



KARNATAKA STATE WOMEN'S UNIVERSITY -VIJAYAPUR

TWO-YEAR (4 SEMESTER) B.Ed. PROGRAMME

(AS PER NCTE ACT – 2014)

AND

(STATE SYLLABUS)

B.ED-III SEMESTER SYLLABUS

Effect from 2015-16 and Onwards

DEPARTMENT OF EDUCATION

**Karnataka State women's University, Jnanashakthi Campus,
Torvi, VIJAYAPUR-586108**

2015-16



Semester-3

Sl.No.	Code	Papers Title	Credits	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Theory	Ed-12	Inclusive Education	04	20	08	80	32	100
	Ed-13	Educational Evaluation	04	20	08	80	32	100
	Ed-14	Optional Course (Any One)	04	20	08	80	32	100
	Ed-15	Pedagogy of School Subject – I	02	10	04	40	16	50
	Ed-16	Pedagogy of School Subject – II	02	10	04	40	16	50
EPC & EF	Ed-17	<i>Understanding Drama and Art in Education</i>	02	50	25	--	--	50
	B	<i>Research Project</i>	02	50	25	--	--	50
	C	<i>Field Assignment & CTC(30+20)</i>	02	50	25	--	--	50
	D	<i>School Lessons and Reflective Diary</i>	02	50	25	--	--	50
		Total		24	280		320	

PAPER: Ed: 12 – INCLUSIVE EDUCATION

Contact Hours: 60

Max Marks: 100

Credits: 04

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

- Understand the term Inclusion, Trace the historical perspective of Inclusive Education, and justify the need for Inclusive Education.
- Adjust with heterogeneous group in the class and different school atmosphere.
- Co-operate with other disability learners.
- Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
- Interpret the policies and procedures for Inclusive Education.
- Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION:

(15 Hours)

1.1 Meaning, Need, Objectives & scope of Inclusive Education

1.2. Concept of Inclusive Education, Integrated Education and Special 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: (15 Hours)

2.1 Children with learning challenges.

2.2 Physically challenged.

2.3 Visually challenged.

2.4. Children with auditory challenges.

2.5 Children with speech challenges.

2.6 Mentally challenged.

(Concept, Identification, classification, characteristics, causes, problems, Prevention and Educational provisions should be discussed)

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

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION (15 Hours)

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

3.2 International Polices.

3.3 Legal Provisions.

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

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

a) National Policy on Education 1986 (NPE)

b) UNESCO 1989

c) UNESCO 2006

d) Right to Education Act (RTE)

e) Role of Government and local authorities

f) Sarva Shiksha Abhiyana (SSA)

g) Integration schools and normal schools

h) Role of teachers in Inclusive schools

i) Assessment of knowledge and skills in inclusive classrooms

j) Role of children, parents, community, administrators and policy makers

UNIT IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES (10 Hours)

4.1 Early identification.

4.2 School and Curricular adaptation.

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

4.4 Evaluation procedures.

Assignments: (Any Two- One must be Field/Activity Oriented)

Theory Based

1. A study of barrier free environment
2. Curricular support services for Children with Special Needs (CWSN)
3. Conduct Seminar on Inclusive Education Programme (IEP)
4. Community Based Rehabilitation (CBR) programme for Children with Special Needs (CWSN)
5. Effectiveness of SSA on education for all – in context to Children with Special Needs (CWSN)

Practicum/Field Work

Conduct the following practical/ Field activities and submit a report:

1. Visit any Inclusive school and Report about School Settings
2. Conduct Survey about barriers in social inclusion
3. Develop teaching learning materials for Children with Special Needs (CWSN)
4. Visit and report the functions of sign language department
5. Conduct awareness programme for public about early intervention/detection

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

REFERENCES:

- Hegarty Seamus, Alur Mithu-2002, —Education and Children with Special Needs| Saga Publications.
- MaitraKrihna, SazenaVandana – 2008, —Inclusion Issues and Perspectives|, Kanishka Publishers, New Delhi.
- Dhawan, M.L. – 2007, —Education of Children with special needs|, Isha books.
- Rajkumari. N. Alice – D. Rita SugunaSundariEt. AI, 2006, —Special Education|, Discovery publishing House, New Delhi.

- Dr. Reddy Likanandha – 2005, —Education of children with special needs, Discovery publishing House, New Delhi.
- Kar Chintamani – 1996, —Exceptional Children, Sterling Publishers Private Ltd.
- Purimadhumitha and Abraham George 2001, —Handbook of Inclusive Education for educators, administrators and planners, Sage publications Ltd.
- Guha, Alok (1955), —Compilation of Reading in Special Education, The Spastics Society of TamilNadu, madras, India.
- Pandey R.S and Advaani L. (1955), —Perspectives in Disability and Rehabilitation, New Delhi, VikasPublication.
- Prasad Lakshman (1994), —Rehabilitation of the physically handicapped, Konark Publisher Pvt. Ltd.
- RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.
- Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.
- Kirk, A. Samuel. —Education Exceptional children.
- Panda B.N Education of Exceptional children.
- BinodKuamrSahu, Education of Exceptional children.
- Heward and Oriansky, Education of Exceptional children. 96

PAPER: ED-13: EDUCATIONAL EVALUATION

Contact Hours: 60

Marks: 100

Credits: 4

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: EDUCATIONAL EVALUATION AND MEASUREMENT. (15 Hours)

- 1.1. Measurement and Evaluation- Concept, Importance and Differences.
- 1.2. Types of Evaluation- Formative, Summative and Diagnostic.
- 1.3 Relationship between objectives, learning experiences and Evaluation.
- 1.4. Concept of Holistic evaluation and C.C.E.
- 1.5. Major techniques of evaluation- Test as measurable instrument.
- 1.6. Measurable and non measurable learning out comes.
- 1.7. Reporting the results of evaluation.

UNIT-2: TOOLS OF EVALUATION AND THEIR USES. (15- Hours)

- 2.1. **Characteristics of a Good measuring Tools:** Validity, reliability, and objectivity and their Interdependency.
- 2.2. **Major tools of Evaluation:** Quantitative and Qualitative tools- Oral testing, Achievement test, Diagnostic Test, Intelligence test, Aptitude test, Rating scale, Checklist, Thematic test, Word Association test, Socio metric technique, Interview, Questionnaire and Inventory.
(Concept, Merits - Demerits and Uses of each tool to be discussed)

UNIT-3: STANDARD TESTS AND TEACHER MADE ACHIEVEMENT TESTS. (15-Hours)

- 3.1. Standardized Test: Concept, Components and its Uses.
- 3.2. Difference between Teacher made and Standardized Test.
- 3.3. CRT and NRT- Concept and Differences
- 3.4. Teacher Made Achievement Test: Essay type, Short Answer Type Objective type test

(Concept, Characteristics, Uses, Merits and Demerits). Preparation of Blue print, and Construction of a good (Balanced) question paper.

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

UNIT-4: DATA PROCESSING AND STATISTICS.

(15-Hours)

4.1. Concept of Statistics and Its uses.

4.2. Raw scores, Frequency distribution, Graphical representation of scores,

4.3. Measures of Central tendency and variability. (Concept, Merits and Demerits and Computation)

4.4. Normal probability distribution and its uses.

4.5. Cumulative curves/ Ogives and percentiles and its uses.

Assignments: (Any Two -in that one must be Field/Practical oriented)

Theory oriented:

1. Write a essay on Types of evaluation
2. Write a essay on Characteristics of a Good measuring Tool
3. Graphical and Diagrammatic representation of Data
4. Quantitative and Qualitative tools of evaluation (or any other relevant topic)

Field/Practical Oriented:

1. A report on collection, analysis and interpretation of test scores after administering the test in a school.
2. Administering Sociometric Questionnaire in a class and determine the socio-metric status of the students.
3. Prepare a Model Question Paper in any one of the Pedagogy of School Subject by following procedure of test construction.
4. Administer any one Intelligence Test in a Practicing School and Interpret the result.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

REFERENCE BOOKS

- Asthana, B and Agarwal, R.N.(1986), Measurement and Evaluation in Psychology and Education
- Bhatia K.K (1995), Measurement and Evaluation in Education. Ludhiana Prakash Bros.
- Dandekar W.N (1962).Measurement in Education and Psychology, Kolhapur:S&C Text Book Publishers.
- Garrett H. E and Wood worth, R.S (1969). - Statistic in Education and Psychology, Bombay:Vikils, Feffer and Simons Pvt.Ltd.
- Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
- Patel Rambhai. N (2005), Educational Evaluation- Theory and Practice, Himalaya Publishing House,Delhi.
- Aggarwal Y.P, Statistical Methods- Concepts, Applications and Computation: Sterling Publishers Pvt.Ltd, New Delhi.
- Kulkarni U.K and Hadimani, S.M, (2006), Pathykrama mattu Maulyamapana,Vijaya publications Pvt.Ltd, Gadag.

Assignments: (Any Two -in that one must be Field/Practical oriented)

Theory Oriented:

1. Need of Guidance and Counseling with special reference to modern Indian Society.
2. Role of Teacher as Guidance worker.
3. Organizing Guidance and Counseling Services in Secondary School.
4. Career information services; Career Bulletin, Career Corner, Career visits, Career talk and Career Conference.
5. Individual and Group Guidance. Meaning, Nature and Importance of Counseling. Methods of Counseling: Directive, Non-Directive, Eclectic Counseling.

