

## **ED9AUDC150: LEARNING AND TEACHING**

**Teaching Hours: 60**

**Credits: 04**

### **Course Learning Outcomes:**

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

- Develop a understanding of the psychological foundations of learning and teaching,
- Critically evaluate and apply major learning theories to understand and address diverse educational needs and improve instructional strategies.
- Analyze various teaching philosophies and instructional methods to enhance their pedagogical practices.
- Develop skills in understanding individual differences and managing classrooms effectively.

### **Unit 1: Psychological Perspectives of Learning and Teaching**

**15 hours**

- 1.1 Learning and Teaching: concept, nature and phases, Transfer of learning –meaning, types factors affecting transfer of learning and measures to maximize transfer of learning; Maxims of teaching.
- 1.2 Motivation: Meaning and types of motivation; Learning curves: positive, negative and combination type, Plateaus in learning curves: causes and elimination.
- 1.3 Intelligence: meaning, nature, intelligence quotient-concept, categories; Theories of intelligence-Multiple intelligence (Gardener), Triarchic theory (Robert Sternberg), Emotional Intelligence (Goleman)- Major key points and classroom implications.
- 1.4 Sensation, Perception: Meaning and process; Memory- concept, information processing model by Atkinson and Shiffrin, techniques to improve memory.

### **Unit 2: Theoretical Perspectives of Learning and Teaching**

**15hours**

Major learning theories, their contributors, key concepts and practical applications in teaching.

- 2.1 Behaviourism: Pavlov, Skinner, Thorndike.
- 2.2 Cognitivism: Piaget, Vygotsky.
- 2.3 Constructivism: Bruner, Vygotsky.

2.4 Humanism: Maslow, Rogers.

### **Unit 3: Teaching Philosophies**

**15 hours**

- 3.1 Traditional and Progressive Education: Meaning and implications for teaching.
- 3.2 Montessori and Waldorf Methods: concept, characteristics and classroom applications.
- 3.3 Types of Instruction: Differentiated, Collaborative, characteristics and implications.
- 3.4 Technology integrated teaching: Gamification in Education, Hybrid Classrooms: concept and classroom implications.

### **Unit 4: Understanding the Learner and Classroom Management**

**15 hours**

- 4.1 Individual Differences: concept, types, causes and educational implications; Creativity: meaning, nature, dimensions; characteristics of creative learners, educational programmes for developing and fostering creativity.
- 4.2 Learning Styles: Visual, Auditory Reading/writing and Kinesthetic (VARK): Identifying and addressing diverse learning styles.
- 4.3 Experiential learning and reflection, meta-cognition: - meaning, characteristics and educational implications.
- 4.4 Classroom Management: meaning, components of effective classroom management, Strategies for maintaining classroom discipline, managing diverse classrooms, Creating a positive learning environment.

### **Practicum/Fieldwork:**

- Activities fostering creativity among different types of learners
- Teacher as a transformational leader and facilitator to learners.
- The various techniques of improving memory power of learners.
- A report on application of multiple intelligence theories to classroom teaching and learning.
- Motivation strategies to promote achievement among different types of learners.
- Assignment on the impact of motivation and learning curves in students.
- A report on the application of intelligence theories in education.

- Assignment on enhancing memory through experimental techniques.
- Assignment on analyzing teaching phases and transfer of learning.
- Assignment on identifying and addressing diverse learning styles (VARK)
- A study on strategies for maintaining classroom discipline.
- Any other assignments related to the subjects.

**Reference:**

- Bruner, R.F. (1978). *Psychology Applied to Teaching*, Houghton Miffling, Boston.
- Chadha, D.S. (2004). *Classroom Teaching and Learning*, Mittal Publications, New Delhi.
- Hegde, G. Vinayak., & D. H. Poorvi. (2021). *Learning Teaching Assessment*, VismayaPrakashana, Mysore.
- Hurlock, E.B. (1974). *Developmental Psychology*, TMH, New Delhi.
- Mangal, S K. (2011). *Essentials of Educational Psychology*, PHI Learning Pvt Ltd, New Delhi.
- Pathak, R.P (2012). *Educational Psychology*. Pearson, Noida.
- S Girish and Hallur Basavaraj. (2017). *Learning And Teaching*, HallurPrakashana, Bengaluru.
- Sharma, R.A. (2005). *Development of Learner and Teaching-Learning Process*, R. Lall Book Meerut (U.P.).
- SharmaYogendra, K. (2007). *Textbook of Educational Psychology*, Kanishka Publisher, New Delhi.
- Yadwad, S. B., & Mattikoppa, M Sharada. (2017). *Learning and Teaching Processes*, VidyanidhiPrakashana, Gadag.

## **ED9AUDC151: ASSESSMENT FOR LEARNING**

**Teaching Hours: 60**

**Credits: 04**

### **Course Learning Outcomes:**

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

- Evaluate and utilize various assessment techniques to enhance educational practice.
- Apply statistical methods to analyze educational data and interpret the results for informed decision-making.
- Integrate comprehensive evaluation strategies within the teaching-learning process to improve student outcomes.
- Develop a thorough understanding of Bloom's Taxonomy and its application in creating educational objectives across different domains.

### **Unit 1: Basics of Assessment**

**15 hours**

- 1.1 Assessment, Measurement and Evaluation: meaning, characteristics and differences between measurement and evaluation; principles and process of evaluation.
- 1.2 Revised Bloom's Taxonomy of Educational Objectives-cognitive, affective and psychomotor domain.
- 1.3 Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences; Types of Tests: Unit Test-concept, characteristics, construction of a well-balanced question paper. Diagnostic Test, Achievement test, Standardized Test, Criterion and Norm reference test: concept, construction and uses.
- 1.4 Continuous and Comprehensive Evaluation (CCE): concept, characteristics and importance.

