TEACHER EDUCATION (TWO YEAR B.Ed PROGRAMME -2015) : REGULATIONS, SYLLABUS, AND RECOMMENDATIONS

Report

by

The State Committee

(on Two Year B. Ed Programme - 2015 constituted by the Karnataka State Higher Education Council, Karnataka, vide Govt,. Order: KSHEC/ Two year B.Ed/74/2015-16/226 Dated: 25.06.2015)

Under the Chairmanship of

Dr Ekbote E R

Members:

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2. Dr. Narayan Swamy
3. Dr (Smt) D R Sarvamsngala
4. Dr (Smt) L.B.Patted
5. Dr.JagnnathDange
6. Shri Suresh Babu
7. Shri B.K.Basvaraja
8. Dr. Shanmukha

9. Shri R Manjunath (member convenor)

Submitted to

Karnataka State Higher Education Council
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PREFACE

Progressive social changes and national development demands changes in educational inputs and reorientation of the perspectives. The rapid changes that has taken place in last few decades in terms of technical advancement, globalization and ICT inventions have challenged to reorganize the educational system in all its forms and type. NCTE in view of Justice Verma Commission recommendations has taken the advantage of enriching the teacher education programme to the new challenges.

The Govt. of Karnataka constituted a committee to provide a common syllabus at state level in 1992.The committee presented a report titled "Restructured Syllabus and Scheme of Examination for B.Ed Programme". The existing one year programme presently in operation in all the Universities of Karnataka is based on this. The NCTE notification 2015 for revamping the one year programme with the two year B.Ed programme has once again demanded to take up similar task.

The Karnataka State Higher Education Council initiated the action by sponsoring State level Work Shop, hosted by Azim Premji University, for B. Ed Curriculum revision on 16th and 17th of June, 2015 at Azim Premji University, Bengaluru. The representative from various Universities and Teacher Education Institutes of Karnataka State were invited. Deans, Chairperson of BOS, Senior Professors attended the work shop. The deliberation and out comes in terms of recommendation were needed to be structured. In this context the KSHEC constituted the committee to formulate "**A State Level Two Year B.Ed Programme-2015**" in accordance to the frame work of NCTE and needs of the State.

The development of new frame work confronts with many challenges .The need to read between the lines the contents of NCTE policies and

suggestions, the perception and needs of various stake holders is impertinent. The increase in the duration of the programme from one year to two years not only needs to be looked into, with the choice of inputs but also to sustain the tempo of student teachers to effectively undergo the course.

Indian Teacher Education Programme has been questioned time and again for its in efficiency leading to poor quality teachers. Mush rooming of teacher education institute, not meeting to the needs of the social needs in terms of quality and commitment is one of the major challenges confronted. The Justice Verma Commission is a result of this phenomenon. Though NCTE has evolved regulations with the new format of composite college, the state needs to evolve its own mechanism at state level to regulate and monitor the system. The Supreme Court has recited, that the State is an important stake holder in regulating and quality control of Teacher Education Programme. (Writ Petition (Civil) No. 276 Of 2012, Maa Vaishno Devi Mahila Mahavidyalaya Versus State of U.P. & Ors.)

Further, Govt of Karnataka has decided that the higher secondary (PU teaches) stage teachers shall undergo B.Ed as an eligibility, and has broaden the scope of the programme. This is in tune with the national policy. The new curriculum should address this issue; needless to say the pedagogic requirement of higher secondary is very different from that of secondary school.

It is of common experience that every child is experiencing the digital world before stepping out of his/her cradle. The digital gadget is the first choice to play with. The child entering the nursery/anganwadi is familiar with and desires to grow with the digital resources. Teacher needs to be fully equipped to meet this challenge and better equipped. The teaching faculty at large needs to evolve needed literature in the digital form. The curriculum has to provide with the needed ingredients for such challenge.

The two year B.Ed programme has the structure of one unit of fifty students per batch, with 8 staff members. The college has to transact the curriculum for the first year B.Ed and Second Year B.Ed with a large number of method subjects (about 16 per term). This issue remains unanswered satisfactorily. The curriculum should provide possibility to resolve and yet meet the needs of pedagogy.

The NCTE frame work has elaborated the theoretical components, their importance; the issue needs to be addressed inputs in length, however similar exercise of detailing of the Professional Capabilities and immersion activities would have helped the universities to equip the curriculum meaningfully. The committee has made this effort and has tried to evolve the mode of transaction for needed quality. The committee has deliberated on the professional nature of the programme and the l basics that are to be focused as essential to be a part of the programme without compromise.

The Govt. of Karnataka has experimented with the field immersion activity for D.Ed course a few years back. The experiences do not permit to make similar tryout. The immersion activity is spread across the three semesters in the graded form.

I must place on record the gratitude I owe to the Principal Secretary Shri Bahratlal Meena for the concern towards the teacher education and prioritizing this report. He attended the first meet and contributed by providing his insights and directions to shape this report. Prof. Kori S, the Executive Director KSHEC, Bengaluru inspired the teacher educators by addressing at the Azim Premji Foundation Work shop and officiated the formation of the committee, electrified the work to complete within the stipulated time of 60 days. Teacher Educators of PG Departments of Education and TEI's supported the preparation. The syllabus prepared by various Universities across the country

availed through their websites was of great use, theses are adopted contextually and needs to be acknowledged.

Prof B.B. Kaliwal, the Vice Chancellor Davanagere University, Davanagere and Prof M.G. Krishnan Vice Chancellor, Karnataka Sate Open University, Mysuru extended timely support to conduct meetings at their campus.

I was supported to undertake this task with sufficient time, relieving me from the University work, by my Prof. S R Niranjan, the Vice Chancellor, Gulbarga University, Kalaburgi. The Registrar of the University, my department faculty not only motivated but provided their valuable suggestions. I owe to all of them.

It must be placed on records that the credit for shaping this programme must go entirely, to all the members of the committee, member secretary, BOS Chairperson (M.Ed and B.Ed) of all the Universities of Karnataka Sate who made the real contribution, for short coming if any the responsibility is mine.

I do hope this two year B.Ed curriculum will cater to the requirement of all stake holders and meet the new challenges. The designing is basically to strike a balance between needs, choices and the capabilities if implementers. The adoption and implementation of this programme has to be viewed as progressive step toward meeting the present needs and preparing for the future requirements. The effort of Govt. of Karnataka by constituting a committee to consider the program will find success only when the teacher educators at large take this responsibility equally well.
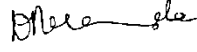
Prof. E.R.Ekbote

ACKNOWELDGEMNT

1. Hon'ble Minister, Higher Education, Government of Karnataka, Bengaluru.

2. Shri Bharat Lal Meena, I.A.S. Principal Secretary. Higher Education. Government of Karnataka, Bengaluru.

3. Prof S.A .Kori, Executive Director, Karnataka Sate Government, Karnataka

4. Director, Directorate of Sate Educational research and training, Bengaluru.

5. Vice Chancellor's of Sate Universities, Karnataka University Dahrwad, Gulbarga University Kalaburgi, University of Mysore Mysuru, Rani Channamma University Belgavi, Sri Krishna Devraya University Bellary, Mangalore University Mangalore, Karnataka Sate Open University Mysuru, Davngere University Davangegre, Karnataka Women Sate University Vijayapur, Tumkur University Tumkur. Kuvempu University Shivmaoga. and Aim Premix University Bengaluru

6. Registrar of the Universities , Chairperson of BOS(PG & UG) and members of Department of Post Graduate Studies and Research of all State Universities viz   Karnataka University Dahrwad, Gulbarga University Kalaburgi , University of Mysore Mysuru, Rani Channamma University Belgavi, Sri Krishna Devraya University Bellary, Mangalore University   Mangalore, Karnataka Sate Open University Mysuru,Davanger University Davangegre,Karntaka Women Sate University Vijayapur,Tumkur University Tumkur.Kuvempu University Shivmaoga.

7. Experts, Principals, Teacher Educators of B.Ed Teacher Education Institutes from various parts of India.

Names with Address of the "Two Year B.Ed Programme Regulation, Syllabus and Recommendation Committee" Constituted by the Government of Karnataka vide order No, KSHEC/2 Year B.Ed/74/2015-16/226 Dated 25.06.2015

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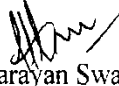|		
1.	Dr E.R.Ekbote, Professor, Dept of Education (IASE) Gulbarga University, Jnanaganga Post Office Kalaburagi-585106	Chairperson
2.	Dr (Smt)Poornima Pattenshetty,Chairperson Dept of Education Rani Chenamma University Bealgavi -591156	Member
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4.	Dr. D.R. Savamangala,Dean Dept of Education,Manasa Gangotri Mysuru-570006	Member
5.	Dr (Smt) L B Patted, Principal, Karnataka University College of Education Rodda Road,Dharwad-580003	Member
6.	Dr Jagannath K Dange, Asso Professor, Dept of Education,Kuvempu University Shankara Ghatta,Shivamoga	Member
7.	Shri Suresh Babu, Asst Professor Kotturswamy College of Education Gandhi Nagar, Bellary	Member
8.	Shri B K Basavraj, Principal CTE, Jt. Director, Mysuru	Member
9.	Dr Shanmukha.Asst Professor Dept of Education,Karnataka State Open University Mukta Gagotri, Mysuru-570006	Member
10.	Shri R Manjuath, SADP,Teacher Education 100 feet Road,DSERT, Hoskerehalli,III stage Bangaluru	Member Convener

Signatories to the Report

Dr. D.R. Sarvamangala
Member

Dr. Purnima Pattanshetti
Member
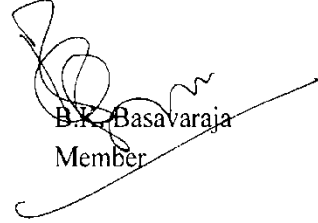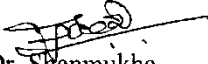
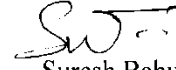Prof. M. Narayan Swamy
Member

Dr. Jagannath K Dange
Member

Dr.(Smt.) L.B. Patted
Member

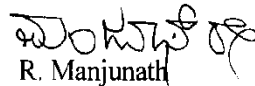B.K. Basavaraja
Member

Dr. Shanmukha
Member

Suresh Babu
Member

R. Manjunath
(Convenor)

Prof. E.R. Ekbote
(Chairperson)

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ABBREVATIONS	
B.Ed	Bachelor of Education
BOS	Board of Studies
CAC	Common Admission Cell
D.Ed	Diploma in Education
Dept.	Department
DIET	District Institute of Education and Training
DSERT	Directorate of State Educational Research and Training
Ext. Marks	External Marks
Govt.	Government
ICT	Information and Communication Technology
Int.Marks	Internal Marks
KSHEC	Karnataka Sate Higher Education Council
M.Ed	Master of Education
Max	Maximum
MHRD	Ministry of Human Resource Development
Min	Minimum
MOTA	Modalities of Transaction and Assessment
NCTE	National Council for Teacher Education
PG	Post Graduate
STEM-B	State Teacher Education Monitoring Board
TEI	Teacher Education Institute
TERM	Teacher Education Regulatory and Monitoring Cell
Tg	Teaching
TLM	Teaching Learning Material
UG	Under Graduate

CONTENT LIST

SEMSTER-IV

APPENDIX

REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME, UNIVERSITES OF KARNATAKA STATE

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under choice based credit system [CBCS] and continuous assessment grading pattern (CAGP) programme offered in the TEI's affiliated and constituent colleges of Universities of Karnataka Sates from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

1.00   Preamble.

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary level (classes XI-XII) . Also aims at preparing, practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals and for extension activities.

2.00   Title, Application and Commencement.-

The regulations shall be cited as Karnataka State Regulations 2015-16 governing two year B.Ed Programme leading to Bachelor of Education Degree Course.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These

regulations come into force from the date on which they are approved by the Government of Karnataka.

3.00 Monitoring and Regulation of the Course:

There shall be a State Teacher Education Monitoring Board (STEM Board) at the State level constituted by the Karnataka State Higher Education Council which shall undertake the implementation of B.Ed programme at State level The Board shall be responsible to monitoring, regulate and issuing appropriate direction to the Universities, Colleges and any other appropriate bodies. The DSERT shall act as the nodal agency for the said purpose.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at each University level which shall take similar functioning as the STEM Board at University level.

4.00 Definitions of the Key terms Used in the Regulation.

a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.

b) **Blank Semester** : A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester

c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, filed based activities ,immersion, computer skills, research activities required for the course.
A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two – hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.

d) **Course**: A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered

will have three components associated with teaching – learning process of the course, namely L, P, and T.

e) **Tutorial** : A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

f) **Practical/practice**: A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

g) **Internship and immersion:** 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.

h) **Enhancing Professional Capacities (EPC):** These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

i) **Engagement with Field Activity** (**EF**) : These are the courses where in the student teacher will get the theatrical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.

j) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship**.**

k) **Hard Core Course**: A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be

replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.

l) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase

m) **Theory cum Practice**: These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to fifty students as per the facilities available in the institute.

n) **Simulation practices**: The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students or even in absence.

o) **Perspective Course**: The courses that provides the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as application from various basic disciplines.

p) **Field Work Courses** for which student has to visit the field collect the required data systematize, processes and present fall under these type of the courses.

q) **Immersion**: The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

5.00 Intake.

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation

6.00 Eligibility and Choice of pedagogic Subjects :

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE and UGC and State Government as listed below:

i. Candidates with at least fifty percent marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme.

SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable

ii. The candidate should specify whether he desire to be a
a. Teacher for 6-8 and 9-10 std eligibility, or
b. Teacher for 8-10 and 11-12 std eligibility (Only for PG Qualified)

Each one has to select two methods as prescribed below:

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

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

	Pedagogy of Discipline	Suitable for the existing State appointment
1	Humanity	Language Teacher
2	Social Science	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Science and/or Biological Science	Science Teacher
5	Mathematics	Maths Teacher
6	Commerce	Commerce at Higher Secondary level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

i)   The pedagogic subject choice(except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree progoramme. Language pedagogy shall be given based on study of the subject either as optional or as basic.

ii)   The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the state appointment provision presently in operation while advertised State Government of Karnataka.

iii)   The pedagogic subject of Advanced pedagogy of higher secondary shall be given only to the students with PG qualification and eligible to be appointed at higher secondary.

7.00 **Medium of Instruction**:

Medium of instruction for the course is English. However, candidates may write the examination in Kannada for all papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

8.00 Admission Procedure:

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.

b) The Central Admission Cell of the Sate under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota.CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permission by the Government.

c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC and STEM Board directions. The University and TEI shall follow the calendar of events. The calendar of events to be followed are:

i. Date for the publication of notice inviting applications for admission by the University along with list of recognised colleges by the University.

ii. Last date of receipt of the applications for admission to the respective Colleges.

iii.	Date of selection by test or interview;(if any)

iv.Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of	admission.

v. Provisional approval of the admission by the College and declaration on the college website

vi.Last date for admission.

vii.   Final list of seats admitted and forwarded to the University, for approval

viii.   Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.

ix.Student admitted after the course commence, and if remain short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

9.00   Approval from State Govt. of the admission list by University:

The list of the admitted candidate endorsed by the University shall be submitted to the STEM Board and shall take necessary monitoring in accordance to the admission eligibility and state policy.

