ಯಮಾಪನ. ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

7) ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ ತಿಳಿಸುವುದು.

8) ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವರು.

ಘಟಕ –1 ಕನ್ನಡ ಭಾಷಾ ಪರಿಚಯ

1.1 ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ಬೆಳವಣಿಗೆಯ ಘಟ್ಟಗಳು-ಕಾಲ ವಿಭಜನೆ ಕ್ರಮ-ವಿವಿಧ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯ ಲಕ್ಷಣಗಳು ಮತ್ತು ಪ್ರಮುಖ ಕವಿ ಕೃತಿ ಸ್ಥೂಲ ಪರಿಚಯ.

1.2 ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಪರಿಚಯ – ಅವುಗಳ ವಸ್ತು, ವಿನ್ಯಾಸ, ಭಾಷಾ ಶೈಲಿ ಇತ್ಯಾದಿ, ಪ್ರಬಂಧ ಕಾದಂಬರಿ, ಸಣ್ಣಕಥೆ, ನಾಟಕ, ಪತ್ರ ಲೇಖನ, ಹಾಸ ಸಾಹಿತ್ಯ, ಆತ್ಮ ಕಥನ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಭಾವ ಗೀತೆ, ಜನಪದ ಗೀತೆ, ವಚನ ಸಾಹಿತ್ಯ, ದಾಸ ಸಾಹಿತ್ಯ, ದಲಿತ ಹಾಗೂ ಬಂಡಾಯ ಸಾಹಿತ್ಯ, ಶಿಶು ಸಾಹಿತ್ಯ ಮತ್ತು ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ ಇತ್ಯಾದಿ ಪ್ರಕಾರಗಳ ಸ್ಥೂಲ

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ಪರಿಚಯ ಹಾಗೂ ಪ್ರಮುಖ ಲೇಖಕರ ಕೃತಿಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.

ಘಟಕ–2 ಸಾಹಿತ್ಯ ಬೋಧನೆ

2.1 ಗದ್ಯ ಬೋಧನೆ: ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ, ಗದ್ಯ ಪಾಟ ಪ್ರಶಂಸೆ.

2.2 ಪದ್ಯ ಬೋಧನೆ: ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು, ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು, ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ, ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ, ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ.

2.3 ವ್ಯಾಕರಣ ಬೋಧನಾ ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳು ಮಹತ್ವ, ಸಾಂಪ್ರಾದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar) ಪ್ರಾಯೋಗಿಕ /ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar) ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ, ಅನುಗಮನ ಪದ್ಧತಿ (Inductive Method) ನಿಗಮನ ಪದ್ಧತಿ (Deductive Method), ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ ಸಮಸ್ಯೆಯ ಪದ್ಧತಿ, ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ.

ಘಟಕ –೩ ಪಠ್ಯ ಪುಸ್ತಕ

3.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ: ಪಠ್ಯ ಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ, ಪ್ರಸ್ತುತ 8,9 ಮತ್ತು 10ನೇ ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ, ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ, ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ಗುಣಕಲಕ್ಷಣಗಳು

3.2 ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ, ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ ಮತ್ತು ಮಹತ್ವ, ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ.

3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ: ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು, ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ.

3.4 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ: ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಚರಣೆ, ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ, ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಚರಣೆಯ ವಿಧಾನ, ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು, ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನ ವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ, ಮತ್ತು ಸಂಗೀತ/ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು, ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಾಭಿನಿಯ ಮತ್ತು ಮೂಕಾಭಿನಯ, ಕರ್ನಾಟಕ ಸಂಘ/ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ.

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ಘಟಕ -4 ಮೌಲ್ಯಮಾಪನ

4.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ಪ್ರಯೋಜನಗಳು: ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳ ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ, ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು, ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು, ಮೌಖಿಕ ಪರೀಕ್ಷೆಗಳು ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ.

4.2 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ: ನೀಲ ನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಅಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

4.3 ಪಾಠಯೋಜನೆ: ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ, ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ ಪಾಠ ಯೋಜನೆ

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

<u>ಸೂಚನೆ:</u> ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯವನ್ನು ಕೈಗೊಳ್ಳುವಾಗ ಕನಿಷ್ಠ ಗದ್ಯ, ಪದ್ಯ ಒಂದು ವ್ಯಾಕರಣ ಮತ್ತು ಒಂದು ಪ್ರಬಂಧ ಪಾಠವನ್ನು ಬೋಧಿಸುವುದು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum) ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
2. 'ಪದ್ಯ ಬೋಧನೆಯ ಸಹೃದಯದ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ. ಘಟಕ ಪರೀಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.
4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
5. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
6. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.
7. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾ ಸ್ಪರ್ಧೆಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾ ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
8. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
9. 8ನೇ ಅಥವಾ 9ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಲುಬಹುದಾದ ದೃಕ್ ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಾಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
10. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8ನೇ ಅಥವಾ 9ನೇ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕಯೋಜನೆ ರಚಿಸಿರಿ.
11. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8ನೇ ಅಥವಾ 9ನೇ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ

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ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು

1. ಕನ್ನಡ ಕೈಪಿಡಿ ಭಾಗ–12 – ಕುವೆಂಪು
2. ಕನ್ನಡ ಮಾಧ್ಯಮ ವ್ಯಾಕರಣ – ತೀ.ನಂ.ಶ್ರೀ.
3. ಛಂದಶಾಸ್ತ್ರ – ಡಿ.ಎಸ್.ಕರ್ಕಿ
4. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ರಂ.ಶ್ರೀ. ಮುಗಳಿ
5. ಕನ್ನಡ ಭಾಷೆ–ತತ್ವ–ಬೋಧನಾ ಮಾರ್ಗ – ಅನಸೂಯಾ ಪರಗಿ
6. ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ – ಓಬಳೇಶ ಘಟ್ಟಿ
7. ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ – ಮಹಾಬಲೇಶ್ವರ ರಾವ್
8. ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಕನ್ನಡ ಬೋಧನೆ – ಎನ್.ಬಿ. ಕೊಂಗವಾಡ
9. ವಿಷಯಾಧರಿತ ಕನ್ನಡ ಭಾಷಾ ಭೋಧನಾ ವಿಧಾನ ಪಠ್ರಕ್ರಮ – ಡಾ. ವಿಜಯಕುಮಾರ ಕೆ. ಗೋತಗಿ

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SEMESTER: III
Paper Code: PC-XII/XIII PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Paper Code: PC-XII/XIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

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

Unit 1: Acquisition of Language Skills 15 hrs

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

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

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

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

Unit 2: Approaches and Techniques of Teaching English as a Second Language
15 hrs

2.1 Bilingual approach, meaning, principle and procedure.

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

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

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

2.5 Constructive approach its meaning and procedure.

2.6 Direct method-meaning and procedure.

Unit–3: Methods, Ways and Different Aspects of Teaching English **15 hrs**

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

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

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

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

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Unit 4: Transactional Strategies. **15 hrs**

4.1 Lesson planning: - Concept, construction and administration.
4.2 Unit plan & Unit test – concept construction & administration.
4.3 Resource Unit

Learning activities:

1. Activities to develop linguistic skills.
2. Shoud grammar be taught formally or functionally.
3. Difficulties in pronunciation and construct remedial measures for students.
4. Advantages and disadvantages of lesson planning.
5. Prepare a Question bank (Bloom's Taxonomy) on 8th or 9th class for CBSE students.
6. Prepare Resource Unit plan on a Topic of your choice in English.
7. Comparative stud of English poets and Indian poets.
8. Write a report on approaches and techniques of teaching English as a 2nd language.
9. Exercises to enrich vocabulary among secondary students.
10. Innovative lesson plans for the teaching of prose, poetry and composition.
11. Biographies of English Poets and writers.
12. Critical analysis of any one of the poem or essay of a great poet or writer.
13. Studying the problems of English teachers through interview or brief survey
14. Preparation of transparencies for teaching grammar.
15. PPT in teaching structures and vocabulary.
16. Any other relevant activity based on the content.
17. Exercises to enrich vocabulary among secondary students.
18. Innovative lesson plans for the teaching of prose, poetry and composition.
19. Biographies of English Poets and writers.
20. Critical analysis of any one of the poem or essay of a great poet or writer.
21. Studying the problems of English teachers through interview or brief survey
22. Any other relevant activity based on the content.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

Reference:

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गुलबर्गा विश्वविद्यालय, कलबुरगी

द्वितीय वर्ष बि.एड् पदवी–ऐच्छिकाधारित पद्धती– (सी.बि.सि.एस)

अर्धवार्षिक योजना

अर्धवार्षिक : तृतीय

पाठशाला में शिक्षा विषय : हिन्दी

पत्रिका संकेत : PM-VI/V　　प्रशस्ति : 4

कालावधि : 60 घण्टे　　अधिकतम अंक : 80+20=100

उद्देश्य :

छात्र तथा अध्यापकों के लिए उद्देश्य :

1. हिन्दी साहित्य का उगम तथा विकास का परिचय, साहित्य विभाग क्रम–उन्हीं घटक साहित्य के रक्षण, प्रमुख कवि, काव्य परिचय करवा देना।
2. हिन्दी साहित्य में गद्य, पद्य तथा व्याकरण का महत्व समझा देना।
3. हिन्दी भाषा बोध का संपन्न मूल अंश जैसे–दृश्य, श्रवण तथा दृश्य श्रवणोपकरण का परिकल्पना उद्देश्य तथा उपयोग के बारे में समझाना।
4. हिन्दी भाषा बोध में भाषा प्रयोगालय में आवश्यकता तथा कार्यविधान समझाना।
5. हिन्दी भाषा पठ्यपुस्तक रचना तत्व समझाना।
6. छात्रों का भाषा सीखने का साधनों का मौल्यमापन, साधनों का परिकल्पना, महत्व तथा उपयोग ज्ञान संपादन करना।
7. हिन्दी भाषा प्रभुत्व में विविध पठ्यपूरक कृति, महत्व तथा उनके कार्यप्रणाली के विधान समझाना।
8. हिन्दी भाषा अध्यापक का सामान्य तथा वृत्ति आर्हता सृजनात्मक तथा संशोधनात्मक कार्यों में विदोष आसक्ति। उनके अन्य भाषा भाषा परिचय मुख्यतः विषय ज्ञन संपादीत करना।

घटक–1　हिन्दी का पठ्यचर्य : भाषा का स्थन, स्वरूप और महतत्ता।

अ) 1.1　पाठ्यशाला में हिन्दी पठ्यचर्य का महत्त्व।

1.2　हिन्दी की संकल्पना और उसका स्वरूप।

1.3　पाठ्यशाला का पठ्यचर्य और मनुष्य जीवन में हिन्दी भाषा का स्थान और इतिहास

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1.4 मातृअभाषा का उद्देश्य और महत्व ।

1.5 प्रथम भाषा में हिन्दी-शिक्षा का माध्यम और भाषा की कडि ।

घटक-2 भाषा की कौशल्यता को विकसित करना ।

अ) 2.1 श्रवण क्षमता ।

2.2 बोलने की शैली ।

2.3 पढने की कौशल्यता ।

2.4 लिखने की कला ।

2.5 सांस्कृतिक कार्यात्म तथा साहित्य में हिन्दी का पात्र ।

ब) 2.6 कहानी शिक्षण

2.7 नाटक शिक्षण

2.8 व्याकरण शिक्षण

घटक-3 हिन्दी भाषा पढने की तकनिक तथा पद्धति ।

3.1 पढाने का कहावत ।

3.2 तकनिक-चर्चा, काम पढने की देखरेक, भूमिका निभाना-शिक्षण कार्यक्रमित सिखना

3.3 नाटकीकरण की व्याख्या आदि ।

3.4 भाषाण का तरिका, विजय और अदिष्टापक तरिका ।

3.5 सामग्री और तरिके का एकीकरण ।

घटक-4 : भाषा व्यवहार की रणनीतियाँ :

अ) 4.1 पाठ्योजना, परिकल्पना-निर्माण और शासन प्रबन्ध ।

4.2 भाषा इकाई योजना और इकाई परिक्षा परिकल्पना निर्माण तथा शासन प्रबन्ध ।

4.3 भाष इकाई संसाधन ।

ब) 4.4 इकाई-योजना एवं दैनिक, पाठ-योजना

4.5 गृह कार्य

4.6 हिन्दी में निदानात्मक एवं उपचारात्मक शिक्षण

व्यावहारिक तथा क्षेत्रिय कार्य :

1. माध्यमिक छात्रों को अभ्यास शब्दावली को समृद्ध करना ।

2. पद्य-गद्य और रचना पढाने के लिए अभिनव पाठ्ययोजना ।

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3. हिन्दी के कवि और लेखक की जीवनी
4. किसी एक कवि या लेखक का कविता और निर्बंध का जटिल अन्वेषण।
5. संक्षिप्त सर्वेक्षण अथवा पाँच के द्वारा हिन्दी शिक्षकों के समस्याओं को पढना।
6. हिन्दी विषय पर कोई और प्रासंगिक कार्य करना।

Reference :

1. *Anderson, Ann and Lynch Tony Listening, Oxford University, Press-88.*
2. *Baruh T.C. : The English Teachers Handbook Sterling Publishers Pvt. Ltd.,*
3. *Menon and Patel : Education Evaluation.*

ग्रंथ सूची :

1. अग्रोन्मुख हिन्दी–शिक्षण – ज्योति शर्मा 'मनीट'
2. हिन्दी शिक्षण विधियाँ – 1) एम.एम. भाटिया, 2) डी.के. शर्मा

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گلبرگہ یونیورسٹی ، گلبرگہ

دوسالہ بی ایڈ ڈگری (سی بی سی ایس) سمسٹر اسکیم

Paper Code: PC XII / XIII | SEMESTER-III | Credit : 4

Total No. of Hours: 60 | تدریس (معلم) کا اسکولی مضمون۔اُردو | Total Marks: 80+20=100

مقاصد: طالب علم معلم اِس کے قابل ہوں کہ

1) اسکول میں نصاب کی اہمیت اور مقام کو سمجھنا۔

2) اردو تدریس کی تکنیک، ڈائری کے طریقہ کار کا انتخاب۔

3) اردو پڑھانے کے درمیان تعلیمی تجربات کے مختلف اقسام اور تعلیمی مواد کا استعمال۔

4) اردو تدریس کے تنظیمی اور منصوبہ بندی کو سمجھنا۔

5) اردو تدریس کی تکنیک اور طریقہ کار کو سمجھنا۔

6) زبان کی تدریس کے لئے استعمال ہونے والے موزوں تدریسی اشیاء (Teaching aids) کا انتخاب کرنا یا تیار کرنا اور اسکو اپنے سبق میں استعمال کرنیکی اہمیت کو واضح کرتے ہوئے تیار کریں۔

اکائی 1 : نصاب میں اُردو کی اہمیت ، مقام اور نوعیت: 12 Hrs

1.1 اسکول کے نصاب میں اُردو کی اہمیت۔

1.2 اُردو کا تصور اور خصوصیات / نوعیت (Nature)۔

1.3 اسکول کے نصاب اور انسانی زندگی میں اُردو زبان کا مقام اور تاریخ۔

1.4 مادری زبان کے مقاصد اور اسکی اہمیت۔ 1.5 اُردو بحیثیت زبان اوّل ذریعہ تعلیم اور رابطہ کی زبان۔

اکائی 2 زبان کی مہارتیں اور تعلیمی آلات اور وسائل 12 Hrs

2.1 (a) زبان کی مہارتیں، سننا، سماعت کی اہمیت، سماعت کا فروغ اور اس کی اصلاح۔

(b) بولنا، اہمیت اور گفتگو کو بہتر بنانے کے اہم اقدامات اور اس کی اصلاح۔

(c) پڑھنے کی اہمیت، مطالعہ کے مقاصد، مطالعہ کی مختلف قسمیں، خاموش خوانی اور باندخوانی، جامع (Extencive) اور عمیق (Entensive) مطالعہ، ان کی اہمیت اور مصرف۔

(d) لکھنا (تحریر)، خوش خطی کی اہمیت اور اس کی خوبیاں، اردو رسم الخط کی خصوصیات، حروف کی مختلف شکلیں اور انہیں لکھنے کے طریقے، املا اور مشق۔

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2.2 تعلیمی اور تدریسی آلات، ان کی ضرورت اور اہمیت، سمعی، بصری، سمعی و بصری امدادی ذرائع، ان کا استعمال اور انتخاب۔

2.3 زبان کی تعلیم میں معاون سرگرمیوں کا اہتمام، تقاریر، مباحثے، مذاکرے، برجستہ تقاریر، خطابت، بیت بازی اور مضمون نویسی۔

اکائی 3: اُردو تدریس کی تکنیک و آلات 12 Hrs

3.1 تدریس کے مقولے۔ (Maxims)

3.2 تکنیک، مباحثہ، تفویض، زیر نگرانی مطالعہ، کردار کی ادائیگی، تالیم ٹیچنگ (اجتماعی تدریس)، منصوبہ بند تعلیم و تربیت۔

3.3 ڈرامہ نگاری، تشریح، وضاحت وغیرہ۔

3.4 لکچر کا طریقہ، داخلی اور خارجی طریقہ کار۔

3.5 مواد اور طریقہ کا یکجا کرنا۔

اکائی 4: تبادلہ کی حکمت عملی: 8 Hrs

4.1 سبق کی منصوبہ بندی: تصور، تعمیر اور انتظامیہ۔

4.2 یونٹ پلان اور یونٹ ٹسٹ۔ تصور، تعمیر اور انجام۔

4.3 ریسورس یونٹ (Resource Unit)۔

4.4 نثر، نظم اور قواعد کی تدریس۔

عملی سرگرمیاں (کوئی ایک): 16 Hrs

1) ثانوی طلباء میں ذخیرۂ الفاظ کو بڑھانے کی مشق۔

2) جدید نثر، نظم اور غزل کی تدریس کے لئے سبق کی منصوبہ بندی۔

3) اُردو شعراء اور ادباء کی سوانح حیات۔

4) کسی ایک مشہور شاعر یا ادیب کی نظم یا عنوان پر تنقیدی جائزہ۔

5) انٹرویو یا مختصر سروے کے ذریعہ اُردو اساتذہ کے مسائل کا جائزہ۔

6) مواد پر مشتمل کوئی متعلقہ سرگرمیاں۔

سرگرمیاں۔ مباحثہ:

1) ہندوستانی زبانوں کی تدریسی و کانذی حیثیت خصوصی طور پر زبان اُردو۔

2) لسانیات بحیثیت ذریعہ تعلیم۔

3) قومی نصابی کمیٹی 2005 کے زبان کی تعلیم، زبان اُردو کا ہندوستان میں مقام بحیثیت اول، دوم یا سوم۔

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References Book:

1) Akhtar Hussain Akhtar, Urdu ki Tadris.
2) Allabaksh Shaikh, Urdu Ki Tadris.
3) Alka Ahuja, Teacher Education, New Delhi; Mital Publication.
4) Arun Athreya, A Text Book of Teacher Education, New Delhi; Dominant Publisher and Dest Exhibitags.
5) Ram, S., Current Issues in Teacher Education, New Delhi; Sarup & Sons.
6) Tareekh.e.urdu adab. by moinuddin
7) Tadrees-e-urdu Adab by Moinuddin.
8) Teaching of poatry:- Huda
9) Ghazal and Dars; Akhtaer Ansari

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गुलबर्गा विश्वतिद्यालय-कलबुरगि

वर्षद्वात्मकं बि.एड् पदवी - ऐच्छिकाधारित पध्दति-(C.B.C.S.)

