

SRINIVAS UNIVERSITY

COLLEGE OF EDUCATION

I Semester- Syllabus

Course Code	Papers	Credits	Internal Assessment		External Assessment		Total Marks
			Maximum	Minimum to pass	Maximum	Minimum to pass	
BED20PE 1.1	Childhood and Growing Up	4	30	15	70	35	100
BED20PE 1.2	Philosophical and Sociological Foundation of Education	4	30	15	70	35	100
BED20PE 1.3	Educational Technology	2	15	7.5	35	17.5	50
BED20CPS 1.4	Pedagogy of School Subject -1 1.4.1 Languages 1.4.2 Commerce 1.4.3 Physical Science	2	15	7.5	35	17.5	50
	Pedagogy of School Subject -2 1.5.1 Social Science 1.5.2 Mathematics 1.5.3 Biological Science	2	15	7.5	35	17.5	50
BED20EPC 1.6	Fundamentals of ICT and its Application	4	50	25	-	-	50
BED20EPC 1.7	Microteaching and Simulation Lessons	2	50	25	-	-	50
BED20EPC 1.8	Reading and Reflection on Texts	2	50	25	-	-	50
	Total Scores/Credits	20	255		245		500

BED20PE 1.1 CHILDHOOD AND GROWING UP

Contact Hours: 60
Credits:4

Marks:100

OBJECTIVES

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

1. Explain the process of development with special focus on infancy, childhood and adolescence
2. Critically analyze developmental variations among children
3. Comprehend adolescence as a period of transition and threshold of adulthood
4. Analyze different stages and factors influencing child development
5. Understand the theoretical approach in human development

UNIT 1: PERSPECTIVES IN DEVELOPMENT

10 hours

- 1.1 Concept, Meaning, Scope and Functions of Educational Psychology
- 1.2 Growth and Development: Concept and Differences, Developmental Influences, Development as a resultant of Interactions between individual Potential (innate, acquired) and external environment (Physical, Socio-cultural, ecological, economic and technological). Nature and nurture continually and discontinuity issues, growth and Maturation.
- 1.3 Gathering data about children from different contexts: naturalistic observations, Interviews, reflective journals about children; anecdotal records and narratives, case study, Survey.
- 1.4 Domains: Physical, Sensory-perceptual, cognitive, socio-emotional, language and communication, social relationship.

UNIT 2: STAGE OF HUMAN DEVELOPMENT

10 hours

- 2.1 Child as a developing individual; A psycho-Social entity; stages of development
- 2.2 Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- 2.3 Developmental tasks of childhood and adolescence and their implications
- 2.4 Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers

UNIT 3: THEORETICAL APPROACHES TO DEVELOPMENT

15 hours

- 3.1 Cognitive & Social – cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 3.2 Psycho- social Theory (Erikson) and Psychoanalytic Theory (Freud)
- 3.3 Ecological Theory (Bronfrenbrenner)
- 3.4 Holistic Theory of Development (Steiner)

UNIT 4: ADOLESCENCE: ISSUES AND CONCERNS

15 hours

4.1 Realistic and contextual frames of growing up in adolescence: Cultural differences and adolescence Impact of economic changes, urbanisation and Media, Adolescence in difficult circumstances.

4.2 Issues and Concerns: Problems of adjustment Understanding of emotional disturbance and risk behaviour Identity Crisis Development of emotions: Functions of emotions, attachment – Bowlby.

4.3 Parent child conflict Drug addiction and Abuse Bullying Juvenile delinquency Health awareness – prevention and control.

4.4 Life Skills and Independent Living: 10 life skills given by UNICEF, Career Choices: Holland's Theory

SUGGESTED ACTIVITIES

- Preparing a report on adolescent problems
- Preparing a report on various career choices
- Observing and preparing a report by identifying milestones achieved at various stages of development
- Writing a Journal for reflection
- Case study

ASSESSMENT:

Sl. No	Items	Internal Marks	External Marks
1	One Assignment	10	--
2	Two Internal Tests	10+10	--
Total		30	70

SUGGESTED READING

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

BED20PE 1.2 PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Contact Hours: 60
Credits: 4

Marks:100

OBJECTIVES

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

1. To develop understanding about the relationship between Philosophy and Education.
2. To develop understanding about the relationship between Sociology and Education.
3. To develop understanding about the basic Principles of Eastern and Western Educational Philosophy.
4. To realize the needs and implication of Values in Education.

UNIT 1: PHILOSOPHICAL FOUNDATION OF EDUCATION (10 HOURS)

- 1.1: Meaning and definitions of education.
- 1.2: Education as a process and product.
- 1.3: Meaning and definitions, scope of philosophy.
- 1.4: Interrelationship between philosophy and education.

UNIT 2: SCHOOLS OF PHILOSOPHY (20 HOURS)

- 2.1. Idealism, Naturalism, Pragmatism: aims, curriculum, methodology, teacher-pupil, Relationship, discipline and educational Implications of these schools.
- 2.2. Contribution of Philosophers: M.K.Gandhi, Swami Vivekananda and Rousseau
- 2.3. Values-meaning, types of values: spiritual, moral, social, aesthetic, human values.
- 2.4. Modern values mentioned in the Indian Constitution.

UNIT 3: SOCIOLOGICAL BASES OF EDUCATION (15 HOURS)

- 3.1. Meaning and definitions, Concept of Sociology.
Meaning, and definitions of educational sociology and Importance of educational Sociology.
- 3.2. Formal, Informal and Non formal agencies – concept and functions, role of Educational agencies for national welfare and development.
- 3.3: Culture: meaning, definitions, characteristics, Cultural change,Cultural Lag.
- 3.4: Social Change: meaning, role of education in promoting social change.

UNIT 4: STATE AND EDUCATION (15 HOURS)

- 4.1: Modernization: meaning and attributes, education in relation to modernization.
- 4.2: Education as human resource development: Concept, problems related to human Resource development. Population family, women use of population as human Resource implication to education.
- 4.3: Education for Emotional and national Integration, Education for International Understanding-meaning and need.
- 4.4: Human rights education: aspects of human rights declaration on the rights of the Child major highlights, role education for human rights.

SUGGESTED ACTIVITIES

1. Conducting and reporting any one activity which promotes National Integration.
2. Participating in any social activity conducted by International Organizations like UNICEF, WHO and reporting.
3. Conducting the awareness programmes about the constitutional provisions regarding education and reporting.
4. Other activity: survey/analytic study related to the syllabus can be planned implemented by the college.