### **Unit-2: Tools and Techniques of Assessment for Learning**

**15 hours**

- 2.1 Formative Assessment Tools: Observation, questioning, exit tickets, peer and self-assessment, checklists, and rating scales - nature, construction, and uses in providing timely feedback.

- 2.2 Techniques of Formative Assessment: Oral questioning, written reflections, quizzes, and interactive activities - meaning, characteristics, types, and importance in supporting ongoing learning.
- 2.3 Using Formative Assessment Data: Interpreting results to inform instruction, adapt teaching strategies, and provide targeted support to students.
- 2.4 Rubrics and Learning Progressions: Construction and use of rubrics as an assessment tool to guide students in self-assessment, role in guiding students' learning process.

### **Unit 3: Statistics in Assessment of Learning**

**15 hours**

- 3.1 Statistics-meaning, importance, frequency distribution –steps in preparation of frequency distribution and its advantages. Graphic representation of data-advantages-histogram, frequency polygon (construction and uses).
- 3.2 Measures of central tendency: meaning, uses and computation of central tendency -Mean, Median and Mode for grouped and ungrouped data and interpretation of measures of central tendency.
- 3.3 Measures of Variability: meaning, uses and computation of Range, Quartile Deviation, Mean Deviation for grouped and ungrouped data and its interpretation, Standard Deviation for ungrouped data.
- 3.4 Correlation: meaning, types of correlation, coefficients of correlation - rank difference method, interpretation. NPC-characteristics and uses. Skewness –types and uses.

### **Unit 4: Examination Reforms**

**15 hours**

- 4.1 Issues and directions on Examination reform efforts recommended by Educational Commissions and Committees (NCF-2000 and 2005; NEP -2020).
- 4.2 School-based assessment and evaluation: policies, practices and possibilities; CCE in Right of Children to Free and Compulsory Education Act, 2009.
- 4.3 Assessment and Examinations for vocational courses.
- 4.4 Grading system – concept, advantages and disadvantages. Grading system v/s Marking system.

**Practicum/Fieldwork:**

- Preparation of any one tools- 1) Checklist 2) Questionnaire 3) Rating scale.
- Preparation of rubrics tool for assessment of classroom activities.
- Administering any one of the standardized tests for secondary school students and prepare a report on it.
- Development of a module on Computer Assisted Instruction (CAI) for any topic of your choice from Secondary School Syllabus.
- Determining the objectivity given an answer key and finding out the content validity of the given question paper.
- Any other assignments related to the subject.

**Reference:**

- George, D., *Examination and evaluation in education*. Commonwealth Publishers.
- Pathak, R. P. (2012). *Measurement and evaluation in education* (1st ed.). Pearson Education India.
- Rani, T. S., Priyadarshini, J. R., & Rao, D. B. (2004). *Educational measurement and evaluation*. Discovery Publishing House.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2003). *Evaluation: A systematic approach*. Sage Publications.
- Sharma, N. (2006). *Evaluating children in primary education*. Discovery Publishing House.
- Siddiqui, M. H. (2014). *Educational evaluation*. A.P.H Publishing Corporation.

## **ED9AUDC152: YOGA, HEALTH AND PHYSICAL EDUCATION**

**Teaching Hours: 30**

**Credits: 02**

### **Course Learning Outcomes:**

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

- Understand the importance of health, physical education, and yoga.
- Understand the importance of a balanced diet, hygiene, general health, and personal health.
- Acquire the knowledge of first aid.
- Understand the hazards of substance abuse.

### **Unit 1: Health Education**

**15 hours**

- 1.1 Health Education: Meaning, aims, objectives, importance, and principles of health education; Healthful school living - meaning and factors.
- 1.2 Personal Health: Personal hygiene, food and nutrition, development of desirable health habits and good posture; Medical examination - meaning, importance, and uses; Effect of alcohol, tobacco, and drugs on an individual, family, and society.
- 1.3 First Aid: meaning, importance, qualities of a first aider; First aid for - fracture and dislocation, sprain and strain, cuts and wounds, snake bite.
- 1.4 Communicable Diseases: meaning, symptoms of some common communicable diseases, mode of transmission, and prevention.

### **Unit 2: Physical Education**

**15 hours**

- 2.1 Physical Education: Meaning, objectives, need and importance; Physical education teacher - qualification and qualities of a physical education teacher.
- 2.2 Physical Education Activities: Principles, types - athletics, combative, rhythmic, indoor and outdoor games, NCC, Scouts and Guides; Flag hoisting and de-hoisting.
- 2.3 Tournament: Meaning, types, drawing fixtures for single knockout and league tournaments; Intramural and extramural competitions; Officiating - meaning, pre-game duties, during the game, and post-game duties.

2.4 Yoga Education: Meaning, importance, objectives of yoga education; The schools of Yoga: Raja yoga, Karma yoga, Jnana yoga, and Hatha yoga; Concept of yogic diet, the concept of stress among students, effect of stress on body & mind, Yoga for stress. Different Asanas (Practical) - Swastikasana, Vajrasana, SuptaVajrasana, Tadasana, Trikonasana, ParsvaKonasana, Purvottanasana, PavanaMuktasana, Bhujangasana, Shalabhasana, Dhanurasana, and Shavasana; Pranayama and meditation techniques.

**Practicum/Fieldwork:**

- Report on visit to school to study health education or physical education program.
- Perform Yogasanas and maintain a practical record.
- Collection of information about tournaments.
- Survey of physical education activity in different schools.
- Study of immunization and first aid in schools.
- Any other related assignment.

