KARNATAKA STATE WOMENS UNIVERSITY VIJAYAPUR

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

(AS PER NCTE ACT – 2014)

AND

(STATE SYLLABUS)

Effect from 2015-16 Onwards

DEPARTMENT OF EDUCATION

Karnataka State women's University, Janashakthi Campus, Torvi ,

VIJAYAPUR-586108

2015-16

DETAILED SYLLABUS OF FOUR SEMISTER
SEMISTER-I
Ed-I: CHILDHOOD AND ADOLESCENCE

Contact Hours: 60   Marks: 100   Credits: 4

Objectives

After studying this course the student-teachers will able to

1 Explain the process of development with special focus on infancy, childhood and
    adolescence.

2. Critically analyze development variations among children.

3. Comprehend adolescence as a period of transition and threshold of adulthood.

4. .Analyze different factors influencing child development.

UNIT 1: Approaches to Human Development   (15 Hours)

1.1 Concept,Nature and Scope of Educational psychology.

1.2 Concept and principles of development, Differences between Growth and Development,
    factors influencing on development

1.3 Developing Human-stages (Prenatel,Infancy, early childhood, later childhood, adolescence,
    Adulthood)

1.4 Nature Vs Nurture

1.5 Domains (Physical, Sensory-Perceptual, Cognitive, socio-emotional,Language and
    Communication, and social relationship)

UNIT 2: Theoretical Approaches to Development   (15 Hours)

2.1 Cognitive & Social-cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

UNIT 3: The Early Year (Birth to Eight Years)   (15 Hours)

3.1 Birth and Neonatal Development: Screening the newborn-APGAR Score, Reflexes and
     Response, neuro-perceptual development

3.2 Milestones and variations in Development

3.3 Development of Concept Formation, Logical Reasoning, Creative Thinking and Language
    Development

3.4 Environmental factors influencing on early childhood development
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UNIT 4   Early Adolescence (From nine years to eighteen years)   (15 Hours)

4.1 Emerging capabilities across domains of physical and social,emotional, self identity and
    Self-concept.

4.2 Emerging capabilities across domains of cognition-metacogniton, creativity, ethics

4.3 Concept of puberty and its related Isues.
4.4 Gender and development
4.5 Influence of the environment(Social, cultural, political) on the growing child
4.6 Life-Skill and Career Choices

Assignments: (Any Two)

(Engagement with the field as part of course as indicated below Hands on Experience)

- ➢ Observe children in various settings and identify milestones achieved.
- ➢ Seminar on human development
- ➢ Writing Report for reflection on case study
- ➢ Case Study on exceptional Children
- ➢ Psychoanalytic Theory (Freud)
- ➢ Emotional Development stages according to Pigeat
- ➢ Itnellectual Development at adolescence
- ➢ Seminar on topic specified by the Teacher.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	**20**

Suggested Readings

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. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.

5. Hurlocl, 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.

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ED-II: PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Contact Hours: 60 **Marks: 100** **Credits: 4**

Objectives of course

1. To develop understanding of the interrelationship between philosophy and education

2. To develop the appreciation of the basic tends and principles and development of the major
    Western schools and philosophy

3. To develop understanding of the interrelationship between Sociology and education

4. To develop understanding of the relationship between State and education

5. To develop understanding of the impact of sociological Principles on education

1. Philosophical Foundation of Education **(10 Hours)**
1.1 Meaning and Scope of Philosophy
1.2 Need of Philosophy in Life and for Teaching Practical
1.3 Meaning and various Definitions of Education
1.4 Interrelationship between Philosophy and Education

2. Schools of Philosophy **(20 Hours)**
2.1. Idealism, Naturalism, Pragmatism
2.2. Educational Implications of these Schools. W.r.to Aims and objectives, Curriculum,Methods
    Of Teaching, Teacher's -Pupil Relationship, Discipline and Meaning of Values
2.3. Contributions of selected philosophers:
    Rabindranath Tagore- Concept of Education for Harmony and Artistic self expression
    Swami Vivekananda Concept of Man-making Education.
    John Dewey –Concept of Laboratory School,
    Montessori- House of Children,:
    And their educational Contributions to Aims and Objectives of education, Curriculum,
    Method   of Teaching, Discipline and Teacher- Pupil's Relationship
2.4. Human Values and Education: - Types of Values- Spiritual, Moral, Social, aesthetic Values
2.5. National Values as Stated in the Indian Constitution

