

EDU 101: CHILDHOOD AND GROWING UP

Teaching Hours: 60

Credits: 04

Course Learning Outcomes:

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

- Demonstrate a comprehensive understanding of the key concepts, principles, and stages of human development.
- Critically evaluate and apply major developmental theories to understand developmental and educational issues.
- Analyze the impact of various socio-cultural factors on childhood and adolescent development, and understand the challenges faced by children in difficult circumstances.
- Identify the common psychological and social issues faced by adolescents and be able to use the strategies for prevention and intervention.

Unit 1: Learners as a Developing Individual

15 hours

- 1.1 Growth and Development: concept, principles of growth and development.
- 1.2 Factors affecting Growth and Development: genetic, nutritional, socio economic, cultural and environmental.
- 1.3 Domains of Human Development: physical, cognitive, social, moral, emotional and language– meaning and characteristics.
- 1.4 Human Development: Stages: prenatal, infancy, childhood, adolescence and adulthood.

Unit 2: Theoretical Approaches to Development and Educational Implications 15 hours

- 2.1 Cognitive Development: Piaget, Bruner and Vygotsky.
- 2.2 Social Development: Social Learning Theory- Bandura, Psycho-Social Development: Eric Erikson, Psycho-Sexual Theory-Sigmund Freud.
- 2.3 Moral Development: Kohlberg.
- 2.4 Language Development: Chomsky and Vygotsky.

Unit-3: Childhood as a Period of Socialization**15 hours**

- 3.1 Child in different Socio-cultural Contexts: family, school, peers, culture, socioeconomic status and media.
- 3.2 Process of Socialization – conflict resolution and social development.
- 3.3 Children in difficult circumstances: poverty, jail, urban slum, growing up as girls, children with disability.
- 3.4 Role of Play in enhancing Social Development: types of play and their contributions to social development (isolated play, parallel play, associative play and cooperative play); social skills developed through play.

Unit 4: Understanding Adolescence**15 hours**

- 4.1 Understanding physiological, socio-emotional, cognitive, and socio-cultural aspects of adolescence.
- 4.2 Physical Development: biological changes and implications, - health and nutrition during adolescence, Cognitive Development- decision-making, and problem-solving skills, emotional and Social Development- identity formation and self-concept, peer relationships and social influences.
- 4.3 Common Psychological Issue: stress, anxiety, and depression, body image and self-esteem issues, Mental Health- meaning, symptoms of mental health issues, importance of mental health in adolescence, Substance Abuse- causes and consequences of substance abuse.
- 4.4 Peer Pressure and Bullying: understanding peer influence and peer pressure, types and effects of bullying, - strategies for preventing and addressing bullying in schools.

Practicum/ Fieldwork:

A report on the contributions of genetics factors in the growth and development of an individual with reference to research studies.

- A comparative analysis on Jean Piaget's and Jerome Bruner's theories of cognitive development.
- A report on the role and strategies in handling the problems of adolescents by teachers with reference to studies.

- A Study on problems of adolescents- emotional, social, physical and educational (any one) and suggest remedial measures.
- A survey to assess the impact of family, peers, school, cultural background, social class, race and ethnicity on the development of the child.
- Any other assignments related to the subject.

Reference:

- Berk, L. E. (2014). Development Through the Lifespan. Pearson Education.
- Mangal, S. (2007). Advanced Educational Psychology (2nd ed., pp. 99–101). New Delhi: Prentice-Hall of India private limited.
- Kumar, S. (2019). Child Development and pedagogy (5th ed., pp. 7–8). Noida: Pearson India Education Pvt, Ltd.
- Papalia, D. E., & Feldman, R. D. (2011). A Child's World: Infancy Through Adolescence. McGraw-Hill Education.
- Santrock, J. W. (2018). Adolescence. McGraw-Hill Education.
- Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2016). How Children Develop. Worth Publishers.
- American Psychological Association (APA) - www.apa.org: Provides articles and resources on developmental psychology and education.
- Child Development Institute - www.childdevelopmentinfo.com: Offers information on child and adolescent development, parenting, and education.
- Society for Research in Child Development (SRCD) - www.srkd.org: Publishes research and provides resources on child development.
- National Institute of Mental Health (NIMH) - www.nimh.nih.gov: Offers information on mental health issues affecting children and adolescents.
- Centers for Disease Control and Prevention (CDC) - www.cdc.gov: Provides data and resources on child development and adolescent health.

EDU 102: CONTEMPORARY INDIA AND EDUCATION

Teaching Hours: 60

Credits: 04

Course Learning Outcomes:

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

- Develop an understanding of the interrelationship between philosophy, sociology, and education, and the role of the teacher in socializing children.
- Develop an appreciation for the contributions of Eastern and Western educational philosophers.
- Comprehend the educational provisions of the Indian Constitution and its implications.
- Evaluate the role of various organizations in education.

Unit 1: Philosophical Bases of Education

15 hours

- 1.1 Meaning, nature, and scope of education; individual and social aim of education. types of education– formal, informal, and non-formal.
- 1.2 Meaning and functions of philosophy; branches of philosophy: metaphysics, epistemology and axiology; relationship between philosophy and education with respect to teacher, student, curriculum and teaching.
- 1.3 Schools of Philosophy: Idealism, Naturalism, Realism and Pragmatism – aims of education, curriculum, role of teacher and methods of teaching.
- 1.4 Indian Educational Thinkers: Mahatma Gandhi, Swami Vivekananda, Aurobindo Ghosh and Rabindranath Tagore. Western Educational Thinkers: Jean Jacques Rousseau, John Dewey, Montessori.

Unit 2: Sociological Bases of Education

15 hours

- 2.1 Sociology and Education: concept, aims and functions; Educational Sociology -concept and impact of educational sociology on aims of education, curriculum and methods of instruction.
- 2.2 Culture: meaning, definitions, characteristics, role of education in promoting culture. Cultural Lag-meaning and characteristics. Cultural Relativism - meaning and

characteristics.

2.3 Social Diversity: diversity at individual level, regional diversities and diversity in language; castes and classes in Indian society; tribal groups and their diversities in Indian society.

2.4 Socialisation: meaning, definitions, process of socialization, factors leading to socialisation and role of education in socialization.

Unit 3: Evolution of Education in India

15 hours

3.1 A brief History of Education in Ancient India – Vedic (Gurukula Education) and Buddhist (Sangas and Viharas, Nalanda, Taxila University).

3.2 Education in Medieval and Modern India: Muslim System of Education (Maktabs and Madrasas) and British System of Education - Macaulay's Minute - 1835, Wood's Dispatch - 1854, Hunter Commission - 1882, Sargent Plan-1944.

3.3 Education Policies and Schemes: The Secondary Education Commission (1952-53), the Kothari Education Commission (1964-66), National Policy on Education (1968), National Policy on Education (NPE 1986), National Education Policy (NEP 2020), Sarva Shiksha Abhiyan (SSA 2001), Rashtriya Madhyamika Shiksha Abhiyan (RMSA 2009) and Samagra Shiksha Abhiyan (2018).

3.4 Transformational Trends in Education: Globalization, Modernization, Liberalization and Digitalization: meaning and their impact on education.

Unit 4: Provisions for Education in India.

15 hours

4.1 Constitutional Provisions: Article 45 (Free and compulsory education), Article 21 (A) (RTE 2009), Articles 41 and 46 (DPSP), Article 15 (Backward Classes) and Articles 29 (1) and 30 (Protection of Minority Rights).

4.2 National Integration and International Understanding – meaning, need and their promotion through education.

4.3 National ideals: Democracy, equality, justice, liberty, secularism, socialism and respect for human dignity – educational implications.

4.4 Role of various organisations in Education - UGC, NCTE, NCERT, SCERT, NUEPA,

NAAC and DIET – role and functions.