Practical Oriented

6. Conduct a Case Study of Exceptional Children from secondary school.(Gifted/ Educationally Backward/ Mentally Retarded/ Physically disabled, /Visual impaired Or Hearing impaired)
7. Administer any one psychological test on school children and submit a report.
8. Conduct an interview of Doctor /Health worker/ Psychologist/Counselor or Parents of Exceptional Children and submit a report.
9. Collect information from internet sources on Children with Special Needs and prepare a report.
10. Visit to a Career Mela/Employment Office and Submit a report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

References:

- Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
- Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
- Gibson R.L and Mitchel M.H: Introduction to Counseling and Guidance. New Jersey: Merrill Prentice Hall, 1995.
- Geldard, K. and Geldard, D.: Counseling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
- Gupta, Manju: Effective Guidance and Counseling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
- Jaiswal, S.R.: Guidance and Counseling. Lucknow : Lucknow Prakashan, 1985.
- Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
- Koshy, Johns: Guidance and Counseling. New Delhi: Dominant Publisher, 2004.
- Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.
- .Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
- Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
- Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
- 15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
- Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
- Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.

Theory Oriented:

1. Meaning and Classification of Values.
2. Sources of Values.
3. Role of Various Agencies in Inculcating Values
4. Approaches of Teaching Values at secondary School level

Practical/ Activity Oriented:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics: I. Cultural Heritage, II. National Integration III. Secularism IV. Family V. Religion

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

REFERENCES:

- Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
- Bagchi, JyotiPrakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
- George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennsylvania Press
- Havighurst, R. J. (1953).
- Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
- Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
- Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
- Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
- Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
- Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development
- Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
- Piaget, J. (1948). The Moral Development of the Child, New York; Free Press
- Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill
- PullockBasu, (2010). Universal Decleration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication
- Human Development and Education, New York; Longman's Green & Co.

PAPER: ED- 14: (Optional) -C: ENVIRONMENTAL EDUCATION

Contact Hours: 60

Marks: 100

4 Credits

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

1. Understanding the concept, Significance, Scope and terminologies, objectives and Programmes of environmental Education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislation in conservation and protection of the environment.
4. Understand the role of government and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.
6. Become aware of Environmental pollution and pollutant problems in different areas in Local and Regional.

UNIT-I INTRODUCTION TO ENVIRONMENTAL EDUCATION (15 HOURS)

- 1.1 Environmental Education- Meaning, Definitions, Importance and Scope
- 1.2 Aims, Objectives and Principles of environmental education
- 1.3 Basic Concept of Environment- Natural resources, Bio-Degradable and Non-Degradable Materials, Ecological Imbalance, Food Chain, Green House Effect Bio-diversity their Meaning and importance.
- 1.4 Climate and Wind- meaning, classifications,
- 1.5 Earthquake and Volcanoes-Meaning, definitions, types, causes and impact on environment.

UNIT-II ENVIRONMENTAL POLLUTION (15 HOURS)

- 2.1 Meaning, definitions of environmental pollution.
- 2.2 Types of environmental pollutions- Air Pollution, Water Pollution, Soil Pollution, Sound Pollution, Thermal Pollution, Marine Pollution,
(Meaning, causes, Effect and Controlling Measures to be discussed)
- 2.3 Soil Erosion, Deforestation, Acid Rain, Global Warming and Ozone Layer-Their meaning Causes and Effect on Environment.
- 2.4 Life and Contributions of environment Activists- Mahesh Chandra Mehta, Sunderlal Bahugun, Vandana Shiva, Meneka Gandhi, Shivaram Karant.
- 2.5 Environmental Protection Movement- The Appiko, Narmada Bacha Andolan, Western Ghats Protection Movement.

UNIT III- ENVIRONMENTAL LEGISLATION (15 HOURS)

- 3.1 The Air Prevention and control of pollution Act-1981.
- 3.2 The Environmental Protection act-1986
- 3.3 The Water Prevention and control of pollution Act-1977
- 3.4 Policy statement on Abatement of pollution-1992

3.5 National policy on Environment in India

3.6 Forest Conservation Act-1980

3.7 Wildlife Conservation Act-1972

UNIT-IV AGENCIES, METHODS AND EVALUATION OF ENVIRONMENTAL EDUCATION (15 HOURS)

4.1 United Nations Environment Programme (UNEP)

4.2 International Union for Conservation of Nature and Natural Resources (IUCN)

4.3 Central Pollution Control Board (CPCB)

4.4 National Forestation and Eco-Development Board (NAEB)

4.5 Direct (Specialized), Integrated (Multi-Disciplinary), Incidental Approaches
Their Meaning and characteristics.

4.6 Formative and Summative Evaluation of Environmental Education- Meaning, Importance

Assignment: (Any Two -in that one must be Field/Practical oriented)

Theory Oriented

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities,
 - a. Social forest. Eco-clubs, c. Government/ Non Government Organization- Agencies
2. Collect articles published in news Papers/ Periodicals concerning environment and write a critical comment on them
3. Collect Twenty complaints published in New Pares/ Periodicals concerning pollution of the environment and suggest plan of action for solution of complaint
4. Collect information about any current event/Disaster, analyze the acquired information and prepare a report.
5. Collection of Specimens like (Rocks Natural Resources Soils Crops)

Practical Oriented Assignment:

1. Prepare a plan for a visit to Planetarium / museum / Nature Park. Visit the place and write a report of this visit.
2. Create a Garden in your College and document your Experience
3. Organizing, plays, slogan Development, environment Skits, drams, Essay, Drawing Competitions Ect,
4. Preparation of environmental education Teaching Working Model

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

References

- Carson, Sean Me. B. (1978) Environmental Education- Principles, London: Edward Arnold Publishers.
- Khopkar, S.M. (1995) Environmental Pollution Analysis, New International Pvt.Ltd
- Krishamacharyelu, V. and Reddy, G.S (2000) Environmental Education, Hyderabad: Neelkamal Publication Pvt.Ltd
- Kumaraswmy, K, Alagappa Moses, Vasanthy, M (2001) Environmental Studies Bharathidasan University Tiruchirappalli
- Majid Husain (2012) Fundamentals of Physical Geography Rawat Publications Jaipur
- National Council of Education Research and Training (1981) Environmental education at the School Level, New Delhi
- N.B. Kongawad and Dr.Shobha Naikar (2007) Environmental Education Vidyanidhi Prakashana Gadag
- Purushotham Reddy and Narasimha Reddy, D. (2002) Environmental Education Hyderabad: Neelkamal Publication Pvt.Ltd
- Saxena, A.B (1986) Environment Education, Agra: National Psychological Corporation
- Sharma, R.C. (1985) Inter Disciplinary Approachs in Environmental Education, Paris
- Sharma B.K and Kaur, H. (2000) An Introduction of Environmental Pollution Meerat: Goel Publishing House
- Human Rights and Environmental Education: Dr.J.G. Roddannanavar
- UNESCO, Environment Education- Princiles of Teaching and Learning, Paris

- 4.7 Incentives and awards- Letter-Crest, Cup, Trophy, Medal, Honour Board, Scholarship, Certificate, Cash prize-based on the player's performance
- 4.8 Organization of Physical Education Activities
- 4.8.1 Intramural and Extramural competitions: Meaning, Organisation and Benefits
- 4.8.2 Tournaments: Meaning, Types-Knock – out and league and their Benefits
- 4.8.3 Sports meet: Organization and their benefits
- 4.8.4 Camps and Hikes: Meaning, Organisation and their Benefits.

Assignment: (Any Two -in that one must be Field/Practical oriented)

Theory Oriented

1. Communicable Diseases-Cholera, Aids, Malaria typhoid.
2. Effect of Drugs, alcohol and smoking.
3. Safety education-Meaning and significance. Safety measures in play field, at road and home.
4. Aims and Objectives, Scope and Importance of Physical Education.
5. Intramural and Extramural competitions: Meaning, Organization and Benefits

Practical Oriented Assignment:

1. Participation in any one major game and one sports item
2. Ground marking for selected games and sports
3. Commands, line formation and marching, ceremonial parade
4. Participation in two National festival programmes for flag hoisting &report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

References:

- Kamalesh and Sangral, (2000), *Principles and History of Physical Education*, Ludhiana: Tandon Publication.
- Nadgir, K.G.(1998), *Sharir Shikshanad Vidhanagalu*, Dharwad: Mallesajjan Vyayama shale
- Nadgir, K.G.(1997), *Arogya Muttu Arogya shikshana*, Dharwad: Mallasajjana Vyama Shale.
- Prakash Brothers (2000) *Organisation, Administration and Recreation in Physical Education*,Ludhiana:Prakash Brother Publication.
- Rao, V.K.(2003). *Physical Education*, New Delhi: A.P.H. Publishing Corporation.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003). *Health and Physical Education*, Lidhiana:Kalyeni Publisheres.
- Vijendra Kumar (2000), *Modern Methods of Teaching Physical Education*, New Delhi: Sarup and sons.