ASSESSMENT:

Sl. No	Items	Internal Marks	External Marks
1	One Assignment	10	--
2	Two Internal Tests	10+10	--
Total		30	70

SUGGESTED READINGS

1. Sociological Approach In Indian Education by SS Mathur – Vinod Putak Mandira Agra
2. The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) by Kamal Bhatia And Baldevbhatia
3. Ground Work Of Theory Of Education by Ross
4. Modern Philosophy Of Education – by Brabacher
5. Foundations of Education – VP Bokil
6. Educational Sociology – Brown
7. Deschooling Society – Evan Illich
8. J.C. Aggarwal : Theory and Principles of Education : Philosophical and Sociological Bases of Education, Vikas Publishers New Delhi, 1996.
9. S.P. Chaube : Philosophical & Sociological Foundation of & Akilesh Chaube Education, Vinod Pustak Mandir, Agra, 1998.
10. N.R. Swaroop Saxena : Principles of Education, Surya Publishers, Meerut, 1999.
11. J.S. Walia : Principles and Methods of Education, Paul Pub, Jalandhar, 2001.
12. Kamala Bhatia : The Philosophical and Sociological Foundation Baldev Bhatia of Edn., Doaba House, Delhi, 1995.
13. Venkataiah, N., Value Education, APH Publishing Corporation, New Delhi, 1998.
14. Agarwal, J.C., Development and Planning of Modern Education, 6th Ed., Vikas Publishing House, New Delhi, 1997.

15. Agarwal, J.C., Landmarks in the History of Modern Indian Education 2nd Ed., Vikas Publishing House, New Delhi 1993.
16. Agarwal, J.C., Theory and Principles of Education : Philosophical and Sociological Bases of Education, 10th Ed, Vikas Publishing House, New Delhi, 1991.
17. Anand C.L., The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi, 1985.
18. Arora, K.L., Education in Emerging Indian Society, Prakash Brothers, Ludhiana, 1986.
19. Bhatia Kamala and Bhatia B.D., Theory and Principles of Education, Doaba House, New Delhi, 1991.
20. Bhatia K.K. and others, Modern Indian Education and its Problem, Prakash Brothers, Ludhiana, 1986.
21. Bhatnagar S., Indian Education : Today and Tomorrow, Loyal Book Depot, Meerut, 1983.
22. Chaube, S.P., History and Problems of Indian Education, 5th Ed., Vinod Pustak Mandir, Agra, 1994.
23. Humayun Kabir, Indian Philosophy of Education, Asia Publishing House, Bombay, 1961.
24. Kuppaswamy B., Social Change in india, Vikas Publishing House, New Delhi, 1975.
25. Mohanty J., Indian Education in the Emerging Society, Sterling Publishers, Bangalore, 1988.
26. Mohanty, Sunil Behari, Education in Changing Indian Society, Vidyapuri Publishers, Cuttack 1996.
27. Mathur, S.S., A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1981.
28. Murty S.K., Philosophical and Sociological Foundation of Education, Prakash Brothers, Ludhiana, 1985.
29. Pandey, R.S., Principles of Education, Vinod Pustak Mandir, Agra, 1992.
30. Swarup Saxena N.R., Principles of Education, Loyal Book Depot, Meerut, 1990.
31. Sharma, Ram Nath, Sharma, Rajendra K. Sociology of Education Media Promoters and Publishrs Pvt. Ltd., Bombay, 1985.
32. Taneja V.R., Educational Thought and Practice, 9th Ed., Sterlin Publishers, New Delhi, 1986.
33. Walia J.S., Education in Emerging Indian Society, Paul Publishers, Jalandhar, Punjab, 1988.
34. Walia., J.S., Modern Indian Education and its Probems, Paul Publishers, Jalandhar, Punjab, 1998.
35. Walia, J.S., Principles and Methods of Education, Paul Publishers, Jalandhar, Punjab, 1998.
36. Yadav & Yadav, Education in the Emerging Indian Society, Tandon Publications, Ludhiana, 1986.
37. Jantali R.T., Bharathadalli Shikshana Hagu Prachalitha Samasyegalau, Bharath Book Depot, Dharwad, 1994.

38. Janali R.T., Shikshana Tatvashastra Hagu Samajashastra, Bharath Book Depot, Dharwad, 1992.
39. Karajagi B.D., Shikshanada Tatvangalu Mattu Shaikshanika Samajashastra, Sri Prakashana, Dharwad, 1994.
40. Kongavadu N.B., Bharathadalli Shikshana Hagu Prachalitha Samasyegalu, Vidyanidhi Prakashana, Gadaga, 1993.
41. Narasimachar A.L., Bharathadalli Shikshana, Shikshana Prakashana, Mysore, 1995.
42. Obalesha Ghati, Udayonmukha Bharathadalli Shikashanaa, Shivaganga Prakashana. Toranghatta, 1994.
43. Shivashankar, H.V., Bharathdalli Shikshana, Hanji Prakashana, Davanagere, 1982.

BED20PE 1.3 EDUCATIONAL TECHNOLOGY

Contact Hours: 30

Marks: 50

Credits: 2

OBJECTIVES

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

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

UNIT I: BASICS OF EDUCATION TECHNOLOGY

12 hours

- 1.1 Education Technology – Meaning, Nature, Scope, Objectives and Importance
- 1.2 Instructional technology and teaching technology: Meaning, nature and scope
- 1.3 Approaches of Educational Technology- Hardware, software and systems approach- concept, scope and educational implications
- 1.4 Cybernetics: Meaning and use in the development of instructional design

UNIT II: MEDIA IN EDUCATION

12 hours

- 2.1 Print Media – Books, Journals, Magazines and news paper- concepts and educational implications
- 2.2 Digital Media – Documentaries, Still pictures, websites, web page – concept, procedure of development, Uses, merits and limitations
- 2.3 A-V Aids – types: audio aids, Video aids and A-V Aids (Radio, TV, and films) – meaning, needs, functions, application in Education
- 2.4 Multi-Media: Meaning , features of computer multi- media ,stages of development of multi – media instructional package, scope and educational implications; Multi sensory approaches – relationship of Learning and Experiences, Dales cone of experience and step learning experience model

UNIT III: EDUCATIONAL SYSTEMS

18 hours

- 3.1 Concept of ICT and principles of using ICT in teaching learning process

- 3.2 Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer Simulation, Educational podcast cloud computing- Concept, meaning and merits in education:
- 3.3 Impact of ICT in education- social, cultural, economical; Issues and concerns related to ICT
- 3.4 Resource centers and services in educational technology: CIET(Central Institution of Educational Technology) , SIET,(State Institution of Educational Technology) EMMRC,(Educational Multimedia Research Centre) TEINDIA(Teacher Education INDIA), EDUSAT(Educational Satellite), IT@SCHOOL(Information Technology at School), GYAN DARSHAN, INFLIBNET(Information and Library Network): uses and advantages

