



BAGALKOT UNIVERSITY, JAMKHANDI

BACHELOR OF EDUCATION PROGRAMME

THE COURSE STRUCTURE & SYLLABUS

FOR

B. Ed

III and IV Semester

w.e.f.

Academic Year 2024-25 and Onwards

Under

STATE EDUCATION POLICY (SEP)

SEMESTER III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy -1	4	20	8	80	32	100
		Subject Specific pedagogy -2	4	20	8	80	32	100
EPC		Understanding self, personality and Yoga	2	50	25			50
		Research Project	2	50	25			50
EF		Block teaching Lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600

Year	II	Course Code:	Credits 4	Hours
Semester	III	INCLUSIVE EDUCATION	Marks 80+20=100	60

Objectives:

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

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.

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

3.1. National and state policies – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.

3.2 International Policies.

3.3 Legal Provisions.

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

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

- a) NPE 1986
- 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

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.

Practicum:

1. A case study of the learners with special needs.
2. Preparing a report on a visit to an inclusive school set up.

3. Preparing a report on the functions and activities of an NGO working in the field of rehabilitation
4. Report on a sample IEP of any student with disability.
5. Preparing a paper on educational provisions for differently abled children.
6. Conducting an interview with an expert working in the area of learning disability (a detailed report to be submitted)
7. A case study on Migrant Labourers
8. A study on various schemes for different dimensions of inclusiveness
9. A study of the schemes on inclusion given to SC, ST by State and Central Government
10. A study of various articles concerning Inclusion

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, "Education and Children with Special Needs" Saga Publications.
2. Maitra Krihna, Sazena Vandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, "Education of Children with special needs", Isha books.
4. Rajkumari. N. Alice – D. Rita Suguna Sundari Et. Al, 2006, "Special Education", Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, "Education of children with special needs", Discovery publishing House, New Delhi.
6. Kar Chintamani – 1996, "Exceptional Children", Sterling Publishers Private Ltd.
7. Purimadhumitha and Abraham George 2001, "Handbook of Inclusive Education for educators, administrators and planners", Sage publications Ltd.
8. Guha, Alok (1955), "Compilation of Reading in Special Education", The Spastics Society of TamilNadu, madras, India.
9. Pandey R.S and Advaani L. (1955), "Perspectives in Disability and Rehabilitation", New Delhi, Vikas Publication.
10. Prasad Lakshman (1994), "Rehabilitation of the physically handicapped", Konark Publisher Pvt. Ltd.

11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.
12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.
13. Kirk, A. Samuel. “Education Exceptional children.”
14. Panda B.N Education of Exceptional children.
15. BinodKuamrSahu, Education of Exceptional children.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Educational Evaluation	Marks 80+20=100	60

Objectives:

1. To understand the theory of evaluation.
2. To understand 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.

Unit 1: Overview of Assessment, evaluation and measurement

- 1.1. Assessment: Conventional meaning and constructivist perspective
- 1.2. ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference
- 1.3. Comparing and contrasting assessment, evaluation, test and examination
- 1.4. Objectives and its relation to evaluation
- 1.5. Relationship between objectives, learning experiences and learning outcomes.
- 1.6. Measurable and non measurable learning outcomes.
- 1.7. Steps in the processes of evaluation.
- 1.8. Formative and summative evaluation, Curriculum Based measurement.

UNIT 2. Tools of Evaluation and their uses

- 2.1. Validity, reliability, and objectivity and their interdependency.
- 2.2. Major tools and techniques of Evaluation : Achievement test, Diagnostic test, Intelligence test, aptitude test

Oral testing, paper pencil testing, Rating scale, checklist, thematic test, word association test, socio metric technique, Interview, questionnaire and inventory

UNIT 3. Standard tests and Teacher made achievement tests.

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

UNIT 4 Data processing and statistics

- 4.1 Raw scores, Frequency distribution, Graphical representation of scores,
- 4.2 Central tendency, variability, and standard deviation.
- 4.3 Normal probability distribution and its uses.

Practicum:Preparation of a balanced question paper for any one of the subject of elementary/secondary or senior secondary level.

1. Preparation of five tools to evaluate students in five scholastic areas.
2. Preparation of a Unit test on any one subject of Elementary/Secondary Senior Secondary Level.
3. Preparation of a Diagnostic Test based on the results of a Unit Test
4. Preparation of Criterion Reference Test (CRT) on any unit of instruction.
5. Critical analysis of S.S.L.C. Board Question Paper of any subject.
6. Analysis of test scores of students of secondary school calculating Mean, SD and 'r'
7. Quantitative Analysis and Interpretation of Unit test data using Item Analysis
8. College is free to give activity related to the content matter of the subject.