अर्धवार्षिक योजना

अर्धवार्षिक : तृतिय:

पत्रिका संकेत : PC - XII/XIII | प्रशस्ति : 4

आहत्य अवधि : 60 घंटा | आहत्य अंका : 80+20=100

संस्कृतभाषा:ध्ययनस्य | संस्कृतभाषाविज्ञानध्ययनम्

1. शालापाठ्यक्रमेषु संस्कृतस्य महत्वस्थानंताज्ञानम्।
2. माध्यमीशालास्तु संस्कृतशिक्षणस्य उद्देश्यविज्ञानम्।
3. संस्कृतकलिकाया: पध्दति।
4. संस्कृतकलिकायां विशेषविविध पध्दतीनां प्रायोनिकता।
5. संस्कृतकलिकायां रूपरेखा।
6. संस्कृतज्ञानं विद्यार्थीनां कयं वर्तते इति विमर्श।
7. कलिकायां: स्वरूपं तथा विचार:।
8. संस्कृतविषये विद्यमान पुस्तकदिविमर्श।
9. वार्षिककलिकायां: व्यापकचित्रणम्।
10. पाठनकलिकाविधानवैविध्यम्।
11. संस्कृतभाषाध्ययनस्य वैविध्यम्।
12. संस्कृतशिक्षकरच ओन्नत्यं तथा तन्मार्गसूची।

घटक - 1 संस्कृतस्य स्वरूपं तथा प्रामुख्यम्।

1.1 स्वरूपम्, संस्कृतभाषाया: लक्षणाणि, संस्कृतभाषाया विद्यमानता प्राचीतय, साहित्यंतया भारतीयभावाणांध्वननंनी

1.2 संस्कृति:, प्राचीनता, एकता, आध्यामिकता, धार्मिकता, नेतृत्व तथा मानवीयमौल्यसंरक्षण, गणकयन्त्र ज्ञानेसहायकता संस्कृतभाषायां वर्तते

1.3 वर्तमाने संस्कृतस्य प्राठ्यक्रम:

1.4 उद्देश्य: तथा फलं संस्कृताध्याययनम्।

अ. उद्देशविभाग:

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ब. संस्कृतशिक्षणे विद्यमानेरास्य वैविध्यम्

क. माध्यमिक संस्कृत कलिकास्य फलंम्।

ड. संस्कृतकलिकाया: फलंविभाग

घटक - 2 संस्कृतकलिकया: वैविध्यम्

2.1 पुरातन पध्दति:

2.2 पाठशाला पध्दति - डॉ. भण्डारकर पध्दति: अनवाद पध्दति:

3.3 विद्यमान पूरति, पध्दतीनां वैविध्यम्

3.4 संवादरिक प्रकार :

घटक - 3 संस्कृतभाषाश्यतस्यं परिचयात्मक वैविध्यम्।

3.1 अध्ययनं - सरचन्, परोसं, पठन-पाठनलेखन नाटकीय विक्रम।

3.2 अन्यभाषाश्यमने विद्यवान वैशिष्ट्यम्।

3.3 भाषा प्रयोगशाला।

3.4 संस्कृतस्य विहङ्गमत्दुयता।

3.5 वार्षिकयोजना:, पाठ्ययोजना, परीक्षायोजना तथा शासनत्यम्।

घटक - 4 पाठ्यक्रम, पुस्तकानि तथा विषयसूची

4.1 कर्नाटकराज्ये संस्कृताश्ययमस्य विमर्श

4.2 माध्यमिक तथा प्रौढशालास्तरे विद्यमान संस्कृतन पुस्तकानां विमर्श

4.3 पध्दते: विमर्श:

4.4 भाषाप्यम्

4.5 पद्यभागाध्ययनस्य प्रामुख्यम्

4.6 पद्यकाव्यध्ययनम् प्रामुख्यम्

4.7 भाषान्तरं : अनुवाद :

4.8 व्याकरणस्य प्रामुख्यम्

वालिकावैविध्यम्

अ. अन्मान्यकालिका पध्दति :

ब. संशोधन सन्दर्भो गुरूशिष्यों : वस्तुस्थितिकर तरच संशोधनम्।

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References:

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

2) Bokil V.P.Parasnis N.R.(1956) New approach to sanskrit, Chitrashala press, Pune.

3) Chaturvedi sitaram (1990) sanskrit shikshan paddhati, Nandkishor, Banaras.

4) Huparikar C.S.(1947) problems of sanskrits teaching, Bharat book stall, Kolhapur.

5) Safaya R.M.(1962) teaching of sanskrit (Sanskrit shikshan vidhi) Jullender, Punjab.

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SEMESTER: III

Paper Code: PC-XII/XIII PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCES

Paper Code: PC-XII/XIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:
Student-Teacher will be able to:
1. Understand the nature of Social Sciences as a school subject.
2. Articulate a conception of Social Sciences.
3. Correlate Social Sciences with other subjects.
4. Understand the language of Social Sciences and reconstruction.
5. Apply their knowledge of techniques to reconstruct the past.
6. Understand the different methods and techniques of teaching of Social Sciences.
7. Analyze the Social Sciences textbook and prepare appropriate work schemes and lesson plans.
8. Organization of co-curricular activities in the teaching of Social Sciences.

Unit 1: Understanding Social Sciences **15 hrs**

1.1 Nature, scope and importance of Social Sciences
1.2 Aims of Teaching Social Sciences
1.3 Objectives of teaching Social Sciences at secondary level.
1.4 Correlation of Social Sciences: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)

Unit 2: Constructing Social Sciences **15 hrs**

2.1 Difference between facts and opinions & arguments.
2.2 Multiperspectivity vs. Monoperspectivity in understanding Social Sciences.
2.3 Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.
2.4 Collingwood's approach to recons historical imagination

Unit 3: Pedagogies of teaching Social Sciences **15 hrs**

3.1 Process, merits and limitations
3.2 Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of Social Sciences: project based learning, social enquiry.
3.3 Specific Approaches of pedagogy in Social Sciences: Regional method, Project method, Journey method, Field visit.
3.4 Cooperative learning strategies (think pair share, round robin, buzz,).
3.5 Learning resources [uses and importance]
Audio-visual Resources: TV, Films, and Documentary Visual: Maps, Models, Timeline, and Artifacts Print Media: Magazine, newspapers, archives on line resources: websites, virtual tour

Unit 4:Transactional Strategies. **15 hrs**

4.1 Lesson planning: - Concept, construction and administration.
4.2 Unit plan & Unit test – concept construction & administration.
4.3 Resource Unit.

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Learning activities:

1. Choose any topic from a Social Sciences textbook. Design four activities and explain how you will facilitate correlation with different subjects.
2. Select any primary source that can be used to teach Social Sciences and analyze the same using the 6C approach.
3. Participate in a field visit/ virtual tour of any Social Sciences site and write a report of about 500 words.
4. Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach Social Sciences.
5. Prepare a plan for a visit to museum, Historical Places and write a report of this visit.
6. Prepare a plan for a visit to Planetarium / museum / Nature Park. Visit the place and write a report of this visit.
7. Collect information about any current event/Disaster analyze the acquired information and prepare a report. To study the difference between lesson plan and unit plan.
8. Preparation of a project report based on local geographical survey.
9. Debate on History is an Art or Science? And prepare a report on it.
10. Organize the Mock Parliament and prepare a report.
11. Prepare a Unit plan on any one topic of History/Political Science/Sociology.
12. Prepare a resource unit on any one topic of History/Political Science/Sociology.
13. Prepare a lesson plan on Dramatization on any one of the History topic.
14. Lesson plan through power point
15. Making 10 charts and 3 improvised apparatus.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: III

Paper Code: PC-XII/XIII PEDAGOGY OF SCHOOL SUBJECT: PHYSICAL SCIENCES

Paper Code: PC-XII/XIII **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

1. Understand the uses of learner centered and teacher centered approaches.
2. Understand the planning for teaching Physical Sciences.
3. Understand the selection of various methods and models of teaching to teach different topics of Physical Sciences.
4. Understand different curricula in Physical Sciences.
5. Develop an understanding of different methods and techniques of teaching Physical Sciences.
6. Acquire knowledge about the nature and scope of Physical Sciences.
7. Know the basic branches and inter- relationship with other science subjects.
8. Acquire the knowledge of modern trends in Physical Sciences.
9. Understand the objectives & values of teaching Physical Sciences in secondary schools.
10. Development skills in: Analyzing the content in terms of concepts and learning experience.
11. Maintaining Physical Sciences laboratory.
12. Applying the knowledge of Physical Sciences to develop scientific thinking and scientific outlook.

Unit 1: Approaches and Methods of Teaching Physical Sciences 15 hrs

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

Unit 2:Curriculum Study of Physical sciences 15 hrs

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

Unit 3: Resources to Teach Physical Science 15 hrs

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

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Unit 4: Transactional Strategies. **15 hrs**

4.1 Lesson planning: - Concept, construction and administration.
4.2 Unit plan & Unit test – concept construction & administration.
4.3 Resource Unit.

Learning activities: Assignments/Seminar/Practicum

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: III

Paper Code: PC-XII/XIII PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Paper Code: PC-XII/XIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

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

Unit 1: Planning For Teaching Biological Science **15 hrs**

1.1 Lesson Planning and Evaluation
1.2 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments Meaning, Importance format and steps in the preparation).
1.3 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation
1.4 Biological Science Curriculum:
1.4.1 Principles of curriculum construction
1.4.2 Historical perspectives of biology curriculum.
1.4.3 NPE (National Policy of Education) – 1986 and Programme of Action - 1992
1.4.4 NCF (National Curriculum Framework) - 2005 and NCFTE – 2009.

Unit 2: Methods and Approaches of Teaching of Biology **15 hrs**

2.1 Criteria for selection of method/approaches (level of class, strength, time, subject)
2.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
2.3 Methods:a. Teachercentered - Lecture cum demonstration. b. Learner centered - Laboratory, Project and Problem solving.
2.4 Technique: Specimen method.
2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
2.6 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

Unit 3: Resources to Teach Biological Science **15 hrs**

3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books
3.2 Field based resources: ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.
3.4 Preparation of Biology kit.

Unit 4: Transactional Strategies. **15 hrs**

4.1 Lesson plan- meaning definitions, importance, steps, format
4.2 Unit plan & Unit test – concept construction & administration.
4.3 Resource Unit.

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4.4 Maxims of teaching.

Learning activities:

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: III

Paper Code: PC-XII/XIII PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Paper Code: PC-XII/XIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

1. Understand the various curriculums of Mathematics.
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the Approaches and methods of teaching Mathematics.
4. Understand the aims and objectives of teaching Mathematics.
5. Identify the learning experiences appropriate to the objectives of teaching secondary school Mathematics.
6. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication.
7. Able to revive the school Mathematics curriculum.

Unit 1: Concept and scope of Mathematics **15 hrs**

1.1 Meaning, nature, need and scope of Mathematics.
1.2 Mathematics education in India (relevance in life and curriculum).
1.3 Objectives of teaching of Mathematics at Higher Secondary level (as per NCF 2005)
1.4 Basic concepts of mathematics- algebra, arithmetic and geometry
1.5 mathematical language and its use in education.

Unit 2: Mathematics Curriculum Study **15 hrs**

2.1 Curriculum: Meaning, nature and principles.
2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
2.3 Recommendations made by NPE - 1986, NCF - 2005.
2.4 Organization of curriculum
2.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to Mathematics.

Unit 3: Methods and Approaches of Teaching Mathematics. **15 hrs**

3.1 Learner centercd approaches – inductive, deductive, analytic, synthetic, laboratory method.
3.2 Activity centered approaches – Heuristic approach, project method, programmed instruction.
3.3 Devices in teaching Mathematics- oral work written work, drill work and review.
3.4 Models of teaching – Schumann's enquiry training models - Bruner's concept attainment model.

Unit 4: Instructional Design for Mathematics. **15 hrs**

4.1 Lesson plan- meaning definitions, importance, steps, format
4.2 Unit plan- steps, format
4.3 Resource unit- steps, format
4.4 Year plan- meaning, principles, and format.

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Learning activities:

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

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject

References:

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SEMESTER: III

Paper Code: PC-XII/XIII SPECIFIC PEDAGOGY SUBJECT: COMMERCE

Paper Code: PC-XII/XIII **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

1. Understand the meaning, nature and scope of Commerce Education.
2. Understand the maxims and principles of teaching Commerce.
3. Understand the bases of the Commerce education and its relation with other disciplines.
4. Understand the objectives of teaching commerce at higher secondary level (NCF 2005).
5. Understand various methods used in teaching of Commerce.
6. Understand the importance of latest trends in teaching of Commerce.

Unit 1: Concept and scope of Commerce Education 15 hrs

1.1 Meaning, nature, need and scope of commerce education.
1.2 Commerce education in India (relevance in life and curriculum).
1.3 Objectives of teaching commerce at Higher Secondary level (as per NCF-2005)

Unit 2: Aims and objectives of teaching Commerce **15 hrs**

2.1 General aims and objectives of teaching Commerce.
2.2 Aims of Teaching Commerce –Utilitarian, Cultural, Economic and Social.
2.3 Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives, revised Anderson's objectives and Objectives according to NCERT.
2.4 Writing of Instructional objectives in Behavioral terms.

Unit 3: Bases of Commerce Education 15 hrs

3.1 Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
3.2 Inter correlation of Commerce with Mathematics, Economics and Geography.
Principles of Teaching Commerce:
a. Principle of flexibility, Principle of activity, Principle of individual differences. b. Principle of learner centeredness, Principle of community centeredness.

Unit 4: Latest trend in Teaching of Commerce **15 hrs**

4.1 Co-operative learning (meaning, importance and types).
4.2 Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching).
4.3 Simulation (role play, games CAM- organization and execution in teaching of Commerce).

Learning Activities:

1. Study and compare the commerce education at higher secondary level in India with any one developed country.
2. Critically analyze any one textbook of commerce with reference to intra and inter correlation.
3. Select any contemporary issue related to commerce field and present a paper using seminar method.
4. Prepare and execute a lesson plan by using any one of the following:

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a. e-resources
b. Simulation techniques

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: III

ELECTIVE COURSE
Paper Code: EC-XIV ENVIRONMENTAL EDUCATION

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

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

Unit 1: Our Environment **15 hrs**

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

Unit 2: Pollution and Environmental Education **15 hrs**

2.1 Meaning and definition of Environmental hazards and pollution.
2.1.1 Types of environmental hazards and disaster.
2.1.2 Types of pollution, land, air, water, noise and radiation – greenhouse effect, ozone layer depletion.
2.2 Factors of degradation of environment. Socio-economic and cultural impact of degradation of environment.
2.3 Meaning, definition and characteristics of Environmental Education.
2.3.1 Importance, Objectives, Scope and Principles of Environmental Education.
2.3.2 Approaches, methods and techniques of teaching Environmental Education.
2.3.3 Approaches: Infusion and problem-solving, Innovative approach.
2.3.4 Methods: Discussion, demonstration, project.
2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.