SUGGESTED ACTIVITIES

1. Browse websites (Khan Academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) collect documents like policies, plans, statistics, scholarships, issues and trends and write a report.
2. Use of Open Education Resources(OER) for class room transaction
3. Recording – Audio/Video lectures followed by discussions, presentations, and writing report.
4. Developing web resource file for any given topic(unit)
5. Mobile learning – related activities like use of blue tooth, SMS, MMs, and other features.
6. Login in to you tube – download and upload
7. Writing a report on TV lessons and discussions
8. Writing a report on radio lessons and discussions

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS

1. Apter Michael, J. (1968) the New Technology of Education London: MacMillan.
2. Bhatt, B.D. and Sharma, S.R. (2003) Educational Technology: Concept and Techniques. New Delhi: Kanikshka Publishers Distributors.
3. Bhushan Anand and Ahuja, M (1992) Educational Technology Patiala: Bawa Publishers.
4. Dale Edgar (1954) Audio-visual methods in teaching (2nd ed).New York: The Dryden Press
5. Dale, Edgar (1946). Audio-visual methods in Teaching New York: The Dryden Press.
6. Dale Edgar. (1969). Audio-visual methods in teaching (3rd ed) New York: The Dryden Press.
7. Dange Jagannath, K (2014) Learning and Experiences Lap Lambert Publication Germany.
8. Goel, D. R., and Joshi, P. (1999) A Manual for INTERNET Awareness CASE: The M. S. University of Baroda Press.
9. Khirwadkar, A. (2005) Information & Communication Technology in Education. New Delhi: Sarup & Sons.
10. Khirwadkar, A. (2010) e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
11. Kulkarni, S.S. (1986) Introduction to Education Technology. New Delhi: Oxford & IBH Publishing Co.
12. Kumar, K.L. (1996) Educational Technology and Communication Media. Cuttack: Nalanda.
13. Mahapatra, B.C. (2006) Education in Cybernatic Age. New Delhi: Sarup Sons.
14. Mangal, S.K. and Mangal, U. (2009) Essentials of Educational Technology New Delhi: PHI Learning Private Limited.
15. Richmond, W. R. (Ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself. London: Weidenfield and Nicolson.
16. Ruhela, S.P. (1973). Educational Technology New Delhi: Raj Prakashsn.
17. Sampath, K., Pannirselvam, A.and Santhanam, S. (1990) Introduction to Educational Technology New Delhi: Sterling Publishers Private Limited.
18. Saxena, S. (1999) A first course in computers New Delhi: Vikas Publishing House.
19. Sharma, R. A. Technology of Teaching. Meerut: International Publishing House.

BED20CPS 1.4.1 PEDAGOGY OF SCHOOL SUBJECT -I: LANGUAGES

Contact Hours: 30

Marks: 50

Credits: 2

OBJECTIVES

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

- To develop an understanding of nature and functions of a language
- To help student teachers critically analyse the language policy and politics and their implications for teaching the language
- To help student teachers develop insights into the processes of transition from home tongue to school language and their implications for learning languages in school
- To help student teachers differentiate between language learning and acquisition
- To facilitate a critical examination of the language curriculum of secondary schools
- To enable student teachers to understand how classroom environment influences language learning

UNIT 1: GENERAL INTRODUCTION ON LANGUAGE

10 hour

1.1 Language: Concept and Various components of language; Functions of language; difference between different languages

1.2 Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multi-linguals.

1.3 Language as a medium of instruction and debates about English/Kannada as a medium of instruction; the recommendations of NCF-2005 on language education.

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

UNIT 2: LANGUAGE COMMUNICATION SKILL

10 hour

2.1 Listening Skill: Objectives, Development of listening skill in English.

2.2 Speaking Skill: Objectives, Importance of Phonetics for Spoken English.

2.3 Reading Skill: Objectives, Development of reading skill.

2.4 Writing Skill: Objectives, Characteristics of good hand writing, Methods of improving hand writing.

UNIT 3: LANGUAGE CURRICULUM AND TEACHING.

10 hour

3.1 Textbook in English – need, principles for preparation, review of secondary school text book, and critical analysis of exercises, children’s literature.

3.2 Supplementary reading – need, types of supplementary reading, principles in preparation of supplementary readers, use of dictionary.

3.3 Teachers hand book & pupils work book need contents & practical use.

3.4 Interdisciplinary and multidisciplinary teaching and learning: meaning, significance.

SUGGESTED ACTIVITIES

1. Compare two languages in terms of their characteristic features
2. Prepare an essay developing insights into the politics behind the issue of medium of instruction in Karnataka. Support your discussion with relevant reports and articles
3. Interview 10 students on the difference between their home tongue and the school language and how they are able to cope with the school language. Now prepare a report on transition from home tongue to school language with a focus on the problems children face in this process.
4. List and analyse in detail FIVE incidents in your school life that have contributed to you language growth.
5. Analyse and prepare a report on one language textbook prepared in Karnataka
6. Visit a school and analyse to what extent the school environment is conducive to language learning. Justify your answer with examples from school practices.

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988
2. Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.

5. Gordon B.S: The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL,Oxford University press, 1987.
9. Menon & Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
14. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
15. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
16. Allen. Teaching English Language as a Second Language Mc Graw hill
17. Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.
19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.
20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

Kannada Translation of
BED20CPS 1.4.1 PEDAGOGY OF SCHOOL SUBJECT -I: LANGUAGES
BED20CPS 1.4.1 ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆ -I:
ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆ

Contact hours: 30

Marks: 50

Credits: 2

ಉದ್ದೇಶಗಳು:

- ಕನ್ನಡ ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ಲಕ್ಷಣಗಳ ಸಂಪೂರ್ಣ ಪರಿಚಯ ಮಾಡಿಕೊಳ್ಳುವರು.
- ಕನ್ನಡ ಭಾಷೆ ಹಾಗೂ ಸಾಹಿತ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಅಭಿರುಚಿ ಮತ್ತು ಆಸಕ್ತಿಯನ್ನು ಹೊಂದುವರು.
- ಕನ್ನಡ ಭಾಷಾಬೋಧನೆಗೆ ಅಗತ್ಯವಾದ ಪ್ರೌಢಮಯನ್ನು ಬೆಳೆಸಿಕೊಂಡಿರುವರು.
- ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಹಾಗೂ ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಪಡೆದಿರುವರು.
- ಭಾಷಾಬೋಧನೆಯಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳನ್ನು ಸಮರ್ಥವಾಗಿ ನಿರ್ವಹಿಸಲು ಸಮರ್ಥರಾಗಿರುವರು.
- ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸುವ ಹಾಗೂ ರಚಿಸುವ ಕೌಶಲವನ್ನು ಕರಗತಮಾಡಿಕೊಂಡಿರುವರು.