3. Sociological bases for Education **(15 Hours)**
 3.1 Relationship of sociology and education: Concept, Scope and Functions of educational
     Sociology and sociology of education-
 3.2 Education as a social sub system - specific characteristics which make for social harmony.
 3.3 Agencies of Education- Formal, Informal and Non-formal

4. State and Education: (15 Hours)

4.1 Education for the State Provisions in Indian Constitution

4.2 Education and Democracy, National Integration through Education

4.3 Education for International Understanding.

4.4. Education and Culture: Meaning, Concept of Cultural Lag and Cultural Change, Role of
   Education in Transmission, refinement and development of Culture.
   Multiculturalism- Meaning and Need

4.5 Social Change and its impact on education- Meaning, Factors and Role of education in
   Bringing desirable social change.

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

1. A study of the Biography of one of the eminent Educationist and submission of a report
       (Photography, life sketch and Major contribution to education)
2. A study of the impact of any one mass media on development of personality of secondary
   School children.
3. A comparative study of any two schools of philosophy w.r.t. Aims, curriculum and Methods
4. A comparative study of any two schools of philosophy w.r.t. Aims, curriculum and Methods
5. A report on visit to a school to study the various programmes organized by an institution to
   Strengthen National Integration/ International Understanding
6. Nationalism VS Internationalism.
7. A Small Group discussion on topic Challenges of accommodating Multiculturalism.
8. Seminar on constitutional Provisions regarding education.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	**20**

Suggestive Readings:-

1 Sociological Approach In Indian Education – Vinod Putak Mandira Agra By SS Mathur

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 Foundation Of Eduction – Vikas Publishing House PVT Ltd. BY S.P.Chaube and A.Chaube.

6 Teacher and Education in the Emerging Indian Society, Vol.I&II, Neelkamal Publications
   PVT.LTD. By.B.N.Dash.

7 Education in the Emerging Indian Society- Shipra Publications Delhi.by.J.C.Aggarwal

8 Principles of Educatio, Surya Publications, Meerut by.N.R.Swroop Saxena.

9 Philosophy and Sociology of education, Surjeet Publication Delhi. By.Dr.R.N.Sharma

10 Educational Sociology – Brown

11 Education in the emerging indian society, Dhoba House Delhi.by.Four Authours.

12 Philosophy and Sociology of Education.Dr.A.H.Joshi and Venkappa more.

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ED-III: EDUCATIONAL TECHNOLOGY

Contact Hours: 60   Marks: 100   4 Credits

Objectives:
After the complication of course, pupil 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 and use the different Media in Education.
5. Understand the different learning Experiences and use them in the teaching –learning process.
6. Integrate ICT into Teaching Learning, administration and Evaluation.
7. Develop information Management, Communication and collaborative skills.
8. Design and develop and use learning materials in Teaching.
9. Use ICT for making classroom processes Inclusive.

Course Contents:
Unit-I Basics of Education Technology   **(15 Hours)**
1. Educational technology –Meaning Nature, Scope, objectives, and Importance.
2. Instructional technology and teaching technology: Meaning, nature and scope.
3. Approaches of educational technology –Hardware, Software and Systems approach.
4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education   **(15 Hours)**
1. Print media –Books, Journals, Magazines and newspapers.
2. Digital Media –Documentaries, still pictures, websites, webpage etc,
3. A-V Aids: definition, types audio aids, and Visual aids, A-V aids (Radio, T.V and Films).
4. Multi-media: Meaning & concept, scope and importance.
5. Multi sensory approach – Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model.

Unit-III Educational systems   **(15 Hours)**
1. E-learning, cooperative learning, mobile learning –concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board-uses & advantages.
3. Web services: e-mail, chat, online forums, wiki, e-library.
4. Resource centers and services in educational technology: CIET (NCERT), SIET, UGC-CEC, EDUSAT, ICT, GYAN DARSAN, INFL IBNET.