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2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

Unit 3: Management and Conservation of Environment **15 hrs**

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

Unit 4: International Efforts on Environment **15 hrs**

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

Learning activities: **15 hrs**

1. Study of the utilization of the cooking gas in city households.
2. Study of the utilization of electricity and water at home.
3. Study of the effective utilization of space at home and college.
4. A survey of factors or components affecting environment of a place.
5. A Survey of the relationship between the food habits of people and the environment in which the live.
6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
   1. Water pollution 2. Air pollution
   3. Sound pollution 4. Soil pollution
9. Calculation of the mass of carbon-dioxide produced by plants.
10. Study of the samples of water from different sources and areas.
11. Noise pollution
12. Studying plant diversity in a given area.
13. Pollution prevention measures undertaken by a factory
14. Soil erosion and its effects
15. A study to find out generation of solid wastes in houses
16. A study to find out adulteration in food items.
17. Collection of names of insecticides, pesticides and fungicides used locally, details of their composition and effect on the soil. Designing communication materials such as posters, Pamphlets, handbills etc., on the harmful effects of these chemical of soil.
18. Developing scrap books on environment and environmental issues (including bulletin board Cut-outs, newspaper clippings, environmental messages, photographs with captions etc).
19. Preparation of teaching aids for teaching environmental concepts-charts, models, albums, preparation of herbarium records, slides and transparencies.
20. Preparation of lesson plans: demonstrating infusion of environmental concepts into different subject areas and trying with children in actual classroom situations.
21. Preparing audio-cassettes on important environmental issues and assessing its effectiveness.
22. Setting up of aquariums, terrariums, herbal garden in the college etc.,

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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Reference:

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SEMESTER: III

ELECTIVE COURSE

Paper Code: EC-XIV LIBRARY AND SCHOOL ORGANISATION

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:

Student-Teacher will be able to:

1. Understand the Modern Concepts of Library and Education and the role of Library in Secondary Education.
2. Understanding of Library Organization Management, Finance and Co-operation.
3. Develop the Skills of Classification, Cataloguing and reference Services.
4. Develop the skills of selection and use of books and other related reference Materials.
5. Develop the skills of lending books and other materials.
6. Develop the skills of Library Automation.

Unit 1: Library and Education: **15 hrs**

1.1 Academic Libraries: Meaning, Objectives and Functions, Types of academic Libraries, Role of UGC in academic Library development.

1.2 Five Laws of Library Science, Library as a Social agency of education and mass media.

1.3 Philosophy and ethics of Librarianship – the teacher librarian and librarian as a teacher.

Unit 2: Various Departments of Library **15 hrs**

2.1 Brief description of the various departments of Library.

2.2 Acquisition, Classification, Cataloguing, Periodicals, Reference and Lending Section.

2.3 Processing Services: Importance of Classification, Schemes, Purpose of Classification, Dewey Decimal System and Colon Classification System.

2.4 Cataloguing-Purpose and functions of Library Catalogue.

Unit 3: Different types of Library and Library Materials **15 hrs**

3.1 Types of Libraries-Panchayat, Municipal, City, Central, Mobile, Digital, Virtual etc,.

3.2 Different types of Library Materials-Their Preservation and Maintenance- Book and Non-Book Materials, Library Binding.

Unit 4: Library Automation **15 hrs**

4.1 Definition, Need, Purpose and advantages, Automation of Library Operations.

4.2 Digital Library, Electronic Publishing, E-Journals and E-Books.

4.3 Academic Library networks, Library Co-operation, Resource Sharing, network and Consortia, INFLIBNET and its services and activities.

4.4 Library Publicity: Book Displays, Book Exhibitions.

Learning activities:

Each student shall undertake TWO of the following practical activities and submit a report.

1. Preparing lists of references for at least three selected themes.
2. Classifying 50 books according to both Dewey Decimal Classification Scheme and the Colon Classification Scheme.
3. Preparing Catalogues of the classified books
4. Prepare E-Accession Register for 100 Books
5. Visit a Library and submit the report about Library Automation.

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Note: **In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject**

Reference:

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SEMESTER: III

Paper Code: EC-XIV MULTIMEDIA AND E-LEARNING

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:
Student-Teacher will be able to:

1. Understand the concept of Multimedia.
2. Prepare and use a multi-media presentation.
3. Connecting hardware's for multi-media presentation.
4. Understand the concept of e-learning and selecting e-learning resource for teaching.
5. Evaluate E-content material.
6. Use open source content for instruction.
7. Initiate online discussion group.
8. Understand the concept of presentation software.

Unit 1: Multimedia – An Introduction. **15 hrs**

1.1 Meaning, nature and scope of multimedia.

1.2 Elements of multimedia – Hardware and software. (Text, image, sound, animation, movies. Projectors, Digital Camera, CC Camera, Scanner, Interactive white board)

1.3 Audio, Video and photo editing software – Audacity, Format Factory, Photo shop.

Unit 2: Multimedia in Teaching and Learning. **15 hrs**

2.1 Self-instructional methods – Personalized system of instruction (PSI)

2.2 Language Laboratory

2.3 Computer Assisted Instruction (CAI)

2.4 Planning for multimedia presentation: objectives, tools, Integration of Pedagogy and technology.

Unit 3: Multimedia Approach **15 hrs**

3.1 Multimedia Approach- Educational Satellite-Tele and Video conferencing. Radio Programms.

3.2 DSERT- nature, suitability and importance, Radio lessons-scripts.

3.3 Preparation of multimedia presentation-Multimedia-connection, operating and presentation.

3.4 Role of a teacher in educational technology.

Unit 4: e- Learning. **15 hrs**

4.1 Concept and eiements of e – Learning, e – Learning material.

4.2 Online Learning – meaning, features and there instructional uses.

4.3 M – Learning: features and uses e – Content, e – content development.

4.4 Bluetooth, WhatsApp – features and instructional use, Social networking – Orkut, face book, twitter – Instructional use.

4.5 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.

4.6 Blog discussion group, online forum, online video conference, using in teaching and learning.

Learning activities:

1. Prepare and plan an educational display on a bulletin board or a felt board or a magnetic board using charts, diagrams, graphs, posters, cartoons and comics.

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2. Preparation of a 5 minute presentation using 35 mm camera slides of not less than 10 slides photographed by the trainee. OR Preparation of a 5 minute presentation using Digital camera slides of not less than 10 slides photographed by the trainee.
3. Prepare a 5 minute presentation of a video clip recorded by the trainee using the V.C.R. or V.C.D.
4. Present a paper on any Unit in education solely with the use of the internet with details of the web sites and URL's visited (Email correspondence with experts, Lecturers and teachers may also be included).
5. Preparation of Self Instructional Materials
6. Development of e-content

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

Reference:

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SEMESTER: III

Paper Code: EC-XIV PHYSICAL AND HEALTH EDUCATION

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:
Student-Teacher will be able to:

1. Develop the understanding of the interrelation of Physical Education.
2. Understand the national integration through Physical Education and Sports.
3. Create awareness on different aspects of health and fitness.
4. Develop skills in organizing the physical education programme in schools.
5. Understand the nature of injuries and to take care during emergencies and provide first aid.
6. Acquire knowledge of common communicable diseases.

Unit 1: History and Background of Physical Education **15 hrs**

1.1 Physical Education in Ancient Greece- Sparta and Athens.
1.2 Physical Education in Ancient and modern India.
1.3 Origin and development of ancient and modern Olympics.

Unit 2: Physical Education **15 hrs**

2.1 Meaning, definition and scope of Physical Education.
2.2 Objectives of Physical Education. Physical Education as an integral part of Education.
2.3 Methodology for Teaching Physical Education.
2.4 Intramural and Extramural

Unit 3: Health Education **15 hrs**

3.1 Meaning, Definition, aims and objectives of Health Education.
3.2 Healthful school Environment, Medical inspection.
3.3 First aid, Prevention and treatment of sports injuries.
3.4 Personal hygiene.

Unit 4: Health Hazards and ways of Prevention **15 hrs**

4.1 Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills.
4.2 Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
4.3 Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-person ship; Need for diet planning; Food and water; Safety and laws.
4.3 Pollution–types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti- mosquito and anti-rodent measures; Water conversation, seed banking, water management and re-cycling.
4.4 Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation

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Learning activities:

1. Asian Games, Olympic Games.
2. CTC, NSS, NCC, Scouts and Guides, National Festivals.
3. Rules and regulations of any two games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
4. Indian National Flag Code and Conducting.
5. Management of stress and strain and life skills.
6. RTI, STI, HIV/AIDS etc,.
7. Influence of various types of pollution on human health and prevention.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Bucher, C.A., (1964). Foundations of Physical Education, New York:Mosby and Company.
2. Kilander, H.F., (1971). School Health Education, New York: Mac MillianCompany.
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4. Atwal&Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P.Publisher.
5. Kamlesh. M.L. &Sangral, M.S (1986) Methods in physical Education, Ludhiana: PrakashBrothers.
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SEMESTER: III

Paper Code: EC-XIV VALUE EDUCATION

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

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

Unit 1: Introduction to Values **15 hrs**

1.1 Values: Concept, Nature and significance.

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

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

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

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

Unit 2: Sources of Values **15 hrs**

2.1 Meaning and importance of value education.

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

2.3 Role of teachers in value education

Unit3: Role of Social Agencies in Value Education **15 hrs**

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

Unit 4: Approaches of Value Education in Secondary Schools 15 hrs

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

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

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

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

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

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4.6 Prevention and Rehabilitation measures to eradicate evil practice

Learning activities:

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

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
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4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
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12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill
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14. Human Development and Education, New York; Longman's Green & Co.

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SEMESTER: III

Paper Code: EC-XIV HUMAN RIGHTS AND EDUCATION

Paper Code: EC-XIV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives:
Student-Teacher will be able to:

1. Understand the concept, foundations, historical developments and important issues relating to human rights and their teaching.
2. Interpret the provisions in the Universal Declaration of Human Rights (UDHR) and the Constitution of India.
3. Explain the concept, need and importance of Human Rights Education and incorporate the same in curriculum.
4. Understand the role of–
· United Nations High Commission for Human Rights (UNHCHR)
· National Human Rights Commission (NHRC)

Human Rights Courts in India and The Press/Media in protecting Human Rights and creating awareness about incidences of violation of human rights.

5. **Understand the evolution of rights of children and describe the measures taken by Government of India and other agencies in their protection and promotion.**
6. **Identify the problems involved in ensuring the human rights of human beings and children and their protection in family, school and community.**

Unit 1: Introduction to Human Rights **15 hrs**

1.1 Meaning of Rights and Duties.
1.2 Human Rights-concept, origin and significance.
1.3 Bill of Human Rights in the International context.
A. Universal Declaration of Human Rights (UDHR).
B. International Covenant on Economic, Social and Cultural Rights (ICESCR).
C. International Covenant on Civil and Political Rights.

Unit 2: Human Rights and Children **15 hrs**

2.1 Crimes against children.
2.2 Rights of Children.
2.3 Child Labor – Socio-Economic Analysis.
2.4 Rights of Girl Child.
2.5 Rights of Disabled Children.
2.6 Convention on the Rights of Children.

Unit 3: Agencies in Human Rights **15 hrs**

3.1 National Human Rights Commission (NHRC).
3.2 National Commission for Women (NCW).
3.3 State Human Rights Commission.
3.4 NGO's working in the Area of Human Rights.
3.4.1 Amnesty International.
a. Child Relief and You (CRY)
b. Peoples Union for Civil Liberties (PUCL)
c. UNESCO Recommendations
d. World plan of Action on Human Rights
e. National Policy on Education (1986) and Human Rights

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Unit 4: **Human Rights Education in Schools** **15 hrs**

4.1 Direct Approach

4.2 Integrated Approach

a. Integrating concept of human rights in Languages and Literature

b. Integrating in Social Science Subjects

c. Integrating in Science Subjects

4.2 Incidental Approaches

4.3 Co-curricular Activities- Projects, Field Extension and Outreach Activities

4.4 Role of Teacher in Promotion of Human Rights Culture

Learning activities:

1. Collection of newspaper clippings on various issues/dimensions of Human Rights from different Newspapers and writing a critical report (collection of at least 50 clippings).
2. Development and administration a tool for the assessment of extent of violation of Human Rights in Schools/Community
3. Visit to an NGO working in the area of Human Rights and documenting its history, functions and major contributions.
4. Development of Literature, Posters, Charts, Visuals, Cases, Compact Discs (CDS) on Human Rights.
5. Preparation of an Audio script for a 20 Mts. programme to create awareness in the community regarding rights of child/girl child.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1. Basu, D.D. (1994) Human Rights in Constitutional Law. New Delhi : Prentice Hall.
2. Edward Lanson, (1991) Encyclopedia on Human Rights. London : Taylor and Francis Inc.
3. Flora Mac Donald, Put our World to Rights – A Report of Non-Government Advisory Group.
4. NCERT (1982) Status of Women through Curriculum – Secondary Teachers Hand Book. New Delhi : NCERT.
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8. NHRC (1995) Annual Report (1994-95). New Delhi.
9. NICEP – The Rights to be Child. New Delhi.

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SEMESTER: III

Paper Code: EPC-II FINE ARTS AND THEATRES

Paper Code: EPC-II | **Credit: 1**
Total No. of Hours: 15 | **Total Marks: 25**

Objectives:
Student-Teacher will be able to:

1. Enable learners to have a practical experience with drama and art.
2. Introduce certain concepts to enhance the understanding of drama and art.
3. Make learners acquainted with aspects of theatre management.
4. Understand the functions of drama and art.
5. Learn how to integrate drama and art in the school curriculum.
6. Enable learners to develop their aesthetic sensibilities.
7. Elucidate the role of drama and art in self-realization of learners

Unit 1: Introduction to Concepts of Drama and Art

1.1 Forms of Drama and Art.
1.2 Elements of Drama and Art.
1.3 Understanding stagecraft and audience etiquettes. Subunit wise descriptions, activities and assignment: a. Forms of Drama and Art
i. Visual (Sculpture, Architecture and Painting)
ii. Performing (Dance, Drama, Music – vocal and instrumental)
Activities:
Production of educational musicals – Workshop / Presentation(integration of visual and performing arts) Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.
b. Elements of Drama and Art
i. Space, Speed, Pause, Rhythm;
ii. Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes), Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa- Bhaava (Nine aesthetic pleasures-mental states)
iii. Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

Activities:

a) Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,

b) Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)
Ref: http://schools.aglasem.com/26695
Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

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Activities:

Workshop on theatre games and improvisations (as given in the position paper NCTE) Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin.

Unit 2: Application of Drama and Art in Academics

2.1 Functions of Drama and Art.
2.2 Integration of Drama and Art in the school curriculum.
2.3 Developing aesthetic sensibility through Drama and Art. Subunit wise descriptions, activities and assignment:
a. Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

Activities:

a) Display the educative function of drama and art through a street play.
b) Write an essay on how drama and art fulfill their persuasive and development functions.
b. Integration of Drama and Art in the school curriculum.

Activities:

1. Workshop on techniques of integrating drama and art in teaching.
2. Develop a song, play, or drama on any of the topic in the curriculum. c. Developing Aesthetic sensibility through Drama and Art
Special reference to _Art as an experience'- John Dewey's writings
Activities

a. Visit to any center of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play. Group discussion can be conducted on the observation highlighting the aesthetics in art.
b. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Task/Assignment: (any one)

1. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
2. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

1) Axelrod,H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
2) Boal, A.: Games for actors and non-actors, 2nd Ed., Routledge, London, 2005
3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press.CCRT official website
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SEMESTER: III

Paper Code: EPC-II RESEARCH PROJECT(Action Research)

Paper Code: EPC-II
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Objectives:

Student-Teacher will be able to:

1. Familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. Identify and formulate suitable problems for Action Research.
3. Get acquainted with the various steps of conducting Action Research
4. Understand and use descriptive statistical techniques in Action Research and interpretate the result.
5. Acquire the skills of planning executing evaluating and reporting an Action Research Project.

Unit 1: Research and Education

1.1 Research in Education and it's Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.

1.2 Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit 2: Descriptive Statistics and Writing Research Report

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

2.2 Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses.

2.3 Inferential Statistics:Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

2.4 Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs.

2.5 Difference between Reference and Bibliography, Appendices.

Practicum/Field Work/Assignments:

Identify problem and execute Action Research in any one of the following areas:
(1) Staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: III

Paper Code: EF V FIELD ASSIGNMENT/PRACTICUM

Paper Code: EF V **Credit: 1**
Total No. of Hours: 15 **Total Marks: 25**

Unit 1: School based psychological tests:

Activities: (Any One)
1. Visiting schools and generates the socio-metry results through socio-metry software and uses them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc, of school children.

Unit 2: Tests for students with special needs: **8 hrs**

Activities: (Any one)
1. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
2. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.
3. Test for color blindness and other readability problems of a class students and report the findings to class teacher

Note: under EF V- Field assignment one activity per student shall be allotted and any five activities shall be introduced in the college

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SEMESTER: III

EF VI: SCHOOL LESSONS AND REFLECTIVE DIARY

1. College based activities

2. Pre- internship activities

School internship activities- immersion

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Semester-IV

Sl. No	Theory	Course Titles	Instructional Hours per week/ Credits	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
27	PC-XV	Gender, School and Society	04	03	20	08	80	32	100
28	PC-XVI	Educational Management and Organization	04	03	20	08	80	32	100
29	PM-XVII/ XVIII	Advanced Pedagogy of Specific Subject (Method-I)	02	1 1/2	10	04	40	16	50
30	PM-XVII/ XVIII	Advance Pedagogy of Specific Subject (Method-II)	02	1 1/2	10	04	40	16	50
31	EPC-VII	Reflective reading and writing	02	-	50	20	-	-	50
32	EPC-VIII	Field Work and Immersion (Teaching Practice) Practical Exam. Method -I Method-II	06		150	60	 50	 20	150 50
			24		260	104	340	136	600

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SEMESTER: IV

Paper Code: PC-XV GENDER, SCHOOL AND SOCIETY

Paper Code: PC-XV **Credit: 4**
Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives
Student-Teacher will be able to:
1) Understand the different contracts in gender.
2) Understand the social construction of gender with respect to identities and localities.
3) Understand the relation between gender and school.
4) Understand the constitutional provision and gender
5) Understand the place of gender with respect to modern society.