REFERENCE BOOKS

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

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy :Kannada	Marks 80+20=100	60

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 ಕಾರ್ಯಚಾಣೆಯ 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.

ಘಟಕ 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 ಸಾಂಪ್ರದಾಯಿಕ 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

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

ಘಟಕ 2 ಮೌಲ್ಯಮಾಪನ

- 2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ ಪ್ರಯೋಜನಗಳು
- 2.2 ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ
- 2.3 ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು
- 2.4 ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು
 - 2.4.1 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ
 - 2.4.2 ಘಟಕ ಪರೀಕ್ಷಣೆಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ
 - 2.4.3 ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ
- 2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
 - 2.5.1 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಿಟುವಟಿಕೆಗಳು

- 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 ಚಿಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಿಟುವಟಿಕೆಗಳು
 - 3.4.1 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
 - 3.5 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ 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 ಸಾಹಿತ್ಯಿಕ 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

11 ಅವಧಿಗಳು

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)/ ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ' ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ' ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣೆಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
2. 'ಪದ್ಯ ಬೋಧನೆಯು ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣೆಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.
4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
5. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣೆಗಳನ್ನು 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 ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು/ ಆಕರ ಗ್ರಂಥಗಳು

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: English	Marks 80+20=100	60

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

- 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

- 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.

Unit 4 Maxims of teaching in relation to English

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

4.2 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK :(ANY ONE)

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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5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Hindi	Marks 80+20=100	60

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 1- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM

- 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.

Unit 2 Developing Language Skills

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading

2.4 Writing.

2.5 Role of Hindi as Cultural, Functional and literary.

UNIT 3- TECHNIQUE AND METHODS OF TEACHING HINDI.

3.1 Lecture method, Inductive and Deductive methods.

3.2 Integration of content and methods.

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

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

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

Unit 4: Maxims of teaching in relation to Hindi Language

4.1 Maxims of teaching.

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

4.3 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK (Any one):

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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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Urdu	Marks 80+20=100	60

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 1- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM

- 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.

Unit-2 Aims and Objectives

- 2.1 Aims and general objectives of teaching Urdu at secondary level..
- 2.2 Instructional objectives of teaching Urdu with their specification.
- 2.3 Developing of language skills.
 - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 2.4 Role of Urdu as Cultural, Functional and literary.

UNIT 3- TECHNIQUE AND DEVICES OF TEACHING URDU.

- 3.1 Lecture method, inductive and Deductive methods.
- 3.2 Integration of content and methods.
- 3.3 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.4 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.5 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4 Maxims of Teaching in relation to Urdu language

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

PRACTICAL ACTIVITIES :(ANY ONE)

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.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Sanskrit	Marks 80+20=100	60

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 concept and nature of content-cum-methodology.
- 7) Analyse curriculum, syllabus, tex-book and content of the subject sanskrit.
- 8) Intergrate content, method and lesson-plan with reference to c.c.m.approach.
- 9) Prepare various types of lesson plans.
- 10) Understand and use various aspects of sanskrit and their teaching methodology.

UNIT-I: Nature, Importance and objectives of teaching Sanskrit

- 1.1 Historical Background, origin and development of Sanskrit Language.

- 1.2 Nature: Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages. Sanskrit as a living language
- 1.3 Importance- The Language of culture, Heritage unity, Spiritual and Religious life and as a Computer Language
- 1.4 Place in the Curriculum: Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.5 Basic Aims and objectives of teaching language, Classification of Aims and objectives.
- 1.6 Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.7 Instructional objectives of teaching sanskrit and their specifications.

UNIT –II - Methods of teaching sanskrit

- 2.1 Traditional Methods Brief Review- Pathashala Method. Dr.Bhandarkar Method, Translation Method.
(C) Existing Method- Direct/oral Approach Method, Evaluation Method, Eclectic Method/ Complete Method, Comparative Method, Inductive – Deductive Method, Project Method. Source Method, Lecture Method.
Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

UNIT III: Teaching of various aspects of sanskrit.

- 3.1 Prose-Aims and objectives of teaching prose, preparation of lesson plan, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit
- 3.2 Poetry- Nature of poetry-Definition, 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,
- 3.3 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives and methods of teaching grammar,

Unit 4 Maxims of teaching in relation to Sanskrit

- 4.1 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.2 Dramatization, Explanation etc.