Practicum/ Field Work

- Study the impact of Right to Education Act on schools.
- Critical Analysis of different committees and commissions on education.
- Presentation on the reports and policies.
- Conducting and reporting any one activity which promote national integration in schools.
- Reporting awareness programmes conducted in schools about constitutional provisions.
- Reflection on the contribution of educational thinkers.
- Any other assignments related to the subject.

Reference:

- Aggarwal, J. C. (2005). Landmarks in the History of Modern Indian Education, (Fifth Edition), Vikas Publishing House Pvt Ltd, New Delhi.
- Amala, Anupama & Rao, D. B. (2006). History of Education, Discovery Publishing House, New Delhi.
- Bhatia, (2004). Theory and Principles of Education, Doaba House, New Delhi.
- Chaube, S. P. & Chaube. A. (2005). Ideals of the Great Western Educators, Neelkamal Publications Pvt. Ltd.
- Dash, B. N. (2006). Principles of Education, Neelkamal Publications, Pvt Ltd, New Delhi.
- Kongwad, N. B. (2007). Education in India – Philosophical & sociological Foundations of Education, VidyanidhiPrakashana, Gadag.
- Mishra, R. C. (2014). History of Education Administration, APH Publishing Corp., New Delhi.
- Muniruddin, (2004). Indian Education, The New Millennium Perspective, Anmol Publications, New Delhi.
- Nunn, Percy. (2006). Principles of Education, Discovery Publishing House, New Delhi.
- Pillai, P. Ramachandra. (2004). Non-formal Education, Neelkamal Publications (P) Ltd, Hyderabad.

- Rao, Digumurti, Bhaskara. (2006). Teacher Education in India, Discovery Publishing House, New Delhi.
- Rao, V. K. (2005). History of Education, APH Publishing Corporation, New Delhi.
- Safaya, R. N. (2011). Current Problems in Indian Education, Dhanpat Rai Publishing Company (P) Ltd, New Delhi.
- Safaya, Shaida., & Shukla. (2010). Teacher in Emerging Indian Society- Theory and Principles of Education, Dhanpat Rai Publishing Co. (P) Ltd, New Delhi.
- Sharma, R. N. (2011). Philosophy and Sociology of Education, Surjeet Publications, Delhi.
- Thankachan T.C. (2006). Philosophical and Sociological Bases of Education, Aaromal Group, Kottayam, Kerala.
- Venkataiah, S. (2005). Nonformal Education, Anupam Publications, New Delhi.
- ಯಾದವಾಡ, ಎಸ್. ಬಿ. (2007) . ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ, ಗದಗ.
- ಯಾದವಾಡ, ಎಸ್. ಬಿ. (2007) . ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ, ಗದಗ.
- ಶಂಕರರಾವ್, ಚ. ನ. (2002). ಸಾಮಾಜಿಕಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರೀಯಚಿಂತನೆ, ಜೈಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

EDU 103: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the Basic Concepts related with Academic Discipline.
- Illustrate the strategies to promote Inter-disciplinary Learning and Multi-disciplinary Learning.
- Appreciate the different Academic Disciplines and their place in the school curriculum.
- Apply the understanding of Academic Disciplines in curriculum transaction.

Unit 1: Introduction to Disciplines and School Subjects

15 hours

- 1.1 Discipline, School Subject and Academic Discipline: meaning, characteristics, nature, need and importance; relationship and differences between school subjects and academic disciplines.
- 1.2 Emergence of Academic Disciplines and Formation of School Subjects; Chronology of formation of disciplines; formation of school subjects. historical, philosophical, cultural and socio-political perspectives of disciplines.
- 1.3 Classification of Academic Disciplines: need and importance; The Approximate classification of academic disciplines, Aristotle's Classification, Biglan's (1970) classification, Biglan-Becher Typology.
- 1.4 Inter-disciplinary and Multi-disciplinary Teaching and Learning: meaning, characteristics, significance, difference and educational implications, role of institution; Strategies to promote Interdisciplinary Learning: Team Teaching and Kolb's Experiential Learning – steps, benefits and educational implications.

Unit 2: Academic Disciplines in the Present School Curriculum

15 hours

- 2.1 Humanities in the School Curriculum: Evolution of language as a discipline, status of Humanities in Indian context, issues and challenges in teaching Humanities.

2.2 Social Science in the School Curriculum: Evolution of social science as a discipline, place of social science in the curriculum, issues and challenges of teaching social science, role of social science with respect to promoting peace and respecting diversity.

2.3 Natural Science in the School Curriculum: Evolution of natural science as a discipline, Science Education at Primary, Secondary and Higher Secondary Level, issues and challenges of teaching natural science, role of natural science with respect to sustainable development and health.

2.4 Mathematics in the School Curriculum: Evolution of mathematics as a discipline, math education at Primary, Secondary and Higher Secondary Level, issues and challenges of teaching Mathematics.

Practicum/ Field Work:

- Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare the response and prepare a report of your findings.
- Prepare a plan to transact the Team Teaching and Experiential Teaching for any topic of Class VIII and IX Syllabus.
- Choose any one subject and analyse the same from Historical, Philosophical and Sociological Perspectives.
- Any other assignments related to the subject.

Reference:

- Dirks, A. L. (1996). *Organization of knowledge: The emergence of academic specialty in America*.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.)
- Areekkuzhiyil, S. (2017). *Understanding discipline and subjects*. Neelkamel Publishers.
- Piaget, J. (1972). *The epistemology of interdisciplinary relationships*. Organization for Economic Cooperation and Development.
- White, J. (2003). *Rethinking the school curriculum: Values, aims and purposes*. utledge.

- White, J. (2005). *The aims of school education*. University of London.
- White, J. (2006). *Intelligence, destiny and education: The ideological origins of intelligence testing*. Routledge.
- National Council of Educational Research and Training (NCERT). (2005). *Report of NCF-2005*. New Delhi.

EDU 111A: PEDAGOGY OF SCHOOL SUBJECTS I – PART I: LANGUAGE

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the nature, characteristics, and structure of the language.
- Develop the knowledge of acquisition of basic language skills.
- Develop the competencies and professional qualifications essential for a language teacher in the present scenario.
- Analyze the recommendations of the Gokak Committee and NCF 2005 in relation to language learning.

Unit 1 Introduction to Language

15 hours

- 1.1 Language: meaning, definitions, nature and characteristics.
- 1.2 Aims and Objectives of teaching English as first and second language.
- 1.3 Basic components, structure and functions of language.
- 1.4 Status of language: status of English in administration and society.
- 1.5 Language Formula: recommendations of Gokak committee and NCF 2005.
- 1.6 Language Teacher: qualities and qualification, need and measures for professional growth.

Unit 2 Language Skills and Curriculum

15 hours

- 2.1 Listening Skill- meaning, definitions, objectives, types, importance of listening skill and activities to develop good listening skills.
- 2.2 Speaking Skill- meaning, definition, objectives, types, importance of speaking skill, causes for poor speech habits and ways to develop good speaking skills.
- 2.3 Reading Skill – meaning, definition, objectives, importance of reading skill, types and errors in reading and ways to develop reading skills.
- 2.4 Writing skill -meaning, definition, objectives and importance of writing skill, characteristics of good handwriting, causes for poor handwriting and ways to develop good handwriting.

2.5 Language Curriculum -concept, characteristics, principles of curriculum construction.

2.6 Language Text Book – meaning, characteristics, uses for teachers and students, critical analysis of secondary school text book.

Practicum /Fieldwork:

- A critical study on language textbook of Secondary School.
- Activities to develop linguistic skills –listening, speaking, reading and writing.
- Prepare a report on the recommendation of Gokak committee.
- Any other assignments related to the subject.