10.00 **Curricular Components**.

The course shall have the curricular components namely:

a.   Perspective Courses (Per-C)

b.   Pedagogic Courses (Pd- C)

c.   Enhancing Professional Courses (Prof-C)

d.   Engagement with Field Courses (Enga-C)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA). The details are in the proceeding table presented semester wise:

Details of Working Duration, Credits and Marks

The details of total number of working days and its distribution with credits and curricular components is as follow:

Semester	Working Days	Working Hours/Credit	Marks			Total Marks
			Theory	Practicum EPC &EF	Total	
I	100	600/24	400	200	600	2400
II	100	600/24	400	200	600	
III	100	600/24	400	200	600	
IV	100	600/24	300	300	600	

Each credit has equivalence of 25 marks and 23 hours of theory work load. In case of 100 marks theory course there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

11.00   Credits, Marks and Passing Standards :

The details of courses offered in each semester with credits, marks and passing standards shall be as given below;

Semester I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C:1	Childhood And Adolescence	4	20	8	80	32	100
		Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Und, Disc and pedagogy(Any two)	4	20	8	80	32	100
EPC & EF		ICT Basic	2	50	25			50
		Language across the subjects	2	50	25			50
		Psycho Social Tools and techniques	2	50	25			50
		Micro teaching and Integration	2	50	25			50
			24					600

Semester II

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Learning and teaching Processes	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
EPC		ICT applications	2	50	25			50
		Understanding Self, Personality and Yoga	2	50	25			50
EF		Simulated and ICT based lessons	2	50	25			50
		School lessons and reflective diary	2	50	25			50
			24					600

SEMESTER-III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Thoery		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy (Any two)	4	20	8	80	32	100
		Optional Course (Any one)	4	20	8	80	32	100
EPC		Fine Arts and Theatres	2	50	25			50
		Research Project	2	50	25			50
EF		Field Assignments	2	50	25			50
		School lesson(Unit based) and reflective Dairy	2	50	25			50
			24					600

SEMESTER-IV

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Gender , School and Society	4	20	8	80	32	100
		Educational Management and Organization	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects (Any two)	4	20	8	80	32	100
EPC		Reading and Reflecting	2	50	25			50
EF		Field work and Immersion	6	150				150
		Test lesson I and II	2+2			50+50	25+25	100
			24					600

12.00 Modalities of Transaction and Assessment.

Part-A: In puts:The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables.

Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson in puts and their proportions to the total:

	I-SEM	**II-SEM**	**III-SEM**	**IV-SEM**	**Total**
THEORATICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	8 Credits/200 (8.3 %)	1300 (54%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	12 Credits/300 (12.5%)	16 Credits/400 (16.6%)	1100 (46%)
TOTAL	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96 Credits/2400 (100%)

(Percentages are, out of the total marks for the programme)

PRACTICAL INPUTS ACROSS FOUR TERMS
(CO-LESSON PRACTICES)

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics	Lab work as detailed in practical course work	2Cr/50Marks
	Psycho-Social Test	Competency development to administered and interpret result, as detailed in MOTA	2Cr/50Marks
II	ICT Application	Semi field based try out field. Activities listed in MOTA	2Cr/50Marks
	Unit test/Personalities and Yoga	Yoga practice courses detailed and personality exercise as in course details.	2Cr/50Marks
III	Research Project	Developing Research Project and implementing with the help of course details listed	2Cr/50Marks
	Fine Arts and Theatre Reading and reflection	Detail of activities listed in course work	2Cr/50Marks
	Teacher placement and CET orientation	Detail of activities as in course work Expository lectures, Teacher's CET classes, interaction with school agencies	2Cr/50Marks
IV	School co-practices	Detailed activities are listed in course work	10Cr/250Marks
	Test lessons	Examination Activity	2+2 Cr/100 Marks

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS
I	1)Microteaching (Six Skills) 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 2)Simulation (Non Microteaching) Integration and overall skill with teaching-learning process for 15 min. each 3)Simulation Lesson (College base)	Skill with full repeat cycle and with video-feedback Two lesson per pedagogy subject One per pedagogy subject
II	4)Simulation with ICT (at least 2+2 lessons with ICT mediation) 5)School Lessons	Five per pedagogy subject, total 10 lessons Four lessons per pedagogic subject
III	6)Unit plan Based Lessons 7)lesson under Block Teaching	At least three lesson+1 unit test period per pedagogic subject Three weeks eight lessons per pedagogic subject and one criticism lesson with each subject
IV	8)Immersion Lessons 9)TLM and ICT Based Lessons 10)Test Lessons	Fifty days (Details are given in the immersion programme in the syllabus)

Part-B: Modalities of transaction:

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentions there after

The details of each modality of transaction and assessment are as below:

The details of each modality of transaction and assessment are as below:

	Modality	Courses of programme	Nature of transaction
1	Type 1	Theory courses of semester I, II ,III ,and IV	Class room presentations, discussions, seminars, Assignments and tutorials CAI approach.
2	Type 2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Base Teaching D. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type 3	Language across subjects Understanding Self, personality and Yoga Research project Reading and reflection	Theoretical presentations, Discussions, Demonstrations, practice under supervision, fields work and report writing
4	Type 4	Lab Work : ICT-1 and ICT-2 Psycho–social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type 5	Field work/engagements Type 1 Type 2	Orientation to the assignment,providing necessary instructons, undertaking work in school and field, reporting
6	Type 6	School Internship/Immersion –I	Practicing various roles of teacher at school premises, recoding and reporting

Type 1 : Modes of Transactions for Theoretical Courses:

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended contextually. The list of theoretical courses is as listed below

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I		Childhood and Adolescence	4	20	8	80	32	100
		Philosophical and Sociological bases of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Understanding Discipline and Pedagogy	4	20	8	80	32	100
II		Learning and teaching Processes	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
		Optional Course		20	8	80	32	100
		Subject specific pedagogy	4	20	8	80	32	100
IV		Gender , School and Society	4	20	8	80	32	100
		Educational management and Organization	4	20	8	80	32	100
		Advance Studies in Curriculum and Pedagogy	4	20	8	80	32	100
								1400

Type 2: Simulation Practices: (2 Credits):

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.
a. Micro teaching:
b. Video lesson observation and criticism:
c. Skill Integration lesson presentation with peer group
d. ICT mediated lesson with peer group

e. Video recording lesson of peers in simulation classes

f. Concept analysis and presentation on subject content

Video lesson Activity:

Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

Type 3: Competency Based Instruction:

Sr.No	Course input / exam scheme	Credits	Int	Ext	Minimum to pass	Total
1	Language across subjects	2	50		25	50
2	Understanding self, Personality & Yoga	2	50		25	50
3	Fine arts and Theatre	2	50		25	50
4	Research Project	2	50		25	50
5	Reading and Reflection	2	50		25	50

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

Type 4: Lab Works :

ICT Basic   : Two Credits
ICT application   : Two Credits

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Sr. No	Course input/exam scheme	Credits	Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation					
2	Conduct of Practicum field based and presenting as report		20			
3	Reporting the journal record and submission					
4	Examination for in lab work		20			
5	Viva-voce on lab works		10			
	Total	2	50		25	50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis softwares, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)
a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the exercise by the student.
d. Exercise practice and output print if necessary.
e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the excursive by the student.
d. Working out the excessive and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications

2. Development of Power point presentation.

3. Nudi Kannada soft ware keying.

4. Web search and email use.

5. Video recording, audio editing and providing back ground voice adding

6. Using still camera for creating of picture files and use for teaching.

7. Use of graphic soft ware.

8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.

2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)

3. Critical review of UNESCO ICT Competency standards for Teachers-2008

4. Write a report on INSAT programs.

5. Developing Educational blog in www.blogger.com , www.wordpress.com

6. Develop the news groups and report.

7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations

8. Evaluating Educational broad casts in the Radio/T.V

9. Evaluation of websites related to educational programmes.

10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.

11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.

12. Use one of the Concept map tool (freemind, VUE)and write a report.

13. Use one of the E-book Tool(Sigil,caliber) for creating and editing books and report.

14. Preparation of CAI for classroom learning.

Psycho –Socio tools and techniques work:

Sr.No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation	2				
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		20		10	20
4	Examination for in lab work			20		20
5	Viva-voce on P ICT works			10		10
	Total	2			25	50

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) **Lab assignment :**

1. Tabulating the raw scores and processing the date of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issue related child/teachers recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological text of performance based on a unit n the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) **Field assignments:**
1. Visiting schools and generate the socio-metry results through socio-metry software and use 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.

4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.

5. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.

6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

Type 5: 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 8guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

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 abled, 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, Ba

Shalege, 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.

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.

Some of the schemes of Assignment for XI –XII Pedagogic Courses in the fourth semester are listed below:

School Intervention Competency Development (SIC-D):
Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

a. Identification of poor resources utility and its optimization.

b. Introducing to updated pedagogy and TLM and experimenting.

c. Evolving activities for   Higher Secondary School/ Secondary School and incorporation to inculcate the inputs for the neglected components of educational policy.

d. Strengthening the programme presently undertaken by the Government at school level so as to improve the quality.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion class.

A few more suggestive activities:

Systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports to be maintained.

Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

Reading and reflecting context: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

Multiple Choice Questions: MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question Test batteries with 40 items each covering the syllabi

based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.

Assignment: Teaching Learning Material Development:

The B.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

a. LPS/HPS Curriculum subjects.
b. Sec school curriculum subjects.
c. Learning and teaching issues proposed in the national and Sate educational policies

In special occasion in consultation with guide TLM can be for Higher education courses. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, or any other format according to certain principles of learning–teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted and also be presented in the pedagogic classes.

Type 6:

List of the Practical Work to be taken during Internship: The detailed procedure is provided in courses details of immersion Programme. Some of the practical's to be taken during the course are:

Teaching Aid
Book Review
Blue Print (Subject - 1)
Action Research / Case Study
Literacy Programme
Co-curricular Activity
Organization of Parental Programme
Analysis of Result of any one Class.

Psychological Testing

Observation of Experienced School Teachers

Viva & Co-curricular Activity

Education Forum

Project Based Learning

13.00 **Mandatory Institutional Requisites**.

Appointment of Academic Head: She/he is the head of the B.Ed Programme with qualification required equivalent to a Principal of B.Ed Institute as per NCTE, State UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. She/He shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

Academic Resources: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The curriculum transaction mode (CTM) prescribed and the Internal Assessment monitoring guidelines and conditions laid down by the University has to be strictly adhered. All I.A activities need to be recorded stored systematically and shall be approved by the requisite approving body before forwarding marks to the Registrar (Evaluation) of University.

The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University, TERM Cell, STEM Board of the State, DSERT and authorities appointed form time to time by the State and University authority.

Academic Records: These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

14.00 Monitoring Academics and Assessment

There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

a) The Chairperson Board of Studies (B.Ed)

b) The Chairman Board of Examination.(B.Ed)

c) Two senior from teaching staff of Dept of Education on rotation basis. - Members Academic Head (B.Ed) from TEI, fully qualified and appointed on permanent basis, approved by University, on rotation basis based on seniority.

As per the procedure based on the facts can visit the colleges to verify the academic records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks. This needs to be decided by the TERM cell well in advance and be circulated to all the colleges

The Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate of the program to the committee as per the calendar of events for the academic semester.

University has to evolve a procedure for IA inter colleges uniformity. The Board of studies (B.Ed) shall prepare the procedure of monitoring the IA and get the approval from the TERM cell. The advisory note of the STEM Board shall be mandatory whenever circulated to the Universities as and when provided so as to maintain the inter University standards

15.00 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation and mentoring programme.

16.00 Attendance and Conduct :

B.Ed is a full time course and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action needs to taken to withdraw the degree.

Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.

The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any.

17.00 Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

(i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.

(ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester, both Online and in manual/printed.(hard and soft copy) as per University procedure.

(v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) CE& other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by

all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

18.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

Internal Assessment

Each Course normally, would have two components- the Internal Assessment and the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester End Examination are presented in the schematic table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10
Field Assignment	5 Marks	Seminar	5 Marks	20

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester.

The records of all the internal assessment activities shall be maintained for one year and /or till the candidates opportunities to reappear (attempt) are exhausted.

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

Total marks for each course	100 Marks
Continuous assessment	10 Marks
Continuous assessment	10 Marks
Semester - End -Examination	80 Mark

The grade and the grade point earned by the candidate in the subject will be as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=O) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

$$CGPA = GPi / Vi$$

Where, GPi denotes the grade points earned in the course;

Vi   denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
8 > CGPA < 10	1
6 > CGPA < 8	2
5 > CGPA < 6	3

19.00 Issuance of Grade Certificate.

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

20.00 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is found to be baseless and unduly motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell   is as follows.

a) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener

b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.

c) One senior faculty member/ subject expert drawn from outside the University department.

21.00 Challenge valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation)   through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

22.00 Provision for improvement :

A candidate who **has passed in 'Theory'** (Part A) but has not completed **or failed in 'Practicum'** (Part B) will be permitted at his/her option to carry forward the marks obtained in **'Theory'** to three subsequent semester examination. The candidate is required to revise his grade in the **' Practicum'** (Part B) only in areas he / she has not completed **or failed.** Candidate exercising this option shall be eligible for the grade.

iii) A candidate who fails in **'Theory'** (Part A) and fails in **'Practicum'**(and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of

'Practicum' (Part B)in which he /she has failed and reappears in the theory course of **'Theory'**(Part A)**.**

iv) The candidate has to complete the B.Ed programme within three years form the date of admission and no extension is permissible as per NCTE norms.

23.00 Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2.

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

24.00 Improvement of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before betterment and after betterment whichever is higher will be considered.

25.00 Reappearing for assessment:

There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% . Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).

If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

26.00 Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II are valued shall be maintained in the College/ Institution by the Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and there after these valuated scripts of tests, assignments etc., be discarded immediately by the concerned Principal/ Head of the Institution.

The answer scripts of C3 examination conducted by the University be maintained by the Registrar (Evaluation)   for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so 'ever about the marks awarded to courses relating to these scripts be entertained.

27.00 Repeal and Saving Clause

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consistency with these regulations.

The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the Provisions of theses Regulations.

If any difficulty arises in the implementation of these regulations the Vice Chancellor shall, in consultation with the Dean the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by him to the Academic Council for ratification. If Karnataka State Open University, Mysuru face any difficulties in implementing this regulation in toto, suitable guidelines may be framed thereafter report the action taken to the Council.