PRACTICUM—

1. Preparation of workbook on vocabulary of Sanskrit
2. Designing and Developing program to enhance listening, Speaking, Reading and Writing skills
3. Writing Instructional objectives in behavioral terms
4. Visit and study one Sanskrit Vidhusi/Vidwan

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Marathi	Marks 80+20=100	60

Objectives:

On completion of this course the students will be able to

1. Understand the aims and objectives of teaching Marathi in Secondary Schools.
2. Select methods, devices and techniques of Marathi teaching.
3. Use variety of learning experiences and instructional materials while teaching Marathi
4. Understand planning and organization of teaching Marathi
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 1- Place, nature and importance of Marathi in the curriculum

- 1.1 Importance of Marathi in school Curriculum.
- 1.2 Concept and nature of Marathi language.
- 1.3 Place and History of Marathi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Marathi as a first language – Medium of instruction and link language.

Unit 2 Developing Language Skills

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading
- 2.4 Writing.
- 2.5 Role of Marathi as Cultural, Functional and literary.

UNIT 3- Techniques and methods of teaching Marathi

- 3.1 Lecture method, Inductive and Deductive methods.
- 3.2 Integration of content and methods.
- 3.3 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.4 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.5 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4: Maxims of teaching in relation to Marathi Language

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK (Any one):

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Marathi 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 Marathi teachers through interview or brief survey.
6. Any other relevant activity based on the subject.

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MarathicheAdhyapan. Pune: Venus Publication.

MatrubhacheAdyapan a Mulgamapan. Pune: Venus Publication.

KavitaKashiShikwari. Pune: Venus Prakashan

MatrubhashechaMarathicheAdhyapan. SurajBhushanPrakashan Belgaum

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: History	Marks 80+20=100	60

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

- 1.1 Historical thinking concepts(big six historical thinking concepts Peter Sexias & Morton),
- 1.2 Objectives of teaching History & Political Science at secondary level.
- 1.3 Correlation of History & Political Science: Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Unit II: Constructing History

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

Unit III- Pedagogies of teaching History and Political Science

- 3.1 Process, merits and limitations
- 3.2 Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.
- 3.3 Cooperative learning strategies (think pair share, round robin, buzz,)
- 3.4 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

Unit IV Maxims of Teaching in relation to history

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

Practicum:

1. Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.
2. Select any primary source that can be used to teach History and analyze the same using the 6C approach.
3. Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

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

References:

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4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK
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http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsivepedagogy_b_1147364.html?ir=India

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Geography	Marks 80+20=100	60

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

- 1.1 Epistemological framework (Evolution and major contributors)
- 1.2 Nature, scope and importance of Geography
- 1.3 Aims of Teaching Geography
- 1.4 Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- 2.1 Correlation with other School Subjects —History, Language, science, Mathematics
- 2.2 Approaches of curriculum construction: Concentric, Topical

UNIT III: LEARNING RESOURCES

- 3.1 Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching
- 3.2 Current events (importance and use)
- 3.3 Geography Club & Geography room (importance and organization)
- 3.4 Characteristics of a Geography textbook
- 3.5 Specific Approaches of pedagogy in Geography:
- 3.6 Regional method, Project method, Journey method, Field visit,
- 3.7 Cooperative learning strategies: Gallery walk, Jigsaw method

Unit IV Maxims of Teaching in relation to Geography

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Dramatization, Explanation etc.

Practicum:

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

Choose any one from the following:

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

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

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Physics	Marks 80+20=100	60

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 physics
3. Understand the selection of various methods and models of teaching to teach different topics of physics.
4. Understand different curricula in Physics

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS-

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

UNIT II- PHYSICS CURRICULUM STUDY.

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF – 2005, NCFTE-2009
- 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 and Approaches to teach Physics

3.1 Physics text book, Teacher hand book

3.2 Laboratory and manuals, Student work Books

3.3 Learner centered and activity centered approaches – difference

3.4 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).

Unit IV Maxims of Teaching in relation to Physics

4.1 Maxims of teaching.

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

4.3 Demonstration, Experimentation, etc.

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.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Chemistry	Marks 80+20=100	60

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 chemistry
3. Understand the selection of various methods and models of teaching to teach different topics of chemistry
4. Understand different curricula in chemistry
5. Acquire the knowledge of modern trends in chemistry

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005., NCFTE-2009
- 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

- 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 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :

- 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.
- 3.3 Models of teaching- Concept Attainment model.

Unit IV Maxims of Teaching in relation to Chemistry

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Demonstration, Experimentation, etc.

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 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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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Physical Science	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Understand the uses of learner centered and teacher centered approaches.
2. Understand the planning and resources for teaching Physical Sciences.
3. Understand the selection of various methods and models of teaching to teach different topics of Physical Sciences.
4. Understand different curricula in Physical Sciences.
5. Develop an understanding of different methods and techniques of teaching Physical Sciences.