Reference:

- A.L.Kohli (2004) Techniques of Teaching English Dhanpati Rai Publishing company Delhi.
- Curriculum Framework (2004) two-year B.Ed. programme. National Council for Teachers Education, New Delhi.
- John Adam (2013) Teaching of Language Anmol Publications Pvt Ltd New Delhi.
- K. Venugopal Rao (2010) Techniques of teaching English Neelkamal publication Pvt, Ltd Hyderabad.
- Patteti Adam Paul (2014) Teaching of Language A.P.H. Publishing Corporation Delhi.
- R A Sharma. (2009) Fundamentals of Teaching English R Lall book depot –Department of education Meerut Sixth Edition
- Shaikh Mowla (2005) Methods of Teaching English Neelkamal publication Pvt, Ltd Delhi.
- T.C. Baruah (2000) The language teachers Handbook sterling Publishers Pvt Ltd.

EDU 111A ಶಿಕ್ಷಣಶಾಸ್ತ್ರವಾಗಿಶಾಲಾವಿಷಯ (ಅ): ಭಾಷೆ

ಬೋಧನಾಸಮಯ: 30

ಕ್ರೆಡಿಟ್:02

ಕಲಿಕಾಫಲಗಳು

ವಿದ್ಯಾರ್ಥಿಶಿಕ್ಷಕರು

- ಭಾಷೆಯ ಸ್ವರೂಪ, ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ರಚನೆಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವರು.
- ಮೂಲಭಾಷಾಕೌಶಲ್ಯಗಳ ಸ್ವಾಧೀನತೆಯ ಜ್ಞಾನವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
- ಪ್ರಸ್ತುತ ಸನ್ನಿವೇಶದಲ್ಲಿ ಭಾಷಾಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯವಾದ ಸಾಮರ್ಥ್ಯಗಳು ಮತ್ತು ವೃತ್ತಿಪರ ಅರ್ಹತೆಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವರು.
- ಭಾಷಾಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಗೋಕಾಕ್ ಸಮಿತಿ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು 2005 ರ ಶಿಫಾರಸುಗಳನ್ನು ವಿಶ್ಲೇಷಿಸುವರು.

ಘಟಕ-೧ ಭಾಷೆ

15 hours

- 1.1 ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ, ಗುಣಲಕ್ಷಣಗಳು.
- 1.2 ಪ್ರಥಮ ಹಾಗೂ ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡವನ್ನು ಬೋಧಿಸುವ ಗುರಿಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು.
- 1.3 ಭಾಷೆಯ ಮೂಲ ಘಟಕಾಂಶಗಳು, ರಚನೆ ಹಾಗೂ ಕಾರ್ಯಗಳು.
- 1.4 ಭಾಷೆಯ ಸ್ಥಾನಮಾನ: ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಹಾಗೂ ಸಮಾಜದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯ ಸ್ಥಾನಮಾನ.
- 1.5 ಭಾಷಾಸೂತ್ರ: ಗೋಕಾಕ ಸಮಿತಿ ಹಾಗೂ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು ೨೦೦೫ ರ ಶಿಫಾರಸುಗಳು.
- 1.6 ಭಾಷಾಶಿಕ್ಷಕಿ: ಅರ್ಹತೆಗಳು ಹಾಗೂ ಗುಣಗಳು, ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆಯ ಅಗತ್ಯತೆ ಹಾಗೂ ಸುಧಾರಣಾ ಕ್ರಮಗಳು.

ಘಟಕ ೨ ಭಾಷಾಕೌಶಲಗಳು ಮತ್ತು ಪಠ್ಯಕ್ರಮ

15 hours

- 2.1 ಆಲಿಸುವಿಕೆ ಕೌಶಲ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಉದ್ದೇಶಗಳು, ವಿಧಗಳು, ಹಾಗೂ ಉತ್ತಮ ಆಲಿಸುವಿಕೆಯನ್ನು ಬೆಳೆಸಲು ನೀಡಬಹುದಾದ ಚಟುವಟಿಕೆಗಳು.

2.2ಮಾತುಗಾರಿಕೆಕೌಶಲ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಉದ್ದೇಶಗಳು, ವಿಧ, ಹಾಗೂಮಾತುಗಾರಿಕಾದೋಷಗಳುಮತ್ತುಉತ್ತಮಮಾತುಗಾರಿಕಾಕೌಶಲವನ್ನುಬೆಳೆಸುವ ಮಾರ್ಗೋಪಾಯಗಳು.

2.3ಓದುಗಾರಿಕೆಕೌಶಲ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಉದ್ದೇಶಗಳು, ಅಗತ್ಯತೆ ಹಾಗೂ ಓದುಗಾರಿಕೆ ವಿಧಗಳು, ದೋಷಗಳು ಮತ್ತು ಉತ್ತಮ ಓದುಗಾರಿಕೆ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವ ಮಾರ್ಗೋಪಾಯಗಳು.

2.4ಬರವಣಿಗೆಕೌಶಲ-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಉದ್ದೇಶಗಳು, ಅಗತ್ಯತೆ ಮತ್ತುಉತ್ತಮ ಬರವಣಿಗೆಯ ಲಕ್ಷಣಗಳು, ಬರವಣಿಗೆ ದೋಷಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ಉತ್ತಮ ಬರವಣಿಗೆ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವ ಮಾರ್ಗೋಪಾಯಗಳು.

2.5ಭಾಷಾಪಠ್ಯಕ್ರಮ- ಪರಿಕಲ್ಪನೆ, ಗುಣಲಕ್ಷಣಗಳುಹಾಗೂಪಠ್ಯಕ್ರಮರಚನೆಯತತ್ವಗಳು.

2.6ಭಾಷಾಪಠ್ಯಪುಸ್ತಕ-ಅರ್ಥ, ಗುಣಲಕ್ಷಣಗಳು, ಶಿಕ್ಷಕಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಯೋಜನಗಳು, ಪ್ರೌಢಶಾಲಾ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ವಿಮರ್ಶೆ.

ಪ್ರಾಯೋಗಿಕಕಾರ್ಯ

- ಪ್ರೌಢಶಾಲಾ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ವಿಮರ್ಶೆ.
- ಭಾಷಾಕೌಶಲವನ್ನು ಬೆಳೆಸಲು ನೀಡಬಹುದಾದ ಚಟುವಟಿಕೆಗಳ ವರದಿ.
- ಗೋಕಾಕ ವರದಿಯ ಶಿಫಾರಸ್ಸುಗಳ ಬಗ್ಗೆ ವರದಿಯ ತಯಾರಿ.

ಪರಮಮರ್ಶನಪುಸ್ತಕಗಳು:

- ಡಾ. ಚಂದ್ರಹಾಸಜಿ., ಶಿಕ್ಷಣ ಮತ್ತು ಬೋಧನಾಶಾಸ್ತ್ರವಾಗಿ ಭಾಷೆ-ಕನ್ನಡ, ವಿಸ್ಮಯಪ್ರಕಾಶನಮೈಸೂರು.
- ಡಾ. ಐ.ಎಲೋಕಾಪುರ, ಪ್ರೌಢಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು” ಪ್ರಕಾಶನ: ಜಯದೇವ. ಮೈಸೂರು •
- ಪರಗಿ.ವಿ.ಅನಸೂಯ, ‘ಮಾತೃಭಾಷೆ ಕನ್ನಡ ಮತ್ತು ಬೋಧನಾಮಾರ್ಗ’, ಪ್ರಕಾಶನ: ವಿವೇಕಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ - ೨೦೦೪
- ಪ್ರೊ.ಪಿ.ಎಸ್.ಸುರೇಶ್, ಎನ್.ಪುಟ್ಟಸ್ವಾಮಿ, ‘ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು’, ಪ್ರಕಾಶನ: ಆರ್.ರವೀಶ್, ಸದ್ಗುರುಪ್ರಿಂಟ್ಸ್, ಮೈಸೂರು, ೨೦೦೬