«μΑΑiÄÄ : ΡΑΞΑΒqÄ "ÉÆÄzsÄΞÉ

GzÉÝÄ±ÄUÄ¼ÄÄ:

1. ΡΑΞΑΒqÄ „Ä»vÄázÄ°è UÄzÄá,¥ÄzÄá ªÄÄvÄÄÜ ªÄáPÄgÄt "ÉÆÄzsÄΞÉÄiÄÄΞÄÄß w½ÄiÄÄÄªÄgÄÄ.
2. ΡΑΞΑΒqÄ ¥ÄoÄá¥ÄÄ,ÄÜPÄ ªÄÄvÄÄÜ "ÉÆÄzsÄΞÄÄ „ÄÄ¥ÄΞÄÄÆä®UÄ¼ÄΞÄÄß ¥ÄjZÄÄiÄÄ ªÄiÄrPÉÆ¼ÄÄªÄªÄgÄÄ.
3. "sÄμÄ ªÄiÄ®ªÄiÄ¥ÄΞÄÄ, WÄIPÄ ¥ÄjPÉÄUÄ¼ÄΞÄÄß w½zÄÄPÉÆ¼ÄÄªÄªÄgÄÄ
4. "sÄμÄ "ÉÆÄzsÄPÄ, ¥ÄoÄá¥ÄÆgÄPÄ ZÄIÄªÄnPÉUÄ¼ÄÄ ªÄÄvÄÄÜ CªÄÄUÄ¼ÄÄ PÄÄiÄÄδZÄgÄuÉÄiÄÄΞÄÄß w½zÄÄPÉÆ¼ÄÄªÄªÄgÄÄ.
5. "sÄμÄ PÉ±Ä®ªÄUÄ¼ÄÄ °ÄUÄÆ DzsÄÄPÄ vÄÄvÄæÄÖΞÄ §¼ÄPÉÄiÄÄ eÄÖΞÄ °ÉÆÄzÄÄªÄgÄÄ.

**WÄIPÄ 1 : ΡΑΞΑΒqÄ "sÄμÉ ªÄÄvÄÄÜ „Ä»vÄá "ÉÆÄzsÄΞÉ:
 (10 CªÄçü)**

- 1.1 ΡΑΞΑΒqÄ "sÄμÉÄiÄÄ ¥ÄæÄÄΞÄvÉ, ΡΑΞΑΒqÄ "sÄμÉÄiÄÄ ªÉÊ²μÄÖvÉ, ΡΑΞΑΒqÄ °iÄÄ UÄÄt®PÄëtUÄ¼ÄÄ.
- 1.2 ªÄiÄvÄÈ"sÄμÉÄiÄiÄv, DqÄ½vÄ "sÄμÉ °ÄUÄÆ ±Ä¹ÜçÄÄiÄÄ "sÄμÉÄiÄiÄv ΡΑΞΑΒqÄzÄ ªÄÄªÄvÄé.
- 1.3 ¥ÄæxÄªÄÄ "sÄμÉÄiÄiÄv, φéwÄÄiÄÄ "sÄμÉÄiÄiÄv °ÄUÄÆ vÄÈwÄÄiÄÄ "sÄμÉÄiÄiÄv ΡΑΞΑΒqÄzÄ "ÉÆÄzsÄΞÉÄiÄÄ ªÄÄªÄvÄé.
- 1.4 ΡΑΞΑΒqÄ "sÄμÄ "ÉÆÄzsÄΞÄÄ «zsÄΞÄUÄ¼ÄÄ- „ÄÄ¥ÄæzÄ¬ÄPÄ °ÄUÄÆ DzsÄÄPÄ «zsÄΞÄUÄ¼ÄÄ (G¥ÄΞÄª, ¥ÄzÄPw, ZÄZÄδ ¥ÄzÄPw, PÄxÄΞÄPÄ ¥ÄzÄPw °ÄUÄÆ QæÄqÄ ¥ÄzÄPw, ÄiÉÆÄdΞÄ ¥ÄzÄPw °ÄUÄÆ ZÄIÄªÄnPÉ DzsÄgÄ ¥ÄzÄPw).
- 1.5 „Ä»vÄázÄ ¥ÄjPÄ®ªÉ ªÄÄvÄÄÜ ªÄÄªÄvÄé
- 1.6 UÄzÄázÄ ¥ÄjPÄ®ªÉ, UÄzÄá "ÉÆÄzsÄΞÉ ªÄÄªÄvÄé, UÄzÄá "ÉÆÄzsÄΞÄÄ GzÉÝÄ±ÄUÄ¼ÄÄ, "ÉÆÄzsÄΞÄÄ °ÄÄvÄUÄ¼ÄÄ
- 1.7 ¥ÄzÄázÄ ¥ÄjPÄ®ªÉ, ¥ÄzÄá "ÉÆÄzsÄΞÉ ªÄÄvÄÄÜ ªÄÄªÄvÄé, ¥ÄzÄázÄ "ÉÆÄzsÄΞÄÄ GzÉÝÄ±ÄUÄ¼ÄÄ, ¥ÄzÄá "ÉÆÄzsÄΞÄÄ «zsÄΞÄUÄ¼ÄÄ: RAqÄ «zsÄΞÄ, CRAqÄ «zsÄΞÄ ªÄÄvÄÄÜ „ÄÄÄΞÄéÄiÄÄ «zsÄΞÄUÄ¼ÄÄ.
- 1.8 ªÄáPÄgÄt "ÉÆÄzsÄΞÉ: ªÄáPÄgÄtzÄ ¥ÄjPÄ®ªÉ, ªÄÄªÄvÄé ªÄÄvÄÄÜ ªÄáPÄgÄtzÄ "ÉÆÄzsÄΞÄÄ ¥ÄzÄPwUÄ¼ÄÄ: CΞÄÄUÄªÄÄΞÄ ¥ÄzÄPw (Inductive method), PÄªÄÄÄÄ ¥ÄzÄPw (Deductive Method), „ÄÄ¥ÄÆtδ ¥ÄzÄPw/„ÄÄÄΞÄéÄiÄÄ ¥ÄzÄPw.

**WÄIPÄ -2 ¥ÄoÄá¥ÄÄ,ÄÜPÄ ªÄÄvÄÄÜ "ÉÆÄzsÄΞÄÄ
 „ÄÄ¥ÄΞÄÄÆä®UÄ¼ÄÄ: (7 CªÄçü)**

- 2.1 ΡΑΞΑΒqÄ "sÄμÄ ¥ÄoÄá¥ÄÄ,ÄÜPÄ: CxÄδ, „ÄéqÄÆ¥Ä ªÄÄvÄÄÜ ªÄÄªÄvÄé

- 2.2 ¶ÀòÀá¶ÄÄ,ÀÛPÀzÀ gÀZÀÉÁ vÀvÀéUÀ¼ÄÄ ¢ÄÄvÄÄÛ ¶ÀòÀá¶ÄÄ,ÀÛPÀzÀ gÀ¶ÖçÄPÀgÀt
- 2.3 PÀÉÀßqÀ ¨sÁµÁ ¨ÉÆÄzsÀÉÉAiÄÄ°è ¨ÉÆÄzsÀÉÁ ,ÀA¶ÀÉÀÆä®UÀ¼ÄÄ ¢ÄÄ°ÀvÀé ¢ÄÄvÄÄÛ ±ÉÉPÀëtÄPÀ ¢ÄiË®áUÀ¼ÄÄ
- 2.4 zÀÈPì, ±ÀæªÀt ¢ÄÄvÄÄÛ zÀÈPì- ±ÀæªÀuÉÆ¶ÀPÀgÀtUÀ¼ÄÄ: PÀÉÀßqÀ ¨sÁµÁ ¨ÉÆÄzsÀÉÉAiÄÄ°è EªÄÄUÀ¼ÄÄ CÉÀéAiÄÄ ¢ÄÄvÄÄÛ ¢ÄÄ°ÀvÀé (gÉÄrAiÉÆÄ, zsÀéª ,ÄÄgÄÄ½, 1r, zÀÆgÀzÀ±ÀðÉÀ °ÁUÀÆ CAVÀgÀeÁ®)
- 2.5 ¨sÁµÁ ¶ÀæAiÉÆÄUÀ®AiÄÄ: ¶ÀjPÀ®àÉÉ, ¢ÄÄ°ÀvÀé ¢ÄÄvÄÄÛ ¨sÁµÁ ¨ÉÆÄzsÀÉÉAiÄÄ°è EzÀgÀ CÉÀéAiÄÄ.

WÀIPÀ 3: PÀÉÀßqÀ ¨sÁµÁ ¨ÉÆÄzsÀPÀ ¢ÄÄvÄÄÛ ,À°À¶ÀòÀá ZÀiÄªÀnPÉUÀ¼ÄÄ: (CªÄçü-8)