Unit 1: Approaches and Methods of Teaching Physical Sciences

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

Unit 2: Curriculum Study of Physical sciences

- 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, NCFTE-2009
- 2.4 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.
- 2.5 Study of the Karnataka state secondary school science curriculum with special reference to Physical Sciences and organization of the curriculum.
- 2.6 Review of the present Physical Sciences Textbooks.

Unit 3: Resources to Teach Physical Science

- 3.1 Physical science text book, Teacher hand book.

- 3.2 Laboratory manuals.
- 3.3 Student work Books.

Unit IV Maxims of Teaching in relation to Physical science

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Demonstration, Experimentation, etc.

Practicum/Field Work:

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

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Biological science	Marks 80+20=100	60

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- Curriculum of BIOLOGICAL SCIENCE

1.1 Biological Science Curriculum:

1.2 Principles of curriculum construction

1.3 Historical perspectives of biology curriculum.

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

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

UNIT II: METHODS AND APPROACHES OF TEACHING OF BIOLOGY

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

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.

Unit IV Maxims of Teaching in relation to Biological science

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role

playing, Team teaching, programmed learning.
4.3 Demonstration, Experimentation, etc.

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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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Mathematics	Marks 80+20=100	60

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. Able to revive the school science curriculum

Unit 1 : Introduction to Teaching and Learning of Mathematics

1.1 Aims and Objectives of teaching Mathematics: General Aims of teaching Mathematics at the Secondary School level; Instructional objectives: Meaning, writing Instructional objectives according to Bloom's Modified

Taxonomy of Educational Objectives (2001) with reference to Secondary School Mathematics Syllabus.

1.2 Co-Relation: Meaning, co-relation of Mathematics with Physics, Chemistry, Biology, Engineering, Astronomy, Agriculture and its use in day to day life.

1.3 Values of Teaching Mathematics: Development of values in the present context- Utilitarian, disciplinary, cultural, social, moral, vocational, aesthetic and recreational values.

1.4 Mathematics Teacher: Professional competencies; need and measures for professional growth for a Mathematics teacher .

UNIT-II Mathematics Curriculum Construction

1.1 Mathematics Curriculum:

1.2 Principles of curriculum construction

1.3 Historical perspectives of Mathematics curriculum.

1.4 NPE (National Policy of Education) – 1986

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

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

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.

Unit IV Maxims of Teaching in relation to mathematics

4.1 Maxims of teaching.

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

4.3 Drilling, Explanation etc.

PRACTICUM/ACTIVITIES: (ANY ONE)

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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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : ACCOUNTANCY	Marks 80+20=100	60

Course Objectives:

To enable the student teachers to -

1. Acquire the basic understanding of teaching of Business Studies.
2. Develop the ability to plan curriculum and instruction in Business Studies at senior School Level.
3. Impart knowledge of the methods and devices of teaching Business Studies and to develop the skill of using the same.
4. Apply appropriate methods and devices of teaching particular topics for Business Studies.

UNIT-1 FUNDAMENTALS OF BOOKKEEPING AND ACCOUNTANCY

1.1 Meaning, nature and scope of Book- Keeping and Accountancy its value and importance.

1.2 Aims and objectives of teaching Business Studies and Accountancy at higher Secondary level

UNIT- 2 APPROACHES, METHODS AND TECHNIQUES

2.1 Teaching approaches of Book-keeping and Accountancy: Journal Approach, Ledger Approach, Cash Book Approach and Equation Approach.

2.2 Various Methods of teaching Business Studies and Accountancy with special reference to modern methods of teaching, Project, Problem solving, co-operative, Lecture-cum demonstration, inductive, deductive and discussion methods.

2.3 Techniques and devices of teaching Business Studies and Accountancy

UNIT-3 PROFESSIONAL DEVELOPMENT AND EVALUATION

3.1 Professional development- Meaning, types

3.2 Qualities, responsibilities and problems faced by commerce teacher

3.3 Evaluation in Accountancy - Importance, Type of Tests-Essay, Short Answer and Objective type.

3.4 Preparation of a model Question-Paper along with its blue-print from textbook of Accountancy

Unit IV Maxims of Teaching in relation to Accountancy

4.1 Maxims of teaching.

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

4.3 Dramatization, Explanation etc.

PRACTICUM/ACTIVITIES

- Study and compare the accountancy education at higher secondary level in India with any one developed country.
- Critically analyse any one textbook of accountancy with reference to intra and inter correlation.
- Select any contemporary issue related to accountancy and present a paper using seminar method.
- Prepare and execute a lesson plan by using any one of the following:
 - a. e-resources b. Simulation techniques
- Critical analysis of XI and XII standard accountancy syllabus of state and CBSE.