**Reference:**

- American National Red Cross. (1957). Fourth Edition. *First Aid*, Doubleday and Company, Inc., New York.
- Biranchi Narayana Dash. (2017). *Health and Physical Education*, Anmol Publications Pvt. Ltd., New Delhi.
- Biranchi Narayana Dash. (2017). *Health and Physical Education*, Neelkamal Publications Pvt, Ltd., New Delhi.
- H. G. Devika and B. R. Ramachandraiah. (2019). *Physical, Health & Yoga Education*, VismayaPrakashana, Mysore.
- R.C. Mishra. (2005). *Health and Nutrition Education*, APH Publishing Corporation, New Delhi.
- R.S Reddy. (2005). *Nutrition Education*, Commonwealth Publishers, New Delhi.
- S. Venkatiah. (2005). *Health Education*, Anmol Publications Pvt. Ltd., New Delhi.
- Soti Shivendra Chandra and Krishan Puri. (2014). *Health Education & Physical Education*, Surjeeth Publications, New Delhi.



- Sudarshan Kumar. (2005). *Principles and Practices in Physical Education*, Sumit Enterprises, New Delhi.
- U.K. Singh and A. K. Nayak. (2005). *Physical Education*, Commonwealth Publishers, New Delhi.
- V. K Sharma. (2015). *Health and Physical Education*, New Saraswathi House(India)Pvt, Ltd., New Delhi.
- V. K Sharma. (2018). *Health and Physical Education*, New Saraswathi House(India)Pvt, Ltd., New Delhi.

## **ED9AUDC153: LANGUAGE ACROSS CURRICULUM**

**Teaching Hours: 30**

**Credits: 02**

### **Course Learning Outcomes:**

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

- Understand the nature of classroom discourse.
- Understand the language background of students.
- Understand the nature and need of informational reading.
- Analyze different types of texts and the role of language in content areas.

### **Unit 1: Language Across the Curriculum and Language Background of Students 15 hours**

- 1.1 Language Across Curriculum: Language - meaning, features of language; language as a system; language across the curriculum - meaning, goals, and importance.
- 1.2 Multilingualism: Understanding multilingualism as a resource in the classroom.
- 1.3 Levels of Language: Home language and school language; Standard language - meaning, English as a standard language in India.
- 1.4 Language Background: Understanding the language background of students and its importance in teaching the subject; first language and second language.

### **Unit 2: Reading and Writing Information**

**15 hours**

- 2.1 Reading in the Content Areas: concept, nature, content area texts, and literature texts; need for developing reading in content areas.
- 2.2 Types of Texts: Expository texts and narrative texts - meaning and characteristics; transactional and reflexive texts - meaning and characteristics.
- 2.3 Reading Comprehension and Text Structure: Schema theory and reading comprehension; educational implications; reading strategies - note-making, summarizing, making reading-writing connections, process writing - meaning and importance.
- 2.4 Writing with a Purpose: Meaning, different purposes of writing.

**Practicum/Fieldwork:**

- Comprehending and analyzing the texts.
- Re-telling the text in one's own language from different points of view.
- Narrating/describing a related account from one's life experience.
- Discussion of related topics and issues - sharing interpretations and points of view.
- Writing based on the text, summary of the text, extrapolation of story, converting a situation into a dialogue.
- Any other assignments related to the subject.

**Reference:**

- Girish.S. and Jagadesh K.C. (2016). *Language Across the Curriculum*, HallurPrakashana, Bengaluru.
- Mary Spratt. (2011). *English for the Teachers*, Cambridge University Press, UK.
- Santhosh Areekkuzhiyil. (2016). *Language Across the Curriculum*, Neelkamal Publications Pvt, Ltd., New Delhi.
- Sharada Mattikoppa, (2017). *Understanding Discipline and pedagogy-English*, VismayaPrakashana, Mysore.

## **ED9AUDE166a: PEDAGOGY OF SCHOOL SUBJECT I PART II: ENGLISH**

**Teaching Hours: 30**

**Credits: 02**

### **Course Learning Outcomes:**

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

- Familiarizes with Taxonomy of Educational Objectives.
- Classify and compare different methods, approaches and techniques of teaching English.
- Develop the ability to identify and write the objectives for teaching and learning English.
- Develop the ability of planning and writing meaningful lessons and teaching them effectively.

### **Unit 1: Planning and Evaluation in English**

**15 hours**

- 1.1 Instructional Objectives: meaning, importance, writing instructional objectives according to Blooms Taxonomy of Educational Objectives (2001).
- 1.2 Planning for Instruction: Year Plan – meaning, format, need and importance; Resource Unit: meaning, characteristics, steps and uses; Unit Plan -meaning, characteristics, format and uses;
- 1.3 Evaluation in English: Unit test: meaning, characteristics, steps, uses and construction of a well-balanced question paper.
- 1.4 Construction of test items in English: essay, short answer and objective.

### **Unit 2:Methods and Approaches of Teaching English**

**15hours**

- 2.1 Approaches of Teaching English: Communicative approach, Structural approach, Direct Approach - meaning, characteristics, steps, advantages and disadvantages.
- 2.2 Methods of Teaching English: Teaching of Prose, Poetry,Composition and Grammar: objectives and methods.
- 2.3 Literary activities in teaching English: elocution, debate, symposium, quiz creative dramatics, panel discussion- need, procedure and uses.
- 2.4 Learning Resources in English: -language laboratory and language Games, interactive

white board, Magazine, Newspaper– meaning, need and uses.