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

COMPONENTS	SEMESTER-I COURSE	CREDITS	MARKS	SEMESTER-II COURSE	CREDITS	MARKS	SEMESTER-III COURSE	CREDITS	MARKS	SEMESTER-IV COURSE	CREDITS	MARKS	Grand Total
PERSPECTIVES in EDUCATION	Childhood and Adolescence	4	100	Learning and Teaching	4	100	Inclusive Education	4	100	Gender School and Society	4	100	1100
	Philo&Soc base for Education	4	100	Know and Curriculum	4	100	Educational Evaluation	4	100				
	Edl. Tech	4	100	Education in Conte India	4	100	Edl Manageme nt and orgn	4	100				
PEDAGOGIC COURSES	Und disc- And Pedagogy Sc/SS/Lang	4	100	Pedagogic Tools, tec, & Approaches	4	100	Subject sp Pedagogy	4	100	Advance Studies: Cur& Pedagogic	4	100	400
ENHANCING PROFESSIONAL CAPCITIES	ICT-basic	2	50	ICT-Application	2	50	Fine Arts/Theatre	2	50	Reading & Reflection	2	50	450
	Psycho-social Testing	2	50	Understandin g; Self Pt, &Yoga	2	50	Research Project	2	50	Tr.Placeme nt &CET classes	2	50	
	Language Across Subjects	2	50										
	Understanding; Self Pt, &Yoga	2	50										
ENGAGEMENT WITH FIELDS & SCHOOL INTERNSHIP	Simulation & Micro-tg	2	50	Sim lessons and ICT based practice	2	50	Unit plan and Teach/field assignment	2	50	Field work and Immersion	4	100	250
				School lessons & reflective diary	2	50	Block Teaching Field work	2	50	Test Lessons	2+2	100	200
		24	600		24	600		24	600		28	600	2400

CHILD HOOD AND ADOLOSCENCE

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

After studying this course the student- teachers will be able to
1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze developmental variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. Analyze different factors influencing child development.

Unit 1: Approaches to Human Development
1.1 Human development as a discipline from infancy to adulthood
1.2 Concepts and Principles of development
1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
1.4 Nature vs Nurture
1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development
2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
2.2 Psychosocial Theory (Erikson)
2.3 Psychoanalytic Theory (Freud)
2.4 Ecological Theory (Bronfrenbrenner)
2.5 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)
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:
A) Early Adolescence (From nine years to eighteen years)
4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, 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

B) Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below Hands on Experience

• Observe children in various settings and identify milestones achieved.

• Seminar on human development

• Writing Journal for reflection and case study

Suggested Readings

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
5. Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
6. Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools,
   Schooling and Human Development. New York: Routledge.
7. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
8. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
9. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
10. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing
    Company, New York.

Philosophy and Sociology of Education

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

<u>Objectives of course</u>

1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic tends and principles and development of the major western schools and philosophy

1. Philosophical Foundation of Education

1.1 Meaning and Scope of Philosophy
1.2 Need of Philosophy In Life and for Teaching Practical
1.3 Meaning and various Definitions of Education
1.4 Interrelationship between Philosophy and Education

2 Schools of Philosophy

1.1 Idealism, Naturalism, Pragramatisim
1.2 Education Implications of these Schools

   Aims and objectives and Curriculum Methodology
   Teachers Pupil Relationship and Discipline
   Meaning of Values

1.3 Contribution of selected philosophers
1.4 Human Values And Education:- Types of Various Spiritual, Moral, Social, Authentic Human Values
1.5 National Values as Mentioned In The Indian Constitution

3 Sociological bases for Education

   Relationship of sociology and education, the concept, scope and functions of educational sociology and sociology of education- education has a social sub system - specific characteristics which make for social harmony.

4   State and Education:

1 Education For and the State Provisions in Indian Constitution
2 Educations and Democracy, National Integration Through Education
3 Education for International Understanding.
4. Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture. Changes in Indian with special reference changes in India education and social change social stratification and social psychological education and its responsibilities for social changes

Suggestive Readings:-

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

Educational Technology

Contact Hours: 60   Marks: 100
Objectives   4 Credits

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

1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Explain the meaning and use of cybernetics
4. Understand and use the different Media in Education
5. Understand the different learning Experiences and use them in the teaching-learning process.
6. Acquaint with innovations in Educational Technology
7. Integrate ICT into Teaching Learning, administration and Evaluation.
8. Develop information Management, communication and collaborative skills.
9. Design and develop and use learning materials in Teaching.
10. Practice safe, ethical ways of using ICT.
11. Use ICT for making classroom processes Inclusive

Course Contents:

Unit- I Basics of Education Technology

1. Educational technology- Meaning, Nature, Scope, objectives, and Importance.
2. Instructional technology and teaching technology: Meaning, nature and scope.
3. Approaches of educational technology –Hardware, Software and Systems approach.
4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education

1. Print media- Books, Journals, Magazines and newspapers.
2. Digital Media- Documentaries, still pictures, websites, webpage etc,
3. A-V Aids: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)

4. Multi-media: Meaning & concept, scope and importance.
5. Multi sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit- III Educational systems

1. e-learning, cooperative learning, mobile learning- concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3. Web services: e-mail, chat, online forums, blog, wiki, e-library
4. Resource centres and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, KOER, NROER, EDUSAT,NME-ICT,NPTEL,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education

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

2. Impact of ICT in education (impact of ICT in social, cultural, economical)

3. Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.

4. Issues and concerns related to ICT

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.

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

6. Blog- development and related activities

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

8. Writing a report on TV Lessons and discussions
9. Writing a report on Radio lessons and discussion.

10. List out the content related different learning experiences

References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself.* London: Weidenfield and Nicolson.

Ruhela, S.P. (1973). *Educational Technology.* New Delhi: Raj Prakashsn.

Sampath, K., Pannirselvam, A.and Santhanam, S. (1990). *Introduction to Educational Technology.* New Delhi: Sterling Publishers Private Limited.

Saxena, S. (1999). *A first course in computers.* New Delhi: Vikas Publishing House.

Sharma, R. A.(   ). *Technology of Teaching*. Meerut: International Publishing House.

Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT.* New York: Routledge.

Understanding Discipline and pedagogy: Language

Contact Hours: 30   Marks: 50
Objectives   2 Credits

Unit 1: General Introduction on Language

What is Language? Various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multi-linguals.

Unit 2: Language Policies and Politics

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; the recommendations of NCF-2005 on language education

Unit 3: Language and Literacy in the Context of School

Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices;
What is viewed as "right" and "wrong" language in schools and the underlying assumptions; critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition

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

Unit 5: Language Processes and the Classroom Context

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. 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; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 6: Examining the language curriculum

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups; Classroom practices in India

Unit 7: Challenges in Language Learning

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Readings

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.
5. Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.
6. Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36
7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and
8. Language Teaching, 1:1. 22- 26.
9. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education 1

Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30

Max marks :50

Credits: 2

Objectives of the Course

To enable the prospective teachers to address the following questions:

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

Unit I Evolutionary Framework of Social Science : An Overview of the Foundations of each Discipline:

a) History and Geography- Temporal and Spatial Dimensions.

b) Political science and Economics – The Systems and Processes of Society.
    Specialised Knowledge versus Inter Disciplinary Knowledge
    Trajectory of Social Science Evolutionary Process:
    Philosophical and Theoretical discourses
    Concept of Social Science and Social Studies
    Evolution of Social Science Curriculum to the present stage in terms of various   Indian educational policies.

Unit II Social Science in Schools

Challenges in the development of Social Science Curriculum
 General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks
 Cross Cultural perspectives and issues in social science
 Teaching of Social Science:

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

Unit III Pedagogical practices in Social Science Curriculum

a) Social Science and Indian School Curricula in search of new Directions.
b) Review different Commissions/Committees Reports
c) National Curriculum Frameworks-1975,1988,2000 and 2005
d) Critical Review of Social Science Text books from class 6th to 10th
e) Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Suggested Readings

1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
8. Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
9. George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
10. Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
11. Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
12. Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.

13. Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.
14. Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
15. Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
16. Misra, Salil and Ranjan, Ashish (2012)Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
18. Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature. Batnam Books.
19. UNESCO-World Social Science Report (2013)
20. Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
21. Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
22. Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
23. Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

Understanding Discipline and Pedagogy: Sciences

Contact Hours: 30   Marks: 50
Objectives   2 Credits

                                                          Maximum Marks: 100

Course Objective

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

Unit I : Nature of Science and Science Education

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

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

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

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

Unit II: The learner Context

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

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

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

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

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

Unit III: The science curriculum

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

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

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

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
2. Barba, H.R. (1997).*Science in Multi-Cultural Classroom: A guide to teaching and Learning*. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.* London: kluwer Academic Publisher.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30   Marks: 50
                                                          2 Credits

                                          Maximum Marks: 100

UNIT 1: Introduction to Mathematical Thinking

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

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

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

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

UNIT 2: Learning Mathematics

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

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

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

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

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

UNIT 3: Mathematics for Equity and Social Justice

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

(ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher

mathematics; interrogating the notion of 'achievement gap'; construction of learners' identity in a mathematics classroom

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

Readings and resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fuller, E., M Rabin, J., &Harel, G. (2011).Intellectual need and problem-free activity in the mathematics classroom.*Jornal Internacional de Estudosem EducaçãoMatemática*, *4*(1).

Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding.* Portsmouth, NH: Heinemann.

Kazemi, E. (1998). Discourse that promotes conceptual understanding.*Teaching Children Mathematics*, *4*(7), 410- 414.

Knuth, E., Choppin, J., &Bieda, K. (2009). Proof: Examples and beyond. *Mathematics Teaching in the Middle School*, *15*(4), 206-211.

Lampert, M. (2001).*Teaching problem and problems for teaching*.Yale University.

Lockhart, P., & Devlin, K. J. (2009).*A mathematician's lament*. New York: Bellevue Literary Press.

Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us?*Journal of Mathematical Behavior*, *18*(1), 53-

NCERT (2012). *Pedagogy of mathematics: Textbook for two year B.Ed. course.* New Delhi: NCERT.

Parish, S. (2014).*Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections.* Math Solutions.

Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, *5*(8), 478-483.

Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students'mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), *Beyond classical pedagogy: Teaching elementary mathematics*. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates

Smith & Stein (2011).*Five practices for orchestrating productive mathematics discussions.*

Solomon, Y., & Black, L. (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 73–90).

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

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

Davis, B. (1995). Why teach mathematics? Mathematics education and enactivist theory. *For the Learning of Mathematics*, *15*(2), 2–9.

Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, *21*(1), 17–24.

Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.

Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, *11*(21), 367-380.

Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.

Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, *28*(6), 709- 737.

Rampal, A., Ramanujam, R. &Saraswathi, L.S. (1999).*Numeracy counts!* and *Zindagikahisaab*(2001). National Literacy Resource Centre, Mussoorie. Available at www.arvindguptatoys.com

Rousseau, C.,&Tate,W. (2003). No time like the present: Reflecting on equity in school mathematics. *Theory Into Practice*, *42*(3).

Schoenfeld,A.(2002).Making mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher,31*(1), 13-25.

Understanding Discipline and Pedagogy: Commerce

Maximum Marks: 100

Objectives:

This paper is aimed at encouraging
1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.
2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce

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

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

Unit 2 Understanding Knowledge in Commerce

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

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

Unit 3 Commerce and Society

a) Understanding Ethics and Values

b) Contemporary Business Environment and Commerce Education

Suggested Readings

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

2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education.* III (2), 52-59

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

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours   Total Marks: 50
Objectives:

                                                          Total Credits: 2

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

Unit one: Basics of Academic disciplines   (4 lectures)
   a) Meaning and characteristics of academic disciplines
   b) Emergence of academic disciplines
   c) Relationship between academic disciplines and subjects

Unit Two: Teaching across disciplines

   a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
   b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
   c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit Three: Humanities and Social Sciences in the Curriculum

   a) Place of Humanities and Social Sciences in present school curriculum
   b) Issues and challenges in teaching Humanities and Social sciences

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

Unit Four: Natural Sciences and Mathematics in the Curriculum

a. Place of the disciplines Science and Mathematics in present school curriculum
b. Issues and challenges in teaching the disciplines Science and Mathematics
c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.

2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.

3. Interview four professionals from different disciplines. Identify their perceptions,attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.

4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd

2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications

3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications

4. Position Paper of National Focus Group on Teaching of Science, NCERT publication

5. Position Paper of National Focus Group on Teaching of Mathematics,NCERT publication

6. Position Paper of National Focus Group on Social Sciences, NCERT publication

7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication

8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education

9. What are Academic Disciplines? Working Paper by Armin Krishnan

Websites:

- www.ivorgoodson.com/curriculum-studies

- http://serc.carleton.edu/econ/interdisciplinary/index.html

- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41

- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf

- http://www.thirteen.org/edonline/concept2class/interdisciplinary/

- http://apcentral.collegeboard.com/apc/public/repository/AP-InterdisciplinaryTeaching-and-Learning-Toolkit.pdf

- http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai

- http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf

http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningRe port.pdf

-http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

<div align="center">**Course for lab work: ICT-BASIC**</div>

Contact Hours: 60   Total Marks: 50
(Internal Assessment)   Credits: Two

Aims of the Course
This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.

Course Contents
Unit I. ICT basics: Operating system and application software
1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
   a. Features of different operating system(Ex: Obantu, etc)
   b. Files and directory operations
   c. Windows Explorer and desktop
4. Introduction to Application Software
   a. Word Processor
   b. Spreadsheets
   c. Presentations
   d. Database Management System

Unit II Computer Applications and Internet
1. Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Activities :

1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation

3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.
5. 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.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India
10. Use of available software or CDs with LCD projection for subject learning interactions
11. Generating subject-related demonstrations using computer software
12. Enabling students to plan and execute projects (using computer based research)
13. Engaging in professional self-development
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc
15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers-2008
17. Write a report on INSAT programs.
18. Developing Educational blog in www.blogger.com , www.wordpress.com
19. Develop the news groups and report.
20.Creating an Account in Teacher tube/slideshare and sharing your video/powerpoint.
21. Downloading Anti-virus software through internet and installing to the system.

Assessment :

Sl.No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
4			
	Total	50	00

Working hours per week:

Sl.No	Work	Periods
1	Laboratory	4
	Total	4

Suggestive Readings

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

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

Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education.* Gurusar Sadhar: GBD Publications.

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

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

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

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

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

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

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

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

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

Thomas B.(1991) Digital Computer Fundamentals .Tata Mcgraw Hill edition. New York.