Unit 1: Key Constructs in Gender **15 hrs**

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

Unit 2: Social Construction of Gender **15 hrs**

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

Unit 3: Gender and School **15 hrs**

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

Unit 4:Constitutional provision for girl child education. **15 hrs**

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

Learning activities: (Any One)

1. Women Empowerment: Social Aspect, Political Aspects, Economical Aspects etc.
2. Gender Issues: School attendance, Drop-outs, religious, Socio-cultural biases, Locality, Domestic chores etc
3. Educational Issues: Inadequate School Facilities, Lack of qualified female teachers, Absenteeism due to sickness, Lack of transport facilities, Lack of hostel facilities for girls, Fear of sexual harassment, fixed schooling hours etc.

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4. Indian Government Enactments: The Hindu Widow Re-Marriage Act of 1856, The Child Marriage Restraint Act of 1929, The Hindu Women's Right to Property Act of 1937,The Hindu Marriage Act of 1955, The Hindu Succession Act of 1956 ect.
5. Recommendations of Committees and Commissions.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

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SEMESTER: IV

Paper Code: PC-XVI EDUCATIONAL MANAGEMENT AND ORGANIZATION

Paper Code: PC-XVI **Credit: 4**

Total No. of Hours: 60 **Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

1) Understand the conceptual framework of educational administration and management.
2) Understand the difference between administration and management of education at center and state.
3) Understand the role of management (SDMC), headmaster, teacher in school management, supervision and management.
4) Acquaint with the quality control measures in school management.
5) Develop the healthy school climate in the institution.

Unit 1: Educational Administration and Management: Conceptual Framework. Periods: 15hrs

1.1 The concept and importance of Educational organization, Administration and management.

1.2 Distinction between Educational Administration and management.

1.3 The objectives, nature and scope of Educational management

1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

Unit 2: Administration and Management of Education at Centre and State Periods: 15hrs

2.1 Centre-State relationships in educational administration and management Administration and management of Education at Centre:

a. Ministry of Human Resource Development (MHRD)

b. Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT

2.2 Administration and Management of Education at State.

The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.

2.3 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.

2.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee.

Unit 3: Management of School and Supervision **15 hrs**

3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.

3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision

3.3 Institutional Planning: Concept, objectives, importance, preparation and problems

3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.

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3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.
3.6 Karnataka State Quality Assessment Organization: Nature, Role and Function.

Unit 4: Maintaining Healthy Education Institutional Climate Periods:

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

Learning activities: (Any One)

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

Note: **In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.**

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SEMESTER: IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him/her for study of part two specifically refers to higher secondary class subjects.

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-1): KANNADA

ಉದ್ದೇಶಗಳು

ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರು ಈ ಕೆಳಗಿನ ವರ್ತನೆಗಳನ್ನು ಪ್ರಕಟಿಸುತ್ತಾರೆ

1) ಮುಂದುವರೆದ ಬೋಧನಾ ಅಧ್ಯಯನದಲ್ಲಿ ಕಲಿಸುವುದು, ಕಲಿಯುವುದು, ತಿಳಿದುಕೊಳ್ಳುವುದು.

2) ಸಾಧನಗಳು ತಂತ್ರಗಳು, ವಿಧಾನಗಳು, ಅನುಸಂಧಾನಗಳು ಮತ್ತು ನಿಗದಿತ ವಿಷಯ ಅಧ್ಯಯನವನ್ನು ಆತ್ಮೀಯವಾಗಿಸಿಕೊಳ್ಳುವ ಬಗ್ಗೆ ಅಂತರವನ್ನು ಗ್ರಹಿಸುವುದು.

3) ತರಗತಿ ನಿರ್ವಹಣೆಗೆ ಪ್ರಶಿಕ್ಷಣ ರೂಪರೇಖೆಯನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.

4) ವಿವಿಧ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರವನ್ನು ವಿಶೇಷವಾಗಿ ಹಿರಿಯ ಪ್ರೌಢ ಮಟ್ಟದಲ್ಲಿ ಗ್ರಹಿಸುವುದು.

5) ಬೋಧನಾ ಕಲಿಕಾ ವಸ್ತುಗಳನ್ನು (ಟಿ.ಎಲ್.ಎಮ್) ಸಜ್ಜುಗೊಳಿಸುವ ಸಾಮರ್ಥ್ಯ ಹಿರಿಯ ಪ್ರೌಢ ಮಟ್ಟದಲ್ಲಿ ತಯಾರಿಸುವುದು.

ಘಟಕ–1 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ

1.1 ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಲಕ್ಷಣಗಳು

1.2 ಬೋಧನಾ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳ ಅರ್ಥ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉಪಯೋಗಗಳು

1.3ಪರಿಹಾರ ಬೋಧನೆಯ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ

1.4 (ಎಚ್,ಎಸ್,ಸಿ) ಢಶಾಲಾಹಂತದ ಬೋಧನೆಯಲ್ಲಿ ಪರಿಹಾರ ಬೋಧನೆ

ಘಟಕ–2 (ಟಿ,ಎಲ್,ಎಮ್) ವಿಧಗಳು ಮತ್ತು ಅದರ ಉಪಯೋಗಗಳು

2.1 ಡಿಜಿಟಲ್ ಸಾಫ್ಟವೇರ್ ಮತ್ತು ಅದರ ಉಪಯೋಗ

2.2 ಸಂಸ್ಥೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವರದಿ ಬರೆಯುವುದು- ನಿಯಮ, ಸಾಧನೆ, ಮಾಹಿತಿ ಕಲಿಯುವವರ ಅಧ್ಯಯನ ಪದ್ದತಿ ಮತ್ತು ನಿರ್ವಹಣಾ ಕಾರ್ಯವಿಧಾನಗಳು,

2.3 ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು

2.4 ವೃತ್ತಿತರಬೇತಿಯ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ ಹಾಗೂ ಉದ್ದೇಶಗಳು

ದತ್ತ ನಿಯೋಜಿತ ಕಾರ್ಯಗಳು (Assignment)

1)ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳು

2) ಪರಿಹಾರ ಬೋಧನೆಯ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ

3) ಡಿಜಿಟಲ್ ಸಾಫ್ಟವೇರ್ ಮತ್ತು ಅದರ ಉಪಯೋಗ

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4) ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಮತ್ತು ಭಾಷಾ ಶಿಕ್ಷಕ
5) ಪಠ್ಯಪುಸ್ತಕದ ಮಹತ್ವ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳು
6) ವೃತ್ತಿ ತರಬೇತಿಯ ಅರ್ಥ ಮತ್ತು ಪ್ರಯೋಜನ

ಆಧಾರ ಗ್ರಂಥಗಳು

1) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾಬೋಧನೆ –ಓಬಳೇಶ ಘಟ್ಟಿ
2) ಕನ್ನಡ ಭಾಷಾಬೋಧನೆ –ಡಾ: ವಿಜಯಕುಮಾರ. ಕೆ.ಗೋತಗಿ
3) ಮಾರ್ಡನ್ ಟ್ರೆಂಡ್ಸ್ ಇನ್ ಎಜ್ಯುಕೆಷನಲ್ ಟೆಕ್ನಾಲಜಿ. ನೀಲ್ ಕಮಲ್ ಪಬ್ಲಿಕೇಷನ್ಸ್.
4) ಕನ್ನಡ ಭಾಷಾತತ್ವ –ಬೋಧನಾಮಾರ್ಗ ಅನುಸೂಯಾ ಪರಗಿ
5) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ –ಎನ್.ಬಿ.ಕೊಂಗವಾಡ
6) ಸಿರಿಗನ್ನಡ ನುಡಿಬೋಧನೆ –ಪಟ್ಟೇದ.ಎಲ್.ಬಿ.

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SEMESTER: IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him/her for study of part two specifically refers to higher secondary class subjects.

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-1): ENGLISH

Paper Code: PM-XVII/XVIII
Credit: 2
Total No. of Hours: 30
Total Marks: 40+10= 50

Objectives:
Student-Teacher will be able to:
1) Understand the teaching learning as system advance pedagogy.
2) Differentiate tools, techniques, methods, approaches and familiarize them specific subject of study.
3) Understand the schematic orientation towards class room transaction.
4) Understand the role of teacher in various contexts, especially higher secondary level.
5) Equip with abilities for Teaching Learning Material-TLM, preparation for higher secondary level.

Unit 1: Meaning and Concept of TLM, Diagnostic, Unit, Remedial Test at HSL
15 hrs

1.1 Teaching Learning Material: Meaning, Concept and uses.
1.2 Diagnostic Test with respect to HSC pedagogy.
1.3 Unit Test with respect to HSC pedagogy.
1.4 Remedial Teaching with respect to HSC pedagogy

Learning activities:

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Development of a diagnostic test on a Unit. Identify the required remedial teaching and implementing
3. Evolving resource to teach a unit from collecting digital resources and web site. Facilitating learner to learn on his own, if required improvise and develop strategy for the unit and execute.
4. Select two students of high achievers, low achievers and average achievers to identify their needs in terms of:

a. Learning resource required.
b. Facilities to be extended by school.
c. Guidance to be provided to the parents.
d. Specific guidance to learner.
e. Teacher empowerment.

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5. Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc.) and design an instructional material for a content of secondary school subject.

Unit 2: Types of TLM and Responsibilities of Stakeholders 15 hrs

2.1 Digital software and its use.

2.2 Analyze the XI and XII class in terms of information, concepts, theories and application with respective pedagogy.

2.3 Institutional report writing- Format, performance, inputs, learner study habit, and processes of management.

2.4 Stakeholders and their responsibilities- Meaning, (who are the stakeholders) and their role in Education.

Learning activities:

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use

2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.

3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.

4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report.

5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.

6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

Note: (Any one from two units)

Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1.Aggarwal, Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.

2. Government of India, National Policy on ICT in School Education – Revised Draft, New Delhi, 2011.

3. Haseen Taj, Modern Educational Technology, Neel kamal Publications, Hyderabad, 2004.

4. Jagannath Mohanty, Modern Trends in Educational Technology, Neel kamal Publications, Hyderabad, 2004.

5. Jayanthi. N.L.N & Padmanaban. T, Education through e-learning, 2007

6. Kiran Lata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra, 2005.

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10. Suhas, B.M, Information and communication technology Bangalore, 2009.
11. Usha Rao, Educational Technology, Himalaya Publishers, Mumbai, 2003.
12. Vikas Gupta, Rapidex Computer Course, Pustak Mahal, New Delhi, 2002

सौपा गया कार्य :

1. विकास कार्य की सामग्री, विशिष्ट TLM और उसका उपयोग करते हुए उसमें वह कक्षा की खोज और इसकी प्रभावशीलता ।
2. विकास का ए वैधानिक कसौटी पर ए इकाई (परीक्षा) पहचान वह अपेक्षित उपचार मक शिक्षण और उसको लागू करना ।
3. उद्धिकसी संसाधन को सीखना ए इकाई से संग्रह डिजिटल साधन और वेबसाइट सुविधा सेवानेवाला में उनके अपना यदि अपेक्षित सुधार और विकसित करना रणनीति के लिए वह इकाई और निष्पादित करना ।
4. आवश्यक शर्तों में दो छात्रों का उन्नत कामयाबी, कम कामयाबी और आउसतन कामयाबी को पहचान उनकी जरूरतों से करना ।
   अ) ससाधन द्वारा सिखने की अपेकाहा ।
   ब) पाठशालाओं में संसाधनों का विस्तार करना ।
   क) पालकों को सुविधाओं को प्रस्तुत करना ।
   ड) सिखनेवालों का विशिष्ट मार्गदर्शन करना ।
   इ) अध्यापकों का सशक्तिकरण करना ।
5. शिक्षण का प्रारूप (रूपरेखा) बनना । आधुनिक शिक्षण का दृष्टिकोण तथा डिजाईन एक अनुदशात्मक सामग्री के लिए माध्यमिक पाठशाला में ए-सामग्री का विषय बोधन करना ।

घटक-2 हितधारकों के प्रकार और उनकी जिम्मेधारियाँ :

2.1 डिजीटल सॉप्टवेर और उसकी उपयोगिता ।

2.2 ग्यारहवी तथा बारहवी कक्षा के लिए विश्लेषण, शर्तों की जानकारी अव्धारणाओं का सिद्धान्तों उपयोग और संबंधित शिक्षणशास्त्र का प्रारूप तय करना ।

2.3 संस्थागत रिपोर्ट : प्रारूप प्रदर्शन, आदतों को सिखानेवाली पढाई करना और उनके प्रबंधों का प्रक्रियाओं को लिखना ।

2.4 हितधारकों की शिक्षा में भूमिका और उनकी जिम्मेदारियों का अर्थ स्पष्ट करना ।

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कार्यप्रणाली के निम्न प्रकार :

1. अध्याय संबंधी डिजीटल पर कक्षा छात्रों पर उपयोग में लाये गये शर्तों को विषय से संबंधित शर्तें।

   अ. प्रयोजन, ब. उपलब्ध प्रयोजन, क. शिक्षार्थियों का प्रदर्शन तथा ड. प्रभावि उपयोगिता के लिए माहौल की आवश्यता।

2. ग्यारहवी तथा बारहवी कक्षा के लिए विषय से संबंधित शर्तों की जानकारी, विश्लेषण, अवधारणाओं का सिद्धांतों में उपयोग तथा विकसित करना। प्रतिबंधित व्यक्ति कार्यभार को विषय सामग्री को उच्चस्तरीय रिपोर्ट प्रस्तुत करना।

3. बीडियों अभिलेख प्रदर्शन द्वारा एक एक विषय के लिए लाभान्वित छात्रों के बारे में एक समय प्रकरण की खोज कर उसकी उपयोगिता को बाहरी सिखनेवाले का रिपोर्ट प्रस्तुत करना।

4. ध्यानाथित विश्लेषण :- बारहवी कक्षा का किसी ए-श्रेणीवाले एक संस्था को विकसित करना। उइनकी आदत-प्रदर्शन तथा पढाई करनेवालों को प्रक्रियाओं से बोधन करना।

5. माता-पिता, छात्रों, शिक्षकों अन्य दाँव धारकों की पहचान बेमेल के बीच सिखानेवाला राष्ट्रीय नीति, सामाजिक जरूरत तुम्हारे जरूरत का छात्रों का माध्यमिक शिक्षा आधारित पर राय देना। मुट्टी का नमुना और रिपोर्टमयी होना नयी आकृति का प्रदान कम या ज्यादा करना।

Reference :

1. *Aggarwal, Essential of educational Technology (Innovations) in Teching), Vikas Publishing House, Noida-2009.*
2. *Government of India, National Policy on ICT in School Education Revised Draft, NEW Delhi-2011.*
3. *Haseen Taj, Modern Educational Technology, Neel Kamal Publication, Hyderabad, 2004*
4. *Jagannath Mohanty, Modern Trends in Educational Technology, Neel Kamal Publishers, Hyderabad-2004.*
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6. *Kiran Ata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustal Mandir, Agra-2005.*

ग्रंथ सूची :

1. अग्रोन्मुख हिन्दी-शिक्षण - ज्योति शर्मा 'मनोट'
2. हिन्दी शिक्षण विधियाँ - 1) एम.एम. भाटिया, 2) डी.के. शर्मा

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گلبرگہ یونیورسٹی ، گلبرگہ

دوسالہ بی ایڈ ڈگری (سی بی سی ایس) سیمسٹر اسکیم

Paper Code: PC-XVII / XVIII SEMESTER-IV Credit : 2

Total No. of Hours: 30 Total Marks: 40+10=50

تدریس (معلم) سے متعلق خصوصی مضمون کا مطالعہ (سب کیلئے یکساں) (طریقہ کار اول)

نوٹ: مذکورہ پرچہ تمام تدریس (معلم) کے کورس کیلئے۔ طالب علم معلم کو چاہیے کہ وہ ان دو مضامین میں سے کسی ایک کو اختیاری مضمون کے طور پر مطالعہ کریں اور حصہ دوم میں مخصوص طور پر اعلیٰ ثانوی جماعتوں کے مضامین کا مطالعہ کریں۔

مقاصد:

طالب علم کو اُس قابل ہونا ہوگا کہ

1) معلم کے اعلیٰ درجہ کی درس و تدریس کے طریقہ کار کو سمجھنا ہوگا۔
2) تفریق کریں: اوزار ترکیب، طریقہ، نقطہ نظر و حکمت عملی سے واقف ہوتے ہوئے کسی مخصوص موضوع کا انتخاب کریں۔
3) کلاس روم کی حالت کی سمت منصوبہ بندی سے بخوبی واقف ہوں۔
4) اعلیٰ ثانوی سطح پر مختلف سیاق و سباق میں معلم کا کردار۔
5) اعلیٰ ثانوی پر درس و تدریس کے مواد سے لیس ہوں۔