**Practicum/fieldwork:**

- Use of educational technology in teaching and evaluation of English language.
- Study skills –Gathering, Storage and Retrieval-their importance and use in Language learning.
- Language. games- (Activity Based learning) (ABL).
- Use of library resources in teaching and learning of English.
- Challenges of teaching and learning English in the 21st century.
- Any other assignments related to the subject.

**Reference:**

- . Kulakarni K.G. (2004) Content Based methodology of Teaching English, Pradeep Prakasham.
- Glen Leggett C. David Mead, CharvatWilliam(2000) Essentials of grammar and composition Prentice Hall of India.
- Manish A Vyas (2009)Teaching English as a Second language PHI learning PvtLtdNewDelhi.
- Mary Spratt (1994) English for the Teacher, A language development course Cambridge University Press.
- Matti KoppaSharada (2017) Understanding Discipline and Pedagogy Language Vismayaprakashana, Gadag
- N Krishnaswamy. (2008) Methods of Teaching English, Laxmi publication Pvt Ltd
- NagaraGeetha. (1996) English Language Teaching – Approaches Methods Techniques; Orient Longman Private Ltd., New Delhi.
- NagarajGeetha (2000)Trends in teaching of English-MacMillan publication New Delhi
- Tessa Woodward. (2004) Planning Lessons and Courses; Cambridge University Press.
- V Saraswathi. (2004). English language Teaching orient black swan Private Limited

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क्रेडिट्स: 02

सीखनेकेपरिणाम:

- शैक्षिकउद्देश्योंकीवर्गीकरणपद्धति (टैक्सोनामी) सेपरिचितकरताहै।
- हिंदीशिक्षणकेविभिन्नतरीकों, दृष्टिकोणोंऔरतकनीकोंकोवर्गीकृतकरताहैऔरउनकीतुलनाकरताहै।
- हिंदीशिक्षणऔरसीखनेकेउद्देश्योंकीपहचानकरनेऔरउन्हेंलिखनेकीक्षमताविकसितकरताहै।
- अर्थपूर्णपाठयोजनाओंकोतैयारकरनेऔरउन्हेंप्रभावीढंगसेसिखानेकीक्षमताविकसितकरताहै।

**इकाई1: हिंदीमेंयोजनाऔरमूल्यांकन**

**15 घंटे**

- 1.1 निर्देशात्मकउद्देश्यों: अर्थ, महत्त्व, ब्लूमस्टैक्सोनामीऑफएजुकेशनलऑब्जेक्टिव्स (2001) केअनुसारनिर्देशात्मकउद्देश्योंकोलिखना।
- 1.2 निर्देशनकेलिएयोजना: वर्षयोजना - अर्थ, प्रारूप, आवश्यकताऔरमहत्त्व; संसाधनइकाई: अर्थ, विशेषताएँ, चरणऔरउपयोग; इकाईयोजना - अर्थ, विशेषताएँ, प्रारूपऔरउपयोग।
- 1.3 हिंदीमेंमूल्यांकन: इकाईपरीक्षण - अर्थ, विशेषताएँ, चरण, उपयोगऔरएकसंतुलितप्रश्नपत्रकानिर्माण।
- 1.4 हिंदीमेंपरीक्षणवस्तुओंकानिर्माण: निबंध, संक्षिप्तउत्तरऔरउद्देश्य।

**इकाई 2: हिंदीशिक्षणकेतरीकेऔरदृष्टिकोण**

**15 घंटे**

- 2.1 हिंदीशिक्षणकेदृष्टिकोण: संचारदृष्टिकोण, संरचनात्मकदृष्टिकोण, प्रत्यक्षदृष्टिकोण - अर्थ, विशेषताएँ, चरण, लाभऔरहानि।
- 2.2 हिंदीशिक्षणकेतरीके: गद्य, कविता, रचनाऔरव्याकरणकाशिक्षण: उद्देश्यऔरतरीके।

2.3 हिंदीशिक्षणमेंसाहित्यिकगतिविधियाँ: वाक्कौशल, वाद-विवाद, संगोष्ठी, प्रश्नोत्तरी, रचनात्मकनाटक, पैलचर्चा - आवश्यकता, प्रक्रियाऔरउपयोग।

2.4 हिंदीमेंशिक्षणसंसाधन: भाषाप्रयोगशालाऔरभाषाखेल, इंटरैक्टिवव्हाइटबोर्ड, पत्रिका, समाचारपत्र - अर्थ, आवश्यकताऔरउपयोग।

### कार्ययोजना:

- हिंदीभाषाकेशिक्षणऔरमूल्यांकनमेंशैक्षिकप्रौद्योगिकीकाउपयोग।
- अध्ययनकौशल – जानकारीएकत्रितकरना, संग्रहणऔरपुनःप्राप्ति - भाषासीखनेमेंउनकामहत्वऔरउपयोग।
- हिंदीकेशिक्षणऔरसीखनेमेंपुस्तकालयसंसाधनोंकाउपयोग।
- विषयसेसंबंधितअन्यकोईकार्य।

### संदर्भपुस्तकें:

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

## **ED9AUDE166d: PEDAGOGY OF SCHOOL SUBJECTS I – PART II:PHYSICS**

**Teaching Hours: 30**

**Credits: 02**

### **Course Learning Outcomes:**

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

- Explain the importance and method of writing instructional objectives.
- Understand the planning for teaching Physics.
- Construct tools necessary for evaluation in Physics.
- Maintain a Physics laboratory systematically.

### **Unit 1: Planning and Evaluation in Physics**

**15 hours**

- 1.1 Instructional Objectives: Meaning, importance, and writing instructional objectives according to Bloom's Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan: meaning, format, need, and importance; Resource Unit: meaning, characteristics, steps, and uses; Unit Plan: meaning, characteristics, format, and uses; Lesson Plan: meaning, characteristics, format, and uses.
- 1.3 Evaluation in Physics: Unit Test - meaning, characteristics, steps, uses, and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in Physics: Essay, short answer, and objective type of test items.