WÀIPÀ : 1 ಭಾಷೆ

10 ಅವಧಿ

- 1.1 ಭಾಷೆ : ಪರಿಕಲ್ಪನೆ ಭಾಷೆಯ ಘಟಕಗಳು ಮತ್ತು ಕಾರ್ಯಗಳು , ವಿಭಿನ್ನ ಭಾಷೆಗಳ ನಡುವಿನ ಭಿನ್ನತೆಗಳು (ಇಂಗ್ಲೀಷ್, ಹಿಂದಿ ಹಾಗೂ ದ್ರಾವಿಡ ಭಾಷೆಗಳು)
- 1.2 ಪ್ರಾಂತ ಭಾಷೆ, ಪ್ರಾಮಾಣಿತ ಭಾಷೆ (ಗ್ರಾಂಥಿಕ ಭಾಷೆ) ಅಡು ಭಾಷೆ ಹಾಗೂ ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಗಳು, ಮಾತೃ ಭಾಷೆಯ ಲಕ್ಷಣಗಳು. ಪ್ರಥಮ ಭಾಷೆ, ದ್ವಿತೀಯ ಭಾಷೆ, ದ್ವಿಭಾಷಾ ಸೂತ್ರ ಹಾಗೂ ತ್ರಿ-ಭಾಷಾ ಸೂತ್ರ.
- 1.3 ಬೋಧನಾ ಮಾಧ್ಯಮವಾಗಿ ಕನ್ನಡ ಮತ್ತು ಇಂಗ್ಲೀಷ್ ಚರ್ಚೆ. ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು 2005 ರಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಣ .
- 1.4 ಬಾಲ್ಯಾವಸ್ಥೆಯಲ್ಲಿ ಭಾಷಾ ಕಲಿಕೆ , ಭಾಷೆ ಮತ್ತು ಜ್ಞಾನ : ಪಿಯಾಜೆ, ವೈಗೋಟ್ ಸಿ ಹಾಗೂ ಚಾಮ್ ಸಿ ಅವರ ಪ್ರಕಾರ ಭಾಷಾ ಕಲಿಕೆ ಹಾಗೂ ಭಾಷಾ ಶಿಕ್ಷಣ.

WÀIPÀ 2 ಭಾಷಾ ಸಂವಹನ ಕೌಶಲಗಳು

10 ಅವಧಿ

- 2.1 ಅಲಿಸುವಿಕೆಯ ಉದ್ದೇಶಗಳು: ಅಲಿಸುವಿಕೆಯನ್ನು ಬೆಳೆಸಲು ಇರುವಲ್ಲಿನ ಚಟುವಟಿಕೆಗಳು.
- 2.2 ಮಾತನಾಡುವಿಕೆಯ ಉದ್ದೇಶಗಳು: ಮಾತನಾಡುವ ಕೌಶಲದಲ್ಲಿನ ದೃಷ್ಟಾಂಗಗಳ ಪ್ರಾಮುಖ್ಯತೆ.
- 2.3 ಓದುಗಾರಿಕೆಯ ಉದ್ದೇಶಗಳು: ಓದುಗಾರಿಕೆ ಕೌಶಲವನ್ನು ಉತ್ತಮ ಪಡಿಸಲು ಇರುವಂತಹ ಚಟುವಟಿಕೆಗಳು.
- 2.4 ಬರವಣಿಗೆಯ ಉದ್ದೇಶಗಳು: ಉತ್ತಮ ಕೈ ಬರಹದ ಲಕ್ಷಣಗಳು, ಬರವಣಿಗೆ ಉತ್ತಮ ಪಡಿಸುವ ವಿಧಾನಗಳು.

WÀIPÀ 3 ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆ:

10 ಅವಧಿ

- 3.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ : ಸ್ವರೂಪ, ತತ್ವಗಳು, ಅವಶ್ಯಕತೆ ಪ್ರಥಮ/ ದ್ವಿತೀಯ/ ತೃತೀಯ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಶೇಷಣೆ ಮತ್ತು ವಿಮರ್ಶೆ. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಅರ್ಥ ಮತ್ತು ವಿಶಿಷ್ಟ ಲಕ್ಷಣಗಳು.
- 3.2 ಪಠ್ಯಪುಸ್ತಕಗಳಿಗೆ ಪೂರಕ ಓದು: ಅವಶ್ಯಕತೆ, ವಿಧಗಳು, ತತ್ವಗಳು, ಉಪಯೋಗ.
- 3.3 ಶಿಕ್ಷಕ ಕೃಪಿಡಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿ ಅಭ್ಯಾಸ ಪುಸ್ತಕ: ಅವಶ್ಯಕತೆ, ಪಠ್ಯ ವಸ್ತು ವಿಷಯ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ಉಪಯೋಗ.
- 3.4 ಅಂತರ್ ಶಾಖಾ ಜ್ಞಾನ ಮತ್ತು ಬಹು ಶಾಖಾ ಜ್ಞಾನದ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆ: ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ.

ನಿಯೋಜಿತ ಕಾರ್ಯ :

- ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ಆಯ್ದ ಪ್ರಬಂಧಗಳಿಗೆ ಬೋಧನಾ ಸಾಮಗ್ರಿಯನ್ನು ತಯಾರಿಸುವುದು.
- ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ಆಯ್ದ ನಾಟಕ ಭಾಗಗಳಿಗೆ ಬೋಧನಾ ಸಾಮಗ್ರಿಯನ್ನು ತಯಾರಿಸುವುದು.
- ಕನ್ನಡ ಸಾಹಿತಿಗಳ ಸಂದರ್ಶನ ಮಾಡಿ ಅವರನ್ನು ಕುರಿತ ವಿಚಾರಗಳನ್ನು ದಾಖಲು ಮಾಡುವುದು.
- ಪ್ರೌಢಶಾಲಾ ಹಂತದ ಮಕ್ಕಳಿಗೆ ಕನ್ನಡ ಭಾಷೆ ಹಾಗೂ ಸಾಹಿತ್ಯವನ್ನು ಕುರಿತ ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮವನ್ನು ಯೋಜಿಸಿ ದಾಖಲು ಮಾಡುವುದು.