Books Suggested:

- Vermain A Musselma and J. Marshall Hanna: Teaching Business Studies and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
- Williams: Principles of Teaching applied in Business Studies and Accounts, Sir Isaac Pitman, London.
- Selby: The teaching of Business Studies.
- Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg. Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
- Harvey: Ways to teach Business Studies and Accounting.
- Boynton Lewis D.: Methods of teaching Business Studies, south Western Publication Co. Cincinnati, Ohio.
- Aggarwal, J.C.: Teaching of Commerce.
- Gupta and Gupta: Intermediate Business Studies and Accounts, Agra Book Store, Agra (Hindi and English Version).
- J.N. Vaish: Business Studies and Accounts, Part I and II (Hindi and English version).
- Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : BUSINESS STUDIES	Marks 80+20=100	60

To enable the student teachers to -

1. Acquire the basic understanding of teaching of Business Studies.
2. Develop the ability to plan curriculum and instruction in Business Studies at secondary and senior secondary School Level.
3. Impart knowledge of the methods and devices of teaching Business Studies and to develop the skill of using the same.
4. Apply appropriate methods and devices of teaching particular topics for Business Studies.

UNIT-1 FUNDAMENTALS OF BUSINESS STUDIES

- 1.1 Meaning, nature and scope of Business study, its value and importance.
- 1.2 Aims and objectives of teaching Business Studies at Secondary and higher secondary level

UNIT -2 PLANNING AND CURRICULUM

- 2.1 Planning- need and importance
- 2.2 Instructional planning- Year plan, Unit plan and Lesson Plan.
- 2.3 Lesson planning- origin and development- Blooms taxonomy
- 2.4 Curriculum- Meaning, importance and Principles of curriculum construction
- 2.5 Critical analysis of VIII, IX, XI and XII standard Business studies syllabus of state and CBSE.

UNIT- 3 APPROACHES, METHODS AND TECHNIQUES

- 3.1 Teaching approaches of Business studies
- 3.2 Various Methods of teaching Business Studies with special reference to modern methods of teaching, Project, Problem solving, co-operative, inductive, deductive and discussion methods.
- 3.3 Techniques and devices of teaching Business Studies

Unit IV Maxims of Teaching in relation to Business studies

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.4 Dramatization, Explanation etc.

Books Suggested:

1. Vermain A Musselma and J. Mershall Hanna: Teaching Book Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book Keeping and Accounts, Sir Isaac Pitman, London.
3. Selby: The teaching of Book Keeping.
4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg. Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book Keeping and Accounting.
6. Boynton Lewis D.: Methods of teaching Book Keeping, south Western Publication Co. Cincinnanti, Ohio.
7. Aggarwal, J.C.: Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book Keeping and Accounts, Agra Book Store, Agra (Hindi and English Version).
9. J.N. Vaish: Book Keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : ECONOMICS	Marks 80+20=100	60

To enable student teacher to:

1. Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instruction in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods the effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.

6. Develop skill to successfully use various evaluation techniques and to interpret the results.

UNIT - 1: NATURE, SCOPE AND OBJECTIVES

1.1 Meaning, Nature, Scope and importance of teaching Economics

1.2 Aims and Objectives of teaching Economics at different level

UNIT - 2: CURRICULUM AND PLANNING

2.1 Planning- need and importance

2.2 Instructional planning- Year plan, Unit plan and Lesson Plan.

2.3 Lesson planning- origin and development- Blooms taxonomy

2.4 Curriculum- Meaning, importance and Principles of curriculum construction in Economics

2.5 Critical Appraisal of the existing economics syllabus of standard XI and XII

UNIT -4: INSTRUCTIONAL SUPPORT SYSTEM

4.1 Professional development- Meaning, types

4.2 Qualities, responsibilities and problems faced by economics teacher

4.3 Evaluation in Commerce - Importance, Type of Tests-Essay, Short Answer and Objective type.

4.4 Preparation of a model Question-Paper along with its blue-print from textbook of Economics.

Books Suggested:

- Aggarwal, J.C., Teaching of Economics-A Practical Approach, Vinod Pustak Mandir, Agra, 2005.
- Dr. N. Husen, Teacher"s Manual in Economics, Regional College of Education, Ajmer.
- Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
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- Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
- Yadav, Arnita, Teaching of Economics, New Delhi: Anmol Pub., 2005.

Year	I	Course Code:	Credits 2	Hours
Semester	II	EPC- 4 : Understanding Self, Personality and Yoga	Marks 50	30

Objectives :

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

- 1.Appreciate the origin and history of Yoga in India
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.