- ಸಂಪನ್ಮೂಲಪುಸ್ತಕರಚನಾಸಮಿತಿ, ಡಿಎಸ್‌ಸಿಆರ್‌ಟಿ, 'ಕನ್ನಡಸಂಪದ', ಪ್ರಕಾಶನ:
ವಿನಾಯಕಆಫ್‌ಸೈಂಟ್ಸ್ # ೫೬, ೯ನೇ ಮುಖ್ಯರಸ್ತೆ, ೧ನೇ ಅಡ್ಡರಸ್ತೆ, ಕಾವೇರಿನಗರ,
ಬನಶಂಕರಿ ಕೈಗಾರಿಕಾಪ್ರದೇಶ, ಬನಶಂಕರಿ ೨ನೇಹಂತ, ಬೆಂಗಳೂರು - ೫೬೦೦೭೦,
ಪ್ರಕಟಣಾವರ್ಷ ೨೦೦೮

EDU 111A: स्कूल विषयों का शिक्षा शास्त्र I - भाग I: भाषा

शिक्षणघंटे: 30

क्रेडिट्स: 02

सीखनेकेपरिणाम:

- पाठ्यक्रम पूरा होने पर छात्र शिक्षक सक्षम हो सकेंगे
- बुनियादी भाषा कौशल के अधिग्रहण के ज्ञान को परिचित करना और विकसित करना
- वर्तमान परिदृश्य में शिक्षक के लिए दक्षताओं और व्यावसायिक योग्यताओं का विकास करना
- कर्नाटक राज्य में भाषा सीखने के संबंध में गोकक समिति की सिफारिशों के बारे में समझ विकसित करना

इकाई 1 भाषा का परिचय

15 hours

- 1.1 भाषा: अर्थ, परिभाषा, स्वरूप, विशेषताएँ
- 1.2 अंग्रेजी को दूसरी और □□□□ भाषा के रूप में पढ़ाने के लक्ष्य और उद्देश्य
- 1.3 भाषा के मूल घटक, संरचना और कार्य
- 1.4 भाषा की स्थिति: प्रशासन और समाज में अंग्रेजी की स्थिति
- 1.5 भाषा सूत्र: गोकक समिति और एनसीएफ 2005 की सिफारिशें
- 1.6 भाषा शिक्षक: पेशेवर विकास के लिए गुण और योग्यता, आवश्यकता और उपाय

इकाई 2 भाषा कौशल और पाठ्यक्रम

15 hours

- 2.1 श्रवण कौशल - अर्थ, परिभाषा, उद्देश्य, प्रकार, श्रवण कौशल का महत्व और अच्छा श्रवण कौशल विकसित करने के लिए गतिविधियाँ
- 2.2 बोलने का कौशल- अर्थ, परिभाषा, उद्देश्य, प्रकार, बोलने के कौशल का महत्व, खराब भाषण आदतों के कारण और अच्छे बोलने के कौशल को विकसित करने के तरीके।
- 2.3 पढ़ने का कौशल - अर्थ, परिभाषा, उद्देश्य, पढ़ने के कौशल के प्रकार और पढ़ने में त्रुटियाँ और पढ़ने के कौशल को विकसित करने के तरीके का महत्व
- 2.4 लेखन कौशल -लेखन कौशल का अर्थ, परिभाषा, उद्देश्य और महत्व, अच्छी लिखावट की विशेषताएँ, खराब लिखावट के कारण और अच्छी लिखावट विकसित करने के तरीके
- 2.5 भाषा पाठ्यचर्या-पाठ्यचर्या निर्माण की अवधारणा, विशेषताएँ, सिद्धांत
- 2.6 भाषा की पाठ्यपुस्तक - अर्थ, विशेषताएँ, शिक्षकों और छात्रों के लिए उपयोग, माध्यमिक विद्यालय की पाठ्यपुस्तक का आलोचनात्मक विश्लेषण

प्रैक्टिकम/असाइनमेंट

- माध्यमिक विद्यालय की भाषा पाठ्यपुस्तक पर एक आलोचनात्मक अध्ययन
- भाषाई कौशल विकसित करने के लिए गतिविधियाँ - सुनना, बोलना, पढ़ना और लिखना

- गोकक समिति की सिफ़ारिश पर एक रिपोर्ट तैयार करें

संदर्भपुस्तकें:

- गुप्ता, सुरेश. (2006). *भाषा: एकपरिचय*. राजपालएंडसन्स.
- श्रीवास्तव, विजय. (2014). *भाषाऔरउसकाप्रयोग*. हिंदीभवन.
- शर्मा, राकेश. (2012). *भाषाकीपरिभाषाऔरस्वरूप*. प्रगतिप्रकाशन.
- वर्मा, प्रवीण. (2015). *भाषाकातत्वऔरविशेषताएँ*. ज्ञानवर्धनप्रकाशन.

EDU 111B: PEDAGOGY OF SCHOOL SUBJECTS I – PART I: PHYSICS

Teaching Hours: 40

Credits: 02

Course Learning Outcomes:

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

- Explain the nature and structure of Physics.
- Recognize the significance of Physics in the present time.
- Understand the aims, objectives, and values of teaching Physics.
- Develop professional competencies and skills of an effective Physics teacher.

Unit 1: Introduction to Teaching Physics

15 hours

- 1.1 Physics: Concept, nature, characteristics, scope, and importance.
- 1.2 Aims and objectives of teaching Physics.
- 1.3 Essential skills of teaching Physics: observation, inquiry, and experimentation.
- 1.4 Correlation of Physics with other subjects: chemistry, biology, mathematics, and engineering.
- 1.5 Values of teaching Physics: disciplinary, aesthetic, utilitarian, vocational, and cultural
- 1.6 Physics teacher: Qualification, qualities, and professional competencies; need and measures for professional growth.

Unit 2: Physics Curriculum

15 hours

- 2.1 Physics curriculum: Meaning, principles of curriculum construction and organization.
- 2.2 Approaches to curriculum organization: Topical, spiral, unitary, logical, and psychological approaches.
- 2.3 Approaches to curriculum transaction: Disciplinary, integrated, and interdisciplinary approaches.
- 2.4 Curriculum in India: Main features of State, CBSE, ICSE, IB, and IGCSE curriculum.
- 2.5 Physics curriculum at the international level: Harvard Project, Nuffield Science Project, PSSC.

2.6 Physics textbook: Characteristics, uses for teachers and students, critical analysis of a secondary school Physics textbook.

Practicum/Field Work:

- Comparative study of different Physics curricula.
- Study of measures for professional growth of Physics teachers.
- Critical analysis of a secondary school Physics textbook.
- Preparation of an album of physicists and their contributions.
- Any other assignments related to the subject.

References:

- A. B. Bhatnagar and S.S. Bhatnagar. (2011). *Teaching of Science*, R. Lall Book Depot, Meerut.
- Aman Rao. (2006). *Teaching of Physics*, Anmol Publications Pvt. Ltd., New Delhi.
- L.M. Sharma. (2008). *Teaching of Science and Life Sciences*, Dhanpat Rai Publishing Company, New Delhi.
- M.S. Yadav. (2006). *Teaching of Science*, Anmol Publications Pvt. Ltd., New Delhi.
- Monika Davar. (2012). *Teaching of Science*, PHI Learning Pvt. Ltd., New Delhi.
- Najma M. Siddiqi and M. Nasim Siddiqi. (2005). *Teaching of Science Today and Tomorrow*, Dobra House Booksellers and Publishers, Delhi.
- R.C. Das. (2005). *Science Teaching in Schools*, Sterling Publishers Pvt. Ltd., New Delhi.
- S.R. Joshi. (2005). *Teaching of Science*, APH Publishing Corporation, New Delhi.
- Salil Tripathi. (2005). *Teaching of physical Science*, Dominant Publishers and Distributors, New Delhi.
- V.Krishnamacharyulu (2011) *Science Education*, Neelkamal Publications Pvt, Ltd., New Delhi.
- Y. Chandradhara Singh and D. Bhaskara Rao. (2006). *Techniques of Teaching Science*, Sonali Publications, New Delhi.
- Yogesh Kumar Singh and Ruchika Nath. (2005). *Teaching of General Science*, APH Publishing Corporation, New Delhi.