- ಆಯಾ ಸಂಸ್ಥೆಗಳಿಗೆ ಸೂಕ್ತವೆನಿಸುವ ಮತ್ತಾವುದೇ ನಿಯೋಜಿತ ಕಾರ್ಯವನ್ನು ಮಾಡಬಹುದು.
- ಮಾತಿನ ದೋಷವಿರುವ ಮಕ್ಕಳ ದೋಷ ತಿದ್ದಲು ಬೋಧನಾ ಸಾಮಗ್ರಿಯ ತಯಾರಿ.
- ಉಚ್ಚಾರ ದೋಷವಿರುವ ಮಕ್ಕಳ ದೋಷ ತಿದ್ದಲು ಬೋಧನಾ ಸಾಮಗ್ರಿಯ ತಯಾರಿ.
- ಬರವಣಿಗೆ ದೋಷವಿರುವ ಮಕ್ಕಳ ದೋಷ ತಿದ್ದಲು ಬೋಧನಾ ಸಾಮಗ್ರಿಯ ತಯಾರಿ.

ಮೌಲ್ಯಾಂಕನ :

ಕ್ರ. ಸಂಖ್ಯೆ	ವಿಷಯ	ಆಂತರಿಕ ಅಂಕ	ಬಾಹ್ಯ ಅಂಕ
1.	ಒಂದು ನಿಯೋಜಿತ ಕಾರ್ಯ	5	-
2.	ಎರಡು ಆಂತರಿಕ ಪರೀಕ್ಷೆಗಳು	5+5	-
	ಒಟ್ಟು	15	35

ಆಕರ ಗ್ರಂಥಗಳು:

1. ಅನಂತರಾಮ, ರಾ. (1983) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಮೈಸೂರು: ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ.
2. ಕೊಂಗವಾಡ, ಎನ್.ಬಿ (1999) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ', ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
3. ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ (1998) 'ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು: ಮೈಸೂರು: ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಕೃಷ್ಣಪುರಂ.
4. ಧಾರವಾಡಕರ, ರಾ.ಯ. (2004) 'ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ', ಮೈಸೂರು: ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು.
5. ಪಂಡಿತ, ಕೃಷ್ಣ.ಸಿ. (1990) 'ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ', ಮೈಸೂರು: ಗೀತಾ ಬುಕ್ ಹೌಸ್.
6. ಪಟ್ಟೇದ, ಎಲ್.ಬಿ. (2007) 'ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ, ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.
7. ಪಟ್ಟಣಶೆಟ್ಟಿ, ಎಮ್.ಎಮ್. (2000) 'ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಣು ಬೋಧನೆ', ದಾವಣಗೆರೆ: ಯು. ನೀಡ ಪಬ್ಲಿಕೇಶನ್ಸ್,
8. ಪರಗಿ, ಅನಸೂಯ.ವಿ. (1990) 'ಮಾತೃಭಾಷೆ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ', ಮಧುಗಿರಿ ಪುರವರ: ಅನಸೂಯ ಪ್ರಕಾಶನ.
9. ರಮಣ, ಬಿ.ವಿ. (1979) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ವೀರಾಜ ಪೇಟೆ: ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಚಿಕ್ಕಪೇಟೆ.
10. Billiows, F.L. (1967) 'The Techniques of Language Teaching', London: Longman Green and Company, Ltd, 48 Grosvenar Street.
11. Jahangira, N.K. and singh, Ajit (1982) 'core Teaching skills: Micro Teaching Approach', Delhi: NCERT

BED20CPS 1.4.2 PEDAGODY OF SCHOOL SUBJECT – I: COMMERCE

Contact hours: 30

Maximum Marks: 50

Credits: 2

OBJECTIVES

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

- To re-engage with their discipline and revisit prevalent conceptualizations and practices.
- Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens
- To comprehend the meaning of interdisciplinary and multidisciplinary learning
- To understand different approaches in interdisciplinary learning

- To appreciate the different academic disciplines and their place in the school curriculum
- To appreciate the role of commerce in facing global challenges
- To apply the understanding of commerce in curriculum transaction

UNIT 1 COMMERCE AS AN ACADEMIC DISCIPLINE

10 hours

1.1 Meaning, nature, need and scope of commerce education.

1.2 Meaning and characteristics of and classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

1.3 Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education.

1.4 Principles of Teaching of Commerce:

UNIT 2 UNDERSTANDING KNOWLEDGE IN COMMERCE

10 hours

2.5 Interdisciplinary and multidisciplinary teaching and learning: meaning and significance and role of the institution

2.2 Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

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

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

UNIT 3 COMMERCE AND SOCIETY

10 hours

3.1 Place of commerce in present school curriculum

3.2 Issues and challenges in teaching commerce

3.3 Role of Commerce with respect to the following global issues :promoting peace and respecting diversity

3.4 Understanding Ethics and Values of Contemporary Business Environment and Commerce Education

SUGGESTED ACTIVITIES:

- Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation and action research with peers' involvement.
- Establishment and Enrichment of Resource Centre
- Enrichment of the subject areas like business studies, mathematics, statistics and economics.
- Engagement with curriculum policies/documents and curriculum frameworks.
- Critical appraisal of existing commerce in social science curriculum and text book at school level
- Development of Unit / Thematic Plan.
- Organizing field trips as learning experience.
- Collection and Maintenance of relevant instructional resources.

ASSESSMENT:

Sl. No	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS:

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

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

BED20CPS 1.4.3 PEDAGOGY OF SCHOOL SUBJECT – I: PHYSICAL SCIENCE

Contact Hours: 30
Credits: 2

Max marks: 50

OBJECTIVES

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

1. Explain the nature and structure of science and recognize the significance of physical science in the modern world.
2. Acquire an understanding of the aims, values and objectives of teaching physical science in secondary schools.
3. Learn to analyze the content of physical Science into concepts, facts, principles, laws and generalizations and apply them for teaching physical science.
4. Apply various methods, approaches, techniques and models of teaching in the teaching of physical science.

5. Explore the contribution and efforts of eminent educational scientists who have evolved strategies to strengthen the science curriculum.
6. Grow in a love for science and its discoveries and develop positive attitudes towards scientific knowledge and teaching.

UNIT I : NATURE OF SCIENCE AND SCIENCE EDUCATION (10 hours)

- 1.1 The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- 1.2 Impact of Physical Science: impact of chemistry & Values of Physical Science.
- 1.3 A historical perspective: the development of science as a discipline contributions of Popper and Kuhn. Science, Karl Popper Philosophy of Science.
- 1.4 A critical understanding of science as a subject at the various levels of school education the purpose of science education at the various levels of school education: Science Education in developing country.