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 Stress releasing yogasanas
- 2:4 Different Asanas: 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.**

Practicum:

Activities to be decided by the teacher educators.

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4. God,A(2007) ‘Yoga education,philosophy and practice’,New Delhi:Deep and deep publications.
5. Devi,I(1987) ‘yoga,The techniques of health and happiness’,Bombay:jaico publishing house.

Year	II	Course Code:	Credits 2	Hours
Semester	III	EPC-7 RESEARCH PROJECT	Marks 50	30

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

- 1.1 Research in Education and it's Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.
- 1.2 Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

- 2.1 Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;
- 2.2 Normal Probability curve - Properties and Uses.
- 2.3 Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart

Unit - III: Writing Research Report

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

Assignments:

Identify a problem and undertake an action research and submit the report in any one of the following areas.

- i) School Discipline
- ii) Teaching strategies/methods/approaches
- iii) Case study of children with special needs
- iv) Parental Attitude towards schooling/RTE/PTA.
- v) SDMC Community Participation in School Development.

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- 1. Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- 2. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- 3. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
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17. Sukhiya, S. P. and Malhotra, R. N.: Shiksha Mein Kriyatmak Anusandhan Vinod Pustak Mandir, Agra, 1979.

Year	II	Course Code:	Credits 2	Days
Semester	III	EF-4: Block teaching lessons	Marks 50	9

Activities:

School practice Lessons: Student trainees have to practice sixteen lessons (Eight lessons per pedagogy subject)

Criticism lesson: Student trainees have to deliver 2 lessons (one per pedagogy subject)

Peer observation : Student trainees have to observe Forty lessons (Twenty lessons per pedagogy subject)

Year	II	Course Code:	Credits 2	Days
Semester	III	EF-5: Block teaching related activities	Marks 50	9

Activities:

Preparation and administration of unit test based on block teaching lessons:
Two tests (One per pedagogy)

Diagnostic test: Two tests (One per pedagogy)

Remedial Teaching: Two sessions (One per pedagogy)

Organization of co-curricular activities: Two activities (One per pedagogy)

Preparation of Question bank: Two Question banks (One per pedagogy)

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 Administration and Management	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -1	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -2	4	20	8	80	32	100
EPC		Reading and Reflecting	1	25	12			25
		Teacher Placement &CET Classes	1	25	12			25
EF		Field work and Immersion	2	50	25			50
		Test lesson I and II	2+2			50+50	25+25	100
			24					600

Year	II	Course Code:	Credits 4	Hours
Semester	IV	Gender, School and Society	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the different contracts in gender.
2. Understand the social construction of gender with respect to identities and localities.
3. Understand the relation between gender and school.
4. Understand the constitutional provision and gender.
5. Understand the place of gender with respect to modern society.

Unit I: Key Constructs in Gender

- 1.1 Patriarchy, power, resources and opportunities, sex,
- 1.2 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 and legal provisions

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

Practicum:

- Group assignment on examining policies and schemes on girls education and women empowerment
- Preparation of project on women role models in various fields
- Collection of folklores reflecting socialization process and its influence on identity formation.
- Collect thoughts of eminent men and women of India on girl's education and empowerment
- Collage preparation on any gender related issues, women education and empowerment.

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Year	II	Course Code:	Credits 4	Hours
Semester	IV	Educational Administration and Management	Marks 80+20=100	60

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.

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

Unit II: Administration and Management of Education at Centre and State

- 2.1. 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, CUBE, NUEPA, NCTE, NCERT.
- 2.2 Administration and Management of Education at State.
The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.3 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

Unit III: Management of School and Supervision

- 3.1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 3.2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems
- 3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.
- 3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.

3.6 Karnataka State Quality Assessment Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Periods:

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

Assignment/Practicum (Any One)

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

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Year	II	Course Code:	Credits 4	Hours
Semester	IV	ADVANCED PEDAGOGY OF SPECIFIC SUBJECTS -1	Marks 80+20=100	60

(Common format for all pedagogies – any Two)

Objectives:

After the completion of the course, student teachers will be able

- to understand the concept of Advanced Pedagogy with reference to facilitating learning in their respective pedagogies
- to understand the concept, importance, characteristics and types of instructional materials in relation to their respective pedagogies.
- to acquire the art of designing modules for the purpose of facilitating learning in their respective pedagogies.

Unit 1: Instruction and Learning

- 1.1 Instruction, teaching and facilitating learning: Concept, differences, implications for classroom practices. Differential classroom strategies for facilitating learning in an inclusive classroom.
- 1.2 Modules: Concept, Characteristics, uses; Modules: Steps of Development of learning modules - writing instructional objectives, content analysis, task analysis, writing the text and validation of the modules; Limitations in creating modules for certain concepts/skills with reference to different pedagogies.