EDU 111C: PEDAGOGY OF SCHOOL SUBJECTS I – PART I: CHEMISTRY

Teaching Hours: 40

Credits: 02

Course Learning Outcomes:

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

- Understand the concept, nature, scope, and importance of Chemistry as a subject.
- Comprehend the aims and objectives of teaching Chemistry at the secondary level
- Develop essential teaching skills such as observation, inquiry, and experimentation.
- Analyze the correlation of Chemistry with other subjects like Physics, Mathematics, and Geography.

Unit 1 Introduction to Teaching Chemistry

15 hours

- 1.1 Chemistry: concept, nature, scope and importance.
- 1.2 Aims and Objectives of teaching Chemistry.
- 1.3 Essential Skills of teaching Chemistry: Observation, Inquiry and Experimentation-meaning and importance.
- 1.4 Correlation of Chemistry with other subjects: Biology, Physics, Mathematics and Geography.
- 1.5 Values of teaching Chemistry: Disciplinary, Aesthetic, Utilitarian, Vocational, Cultural, scientific attitude and scientific temper.
- 1.6 Chemistry Teacher: qualification, qualities and professional competencies; need and measures for Professional Growth.

Unit 2: Chemistry Curriculum

15 hours

- 2.1 Chemistry Curriculum: meaning, principles of curriculum construction, and organisation, underlying criteria for Chemistry curriculum.
- 2.2 Approaches to Curriculum Organisation: Topical, Spiral, Unitary and Logical and Psychological approaches.
- 2.3 Approaches to Curriculum Transaction: Disciplinary, Integrated and Inter Disciplinary-meaning, characteristics, advantages and disadvantages.

2.4 Curriculum in India: Main Features of State, CBSE, ICSE, IB and IGCSE curriculum.

2.5 Science Curriculum in the International Level: Nuffield Science, CHEM study, Harvard Science Project.

2.6 Science Text Book: characteristics, uses for teachers and students, critical analysis of secondary school text book.

Practicum/Fieldwork:

- Critical analysis of the current Chemistry curriculum of secondary education boards.
- Critical analysis of Chemistry textbook of secondary school.
- Prepare a report on values of teaching Chemistry.
- A survey on scientific attitude among Higher primary and secondary school students.
- Conducting Action Research in any area related to Chemistry education.
- A study on professional qualities/professional competencies/professional growth of Chemistry teacher.
- Any other assignments related to the subject.

Reference:

- Jaya Sree, L., & Rao, D. B. (2004). *Methods of teaching science*. Discovery Publishing House.
- Joshi, S. R. (2005). *Teaching of science*. Kul Bhushan Nangia. Krishnammacharulu, V. (2011). *Science education*. Neelkamal Publications Pvt. Ltd.
- Kumar, K. S., Krishna, K. R., & Rao, D. B. (2004). *Methods of teaching chemistry*. Discovery Publishing House
- Sen, B. R. (2005). *Effective methods of teaching science*. Ajay Verma for Commonwealth Publishers
- Sethi, P. (2006). *Teaching of chemistry*. Campus Books International.
- Siddiqi, M., & Siddiqi, H. (2006). *Teaching of science today and tomorrow*. Diana House.
- Singh, U. K., & Nayak, A. K. (2005). *Teaching of science*. Ajay Verma.

EDU 112A: PEDAGOGY OF SCHOOL SUBJECTS II – PART I: MATHEMATICS

Teaching Hours: 30 hours

Credits: 2

Course Learning Outcomes:

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

- Explain the nature and structure of Mathematics.
- Recognize the significance of Mathematics in the modern world.
- Understand the aims, objectives, and values of teaching Mathematics.
- Develop professional competencies and skills of an effective Mathematics teacher.

Unit 1: Introduction to Teaching Mathematics

15 hours

- 1.1 Mathematics: concept, nature, characteristics, scope, and importance.
- 1.2 Aims and objectives of teaching Mathematics.
- 1.3 Essential skills of teaching Mathematics: Neatness and accuracy, logical thinking, and use of symbolic language.
- 1.4 Correlation of Mathematics with other subjects: Language, Physics, Chemistry, Biology, Social Science, and Engineering.
- 1.5 Values of teaching Mathematics: Disciplinary, aesthetic, utilitarian, vocational, and cultural.
- 1.6 Mathematics teacher: Qualification, qualities, and professional competencies; need and measures for professional growth.

Unit 2: Mathematics Curriculum

15 hours

- 2.1 Mathematics curriculum: Meaning, principles of curriculum and organization.
- 2.2 Approaches to curriculum organization: Topical, spiral, unitary, logical, and psychological approaches.
- 2.3 Approaches to curriculum transaction: Disciplinary, integrated, and interdisciplinary.
- 2.4 Curriculum in India: Main features of State, CBSE, ICSE, IB, and IGCSE curriculum.
- 2.5 Mathematics curriculum at the international level: SMSG, UCSMP.

2.6 Mathematics textbook: Characteristics, uses for teachers and students, critical analysis of a secondary school Mathematics textbook.

Practicum/Field Work:

- Comparative study of different Mathematics curricula.
- Study of measures for the professional growth of Mathematics teachers.
- Critical analysis of a secondary school Mathematics textbook.
- Preparation of an album of mathematicians and their contributions.
- Any other assignments related to the subject.

References:

- A.K. Kulashrestha. (2012). *School management*, R. Lall Book Depot, Meerut.
- Anice James (2005). *Teaching of Mathematics*, Neelkamal Publications Pvt, Ltd., New Delhi.
- Anice James and Jayanthi. (2011). *Skills and Strategies of Teaching Mathematics*, Neelkamal Publications Pvt, Ltd., New Delhi.
- Arun Kumar Kulashrestha. (2003). *Teaching of Mathematics*, R. Lall Book Depot, Meerut.
- E. Suneetha, R. Sambasiva and Digumarti Bhaskara Rao. (2005). *Methods of Teaching Mathematics*, Discovery Publishing House, New Delhi.
- Girish S and Jagadish K.C. (2016). *Content and Pedagogy of Mathematics*, Hallur Prakashana, Bengaluru.
- Kulbir Singh Sidhu, (2011). *The Teaching of Mathematics*, Sterling Publishers Pvt. Ltd., New Delhi.
- Mujibul Hasan Siddiqui. (2005). *Teaching of Mathematics*, APH Publishing Corporation, New Delhi.
- S. K. Mangal. (2006). *Teaching of Mathematics*, Tandon Brothers, Ludhiana.
- S. K. Mangal. (2013). *Teaching of Mathematics*, Tandon Brothers, Ludhiana.
- S. M. Agarwal. (2010). *Teaching of Modern Mathematics*, Dhanpat Rai Publishing Company, New Delhi.

- S.J. Vijaya Kumar and D. Baskara Rao. (2006). *Techniques of Teaching Mathematics*, Sonali Publications, New Delhi.

EDU 112 B: PEDAGOGY OF SCHOOL SUBJECTS II – PART I: SOCIAL SCIENCE

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the aims and objectives of teaching social science at secondary school level.
- Analyze the correlation of Social Science with other subjects and evaluate the various values derived from learning Social Science, such as disciplinary, democratic, and vocational.
- Understand of the nature of social science, and the distinct characteristics of the individual disciplines comprising Social Sciences.
- Understand of the principles of curriculum construction and identify the challenges in curriculum development and effective curriculum transaction approaches.

Unit 1: Introduction to Teaching Social Science.

15 hours

- 1.1 Social Science: concept, nature, scope and importance.
- 1.2 Aims and Objectives of Teaching Social Science.
- 1.3 Social Studies Vs Social Science – concept, nature and characteristics.
- 1.4 Correlation of Social Science with other subjects: Language, Science and Mathematics.
- 1.5 Values of Learning Social Science – Disciplinary, Democratic, Aesthetic, Utilitarian, Vocational, and Cultural.
- 1.6 Social Science Teacher: Qualification, Qualities and Professional Competencies; need and measures for Professional Growth.