### **Unit 2: Methods and Approaches of Teaching Physics**

**15 hours**

- 2.1 Approaches to Teaching Physics: Inductive, Deductive, and Investigatory Approach - meaning, characteristics, steps, advantages, and disadvantages.
- 2.2 Methods of Teaching Physics: Project Method, Problem Solving Method, Laboratory Method, Lecture cum Demonstration Method – meaning, characteristics, steps, advantages, and disadvantages.
- 2.3 Physics Laboratory: meaning, importance, planning, designing, equipping and maintenance. Common accidents and first aid, precautions, Stock Records - meaning and types.
- 2.4 Learning Resources in Physics: Planetarium, Observatories, Science Museum, Science Centre, Industries, Sky Watching, and HAM Radio - meaning, need, and uses.

**Practicum/Fieldwork:**

- Preparation of instructional plans in Physics.
- Analysis of Physics question paper.
- Study of Physics laboratory in a secondary school.
- Field visit and reporting.
- Preparation of Physics test material.
- Critical analysis of a secondary school Physics textbook.
- Any other assignments related to the subject.

**Reference:**

- 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.
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- 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.
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- Yogesh Kumar Singh and Ruchika Nath. (2005). *Teaching of General Science*, APH Publishing Corporation, New Delhi.

## **ED9AUDE166e: PEDAGOGY OF SCHOOL SUBJECTS I – PART II:CHEMISTRY**

**Teaching Hours: 30**

**Credits: 02**

### **Course Learning Outcomes:**

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

- Integrate suitable learning resources to facilitate learning in Chemistry.
- Construct and use appropriate assessment tool for assessing learner's progress in Chemistry.
- Foster the skills of experimentation and exploration.
- Equip students with problem-solving abilities to tackle challenges in various fields.

### **Unit 1: Planning and Evaluation in Chemistry**

**15 hours**

- 1.1 Instructional Objectives: meaning, importance, writing instructional objectives according to Blooms Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan – meaning, format, need and importance; Resource Unit: meaning, characteristics, steps and uses; Unit Plan -meaning, characteristics, format and uses; Lesson Plan - meaning, characteristics, format and uses.
- 1.3 Evaluation in Chemistry: Unit test: meaning, characteristics, steps, uses and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in Chemistry: Essay, Short answer and Objective type

### **Unit 2: Methods and Approaches of Teaching Chemistry**

**15 hours**

- 2.1 Approaches of Teaching Chemistry: Inductive Deductive Approach, Investigatory Approach: meaning, characteristics, steps, advantages and disadvantages.
- 2.2 Methods of Teaching Chemistry- Project Method, Problem Solving method, Laboratory method, Lecture cum Demonstration Method – meaning, characteristics, steps, advantages and disadvantages.
- 2.3 Chemistry Laboratory: meaning, importance, planning and designing, equipping, and maintenance. Lab accidents and the First Aid, Precautions, Stock records-meaning, types.

2.4 Community resources: meaning, need and uses, Chemistry in daily life and human health.

**Practicum/Field Work:**

- Visit to any two schools and study the structure of Science Laboratory and a report on it.
- Prepare a lesson plan for Project Method/ Problem Solving method/ Laboratory method/Lecture cum Demonstration Method and demonstrate it in Secondary Schools.
- Visit the Industries and write a report on the control of hazardous substances.
- Analyse the question paper of any two schools and report on the distribution of weightage and blue print.
- Any other assignments related to the subject.

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- J.C.Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000
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## **ED9AUDE167a: PEDAGOGY OF SCHOOL SUBJECTS II – PART II: MATHEMATICS**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Explain the importance and method of writing instructional objectives.
- Understand the planning for teaching Mathematics.
- Construct tools necessary for evaluation in Mathematics.
- Maintain a Mathematics laboratory systematically.

### **Unit 1: Planning and Evaluation in Mathematics**

**15 hours**

- 1.1 Instructional Objectives: Meaning, importance, and writing instructional objectives according to Bloom's Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan – meaning, format, need and importance; Resource Unit: meaning, characteristics, steps and uses; Unit Plan -meaning, characteristics, format and uses; Lesson Plan - meaning, characteristics, format and uses.
- 1.3 Evaluation in Mathematics: Unit test - meaning, characteristics, steps, uses, and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in Mathematics: Essay, short answer, and objective type.

### **Unit 2: Methods and Approaches of Teaching Mathematics**

**15 hours**

- 2.1 Learner-Centered Approaches: Inductive Method, Deductive Method, Analytic Method and Synthetic Method - meaning, characteristics, steps, advantages, and disadvantages.
- 2.2 Activity-Centered Approaches: Heuristic Method, Project Method, Laboratory Method, Problem-Solving Method – meaning, characteristics, steps, advantages, and disadvantages.
- 2.3 Mathematics Laboratory: Need and importance, materials, instruments, and equipment, and uses of Mathematics Laboratory.
- 2.4 Learning Resources in Mathematics: Mathematics Library, Mathematics Club, Workbook, and Field Trip.



**Practicum/Fieldwork:**

- Preparation of instructional plans in Mathematics.
- Analysis of Mathematics question paper.
- Study of Mathematics laboratory in a secondary school.
- Field visit and reporting.
- Preparation of Mathematics test material.
- Critical analysis of a secondary school Mathematics textbook.
- Any other assignments related to the subject.