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

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

LEARNING, TEACHING AND ASSESSMENT

Contact Hours: 60   **Max marks;100**

                                                              Credits: 04

Objectives: After completing this course the student-teachers will be able to

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process

5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

 - Behaviourism: 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

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

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, 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

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

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

Essential Readings

1. Amin, N. (2002). Assessment of Cognitive Development of Elementary School
2. Children: A Psychometric Approach. Jain Book Agency, New Delhi.
3. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
4. King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
5. Singular Publishing Group, San Diego, CA.

6. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
7. McGraw Hill Education (India) Private Limited, New Delhi.
8. Paul, P. (2009). Language and Deafness. Singular publication.
9. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
10. Inclusive Education. Houghton Mifflin Company, Boston.
11. Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
12. Assessment of Children and Adolescents, Routledge, New York.
13. Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
14. Psychology, (11th edn). Pearson Publication, New Delhi.
15. Suggested Readings
16. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
17. American Psychological Association, USA.
18. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks. Corwin
19. King, CA.
20. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and
21. decision making. Wadsworth, Ontario.
22. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective
23. Instruction. Allyn and Bacon, London.
24. Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
25. Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Knowledge and Curriculum

Contact Hours: 60   Max marks;100

                                                                Credits: 04

Objectives:

Student - Teachers will be able......
1. To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
2. To become familiar with ideologies related to child centered education
3. To understand the changes in education in the context of society, culture and modernization
4. To Focus on the social and knowledge related bases of Education
5. To Understand and accept education in context of various values
6. To Understand various school activities and class room interaction with reference to multi culture and democracy
7. To Understand the National, Global & Secular paradigms of education
8. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
9. To Able to clarify the interrelation among curriculum, syllabus & text book
10. To understand the co-relation among power, principles and curriculum
11. To Evaluate co-curricular activities with reference to new society formation
12. To develop the skill of curriculum evaluation
13. To understand the determinants of Curriculum Making.

Unit - 1 Epistemological Basis of Education

1. Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
2. Teaching and Training: Concept and Differences
3. Rational, Belief and Truth: Concept and Differences
4. Modern child centred 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.
           10Hrs

Unit : 2 Social Basis of Education

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

Unit - 3 Process of Curriculum Development

1. Curriculum: Concept and Importance, Bases of Curriculum
2. Stages of Curriculum Construction
3. Role of Curriculum in Effective Teaching and Learning Process
4. Relationship between aims of education and curriculum
5. Teacher's role in curriculum construction
6. Curriculum and discipline

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

1. Various co-curricular activities and its impact on reconstruction of society
2. Relationship between power, ideology and curriculum
3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.
4. Evaluation of curriculum
5. Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Reference

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.

6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnmurthy (1992) Education and world peace, in social responsibility Krishnamurthy
10. foundation
11. Parekh B, C. (   ) Rethinking multi-culturism: Cultural diversity and political theory……..
12. Plato(2009) Reason and persuation: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore
    National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi

Contemporary Education in India

Contact Hours: 60   Max marks:100

                                                           Credits: 04

Unit – 1 Development of Education in India

Objectives:

After completing this course the student-teachers will be able to

1. Explain the history, nature and process and Philosophy of education.
2. Analyze the role of educational system in the context of Modern Ethos. Understand the concept of diversity.
3. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit – 1 Meaning and importance of Education

a) Pre independence Education period
b) Post independence Education period

Unit – 2 Constitutional provisions and Current Issues in Indian Education

a. Education and Four pillars of Indian Constitution
b. Fundamental & derived rights in relation to Education.
c. Articles related to Education
d. Education of disadvantage groups (SC,ST, OBC & Minorities)
e. Inclusive Education
f. Right to Education – 2009
g. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

Types of School

a. In relation to Funding: State, Aided, un-aided
b. In relation to Philosophy: Aurobindo, Rabindranath Tagore, Jiddu Krishnamurthy etc.

c. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

d. Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-4 : Policies, programmes & Schemes for enhancement of quality

Karnataka Education Act 1983: with reference to primary and secondary education.Role and Functions: BRC, DIET, CTE, IASE, DSERT

Essential Readings

1. Guha, R. (2007). India
2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource
4. Development Government of India, New Delhi.
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Techniques, Methods and Approaches of Pedagogy

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

Objectives:

1. Understand the teaching learning as system.

2. Differentiate tools, techniques, methods and approaches and familiarize

3. Understand the schematic orientation towards class room transaction.

4. Understand the role of teacher in various context.

5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

   a. Teaching :System approach
   b. Inputs for the learning-teaching system
   c. Learning , evaluation and feed back
   d. Objectives for teaching –learning system , detailed Texonomy

Unit 2: Empowering teacher with tools and techniques.

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

Unit 3: Teaching and teacher as facilitator

a. Techniques of teaching :
   Questioning, Discussing, narrating,
b. Methods of teaching:
   Indicting, Deduction, Inducto-deductive processes,
c. Approaches of teaching:
   Expository, Discovery, Enquiry, Dialectical,
d. Advanced practices of teaching-learning programme: ICT based, Virtual class room etc.

Unit 4: Teaching learning material

a. Print material: Text Books, Reference Books, Self Instructional Modules etc.
b. Multimedia material : print material, e-material
c. Learning packages
d. Soft ware material
e. Performance tasks and material
f. Exercise and practice materials

Understanding Self, Personality and Yoga

Credits - 2   Marks : 50

Objections :

On the completion of the course, the Student-Teacher will:

1. Appreciate the origin and history of Yoga in India1

2. Understand the concept and importance of yoga for general health and quality life style.

3. Integrate the practice of yoga and it's asanas for better self concept and esteem-personality

The theory needs to be discussed with practices as central aspect.

The importance of theory to practice should be 1:1

UNIT-I   INTRODUCTION TO YOGA AND YOGIC PRACTICES.

1.1 The concept importance and initiation of yoga.

1.2 The objectives of learning yoga.

1.3 The history of the development of yoga in India.

1.4 The schools of yoga: Raja yoga and Hatha yoga.

                                                                            -4 periods.

UNIT-II   YOGA EXCERCISES AND HEALTH.

2.1   Need of yoga for good health.

2.2   Yogic principles for healthy living.

2.3   Integrated approach of yoga for management of health.

2.4   Some selected yoga practices.

2:4:1   Stress releasing yogasanas

2:4:2   Different Asana.

1. Meditation
2. Asana
3. Pranayama
4. Yoga-nidra
5 Sukhasana
6. Vajrasana
7. Parvatesana
8. Bhujasana
9. Padmasana

10. Shavasana
11. Niralambasana
12. Daudasana
13. Ardha padmasana
14. Swastikasana
15. Shashankasana.   4periods

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INCLUSIVE EDUCATION

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

Objectives: Hours 75

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

1. To adjust with heterogeneous group in the class.

2. To adjust with different school atmosphere.

3. To co-operate with other disability learners.

4 Trace the historical perspective of Inclusive Education.

5   Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.

6   Justify the need for Inclusive Education.

7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.

8. Interpret the policies and procedures for Inclusive Education.

9. Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION   . 10 Hours

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 programs of Inclusions

g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.   10 Hours

2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-

2.1 Physically challenged.

2.2 Visually challenged.

2.3 Children with auditory challenges.

2.4 Children with speech challenges.

2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.

2.6 Mentally challenged.

2.7 Children with learning challenges.

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION   10 Hours

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 Polices.

3.3 Legal Provisions.

3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

3.5 An introduction to Child With Special Needs (CWSN).

    a) NPE 1986

    b) UNESCO 1989

    c) UNESCO 2006

    d) RTE Act

    e) Role of Government and local authorities

    f) SSA

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 IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES 10 Hours

4.1 Early identification.

4.2 School and Curricular adaptation.

4.3 Teacher's training: developing of teaching materials, innovative practices.

4.4 Evaluation procedures.

REFERENCES:

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Educational Evaluation

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

Objectives:
1. To understand the theory of evaluation.
2. To underhand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of Computer/calculator) important statistical estimates and interpret the test scores by applying them.

1. **Educational Evaluation and measurement.**
   a. Objectives and its relation to evaluation
   b. Relationship between objectives, learning experiences and learning out comes.
   c. Steps in the processes of evaluation
   d. Wholistic evaluation
   e. Major techniques of evaluation.
   f. Test as measurable instrument.
   g. Measurable and non measurable learning out comes.
   h. Reporting evaluation results.

2. **Tools of Evaluation and their uses**
   a. Validity, reliability, and objectivity and their interdependency.
   b. Major tools of Evaluation :

   Oral testing .paper pencil testing, Achievement test, Diagnostic test
   Intelligence test, aptitude test
   Rating scale, checklist,
   Thematic test , word association test, socio metric technique
   Interview, questionnaire and inventory

3. **Standard tests and Teacher made achievement tests.**

   Standard test and components and its uses.

   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.

   Grading :concept and its relevance, credits-grade and course certification, Transcripts.

4. **Data processing and statistics.**

   Raw scores, Frequency distribution ,Graphical representation of scores, Central tendency, variability, and standard deviation.

   Normal probability distribution and its uses.

   Cumulative curves, ogives and percentiles and its uses.

REFERENCE BOOKS
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6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (19

PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

Objectives

To enable the teacher trainees:

1. To understand the concept of Guidance and Counseling.

2. To assess the strength and learning difficulties of students.

3. To help students in selecting their subjects for future study.

4. To collect data using various tools like case study, achievement test etc.

5. To understand and apply the techniques of Guidance and Counseling.

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

Nature & Need of Guidance and Counseling with special reference to modern Indian Society;

Scope of Guidance-Educational, Vocational and Personal,

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

Methods of Counseling: Directive, Non-Directive, Eclectic

Unit - II: Personnel Associated with Guidance and Counseling

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

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

Unit - III: Tools and Techniques in Guidance and Counseling

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

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

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

Unit - IV: Career Guidance in Secondary Schools

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

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

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

Children with Disabilities; Disadvantaged Children

Assignment: (Any two of the following.)

1.Visit to different Guidance Centre

2. Preparation of Cumulative Record

3.Case Study of Problem Child

4. Administration, Scoring & interpretation of at least two tests

5.Job Analysis of a Counsellor

6.Establishing Career Centre

7. Preparation of scrap-book for career Counselling

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10.Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.

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

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

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VALUE EDUCATION

Contact Hours: 60   **Marks: 100**

Objectives   **4 Credits**

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

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

UNIT I- INTRODUCTION TO VALUES   10 Hours

1.1 Values: Concept, Nature and significance.

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

1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and

Economic, Health Democratic and cultural.

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

1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social

service and Protection of Environment.

UNIT II – SOURCES OF VALUES   10 Hours

2.1 Meaning and importance of value education.

2.2 Sources of value education-Autobiography and biography of Great People,

Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings,

Episodes from Real Life, Documents etc.

2.3 Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

                                                      10 Hours

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 IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS   15 Hours

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

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

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

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

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

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.

2. Organize educational exhibition on any of the following topics:

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

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1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.

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ಕೋರ್ಸ್: ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ (Pedagogy of School Subject – I, POSS-I)
ವಿಷಯ:ಕನ್ನಡ ಬೋಧನೆ

Marks: 50

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

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

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

3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

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

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

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

ಫಟಕ 1 ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1 ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 (ಅ) ಗದ್ಯ ಬೋಧನೆ

1.2.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.2.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ

1.2.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

1.3.5 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ

1.3.6 ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ

1.4 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ

1.4.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.4.2 ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

    1.4.2.1 ಸಾಂಪ್ರದಾಯಕ ವ್ಯಾಕರಣ (**Traditional Grammar**)

    1.4.2.2 ಪ್ರಾಯೋಗಿಕ/ ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (**Functional Grammar**)

1.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

    1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ (**Inductive Method**)

    1.4.3.2 ನಿಗಮನ ಪದ್ಧತಿ (**Deductive Method**)

    1.4.3.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ

    1.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ

1.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

1.5.1ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

1.5.2ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ

1.5.3ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ

1.5.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ

1.5.5 ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ ಮತ್ತು ಮಹತ್ವ

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

ಘಟಕ 2 ಮೌಲ್ಯಮಾಪನ

2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ ಪ್ರಯೋಜನಗಳು

2.2ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ

2.3ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು

2.4ಸಾಧನ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು

2.4.1ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ

2.4.2ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ

2.4.3ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ

2.5ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

  2.5.1 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

3.1(ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.

3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ

3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ

3.4(ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು

3,4.1 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

    3.5.1   ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

    3.5.2   ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

    3.5.3   ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ತಿಕ ಕಾರ್ಯಗಳು

    3.5.4   ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಿಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ ಮತ್ತು ಸಂಗೀತ/ ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು

    3.5.5   ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ

    3.5.6   ಕರ್ನಾಟಕ ಸಂಘ/ ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

<div align="right">11 ಅವಧಿಗಳು</div>

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)
ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

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 ಬೋಧನೆಯು ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.

3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಕ 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 ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ

6. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

7. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾಸ್ಪರ್ಧೆಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.

8. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.

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

10. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕಯೋಜನೆ ರಚಿಸಿರಿ.

11. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು/ ಆಕರ ಗ್ರಂಥಗಳು

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PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30   Marks   50
                                                             Credits: 2

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

UNIT – I: ACQUISITION OF LANGUAGE SKILLS   12 HOURS

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

UNIT –2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A
SECOND LANGUAGE   08 HOURS

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 AND WAYS AND DIFFERENT ASPECTS OF TEACHING
     ENGLISH   10 HOURS
3.1 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
3.2 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
3.4 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps
involved in teaching Grammar.
3.5 TRANSACTIONAL STRATEGIES.   10 HOURS
3.5.1 Lesson planning: - Concept, construction and administration.
3.5.2 Unit plan & Unit test – concept construction & administration.
3.5.3 Resource Unit.

PRACTICUM/FIELD WORK :(ANY ONE)   **10 HOURS**
1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of English Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of English teachers through interview or brief survey
6. Any other relevant activity based on the content.

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2. BaruahT.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.

8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL,Oxford University press, 1987.
9. Menon & Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
14. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
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17. Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.
19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.
20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

PEDAGOGY OF SCHOOL SUBJECT :HINDI

Contact Hours :30   Marks   50
                                                           Credits:2

Objectives:

On completion of this course the students will be able to

1. Understand the aims and objectives of teaching Urdu in Secondary Schools.
2. Select methods, diaries and techniques of Hindi teaching.
3. Use variety of learning experiences and instructional materials while teaching Hindi.
4. Understand planning and organization of teaching Hindi.
5. Understand the technique, methods of Teaching Hindi
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM

PART-A 10 HOURS

1.1 Importance of Hindi in school Curriculum.

1.2 Concept and nature of the Hindi.

1.3 Place and History of Hindi language in the school curriculum & human life.

1.4 Objectives of mother tongue and its importance.

1.5 Hindi as a first language – Medium of instruction and link language.

PART-B

1.6. Developing of language skills.

1.6.1 Auditory

1.6.2 Speaking

1.6.3 Reading

1.6.4 Writing.

1.7 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI.   10 HOURS

PART-A

2.1 Maxims of teaching.

2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

2.3 Dramatization, Explanation etc.

PART-B
2.4 Lecture method, Inductive and Deductive methods.