Unit 2: Social Science Curriculum

15 hours

- 2.1 Social Science Curriculum: meaning, principles of curriculum construction, and organisation, challenges in the development of social science curriculum.
- 2.2 Organisation of Curriculum: Topical, Spiral, Unitary, Logical and Psychological approaches.
- 2.3 Approaches to Curriculum Transaction: Multi-Disciplinary, Thematic and Inter-disciplinary.

2.4 Concerns in Teaching Social Science: Diversity, Gender and Special needs.

2.5 Curriculum in India: main features of State, CBSE, ICSE, IB and IGCSE curriculum.

2.6 Social Science Text Book: characteristics, uses for teacher and students, critical analysis of secondary school text book – class 8, 9 and 10.

Practicum/Fieldwork:

- Critical evaluation of Social Science Textbooks at Secondary School level.
- Assignments on branches of social science.
- Social Sciences - Current Realities, and Future Trends.
- Picture album, stamp collection.
- Activities related to Social Science teacher professional enrichment.
- Any other assignments related to the subject.

Reference:

- Aggarwal, J.C (2003). Teaching of Social Studies: A Practical Approach, Vikas Publishing House.
- Aggarwal, J.C (2007). Teaching of History: A Practical Approach, Vikas Publishing House, Noida.
- Dash, B. N. (2006). Teaching of History, Neelkamal Publications Pvt, Ltd, New Delhi.
- Dash, B. N. (2014). Teaching of History, Neelkamal Publications Pvt, Ltd, New Delhi.
- Dash, B. N., & Murthy, Radhakrishna, I. V. (2005). Methods of Teaching Social Studies, Neelkamal Publications Pvt Ltd, New Delhi.
- Khan, M. A. (2006). Teaching of Social Studies, Commonwealth Publishers, New Delhi.
- Kochhar, K. (2006). Teaching of History, Sterling Publishers (Pvt) Ltd, New Delhi.
- Kochhar, S.K. (1982). Teaching of History, Sterling Publishers Pvt Ltd, Jalandhar.
- Kongawad, N. B. (2017). Pedagogic Tools techniques and Approaches, VidyanidhiPrakashana, Gadag.
- Kongawad, N. B. (2017). Understanding Discipline and Pedagogy – Social Science, VidyanidhiPrakashana, Gadag.

- Kumar, D., Singh, G., & Parihar, A. (2012). Teaching of Social Studies, R. Lall Book Depot, Meerut.
- Kumari, B., & Rao, D. B. (2006). Methods of Teaching, Discovery Publishing House, New Delhi.
- Mangal, S. K. (2011). Teaching of Social Studies, PHI Learning Pvt Ltd, New Delhi.
- Ramachandrani, S. (2005). Modern Methods and Techniques of Teaching, Dominant Publishers & Distributors, New Delhi.
- Reddy, K. T. (2009). Teaching of History, VidyanidhiPrakashana, Gadag.
- Ruhela, S. P. (2009). Teaching of Social Sciences, Neelkamal Publications Pvt, Ltd, Hyderabad.
- Shamsi, N. (2004). Modern Teaching of Social Studies, Anmol Publications Pvt Ltd, New Delhi.
- Singh, Y. K. (2005). Teaching Social Studies, APH Publishing Corporation, New Delhi.
- ತಿಮ್ಮಾರೆಡ್ಡಿ, ಕೆ. (2009). ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ, ಗದಗ.
- ಜಿ, ರಾಜು. (2013). ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ, ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ, ಗದಗ.

EDU 112C: PEDAGOGY OF SCHOOL SUBJECTS II – PART I: BIOLOGY

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the concept, nature, scope, and importance of Biology, and articulate the aims and objectives of teaching Biology in educational settings.
- Analyze the essential skills of teaching Biology, including observation, inquiry, and experimentation, and evaluate their importance in effective Biology instruction.
- Compare different approaches to curriculum organization and transaction in Biology.
- Critically evaluate Biology curricula across various educational boards and international science curricula and examine the role and characteristics of science textbooks in secondary education.

Unit 1 Introduction to Teaching Biology

15 hours

- 1.1 Biology: concept, nature, scope and importance.
- 1.2 Aims and Objectives of teaching Biology.
- 1.3 Essential Skills of Teaching Biology: Observation, Inquiry and Experimentation- meaning and importance.
- 1.4 Correlation of Biology with other subjects: Chemistry, Physics, Maths and Geography.
- 1.5 Values of Teaching Biology: Disciplinary, Aesthetic, Utilitarian, Vocational, Cultural, scientific attitude and scientific temper.
- 1.6 Biology Teacher: qualification, qualities and professional competencies; need and measures for Professional Growth.

Unit 2: Biology Curriculum

15 hours

- 2.1 Biology Curriculum: Meaning, Principles of curriculum construction, and organisation, underlying criteria for Biology Curriculum.
- 2.2 Approaches to Curriculum Organisation: Topical, Spiral, Unitary and Logical and Psychological approaches.

2.3 Approaches to Curriculum Transaction: Disciplinary, Integrated and Inter Disciplinary-meaning, characteristics, advantages and disadvantages.

2.4 Curriculum in India: main Features of State, CBSE, ICSE, IB and IGCSE Curriculum.

2.5 Science Curriculum in the International Level: Nuffield Science, BSCS, Harvard Science Project.

2.6 Science Text Book: characteristics, uses for teachers and students, critical Analysis of Secondary School text book.

Practicum/ Fieldwork:

- Critical analysis of the current biology curriculum of various secondary education boards.
- Critical analysis of Biology textbook of secondary school.
- Write a report based on observation of the surrounding area regarding medicinal plants.
- Prepare a report on values of teaching biology.
- A survey on scientific attitude among Higher primary and secondary school students.
- Conducting Action Research in any area related to biology education.
- A study on professional qualities/professional competencies/professional growth of biology teacher.
- Any other assignment related to the subject.

Reference:

- Aggarwal, D. D. (2004): Modern methods of Teaching Biology: Saruk and Sons (Sarlooks.com)
- Choudhary. S. (2010). Teaching of biology. APH publishing corporation. New Delhi.
- Dr.Kulshreshtha S.P. 'Teaching of Biology' Surya publications (2006)
- Das R.C. 'Science Teaching in Schools' Sterling Publications (1990).
- Kulshreshtha (2010). Teaching of biology. R Lall Book depot.
- Mohan Kumar T B. (2015). Content and pedagogy of biological science. Sapna book house.
- Myageri C V. (2007). Teaching of life science. VidyanidhiPrakashana.
- P. Ameeta. (2012). Methods of teaching biological science. Neelkamal Publication

- Sharma R.C. 'Modren Science Teaching' Dhanpat Rai publications (1982).
- Thurber W.A. and Colletta A. 'A Teaching Science in today 's Secondary schools' Prentice Hall of India (1964).
- Vaidya N. 'The Impact of Science Teaching 'Oxford & IBH Publications (1971).
- Yadav K. 'Teaching of Life Science' Anmol Publications (2001).
- Yadav M S. (2007). Teaching of science. Anmol publications.

EDU 112D: PEDAGOGY OF SCHOOL SUBJECTS II – PART I: COMMERCE

Teaching Hours: 30 hours

Credits: 2

Course Learning Outcomes:

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

- Understand the aims and objectives of teaching commerce at secondary and higher secondary level.
- Analyze the evolution of Commerce and its historical foundations, and assess its correlation with other subjects like Economics, Sociology, Geography, and Law.
- Evaluate different approaches to Commerce curriculum organization and transaction, and assess the main features of Commerce curricula across various educational boards in India.
- Develop the ability to critically analyse a commerce text book of higher secondary school.