- 3.1 PÀÉÀßqÀ ¨sÁµÁ ¨ÉÆÄzsÀPÀÉÀ ±ÉÉPÀëtÄPÀ ¢ÄÄvÄÄÛ ¢ÄÈwÛ C°ÀðvÉUÀ¼ÄÄ.
- 3.2 ,À°ÉÆÄzÉÆªÄVUÀ¼ÉÆqÀÉÉ ,ÀA§AzsÀ, ,ÀÈdÉÁvÄäPÀ ¢ÄÄvÄÄÛ ,ÀA±ÉÆÄzsÀÉÁvÄäPÀ PÁAiÄÄðUÀ¼ÄÄ°è «±ÉÄµÀ D,ÀQÛ, ,ÀA,ÀìøwPÀ ZÀiÄªÀnPÉUÀ¼ÄÄÉÄß ,ÀAWÀn,ÄÄª°è ¨sÁµÁ CzSÀª¶ÀPÀgÀ ¶ÁvÄæ.
- 3.3 ,À°À¶ÀòÀá ZÀiÄªÀnPÉUÀ¼ÄÄ ¶ÀjPÀ®àÉÉ ¢ÄÄvÄÄÛ ¢ÄÄ°ÀvÀé.
- 3.4 ,À°À¶ÀòÀá ZÀiÄªÀnPÉUÀ¼ÄÄ ¶ÀæPÁgÀUÀ¼ÄÄ ¢ÄÄvÄÄÛ ¢ÄiÁzÀª«ÄPÀ °ÁUÀÆ »jAiÄÄ ¢ÄiÁzsÀª«ÄPÀ °ÀAvÄzÀ°è CªÄÄUÀ¼ÄÄ PÁAiÄiÁðZÀgÀuÉ.
- 3.5 PÀ«UÉÆÄ¶×AiÄÄ GzÉÝÄ±ÀUÀ¼ÄÄ ¢ÄÄvÄÄÛ PÁAiÄÄðZÀgÀuÉAiÄÄ «zsÀÉÁ.
- 3.6 ,À»vÀª ,ÀAWÀUÀ¼ÄÄ ¢ÄÄvÄÄÛ §¼ÀUÀUÀ¼ÄÄ: EªÄÄUÀ¼ÄÄ ,À»wªPÀ PÁAiÄÄðUÀ¼ÄÄ.
- 3.7 ,ÀàzsÉðUÀ¼ÄÄ: ZÀZÀð,ÀàzsÉð, 1zÀP¶Àr1zÀ ¨sÁµÀt ,ÀàzsÉð, D±ÄÄ¨sÁµÀt ,ÀàzsÉð, ¢ÄZÀÉÀ ,ÀàzsÉð, PÀªÉÀªZÀÉÀ ,ÀàzsÉð, ¶Àæ§AzsÀ ¢ÄÄvÄÄÛ ,ÀAVÄvÀ°ÁqÄÄª ,ÀàzsÉð EvÁªçUÀ¼ÄÄ sssssssssssssssssssss,ÀAWÀiÉÉ, ¢ÄÄ°ÀvÀé ¢ÄÄvÄÄÛ Ew«ÄwUÀ¼ÄÄ.
- 3.8 KPÀ¶ÁvÄæ©üÉÄAiÄÄ ¢ÄÄvÄÄÛ ¢ÄÄÆPÀ©üÉÄAiÄÄ.

WÀIPÀ-4 ¨sÁµÉAiÄÄ°è ¢ÄiË®áªiÁ¶ÀÉÀ: (CªÄçü-5)

- 4.1 ¢ÄiÁzÀª«ÄPÀ °ÀAvÄzÀ°è ¨sÁµÁ ¢ÄiË®áªiÁ¶ÀÉÀzÀ ¢ÄÄ°ÀvÀé.
- 4.2 ¶Àæ§AzsÀ ¶ÀjÄPÉë, ¢Ä,ÄÄÛªµÀ× ¶ÀjÄPÉë ¢ÄÄvÄÄÛ ,ÀAQëÄ¶ÀÛ GvÀÛgÀ ¶ÀjÄPÉë.
- 4.3 WÀIPÀ ¶ÀjÄPÉë: ¢Ä®ÉÀPÉë vÀAiÄiÁjPÉ (3 DAIÄiÁªÄÄUÀ¼ÄÄ) ¶Àæ±Éß ¶ÀwæPÉ vÀAiÄiÁjPÉ ¢ÄÄvÄÄÛ GvÀÛgÀ QÄ gÀZÀÉÉ.

zÀvÀÛ PÁAiÄÄðUÀ¼ÄÄ (Assignment) : (AiÄiÁªÄzÁzÀgÀÆ MAzÄÄ DAIÄÄÄÝPÉÆ¼ÄÄªªÄzÄÄ)

1. « $\alpha\ddot{A}\ddot{a}$ DAIÉÄIÄÄ UÄzÄá φ ÁoÄPÉI WÄIPÄ φ ÄjÄPÉë £ÄqÉ¹ α ÄgÄç, Ä°è, ÄÄ α ÄzÄÄ.
2. GvÄÛ α ÄÄ φ ÁoÄá φ ÄÄ, ÄÛPÄzÄ gÄZÄ£Ä vÄvÄéUÄ½UÉ C£ÄÄUÄÄt α ÄV φ Äæ, ÄÄÛvÄ 8£ÉÄ vÄgÄUÄw CxÄ α Ä 9£ÉÄ vÄgÄUÄw CxÄ α Ä 10£ÉÄ vÄgÄUÄwAiÄÄ PÄ£ÄßqÄ φ ÁoÄá φ ÄÄ, ÄÛPÄUÄ¼Ä£ÄÄß « α ÄÄ²ð¹j.
3. eÄ£Ä φ ÄzÄ VÄvÉ/MUÄIÄ/MqÄ φ ÄÄ/£ÄÄrUÄIÄÖ/d£Ä φ ÄzÄPÄxÉ α ÄÄÄAvÄzÄ α ÄÄUÄ¼Ä°è MAzÄ£ÄÄß DAIÄÄÄY α ÄgÄç, Ä°è, ÄÄ α ÄzÄÄ.
4. PÄ£ÄßqÄzÄ PÄ«-, Ä»wUÄ¼Ä PÄÄjvÄ avÄæ, ÄÄ φ ÄÄI vÄAiÄIÄj¹ α ÄgÄç, Ä°è, ÄÄ α ÄzÄÄ.
5. D°, ÄÄ«PÉ/ α ÄiÄvÄÄ/NzÄÄUÄjPÉ/§gÄ α ÄtÄUÉUÄ¼Ä, Ä α ÄÄ, ÉäUÄ¼Ä PÄÄjvÄÄ QæAiÄIÄ, ÄÄ±ÉÆÄzsÄ£É PÄäUÉÆAqÄÄ α ÄgÄç, Ä°è, ÄÄ α ÄzÄÄ.
6. PÄ£ÄßqÄzÄ PÄ«/, Ä»w ÄÉÄRPÄgÄ, ÄÄzÄ±Äð£Ä PÉÉUÉÆAqÄÄ α ÄgÄç, Ä°è, ÄÄ α ÄzÄÄ.
7. ««zsÄ φ ÄwæPÉUÄ½AzÄ PÄ£ÄßqÄ, Ä»vÄä, ÄÄ, ÄIøw ZÄjvÉæUÉ, ÄÄ§Açü¹zÄ « α ÄgÄUÄ¼Ä£ÄÄß, ÄAUÄæ»¹, ÄÄ φ ÄÄI vÄAiÄIÄj, ÄÄ α ÄzÄÄ.
8. PÄ£ÄßqÄzÄ DAIÄÄY φ ÁoÄPÉI C£ÄÄUÄÄt α ÄV CAvÄgÄeÄ® §¼Ä¹ α ÄiÄ»w, ÄAUÄæ»¹, ÄÄ φ ÄÄI vÄAiÄIÄj, ÄÄ α ÄzÄÄ.

PÄæ, ÄÄ	« μ ÄAiÄÄ	CAPÄUÄ¼ÄÄÄ
01	AiÄIÄ α ÄÄzÄzÄgÄÆ MAzÄÄ zÄvÄÛ PÄAiÄÄð	05
02	QgÄÄ φ ÄjÄPÉë (1 UÄAmÉ C α ÄçüAiÄÄ 25 CAPÄUÄ¼ÄÄ φ ÄjÄPÉë)	05
03	,ÉÉzÄYAwPÄ φ ÄjÄPÉë (1.5 UÄAmÉ C α ÄçüAiÄÄ)	40
	MIÄÖ	50 CAPÄUÄ¼ÄÄÄ

DzsÄgÄ UÄæAxÄUÄ¼ÄÄ :

1. C£ÄÄvÄgÄ α ÄÄÄ, gÄ (1983) 'PÄ£ÄßqÄ "sÄ μ Ä ÄÉÆÄzsÄ£É' α ÉÄÉ, ÄÆgÄÄ: "sÄgÄwÄ φ ÄæPÄ±Ä£Ä, ÄgÄ, Äéw φ ÄÄgÄÄ.
2. PÉÆAUÄ α ÄqÄ, J£i.©. (1999) "sÄ μ Ä α ÄÄvÄÄÛ PÄ£ÄßqÄ "ÉÆÄzsÄ£É', UÄzÄUÄ: «zÄá φ ü φ ÄæPÄ±Ä£Ä
3. azÄ£ÄAzÄ α ÄÄÆwð JA (1998) "sÄ μ Ä «eÄÖ£ÄzÄ α ÄÄÆ® vÄvÄéUÄ¼ÄÄ: α ÉÄÉ, ÄÆgÄÄ: r.«í.PÉ α ÄÄÆwð, PÄÈ μ ÄÛ φ ÄÄgÄÄ.
4. zsÄgÄ α ÄqÄPÄgÄ, gÄ.AiÄÄ (2004) 'PÄ£ÄßqÄ "sÄ μ Ä ±Ä, ÄÛç' α ÉÄÉ, ÄÆgÄÄ : VÄvÄ §ÄPï °É, i φ ÄæPÄ±Ä£Ä.
5. φ ÄArvÄ, PÄÈ μ ÄÛ ¹. (1990) '±ÄÉ PÄ£ÄßqÄ "ÉÆÄzsÄ£É' α ÉÄÉ, ÄÆgÄÄ: VÄvÄ §ÄPï °É, i, α ÉÄÉ, ÄÆgÄÄ
6. φ ÄmÉÖÄzÄ J $\bar{}$ i.©. (2007) 'jUÄ£ÄßqÄ £ÄÄr "ÉÆÄzsÄ£É', UÄzÄUÄ: «zÄá φ ü φ ÄæPÄ±Ä£Ä

7. J. A. J. (2000) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.
8. C. A. (1990) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.
9. G. A. (1990) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.
10. W. A. (1990) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.
11. G. A. (1990) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.
12. J. A. (2015) 'The Role of English in India as a Second Language and Library Language'. *Journal of English Language Teaching*, 1(1), 1-10.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: ENGLISH

Contact Hours: 30

Marks: 50

2 Credits

Objectives: Upon completion of this course the student-Teacher will be able to,

- Acquires knowledge of the nature, structure and components of English language.
- Appreciates the role of English in India as a Second language and library language.
- Develops an awareness of concern for listening, speaking, reading and writing skills.
- Learns responsibilities of an English teacher in school community
- Designs lessons plans for teaching of prose, poetry and vocabulary
- Employs different approaches and methods for teaching prose, poetry, grammar and Vocabulary etc.
- Realize her responsibilities as a language teacher and pursue towards the aim Professional growth

UNIT -- I: ACQUISITION OF LANGUAGE SKILLS

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

**UNIT --2: APPROACHES AND TECHNIQUES OF TEACHING ENGLISH AS A
SECOND LANGUAGE (06 HOURS)**

- 2.1 Bilingual approach- meaning, principle and procedure.
- 2.2 Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.
- 2.3 Situational approach- Meaning and principles, ways of creating situation.
- 2.4 Communicative approach- meaning and principles, procedures followed in Communicative approach.
- 2.5 Constructive approach- its meaning and procedure.
- 2.6 Direct method- meaning and procedure.