2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES.   10 HOURS

3.1 Lesson planning: - Concept, construction and administration.

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

3.3 Resource Unit.

PRACTICUM/FIELD WORK (Any one):   10 HOURS

1. Exercises to enrich vocabulary among secondary students.

2. Innovative lesson plans for the teaching of prose, poetry and composition.

3. Biographies of Hindi Poets and writers.

4. Critical analysis of any one of the poem or essay of a great poet or writer.

5. Studying the problems of Hindi teachers through interview or brief survey.

6. Any other relevant activity based on the subject.

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

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7. Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.

8. Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York:
Basic Books.

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

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Open University.

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PEDAGOGY OF SCHOOL SUBJECT :URDU

Contact Hours :30   Marks 50
                                                     Credits:2

Objectives: Upon Completion of the student –teacher will be able to:
1. Understand the importance and place of Urdu in School curriculum.
2. Select methods, diaries and techniques of Urdu teaching.
3. Use variety of learning experiences and instructional materials while teaching Urdu.
4. Understand planning and organization of teaching Urdu.
5. Understand the technique, methods of Teaching Hindi
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT I- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM
PART-A:-   12 HOURS
1.1 Importance of Urdu in school Curriculum.
1.2 Concept and nature of the Urdu.
1.3 Place and History of Urdu language in the school curriculum & human life.
1.4 Objectives of mother tongue and its importance.
1.5 Urdu as a first language – Medium of instruction and link language.
PART-B:-
1.6 Aims and general objectives of teaching Urdu at secondary level..
1.7 Instructional objectives of teaching Urdu with their specification.
1.8 Developing of language skills.
a. Auditory, b. Speaking, c. Reading, d. Writing.
1.9 Role of Urdu as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU.   10 HOURS
PART-A:-
2.1 Maxims of teaching.
2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
2.3 Dramatization, Explanation etc.
PART-B:-
2.4 Lecture method, inductive and Deductive methods.
2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES   8 HOURS
3.1 Lesson planning: - Concept, construction and administration.
3.2 Unit plan & Unit test – concept construction & administration.
3.3 Resource Unit.

PRACTICAL ACTIVITIES :(ANY ONE)   10 HOURS
1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Urdu Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Urdu teachers through interview or brief survey.
6. Any other relevant activity based on the content.

REFERENCES:
1. Akhtar Hussain Akhtar, *Urdu Ki Tadris*
2. Allabaksh Shaikh, *Urdu Ki Tadris*
3. Alka Ahuja,*Teacher Education*, New Delhi; Mittal Publication
4. Arun Athreya, *A Text Book of Teacher Education*, New Delhi; Dominant Publishers and Dest Exibitags
5. Ram, S., *Current Issues in Teacher Education*, New Delhi; Sarup& Sons

SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

Contact Hours: 30   **Max Marks: 50**

Credits: Two

OBJECTIVES:

To enable the student teacher to :

1) Understand the importance and place of Sanskrit in school curriculum.

2) Understand the aims and objectives of teaching Sanskrit in secondary schools.

3) Select methods, devices and techniques of Sanskrit teaching.

4) Use variety of learning experiences and instructional materials while teaching Sanskrit.

5) Plan and Organise teaching of Sanskrit.

6) Be acquainted with evaluation procedures used in evaluating sanskrit knowledge of the students.

7) Be acquainted with concept and nature of content-cum-methodology.

8) Analyse curriculum, syllabus, tex-book and content of the subject sanskrit.

9) Intergrate content, method and lesson-plan with reference to c.c.m.approach.

10) Prepare various types of lesson plans.

11) Understand and use various aspects of sanskrit and their teaching methodology.

12) Be acquainted with qualities and professional growth of sanskrit teacher and to help them in acquiring the same.

UNIT-I : NATURE IMPORTANCE AND PLACE OF SANSKRIT.

A) Nature : Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.

B) Importance : The language of culture, Heritage, Unity, Spiritual and Religious life,Leadership and Guidance to the humanity, importance as the language of computer.

C) Place in the Curriculum : Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.

B) AIMS AND OBJECTIVS OF TEACHING SANSKRIT.

A) Basic Aims and objectives of teaching language, Classification of Aims and objectives.

B) Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.

C) Objectives of Sanskrit as given in the present curriculum at the secondary level.

D) Instructional objectives of teaching sanskrit and their specifications.

UNIT –II - METHODS OF TEACHING SANSKRIT

(A) Traditional Methods Brief Review.

(B) Pathashala Method. Dr.Bhandarkar Method, Translation Method.

(C) Existing Method- Direct/oral Approach Method, Evaluation Method, Eclective

Method/ Complete Method, Comparitive Method, Inductive – Deductive Method,

Project Method. Source Method, Lecture Method.

 Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

UNIT -III- A: LEARING EXPERIENCES, TEACHING MATERIAL AND

SUPPORT SERVICES FOR SANSKRIT.

A) Learning Experiences-Direct and Indirect, Verbal and Non-verbal : Reading, writing, Dramatization, Recitation.

B) Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.

C) Language Laboratory.

B) PLANNING IN SANSKRIT.

Year plan, Unit plan , Lesson Plan, Unit Test planning, Administration.

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

A) Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.

B) Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, A critical study of the syllabus with reference to the above points in the state of Karnataka.

C) Textbooks – A Critical study of the textbook of sanskrit at secondary and Higher secondary level.

D) Content cum methodology - Meaning, Nature and Types of content, structure, content analysis, constituents of content-analysis, integrated lesson plan.

(B) TEACHING OF VARIOUS ASPECTS OF SANSKRIT.

A) Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit importance of teaching reading and writing skills.

B) Poetry- Nature of poetry-Definition, characteristics aims and objectives of teaching poetry content analysis, preparation of lesson plan steps, methods of teaching poetry

Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching, sources of encouraging the study of poetry.

C) Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar,

Methods : Informal, Deductive, Inductive, correlation Traditional, Experimental steps of grammar lesson. suggestion for the teaching of grammar effectively.

PRACTICUM—

Each student teacher has to select one research problem and submit a report after completing action research.

List of recommended books:

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.

PEDAGOGY : HISTORY

Total Credits: 2   Total Hours: 30 hours

Total Marks: 50

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

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

Unit I – Understanding History Nature of History,

Historical thinking concepts(big six historical thinking conceptsPeter Sexias & Morton),

Objectives of teaching History & Political Science at secondary level.

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

Task: Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.

Unit II: Constructing History

Difference between facts and opinions & arguments.

Multiperspectivity VS Monoperspectivity in understanding History

Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.

Collingwood's approach to recons historical imagination

Task: Select any primary source that can be used to teach History and analyze the same using the 6C approach.

Unit III- Pedagogies of teaching History and Political Science

Process, merits and limitations

Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.

Cooperative learning strategies (think pair share, round robin, buzz,)

Task: Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

Learning resources [uses and importance]

Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Timeline, Artifacts Print Media: Magazine, news papers, archives On line resources: websites, virtual tour

Task: Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words. 28

References:

1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
3. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK
5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
6. Carr, E.H. (1962), What is History? Knopf, London.

7. Diff Block, Mark (1992), The Historian's Craft, M
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
9. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
10. Farrant, J.S. (2004). Principles and Practice of Education London Longman Group Uk Limited, London. UK.
11. Kochar S.K. Teaching of History: Sterling publications.
12. Kissock, C. et. al (1982) A Guide to Questioning: Classroom Procedures for Teachers, Macmillan Publishers Limited, London. UK.
13. Kyriacon, C. (1997). Effective Teaching in School: Theory and Practice, Starley Thornes Publishers/Ltd. Cheltenliam, UK.
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15. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englwood Cliffs, N. J: Prentice Hall.
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17. Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
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19. Polland, A. et. al: (1997). Reflective Teaching in Secondary Education.Cassell, Wallinton House, London. UK.
20. Shillington, K. (2004). History of Africa. Macmillan Publishers. London. UK.
21. Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
22. Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
23. Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects. Paper 14.
24. S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi

Websites:

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

https://education.alberta.ca/media/1234045/makingadifference_2010.pdfhttp://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-75fa23092d3/1/full_text_final.pdfhttp://historicalthinking.ca/historical-thinking-concepts

http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf

https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts

http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html Multi perceptivity and Mono perceptivity - the question of the truth in history?

http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf

http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldo cument.html

http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsivepedagogy_b_1147364. html?ir=India

https://sheg.stanford.edu/historical-thinking-chart

SPECIFIC PEADGOGY : GEOGRAPHY

Total Hours: 30 hours   Total Marks: 50

                                         Total Credits: 2

OBJECTIVES:

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

UNIT I: GEOGRAPHY AS A SUBJECT

Epistemological framework (Evolution and major contributors)

Nature, scope and importance of Geography

Aims of Teaching Geography

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

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

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

Approaches of curriculum construction: Concentric, Topical

UNIT III: LEARNING RESOURCES

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

Current events (importance and use)

Geography Club & Geography room (importance and organization)

Characteristics of a Geography textbook

Specific Approaches of pedagogy in Geography:

Regional method, Project method, Journey method, Field visit,

Cooperative learning strategies: Gallery walk, Jigsaw method

Practical:

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

Choose any one from the following:

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

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

References:

1. Arora, K.L., Bhugol Shikshan, Teaching of Geography,

2. Gopsill G. H., The Teaching of Geography

3. Macnee E.A. The Teaching of Geography

4. N.C.E.R.T., Practical Geography

5. O.P Varma and E.G. Vedanayaga, Geography Teaching

6. R.P. Singh, Teaching of Geography

7. S.K. Kochhar, Methods and Techniques of Teaching

8. SalimBasha, Teaching of Geography

9. Sanjay Dutta and O.P Garg, Teaching of Geography

10. Shaida and Sharma, Teaching of Geograph,

11. Thralls Z.A., The Teaching of Geography

12. Walker James, Aspects of Geography Teaching in School

Websites:

http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar_a=1

http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html

http://www.udel.edu/dssep/articles/marytaylor_article.htm

http://serc.carleton.edu/introgeo/cooperative/index.html

http://www.jigsaw.org/

http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy

http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-thebasis-of-which-geography-teaching-is-conducted.html

https://en.wikipedia.org/wiki/Satellite_imagery

http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imageryTaillant-Picolotti.pdf

PEDAGOGY OF SCHOOL SUBJECT:PHYSICS

Contact Hours :30   Marks 50

Credits:2

Objectives:

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

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

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS-   12 HOURS

1.1 Teacher centred and learner centered approach.

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

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

method, programmed instruction

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

demerits).

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

UNIT II- PHYSICS CURRICULUM STUDY.   8 HOURS

2.1 Curriculum: Meaning and principles.

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

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

2.4 Organisation of curriculum

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

UNIT III- RESOURCES TO TEACH Physical SCIENCE   10 Hours

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

3.2 Transactional Strategies.

3.2.1 Lesson planning: - Concept, construction and administration.

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

3.2.3 Resource Unit.

PRACTICUM/FIELD WORK   10 HOURS
1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of
Karnataka secondary school level.
3. Identifying and writing all possible instructional objectives on any topic of physics.
4. Preparation of programmed instruction learning material.
5. Preparing a report on by analysing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM physics.

REFERENCES:
1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme*: *Report of OrientationProgramme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula& Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
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PEDAGOGY OF SCHOOL SUBJECT:CHEMISTRY

Contact Hours :30   Marks 50

Credits:2

Objectives:

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

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects, and
3. Acquire the knowledge of modern trends in chemistry
4. Understand the objectives & values of teaching chemistry in secondary schools.
5. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
6. Maintaining laboratory.
7. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
8. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- CURRICULUM STUDY IN CHEMISTRY   8 HOURS

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

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

1.3 Review of the present Chemistry Textbooks.

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

2.1 Need and importance of planning, lesson plan format.

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

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

2.4 Planning and use of multimedia materials

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

3.1 Learner centered and activity centered approaches – difference

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

3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)   10 HOURS

1. Critically study of Chemistry text book of 8th, 9th or 10th standard.

2. Preparation of diagnostic test in Chemistry.

3. Survey of Chemistry laboratory facilities of any three high schools with practical suggestion forimprovement.

4. Preparing a report of different activities of science club.

5. Preparation of workbook for 1 or 2 units.

6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.

7. The college is free to introduce any other relevant activities.

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PEDAGOGY OF SCHOOL SUBJECT:BIOLOGY

Contact Hours :30   Marks 50

                                                     Credits:2

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

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

UNIT I- PLANNING FOR TEACHING BIOLOGICAL SCIENCE   12 Hours

1.1 Lesson Planning and Evaluation on the basis of CCE.

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

1.3 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and

Assignments): Meaning, Importance format and steps in the preparation

1.4 Biological Science Curriculum:

1.4.1 Principles of curriculum construction

1.4.2 Historical perspectives of biology curriculum.

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

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

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

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

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

2.3 Methods

2.3.1 Teacher centred - Lecture cum demonstration.

2.3.2 Learner centred - Laboratory, Project and Problem solving.

2.4 Technique: Specimen method.

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

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

UNIT III- RESOURCES TO TEACH BIOLOGICAL SCIENCE   10 Hours
3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books
3.2 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and
Terrarium.
3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.
3.4 Transactional Strategies.
4.4.1 Lesson planning: - Concept, construction and administration.
4.4.2 Unit plan & Unit test – concept construction & administration.
4.4.3 Resource Unit.

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

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PEDAGOGY OF SCHOOL SUBJECT :MATHEMATICS

Contact Hours :30   Marks   50
                                                          Credits:2

Objectives:
On completion of course the student teacher will be able to –
1. Understand the various curriculums of Physics
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the Approaches and methods of teaching physics
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 science curriculum

UNIT I- PHYSICS CURRICULUM STUDY.   10 HOURS
1.1 Curriculum: Meaning and principles.
1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
1.3 Recommendations made by NPE - 1986, NCF - 2005.
1.4 Organisation of curriculum
1.5 Critical Review of present Karnataka state secondary school science curriculum with special
reference to physics

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.   10 HOURS
2.1 Lesson plan- meaning definitions, importance steps, format
2.2 Unit plan- steps, format
2.3 Resource unit- steps, format
2.4 Year plan- meaning, principles, and format.

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS
                                                          10 HOURS
3.1 Learner centred approaches – inductive, deductive, analytic, synthetic, laboratory method.
3.2 Activity centred approaches – Heuristic approach, project method, programmed instruction.

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

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

PRACTICUM/ACTIVITIES: (ANY ONE)   10 HOURS

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

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SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours   Total Marks: 50

                                                         Total Credits: 2

Objectives:

To enable the student teachers-

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

Unit I:: Concept and scope of Commerce Education

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

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

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

Assignment:

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

Unit II: Bases of Commerce Education

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

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

Principles of Teaching of Commerce:

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

Principle of learner centeredness,Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation.

Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit III Latest trend in Teaching of Commerce

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

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

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

Assignment:

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

a. e-resources

b. Simulation techniques

References:

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e-business-meaning

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http://smallbusiness.chron.com/advantages-e-business-2252.html

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http://chronicle.com/article/How-Social-Networking-Helps/123654

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g%20in%20Education%20Challenges%20and%20Opportunities.pdf

UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60   **Marks: 50**

2 Credits

(Needs to be viewed as Collection source material and References)

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

Objectives:

1. To enable learners to have a practical experience with drama and art.
2. To introduce certain concepts to enhance the understanding of drama and art.
3. To make learners acquainted with aspects of theatre management.

Concept note: Every child can benefit from drama and art in their education.

Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.

The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

Content:

a. Forms of Drama and Art.

b. Elements of Drama and Art.

c. 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

c. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

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

Objectives:

1. To understand the functions of drama and art .
2. To learn how to integrate drama and art in the school curriculum.
3. To enable learners to develop their aesthetic sensibilities.

Concept note:The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

a. Functions of Drama and Art

b. Integration of Drama and Art in the school curriculum

c. Developing aesthetic sensibility through Drama and Art

Subunit wise descriptions, activities and assignment: 10 periods

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:

☐ Visit to any centre 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.

☐ 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.

Unit 3:DRAMA AND ART FOR PEDAGOGY

Objectives:

1. To elucidate the role of drama and art in self realization of learners.
2. To sensitize learners on the use of drama and art for special learners.
3. To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

a. Drama and Art for self realization

b. Drama and Art for children with special needs

c. Drama and Art for creative expression

Subunit wise descriptions, activities and assignment:

a. Drama and Art for self realization.

Activities:

1. Workshop on Drama Games (Suggested Augusto Boal's –Games for actors and non actors) or Drama for catharsis, where participants are able to discover themselves.
2. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

b. Drama and Art for children with special needs.

Activities:

1. Review the position paper National Focus Group on Arts, Music, Drama
2. and Theatre by NCTE on Drama for children with special needs.
3. Visit a centre for children with special needs and observe the use of drama
4. and art in the activities conducted.

c. Drama and art for creative expression

Activities:

Develop art material/poster through waste expressing an innovative idea.

Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

1. Create a Drama derived from stimuli – photographs, paintings, music,poetry, story, newspapers, television, films, real life events.

2. Review studies on effectiveness of drama and art on education and present the same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Objectives:

 To enable learners to perceive the social and environmental issues through drama and art.

 To develop understanding of the local culture through drama and art.

 To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could leads to social change when put in the right perspective. The social intervention of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach.

Content:

a. Understanding social and environmental issues through drama and art

b. Understanding local culture through drama and art

c. Understanding global culture through drama and art

Subunit wise descriptions, activities and assignment: 10 periods

a. Understanding social and environmental issues through Drama and Art

Activities:

 Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
b. Understanding local culture through Drama and Art.

Activities:

 Perform a drama or dance or music of local culture

 Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art

Activities:

Develop a tableau to depict any two of the global cultures.

Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)

2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

Akademi South Asian Dance, UK – http://www.southasiandance.org.uk/
Andrewes,E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
Armstrong, M. (1980):The practice of art and the growth of understanding.
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RESEARCH PROJECT

Contact Hours: 30   **Marks: 50**

                                                                          2 Credits

Objectives

To enable the teacher trainees:

1.To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.

2.To identify and formulate suitable problems for Action Research.

3. To get acquainted with the various steps of conducting Action Research.

4. To understand and use descriptive statistical techniques in Action Research and

5. To acquire the skills of planning executing evaluating and reporting an Action

Research Project.

Unit - I: Research and Education

A)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.

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

Unit - II: Descriptive Statistics

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

Measures of Correlation - Rank Difference and Product Moment Method;

Normal Probability curve - Properties and Uses.

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

Unit - III: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

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.

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Gender, School and Society

Contact Hours: 60 **Marks: 100**

4 Credits

Unit I: Key Constructs in Gender

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

Unit II: Social Construction of Gender

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 III: Gender and School

3.1 Girls as 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 IV :

Constitutional provision for girl child education.
Legal support and provision in various acts and Govt support
Govt and other agencies for girl child uplift.
Important legal decisions related to the women protection

References:

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Educational Administration and Management

Contact Hours: 60   **Marks: 100**

4 Credits

Objectives:

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

1. Understand the concept and concerns of Educational organization, administration and management.

2. Understand the Educational Administration and management at different levels and their functioning.

3. Understand the role of headmaster and the teachers in school management: Supervision and inspection

4. Acquaint the quality control measures in school management

5. Develop the skills in preparing and maintaining the school records.

6. Develop the practical skills in organizing the school programmers and activities

7 Acquaint the healthy school climate in the institution.

Unit I: Educational Administration and Management: Conceptual Framework. Periods: 5 hours

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

2 Distinction between Educational Administration and management.

3 The objectives, nature and scope of Educational management

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

Unit II: Administration and Management of Education at Centre and State Periods: 8 hours

1. Centre-State relationship in educational administration and management

    Administration and management of Education at Centre

Ministry of Human Resource Development (MHRD)

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

2 Administration and Management of Education at State.

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

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

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

Unit III: Management of School and Supervision Periods: 10 hours

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

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

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

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

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.

Karnataka State Quality Assessment Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Periods: 7 hours

1 Institutional organization climate(school):Human resources and school components.

2 The Institutional Plant: Physical Surrounding and maintenance

3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.

4 School Records: types, Need and maintenance.

E-records: nature, Need and applications.

Assignment/Practicum (Any One)write a profile on:

1 Preparation of School Academic Plan

2 Preparation of Time-Table

3 Holding Staff Meeting and recording the minutes and Procedings.

4 School records and their maintenance

5.   Co-curricular activities in the school

6.   Development of Appraisal Pro-forma

7.   School Plant Maintenance

8.   School Library Maintenance

9.   Time management and School activities

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12.   Mathur, S.S. (1990) 'Educational Administration and Management', Ambala Cantt Indian Publication.

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16.   Safaya, Raghunth and Shaida, B.D. (1977) 'School Administration and Organization', Delhi: Dhanapati Rai and Sons.

17.   Sharma, Motilala (1978) 'Systems Approach- its application in Education', Saradar Sahar: Shanti Prakashan.

18.   Sharma, T.S. (2005) 'School Management and Administration', Patiala: Shaheed-E-Azam Printers.

19.   Tripathi, P.C and Reddy, P.N. (1991) 'Principles of Management', New Delhi: Tata McGraw Hill.

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

ADVANCED PEADGOGY ON SPECIFIC SUBJECT OF STUDY

(Common format for all pedagogies)

Credits: 2   Marks: 50

Theory to Practice:

Each of the following 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 fifteen days for completion.

Part-A (On the Subject of Secondary School)

Any four of the following assignment

   I)   Development of a content specific TLM and using in the class room to find out its effectiveness.
   II)   Development of a diagnostic test on a Unit identify the required remedial teaching and implementing
   III)   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 and for the unit and execute.
   IV)   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.

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

(Any other similar activity designed by BOS of respective University)
Part B: Any four of the following assignment

I)   Use of any one digital soft ware 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.

II)   Analyses a topic from Xi/XII class in terms of information , concepts, theories, application and evolve a design to provide self ;earning material. class room transaction for higher level content, individual assignment . Try out, reflect and report.

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

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

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

VI)   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)

(Any other similar activity designed by BOS of respective University)

REFLECTIVE READING AND WRITING

Contact Hours: 30   **Marks: 50**

                                                          2 Credits

Unit 1 Expressive Reflections (6 hours)

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast

2. Critical Appreciation of the text- Note taking, critically reviewing the text

3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

 Explore different reflecting journal writings, developing a common reflective journal

 Write based on the text – e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

 Write a review or a summary of the text, with comments and opinions (individual task)

 Write from reader's perspective, getting into the role of the characters or the writer, developing a new angle to the text

 Presentations of selected papers, questions and answers (large group).

Unit 2 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World

2. Reading for Change – Multicultural Perspective (regional, folk literature and the like)

Inclusive Perspective (gender, class, caste, differently abled and the like)

Educational Perspectives (Policies, documents,journals)

Activities:

 Write in journal about all the three types of connections with the text

 Read texts from diverse areas and fields

 Group discussion on texts from different cultures, marginalised sections

 Attend seminars, paper readings, workshop on reading skills

 Hold public reading events by inviting stakeholders to the event

 Attend release of new books, listening to the writer's reading of the books and book festivals

 Conduct debates/discussions educational policies and documents on them.

 Convert text into a mono-act, play or musical drama

 Maintain reflective journal and rubric when writing about the reflections of the text.

 Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

 Home reading assignments, maintaining reading log

 Discussions on interpretation of the texts

 Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.

 Analyzing texts and text structures and connecting to the curriculum

 Writing an exploratory essay on a text and presenting in the class

 Writing a critical reflection from 2 diverse texts.

Note - 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 –

Meenakshi Thapan's 'Life at school: an ethnographic study' & 'Ethnographies of

schooling in contemporary india' & other research studies

Extracts-

'Teacher Man' by Frank McCourt & extracts from 'The Prophet' by Kahlil Gibran

Macaulay's Minutes

Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books of

Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

BooksLetter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

PlaysAutobiographies/biographiesJournalsDocumentaries Fiction-

REFERENCES

Reflective Reading

http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Student s_in_Re.pdf

http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml

http://www.nlb.gov.sg/sure/reflective-reading/

http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350

http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents

http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf

http://www.slideshare.net/MOKOGEONG/a-reflective-teachingin-the-use-of-context-in-reading-texts

https://secure.ncte.org/store/you-gotta-be-the-book

http://www.arvindguptatoys.com/

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

http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making

http://mrsbrogley.com/blog/?p=3009

https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/

Collaborative Reader

http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf

http://www.ericdigests.org/1999-3/reading.html

https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling

(interactive reader)

http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf

Reflective Writing

http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf

http://www.brad.ac.uk/academicskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments---

Workshop-Booklet.pdf

https://www.press.umich.edu/pdf/9780472035052-ch1.pdf

http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf

http://www.writingforward.com/creative-writing/creative-writingreflective-journaling

Reflective Journal Rubric

http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm

http://www.bothell.washington.edu/wacc/teaching/reading/journals

http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html

http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm

Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection

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http://www.uwstout.edu/art/artedportfolios/reflection/index.html.

Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and

inquirers. 2nd. ed. Portsmouth, NH, Heinemann.

Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).

AACTE 2006 Proposal: How Reflection Impacts Instructional Change.

AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from

http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

B. Ed INTERNSHIP PROGRAMME DETAILS

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 stage
ii. Actual internship stage &
iii. Post-internship stage

i.   Pre-internship Stage

Sl. No.	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1.	Meeting	Faculty Members of GCTEM	Curriculum finalized, Roles and Responsibilities sheets		
2.	Meeting	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3.	Workshop mode. Production of Observation Schedule/Check list/Class observation Schedule/Tentative time table	All B. Ed teacher trainees	CTE faculty and Experts from the DOE, B. Ed Colleges of MU,	Develop the required materials for the whole of the internship session	
4.	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers and GCTEM Faculty and DIET faculty	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

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	Allotted School/ Colleges	Formal interaction with school authorities and students	1 day	Mentor/ GCTEM Faculty
2.	School Planning process		Taking SAP & SDP	1 day	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	2 day	Head Teacher/ Mentor
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	Head Teacher/ GCTEM faculty/DIET faculty
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 day	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	Head Teacher/ GCTEM faculty/DIET faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
9.	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	5 day	GCTEM faculty/DIET faculty/Mentor
10.	Visit to Special School		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
11.	Visit to Residential school		Observation followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor
12.	Visit to BEO office		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
13.	Visit to BRC office		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
14.	Visit to DIET		Observation followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor

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	10 weeks	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
2.	Innovative class		Trainee with his/her own innovations takes the class and getting feed back after each class	4 day (4 Classes)	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
3.	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
4.	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
5.	Remedial classes		Trainee organises the Remedial classes to the below average students and conducts unit test	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
6.	Conducting classes with ICT		Trainee using computer with internet conducts classes which is observed by the monitoring authorities	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
7.	Organising Co-scholastic activities to the students		Trainee organises various activities in the area of his choice including PE & HE	4 days	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
8.	Conducting Action research		Trainee during his practicing session identifies the low achievers and conducts action research	10 days	

iii. *Post Internship Stage at* GCTEM (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	2 day	Principal, Reader & Lecturer of GCTEM
2.	Viva voce	2 day	Reader & Lecturer of GCTEM
3.	Submission of Reports on Visits organised, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	2 day	PST Reader & Lecturer of GCTEM
4.	Reports by the Supervising authority- BEO, BRC,SI, EO, DIET faculty, DDPIPU, DDPI, Mentor, GCTEM faculty		Principal, Reader & Lecturer of GCTEM

RECOMMENDATION

Committee under the scope of preparing a common syllabus discussed at length the challenges confronting the pre–service teacher education programmes, met at a deliberation and interaction with stake holders, highlighted a number of issues. Hence a summary of the recommendation proposed by the committee is presented below.

1. The quality of B.Ed programme is monitored by NCTE the apex body at the national level. At the state level three bodies namely KSHEC, Collegiate Education, and DSERT are officiating. At the regional level the respective universities are regulating. The bodies have no interconnected platform to co-ordinate the activities.
   Hence the committee recommends that the Govt should establish "State Teacher Education and Monitoring Board(STEM-Board)" at the state level with professionally equipped member having regulatory power.

2. With the inclusion of +2 courses under RMSA the secondary schools teachers must be empowered with professional training. The PU Board, the DSERT and the State Teacher Education and the concerned, need to address the empowerment of teachers by appointing a committee which will look in to the required changes.

3. The Justice Verma Commission Report Vol (1) strongly recommends that Teacher Educators must be equipped with the M.Ed as qualification, emphasing pedagogic and curricular competencies. The M.A (Education) course is not a professional course and do not equip the teacher educator with the required competencies. Further the course does not focus on teacher education in toto. In view of this the committee recommends that the state must make M.Ed a mandatory qualification with SET/NET as an additional one.

4. The State has large number of institute under private managements of which a majority of them require academic support for implementing the two years B.Ed programme. In addition the quality of teacher education needs support by providing funds for evolving e-media based TLM. The bodies such as KSHEC, PU Board, DSERT and other relevant funding authorities must take up this task jointly.

5. Presently the State Govt has fixed academic year for the B.Ed programme starting January to December. But all over the country the Academic year is fixed in tuned with the other disciplines, i.e is from August to July every year. It is therefore recommended that the State Govt should switch over to the national standard, so as to facilitate teacher- trainee get a job in the beginning of the first term of the school.