اکائی 1 : درس و تدریس کے مفہوم و معنی اور تصور و تشخیص یونٹ ریمڈئیل ٹسٹ اعلیٰ ثانوی سطح پر ہے۔

15 Hrs

1.1 درس و تدریس کے مواد، مفہوم، تصور اور اُن کا استعمال۔

1.2 اعلیٰ ثانوی سطح کی تدریس مشقی تشخیص معائنہ۔

1.3 اعلیٰ ثانوی سطح پر معلم تدریس سے مشقی یونٹ ٹیسٹ۔

1.4 اعلیٰ ثانوی سطح ہر تدریس سے مشقی اسٹیڈنگ ریمیڈئل زائد (تدریس)

اسباق کی مقررہ مقدار ذیل میں دی گئی ہے۔ (Assignment)

a) کسی مخصوص مواد کی ترقی کیلئے درس و تدریس کے مواد کو استعمال کرتے ہوئے کلاس روم کو موثر بنائیں۔
b) یونٹ وائز کے ذریعے تشخیص کی ترقی کر کے درکار زائد تدریس اور عمل آوری۔
c) وسائل کی نشوونما کے ذریعے یونٹ میں جمع شدہ وسائل اور ویب سائٹ کے ذریعہ طالب علم بذات خود تدریس حاصل کرلیں۔ اور اس میں اضافہ کیلئے کوشاں رہیں۔

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d) اعلیٰ سطح کے امتیازی خصوصیات کے حامل دو طلباء کو منتخب کر کے نچلی سطح کے اور اوسط سطح کے طلباء کی انکی ضرورت کے اعتبار سے نشاندہی کریں کہ۔ کیا انہیں

1) تدریس کے ذرائع کی ضرورت ہے

2) اسکول کی طرف سے سہولیات بڑھانا چاہیے۔

3) اولیاء طلباء، والدین کی رہنمائی کر سکتا ہے۔

4) طلباء کی مخصوص رہنمائی۔

5) معلم کو بااختیار بنانا۔

e) کسی ایک مخصوص تدریس کے فارمیٹ کو منتخب کریں۔
(تدریس کے ماڈلس، حکمت عملی، دیگر ذرائع وغیرہ)
اور ڈیزائن ہدایتی مواد اور ثانوی اسکول کے مضامین

اکائی 2: اردو معلم کی پیشہ ورانہ لیاقتیں اور تعین قدر 15 Hrs

2.1 اردو معلم کی تعلیمی، علمی اور پیشہ ورانہ لیاقتیں۔

2.2 معلم کے بالترتیب نظریہ، تصور، معلومات سے متعلق پی یو سی سال اول و دوم کا تجزیہ کیجئے۔

2.3 ادارے کی رپورٹ تحریر کرنا فارمیٹ پروگرام، داخلی، طالبہ کی تعلیمی عادات اور انتظامیہ کا عمل۔

2.4 تعین قدر کا تصور اور اہمیت مختلف قسم کی جانچ مختصر جوابات پر مبنی جانچ معروضی نوعیت کی جانچ طلباء کی لسانی صلاحیتوں کو پرکھنے کی جانچ۔

اسباق کی مقررہ مقدار ذیل میں دی گئی ہے۔ (Assignments)

a) کسی ایک ڈیجیٹل سافٹ ویر کا استعمال کرتے ہوئے ورکاروں سے مضمون سے کوشش کریں کے پی یو سی اول و دوم کے طباء سے یہ جانچیں کے ان کے اندر کی صلاحیت۔ امتیازی خصوصیت اور انکے اطراف و اکناف کی ضرورت کو موثر بنائیں۔

b) پی یو سی سال اول اور دوم جماعت کا کوئی ایک موضوع جو نزدیکی سے انکے اندازِ معلومات، تصور اندازِ نظریہ کی کسطرح نشاندہی کرتے ہوئے انکے ذہن کو تیار کرنے کیلئے خود تدریسی مواد اکٹھا کریں۔ کلاس روم کے معمولات اعلیٰ سطح کا مواد انفرادی کام اور دیگر رپورٹ۔

c) پی یو سی سال اول اور دوم کے کوئی پانچ نچلی سطح کے طلباء کی جانچ کرتے ہوئے انکے صدر معلم مضمون کی شناخت کر کے انہیں زائد کا اس ریمیڈیل کا اہتمام کریں۔

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4) ویڈیو ریکارڈر کے ذریعہ کسی ایک عنوان پر پی یو سی سال اول اور دوم اُردو کے طلبا سے متعلق ایک گھنٹے پر مشتمل Episode پیش کریں جو اُنکے لئے نفع بخش ہوں۔

5) پی یو سی سال دوم کے کسی ایک ادارے کے نتائج کا جائزہ لیں۔ اور اُنکی کارکردگی کی رپورٹ تیار کرلیں مثلاً داخلی سیکھنے کی تعلیمی عادت اور عمل۔

6) شناخت کیجئے کہ طلبا، اولیائے طلبا، اور قومی پالیسی سماجی ضروریات، ہماری ضروریات کے درمیان تال میل کی کمی ہے اور پی یو سی سال اول اور دوم کے طلبا، گوشۂ نوی سطح پر منی والدین کے رائے طلبا، اساتذہ اور انتظامیہ کی رپورٹ تیار کریں۔

نوٹ: کسی ایک کا انتخاب کیجئے۔

کسی ایک تفویض کردہ کام کو بنیادی نظریہ کے مطابق پیش کرتے ہوئے مضمون کے اساتذہ کیلئے کچھ مثالیں فراہم کریں اور طلباء اور ٹیچرس سروے کرکے خاکہ تیار کریں۔ اور طالب علم معلم کام کی تکمیل کرکے تفویض کردہ کام کو داخل کریں فی Assignment ہوم ورک اندرون 10 یوم مکمل کرنا ہوگا۔

References Book:

1) Aggarwal, Essentials of Educational Technology (innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.
2) Government of India, National Policy on ICT in School Education-Revised Draft, New Delhi, 2011.
3) Haseen Taj, Modern Educational Technology, Neel Kamal Publications, Hyderabad, 2004.
4) Jagannath Mohanty, Modern Trends in Educational Technology, Neel Kamal Publications, Hyderabad, 2004.
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6) Kiran Lata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra, 2005.
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12. Urdu ki Dars -o- Tadrees ke Masayil Haroon Ayub. Book House, Bhopal.
13. Urdu aur uska Tadreesi wasail Tariq Husain. Sajid. Rubi Publishing. Karachi
14. Urdu zuban ki tadrees Maulana Aazad National Urdu Univesity, Hyderabad.
15. Hamari Shayeri, Syed Masood Hussain Rizvi,
16. Jadeed Ghazal, Rasheed Ahmed Siddiq.
17. Fane Afsana Nigari, Wiqar Azeem.

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गुलबर्गा विश्वविद्यालय-कलबुरगि

वर्षद्वात्मकं वि.एड् पदवी - ऐच्छिकाधारित पध्दति-(C.B.C.S.)

अर्धवार्षिक योजना

अर्धवार्षिक : चतुर्थ:

सूचना:- एषा पत्रिका सर्वयोधनप्रकारेषु अन्वीयते। छात्र: शिक्षकश्चबोधनाविषयद्वयं यत् ऐच्छिकरूपेण स्वीकृतवान्तौ, (अभ्यासस्य भागरूपेण स्वीकृतवन्तौ प्रौढशिक्षणात्य कृते) तत्सर्वं करणीयम्। विशिष्टाविषयस्य अभ्यासविषये आधुनिकबोधनक्रमम् (सूर्वबोधनविषये सामान्यपत्रिका-विधान-1)

पत्रिका संकेत : PM - XVII/XVIII | प्रशस्ति : 4

आहत्य अवधि : 30 घंटा | आहत्य अंका : 40+10=50

छात्र: शिक्षकौ भवेताम्

1. शिक्षण-आर्जन मद्धतिं आधुनिकबोधनतया ज्ञातव्यम्।
2. उपकरणानां, तन्त्राणां, विधानानां, मार्गाणां, व्यत्यासं तथा तेषां विशिष्टविषयाभ्यासे कुटुम्बीकरणम्।
3. वर्ग दानपरिग्रहणं प्रति नक्षायोजनाकरणं ज्ञातव्यंम्।
4. विविधाविषयानुक्रमणिकायां शिक्षकस्य पात्रं ज्ञातव्यंम्।
5. शिक्षण-आर्जनविषयार्थं सामग्री संग्रहणम् (TLM) प्रौढशिक्षणार्थं सिध्दता।

घटक - 1 शिक्षण आर्जनविषयार्थं - सामग्रीसंग्रहणं (TLM) इत्यस्य अर्थं तथा परिकल्पना। प्रौढशिक्षणे लक्षणं, घटकं तथा परिहरणम्।

1.1 शिक्षण आर्जन सामग्रि: अर्थ:, परिकल्पना तथा उपयोगा:

1.2 लक्षणपरीक्षा: प्रौढशिक्षणस्तरे (HSC) बोधनाक्रमम्।

1.3 प्रौढशिक्षणस्तरे (HSC) बोधनाक्रमम् प्रति घटकपरीक्षा।

1.4 प्रौढशिक्षणस्तरे (HSC) बोधनक्रमम् प्रति परिशारांशा:।

निर्देशनानि एतदृशानि:-

1. विशिष्ट शिक्षण-आर्जन विषये स्थितानां अंशानां अभिवृध्दि: तथा वर्णे तस्य प्रभावस्य अन्वेषणार्थं उपयोग:
2. घटकोपरि लक्षणपरीक्षाया: अभिवृध्दि:। अवश्यक परिहारशिक्षणम् तथा अनुसन्धानम्, तयो: परिचय:।

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3. घटकशिक्षणार्थं संग्रहीत संख्याधारित, तथा Website अंशानां मौल्यमापनम्।
4. विद्यार्थीनां अवश्यकतां अधिगन्तुं उत्तम-मध्यम-अधमस्तरीय छात्रेषु द्वे द्वे छात्रौ स्वीकृत्य-
   अ. आर्जनार्थं अवश्यक संपदा: मूल्यम्।
   ब. शालात: प्रदत्तं अनुकूलम्।
   क. पालकानां कृते दत्तं मार्गदर्शनम्।
   ड. आर्जकाणां कृते विशिष्टं मार्गदर्शनम्।
   इ. शिक्षकाधिकारं।
5. शिक्षणस्य विशिष्टपत्रस्यविषयेषु एकस्य संग्रहणम् (परीक्षणस्य आदर्शपत्रं, मार्गा, प्रमाणं इत्यादय:) तथा प्रौढशालाविषयस्य मार्गदर्शिपत्रस्य सिध्दता

घटक - 2 शिक्षणअर्म्बन व्यवस्थाया: (TLM) प्रकारा: तथा यूपग्राहकाणां उत्तरदायित्वं।
   2.1 संख्याधारित विधुन्माध्यमस्य उपयोग।
   2.2 XI तथा XII कक्षां कृते महिति:, परिकल्पना, शास्त्रं तथा आवेदनपत्रस्य बोधनपध्दति: तथा तस्य विमर्शा
   2.3 संख्या वरदि, तस्य लेखनम् - पत्रम्, प्रस्तुति, अन्तर्ग्रहणम् धत्रस्य अध्ययननुभत्सा, तथा समितो पध्दति:
   2.4 यूपग्राहका: तथा तेषां उत्तरदायित्वम्-अर्थ: (यूपग्रहका: के) तथा शिक्षणविषये तेषांपात्रम्।

निर्देशनानि एतदृशानि:-
1. बोधनशास्त्रविषये उपलब्धं एकं संख्याधारितविद्युत्मानस्य उपयोगम् XI तथा XII वर्गं प्रति तस्य प्रयत्न:। तस्य उपयोगस्य मौल्यं एतदाधारिणं - अ. उपयोगयोग्यता ब. मार्गप्रस्तुति:, क. छात्राणां प्रस्तुति: तथा ड. प्रभावशाली उपयोगार्थं आशाया अवश्यकता।
2. वर्ग XI तथा XII वर्गस्य एकं विषयं स्वीकृत्य तस्य स्वाध्यायार्थं माहिते, परिकल्पताया शास्त्रस्य तथा पत्रस्य विमर्शा तथा मौल्यमापनम्, वर्गदान-परिग्रहणं प्रौढशिक्षणार्थं तथा वैयक्तिकनिर्देशनम्, प्रतिक्रिया तथा प्रगते: प्रयत्न:।
3. भवत: बोधनाविषये पंचं अधमस्तरीय छात्राणां प्रस्तुते: विमर्शा तथा प्रतिबन्धकस्य निवारणोपाय:।

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4. भवत: विद्ये एकं अंशं वधिकृत्य चलच्चित्रमुद्रणस्य प्रस्तुति: XI तथा XII विद्यार्थिनां उपयोगार्थं। तस्यं उपयोगतां छात्रास्योपरि परदिं दातव्यम्।

5. एक संस्थाया- XII वर्गस्य फलितांशं विमर्शं कृत्वा: तेषां प्रस्तुतिं, अंतर्ग्रहणं, अध्ययनदीक्षा तथा पध्दतिं अधिकृत्य वरदिं दातव्या।

6. छात्रस्य कामना, पालकस्य कामना, राष्ट्रीयनीति:, समाजस्य आवश्यकता, भवत: अवश्यकता-एतेषां असंयोजनां परिलक्ष्य XI तथा XII विद्यार्थिनां प्रौढशिक्षणं अधिकृत्य पालकानां, छात्राणां, शिक्षकाणां, यूपग्राहकाणां अभिप्रायं आलस्य विस्तृतरूपेण वृादि: दातव्या (पुनराकारीकरणार्थं अवकाश: दातव्य:)

सूचना:- (घटकद्वयत: कश्चिदेक:)

प्रतिनिर्देशनपत्रं मार्गदर्शतया, शास्त्रीय प्रस्तुति तथा सोदाहरणं भवेत (विषयशिक्षणकेण प्रस्तुतं)। प्रस्तुते: आधारं अधिलक्ष्य शिक्षक-विद्यार्थी क्षेत्रसंदर्शनं कृत्वा योजनां सिद्धं कुर्वीत। शिक्षक-विद्यार्थी निर्देशनपत्रं संपूर्णं कृत्वा मौल्यमापनार्थं दातव्यम्।
प्रतिनिर्देशनपत्रस्य पूरणार्थं दश दिनानि दातव्याति।

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References:

1.Aggarwal, Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.
2. Government of India, National Policy on ICT in School Education – Revised Draft, New Delhi, 2011.
3. Haseen Taj, Modern Educational Technology, Neel kamal Publications, Hyderabad, 2004.
4. Jagannath Mohanty, Modern Trends in Educational Technology, Neel kamal Publications, Hyderabad, 2004.
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10. Suhas, B.M, Information and communication technology Bangalore, 2009.
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SEMESTER: IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him/her for study of part two specifically refers to higher secondary class subjects.

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-1): PHYSICAL SCIENCES

Paper Code: PM-XVII/XVIII **Credit: 2**

Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:

Student-Teacher will be able to:

1) Understand the teaching learning as system advance pedagogy.
2) Differentiate tools, techniques, methods, approaches and familiarize them specific subject of study.
3) Understand the schematic orientation towards class room transaction.
4) Understand the role of teacher in various contexts, especially higher secondary level.
5) Equip with abilities for Teaching Learning Material-TLM, preparation for higher secondary level.

Unit 1: Meaning and Concept of TLM, Diagnostic, Unit, Remedial Test at HSL

15 hrs

1.1 Teaching Learning Material: Meaning, Concept and uses.
1.2 Diagnostic Test with respect to HSC pedagogy.
1.3 Unit Test with respect to HSC pedagogy.
1.4 Remedial Teaching with respect to HSC pedagogy.

Learning activities:

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Development of a diagnostic test on a Unit. Identify the required remedial teaching and implementing
3. Evolving resource to teach a unit from collecting digital resources and web site. Facilitating learner to learn on his own, if required improvise and develop strategy for the unit and execute.
4. Select two students of high achievers, low achievers and average achievers to identify their needs in terms of:

a. Learning resource required.
b. Facilities to be extended by school.
c. Guidance to be provided to the parents.
d. Specific guidance to learner.
e. Teacher empowerment.

5. Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc.) and design an instructional material for a content of secondary school subject.

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Unit 2: Types of TLM and Responsibilities of Stakeholders 15 hrs

2.1 Digital software and its use.

2.2 Analyze the XI and XII class in terms of information, concepts, theories and application with respective pedagogy.

2.3 Institutional report writing- Format, performance, inputs, learner study habit, and processes of management.

2.4 Stakeholders and their responsibilities- Meaning, (who are the stakeholders) and their role in Education.

Learning activities:

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.
3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.
4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report
5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents. students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

Note: (Any one from two units)

Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1.Aggarwal, Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.

2. Government of India, National Policy on ICT in School Education – Revised Draft, New Delhi, 2011.

3. Haseen Taj, Modern Educational Technology, Neel kamal Publications, Hyderabad, 2004.

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5. Jayanthi. N.L.N & Padmanaban. T, Education through e-learning, 2007

6. Kiran Lata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra, 2005.

7. Mangal. S.K, Foundations of Educational Technology, Tandon Publications, Ludhiana, 2001.

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9. Stephen, M.A.,& Stanely, R, Computer based instruction: Methods and development, Prentice Hall , NJ, 1985.