Unit 1: Introduction to Teaching Commerce

15 hours

- 1.1 Commerce: Concept, Nature, Scope and Importance of Commerce.
- 1.2 Aims and Objectives of Teaching Commerce.
- 1.3 Evolution of Commerce: Evolution and Foundations of historical context of Commerce.
- 1.4 Correlation of commerce with other subjects: Economics, Sociology, Geography and Law.
- 1.5 Values of teaching Commerce – Disciplinary, Social, Moral, Utilitarian, Vocational, and Cultural.
- 1.6 Commerce Teacher: Qualification, Qualities and Professional Competencies; Need and measures for Professional Growth.

Unit 2: Commerce Curriculum

15 hours

- 2.1 Commerce Curriculum: meaning, characteristics and principles of curriculum construction.
- 2.2 Criteria for Commerce Curriculum: nature and criteria
- 2.3 Approaches to Curriculum Organisation: Topical, Spiral, Unitary, Logical and Psychological approaches.
- 2.4 Approaches to Curriculum Transaction: Disciplinary, Integrated and Inter disciplinary.
- 2.5 Curriculum in India: Main Features of State, CBSE, ICSE, IB and IGCSE curriculum.
- 2.6 Commerce Text Book: Characteristics, Uses for teachers and students, Critical Analysis of

Secondary School Text Book.

Practicum/ Fieldwork:

- Critical analysis of the current commerce curriculum of various secondary education boards.
- Critical analysis of Commerce textbook of Higher secondary school.
- Activities related to Commerce teacher professional enrichment.
- Any other assignments related to the subject.

Reference:

- Ramachandraiah, B.R. (2021). Pedagogy of Commerce, Vismaya Prakashana, Mysore.
- Wadhwa.T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI.

EDU 121: READING AND REFLECTING ON TEXTS

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

On completion of the course the 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 contexts to their own conceptualizations of various issues.

Unit 1: Basics and Types of Reading

15 hours

- 1.1 Basics of reading - skills, strategies, types – intensive/extensive, purposes, making cross references, exploring related literature.
- 1.2 Reading various types of texts – literature including novels, short stories, poems, biographies, plays, children’s literature – strategies of reading and reflecting, writing reviews.
- 1.3 Reading, reflecting, and critiquing academic writing/discourses, editorials in newspapers, policy documents – strategies of reading, reflecting – individually and in groups.
- 1.4 Using the digital media – listening to audio texts, reading digital texts – use of various gadgets.

Unit 2: Advanced Reading and Reflection

15 hours

- 2.1 Creative reading and evaluative reading, critical appreciation of a text read-writing critiques.
- 2.2 Making connections - 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.
- 2.4 Reading for developing an inclusive perspective.

Practicum/ Fieldwork:

- Reading and Reviewing Literature: Read at least 2 samples from each of the following and submit reviews of the texts read. (Each review may be limited to 100 words) Novels, short stories, poems, plays, essays, children's literature.
- Group Discussion and Summarisation: Display/provide copies of a short academic discourse – let them read the text in small groups, discuss, and prepare a write-up summarizing their discussions.
- Critical Reading of Policy Documents: Read various chapters of NCF 2005, NEP 2020 or RTE 2009 or any other policy document critically.
- Digital Text Reading: Write a short review of the digital text read and submit the soft copy to the teacher educator.
- Exploring Related Literature: Explore literature on a given issue related to their specialization subject. List at least 10 books and 20 websites related to the topic assigned.
- Any other assignment related to the subjects

Reference:

- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- National Council of Educational Research and Training. (2005). *National Curriculum Framework 2005*. NCERT. Retrieved from <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India. Retrieved from <https://www.education.gov.in/nep/about-nep>

EDU 122: UNDERSTANDING ICT AND ITS APPLICATIONS

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the basic Concepts of ICT, Artificial Intelligence and AI Project Tool.
- Create various design formats, social media graphics and presentations.
- Evaluate the strengths and limitations of OER and MOOCs in different educational contexts.
- Collaborate with peers using Google Workspace tools to complete shared tasks.

Unit 1: ICT and Blended Learning

15 hours

- 1.1 Information and Communication Technology (ICT): concept, need, techniques of Integrating ICT in classroom teaching and learning, legal and ethical issues- hacking, violating of copyright, plagiarism; concerns related to ICT.
- 1.2 Google Workspace: Gmail, Google Drive, Google Docs, Google Sheets, Google Slides, Google Meet and Google Calendar- meaning, methods of using and educational implications.
- 1.3 Canva user-friendly graphic design platform: meaning, benefits, creating a Canva account and design format using design template.
- 1.4 Open Educational Resources: Creative Common, Massive Open Online Courses (MOOCs) –Concept and Applications.

Unit 2: Foundational Concepts of Artificial Intelligence

15 hours

- 2.1 Artificial Intelligence: concept of Artificial Intelligence (AI) Machine Learning (ML), Deep Learning (DL); their differences.
- 2.2 Introduction to AI Domains: Data Science, Computer Vision and Natural Language Processing; Applications of Artificial Intelligence.
- 2.3 AI Ethics: Moral Issues, Data Privacy, AI Bias, AI Access, AI creates unemployment.

2.4 Stages involved in the AI Project Cycle: Problem Scoping, Data Collection, Data Exploration, Modeling and Evaluation.

Practicum/ Field Work:

- Lab exercises based on respective units.
- Case study on MOOC (e.g. Khan Academy, Coursera, MIT Open Courseware)
- Project on creating an online course.
- Any other assignments related to the Subject.

Reference:

- Géron, A. (2019). *Hands-on machine learning with Scikit-Learn, Keras, and TensorFlow: Concepts, tools, and techniques to build intelligent systems* (2nd ed.). O'Reilly Media.
- Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep learning*. MIT Press.
- IBM. (2019). *Introduction to artificial intelligence (AI)*. edX. Retrieved from <https://www.edx.org/course/artificial-intelligence-ai>
- Kaggle. (2019). *Intro to machine learning*. Kaggle. Retrieved from <https://www.kaggle.com/learn/intro-to-machine-learning>
- Mitchell, M. (2019). *Artificial intelligence: A guide for thinking humans*. Farrar, Straus and Giroux.
- Poole, D. L., & Mackworth, A. K. (2017). *Artificial intelligence: Foundations of computational agents* (2nd ed.). Cambridge University Press
- Provost, F., & Fawcett, T. (2013). *Data science for business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media.

EDU 131: MICROTEACHING AND INTEGRATION OF TEACHING SKILLS

Teaching Hours: 30

Credits: 02

Course Learning Outcomes:

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

- Understand the basic concepts and significance of microteaching.
- Plan and execute microteaching lessons effectively using various teaching skills.
- Utilize feedback and reflective Practices to improve teaching performance.
- Integrate multiple microteaching skills to create cohesive and effective lesson plans.

Unit 1: Micro Teaching

15 hours

- 1.1 Microteaching: meaning, characteristics, nature, and importance.
- 1.2 Microteaching Cycle: Planning, Teaching, Feedback.
- 1.3 Phases of Microteaching: detailed exploration of the different phases involved in microteaching.
- 1.4 Feedback: Importance, Reflective practices: need and uses.

Unit 2: Micro-Teaching Skills

15 hours

- 2.1 Instructions and steps for making a Microteaching Lesson Plan: detailed guidelines on creating effective micro teaching lesson plans.
- 2.2 Micro Teaching Skills: meaning, components, and format of various microteaching skills
 - Introduction
 - Fluency in Questioning
 - Probing Questions
 - Explanation
 - Stimulus Variation
 - Illustrating with Examples
 - Achieving Closure
 - Blackboard Writing
 - Map Location

- Experimentation
- Reading Aloud

2.3 Integration of Skills: meaning, format, and uses of integrating various micro teaching skills.

2.4 Materials for Micro teaching: selection and use of materials and resources to support Microteaching Sessions-textbooks and supplementary materials, visual aids.