6. All Private and Aided secondary and higher secondary require and deputed upon teachers trained in the different B.Ed Colleges. But however these school do not allow Student teachers being trained in the various B.Ed College to visit their schools nor practise their lessons in these schools. As a result the student teachers will not get First hand training & experience with teaching a lesson nor the administrators set-up of the school.

   Hence it recommended that the State Govt must provide necessary regulations for both the private & Aided Schools to overcome this hitch in the B.Ed training.

7. The NCTE has framed fourth semester to be an immersion programme. The four months immersion for all the TEI's across the State Govt is unmanageable in the present context. Hence it is recommended that Govt colleges and aided institutions. Hence be provide with a stipend or necessary finance support as done for Regional Colleges of Education, further there is a need to relook in to this provision and its viability at State level keeping in consideration the vast number of private institutions.

8. It is also recommended that the existing IASE and CTE need to be strengthened by appointing manpower and infrastructure. The central funding need to be processed systematically so that it is utilised on time. There must be a proper flow of funds from the centre to the State, and from the State to the institutions.

9. The above recommendation will aim at the emergence of an autonomous body to be set-up by the State Govt to overcome the bottle neck experienced in the decade's history of Teacher Education.

ಕರ್ನಾಟಕ ಸರ್ಕಾರ
ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್
ಸರ್ಕಾರಿ ಮುದ್ರಣ ತಂತ್ರಜ್ಞಾನ ಸಂಸ್ಥೆ ಕಟ್ಟಡ, ಅರಮನೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು – 560 001

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ಪ್ರಸ್ತಾವನೆ:

ಸರ್ಕಾರದ ಪತ್ರ ಇಡಿ 207 ಯುಆರ್‌ಸಿ 2015, ದಿನಾಂಕ: 25.05.2015 ರಲ್ಲಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಎನ್.ಸಿ.ಟಿ.ಇ. ನಿಯಮಾವಳಿಗಳನ್ನು ಶಿಕ್ಷಣ ವಿಚಾರದಲ್ಲಿ ಜಾರಿಗೊಳಿಸಿದ್ದು, ಅದರಂತೆ 2015–16 ನೇ ಸಾಲಿನ ಪ್ರಸ್ತುತ ಒಂದು ವರ್ಷದ ಬಿ.ಇಡಿ ವ್ಯಾಸಂಗ ಕ್ರಮವನ್ನು ಎರಡು ವರ್ಷಗಳಿಗೆ ವಿಸ್ತರಿಸಲು ಕ್ರಮ ಕೈಗೊಂಡಿದ್ದು, ಈ ಎರಡು ವರ್ಷಗಳಿಗೆ ಅನುಗುಣವಾದ ಪಠ್ಯಕ್ರಮವನ್ನು ತಯಾರು ಮಾಡಲು ಅಗತ್ಯಕ್ರಮ ಕೈಗೆದುಕೊಳ್ಳುವಂತೆ, ಪರಿಷತ್ತಿಗೆ ಕೋರಿದ್ದು ಈ ಬಗ್ಗೆ ಪರೀಶೀಲಿಸಿ ಅಧ್ಯಯನ ಮಾಡಿ ವರದಿ ಸಲ್ಲಿಸಲು ಸಮಿತಿ ರಚಿಸುವ ಪ್ರಸ್ತಾವಕ್ಕೆ ಮಾನ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರವಾಸೋದ್ಯಮ ಸಚಿವರು ಹಾಗೂ ಅಧ್ಯಕ್ಷರು ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ ಇವರ ಅನುಮೋದನೆಯಂತೆ ಈ ಕೆಳಕಂಡಂತೆ ಸಮಿತಿ ರಚಿಸಲು ಈ ಆದೇಶ.

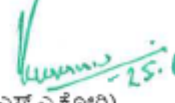## ಆದೇಶ

ಕರಾಉಶಿಪ/2 ವರ್ಷದ ಬಿ.ಇಡಿ/74/2015–16 /226   ದಿನಾಂಕ:25.06.2015

ಪ್ರಸ್ತಾವನೆಯಲ್ಲಿ ವಿವರಿಸಿರುವಂತೆ ಎರಡು ವರ್ಷಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಬಿ.ಇಡಿ ವ್ಯಾಸಂಗ ಕ್ರಮ ಮತ್ತು ಪಠ್ಯ ಕ್ರಮ ರಚನೆ ಕುರಿತು ಪರೀಶೀಲಿಸಿ ಅಧ್ಯಯನ ಮಾಡಿ ವರದಿ ಸಲ್ಲಿಸಲು ಈ ಕೆಳಕಂಡಂತೆ ಸಮಿತಿಯನ್ನು ರಚಿಸಲಾಗಿದೆ.

ಕ್ರಮ ಸಂ.	ಹೆಸರು ಮತ್ತು ಹುದ್ದೆ	ಪಾತ್ರ
1	ಡಾ.ಈ.ಆರ್.ಎಕ್ಬೋಟಿ ಪ್ರಾಧ್ಯಾಪಕರು, IASE ಶಿಕ್ಷಣ ವಿಭಾಗ, ಗುಲ್ಬರ್ಗ ವಿಶ್ವವಿದ್ಯಾಲಯ	ಅಧ್ಯಕ್ಷರು
2	ಡಾ.(ಶ್ರೀಮತಿ).ಪೂರ್ಣಿಮಾ ಪಟ್ಟಣಶೆಟ್ಟಿ ಅಧ್ಯಕ್ಷರು, ರಾಣಿ ಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾಂ (BOS ದಾವಣಗೆರೆ)	ಸದಸ್ಯರು
3	ಡಾ.ನಾರಾಯಣ ಸ್ವಾಮಿ ಪ್ರಾಧ್ಯಾಪಕರು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು	ಸದಸ್ಯರು
4	ಡಾ. (ಶ್ರೀಮತಿ) ಸರ್ವಮಂಗಳ ಅಧ್ಯಕ್ಷರು, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು	ಸದಸ್ಯರು
5	ಡಾ.(ಶ್ರೀಮತಿ) ಪಟ್ಟೇದ್ ಅಧ್ಯಕ್ಷರು BOS ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ	ಸದಸ್ಯರು
6	ಡಾ.ಜಗನ್ನಾಥ್ ಡಾಂಗೆ ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ.	ಸದಸ್ಯರು
7	ಶ್ರೀ.ಸುರೇಶ್ ಬಾಬು ಶ್ರೀ.ಕೃಷ್ಣ ದೇವರಾಯ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಳ್ಳಾರಿ.	ಸದಸ್ಯರು
8	ಶ್ರೀ.ಬಸವರಾಜ ಪ್ರಾಂಶುಪಾಲರು, CET ಮೈಸೂರು	ಸದಸ್ಯರು
9	ಡಾ.ಷಣ್ಮುಖ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.	ಸದಸ್ಯರು
10	ಶ್ರೀ.ಮಂಜುನಾಥ್ ಹಿರಿಯ ಸಹಾಯಕ ನಿರ್ದೇಶಕರು, DSERT	ಸದಸ್ಯ ಕನ್ವೀನರ್

ಸಮಿತಿಯು 60 ದಿನಗಳೊಳಗಾಗಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತಿಗೆ ವರದಿಯನ್ನು ಸಲ್ಲಿಸಲು ಕೋರಲಾಗಿದೆ. ಪರಿಷತ್ತಿನ ಮಾನ್ಯ ಅಧ್ಯಕ್ಷರು ಅನುಮೋದಿಸಿರುವಂತೆ ಸಭೆ ನಡೆಯುವ ದಿನಾಂಕದಂದು ಆಸನ ಭತ್ಯೆಯನ್ನು ಪರಿಷತ್ತಿನಿಂದ ನೀಡಲಾಗುವುದು.

ಇತರೆ ಸ್ಥಳಗಳಿಂದ ಬರುವ ಹಾಲಿ ಅಧಿಕಾರಿ ಸದಸ್ಯರುಗಳು KCS ನಿಯಮಗಳ ಪ್ರಕಾರ ಲಭ್ಯವಾಗುವ ಭತ್ಯೆಗಳನ್ನು ಅವರು ಕಾರ್ಯನಿರ್ವಹಿಸುವ ಕಛೇರಿ/ಸಂಸ್ಥೆಗಳಿಂದ ಕ್ಲೈಮು ಮಾಡಿಕೊಳ್ಳಬೇಕಾಗಿರುತ್ತದೆ.

25.6.15

(ಡಾ.ಎಸ್.ಎ.ಕೋರಿ)
ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕರು

ಇವರಿಗೆ:

ಸಮಿತಿಯ ಅಧ್ಯಕ್ಷರು, ಸದಸ್ಯರು, ಹಾಗೂ ಸದಸ್ಯ ಕನ್ವೀನರ್ ಮುಂದಿನ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.

ಪ್ರತಿ:

1) ಮಾನ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರವಾಸೋದ್ಯಮ ಸಚಿವರು ಮತ್ತು ಅಧ್ಯಕ್ಷರು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು, ಇವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿಗಳು, ವಿದಾನಸೌಧ, ಬೆಂಗಳೂರು, ಇವರ ಮಾಹಿತಿಗಾಗಿ.

2) ಉಪಾಧ್ಯಕ್ಷರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿಗಳು, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು ಇವರ ಮಾಹಿತಿಗಾಗಿ.

3) ಮಾನ್ಯ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಇವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿಗಳು, ಮಾಹಿತಿಗಾಗಿ.

4) ಕುಲಸಚಿವರು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಣಿ ಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಗುಲ್ಬರ್ಗ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶ್ರೀ.ಕೃಷ್ಣ ದೇವರಾಯ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಾಗೂ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು. ಮಾಹಿತಿ ಮತ್ತು ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.

Report of the State level Work Shop by the Higher Education Council, Karnataka in collaboration with Azim Premji University conducted for B. Ed Curriculum Revision on 16 th and 17 th of June, 2015 at Azim Premji University, Bengaluru

Ever since the NCTE notification was made in the Gazette of India in December 2014, introducing the two year curriculum from the academic year 2015, most Universities have begun the process of curricular revision.

The Karnataka State Higher Education Council has initiated a process of involving Heads of Department of Education of Universities across Karnataka, Chairpersons of Board of Studies in Education to jointly address the concerns emerging from designing and adopting this new curriculum. Azim Premji University jointly with the Council in this endeavor.

The Karnataka Higher Education Council invited representatives from Universities across Karnataka and DSERT invited representatives from Colleges of Teacher Education Institutes to participate in a two day consultative meeting on the June 16 and 17, 2015 to discuss the proposed revision of B.Ed. curriculum. Out of the 40 participants, 23 were from 10 different Universities of Karnataka and 17 from Colleges of Teacher Education

The work shop was attended by :

a. Chairpersons of the BOS and Department of Studies in Education of various Universities of State.

b. Senior Professors of various Universities of the State.

c. Directors of the College Development Board of the Various Universities.

d. Principal's of the selected CTE and reputed TEI's.

e. Representation from DSERT and Azim Premji Foundation.

Objectives of the workshop:

1. Arrive at a consensus on the possibility of developing a common curricular framework for B.Ed. courses across Karnataka

2. Discuss modalities of professional development of teacher educators and developing resources to transact the new curriculum Process

To facilitate the two-day deliberations, Dr. Poonam Batra of the Central Institute of Education, Delhi University, was invited. Given her background and experience as a member of the Justice Verma Commission and NCTE Council and Chairperson of the NCTE Regulation Committee, she was seen as the ideal person to put across the thoughts and ideas that embed important documents concerning Teacher Education.

The two-day agenda of the workshop included:

- Context setting by Mr. S V Manjunath, Karnataka State Head, Azim Premji Foundation.

- Inaugural address by Dr. S A Kori, Executive Director and Member Secretary Karnataka State Higher Education Council.

- Sharing of ideas and review of work done in this context by representatives of Universities.

Proceedings

Day 1

Mr. S V Manjunath, Karnataka State Head, Azim Premji Foundation in his introductory note stressed upon the important role of a teacher in society. He spoke about the limitations of teacher education which have resulted in lack of professionalism among the teacher community.

Dr. S A Kori, Executive Director, Higher Education Council, in his inaugural address emphasized the need for a two-year B.Ed. curriculum catering to the needs of a competitive society and technological advancements while preserving the values and the rich cultural heritage of India.

Dr. Poonam Batra, Professor, Delhi University, spoke about the rationale behind curricular revision. Using both, the Justice Verma Commission report (JVC) and the National Curriculum Framework of Teacher Education (NCFTE) as the basis.

Prof. Ganesh Bhat, Principal MES College of Teacher Education, Bangalore shared the work done by Bangalore University on Choice Based Credit System (CBCS) as per NCTE guidelines.

Prof. Ekbote from Gulbarga University presented a sample blue print for the two year B.Ed. curriculum.

Dr. Poonam Batra and representatives from Universities shared some curricular ideas. Some of them were:

• Need for extensive use of ICT in curricular transaction and preparing teachers for the next generation learners.

• Based on learners' psychological needs and learning capacity, teacher education should equip teachers to handle curriculum at elementary, middle and high school/senior school levels. Administrative and academic issues likely to emerge following the adoption of new curriculum.

• Teachers need to be empowered to contribute and critique curriculum construction, textbook writing and autonomously use these in a manner that renders their teaching experiential and critical.

• Teacher education colleges/departments need to attach themselves to certain schools where teachers' internship and practicum happens over a long duration and not merely as something happening just few days in a week or month.

• The teacher education courses should also be subject specific as well as age specific – example: B.Ed. with specialization in History, Physics, Maths, Language, etc. and for elementary education, primary education, middle school and high school.

Day 2

The day commenced with arriving at consensus on certain issues related to the new B.Ed. curriculum by the participants. Prof Ekbote presented a list of priories to be deliberated and to be considered at the State level. They were discussed and and recommendation were arrive at.Some of them were:

• Admission of students to colleges of other Universities to be monitored by the state.

• Calendar of events for the B.Ed. course to be given uniformly to all Colleges by the state.

• Need for a Co-ordination Committee to monitor internal assessments - need to evolve a 'scientific method' for monitoring the Universities.

• Universities should evolve minimum criteria required for procuring NOC for starting B.Ed. colleges.

• Formation of Teacher Education Regulation and Monitoring Cell at University level (TERM) and formation of State Teacher Education and Monitoring Board (STEM-Board), under the aegis of The Higher Education Council.

• Constitution of a Committee for follow up work related to B.Ed. curriculum revision, with representation from Universities, DSERT and CTEs guided by the Higher Education Council

• Establishment of subject wise groups with representation from Universities, CTEs, Government and aided B.Ed. colleges, DSERT subject experts under the guidance of the Higher Education Council.

• Teacher Education Colleges should become composite colleges offering multi-disciplinary under graduate and post graduate courses.

• As indicated in the NCTE guidelines, Universities should be involved in the B.El.Ed course. Diploma in Education courses to be done away with gradually.