10. Suhas, B.M, Information and communication technology Bangalore, 2009.

11. Usha Rao, Educational Technology, Himalaya Publishers, Mumbai, 2003.

12. Vikas Gupta, Rapidex Computer Course, Pustak Mahal, New Delhi, 2002.

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SEMESTER: IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him/her for study of part two specifically refers to higher secondary class subjects.

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-1): BIOLOGICAL SCIENCES

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher will be able to:
1) Understand the teaching learning as system advance pedagogy.
2) Differentiate tools, techniques, methods, approaches and familiarize them specific subject of study.
3) Understand the schematic orientation towards class room transaction.
4) Understand the role of teacher in various contexts, especially higher secondary level.
5) Equip with abilities for Teaching Learning Material-TLM, preparation for higher secondary level.

Unit 1: Meaning and Concept of TLM, Diagnostic, Unit, Remedial Test at HSL
15 hrs

1.1 Teaching Learning Material: Meaning, Concept and uses.
1.2 Diagnostic Test with respect to HSC pedagogy.
1.3 Unit Test with respect to HSC pedagogy.
1.4 Remedial Teaching with respect to HSC pedagogy.

Learning activities:

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Development of a diagnostic test on a Unit. Identify the required remedial teaching and implementing
3. Evolving resource to teach a unit from collecting digital resources and web site. Facilitating learner to learn on his own, if required improvise and develop strategy for the unit and execute.
4. Select two students of high achievers, low achievers and average achievers to identify their needs in terms of:
   a. Learning resource required.
   b. Facilities to be extended by school.
   c. Guidance to be provided to the parents.
   d. Specific guidance to learner.
   e. Teacher empowerment.
5. Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc.) and design an instructional material for a content of secondary school subject.

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Unit 2: **Types of TLM and Responsibilities of Stakeholders** **15 hrs**

2.1 Digital software and its use.

2.2 Analyze the XI and XII class in terms of information, concepts, theories and application with respective pedagogy.

2.3 Institutional report writing- Format, performance, inputs, learner study habit, and processes of management.

2.4 Stakeholders and their responsibilities- Meaning, (who are the stakeholders) and their role in Education.

Learning activities:

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.
3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.
4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report
5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

Note: (Any one from two units)

Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1.Aggarwal, Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.

2. Government of India, National Policy on ICT in School Education – Revised Draft, New Delhi, 2011.

3. Haseen Taj, Modern Educational Technology, Neel kamal Publications, Hyderabad, 2004.

4. Jagannath Mohanty, Modern Trends in Educational Technology, Neel kamal Publications, Hyderabad, 2004.

5. Jayanthi. N.L.N & Padmanaban. T, Education through e-learning, 2007

6. Kiran Lata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra, 2005.

7. Mangal. S.K, Foundations of Educational Technology, Tandon Publications, Ludhiana, 2001.

8. Srinivasan T.M, Use of computers and multimedia in education Aavisakar Publication, Jaipur, 2002

9. Stephen, M.A.,& Stanely, R, Computer based instruction: Methods and development, Prentice Hall , NJ, 1985.

10. Suhas, B.M, Information and communication technology Bangalore, 2009.

11. Usha Rao, Educational Technology, Himalaya Publishers, Mumbai, 2003.

12. Vikas Gupta, Rapidex Computer Course, Pustak Mahal, New Delhi, 2002.

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SEMESTER: IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him/her for study of part two specifically refers to higher secondary class subjects.

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-1): MATHEMATICS

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher will be able to:
1) Understand the teaching learning as system advance pedagogy.
2) Differentiate tools, techniques, methods, approaches and familiarize them specific subject of study.
3) Understand the schematic orientation towards class room transaction.
4) Understand the role of teacher in various contexts, especially higher secondary level.
5) Equip with abilities for Teaching Learning Material-TLM, preparation for higher secondary level.

Unit 1: Meaning and Concept of TLM, Diagnostic, Unit, Remedial Test at HSL
15 hrs

1.1 Teaching Learning Material: Meaning, Concept and uses.
1.2 Diagnostic Test with respect to HSC pedagogy.
1.3 Unit Test with respect to HSC pedagogy.
1.4 Remedial Teaching with respect to HSC pedagogy.

Learning activities:

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Development of a diagnostic test on a Unit. Identify the required remedial teaching and implementing
3. Evolving resource to teach a unit from collecting digital resources and web site. Facilitating learner to learn on his own, if required improvise and develop strategy for the unit and execute.
4. Select two students of high achievers, low achievers and average achievers to identify their needs in terms of:

a. Learning resource required.
b. Facilities to be extended by school.
c. Guidance to be provided to the parents.
d. Specific guidance to learner.
e. Teacher empowerment.

5. Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc.) and design an instructional material for a content of secondary school subject.

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Unit 2: **Types of TLM and Responsibilities of Stakeholders 15 hrs**

2.1 Digital software and its use.

2.2 Analyze the XI and XII class in terms of information, concepts, theories and application with respective pedagogy.

2.3 Institutional report writing- Format, performance, inputs, learner study habit, and processes of management.

2.4 Stakeholders and their responsibilities- Meaning, (who are the stakeholders) and their role in Education.

Learning activities:

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.

2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.

3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.

4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report

5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.

6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

Note: (Any one from two units)

Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1.Aggarwal, Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida, 2009.

2. Government of India, National Policy on ICT in School Education – Revised Draft, New Delhi, 2011.

3. Haseen Taj, Modern Educational Technology, Neel kamal Publications, Hyderabad, 2004.

4. Jagannath Mohanty, Modern Trends in Educational Technology, Neel kamal Publications, Hyderabad, 2004.

5. Jayanthi. N.L.N & Padmanaban. T, Education through e-learning, 2007

6. Kiran Lata Dangwal, Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra, 2005.

7. Mangal. S.K, Foundations of Educational Technology, Tandon Publications, Ludhiana, 2001.

8. Srinivasan T.M, Use of computers and multimedia in education Aavisakar Publication, Jaipur, 2002

9. Stephen, M.A.,& Stanely, R, Computer based instruction: Methods and development, Prentice Hall , NJ, 1985.

10. Suhas, B.M, Information and communication technology Bangalore, 2009.

11. Usha Rao, Educational Technology, Himalaya Publishers, Mumbai, 2003.

12. Vikas Gupta, Rapidex Computer Course, Pustak Mahal, New Delhi, 2002.

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SEMESTER: IV

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-II): SOCIAL SCIENCES

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher will be able to:
1) Understand the Profession and its importance.
2) Understand the Professional growth.
3) Understand the importance of Pre-service and In-service training.
4) Understand the Competencies of higher secondary teacher.
5) Understand the organizations and its role in professional growth

Unit 1: Higher Secondary School Teacher **15 hrs**
1.1 Qualities and Qualification of Teacher.
1.2 Need for Professional growth and Professional ethics.
1.3 Professional growth of teacher: Pre-Service, In-Service Training.
1.4 Recommendations of some Committees and Commission for professional growth.

Learning activities:
1. Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
2. List out the Programmes for Professional growth and Professional ethics, write a report.
3. Write a report on Professional growth which was discussed in some Committees and Commission.
4. Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
5. Visit in-service programme centers, interact with resource persons, discuss and write a report.

Unit 2: Programme for Professional Growth **15 hrs**
2.1 Competencies of higher secondary teacher.
2.2 Means of professional development: Orientation Courses, Refresher Courses, seminars, workshops, conferences, talks and publishing articles.
2.3 Becoming a member of different organization.
2.4 Continuation of education for enhancement of Professional growth.

Learning activities:
1. Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
2. Write a report on Organizations and its functions.
3. Conduct a Seminars, Workshops, Talks, Debates, and write a report
4. Prepare articles on different issues of education and publish in College Journal/Magazines.
5. Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.

Note: (Any one from two units)
Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher

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will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
4. 16. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi: 2005.
5. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
6. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
7. NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi: 2009.

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SEMESTER: IV

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-II): COMMERCE

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher will be able to:
1) Understand the Profession and its importance.
2) Understand the Professional growth.
3) Understand the importance of Pre-service and In-service training.
4) Understand the Competencies of higher secondary teacher.
5) Understand the organizations and its role in professional growth

Unit 1: Higher Secondary School Teacher **15 hrs**
1.1 Qualities and Qualification of Teacher.
1.2 Need for Professional growth and Professional ethics.
1.3 Professional growth of teacher: Pre-Service, In-Service Training.
1.4 Recommendations of some Committees and Commission for professional growth.

Learning activities:
1. Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
2. List out the Programmes for Professional growth and Professional ethics, write a report.
3. Write a report on Professional growth which was discussed in some Committees and Commission.
4. Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
5. Visit in-service programme centers, interact with resource persons, discuss and write a report.

Unit 2: Programme for Professional Growth **15 hrs**
2.1 Competencies of higher secondary teacher.
2.2 Means of professional development: Orientation Courses, Refresher Courses, seminars, workshops, conferences, talks and publishing articles.
2.3 Becoming a member of different organization.
2.4 Continuation of education for enhancement of Professional growth.

Learning activities:
1. Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
2. Write a report on Organizations and its functions.
3. Conduct a Seminars, Workshops, Talks, Debates, and write a report
4. Prepare articles on different issues of education and publish in College Journal/Magazines.
5. Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.

Note: (Any one from two units)
Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and

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submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
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5. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
6. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
7. NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi: 2009.

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SEMESTER: IV

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-II): MATHEMATICS

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher will be able to:
1) Understand the Profession and its importance.
2) Understand the Professional growth.
3) Understand the importance of Pre-service and In-service training.
4) Understand the Competencies of higher secondary teacher.
5) Understand the organizations and its role in professional growth

Unit 1: Higher Secondary School Teacher **15 hrs**
1.1 Qualities and Qualification of Teacher.
1.2 Need for Professional growth and Professional ethics.
1.3 Professional growth of teacher: Pre-Service, In-Service Training.
1.4 Recommendations of some Committees and Commission for professional growth.

Learning activities:
1. Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
2. List out the Programmes for Professional growth and Professional ethics, write a report.
3. Write a report on Professional growth which was discussed in some Committees and Commission.
4. Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
5. Visit in-service programme centers, interact with resource persons, discuss and write a report.

Unit 2: Programme for Professional Growth **15 hrs**
2.1 Competencies of higher secondary teacher.
2.2 Means of professional development: Orientation Courses, Refresher Courses, seminars, workshops, conferences, talks and publishing articles.
2.3 Becoming a member of different organization.
2.4 Continuation of education for enhancement of Professional growth.

Learning activities:
1. Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
2. Write a report on Organizations and its functions.
3. Conduct a Seminars, Workshops, Talks, Debates, and write a report
4. Prepare articles on different issues of education and publish in College Journal/Magazines.
5. Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.

Note: (Any one from two units)
Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and

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submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
4. 16. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi: 2005.
5. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
6. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
7. NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi: 2009.

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SEMESTER: IV

Paper Code: PM-XVII/XVIII ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (Method-II): BIOLOGICAL SCIENCE

Paper Code: PM-XVII/XVIII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 40+10= 50**

Objectives:
Student-Teacher **will be able to:**
1) Understand the Profession and its importance.
2) Understand the Professional growth.
3) Understand the importance of Pre-service and In-service training.
4) Understand the Competencies of higher secondary teacher.
5) Understand the organizations and its role in professional growth

Unit 1: Higher Secondary School Teacher **15 hrs**
1.1 Qualities and Qualification of Teacher.
1.2 Need for Professional growth and Professional ethics.
1.3 Professional growth of teacher: Pre-Service, In-Service Training.
1.4 Recommendations of some Committees and Commission for professional growth.

Learning activities:
1. Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
2. List out the Programmes for Professional growth and Professional ethics, write a report.
3. Write a report on Professional growth which was discussed in some Committees and Commission.
4. Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
5. Visit in-service programme centers, interact with resource persons, discuss and write a report.

Unit 2: Programme for Professional Growth **15 hrs**
2.1 Competencies of higher secondary teacher.
2.2 Means of professional development: Orientation Courses, Refresher Courses, seminars, workshops, conferences, talks and publishing articles.
2.3 Becoming a member of different organization.
2.4 Continuation of education for enhancement of Professional growth.

Learning activities:
1. Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
2. Write a report on Organizations and its functions.
3. Conduct a Seminars, Workshops, Talks, Debates, and write a report
4. Prepare articles on different issues of education and publish in College Journal/Magazines.
5. Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.

Note: (Any one from two units)
Each of the assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and

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submit the assignment for assessment. Each assignment should be given ten days for completion.

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
4. 16. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi: 2005.
5. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
6. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
7. NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi: 2009.

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SEMESTER: IV

Paper Code: EPC-VII REFLECTIVE READING AND WRITING

Paper Code: EPC-VII **Credit: 2**
Total No. of Hours: 30 **Total Marks: 50**

Objectives:
Student-Teacher will be able to:

1. Understand the reflective and expository writings.
2. Develop the skill of revisiting the text.
3. Develop the skill of reading beyond text.

Unit 1: Expressive Reflections

1.1 Reflective and expository writings - reflecting journal, creating visual and Word texts, compare and contrast.
1.2 Critical Appreciation of the text- Note taking, critically reviewing the text.
1.3 Revisiting the text- impact of the text on the reader, recreating the text for new perspectives.

Learning Activities:

a. Explore different reflecting journal writings, developing a common reflective Journal.
b. Write based on the text – e.g. Summary of a scene, extrapolation of story, Converting a situation into a dialogue etc. (individual task).
c. Write a review or a summary of the text, with comments and opinions(Individual task).
d. Write from reader's perspective, getting into the role of the characters or the writer, developing a new angle to the text.
e. Presentations of selected papers, questions and answers (large group).

Unit 2: Reading beyond Text

2.1 Making Connections with the text- Text with Self, Text with Text and Text with World.
2.2 Reading for Change – Multicultural Perspective (regional, folk literature and the like).
2.3 Inclusive Perspective (gender, class, caste, differently able and the like).
2.4 Educational Perspective (Policies, documents, journals).

Learning Activities:

a. Write in journal about all the three types of connections with the text. b. Read texts from diverse areas and fields.
c. Group discussion on texts from different cultures, marginalized sections. d. Attend seminars, paper readings, and workshop on reading skills.
e. Hold public reading events by inviting stakeholders to the event.
f. Attend release of new books, listening to the writer's reading of the books and book festivals.
g. Conduct debates/discussions educational policies and documents on them.
h. Convert text into a mono-act, play or musical drama.
i. Maintain reflective journal and rubric when writing about the reflections of the text.
j. Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine.

Suggested tasks and Assignments:

a. Home reading assignments, maintaining reading log. b. Discussions on interpretation of the texts.
c. Be the Text, Experience the Text: Converting text to a dialogue, story, playand mono- act.
d. Analyzing texts and text structures and connecting to the curriculum.
e. Writing an exploratory essay on a text and presenting in the class.
f. Writing a critical reflection from two diverse texts.

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Note:(Any Two)
Face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups.

Suggestions for the development and transaction of the paper:

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding.
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal.

Sample Recommended Headings for Reading Material. Ethnographies:

a. Meenakshi Thapan's-Life at school: an ethnographic study &Ethnographies of Schooling in contemporary India& other research studies.

Extracts-

a. Teacher Man' by Frank McCourt & extracts from _The Prophet by Kahlil Gibran Macaulay's Minutes.
b. Extracts from Rousseau's _Emile', Dewey's writings, Plato's Dialogues, books of Krishnamurthy, Aurobindo, Tagore, Vivekananda, Gandhi and like. c. BooksLetter to a Teacher.
d. De-schooling Society. e. Silenced Dialogue.
f. Para Teachers.
g. PlaysAutobiographies/biographiesJournalsDocumentaries Fiction.

References: Reflective Reading:

1.http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf
2.http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml
3. http://www.nlb.gov.sg/sure/reflective-reading/
4.http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350
5. http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents
6.http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf
7.http://www.slideshare.net/MOKOGEONG/a-reflective-teachingin-the-use-of-context-in-reading-texts
8. https://secure.ncte.org/store/you-gotta-be-the-book
9. http://www.arvindguptatoys.com/
10.http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text
http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample
11.http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
12. http://mrsbrogley.com/blog/?p=3009
13. https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/

Collaborative Reader:

1.http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
2. http://www.ericdigests.org/1999-3/reading.html
3.https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling(Interactive reader)
4. http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf

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Reflective Writing:

1. http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
2.http://www.brad.ac.uk/academicskills/media/learnerdevelopmentunit/documents/worksho presources/confidenceinreflection/Reflective-Writing-for-Assignments---Workshop-Booklet.pdf
3. https://www.press.umich.edu/pdf/9780472035052-ch1.pdf
4. http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf
5.http://www.writingforward.com/creative-writing/creative-writingreflective-journaling

Reflective Journal Rubric:

1. http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm
2. http://www.bothell.washington.edu/wacc/teaching/reading/journals
3.http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html
4.http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf
5. http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm
6. Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from
7. http://www.uwstout.edu/art/artedportfolios/reflection/index.html.
8. Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.
9. Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).
10. AACTE 2006 Proposal: How Reflection Impacts Instructional Change.
11. AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from
12.http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

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SEMESTER: IV

EPC VIII: Field Work and Immersion/Internship (Teaching Practice) Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Sessions) Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below (any one out of a-f) Marks – 40:

a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.

b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc) and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.

c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially able, slow learners, genius or of unique nature.

d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Bashalege, National festival day, etc., and document the event asses the status and present a report for its improvement.

e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.

f. Any other activity similarly designed and notified by the University

AND

CTC or educational excursion activity to be conducted for a period of **3 days** and simultaneously record and report all the activities of the programme. (10 marks)

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

Immersion and Internship:

It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

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EPC VIII: PRACTICAL EXAM. (Final Lesson)
METHOD -I and METHOD-II
QUESTION PAPER PATTERN FOR TWO YEAR B.Ed. COURSE
(For Perspective Paper and Pedagogy Subject)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered and pattern of answering.
A	Out of eight questions four questions to be answer with internal choice.	10	40	Application, Analyses, Evaluate type Question. Each question should be answered in two to three pages.
B	Out of eight questions four questions to be answered with internal choice.	6	24	Understanding/Comprehensive Type Questions. Each question should be answered in one and half pages.
C	Out of eight questions four questions to be answered with internal choice.	4	16	Knowledge/Understand Type of Questions. Each should be answered in one page.
	Total		80	

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FORMAT FOR TWO YEAR B.Ed. COURSE QUESTION PAPER

(For Perspective Paper and Pedagogy Subject)

Section-A

1. Section 'A' consists of eight questions with internal choice.
2. The candidate is expected to answer four questions by availing internal choice at about two to three pages.
3. Each question carries ten marks.