UNIT II: THE LEARNER CONTEXT (10 hours)

- 2.1 Development of Scientific attitude: Scientific Temper, Scientific method, ethics of science.
- 2.2 Children's conception of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- 2.3 Construction of knowledge in science: conceptual schemes, concept maps.
- 2.4 Role and limitation of language: its contribution towards expression, articulation and the understanding of science.

UNIT III: THE SCIENCE CURRICULUM (10 hours)

- 3.1 Meaning of curriculum – characteristics of good curriculum, principles of curriculum organization. Criteria for the analysis of science textbooks including issues related to gender & socio-cultural context, etc.
- 3.2 Approaches to curriculum transaction: integrated disciplinary & Interdisciplinary.
- 3.3 A critical review of Science Curriculum at the National Level & State Level (NCERT & SCERT); Hoshangabad Science Teaching Programme (HSTP)
- 3.4 Science curriculum at International level:- Nuffield Science project, Harvard Science project, project 2061 etc.

SUGGESTED ACTIVITIES

1. Critical review of text book of 8th, 9th, 10th and PUC Classes
2. Concept mapping
3. Study of NCERT Curriculum of any class
4. Survey on Scientific Attitude/Learning Attitude towards Science
5. Study on opinion of public understanding of science
6. Role of Science in the developing country
7. Study of misconceptions in Science among secondary school Students
8. Study of achievers in the field of Science
9. Preparation of Biography of Local achievers in the field of Science (2 or 3)
10. Community resources to teach Science

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
2. Barba, H.R. (1997). Science in Multi-Cultural Classroom: A guide to teaching and Learning. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education.
 - a. London: kluwer Academic Publisher.
5. Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In Current Science, Vol. 101, No. 12, pp1538-1543.
6. Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.

7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21),
8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record*, 105 (3), pp 465-489.
9. Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: LawrenceErlbaum Associates, Inc.
10. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
11. National Curriculum Framework, (2005), NCERT: New Delhi 12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical*
12. *Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies* , 2 (1), pp 76-88.
15. Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi 16. Rivet, A.E. & Krajick, J.S. (2008), *Contextualizing Instruction: Leveraging*
16. *Students' Prior Knowledge and Experiences to Foster Understanding of*
17. Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
18. Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
19. Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education* . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
20. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February

21. Wallace J. and Louden W. (eds.). Dilemmas of Science Teaching: Perspectives on Problems of Practice. London: Routledge Falmer. pp. 191-204.
22. Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E.
23. Giannetto, and M.R. Mathews, (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers. pp.83-102. 1

BED20CPS 1.5.1 PEDAGOGY OF SCHOOL SUBJECT -II: SOCIAL SCIENCE

Contact Hours: 30
Credits: 2

Max marks: 50

OBJECTIVES

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

- Understand the nature and philosophy of Social Science.
- Understanding of contemporary society and the relevance in teaching of social science in schools.
- Understand the status of social science at secondary school level.
- Understand the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices.

- To understand the concept of social science
- To understand the qualities & professional development of teachers.
- To understand the correlation of Social science with other subjects.

UNIT I: MEANING, ELEMENTS OF SOCIAL SCIENCE AND CORRELATION: (10 hours)

- 1.1 History and Geography- Meaning, Nature, Time Sense and Space Sense Elements.
- 1.2 Political Science and Economics – Meaning, Nature
- 1.3 Social Science: Concept, Values of teaching Social Science
- 1.4 Correlation- Concept, Correlation of Social Science with other school subject:
History & literature, History & political science, History & geography, Political science and Economics, Geography and Physical science.

UNIT II MAJOR CONCEPTS IN SOCIAL SCIENCE: (10 hours)

- 2.1 Historical thinking concepts (big six historical thinking concepts of Peter Sexias & Morton)
- 2.2 Collingwood's approach to reconstruct historical imagination
- 2.3 Geo- Literacy: Concept, Importance
- 2.4 Cross Cultural perspectives and issues in social science.

UNIT III PEDAGOGICAL ISSUES IN SOCIAL SCIENCE (10 hours)

- 3.1 Social Teacher: Qualities, Competencies and Role in Society
- 3.2 Challenges in the development of Social Science Curriculum.
- 3.3 Recommendations of National Curriculum Frameworks 2000 and 2005 to Social Science.
- 3.4 Characteristics of Good Social Science Text book- Critical Review of Social Science Text books: Class Six to Class Ten.

SUGGESTED ACTIVITIES

- Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.
- Establishment and Enrichment of Social Science Resource Centre

- Enrichment of the subject areas like geography, history, political and social life and economics.
- Engagement with curriculum policies/documents and curriculum frameworks.
- Critical appraisal of existing social science curriculum and text book at school level
- Development of Unit / Thematic Plan.
- Organizing field trips as learning experience.
- Collection and Maintenance of relevant instructional resources.

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS:

- Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
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**BED20CPS 1.5.2 PEDAGOGY OF SCHOOL SUBJECT - II:
MATHEMATICS**

Contact Hours: 30

Marks: 50

Credits: 2

Objectives

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

- Understand Mathematics as a study of creating different patterns
- Focus on different mathematical processes
- Understand the nature and structure of Mathematics
- Critically challenge the sociological beliefs related to mathematical abilities, Mathematics confined to Arithmetic
- Discuss the developmental progression in the learning of Mathematical concepts

- Explain Socio-cultural perspectives in Mathematics learning
- Explain the meaning, principles and organization of Mathematics Curriculum
- Discuss the features of Mathematics Syllabus with special reference Karnataka State syllabus, CBSE and ICSE;
- Develop an ability to critically review the Mathematics curriculum with reference to CBSC, ICSE
- Develop an ability to critically analyze the textbooks of Secondary School Mathematics curriculum.

UNIT 1: INTRODUCTION TO MATHEMATICAL THINKING

10 hours

1.1 Nature of Mathematics: Meaning of Mathematics: as a science of numbers, form and function, as a language, as an abstract science and deductive structure.

1.2 Mathematics as a study of Creating, Discerning and Generalizing Patterns identifying and analyzing abstract patterns; patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns

1.3 Underlying Mathematics as a humanly created Subject: Creating mathematical structures – idea of axioms, postulates and proofs; meaning of proof, different methods of proofs – direct proof, indirect proof, counter examples and proof by induction.

1.4 Factors in the development of Mathematics and Mathematical equity: Socio-cultural, economic and political factors in the development of Mathematics; Addressing the concerns of societal as well as Mathematical equity.