• As a semester system has inherent issue of time constraint on internship and field work, annual scheme of assessment was discussed for its possibility. Need

to take a judicious decision so as to facilitate colleges to go for NAAC accreditation, indicators of NAAC accrediting was also discussed upon. Weightage for internal assessment for theory papers to be 30% uniformly across Universities and Practical assessment should be mandatory.

Mr. Manjunath summarized the views of the participants at the end of the workshop. Key highlights of the same areas under:

1. There is a need for a collective endeavor towards building a common curriculum for the 2 year B.Ed. course for Karnataka.

2. The Higher Education Council should take this initiative forward by involving DSERT.

3. A Committee to be formed involving representatives from all Universities, subject experts and those who are familiar with ground realities for working on the new curriculum.

4. The revised B.Ed. curriculum to be developed well in advance so as to begin the new course from June 2016.

5. The immediate need is to begin the process of curriculum construction and faculty development for effective transaction.

Specimen copy of the TERM-Cell format to be established at all the Universities of Karnataka Sate

In exercise with the powers conferred by the Chapter IV Section 29, A,C,G,I, and J of University   Act 2000 the   _____ University, Syndicate Authority constitutes following body.

Short title and Commencement:

TEACHER EDUCATION REGULATORY AND MONITORING CELL, known by short form **TERM-Cell**, will be in force immediately after the approval by the Syndicate Authority.

The Cell shall have function to regulate and monitor the conduct of all affiliated Teacher Education Institutions and teacher Education courses in the Composite colleges affiliated in the Gulbarga University,

1. **Committee members of the TERM**: The cell shall have a committee with following members:
   a. The Chairperson of the Department and BOS Chairperson shall be the Chairperson of the committee.
   b. The members of the committee shall be:
      • Two senior Professors from the faculty of education on rotation for two years.
      • Principal of Govt. CTE affiliated to the University/in absence JDPI
      • Registrar(Evaluation) Gulbarga University
      • Principal/Head B.Ed/B.P.Ed/M.P.Ed course of constituent college.
   c. The Deputy Registrar, (Academics) shall be the convener

2. **Power and Functions :**
   a. To evolve the calendar of events for all the TEI courses in tune with the State Govt,DSERT,NCTE and other related bodies.
   b. To support the Registrar and University to bring timely action needed propositions to regulate the TEI's and related institutes for enforcing and implementation of Govt, NCTE and other related authority rules in force.
   c. To examine and conduct regular visit to the institutes and monitor quality and control over academic transactions.
   d. To initiate and monitor the admission processes in the TEI's and Teacher Education courses for Govt and private seat allotment.

e. To ensure the eligibility granting is done as per the criteria and on time as per calendar of events.

f. To prepare and provide the formation of boards, organizing the visits of IA moderation and quality control boards of teacher education courses.

g. Ensure the eligibility of teachers and appointment in TEI's as per UGC, NCTE, State and NCERT regulation. Prepare seniority of teachers and forward to the respective BOS Chairpersons.

h. To plan, organize and execute required academic activities such as seminars, conference, workshops to meet the timely needs.

i. To provide support in correspondence and rapport building with State, SCERT, NCERT, NCTE, UGC and other bodies related to teacher education programmes.

j. Any other activities and functions directed by the Registrar, and Vice Chancellors office as and when required.

k. To prepare the budgetary provisions required annually to manage the TERM cell and the activities formulated.

l. To visit the colleges running the Teacher Education programmes whenever required as per University orders and suo moto for conduct of TERM functions.

m. To conduct the meetings of Teacher education teaching staff of the University, of principals, affiliated college staff as and when required.

n. The cell have the power to initiate, organize, monitor and execute all the academic and examination related aspects of the TEI's in support and on behalf of Registrar(Evaluation).

3. Role and Responsibilities of Chairperson:

a. Prepare the agenda and conduct the meeting and report to the University authority for timely action at least once in two months.

b. To visit the university office TERM-Cell office at least once in a week and update the office files with suitable notes, forwarding, and propositions.

c. To initiate action plan for the conduct of assigned functions to cell suo-moto and visit the various authorities of University.

d. To undertake visit to the regulatory authorities and other agencies outside University for conduct of TERM-Cell functions.

e. To coordinate among the University officers with the Teacher Education course heads of the University

4. Office Support;

a. There shall be a cubical for the TERM-cell with all facilities provided to any other cells of University office.
b. The Deputy Registrar (Academic) shall support for the functioning of the cell.
c. There shall be an assigned clerical staff, computer typist and attendee.

-oOo-

SYATSMATISATION OF IA MARKS AT B.Ed. COLLEGES FOR EFFECTIVE MANAGEMENT.

Dr E R Ekbote

B.Ed. is a professional programme with grater intensity on practicum than theory. The practicum evaluation is usually felt cumbersome and difficult. There is more possibility of biased, favoritism and subjectivity in giving marks. The evaluation is usually, relative than objective processes. It is extremely difficult to standardize. Because of such difficulty, many a time's university administrators get disgusted and call upon the faculty members to do away with. It is extremely difficult to convince administrators, the inevitability of IA marks. It is essential to have practicum with higher weightage. It is necessary to have internal assessment and one has to be with. Coordination committee is one of the processes that is invented to streamline and bring some standardization across the colleges. It is quite but natural that whenever one does a filtering the polluted stream, the filter gets blogged. But you cannot blame the filter. It is quiet but natural that the pressure points do get pressure and damaged. One can not remove the filters it will be more harmful if the filters are removed. Bangalore University, Bangaluru has removed Coordination committee practice (couple of years ago) and is facing more difficulty. Rani Channamma University Belagavi also has done the same and contemplating to reintroduce. There appears to be increase in admission of candidate who come only twice to the college. Once for admission and second time for receiving the certificate. The problem faced at various levels in IA marks processing and practice teaching in no way should stop the efforts of strengthening. It is a weak system that gets afraid of dangers and runs away.

The coordination board of Gulbarga University has a well stadnadrdised process and by and large manages to keep large number of weakening forces

away from stream. However the mushrooming of colleges has increased the infection of late. There is a need to tighten the belt once again. Due to the large number of new colleges there are many teacher educators who are unaware of the system of IA marks maintenance. Many colleges have. almost all the staff members new except the principal. The present presentation is to orient the new comers to the well tried system of IA maintenance and presenting to the coordination committee.

There are basically three forms created for presentation to the coordination committee, they are fairly simple and incorporate all the marks that are evolved throughout the semester systematically, they are presented here with.

<u>Pre-requisites to evolve data to the coordination forms:</u>

The IA marks data that gets created throughout the year needs to be systematically generated and recorded. The system has to be <u>objective, democratic and transparent</u>. Following are the series of stages that the college needs to systematically plan and conduct.

1. Maintaining the calendar of event register:

This is like a log book, which will record the conduct of activities in the college time to time. This has to be maintained by the Principal where in the date and program of conduct of all the events in the college are mentioned. If there are any discrepancies unusual they should also be noted. This will help to cross refer later if some doubts linger in after wards regarding any activity.

2. Staff meeting proceeding:

Staff meeting is supposed to decide upon everything about the processes and activities. The minutes of staff meeting regarding arranging the activities, group formation, distribution of activities and many aspects will make it a

meaningful to record and show as mirror image of the sequel of IA record evolvement.

3. Master ledger:

This is the most important part of IA data base. This is a ledger having one sheet for each student, where in all the entry day wise of each candidate are stored. The entry is usually done by the evaluator and is maintained in the principal's chamber. The ledger is not shifted from place to place and is set to a single place. It is brought to notice that many new colleges are unaware of this ledger and are not keeping the record. This is the only record that gets maintained across the years of all the students for years to come and is cross a reference at any time across many years. Such records definitely boost the quality of data maintenance with the colleges. The present RTI act expects some document to be maintained for reference. This is a record that can be handy to provide information when time needs.

4. Assignment and test evaluation sheets. :

There are a series of assignment and test given to the student. After evaluation the marks needs to be disclosed to the student along with the feedback by showing them the evaluated answer scripts and assignment. The test papers evaluated and the marks list prepared by the teachers needs to be notified to the student and then stored in a place. Usually there is a room as Evaluation cell to which a couple of teachers are made in charge. They are supposed to keep them systematically. The lists duly signed by the teachers are supposed to be filed and maintained in the evaluation cell.

5. Master score list: The evaluation cell teachers will prepare a consolidated list for all the subjects and the test. They maintain the master list along with evaluation sheet file. This cell work throughout year and build required records.

Such will not make college tensed at the last minute to prepare required sheets for submission to coordination committee.

6. Correspondence with school and student allotment file:

Every college has to interact with schools and correspond. Each school will be allotted with a group of student teachers. All such relevant documents need to be filed and has to be procured from group leader-student. The files and records so produced may also be handed over to the principal at the end of the semester/year.

7. School wise record file:

Each school will be conducting lesson practices sessions, and varied activities. The time table generated, activities conducted, reports created by the group leaders all are another set of documents that should be become the part of stored data regarding the practice teaching unit.

8. Teachers student teaching observation dairy:

Tecaher Educators have to maintain a diary of the evaluation. The diary should have scope for recoding the detailed observation and feedback provided to lessons fully observed, partial observed and cursory observation made with feedback notes. Usually the grades are decided upon the detailed observed lesson and are extended to all the lessons given by the teacher.

9. File with CBT data:

This is another set of papers having all the details of data of CBT, guidance provided to the students, teacher observation diaries, special lessons provided with special innovative measures, opportunity provided to illustrate different methods of designing by the method master, grading student on their effectiveness, and consolidation.

10: Consolidation and coordination committee communication file:

This is penultimate stage where in all the records are consolidated and master forms I, II and Iii are produced. This may also be tagged with all the letters and transaction with the coordination committee.

ISSUES INVOLVED IN IA MARKS RECORDING:

<u>Transparency and Democracy</u>: The principal should create openness and confidence with all the members without making any member feel that certain things are by passed and some people have high handedness. In fact many of the problems in the colleges getting in to miscreant activities and some teachers indulging in to activities culmination in to aquarelle some leakages, manipulation of marks and student unrest are due to this reason. The democratic system can be maintained by having various sub teams for various activities such as Practice teaching unit, assignment teats unit, CBT unit, Teaching aid evaluation unit, test and assignment unit, with different group of teachers. This will make every teacher equally important. Further the responsibility may be rotated from year to year so that everyone should get the pain and pleasure of all the works equally experienced.

There are bound to be certain consideration for reconsideration of marks student due to various reasons such as ill health and providing second opportunity, absenting for few classes due to some reasons and many more. Whatever the decision to be taken, it should be democratic by calling a staff meeting and providing relative equality in opportunity to all students. Both quality and quantity should to be taken together.

Team working of the staff is most important factor in the maintenance of IA marks. Some teachers may be good in working with numbers and data, and some may not. It is the duty of the teammates to understand the weakness and share the responsibility. They should be morally obliged to each other by taking

compensative workload in one or other form. The principal's leadership plays a very important role in balancing the whole act. He should conduct himself by giving equal importance to one and all irrespective of their temporal importance.

CONDUCT DURING COORDINATION COMMITTEE VISIT:

Coordination visit should not create any examination tempo. In fact if the colleges are fairly good and have exposed the student to their achievement in test assignments, and lesson grades from time to time, the problem will not exist. Concealing the marks as confidential creates more problems than solutions.

During coordination visit, the records of each student should stack in each beehive separately in the display hall. All students should be made to assemble in assembly hall. The student should not be made to sit in the hall for hours together. The principals should get the timings of visitors arrival and make the student assemble about an hour before the team visits. This makes the students to face the coordination committee with liveliness and comfort. There are many instances where in students faint during the visit. Some colleges are in the habit of making student teachers stand outside the gate in two rows in scotching sun heat. This is also not an advisable practice. The student teachers should treat with dignity and respect.

The consolidated data sheets should be made available both in hard and soft copy. It is unfortunate that there are colleges with very poor facility of computers services and they run about outside wasting time. Some visiting teams may call upon to provide rank list of student based on the consolidated list of marks, there is nothing if some advanced methodology are used to moderated marks. Variation form one committee to other is bound to be. The variation within the tolerant limits should be acceptable.

The committee should be provided with freedom to interact with students and teachers. There should not be any feel of hide and seek. The teachers can also feel free to discuss. However it should not lead to challenge each others privileges. The committee should write the report on the spot and all the members should sign. This will reduce the disagreement between college and visiting team significantly.

Certain myths about IA and coordination committee functioning:

- Coordination is policing

- Internal marks are confidential to student and not supposed to be disclosed.

- Higher range of marks should be given to colleges with high infrastructure facility.

- Older colleges should necessarily get higher range of marks

- Once a high range is given to a college, the subsequent years the percentage cannot be given less.

- Donkey work deserve more percentage

- More the money spent by the students on teaching aid other material should get more marks.

- Moderation reports can be deprived to the principal for weeks together and nothing wrong if he is treated as non active member of the committee.

- Moderation is a cumbersome and statistical activity requiring experts.

- The marks distribution of the IA should be NPC fitting.

- IA marks should be in hand written form.

- Teacher educators are not trust worthy.

- Management Vice Chancellor, Dean, Registrar, Registrar(Evaluation) have the power to direct on marks moderation.

<u>Please Avoid</u>

Giving a festive look to the coordination visit

Garlanding and providing with costly gifts

Crowding with all staff for lunch and dinner

Disturbing the team by accompanying all the time, and not providing time to work.

Delay in providing records and concealing the information

<u>Encourage:</u>

Learning from the past mistakes.

Appreciating good practices and to carry on.

Providing mutual respect.

To be quick in returning moderated marks

Public Software - Education Tools

Application Area	Public Software	Description
SCIENCE	Kalzium	This shows the periodic table and the properties of elements. It acts as an encyclopedia, explaining states of matter, evolution of elements. Basic equations can be balanced using this tool.
	KStars	Desktop planetarium-Astronomy with over 130000 stars, all planets, etc.
	Stellarium	This is a desktop planetarium software that shows exactly what you see when you look up at the stars.
	PhET	Fun, interactive simulations of physical phenomenon
	KTechLab	This tool can be used to build your own circuits and explain its various components
MATHS	Geogebra	An algebra and geometry package providing for both graphical and algebraic input
	Tux Math	A fun game through which children can practice their addition, subtraction, multiplication and division.
	KBruch	This tool can be used to explain fractions as well as for the children to practice arithmetic problems.
LOGIC	KTurtle	The turtle will follow whatever directions you give it. Can be used to draw various symmetrical figures and is a good exercise of logic.
SOCIAL STUDIES	KGeography	Quiz on different states and capitals across the globe
	Marble	This acts as a desktop atlas.
ENGLISH	KHangman	Guess the correct work with a certain number of guesses allowed
	KAnagram	Unscramble the word
	KLettres	Identify the alphabets by recognizing the sound
	Tux Typing	Tux Typing" is an educational typing tutor for children.