**Reference:**

- A.K. Kulashrestha. (2012). *School management*, R. Lall Book Depot, Meerut.
- Anice James(2005)*Teaching of Mathematics*, Neelkamal Publications Pvt, Ltd., New Delhi.
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- Girish S and Jagadish K.C. (2016). *Content and Pedagogy of Mathematics*, HallurPrakashana, 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.
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- 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.

## **ED9AUDE167b: PEDAGOGY OF SCHOOL SUBJECTS II – PART II: BIOLOGY**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Explain the importance of instructional objectives in Biology and demonstrate the ability to write these objectives according to Bloom's Taxonomy
- Develop an insight in selecting different approaches and methods for teaching Biology.
- Construct and use appropriate assessment tool for assessing learner's progress in Biology.
- Analyse the use of year plan, unit plan and lesson plan in teaching biology at Secondary School.

### **Unit 1: Planning and Evaluation in Biology**

**15 hours**

- 1.1 Instructional Objectives: meaning, importance, writing instructional objectives according to Blooms Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan – meaning, format, need and importance; Resource Unit: meaning, characteristics, steps and uses; Unit Plan -meaning, characteristics, format and uses; Lesson Plan - meaning, characteristics, format and uses;
- 1.3 Evaluation in Biology: Unit test: meaning, characteristics, steps, uses and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in biology: Essay, Short answer and Objective type of test items.

### **Unit 2: Methods and Approaches of Teaching Biology**

**15 hours**

- 2.1 Approaches of Teaching Biology: Inductive Deductive Approach, Investigatory Approach, Structural and Functional Approach – meaning, characteristics, steps, advantages and disadvantages.
- 2.2 Methods of Teaching Biology- Project Method, Problem Solving method, Laboratory method, Lecture cum Demonstration Method – meaning, characteristics, steps, advantages

and disadvantages.

2.3 Biology Laboratory: meaning, importance, Planning and Designing, equipping, and maintenance. Stock records-meaning, types.

2.4 Learning Resources in Biology: Dead wood ecosystem, Museum, Aquarium, vivarium, terrarium, school garden, bird watching and forest trekking- meaning, need and uses.

### **Practicum/Field Work:**

- Content analysis of selected secondary school biology unit
- Developing a unit plan for a selected biology unit
- Lesson planning using various approaches including BSCS 5E model
- Developing teaching learning resources in Biology
- Prepare a report on different methods for teaching biological science
- Write instructional objectives for the topic of your own
- A study on excursions/field trips/visits/nature study/bird watching
- Any other assignments related to the subject.

### **References:**

- 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.
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## **ED9AUDE167c: PEDAGOGY OF SCHOOL SUBJECTS II – PART II: COMMERCE**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Develop comprehensive instructional plans, including year plans, resource units, unit plans, and lesson plans for teaching Commerce, and evaluate their effectiveness in achieving educational goals.
- Construct instructional objectives for the teaching of commerce at secondary school level.
- Develop an insight in selecting different approaches and methods for teaching commerce.
- Prepare effective plans for teaching commerce at the secondary level including Unit and Lesson Plans.

### **Unit 1: Planning and Evaluation in Commerce**

**15 hours**

- 1.1 Instructional Objectives: meaning, importance, writing instructional objectives according to Blooms Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan – Meaning, format, need and importance; Resource Unit: meaning, characteristics, steps and uses; Unit Plan -meaning, characteristics, format and uses; Lesson Plan - meaning, characteristics, format and uses.
- 1.3 Evaluation in Commerce: Unit test: meaning, characteristics, steps, uses and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in Commerce: Essay, Short answer and Objective type of test items.

### **Unit 2: Methods and Approaches of teaching Commerce**

**15 hours**

- 2.1 Approaches of Teaching Commerce: Co-operative Learning, Activity Centered Approach– meaning, characteristics, steps, advantages and disadvantages
- 2.2 Methods of Teaching Commerce - Project Method, Problem Solving method, Lecture Method, Survey and Market Study Method, Team Teaching Method – meaning, characteristics, steps, advantages and disadvantages.

2.3 Commerce Room and Laboratory: Commerce Room- setting and its uses; Commerce Laboratory- structure and importance.

2.4 Learning Aids and Resources in Commerce: Tele-conferencing, Video conferencing, Interactive Board, social media, Field Trip – meaning, need and uses.

**Practicum/ Fieldwork:**

- Preparation of self-learning materials for teaching commerce lessons.
- Planning lesson plans based on any teaching techniques to teach any commerce topic to the peer group or multiple intelligence teaching strategies.
- Documentation on sources in commerce as teaching aids.
- Construction of Test Items in selected topics of commerce.
- Any other assignments related to the subject.

**Reference:**

- Khan Sharif., Commerce Education Mohammed Sterling Publishers Pvt Ltd-New Delhi.
- Aggarwal. J.C., Teaching of Commerce-A Practical Approach Vikas Publishing House Pvt Ltd- New Delhi.
- Singh M.N., Method and Techniques of Teaching Commerce Young Man & Co. New Delhi.
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- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Vinty Monga, Teaching of Commerce. Twenty First Century Publications, Patiala.
- Gupta. Rainu., Teaching of Commerce., Shipra Publications, Delhi.
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- <http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html> e-business-meaning.
- <http://searchcio.techtarget.com/definition/e-business>.
- <http://smallbusiness.chron.com/advantages-e-business-2252.html>.
- <http://skills.business.qld.gov.au/planning/269.html>.

## **ED9AUDE167d: PEDAGOGY OF SCHOOL SUBJECTS II – PART II: SOCIAL SCIENCE**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Analyse the place of social science in school curriculum as well as the pedagogical shift occurred in the field.
- Explain the importance of instructional objectives in Social Science and demonstrate the ability to write these objectives according to Bloom's Taxonomy
- Develop an insight in selecting different approaches and methods for teaching Social Science.
- Prepare effective plans for teaching social sciences at the secondary level including Unit and Lesson Plans.