UNIT - 3: METHODS AND TECHNIQUES OF TEACHING ENGLISH: (10 HOURS)

- 3.1 Teaching of prose-objectives of teaching detailed prose, ways and approaches of teaching of prose- steps in lesson planning.
- 3.2 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 3.4 Teaching of Grammar- Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.
- 3.5 **Transactional Strategies:**
 - 3.5.1 Lesson planning: - Concept, construction and administration.
 - 3.5.2 Unit plan & Unit test - concept construction & administration.
 - 3.5.3 Resource Unit- Concept Steps and Importance

UNIT – 4: TEACHER OF ENGLISH LANGUAGE (06 HOURS)

- 4.1 The teacher of English language - her qualities and qualifications
- 4.2 Role of teacher as an innovator
- 4.3 Techniques and procedure used by English teacher in the classroom

ASSIGNMENT: Practicum/field work: (Any One)

1. Exercises to enrich vocabulary among secondary students.
2. Preparation of 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. Conducting debates/elocution competitions or dramatics in a practicing school and Maintaining a record

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCE:

- Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988.
- Baruah T.C : The English teachers Handbook, Sterling Publishers Pvt. Ltd. 1984
- Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
- Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
- Gordon B.S: The Teaching of English in free India, Christian Literature Society, Madras, 1960
- Harris: Testing English, Tata McGraw Hill, Bombay, 1974
- Hornby: Stage 1,2,3&4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
- Hubbard, P., Jones H: Thornton B and Wheeler, R. Training Course for TEFL, Oxford University Press, 1987.
- Menon & Patel: Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
- Widdowson .H.G.: Teaching Language as Communication, OUP, Landon 1982.
- Wilkinson, Andrew: Language and Education, Oxford University Press 1982
- Sharma K.L.: Methods & Principles of Teaching English.
- Kohli A. L. : Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984) .
- Ryburn W.H. & Parkinson. J.G. The Teaching of English Language O U P London(1961)
- Sachdeva. M.S. A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
- Allen. Teaching English Language as a Second Language Mc Graw hill
- Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & Publishers, New Delhi (1979)
- N.P. Pahuja. Teaching of English Anmol Publications Pvt Ltd, New Delhi.
- V.K.Nanda. Teaching of English Anmol Publications Pvt Ltd, New Delhi.
- Satish C. Chadha Art and Science of Teaching English Surya Publications, Near Govt Inter College, Meerut.
- Prem Shankar. Teaching of English APH Publishing Corporation, New Delhi
- Menon & Patel, Educational Evaluation.

- K VenugopalRao, Method of Teaching English Neel Kamal Publications Pvt Ltd, Hyderabad
- Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi.
- Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: HINDI

Contact Hours: 30

Marks 50

Credits: 2

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

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

UNIT I: NATURE, IMPORTANCE AND PLACE OF HINDI IN THE CURRICULUM (10- HOURS)

- 1.1 Concept and nature of the Hindi
- 1.2 Different forms of Hindi.
- 1.3 Importance of Hindi in school Curriculum.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language – Medium of instruction and link language.
- 1.6. Developing of language skills in Hindi.
 - 1.6.1 Listening.
 - 1.6.2 Speaking
 - 1.6.3 Reading
 - 1.6.4 Writing.

UNIT II- METHODS AND TECHNIQUES OF TEACHING HINDI: (8 --HOURS)

- 2.1 Maxims of teaching.
- 2.2 Techniques of Teaching – Discussion, Assignment, Supervised Study, Team teaching,
- 2.3 Dramatization, Explanation and learning by doing method etc.
- 2.4 Lecture method, Inductive and Deductive methods.
- 2.5 Teaching of Grammar- Objectives, Types and approaches of teaching grammar, steps Involved in teaching Grammar.

UNIT III- TRANSACTIONAL STRATEGIES: (6 HOURS)

- 3.1 Lesson planning: - Concept, Importance, Construction and Administration.
- 3.2 Unit plan & Unit test – Concept, Construction and Uses
- 3.3 Resource Unit- Concept, Steps and importance.

UNIT – 4: TEACHER OF HINDI LANGUAGE (6 -HOURS)

- 4.1 The teacher of Hindi language - her qualities and qualifications and Competencies.
- 4.2 Role of teacher as an innovator
- 4.3 Professional Growth of a Hindi Teacher
- 4.4 Evaluation in Hindi Language- Formative and Summative

PRACTICUM/FIELD WORK (Any one):

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose/ poetry/ 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. Studying the problems and its removal of defects in pronunciation of teaching Hindi.
7. Life sketch of any one great Hindi Novelist.
8. Interview of any one Local Hindi writer and Submission of a Report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
- Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
- Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishersand Distributors.
- Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
- Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
- Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
- Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
- Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
- Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
- Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
- Narang, Bhatia. (1995). AdhunikShikshanVidhiyam.Ludhiyana: Prakash Brothers Publishing.
- Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: URDU

Contact Hours: 30

Marks 50

Credits: 2

Objectives: Upon Completion of the Course 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 Urdu
6. To appreciate the importance of suitable teaching aids in language teaching and prepare/select them for use in his/her lesson.

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

(10- HOURS)

- 1.1 Concept and nature of the Urdu
- 1.2. Importance of Urdu in school Curriculum.
- 1.3 Place and History of Urdu language in the school curriculum and in human life.
- 1.4 Aims and Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language – Medium of instruction and link language.
- 1.6 Instructional objectives of teaching Urdu with their specification.
- 1.7 Developing of language skills- a) Auditory b) Speaking c) Reading d) Writing.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU:

(8- HOURS)

- 2.1 Maxims of teaching.
- 2.2 Technique – Discussion, Assignment, Supervised Study, interview, Role playing, Team Teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES

(6-HOURS)

- 3.1 Lesson planning: - Concept Construction and Administration.
- 3.2 Unit plan & Unit test – Concept Construction and Administration.
- 3.3 Resource Unit. - Concept Steps and Uses.

UNIT – IV: TEACHER OF URDU LANGUAGE

(6- HOURS)

- 4.1 The teacher of Urdu language - her Qualities and Qualifications and Competencies.
- 4.2 Role of teacher as an innovator
- 4.3 Professional Growth of a Urdu Teacher
- 4.4 Evaluation in Urdu Language- Formative and Summative

PRACTICUM/FIELD WORK (Any one):

1. Exercises to enrich vocabulary among secondary students.
2. Preparation of 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.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Akhtar Hussain Akhtar, *Urdu Ki Tadris*
- Allabaksh Shaikh, *Urdu Ki Tadris*
- Alka Ahuja, *Teacher Education*, New Delhi; Mittal Publication
- Arun Athreya, *A Text Book of Teacher Education*, New Delhi; Dominant Publishers and Dest Exhibitags
- Ram, S., *Current Issues in Teacher Education*, New Delhi; Sarup& Sons 117

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: MARATHI

Contact Hours: 30

Marks 50

Credits:2

Objectives: Upon Completion of the Course student –teacher will be able to:

1. Understand the importance and place of Marathi in School curriculum.
2. Select methods, diaries 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 Marathi
6. To appreciate the importance of suitable teaching aids in language teaching and prepare/select them for use in her lesson.

UNIT 1 – OBJECTIVES OF TEACHING MARATHI

(8 HOURS)

- 1.1. Origin and importance of Marathi language.
- 1.2 Uniqueness of Marathi language.
- 1.3 Importance of Marathi language as mother tongue, medium of instruction and communicative language.
- 1.4 Aims and objectives of Teaching Marathi

UNIT 2 – METHODS OF TEACHING MARATHI

(7 HOURS)

- 2.1 Inductive and Deductive method
- 2.2 Narration and Story - telling method
- 2.3 Parakalp method and Text book method
- 2.4 Integrated method and question Answer method

UNIT 3 – LESSON PLAN IN MARATHI

(8 HOURS)

- 3.1 lesson plan – Meaning, Importance and types
- 3.2 Unit plan and Unit test- Meaning and Steps and Importance
- 3.3 Research Unit – Meaning, Steps and Importance
- 3.4 Importance of Annual Planning

UNIT 4 – TEACHING LEARNING MATERIALS IN MARATHI (7 HOURS)

- 4.1 Marathi Text book – Characteristics and Importance
- 4.2 Importance of language Laboratory
- 4.3 Visual aids- Black board, pictures, flash cards, news papers
- 4.4 Audio aids – Radio and Tape recorder
- 4.5 Importance of ICT in Teaching Marathi.