Practicum:

- Five Micro-Teaching Skills each in Pedagogy I and II
- One Integration Skill lesson in Pedagogy I and II.
- Use of Chalk Board and Use of Teaching Aids (Compulsory).

Reference:

- Babu, R., & Dandapani, S. (2016). Essentials of microteaching. Neelkamal Publishers.
- George, A. N., Tomar, M., & Maurya, M. (n.d.). Micro teaching skills.
- Hemalatha Kalaima, D., & Asir Julius, R. (2015). Micro teaching: A way to build up skills. Lulu.com.
- Passi, B. K. (1976). Micro teaching: The art of effective teaching. Sterling Publishers.
- Singh, D. Y. K., & Sharma, M. S. (2004). Micro teaching. A.P.H. Publishing Corporation.

EDU 141: EDUCATIONAL TECHNOLOGY

Teaching Hours: 30

Credits: 2

Course Learning Outcomes:

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

- Develop an understanding of the concept, nature, scope and importance of educational technology.
- Evaluate the use of audio-visual aids and resource centers in educational technology, and assess their impact on enhancing learning experiences.
- Reflect upon application of educational technology, as a whole, in the field of education.
- Create an awareness of the societal implications of electronic technology and its potential impact on individuals and communities.

Unit 1: Conceptual Basis of Educational Technology

15 hours

- 1.1 Educational Technology: meaning, nature, objectives, importance, scope and role of educational technology in modern educational practices and in the classroom.
- 1.2 Approaches of Educational Technology: Hardware, Software and System- concept, scope and educational implications.
- 1.3 Audio Visual Aids: meaning, purpose, classification and importance; Dales Cone of Experience, Step Learning Experiential Model– steps and educational implications.
- 1.4 Resource Centers and Services in educational technology: Centre Institute of Technology (CIET), State Institute of Educational Technology (SIET), GYANDARSHAN, Information and Library Network (INFLIBNET) – uses and challenges.

Unit 2: Applications of Computer Technologies

15 hours

- 2.1 Computer Assisted Instruction: Concept, Characteristics, Modes – Drill and Practice, Tutorial, Simulation, Gaming and Problem Solving, advantages and disadvantages.
- 2.2 E-Learning: Web based learning, Mobile Learning– concept, advantages and limitations.
- 2.3 Blended Learning: meaning, elements, advantages and disadvantages.
- 2.4 Multi-Media Approach: meaning, features, significance, stages of development of Multimedia Instructional Package, scope and educational implications.

Practicum/ Field Work:

- Developing Self Instructional Material/ Learning Packages/ Multimedia Packages on a Unit.
- Writing a report on TV/ radio lessons and discussions.
- Survey on the use of Open Education Resources (OER) for class room transaction.
- Browse websites (E-Gyankosh, Shodhganga) collect documents like policies, plans, statistics, scholarships, issues and trends and write a report
- Any other assignments related to the subject.

Reference:

- Jalaja Kumari, C., &Rao, D. B. (2004). Methods of teaching educational technology. New Delhi: Discovery Publishing House.
- Oberoi, S. C. (2005). Educational technology. Delhi: Arya Book Depot.
- Pandey, V. C. (2005). Educational technology. Delhi: Isha Books.
- Rather, A. R. (2004). Essentials of instructional technology. New Delhi: Discovery Publishing House.
- Siddiqui, M. H. (2004). Technology in higher education. New Delhi: A P H Publishing Corporation.
- Singh, Y. K. (2005). Instructional technology in education. New Delhi: A P H Publishing Corporation.

EDU 151: ESSENTIAL LIFE SKILLS FOR PROFESSIONAL SUCCESS

Teaching Hours: 15

Credit: 01

Course Learning Outcomes:

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

- Develop the life skills identified by the World Health Organization (WHO), including self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationships, coping with stress, and coping with emotions.
- Enhance their self-awareness, empathy, and critical and creative thinking abilities.
- Apply essential professional skills, such as positive thinking, maintaining a right attitude, attention to detail, understanding the big picture, and learning and research skills.
- Apply different techniques for coping with stress and emotions, and build skills for effective communication and interpersonal relationships.

Unit:1 Overview of Life Skills:

- 1.1Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.
- 1.2Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ

Practicum:

- Write a comprehensive report on the meaning, significance, and various types of life skills identified by WHO.
- Analyze how life skills contribute to academic success and personal development in students and propose strategies to integrate these skills into the curriculum.

- Design a lesson plan or workshop aimed at teaching specific life skills (e.g., coping with stress, decision-making) to students. Include objectives, activities, and assessment methods.
- Explore key life skills for professionals, such as positive thinking, perseverance, and leadership. Discuss how these skills can be developed and their impact on career growth.
- Write a paper on the importance of emotional intelligence (EQ) for teachers and students, and suggest methods for developing EQ in both groups.
- Create a self-assessment tool for teachers to evaluate their own life skills and develop a personal development plan to enhance areas such as motivation, setting goals, and leadership.
- Analyse life skills such as problem-solving, stress management and effective communication can be utilized in handling classroom crises
- Comparative study of life skills frameworks. (UNESCO, OECD)
- Prepare or develop a practical guide for teachers on how to incorporate life skills into everyday classroom activities and interactions.

Reference:

- I. Rajeshkumar Bhatt (2017). *Life Skill Education*, Scholarink.com- An imprint of Notion Press Media, Pvt. Ltd, Chennai.
- K. Ravikanth Rao and Dinakar (2016). *Life Skills Education*, Neelkamal Publications Pvt. Ltd, Hyderabad.
- Sethi Kanika (2024). *Life Skills Education*, AG Publishing House, Bhopal.
- Verma Shalini (2014). *Development of Life Skills and Professional Practice*, S Chand Edutech Pvt. Ltd. Nodia.

EDU 181: SCHOOL EXPOSURE

Duration: 1 week

Credit:01

Objective:

To provide student teachers with an immersive experience in a school environment, enabling them to observe and understand various aspects of school operations, teaching practices, and classroom dynamics.

Learning Outcomes:

The student teacher, after completion of the School Exposure Programme, will be able to:

- observe and document the infrastructure, teaching-learning materials, and functioning of the school.
- understand the concept of a conducive classroom environment, teaching methods, and organization of various activities.
- recognize the diverse needs of the learners and creating a supportive learning environment that encourages student participation.
- develop a comprehensive profile of the school visited.
- reflect on the experiences and share insights at the Institute.

Detailed One-Week School Exposure Programme:

Day 1: Orientation and School Assignment -A brief orientation session is conducted to acquaint student teachers with the objectives and modalities of the Programme. Following this, student teachers are assigned to visit a local or nearby school (Government, Private, Urban, Rural, or a specified category school).

Day 2-3: The student teachers observe the school/classroom environments with reference to infrastructure, equipment, teaching-learning materials, functioning, human resources, and organization of various activities. They begin preparing a profile of the school, noting key observations and insights.

Day 4-5: The student teachers continue their observations, focusing on classroom dynamics,

teaching methods, student-teacher interactions, and extracurricular activities. They also observe mentor teachers' lessons to understand classroom dynamics and teaching methods. The school profile is completed with detailed observations and analysis.

Day 6: The student teachers share their observations with the teachers of the school, expressing gratitude for the opportunities provided. Upon returning to the Institute, they present their reports in a seminar or meeting, engaging in discussions and reflections with peers and faculty.

Assessment and Evaluation Criteria for School Exposure Programme

Criteria	Description	Marks
Recording Observation	Quality and thoroughness of observations. Completeness of school profiles.	5
Interaction and Collaboration	Effective interaction with school staff and students. Collaboration with peers during the Programme.	5
Participation and Attendance	Active participation in all sessions and school visits. Regular attendance and punctuality.	5
Report Writing	Detail and depth of the report on the school visit. Clarity and organization of the report.	5
Report Presentation	Quality and accuracy of presentation	5
Total Marks		25