Unit 2: Innovative Practices in Teaching Learning

- 2.1 Higher techniques of teaching: conference technique, seminar technique, symposium technique, workshop technique, panel discussion – meaning, objectives, procedure, application and limitations

Unit 3: Innovative Practices in Teaching Learning

Strategies of Instructional Designs : Metacognitive Strategies, Autonomous Learner Model, Situated Learning, Advance Organizer Model of Teaching, Experiential Learning – theoretical perspective, steps and application

UNIT- 4: Modern evaluation practices

- 4.1 Use of ICT tools in evaluation at higher secondary schools.
- 4.2 Recent evaluation practices in higher secondary schools.
- 4.3 Identifying Low Achievers ; Diagnostic and Remedial Measures.

Assignments / activities:

The following assignment will have the introductory theoretical presentation, based on which the student teacher will visit the field and execute the task. The student teacher will complete the work and submit the assignment for assessment. Each assignment is given fifteen days for completion and submitted along with a report.

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.
3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.

4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report.
5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

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Year	II	Course Code:	Credits 4	Hours
Semester	IV	ADVANCED PEDAGOGY ON SPECIFIC SUBJECTS OF STUDY -2	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Understand the Profession and its importance.
2. Understand the Professional growth.
3. Understand the importance of Pre-service and In-service training.
4. Understand the Competencies of higher secondary teacher.
5. Understand the organizations and its role in professional growth.

Unit 1: Higher Secondary School Teacher

- 1.1 Qualities and Qualification of Higher Secondary School Teacher
- 1.2 Need for Professional growth and Professional ethics.
- 1.3 Professional growth of teacher: Pre-Service, In-Service Training.

1.4 Recommendations of some Committees and Commission for professional growth.

Unit 2: Programme for Professional Growth

2.1 Competencies of higher secondary teacher.

2.2 Becoming a member of different organization.

2.3 Continuation of education for enhancement of Professional growth.

UNIT- 3: Teaching –learning materials

3.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM

3.2 Self Learning Materials - Concept and Importance, Steps for writing SLM

3.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.

UNIT- 4: Extension activities

4.1 Field Outreach Activities – Importance of Field Visits and Educational Excursion

4.2 Community Resources-Meaning, Types and Importance

Assignments are as follows:

- Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
- Write a report on Organizations and its functions.
- Conduct a Seminars, Workshops, Talks, Debates, and write a report.
- Prepare articles on different issues of education and publish in College Journal/Magazines.
- Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.
- Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
- List out the Programmes for Professional growth and Professional ethics, write a report.
- Write a report on Professional growth which was discussed in some Committees and Commission.
- Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
- Visit in-service programme centers, interact with resource persons, discuss and write a report.

References:

- _1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York:
2. Teachers College, Columbia University._ Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.

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Year	II	Course Code:	Credits 1	Hours
Semester	IV	READING AND REFLECTING	Marks 25	25

Objectives:

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

- enhance their capacities as reflective readers
- engage themselves in interactive reading – individually and in small groups.
- exhibit their understanding of a text read in an oral or written discourse
- read various types of texts and relate the content to their own conceptualisations of various issues
- read texts available in digital forms making use of various gadgets.

Unit 1 Basics and Strategies of reading and reflecting

- 1.1 Basics of reading - skills, strategies, types – intensive/extensive, purposes, making cross references, exploring related literature
- 1.2 Strategies of reading and reflecting: Reading, reflecting and critiquing academic writing/discourses, editorials in newspapers, policy documents – strategies of reading, reflecting – individually and in groups
- 1.3 Using the digital media – listening to audio texts, reading digital texts – use of various gadgets

Unit 2 Applications of reading and reflecting

- 2.1 Creative reading, and evaluative reading, critical appreciation of a text read – writing critiques

- 2.2 Reflection - relating to self, relating to other texts and relating to the society
- 2.3 Developing a multicultural perspective through reading – reading literature from various parts of the country/world; Reading for developing an inclusive perspective

Activities for classroom demonstrations, Presentations of group work

1. Read text from the following - articles from magazines and journals, novels, short stories, poems, plays, essays, children's literature, biographies inventions, discoveries etc. and submit at least two reviews of the text read.
2. Short academic discourse – Discussion on a text presented in the class and preparation of a write up summarizing the discussion. Journal articles could be made use of for this purpose.
3. Reading policy documents – Various chapters of NCF 2005 or RTE 2009 or NCFTE 2009 or any other policy document. Read the text, critically analyze, relating to personal life and the society and prepare a report with suggestions
4. Critically review and report a related literature on a given issue related to Pedagogy I (English/ Kannada/ Physics/ Chemistry). List a minimum of 10 references related to the topic.
5. Critically review and report a related literature on given issue related to Pedagogy II (Social Science/ Biological Science/ Mathematics). List a minimum of 10 references related to the topic.