Assignment: (Any one)

1. Review of 8 /9/10 Marathi textbook
2. Critical reviews of Authors of Marathi Language
3. Annual plan of 8/9/10 Class Marathi language
4. Visit to a language lab and submit a report

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

Reference-

- Marathichi Adhayapan – Leela Patil
- Marathichi Adhayapan ani abhiyas – M.B. Kundle

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) I: PHYSICS

Contact Hours: 30

Marks 50

Credits: 2

Objectives:

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

1. Understand and uses different learner centered and teacher centered 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: (10 HOURS)

- 1.1 Teacher centered and learner centered approach- Concept and Difference
- 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, Laboratory method
(All the methods to be dealt with reference to Meaning, Steps Merits and Demerits).
- 1.4 Models of teaching: Meaning and General Principles
- 1.5 Suchmann's inquiry training model and Bruner's concept attainment model.

UNIT II- PHYSICS CURRICULUM STUDY: (7 HOURS)

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

UNIT III- RESOURCES TO TEACH PHYSICAL SCIENCE: (7Hours)

- 3.1 Physical science text book, Teacher hand book, Laboratory manuals, Student work Books
- 3.2 Qualities and Competencies of a Teacher
- 3.3 Professional Growth of Physics Teacher
- 3.4 Transactional Strategies.
 - 3.4.1 Lesson planning: - Concept, Steps and Significance
 - 3.4.2 Unit plan and Unit test – Concept, Construction and Administration.
 - 3.4.3 Resource Unit-Concept, Steps and Significance

UNIT: IV- EDUCATIONAL AIDS, ACTIVITIES AND EVALUATION IN PHYSICS TEACHING (6HOURS)

- 4.1 Use of multimedia materials-LCD, OHP, Films and Educational C.D'S
- 4.2 Science Club, Science Exhibitions,
- 4.3 Evaluation in Chemistry- Formative and Summative
- 4.4 Preparation of Diagnostic Test

PRACTICUM/FIELD WORK

1. Preparation of Lesson Plan based on Models of Teaching (CAM/Inquiry Training Model)
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 Critical Review of Physics Curriculum of VIII and IX standard.
6. Preparation of Working Model in Physics along with Report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
- Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
- Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
- Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
- Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
- Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
- Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Fensham P. J. et al., (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
- Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Jacobson, David et al., (1985) *Methods for Teaching: A Skills Approach*. Charles, E. Merrill Publishing Co., Columbus.
- Jennings Terry (1987) *The Young Scientist Investigator: The Teacher Manual* of Oxford University Press.
- Joseph-Bradwin, et al. (1998) *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood.
- Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
- Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York

- Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
- Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, HarvardUniversity Press, Cambridge.
- Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai& Sons, Delhi 19. Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part –IPart - II*,Arya Book Depot : New Delhi.
- Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi. *The Importance of Art Activities for Science Teaching: A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
- UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
- Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Todays SecondarySchools*,New Delhi, Prentice Hall

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: CHEMISTRY

Contact Hours: 30

Marks 50

Credits: 2

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

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

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

(8 HOURS)

- 1.1. Nuffield Chemistry
- 1.2 Karnataka state secondary school Chemistry curriculum-Organization of Content based on
Three Fundamental Approaches- Constructive Approach, Spiral and Integrated Approach
- 1.3 Principles and Factors affecting on Chemistry Curriculum Organization.
- 1.4 NCF-2005 w.r.t. Chemistry

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

(8 HOURS)

- 2.1 Need and importance of Lesson plan in Chemistry and its format.
- 2.2 Study of chemistry content of VIII, IX and X standard Prescribed by Karnataka Government
And identify the concepts and principles.
- 2.3 Unit plan and Resource unit: Meaning, Steps and importance
- 2.4 Use of multimedia materials in teaching Chemistry.

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY (8HOURS)

- 3.1 Learner centered and activity centered approaches – Meaning and 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 Meaning, steps, advantages and disadvantages.
- 3.3 Models of teaching-Meaning and General Features.
- 3.4 Concept Attainment model (CAM) and Inquiry Training Model-Meaning, Planning and
Implementation in the Class.

**UNIT: III- EDUCATIONAL AIDS, ACTIVITIES AND EVALUATION IN CHEMISTRY
TEACHING (6HOURS)**

- 4.1 Use of multimedia materials-LCD, OHP, Industrial Films and Educational C.D'S
- 4.2 Science Club, Science Exhibitions, Royal Society of Chemistry (RSC) and Work-Book-Meaning and Importance.
- 4.3 Preparation of Diagnostic Test and Evaluation of the Present Chemistry Text-Books using Hunter's Score Card and Vogel's Check list.
- 4.4 Evaluation in Chemistry- Formative and Summative

PRACTICUM/ACTIVITIES: (ANY ONE)

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. Preparation of Lesson Plans on CAM or Inquiry Training Model.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and HigherOrder Thinking Across the Disciplines. The Curriculum Reform Project.USA: University ofColorado.
 - Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and WorldInc.
- CBSE; ICSE – SCIENCE TEXT BOOKS.**
- Chemistry Text Book,(1964).Lab Manual and Teacher's Guide Book.NewDelhi: NCERT.
 - Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
 - Falvery, P. Holbrook, J. & Conian, D. (1994). Assessing Students, Longmans Publications,Hongkong.
 - Gage N.L(ed).Hand book of Research in teaching
 - Husen, T.& Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.

- Narendravaidya.() Impact of Science teaching –
- Mangal, S. K. (2001).Foundations of Educational Technology. Ludhiana: Tandon Publications.
- Sharma R.C () Modern science teaching –.
- Kolasani et.all () Modern teaching of Chemistry –
- Man Pal Singh() Modern teaching of Chemistry –.
- Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
- Nuffield Chemistry, Books of Data, Collection of Experiment, Published for the Nuffield Foundation by Longmans, Penguin Books.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Panner Selvam, A. (1976). Teaching of Physical Science (Tamil).Chennai: Government of Tamil Nadu.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Sharma R.C.() .Planning for effective science teachin.....
- Narendravaidya () Problem Solving in Science –.
- PSSC. (1964) Physics Teachers Resource Book and Guide. New Delhi: NCERT.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Rao, C.S. (1968). Science Teacher's Handbook. American Peace Crops.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- New burn() Teaching Chemistry in tropical secondary schools.
- Wood bourn and obern () Teaching in the pursuit of science –.
- Patil R.S.() Teaching of Chemistry –
- Yadav M.S.() Teaching of Chemistry –
- Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A. 134

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: HISTORY

Total: 30 hours

Total Marks: 50

Credits: 2

Objectives:

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

1. Understand the nature of History, Sociology & Political Science as a school subject
2. Articulate a conception of History, Sociology and Political Science
3. Correlate History, Sociology & Political Science with other subjects
4. Understand the language of History & reconstruction.
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History. Prepares differentiated lesson plan in History, Political Science and Sociology.
7. Understanding the potential of History for development of skills
8. Analyze the history, political science and Sociology textbook and prepares appropriate work schemes and lesson plans in history, Political science and Sociology.
9. Critically analyze the History, Political science and Sociology textbooks.
10. Understand the significance of learning resources to teach the subject and apply the knowledge to select and improvise learning resources.

Unit I – Understanding History, Political Science and Sociology. (8-Hours)

- 1.1) Concept, Nature, Scope and importance of History, Political Science and Sociology.
- 1.2) Objectives of teaching History, Political Science and Sociology at secondary level.
- 1.3) Correlation- Concept, Types and Importance.
- 1.4) Correlation of History, Political Science and Sociology: Internal and external.
(Literature, Science, Mathematics, Geography, Economics,)

Unit II: Constructing History (7-Hours)

- 2.1 Concept of Facts, Opinions and Arguments, Difference between facts, arguments and Opinions.
- 2.2 Multiperspectivity V/S Monoperspectivity in understanding History
- 2.3 Evidence based interpretation: Concept, Types of Sources- Difference between Primary and Secondary Sources and Importance of source analysis.

Unit III: Pedagogies of teaching History, Political Science and Sociology. (8-Hours)

- 3.1 Process of Teaching- 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 Modern Pedagogies- Cooperative learning strategies, Role play model.(Concept and General Principles)
- 3.4 Learning resources (Meaning, types and importance)
-Audio-visual Resources: TV, Films, Documentary.

- Visual: Maps, Models, Timeline,
- Print Media: Magazine, news papers and Historical Novels.
- On line resources: websites, virtual tour, CD rom.

Unit IV: Transactional Strategies.

(7-Hours)

- 4.1 Lesson planning: - Concept, Steps and Importance
- 4.2 Unit plan and Unit test – concept construction and administration.
- 4.3 Resource Unit- Concept, Steps and Importance
- 4.4 Qualities and Competencies of an Ideal History Teacher
- 4.5 Evaluation in History- Concept and Different Tools

Assignments: (any one)

1. Participate in a field visit/tour of any historical site and write a report.
2. Preparation of software on historical events, write a report.
3. Preparation of models on historical Personalities and Monuments.
4. Visit to a Historical Museum and Submit the Report.
5. Organization of History Clubs and Submit a Report.
6. Organization of History Quiz and Submit a Report.
7. Conducting Mock Election and Submit a Report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

References:

- BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
- Farrant, J.S. (2004). Principles and Practice of Education London Longman Group Uk Limited, London. UK.
- Kochar S.K. Teaching of History: Sterling publications.
- Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Engwood Cliffs, N. J: Prentice Hall.
- Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey

- Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
- Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
- Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects. Paper 14.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Dash.B.N, Content cum Methods of teaching Social Study, Kalyani Publishers PVT.Ltd.
- Roddannavar.J.G, Methods of Teaching History and Civics, Vidyanidhi Prakashana, Gadag.