### **Unit 1: Planning and Evaluation in Social Science**

**15 hours**

- 1.1 Instructional Objectives: Meaning, importance, writing instructional objectives according to Blooms Taxonomy of educational objectives (2001).
- 1.2 Planning for Instruction: Year Plan, Unit Plan, Resource Unit and Lesson Plan, – meaning, characteristics, format, steps need and importance.
- 1.3 Evaluation in Social Science: Unit Test - meaning, characteristics, steps, uses and construction of a well-balanced question paper.
- 1.4 Construction of Test Items in Social Science: Essay, Short answer and Objective type of test items.

### **Unit 2: Methods and Approaches of Teaching Social Science**

**15 hours**

- 2.1 Approaches of Teaching Social Science: Co-operative Learning, Activity Centered Approach – meaning, characteristics, steps, advantages and disadvantages.
- 2.2 Methods of Teaching Social Science: Project method, Source method, Discussion method and Field visit – meaning, characteristics, steps, advantages and disadvantages.



- 2.3 Techniques of Teaching Social Science: Think-Pair-Share, Round Robin, Buzz, Gallery Walk and Jigsaw – meaning, steps and uses. Teaching Learning Materials: Visual resources (globe, maps, models, atlas, pictures), Print Media (newspapers, magazines) and Audio-visual resources (television, films, documentaries).
- 2.4 Historical Thinking Concepts: a) The Big Six Historical Thinking Concepts, by Peter Seixas and Morton, and b) Collingwood's Approach to Reconstruct Historical Imagination.

### **Practicum/Fieldwork:**

- Preparation of charts, models, self-learning materials for teaching social science lessons.
- Planning lesson plans based on any teaching techniques to teach any social science topic to the peer group or multiple intelligence teaching strategies.
- Documentation on sources in social science as teaching aids.
- Construction of Test Items in social science.
- 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.
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- Kochhar, K. (2006). Teaching of History, Sterling Publishers (Pvt) Ltd, New Delhi.
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- Kongawad, N. B. (2017). Pedagogic Tools techniques and Approaches, VidyanidhiPrakashana, Gadag.

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- Ramachandrani, S. (2005). Modern Methods and Techniques of Teaching, Dominant Publishers & Distributors, New Delhi.
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- 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.
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## **ED9AUVE181: COMMUNITY LIVING CAMP**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Equip the students to live cooperatively in a society.
- Impart social values and skills.
- Impart personal values and skills.
- Provide chances for democratic living, managing events, division of labour and dignity of labour.

### **Programmes Suggested for Community living Camp:**

- Social and educational Surveys, visit to social institutions to study their functioning.
- Undertaking community productive work, campus cleaning/beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars.
- Participation in games and recreational activities, mock Parliament activities.
- Opportunities for participants to share their backgrounds and learn about others cultures
- Organised efforts to support local or Global Causes.

### **Criteria For Assessing Community Living Camp**

<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
<b>1</b>	Participation in Community Service.	<b>10</b>
<b>2</b>	Participation in Camp activities.	<b>5</b>
<b>3</b>	Leadership, adaptability &Team building.	<b>5</b>
<b>4</b>	Report writing and Presentation.	<b>5</b>
	<b>Total</b>	<b>25</b>

## **ED9AUVE182: ART AND DRAMA IN EDUCATION**

**Teaching Hours: 30**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Gain practical experience on drama and art.
- Explore the diverse forms of fine arts and theatre, and understand their practical applications in enhancing educational experiences.
- Integrate drama and art in the school curriculum.
- Perceive the knowledge about social and environmental issues through drama and art

### **Unit 1: Introduction to Drama and Art**

**15 hours**

- 1.1 Drama and Art: meaning, origin, objectives and need of Drama and Art in education.
- 1.2 Forms of Drama and Arts: Visual (Sculpture, Architecture and Painting) Performing (Dance, Drama, Music – vocal and instrumental).
- 1.3 Role and Elements of Drama and Arts in Education, Integration of Drama and Art in the school curriculum.
- 1.4 Drama and Art in Inclusive Classroom: purpose and benefits.

### **Unit 2: Fine Arts and Theatre in Education**

**15 hours**

- 2.1 Indian Music: History and Classification- Indian classical music and Indian Folk music- Forms.
- 2.2 Indian Dance: Evolution and major forms of Indian Dance.
- 2.3 Theatre: history, components, forms and styles of theatre, Inclusion of theatre in education.
- 2.4 Stage Performance: Planning and key components for an effective stage performance.

### **Practicum/Fieldwork:**

- Field visit to any cultural centre and reporting.
- Attending a workshop on preparation of craft material and presentation.

- Attending a training session on Indian Music and reporting.
- Review the different dances in India, identifying their significance to the context of origin.
- Attending a workshop on major forms of Indian Dance and reporting.
- Attending a workshop on kinesthetic movements to develop theatrical skills– use of body language, voice, speech, and movement.
- Developing a visual art material related to curriculum.
- Developing a song, play, or drama on any of the topic related to Secondary school curriculum.
- Attending a workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance and reporting.
- Planning and executing a stage programme- theme based skit in collaboration with music and dance.