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- Shashikala, A. (2017). *Reflective Reading and Writing – Teaching and Learning Material*. Mangaluru: Alampu Pustaka

Year	II	Course Code:	Credits 1	Hours
Semester	IV	Teacher Placement and CET classes	Marks 25	25

The student teachers are to be oriented with respect to the following aspects

1. Concept of C-TET , K-TET and CET
2. Nature of testing and question paper formats
3. Coaching from the TET and CET point of view
4. Procedure of teacher placement

Year	II	Course Code:	Credits 2	Days
Semester	IV	Field work and Immersion	Marks 50	50

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.

The student teacher has to deliver 40 lessons (20 in each pedagogy) with at least eight ICT mediated lessons (4 in each pedagogy).

The student teacher has to observe 20 lessons (10 in each pedagogy).

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. The assignments are listed below:

5. The student teacher shall select one programme in operation, such as: School Day, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
6. The student teacher shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected school and report as document.
7. The student teacher shall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence
8. The student teacher shall prepare a school manuscript for any one grade /standard.

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.

Year	II	Course Code:	Credits 2+2	
Semester	IV	PRACTICAL EXAMINATION FOR Pedagogy I & II	Marks 50+50	

The student teacher will deliver one lesson each in Pedagogy One and Pedagogy Two.

Pedagogy I and Pedagogy II (50 + 50) = 100 Marks

Criteria for Evaluation

1. Lesson Planning:

Accuracy and correctness of Objectives, Learning Points, Methodology, Learning Aids, Learning Activities, Techniques and Evaluation. **5**

2. Initiation Phase:

Use of previous learning, Sequence of ideas, Relevance, Devices, Linking Initiation to the Presentation of Learning Points. **5**

3. Development Phase:

a) Content Competency: Accuracy, Clarity, Comprehensiveness, Spacing. **5**

b) Transaction of Content :

Methodology: Techniques/Experiments/Drill/Examples **10**

Media used – Audio, Visual, Audio-Visual, Multimedia

(Poetry Lesson: Visual & Auditory Imagery, Aesthetic & Imaginative
Power, Rhyme & Rhythm)

c) Student Teacher's Competency in Core Teaching Skills:

- Questioning : Structure, Variety, Adequacy, Distribution, Reframing. **10**
- Blackboard Work : Organization, Sketches, Accuracy, Legibility,
Logic and Order.
- Illustrating with Examples, Explaining, Pupil Participation, Closure.
- Classroom Management: Attending to Pupil Behavior, Verbal
and Non-verbal Responses, Maintenance of Dignity, Interaction.

d) Communication: 5

- Fluency in Language – Clarity in Expression – Suitability of
Vocabulary.
- Tone and Voice.

4. Evaluation Phase:

Appropriateness in Testing Learning Outcomes at different Stages - **10**
Techniques and Devices used. **Total 50**

APPENDIX

TERM-CELL

TERM-Cell to be established by the University

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 colleges affiliated to Rani Chanamma 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) of the 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 Government, 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 Government, 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 Government, 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.

FORMATION AND VISIT OF COORDINATION COMMITTEE

Coordination committee is one of the processes that is invented to streamline and bring some standardization and objectivity in internal assessment across the colleges. The Coordination committee shall comprise the following

Chairman: Dean /Chairperson of PG Dept of studies

Members: 1. Principal of Govt CTE

2. Principal of Govt Aided B.Ed College (rotation)

3. One senior most faculty (rotation)

The Coordination committee shall visit after second Semester and fourth semester to verify the internal assessment of the colleges

Pre-requisites to evolve data to the coordination committee

The IA marks data that gets created throughout the year needs to be systematically generated and recorded. The system has to be objective, democratic and transparent. 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 involvement.

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 become the part of stored data regarding the practice teaching unit.

8. Teachers student teaching observation diary:

Teacher Educators have to maintain a diary of the evaluation. The diary should have scope for recording 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.

ISSUES INVOLVED IN IA MARKS RECORDING:

Transparency and Democracy: 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 tests 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 scorching 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.

Please Avoid

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

Encourage:

Learning from the past mistakes.

Appreciating good practices and to carry on.

Providing mutual respect.

To be quick in returning moderated marks