UNIT 2: LEARNING MATHEMATICS

10 hours

2.1 Developmental progression in the learning of mathematical concepts – Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking

2.2 Focus on Mathematical processes – problem solving, problem posing, patterning, reasoning, abstraction and generalization; argumentation and justification

2.3 Socio-cultural perspectives in Mathematics learning – Situated learning; mathematical problem solving by A Shoenfeld; social construction of knowledge; social interaction and community of practice.

2.4 Learners Identity in Mathematics: Interrogate the notion of “Achievement Gap” and Construction of learners Identity in a Mathematics class room.

UNIT 3: MATHEMATICS CURRICULUM

10 hours

3.1 Curriculum: Meaning, definition and Principles of Curriculum Construction; Organization of the Curriculum: Psychological approach, Logical approach, Spiral approach and Topical approach

3.2 Mathematics Syllabus: Main Features of Mathematics Syllabus with special reference to Karnataka State syllabus, CBSE and ICSE; critical review of Mathematics curriculum with reference to CBSC, ICSE

3.3 Recommendation of Curriculum Framework in Mathematics: NPE-1986, NCF-2005

3.4 Mathematics Text Book: Characteristics of good Mathematics Text Book and criteria for the analysis of Mathematics text book (including issues related to gender, the socio-cultural content)

SUGGESTED ACTIVITIES:

The students are expected to select any one assignment from the following:

1. Explain the contribution of Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking in the developmental progression in the Learning of Mathematical concepts
2. Critically analyze the Mathematics Text Book of std. VIII, IX and X of Secondary School of Karnataka State
3. Critical review the Mathematics curriculum with reference to Karnataka State syllabus, CBSC, ICSE by keeping in mind the main features of Mathematics Syllabus
4. Critical review the Mathematics curriculum with reference to Karnataka State syllabus, CBSC, ICSE by keeping in mind the recommendation of Curriculum Framework in Mathematics: NPE-1986, NCF-2005
5. Prepare a paper on the use of Mathematics in daily life.

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS:

1. Aggarwal, S.M., A Course in Teaching of Modern Mathematics, Danpat Rai & sons, Delhi, 1990.
2. Kumar, Sudhir, Teaching of Mathematics, Anmol Publications, New Delhi, 1993.
3. Mangal, S.K., A Textbook on teaching of Mathematics, Prakash Brothers, Ludhiana, 1994.
4. Sidhu, K.S., Teaching of Mathematics, Sterling Publishers Pvt.Ltd., Bangalore, 1995.
5. Jantli, R.T., Subodha Ganitha Bodhane, Bharath Book Depot Mattu Prakashana, Dharwad, 1990.
6. N.C.E.R.T., Content – cum – Methodology of Teaching Mathematics for B.Ed Students, N.C.E.R.T., New Delhi 1984.
7. Aggarwal, J.C., Essentials of Educational Technology : Teaching Learning Innovations in Education, Vikas Publishing House Pvt. Ltd., 1995.
8. Aggarwal, J.C., Principles, methods & techniques of teaching, Vikas publishing House Pvt, Ltd., 1997.
9. Walia, J.S., Educational Technology, Paul Publishers N.N. 11, Gopal Nagar, Jalandar City, Punjab, 1997.
10. N.C.E.R.T., National Curriculum Framework for school Education, N.C.E.R.T., New Delhi. 2000.
11. Siddiqui and Siddiqui, Teaching of Science Today and Tomorrow – Doba House, Delhi, 1998.
12. Yadhavada, S.B., Ganitha Bodhas, Vidhyanidi Prakashana Gadag, 1998.
13. Sharma R.C., Modern Science Teaching, Danpat Rai, Publishing Co., New Delhi, 2001.
14. Emerging Pedagogic Practices in Mathematics – Jyothi Sharma & R.D. Mehta.

BED20CPS 1.5.3 PEDAGOGY OF SCHOOL SUBJECT - II: BIOLOGICAL SCIENCE

Contact Hours: 30
Credits: 2

Max marks: 50

OBJECTIVES

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

1. Acquire an understanding of the scientific focus of Biology and will note its relationship with other branches of science.
2. Clarify the terms, concepts and processes of cell biology, Developmental Biology, physiology and Environmental Biology, Genetics and Evolution.
3. Note the recent trends in the content and curriculum of Biology in India and other countries and realize its significance as teachers.

4. Develop the skill of writing instructional objectives in terms of observable behaviours, analyze the content pedagogically and prepare lesson plans in transactional terms.
5. Learn the methods and approaches to teaching Biology and apply the same to teaching at the secondary school level.
6. Use advanced and creative techniques, learning aids and improvised apparatus in their Biology lessons in secondary schools.

UNIT 1: NATURE AND SCOPE OF SCIENCE AND BIOLOGY

10 hours

- 1.1 The nature of science - science as a process and as a domain of inquiry and exploration; A continuously evolving discipline.
- 1.2 Impact of Biological Science: Relationship to chemistry and values and ethics of learning Biological Science.
- 1.3 Scope of Biological Science for understanding the diversity of Biology, Science-Technology-Society-Environment (STSE) Interface.
- 1.4 History of biological Sciences (origin of life and its evolution, environment, health, major inventions in Biology).

UNIT 2: AIMS AND OBJECTIVES

10 hours

- 2.1 Acquiring skills to understand processes of studying biology e.g. observation (microscope, specimen, herbarium) exploration, experiments (simple Biology experiments) Generalisation of observations and validation of Knowledge.
- 2.2 Curricular concerns and its development with reference to biological sciences; (BSCS, NCERT) Content selection and its organization; Understanding of facts, principles and its application biological principles with cognitive abilities and development of learners.
- 2.3 Understanding learning objectives of different areas of Biology, Construction of knowledge in Biological science: conceptual schemes, concept maps.
- 2.5 Linkages to learners previous understanding (classroom, environment, Society and peer group) and Knowledge in the area of biology.

UNIT 3: PEDAGOGICAL SHIFT IN BIOLOGICAL SCIENCE

10 hours

- 3.1 Biological science curriculum and planning teaching – learning experiences (taking examples from science/ Biology, such as Photosynthesis, Life Processes, Diversity in Living Organisms, Biotechnology etc.) Pedagogical shift in nature of Biological Science,(Constructivism)
- 3.2 Democratising Science learning: Critical pedagogy.
- 3.3 Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interaction, experiential learning, concept mapping and self – learning, etc., designing learning experiences with all these approaches.