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

OBJECTIVES: Upon the completion of this paper the student's teacher will be able

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 in the teaching of geography.
5. To develop an understanding of different methods and techniques of teaching Geography.

UNIT-I: GEOGRAPHY AS A SUBJECT

(7 HOURS)

- 1.1 Epistemological framework and schools of Geography (Evolution and major contributors)
- 1.2 Meaning, Nature, Scope and Importance of Geography
- 1.3 Branches of Geography and their importance
- 1.4 Aims and objectives of Teaching Geography
- 1.5 Geo-literacy: concept, need and ways to create awareness

**UNIT-II: CURRICULUM CONSTRUCTION AND ESSENTIALS OF TEACHING
GEOGRAPHY**

(8HOURS)

- 2.1 Meaning and Importance of Geography Curriculum
- 2.2 Principles of Geography Curriculum Construction
- 2.3 Correlation of Geography with other School Subjects —History, Language, science, Mathematics, Commerce and Economics
- 2.4 Approaches of curriculum construction: Concentric, Topical, and Logical

UNIT-III: GEOGRAPHY LEARNING RESOURCES

(8 HOURS)

- 3.1 Maps, Traveling, Globe, Atlas, Models, Computer based online and offline resources in Geography teaching. (Meaning, Importance and uses)
- 3.2 Current events- Meaning, importance and uses
- 3.3 Geography Club and Geography room- Meaning, importance and organization
- 3.4 Characteristics of a Good Geography textbook
- 3.5 Geography Lesson Plan, Unit Plan, Resource Unit- Meaning, Steps and Importance

UNIT-IV: SPECIFIC APPROACHES OF PEDAGOGY IN GEOGRAPHY (7 HOURS)

- 4.1 Regional method, Project method, Journey method, Field visit, Laboratory
- 4.2 Cooperative learning strategies: Gallery walk, Dialectical, Research, Discussion, Brain storming
- 4.3 Competencies and skills of Geography Teacher
- 4.4 Professional Growth of a Geography Teacher

Assignments: (Any One)

Practical Oriented Assignment:

- 4 Prepare a plan for a visit to Planetarium / museum / Nature Park and write a report.
- 5 Visit to a local/Regional Places of Geographical Importance
- 6 Collection of Specimens like (Rocks Natural Resources Soils Crops etc.)

- 7 Preparation of Working Models in Teaching Geography.
- 8 Illustrate the use of any two of the following in Geography teaching- Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels
- 9 Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignments (It Should be Practical Oriented)	05
3	Theory Examination of One and Half Hour duration	40
	Total	50

References:

- Arora, K.L., Bhugol Shikshan, Teaching of Geography,
- Gopsill G. H., The Teaching of Geography
- Macnee E.A. The Teaching of Geography
- N.C.E.R.T., Practical Geography
- O.P Varma and E.G. Vedanayaga, Geography Teaching
- R.P. Singh, Teaching of Geography
- S.K. Kochhar, Methods and Techniques of Teaching
- SalimBasha, Teaching of Geography
- Sanjay Dutta and O.P Garg, Teaching of Geography
- Shaida and Sharma, Teaching of Geograph,
- Thralls Z.A., The Teaching of Geography
- Walker James, Aspects of Geography Teaching in School
- Websites:http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar_a=1
- <http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
- http://www.udel.edu/dssep/articles/marytaylor_article.htm
- <http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>
- <http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-the-basis-of-which-geography-teaching-is-conducted.html> https://en.wikipedia.org/wiki/Satellite_imagery

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: MATHEMATICS

Contact Hrs: 30

Marks: 50

Credits: 2

Objectives: Upon the completion of this paper the student's teacher will be able

1. To develop an understanding of Mathematics 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 in the teaching of Mathematics.
5. To develop an understanding of different methods and techniques of teaching Mathematics.

Unit-I: Mathematics Curriculum Study.

(8 Hours)

- 1.1 Curriculum - Meaning and Principles
- 1.2 Different approaches of Curriculum Construction- NCERT, CBSE, ICSE and PSSC
- 1.3 Recommendations made by NPE-1986 and NCF-2005
- 1.4 Organization of Mathematics Curriculum.
- 1.5 Critical Review of present Karnataka State Secondary School Mathematics Curriculum.

Unit-II: Instructional Design for Mathematics.

(7 Hours)

- 2.1 Lesson Plan- Meaning, Importance, Steps and Format
- 2.2 Unit-plan – Meaning, Importance, Steps and format
- 2.3 Resource Unit- Meaning, Importance and Steps.
- 2.4 Work- Book- Meaning, Importance and Preparation

Unit-III: Methods and approaches of teaching mathematics.

(8 Hours)

- 3.1 Learner Centered Approaches –Inductive, deductive, analytic and Synthetic.
- 3.2 Activity Centered Approaches- Heuristic approach, project method,
Programmed Instruction.
- 3.3 Devices in teaching mathematics-Oral work, written work, drill work and review.
- 3.4. Qualities and Competencies of An Ideal Mathematics Teacher

Unit-IV: Resource for Teaching Mathematics.**(7 Hours)**

4.1 Mathematics Text- book - Meaning, Characteristics and Importance of a Good/ideal Mathematics Text-Book.

4.2 A.V.Aids in Teaching Mathematics- Meaning and Importance.

4.3 Organization of Mathematics Club.

4.4 Professional Growth of a Mathematics Teacher

Assignments (Any One)

- 1) Critical study of mathematics text book of 8th or 9th Standard.
- 2) Preparation and Administration of Diagnostic test in mathematics.
- 3) Preparing a report of different activities of mathematics club.
- 4) Survey of Mathematics laboratory facilities of any 2-high schools with practical suggestions for improvement.
- 5) Preparation of Models in Mathematics and submission of a report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignments (It Should be Practical Oriented)	05
3	Theory Examination of One and Half Hour duration	40
	Total	50

References

- 1) Agarwal S.M.(1977) A course in teaching of modern mathematics New-Delhi.
- 2) Jantli R.T. (2000) Subhodha Ganitha Bodhane Vidyanidhi Prakashana Gadag.
- 3) Kapoor J.N. (1989)- Fascinating world of mathematics-New Delhi
- 4) Mangal S.K. (1981) – Text book of teaching mathematics- Prakash Brothers –Ludhiana Publications.

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: BIOLOGY

Hours-30

Total Marks: 50

Credits-2

Objectives:

Unit I: Planning for teaching biological science (10 Hours)

- 1.1 Lesson planning and Evaluation on the lessons of CCE
- 1.2 Unit plan & unit test – concept, construction and administration.
- 1.3 Biological science curriculum
 - 1.3 a) Principles of curriculum construction
 - 1.3 b) NPE (National policy of education) – 1986 & Programme of action -1992
 - 1.3 c) NCF – 2005 (National Curriculum Framework)

Unit II: Methods & Approaches of Teaching Biology (8-Hours)

- 2.1 Criteria for selection of methods/approaches on the basis of level of class, strength, time, Subject
- 2.2 **Methods:**
 - a) Teacher centered – Lecture cum demonstration
 - b) Learner centered – Laboratory, Project & problem solving,
- 2.3 **Approaches:** Inductive, Detective, Investigatory approaches, structure & functional Approach.
- 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 & team teaching

Unit III: Resources to Teach Biological Science (7-Hours)

- 3.1 Biological Science text book, teacher hand book, laboratory manuals, student work books.
- 3.2 Field based resources: School garden, Museum, Aquarium, Vivarium & Terrarium
- 3.3 Biological Science laboratory: importance, designing, Planning, equipping, maintenance of Biological equipments and records.