#### **Criteria For Assessing Art and Drama in Education**

<b>No</b>	<b>Activity</b>	<b>Marks</b>
1	Field visit to any local cultural Centre and reporting.	5
2	Attending a workshop on preparation of craft material and presentation.	5
3	Attending a training session on Indian Music and report writing	5
4	Attending a training session on Dance and report writing	5
5	Attending a workshop on kinesthetics movements to develop theatrical skills– use of body language, voice, speech, and movement.	5
6	Planning and executing a stage Programme- theme based skit in collaboration with music and dance	10
7	Preparing a lesson plan by integrating drama and art and executing in the school	10
8	Punctuality and Attendance	5

	<b>Total</b>	50
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## References:

- Axelrod,H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- Boal, A.: Games for actors and non-actors, 2nd Ed., Routledge, London, 2005
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## **ED9AUSE177: LESSON PLANNING AND SIMULATED TEACHING**

**Teaching Hours: 50**

**Credits: 2**

This course is the initiation phase of professional training of student-teachers to become competent teachers. Student teachers learn the core skills of planning for lessons and executing the lessons in school identical situations under the guidance of Method Masters. Students acquire knowledge of setting objectives for a lesson, identification and arranging learning points, construction and using appropriate teaching-learning material, conduct relevant classroom activities, techniques of evaluating the lessons and engaging classes for a complete duration. Student teachers are encouraged to modify and improvise their classroom lessons by continued feedback of peers and mentors and by self-reflection in simulated conditions.

### **Course Learning Outcomes:**

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

- Develop skills of writing instructional objectives and preparing appropriate teaching aids.
- Plan for teaching as per the phases of suggested methods.
- Develop competency to conduct classroom lessons and evaluation independently.
- Identify merits and drawbacks of a lesson to judge the effectiveness of a lesson.

### **Criteria For Assessing Lesson planning and Simulated Lessons**

<b>Internal Assessment</b>	<b>Marks</b>
Lesson Plan – Method I & Method II	10
Teaching Learning Materials- Method I & Method II	10
Teaching Performance –Method I & Method II	20
Peer Group Observation – Method I & Method II	5
Self-reflection on the lesson-Method I & Method II	5
<b>Total Marks</b>	<b>50</b>

## **ED9AUA173: PEDAGOGICAL TOOLS, TECHNIQUES AND APPROACHES**

**Teaching Hours: 50**

**Credits: 2**

### **Course Learning Outcomes:**

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

- Understand the importance of pedagogy and pedagogical analysis.
- Analyze the content for effective teaching.
- Develop programmed instruction materials.
- Develop teaching competencies of using different methods and models of teaching.

### **Unit 1: Introduction to Pedagogy**

**15 hours**

- 1.1 Pedagogy: concept, nature, functions; Critical Pedagogy - concept, scope, characteristics and steps.
- 1.2 Pedagogical Analysis: concept, objectives, elements, importance, steps, advantages and disadvantages; Content Analysis: concept, steps and advantages
- 1.3 Teaching Competencies: components, significance and its conceptual use.
- 1.4 Models of Teaching: concept, definition, characteristics, purpose and fundamental elements; Families of traditional and modern Models of Teaching-Historical, Philosophical, Psychological- Classification

### **Unit 2: Teaching – Learning: Strategies, Methods and Approaches**

**15 hours**

- 2.1 Active learning Strategies: meaning, characteristics, Types - Individual, small and large group strategies- types, advantages and disadvantages.
- 2.2 Methods and Approaches of Teaching: Expository, Dialectical, Discovery- concept, characteristics, procedure, merits and limitations; Reflective Approach, Collaborative Approach, Inquiry based Approach, Ignatian Pedagogical Paradigm(IPP) – meaning, phases, format and uses.
- 2.3 Techniques of Teaching: Role Playing, Discussion, Narration, Story Board and Story Telling – meaning, classroom application and uses.
- 2.4 Individualized Instruction: concept, characteristics, principles and advantages; Programmed



Instruction – concept, characteristics, Principles and Styles of programming - Linear and Branching: meaning, features, merits and limitations, Steps involved in the development of Programmed Instruction.

**Practicum/ Fieldwork:**

- Preparation of projects on innovative teaching strategies for Teaching –Learning process.
- Preparation of detailed reports on different approaches to Teaching.
- Development of Linear/ Branching Programming for any one of the topics related to the secondary school.
- Preparation of a lesson plan on any one of the Modern families of Teaching Models on Secondary school topics
- Any other assignment related to the subject.

**Reference:**

- Kongawad, N.B. (2007). Pedagogic Tools Techniques and Approaches, VidyanidhiPrakashana, Gadag.
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## ED9AUIN179:SCHOOL ATTACHMENT

**Duration: 1-week**

**Credits: 1**

### **Learning Outcome:**

On completion of the programme the student teacher will be able to:

- Observe and analyze the teaching-learning process within various school environments.
- Evaluate and reflect on the effectiveness of curricular activities and their impact on student learning.
- Understand the management and organizational practices within the school setting.

### **The School Attachment Programme:**

A one-week School Attachment Programme shall be carried out during the second semester in local/nearby schools. In School Attachment Programme student teachers spend a week actively participating in a school environment. This attachment involves close observation, staff interaction, and reflection on teaching practices. It provides practical insights into classroom management and instructional planning, equipping student teachers for effective teaching in diverse settings. Approximately 10 to 12 student teachers may be attached in one school for the purpose.

### **Assessment Criteria**

<b>Activity</b>	<b>Focus Areas</b>	<b>Marks</b>
<b>Observation of Teaching-Learning Process</b>	ICT integration, student participation, classroom management, teaching methodologies	<b>5</b>
<b>Observation of Co-Curricular Activities</b>	Participation in sports, games, dance, music, and other co-curricular activities	<b>10</b>
<b>Interaction with School Staff and Reflection</b>	Discussions with school staff, reflection on practices, alignment with theoretical knowledge	<b>5</b>
<b>Attendance</b>	Presence and Punctuality	<b>5</b>
<b>Total</b>		<b>25</b>