3.4 Criteria for the analysis of science textbooks including issues related to gender & socio-cultural context, etc.

SUGGESTED ACTIVITIES

1. Critical review of text book of 8th, 9th, 10th and PUC Classes
2. Concept mapping
3. Study of NCERT Curriculum of any class
4. Survey on Scientific Attitude/Learning Attitude towards Science
5. Study on opinion of public understanding of science
6. Role of Science in the developing country
7. Study of misconceptions in Science among secondary school Students
8. Study of achievers in the field of Science
9. Preparation of Biography of Local achievers in the field of Science (2 or 3)
10. Community resources to teach Science

ASSESSMENT:

Sl. No.	Items	Internal Marks	External Marks
1	One Assignment	05	--
2	Two Internal Tests	05+05	--
Total		15	35

SUGGESTED READINGS:

1. William D. Romey, Inquiry Techniques for teaching Science, Prentice Hall, INC, New York.
2. Nathan, S. Washton, Science Teaching in SCC School, Harper and Borthers, New York.
3. Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House Delhi
4. Mangal, S.K. (1995), Teaching of Physical and Life Sciences, AVG Book Depot, Karol Bagh
5. Sood, J.K. (1987), Teaching of Life Science, Kohli Publishers Chandigarh.
6. Bhooshan, Shailendra, JeevVigyanShikshan, VinodPustakMandir, Agra, 1989
7. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006

8. Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993
9. Sharma, R.C. Modern Science Teaching, DhanpatRai& Sons, New Delhi.
10. Murrey J. Science Teaching in School, ASE, London.
11. Sood, JK, VigyanShikshan, VinodPustakMandir, Agra, 2008
12. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
13. Lewis J., Teaching of School Physics, Penguin, UNESCO.
14. Sharma & Sharma, Teaching of Science, DhanpatRai and Sons, Jullundhar, Delhi.
15. Das, R.C., (1985), Science Teaching in School, Sterling Publishers Pvt Ltd, New Delhi

BED20EPC 1.6 - FUNDAMENTALS OF ICT AND ITS APPLICATION

Contact Hours: 30

Credits: 2

Marks: 50

OBJECTIVES

- State scope and importance of IT
- Differentiate a system from computer system in terms of characteristics, capabilities and limitations
- Explain evolution of internet and World Wide Web
- Distinguish between internet, intranet and extranet

UNIT 1: FUNDAMENTALS OF COMPUTER

- 1.1 ICT: Meaning, importance and tools of ICT
- 1.2 Scope of IT and its importance
- 1.3 Personal Computer (PCs)
 - 1.3.1 Configurations of PCs
 - 1.3.2 PCs specifications.
- 1.4 Basic components of a computer system
 - 1.4.1 Input devices
 - 1.4.2 Output devices
 - 1.4.3 CPU and its components
 - 1.4.4 Memory: RAM, ROM, EPROM, PROM
 - 1.4.5 Secondary storage device

UNIT 2: INTERNET WEB AND EMERGING TECHNOLOGY

- 2.1 Internet and Its Evolution
- 2.2 World Wide Web
- 2.3 Internet, Intranets and Extranet
- 2.4 e-Mail Services
- 2.5 Web 2.0
- 2.6 Cloud Computing
- 2.7 Virtual Computing
- 2.8 e- Services
 - 2.8.1 e-Commerce
 - 2.8.3 e-Government

SUGGESTED ACTIVITIES:

- Demonstration by the Student on word processing
 - Formatting text
 - editing document
 - tab setting,
 - paragraph alignment
 - inserting table and objects
 - managing table of contents, page setup, proof reading the document
- Lab work in pairs in a task assigned by the teacher using word processing.

- Demonstration by the Student on spread sheet
 - Naming cell and cell range, use of formula and different types of function
 - inserting chart and objects
 - Handling cell formatting such as alignment, numbers, currency, font colour, merger and centre.
- Create different types of presentation slides
- Apply a design templates
- Use formatting, Alignments, Bullet, Insert picture, Organization charts, Word Art, Diagram Gallery display box, 3-D style, Rotating objected. Create/types of charts and Data sheet. Chart with title, Axis, Gridlines, Legend, Data labels and data table.
- Create different type of slides to use in the teaching and learning process.

ASSESSMENT:

Sl. No	Items	Internal Marks
1	Assignment / Lab Records	15
2	One Test	20
3	Practical Exam	15
Total		50

SUGGESTED READINGS:

1. Alexis Leon & Mathews Leon (2009). Fundamentals of Information Technology, 2/e. New Delhi.
2. Turban, R.R. (2014). Introduction To Information Technology. John Wiley and Sons (Asia) Pvt. Ltd.
3. Sinha, P.K., & Sinha, P. (2007). Computer fundamentals: concepts, systems & applications. New Delhi: BPB Publications.
4. Norton, P.(2006). Peter Norton’s computing fundamentals. Boston, Mass: McGraw – Hill Technology Education.

5. Morley, D. &. (2013). Understanding Computers Today and Tomorrow. Cengage Learning. V.Rajaraman, Neeharika Adabala (2014). Fundamentals of Computers 6th Edition. New Delhi: PHI
6. Cox, J., Lambert, J., & Frye, C. (2011). Microsoft Office Professional 2010 step by step. Redmond, Wash: Microsoft.
7. Melton, B. (Ed.). (2013). Microsoft Office Professional 2013. Sebastopol, Calif: O'Reilly Media. Melton, Beth, Dodge, Mark, (2013), Microsoft Office Home and Student 2013 Step By Step, PHI India.
8. Patrice – Anne Rutledge (2014), Office 2013 All – In – One Absolute Beginner's Guide ISBN: 9789332539372, Pearson India.

BED20EPC 1.7 MICRO TEACHING AND SIMULATION LESSONS

Credits: 2

Marks: 50

A. Micro Teaching (any Six Skills)

- 30 marks

- Skill of probing questions
- Skill of Introduction
- Skill of explanation
- Skill of illustrations with examples
- Skill of stimulus variation

- Skill of reinforcement
- Skill of writing on the Black Board
- Skill of Demonstration with an experiment
- Skill of reading texts
- Skill of Map location

C. Simulation Lesson (At college level)

- 20 marks

BED20EPC 1.8 READING AND REFLECTION OF TEXTS

Credits: 02

Internal Marks: 50

Objectives:

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

- Enhance their capacities as reflective readers
- Engage themselves in interactive reading – individually and in small groups.
- Exhibit their understanding of a text read in a oral or written discourse

- Read various types of texts and relate the contents to their own conceptualisations of various issues
- Read texts available in digital forms making use of various gadgets, especially their mobile phones

Activities:

1. There will be internal tests conducted on the basis of contents of the School text book in the specialized School subjects opted by the students.

ASSESSMENT:

Pedagogy 1 + Pedagogy 2 = 25 marks + 25 marks = 50