Unit-1

1. A) Or B)

Unit-2

2. A) Or B)

Unit-3

3. A) Or B)

Unit-4

4. A) Or B)

Section-B

1. Section 'B' consists of eight questions with internal choice.
2. The candidate is expected to answer four questions by availing internal choice at about one and half page.
3. Each question carries **six** marks.

24

Unit-1

1. A) Or B)

Unit-2

2. A) Or B)

Unit-3

3. A) Or B)

Unit-4

4. A) Or B)

Section-C

1. Section 'C' consists of eight questions with internal choice.
2. The candidate is expected to answer any four questions by availing internal choice at about one page.
3. Each question carries **four** marks.

16

Unit-1

1.

Or

2.

Unit-2

3.

Or

4.

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Unit-3
5.
Or
6.

Unit-4
7.
Or
8.

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QUESTION PAPER PATTERN FOR TWO YEAR B.Ed. COURSE

(For EPC and Advance Pedagogy Paper)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered and pattern of answering
A	Out of four questions two questions to be answered with internal choice.	10	20	Application, Higher level type Question. Each Question should be Answered in Two to Three Pages.
B	Out of four questions two questions to be answered with internal choice.	5x4	20	Knowledge/Comprehensive Type Questions. Each question should be Answered in One and half pages.
	Total		40	

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FORMAT FOR TWO YEAR B.Ed. COURSE QUESTION PAPER

(For EPC and Advance Pedagogy Paper)

Section-A

1. Section 'A' consists of four questions with internal choice.
2. The candidate is expected to answer two questions by availing internal choice at about two to three pages.
3. Each question carries ten marks

Unit-1

1. A) Or B) **10**
2. A) Or B)

Unit-2

1. A) Or B) **10**
2. A) Or B)

Section-B

1. Section 'B' consists of eight questions with internal choice.
2. The candidate is expected to answer four questions by availing internal choice at about one and half page.
3. Each question carries five marks.

Unit-1

1. A) Or B) **5**
2. A) Or B) **5**

Unit-2

3. A) Or B) **5**
4. A) Or B) **5**

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FORMAT OF REFLECTIVE DIARY

Objectives

Student-Teacher maintains a Reflective Diary which helps to:

1. Assess the nature of activities initiated by the student.
2. Assess the effectiveness of the classes undertaken by them.
3. Assess the organizational capacity of them in conducting activities.
4. Assess the commitment of them in terms of punctuality, regularity and sincerity.
5. Assess the overall reflection of the student during College Based Activities, Pre- Internship Activities, and School Internship Activities.

Date:
Day:
Classes/Lessons taught:
Fore-noon:

After-noon:

Activities taken up on the day:
Fore-noon:
After-noon:

Total reflection of the day:

1. Punctuality
2. Regularity
3. Sincerity
4. Reporting Time
5. Departure Time
6. Any other

Reflections mentioned above: (Reasons)

Student-teacher Signature Teacher-Educator/Head Master Signature

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GULBARGA UNIVERSITY

TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME

CASE STUDY FORMAT

Objectives:

1. Understand the case in the overall context.
2. Collect multidimensional information about the case under study.
3. Explore the developmental history of the case
4. Understand the socialization processes and social history and behavior the case.
5. Acquire skills of conducting case studies in educational institutions.

I-General information:

1. Case name:
2. Gender: Male/Female
3. Date of Birth:
4. Parents/Guardian Name and Address:
5. Information about Parents/Guardian:

Details	Father	Mother	Guardian
Education			
Profession			
Income			

II-Physical Development:

1. Height: __cm (Below Avg./Avg./Above Avg.)
2. Weight: _kg ((Below Avg./Avg./Above Avg.)
3. Vision: Normal/Problem
4. Hearing: Normal/Problem
5. Teeth: Normal/Problem
6. Hands and Legs: Normal/Problem
7. Speaking:Normal/Language Problem/If any

III-Family and Environment:

1. Father: Living/Dead
2. Mother: Living/Dead
3. Birth order:
4. Family Climate: Satisfactory/Happy/Neglected
5. Discipline: Caring/Controlled/Democratic/Neglected
6. Reading: Separate Arrangements/Time table/Observation

IV-Health:

1. Suffering from fever periodically
2. Lack of nutrition food
3. Lack of good water
4. Good environment
5. General health situation

V-Scholastic Achievement:

(Collect marks of different Tests and Examinations since from last one year)

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a. Subject:

Sl. No	Marks	Percentage	Rank

b. Average Percentage of the Attendance:
c. Reasons for not attending school:

VI-Personality Tracts:

Characteristics of Personality (Observed)	Rating
1. Confidence	More/Average/Less
2. Nature of Effort	More/Average/Less
3. Emotional Stability	More/Average/Less Follows/Not Follows More/Average/Less
4. Respect	Leader/Follower Yes/No
5. Social Character	Satisfactory/Nct-satisfactory
6. Leadership	Satisfactory/Not-satisfactory Positive/Negative
7. Sincerity	Positive/Negative
8. Attitude a. Home b. School c. Self d. If any	

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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME
INSTITUTIONAL SURVEY FORMAT

Objectives:

1. Understand different aspects of the complexities of schooling processes.
2. Reflect on formation of images, symbols, and cultures of schooling.
3. Know various school records designed for specific purpose.
4. Understand the relationship between school and community.
5. Acquire knowledge about the physical, infrastructural and human resources available in the school.
6. Understand the curricular and co-curricular process in the school.

a. Head	**Details/Checklist**
Type of the school Headmaster Staff Students/ Section Fee structure	a. Govt./Aided/Un-aided/Medium/Boys/ Girls/ Co- education. b. Name and Qualification of HM c. Total no. of staff **d.** Total strength/total no. sections **e.**
b. History of the school	a. Establishment b. Progress over a period of year c. School welfare programme d. If any

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c. Infrastructural facilities	a. Building: Area, Plinth area, Safety b. Classrooms/adequacy/B.B/ furniture/light and ventilation c. School Library d. School Laboratory e. Principal office f. Staff room g. Office h. Games room i. Water j. Play ground
d. Special Service Provided	School bus, midday meal programme, School health programme, Book bank, Scholarship, First aid, Remedial teaching, School welfare trust etc.
e. Co-curricular activities	Student council, School band, Mock parliament, Quiz programme, Yoga class, Science club, Games and Sports, Debates, etc.
f. Records to be maintained	Cash book, Ledger, Service register, Register of admission and withdrawal, Log book, T C files, Annual result register, Scholarship register, Acquaintance rolls, Stock register, DFCR, Leave records, Attendance registers- Staff and Students, Census register, Syllabus Record etc.
g. Details of Dropouts a. Gender wise b. Caste wise	7th and 10th standard only
h. Result (at least 5 years)	
i. Special achievements (If any)	a. Local/District/State/National (Participation by Students/Staff, if any) b. Any award/Reward from external agencies. c. State Ranks at SSLC level.

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j. **Teacher Resources**	Number of Teacher a. Qualification b. Background c. Training background d. Deputation e. Achievements f. Contribution
k. **School-Community**	a. Community involvement in decision making b. Community Contribution c. Meetings with community members d. Organizations structure of SDM/Parent committee etc. e. Number of visits f. Purpose of visits g. School response
l. **Any other dimensions**	
m. **Conclusion**	

Common Format for all the Report:

a. Cover page
b. Title Page
c. Certificate
d. Declaration
e. Content/Index
f. Introduction
g. Importance
h. Objectives
i. Methodological Procedure
j. Conclusion
k. References

Note:

To bring about the uniformity in all the activities concerned to all the four semesters of two years B.Ed., Syllabus the following formats have been suggested along with amended syllabus copy, to implement in all the B.Ed. colleges affiliated to Gulbarga University, Kalaburagi.

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Assignment

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Importance
8. Objectives
9. Methodological Procedure (Stages, Phases, Nature of activity etc.)
10. Conclusions
11. References

Marks Distribution

Write up	05 Marks

Note: All PC, PM and EC theory papers of all semesters.

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Seminar

12. Cover Page
13. Title Page
14. Certificate
15. Declaration
16. Content/Index
17. Introduction
18. Content organisation
19. Presentation- Oral/PPT
20. Conclusions
21. Discussion

*Summarization of seminar by faculty incharge

Marks Distribution

Presentation	3 Marks
Write up	2 Marks
Total	5 Marks

Note: for all PC, PM and EC theory papers of all semesters

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1st Semester
ICT Basics Activity
Phase- 1: Training undertaken

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Importance
8. Objectives
9. Methodological Procedure (Stages, Phases, Nature of activity etc.)
10. Conclusions
11. References

Phase- 2: Activity conducted on any one

Marks Distribution

Training undertaken	10 Marks
Activity conducted	10 Marks
Report writing	05 Marks
TOTAL	**25 Marks**

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I Semester
Language Across the Curriculum

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Importance
8. Objectives
9. Methodological Procedure (Stages, Phases, Nature of activity etc.)
10. Conclusions
11. References

Marks Distribution

Field Activity	15 Marks
Presentation	05 Marks
Report Writing	05 Marks
TOTAL	**25 Marks**

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Psycho Social Tools and Techniques

1. Title
2. Objectives
3. Basic concepts- Theoretical/ Conceptual
4. Method
5. Preliminary Information
6. Testing material
7. Description of the test- Name, Author, Psychometric properties
8. Procedure: Rapport Formation, Instructions, Precautions, Test Administration, Verbal Report, Behavioral Observations, Scoring
9. Results
10. Analysis and Interpretation
11. Conclusion
12. References

*Practical record should be hand written

Marks Distribution

4 Practical	Each 5 Marks	20 Marks
Record Book	All together 5 Marks	5 Marks
	Total	**25 Marks**

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Microteaching

- 5-6 Sheets
    1. Meaning and Definitions
    2. Nature and Characteristics
    3. Scope
    4. Phases
    5. Cycle
    6. Merits-Demerits
- For Each Skill
    1. Meaning and Definitions
    2. Components of Skills and its description
    3. Lesson Plan

    1st Sheet content from text

Content Analysis	Teachers Activity	Students activity

* Student teacher has to write component of skill used, either in Content analysis or Teachers activity,

Marks Distribution

Micro teaching all 7 skills	10 Marks	4 Skills in Method 1- 5 Marks
		3 Skills in Method 2- 5 Marks
Video recording any 2 skills	10 Marks	Method 1-5 Marks
		Method 2-5 Marks
Integration	05 Marks	M1-2 1/2
		M2- 2 1/2
Total	**25 Marks**	

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Suggestive: (Micro Teaching) Integrated Lesson – Plan

Name of Student teacher: Roll No.:
Subject: Duration:15 Min. to 20 Min
Topic/Content: Date:
Period:

Teaching Points	Learning Experiences		Learning outcomes	Skills integrated	Black Board Work
	Teacher Activities	Student Activities			
2) Development					

Observations:

Suggestions:

Signature of Student teacher Signature of Observer/Supervisor

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Lesson Plan Format
(Simulated & School Lessons)

Name: Dr.abcdefghijk abcdefghijk abcdefghijk Roll No.: 001
School: GUK school Class & Section: IX A
Date: 04-09-2016 Period: 2nd Time: 10:45 am to 11:30 am
Subject: Biology Unit: Life Processes
Lesson No. & Name: 01. Basic Unit of life: Cell
Name of the TEI:
Approval of the method teacher:

Terms:
Concepts
Facts:
Principles:
Laws/Theories:
Generalizations:

General Objectives:

Specific Objectives:

Single page

Teaching Points:

Teaching Learning Materials:

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I. **Motivation:**

Testing Previous Knowledge	Teacher's Activity	Student's Activity	Black Board Work
	Double page		

II. Statement of Aim:

III. Development/ Presentation

Content Analysis	Teacher's Activity	**Student's Activity**	Learning Outcome	Evaluation	Black Board work
Double page **Double page**					

Any Other Activities/Exercises

Double page

Main diagrams/Shapes/Maps/Pictures etc ..

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Recapitulation

Black Board Summary/Model Sum /Others

Questions	Answers

Single Page

Evaluation:

Answer Key:

Home Work:

Teacher Educator's/ HM/School Teacher's Observations & Suggestions for Improvement:

Signature of Student Teacher

Signature of Observer

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Suggestive: DIGITAL LESSON PLAN TEMPLATE (SCIENCE / MATH / SOCIAL SCIENCE)

Basic Information	
Student Teacher Name :	
School Name :	
Subject :	
Class :	
Unit of study :	
Lesson Title :	
Time and Period :	
Date :	
Class Strength :	

21st Century students Objectives / Learning Outcomes
General Instructional Objectives
A prioritized list of content objectives that students will master by the end of the unit. Example Terms: Knowledge Understanding Application Skill Interest Positive attitude Etc
Specific Instructional Objectives
Specific behavioral objectives or specification consist of statements defining the specific performances, which are precise and measurable Example: Application: **Action verb of Knowledge:** Recall, recognize, state, define, list narrate, recite, quote, etc. **Action verb of Understanding:** Describe, explain illustrate, give reason, identify, substitute, distinguish, compare, classify, contrast, detect error, establish relationship, interpret, derive, give example, translate, prove, infer, substitute **Action verb of Application:** Examine, judge the sufficiency of the given data, select appropriate formula, predict, formulate hypothesis, verfy hypothesis, solve, apply, employ, verify

- ✓ **Action verb of skill:** oral calculation with speed and accuracy, does written calculation with speed and accuracy, does calculations neatly, reads the table correctly, reads the table with speed and accuracy, selects appropriate scale, select appropriate geometrical instruments.

Action verb of positive attitude: like his teacher, exhibits enthusiasm, promotes activity, listens with interest, and engages in recreational activities.