Unit 4: Strategies of Evaluation (5-Hours)

- 4.1 Meaning and Nature of Evaluation in bio-Science
- 4.2 Types of Evaluation- Formative & Summative Evaluation
- 4.3 Evaluation of Practical Work- Viva-voice
- 4.4 Meaning & Characteristics of NPC

Practicum / Filed work: (Any One)

1. Making charts, improvised apparatus and Working models in Bio-Science.
2. Preparation of laboratory instruction cards
3. Planning and conducting any four practical's in biology and maintaining a record of practical work
4. Designing and carrying out of any one simple investigation of biology and Submission of a report.
5. Collecting and preserving biological specimens
6. Preparation and preservation of herbarium sheets
7. Collecting and keeping plants and animal alive for instructional propose- Aquarium, Terrarium and Vivarium

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

References:

1. Bremmer, Jean(1967) Teaching Biology, Macmillan, London
2. Dastgir, Ghulam (1980) Science ki Trades, Translation of Sharma & Sharma
3. Green, T.C (1967) the teaching and learning biology, Alman and Sons, London
4. Gupta, V.K (1994) Life science education today arun publishing house pvt, ltd, sco 49-51, Sector 17 – C Chandigarh
5. Gupta, V.K (1995) reading in science and mathematics education associated publishers, ambala cantt
6. Gupta, V.K (1995) Teaching & learning of science and technology vikas publishing house, new delhi

ED-16: PEDAGOGY OF SPECIFIC SUBJECT (PSS)-II: COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

To enable the student teachers-

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

Unit I: Concept and scope of Commerce Education (7 Hours)

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

Unit II: Basis of Commerce Education (8 Hours)

- 2.1 Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization Of commerce and secretarial practice.
- 2.2 Inter correlation of Commerce with Math's, Economics and Geography.
- 2.3 Principles of Teaching Commerce:
 - Principle of flexibility
 - Principle of activity
 - Principle of individual differences
 - Principle of learner centeredness
 - Principle of community centeredness

Unit III: Instructional materials in teaching Commerce (7 Hours)

- 3.1 meaning types and need of instructional materials
- 3.2 charts, graphs, models, and their uses
- 3.3 e-book, e-Journals, e-business with reference to relevance in commerce teaching

Unit IV: Latest trend in Teaching of Commerce (8 Hours)

- 3.1 Co-operative learning (meaning, importance and types)
- 3.2 Use of e-resources, Discussion forum, visit to commercial places
- 3.3 Simulation (Role play, Games CAM)

Assignment :{ any one}

1. Study and compare the commerce education at higher secondary level in India with any one Developed country.
2. Critically analyses any one textbook of commerce with reference to intra and inter correlation.
3. Select any contemporary issue related to commerce field and present a paper using seminar Method.
4. Prepare and execute a lesson plan by using any one of the following:
 - a. e-resources
 - b. Simulation techniques

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

References:

- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Teaching of Commerce. VintyMonga, Twenty First Century Publications, Patiala.
- Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

(Practicum: Compulsory Activities for All students)

ED-17-A: UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50

2 Credits

Objectives:

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.
- To elucidate the role of drama and art in self realization of learners.
- To highlight the use of drama and art in creative expression.
- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART (15 Hours)

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

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

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

Content:

- a. **Forms of Drama and Art:** i. Visual (Sculpture, Architecture and Painting)
ii. Performing (Dance, Drama, Music – vocal and instrumental)
- b. **Elements of Drama and Art:** i. Space, Speed, Pause, Rhythm; ii. Abhinaya / Enactment: Angika /physical (Gestures of hand, head, neck, feet, eyes), Gaitis Vachika/Verbals (Voice Modulation, Dialogue Delivery), Nava rasa Bhava (Nine aesthetic Pleasure-mental State)
- iii. Perspective, proportion, depth, light & shade, texture. (Elements in visual arts)
- c. Understanding stagecraft and audience etiquettes.

Activities:

1. Production of educational musicals Presentation (integration of visual and performing arts)
2. Developing musical ability by listening to musical pieces on radio, TV or internet and writing a Description on the vocal and instrumental music used.
3. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
4. Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colors-quality and sources, spatial relations, painting surfaces and any other) Understanding stagecraft (set designing, costumes, props, lights, and special effects) and audience etiquettes.

Assignment: (any one)

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

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS: (15 Hours)

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

Content:

- a) Functions of Drama and Art
- b) Integration of Drama and Art in the School Curriculum
- c) Developing aesthetic sensibility through Drama and Art

Activities:

- a) Display the educative function of drama and art through a street play
- b) Write an essay on how drama and art fulfill their persuasive and development functions.
- c) Workshop on techniques of integrating drama and art in teaching.
- d) Develop a song, play, or drama on any of the topic in the curriculum.
- e) Visit to any centre of art (museums, art gallery, or institutes of performing Arts) and Observe pieces of art/play
- f) Video shows on Ajanta ,Ellora, Hampi, Badami, Belur, Halebid, Kazraho, other historical and Architectural places. Group discussion can be conducted on the observation.

Assignment: (any one)

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

UNIT-III: DRAMA AND ART FOR PEDAGOGY: (15 Hours)

Content:

- a. Drama and Art for self realization
- b. Drama and Art for children with special needs
- c. Drama and Art for creative expression

Activities:

1. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.
2. Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
3. Visit a Centre for children with special Needs and Observe the Use of Drama and Art in the activities conducted

Assignment: (any one)

1. Collection of photographs, paintings, Embroidery, musical CD, films on real life events.
2. Write assignments on Grate achievers of Indian music, Dance, film actors, poets and Artists.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION:**(15 Hours)****Concept Note:**

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could lead to social change when put in the right perspective.

Content:

- a. Understanding social and environmental issues through drama and art
- b. Understanding local culture through drama and art
- c. Understanding global culture through drama and art

Activities:

1. Workshop on developing short plays/ street play for educational, entertainment or social / Environmental relevance
2. Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
3. Perform a drama or dance or music of local culture
4. Visit to a local theatre show/performance and write its appreciation and evaluation.
5. Observe a drama/art work highlighting the global culture.

Assignment: (any one)

1. Critically write your comments on folk arts of in India
2. Critically write your comments on festival of in India

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (4X10)/Activities	40
	Total	50

Reference:

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
- Axelrod, H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper, New Delhi : Wiley Eastern Limited, 1992
- Ghose, Santidev, Music and Dance in Rabindranath Tagore's Philosophy, New Delhi: SangeetNatakAkademi,
- Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
- Logan, F and others: The World of Arts, Standard Educational Corporation, Chicago, 1983
- National Centre for the Performing Arts –
- NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre Publication Department Secretary, NCERT, New Delhi, 2006.
- SangeetNatakAkademi – <http://www.sangeetnatak.org>

ED.17-B: RESEARCH PROJECTS

Contact Hours: 30

Marks: 50

2 Credits

Objectives: To enable the teacher trainees:

1. To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research and
5. To acquire the skills of planning executing evaluating and reporting of an Action Research Project.

Unit - I: Research and Education

- 1.1. Educational Research- Meaning, Steps and its Classification,
- 1.2. The Need, Nature and Importance of Educational Research in general and specifically Action Research.
- 1.3. Types of Action Research - Individual and Collaborative.
- 1.4. 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,
- 2.2. Measures of Central Tendency-Mean, Median and Mode.
- 2.3. Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;
- 2.4. Measures of Correlation - Rank Difference and Product Moment Method;
- 2.5. Normal Probability curve - Properties and Uses.
- 2.6. Testing of Differences: t-test.
- 2.7. Graphical Representation of Data- Histogram, Bar Diagram, Pie Chart, Ogive,

Unit - III: Writing Research Report

- 3.1. Format of Action Research Report.
- 3.2. Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs.
- 3.3. Difference between Reference and Bibliography, Appendices.

Assignments:

Identify problem and execute Action Research in any one of the following areas and submit a Report.

- (1) Staff (2) Students (3) Discipline/Subject (4) Teaching strategies/Methods (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities in the School, etc.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	One theory Oriented Assignment/ Seminar Presentation	10
3	Conduct of One Action research Project on any one area/ Problem at the School/ Field Level	30
	Total	50

References:

- Dandapani.S: Action Research Studies to improve Classroom Practice, Neelkamal Publications Pvt.Ltd, Hyderabad,2016.
- Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- Alma Juliet Pamela.A: Strategies and Techniques for Research in Education, Neelkamal Publications Pvt.Ltd, Hyderabad, 2016.
- Bhatt. Dipti. P: Research Methods in Education, Neelkamal Publications Pvt.Ltd, Hyderabad, 2015.
- Koul Lokesh: Methodology of Educational Research, Vikas Publishing House Pvt.Ltd, New Delhi, 2002.
- Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
- Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.
- NCERT: Research in Education. New Delhi, NCERT, 1962.
- Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.
- Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.

ED.17-C: FIELD ASSIGNMENT AND CTC

Contact Hours: 30

Total Marks: (30+20): 50

Credits: 02

(Unit-Plan based Lessons: Internal Assessment)

Aims of the Course

Each trainee teacher has to practice at least 3 Unit plan based Lessons in each PSS-I&II, and conduct Unit-Test in each methods, after analysis and Interpretation of result submit a report.

Component	Details of Inputs	Marks
I) Unit- Plan based Lessons (3+3=6)	PSS-I : Unit-Plan and Unit-Test =15 Marks (at least 3 Lessons per pedagogy subject and 1period for Test) PSS-II : Unit-Plan and Unit-Test =15 Marks (at least 3 Lessons per pedagogy subject and 1period for Test)	30
II) C.T.CAMP(3 days)	3 Days Camp should be conducted in the Rural Area and Students should stay in the camp in all the 3 Days and submit the report at the end of the camp. For attendance :10 Marks For Report :10 Marks	20
Total		50

ED.17-D: SCHOOL LESSONS AND REFLECTIVE DIARY
(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

Each trainee teacher has to get Mastery over the teaching Skills/competencies and get hands on experience to manage the classes efficiently.

Component	Details of Inputs	Marks
I) School Lessons (16 Lessons) (Lesson planning 2.5 Lesson Teaching <u>2.5</u> 05)	6-Lessons per Pedagogy subject (PSS-I: 6 Lessons x 05 = 30 Reduced to 15 Marks) (PSS-II :6 Lessons x 05 = 30 Reduced to 15 Marks) (Marks: 15+15=30)	30
II) Criticism Lessons (2 Lessons)	PSS-I: 1 Criticism Lesson PSS-II: 1 Criticism Lesson (Each Lesson 5Marks x 2)	10
III) Reflective Diary(1)	Each trainee has to observe at least 40 Lessons of Peers and Submission of Record with Summary of Block Teaching. (15 Lessons in PSS-I 15 Lessons in PSS-II 10 Lessons of Other Subject)	10
Total		50

***** END OF THE THIRD SEMESTER *****