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Materials and Resources Required for Lesson		
Hardware Resources Needed (Select Appropriate)		
Computer (s) Laptop (s) Interactive White Board Internet Connection DVD Player VCR Player	LCD Projector OHP Projector Slide Projector Epidiascope Television Radio	Digital Camera Speaker Laser Pointer Scanner Printer Other
Software Resources Needed (Select Appropriate)		
Microsoft Word Microsoft PowerPoint Microsoft Excel Portable Document File	Internet Web Browser Mozilla Firefox Multimedia player VLC, Media Player	Image Processing Software paint, picasa Other,
Printed Material Needed (Select Appropriate)		
Textbook Curriculum guides	Story books Lab manuals	Reference materials Other
Internet Resources Needed (Select Appropriate)		
URL of YouTube Video URL of Blog	URL of Wiki URL of Webpage	URL of Google Images Other
Type of Media Effects (Select Appropriate)		
Text 2D Images 3D Images	Audio Video Documentary Films	Animation Audio and video Short films

PowerPoint Presentation Details		
Slide Numbers		Steps
		Motivation
		Topic Announcement
		Presentation / develop
		Application
		Supervision
		Recapitulation & BBS:
		Assignment: evaluation Home work

Prerequisite Knowledge & Skills
Content Aspect:
Conceptual content knowledge and skill that students must have to begin the unit Example: Knowledge of basic addition, subtraction, multiplication and division principles Exposure to fractions Knowledge of type of triangles
Digital Aspect:
Technological knowledge and skills that students must have to begin the unit Example: Experience to use the desktop computer and web browser Experience with electronic presentation and publishing software Knowledge and skill of preparing PowerPoint presentation

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INSTRUCTIONAL PROCEDURE						
Steps	**Content**	**Specification**	**Media Effects**	**Slide View**	**Learning Experience**	**Evaluation**
Motivation						
Topic Announcement						
Presentation						
Application						

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INSTRUCTIONAL PROCEDURE						
Steps	Content	Specification	Media Effects	Slide View	Learning Experience	Evaluation
Supervision						
Recapitulation						
Assignment						

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3rd Sem

Suggestive format for Fine Arts & Theatre

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Importance
8. Objectives
9. Methodological procedure/stages/phases/Nature of activity
10. Conclusion
11. Attach enclosures if necessary
12. References

Marks Distribution

Activity	10 marks
Training	10 marks
Record & Report	5 marks
Total	**25**

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III Semester

Format of Research Project (Action research)

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Need and importance of the study
8. Statement of problem
9. Objectives of the study
10. Action hypothesis/hypotheses
11. Sample and Research method (Pre & Post test)
12. Data collection: Analysis and interpretation
13. Conclusion
14. Bibliography
15. Appendices

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Format of Unit plan and Unit test for III and IV semester

Unit plan

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Meaning and definition of unit plan
7. Characteristics of unit plan
8. Scope of unit plan
9. Proforma- A (for two pages) importance to teaching methods and teaching aids
10. Proforma- B: importance to objectives, teaching-learning activities, evaluation procedure

Unit Test

1. Meaning and importance of unit test.
2. Characteristics of unit test
3. Blue print-meaning, definition, characteristics and design(3D)
4. Weightages to Objectives
5. Weightages to content
6. Weightages to questions
7. difficulty level
8. Question paper
9. Model answer paper
10. Scoring key-marks scheme
11. Result sheet
12. Statistics- measures of central tendency
13. Graphical representation-frequency polygon, histogram
14. NPC
15. Interpretation
16. Conclusion
17. References

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4th Sem.
Reflective reading and writing

1. Cover Page
2. Title Page
3. Certificate
4. Declaration
5. Content/Index
6. Introduction
7. Importance
8. Objectives
9. Methodical procedure/stages/phases/Nature of activity
10. Conclusion
11. Attach enclosures if necessary
12. Reference

*Given activities under syllabus shall be prepared/ conducted on the basis of objectives related to application Analysis synthesis and evaluation abilities

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Marks distribution

Two activities		
1st Activity	20 marks	25 marks
Reporting	5 marks	
2nd Activity	20 marks	25 marks
Reporting	5 marks	
Total	50 marks	50 marks

PRE-INTERNSHIP ACTIVITY

1. Meeting of faculty members of college
2. Meeting of Principals of B.Ed college
3. Meeting of School HM's with respective subject Teachers & method masters of B.Ed college
4. Developing required materials for all internship activities
5. Training of supervisor staff (Reflective Observation Diary)

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IMMERSION

1. Formal interaction with school authorities & school students
   (1 Day)
2. School academic records (for interaction) with HM & Teachers
   (2 Days)
3. Observing various school programmes by Govt. or Dept of Education
   (2 Days)
4. Attending SDMC & PTA
   (1 Day)
5. Observing 2 Mentor's classes (school teachers)
   (2 Days)
6. Observing HM class
   (1 Day)
7. Visit to HPS (near by) Activities going on in School campus
   (2 Days)
8. Visit to special school (Dumb / Deaf)
   (1 Day)
9. Visit to Residential school
   (2 Days)
10. Visit to B.E.O office, CRC, DIET, CTE etc
    (2 Days)

PRACTICE TEACTING (18 DAYS)
INNOVATIVE TEACHING (2 DAYS)
CONDUCTING UNIT TEST & DECLARE RESULT (2 DAYS)

1. Remedial class
   (2 Days)
2. Conducting classes
3. Co-Curricular Activities
   P T YOGA
   (2 Days)
4. Conducting Action Research
   (5 Days)

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POST INTERNSHIP STAGE

Present of Viva- Voce by the trainee
(2 Days)
Summary of Report
(2 Days)
Reports by Mentors } School
Signing authorities } B.Ed College

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B.Ed INTERNSHIP PROGRAMME DETAILS (Reflective Dairy)

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort.

There are 3 stages in the internship programme. They are

I. Pre-internship activities- CTC Camp/Educational excursion 3 Days

II. School internship activities

a. Actual Internship stage (Phase I)

b. Actual Internship stage (Phase II)

Practice teaching

III. Post – internship stage

i. Pre-internship Stage

Sl. No	Activity/Mode	Beneficiary	Requirements	Outcome	Probable Month
1.	Meeting	Faculty Members of the college	Curriculum finalized, Allotment of Roles and Responsibilities		
2.	Meeting	Principals of B.Ed College/HM/ Subject teacher of school	Two: Years B.Ed Curriculum, Roles and Responsibilities		
3.	Workshop mode production of Observation Reflection dairy – Daily activity (Reflective diary) Lesson plan (Reflective observation diary) schedule/ class observation schedule/Tentative time table	All B.Ed teacher trainees Daily activity Reflective Dairy	Principal & COE facility	Develop the required materials for the whole of the internship session	
4.	Training of Supervisory staff CTC Camp/educational Excursion for 3 days	All Head Teachers of the selected schools and principals / Lecturers of selected PU colleges Educational Teachers Educators and COE faculty	Developed materials for internship, B.Ed Curriculum, Roles and Responsibilities Action Research methodology & tools	Practice to use the internship materials effectively	

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ii. a) Actual Internship Stage (I Phase)

Sl. No	Activity	Place	Process	No of Days/ Week	Monitoring staff/Agency
1.	Walk in and around school- Secondary/Senior Secondary school	Of allotted school/Colleges	Formal interaction with school HM, teachers and students of Allotted school of colleges	1 day	COE Faculty
2.	School Academic Records	-Do-	Interaction with Head Teacher and looking all academic records maintained	1 day	Head Teacher COE facility School Teacher .
3.	Observing various School programmes of the GOK and Department of Education (DDPI.BEO)	School Government of Karnataka (DDPI, BEO)	By involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	Head Teacher/ COE faculty/ School Teacher
4.	Attending SDMC/Parent Teacher Association Meeting	-Do-	SDMC/PTA constitution and meeting proceedings	1 day	Head Teacher
5.	Observing at least two Mentor's Classes	-Do-	Actual by the trainees and followed by discussion	1 day	Head Teacher/COE faculty
6.	Observing at least one class of Head Teacher		Actual class Observation by the trainees and followed by discussion	1 day	COE faculty
7.	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion Record & Reporting of that days activities	1 day	COE faculty Head teacher School Teacher
8.	Visit to Special School Deaf/Dumb/Blind/Juvenile Delinquent/		Observation following by discussion	1 day	COE faculty Respective Heads of special schools
9.	Visit to Residential school Navodaya, Morarji, Kittur Channamma		Observation followed by discussion	1 day	Head Master/ Principal COE faculty
10.	Visit to BEO office/ BRC/ DIET, CTE		Observation followed by discussion	2 day	COE faculty

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II b.) Actual Internship stage (II phase)

Sl.No	Activity	Place	Process	. Number of days/week	Monitoring staff/ Agency
1.	Practice Teaching	Allotted School/college	Actual trainee takes the class with regular allotment and getting feedback after each class	18 working days	Head Teacher/ school teacher COE faculty
2.	Innovative class teaching	Do	Trainees with his/her own innovation takes the class and get feedback after each class.	2 days	Head Teacher/COE faculty/ School Teacher.
3.	Conducting Unit test	Do	Trainee conducts the Unit test	1 day	Head Teacher COE faculty School Teacher
4.	Declaring the results of the Unit test and prepare for next Remedial session	Do		1 day	Head teacher COE faculty
5.	Remedial classes	Do	Trainee organizes the Remedial classes to the below average students and conducts unit test.	2 days	Head Teacher / teacher faculty COE
6.	Organizing Co-Curriculum activities to the students	Do	Trainee organizes various activates in the area of his choice including PE & HE Yoga	2 days	Head Teacher/Teacher COE faculty
7.	Conducting Action research	Do	Trainee during his practicing session identifies the low achievers and conducts action research	5 days	Head Teacher/ Teacher/ COE faculty

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iii. Post Internship Stage at COE (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Method wise presentation of Actual Internship Phase I, & Phase II Activities followed by Viva-Voce by student teacher	2 days	Principal & COE faculty
2.	Viva – voce	2 days	principal /COE faculty
3.	Reports by the Supervising authority – BEO, BRC, DDPI, Mentor, DIET/CTE/ Special School/HPS/RS	Immediately after completion of the activities.	Principal & COE faculty

Marks Distribution

A)Field work (anyone activity)	- 50 Marks
Immersion & Internship	
Pre internship activities	- 10 Marks
Actual Internship	- 60 Marks
Post Internship (Presentation & Viva voce)	- 15 Marks
Report writing	- 15 Marks
Total	150 Marks

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GULBARGA UNIVERSITY

KALABURAGI

MAA Board Report
(For B.Ed-I Sem. Two years Course)

Name of the College & Code: Date:

Members present:

I) Information Collected:

a) Consolidated marks list b) Students list with Reg. No c) Students list with Roll No

d) List of Approved Teaching staff as per the new ncte norms 2014 e) Any other

II) General Performance: Grade (A to E) with remarks.

Sl.No	Item	Grade	Remarks
1	EPC-I:ICT Basics		
2	EPC-II:Language Across the Curriculum		
3	EF-I:Psychosocial Tools & Techniques		
4	EF-II:Micro-Teaching & Integration		
5	Tests		
6	Seminar		
7	Assignment		
8	Any other		

The Principal of the college shall follow the below mentioned changes and modify accordingly before sending he moderated list. The moderated list should reach Chairperson. Coordinatio Committee within eight days from the visit of the Committee.

Range **No. of Students**

86-90 _____

81-85 _____

76-80 _____

71-75 _____

66-70 _____

61-65 _____

Below 60----------

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1. **The Group Average of College Shall be**

2. **General group of students interviewed and moderated the marks.**

Sl. No.	Reg. No	Marks given by the college	Moderated marks	In words	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

3. **Following Students are approved/ not approved by the Committee as indicated below:**

4. **Observations to be made duing the Board visit**

1. All the teaching staff approved from the University as per the NCTE norms, 2014 are found in the college. Yes/No
2. All the I A Activities are supervised, guided and awarded marks by the approved teaching staff as per the course regulations Yes/No
3. All the formats of IA activities conducted as per the course regulations Yes/No
4. The IA activity conducted are meaningful and as per the course expectations Yes/No
5. The Viva-Voce Performance of the students was Poor/Below Average/Average/Good/ Excellent
6. Other observations are as per the mandatory observations to be made as per course regulations

5. **General remarks for further follow–up**

The moderation will be made by the Principal to all the students. Later those marks are moderated by the Committee after interview is to be considered. During moderation, equal marks of benefit/loss will be given to all candidates, however benefit of passing to lower groups and not to cross the top tens for higher groups shall be maintained.

6. **Signature of the members for having moderated and consolidated the report.**

Chairman/Co-ordinator,
MAA Board

Receiver's Signature

Name :

Date:

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GULBARGA UNIVERSITY

KALABURAGI

MAA Board Report
(For B.Ed-II Sem. Two years Course)

Name of the College & Code: Date:
Members present:

I) Information Collected:
a) Consolidated marks list b) Students list with Reg. No c) Students list with Roll No
d) List of Approved Teaching staff as per the new ncte norms 2014 e) Any other

II) General Performance: Grade (A to E) with remarks.

Sl.No	Item	Grade	Remarks
1	EPC-III:Understanding Self(Personality & Yoga)		
2	EPC-IV:ICT Applications:Digital Lesson Plans		
3	EF-III:Simulated &ICT based lessons		
4	EF-IV:School Lessons & Reflective Diary-Video Recording & Reporting		
5	Tests		
6	Seminar		
7	Assignment		
8	Any other		

The Principal of the college shall follow the below mentioned changes and modify accordingly before sending he moderated list. The moderated list should reach Chairperson. Coordinatio Committee within eight days from the visit of the Committee.

Range **No. of Students**

86-90 _____

81-85 _____

76-80 _____

71-75 _____

65-70 _____

61-65 _____

Below 60----------

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3. **The Group Average of College Shall be**
4. **General group of students interviewed and moderated the marks.**

Sl. No.	Reg. No	Marks given by the college	Moderated marks	In words	Remarks
1					
2					
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4					
5					
6					
7					
8					
9					
10					
11					

3. **Following Students are approved/ not approved by the Committee as indicated below:**

4. **Observations to be made duing the Board visit**

1. All the teaching staff approved from the University as per the NCTE norms. 2014 are found in the college. Yes/No
2. All the I A Activities are supervised, guided and awarded marks by the approved teaching staff as per the course regulations Yes/No
3. All the formats of IA activities conducted as per the course regulations Yes/No
4. The IA activity conducted are meaningful and as per the course expectations Yes/No
5. The Viva-Voce Performance of the students was Poor/Below Average/Average/Good/ Excellent
6. Other observations are as per the mandatory observations to be made as per course regulations

5. **General remarks for further follow–up**

The moderation will be made by the Principal to all the students. Later those marks are moderated by the Committee after interview is to be considered. During moderation, equal marks of benefit/loss will be given to all candidates, however benefit of passing to lower groups and not to cross the top tens for higher groups shall be maintained.

6. **Signature of the members for having moderated and consolidated the report.**

Chairman/Co-ordinator,
MAA Board

Receiver's Signature

Name :

Date:

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GULBARGA UNIVERSITY

KALABURAGI

MAA Board Report
(For B.Ed-III Sem. Two years Course)

Name of the College & Code: Date:
Members present:

I) Information Collected:
a) Consolidated marks list b) Students list with Reg. No c) Students list with Roll No
d) List of Approved Teaching staff as per the new ncte norms 2014 e) Any other

II) General Performance: Grade (A to E) with remarks.

Sl.No	Item	Grade	Remarks
1	EPC-V:Fine Arts and Theatres		
2	EPC-VI:Research Project(Action Research)		
3	EF-V:Field Assignment		
4	EF-VI:School Lessons and Reflective Diary		
5	Tests		
6	Seminar		
7	Assignment		
8	Any other		

The Principal of the college shall follow the below mentioned changes and modify accordingly before sending he moderated list. The moderated list should reach Chairperson. Coordinatio Committee within eight days from the visit of the Committee.

Range **No. of Students**

86-90 _____

81-85 _____

76-80 _____

71-75 _____

66-70 _____

61-65 _____

Below 60- ----------

5. The Group Average of College Shall be

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6. **General group of students interviewed and moderated the marks.**

Sl. No.	Reg. No	Marks given by the college	Moderated marks	In words	Remarks
1					
2					
3					
4					
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6					
7					
8					
9					
10					
11					

3. **Following Students are approved/ not approved by the Committee as indicated below:**

4. **Observations to be made duing the Board visit**

1. All the teaching staff approved from the University as per the NCTE norms, 2014 are found in the college. Yes/No
2. All the I A Activities are supervised, guided and awarded marks by the approved teaching staff as per the course regulations Yes/No
3. All the formats of IA activities conducted as per the course regulations Yes/No
4. The IA activity conducted are meaningful and as per the course expectations Yes/No
5. The Viva-Voce Performance of the students was Poor/Below Average/Average/Good/ Excellent
6. Other observations are as per the mandatory observations to be made as per course regulations

5. **General remarks for further follow–up**

The moderation will be made by the Principal to all the students. Later those marks are moderated by the Committee after interview is to be considered. During moderation, equal marks of benefit/loss will be given to all candidates, however benefit of passing to lower groups and not to cross the top tens for higher groups shall be maintained.

6. **Signature of the members for having moderated and consolidated the report.**

Chairman/Co-ordinator,
MAA Board

Receiver's Signature

Name :

Date:

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GULBARGA UNIVERSITY

KALABURAGI

MAA Board Report

(For B.Ed-IV Sem. Two years Course)

Name of the College & Code: Date:

Members present:

I) Information Collected:

a) Consolidated marks list b) Students list with Reg. No c) Students list with Roll No

d) List of Approved Teaching staff as per the new ncte norms 2014 e) Any other

II) General Performance: Grade (A to E) with remarks.

Sl.No	Item	Grade	Remarks
1	EPC-VII:Relective Reading & Writing(Two Activities)		
2	EPC-VIII:ICT Field Work & Immersion(Teaching Practice)		
3	Tests		
4	Seminar		
5	Assignment		
6	Any other		

The Principal of the college shall follow the below mentioned changes and modify accordingly before sending he moderated list. The moderated list should reach Chairperson. Coordinatio Committee within eight days from the visit of the Committee.

Range **No. of Students**

86-90 _____

81-85 _____

76-80 _____

71-75 _____

66-70 _____

61-65 _____

Below 60----------

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1. **The Group Average of College Shall be**

2. **General group of students interviewed and moderated the marks.**

Sl. No.	Reg. No	Marks given by the college	Moderated marks	In words	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

3. **Following Students are approved/ not approved by the Committee as indicated below:**

4. **Observations to be made duing the Board visit**

1. All the teaching staff approved from the University as per the NCTE norms, 2014 are found in the college. Yes/No
2. All the I A Activities are supervised, guided and awarded marks by the approved teaching staff as per the course regulations Yes/No
3. All the formats of IA activities conducted as per the course regulations Yes/No
4. The IA activity conducted are meaningful and as per the course expectations Yes/No
5. The Viva-Voce Performance of the students was Poor/Below Average/Average/Good/ Excellent
6. Other observations are as per the mandatory observations to be made as per course regulations

5. **General remarks for further follow–up**

The moderation will be made by the Principal to all the students. Later those marks are moderated by the Committee after interview is to be considered. During moderation, equal marks of benefit/loss will be given to all candidates, however benefit of passing to lower groups and not to cross the top tens for higher groups shall be maintained.

6. **Signature of the members for having moderated and consolidated the report.**

Chairman/Co-ordinator,
MAA Board

Receiver's Signature

Name :

Date:

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