Unit-IV Understanding of ICT in Education   **(15 Hours)**
1. Concept of ICT and Principles of using ICT in teaching learning process.
2. Impact of ICT in education (impact of ICT in social, cultural, economical)
3. Role of teacher (administrator, facilitator, counselor, and evaluator) in ICT enabled education.
4. ICT in Education: Computer Assisted Instruction (CAI), Computer Mediated Communication (CMC), Computer simulation, blended learning, Web-based learning,

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

1. Visit websites E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, plans, statistics, scholarships, issue and trends and writing reports.
2. Recording –Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
3. Prepare a PPT on school subject & submit a report.
4. Prepare a report on multi –Media and Gyan Darsan.
5. Seminar on selected topics

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	**20**

Readings:

1. Kumar, K.L. (1996) Educational Technology and Communication Media. Cuttack: Nalanda.
2. Mangal, S.K. and Mangal, U. (2009). Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.
3. Richmond, W.R (Ed) (1900). The Concept of Education Technology: A Dialogue with yourself. London: Weidenfield and Nicolson.
4. Ruhela, S.P. (1973) Educational Technology. New Delhi: Raj Prakashan.
5. Sampath, K., Pannirselvam, A. and Santhanam, S. (1990). Introduction to Educational Technology . New Delhi: Sterling Publishers Private Limited.
6. Saxena, S (1999). A first course in computers. New Delhi: Vikas publishing House.
7. Sharma, R.A. Technology of Teaching Meerut: International Publishing House.
8. Sutherland, R., Robertson, S. and Peter John. (2009) Improving Classroom Learning with ICT. New York: Routledge.

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ED IV (UDP-1): UNDERSTANDING DISCIPLINE AND PEDAGOGY OF LANGUAGE
(English/Kannada/Hindi/Urdu/Marathi)

Contact Hours: 30   Marks: 50   2 Credits
Objectives

Unit 1: General Introduction on Language: (8 Hours)
-What is Language? Various components of language; Functions of language; Critical analysis of the following terms: Dialect, standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multi-lingual's.
-Language as a medium of instruction and debates about English as a medium of instruction; the recommendation of NCF-2005 on language education.

Unit 2: Language and Literacy in the Context of School   (7 Hours)

-Language environment of school and the varied nature of Indian classrooms; Language environment at home; Characterizing bilingualism and multilingualism; Language learning in early childhood; Language and Cognition: Piaget, on language acquisition and relevance of their views for the language teacher; Second language acquisition.

Unit 3: Language Processes and the classroom Context   (8 Hours)
-Oral language in the classrooms; participation in the classroom; Reading Engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Aesthetic and emotive aspect of reading; writing as a composing process: purpose, and understanding the process writing.

Unit 4: Examining the language curriculum   (7Hours)
-Review of textbooks, use of literature in language textbooks, critical analysis of exercises, Children's literature, classroom practices and language problems in India.
-Lack of independence in language use; Examining the role of school context in creating difficulties for language learners ; Understanding language "disability" and the language teacher's role in dealing with it.

Assignments (Any one)

1) A Debate on "English as a medium of Instruction" & submit a Report.
2) An analysis of $8^{th}/9^{th}$ standard Language textbook.
3) Preparation of a Report on NCF 2005 on Language Education.
4) Write up on language Classroom & problems in India

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (One hour duration of 25 marks, Reduce to 0 5marks)	05
2	One Assignment (should be Practical Oriented)	05
	Total	**10**

Readings:

1. Atwell,N (1987). In Middle: Writing, reading, and learning with the adolescents, Prtsmouth: Heineman.
2. Kunwar, N (2015) 'Right writing' in Indian classroom: learning tobe artificial. Language and language teaching.Vol 4, No 1, Issue 7.
3. Rai, M (2015) Writing in Indian schools : the product priority. Language and language learning Vol 4, No 1, Issue 7, 32-36.
4. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and.
5. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education 1.

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Ed-IV (UDP-I): UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCES

(UDP-I , is for all Science Candidates)

Contact Hours: 30   Marks: 50   Credits:2

Course Objective

This course would enable the pupil teachers to understand

- Science as a discipline through its philosophical and epistemological perspectives.
- The insights into the nature of science and how children construct knowledge
- in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education.
- a holistic understanding about science-education situated in learner context and social realities.

Unit I: Nature of Science and Science Education   (8 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 A historical perspective: the development of science as a discipline; awareness of the Contributions of Popper and Kuhn.

1.3 A critical understanding of science as a subject at the various levels of school education and Thereby of the purpose of science education at the various levels of school education.

1.4 Development of Scientific Temper, public understanding of science, ethics of science; Science education in the context of a developing country.

Unit II: The learner Context   (8 Hours)

2.1 Children's conceptualization 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.

2.2 Understanding children's fear of science addressing their inabilities to correlate the observed Phenomena with micro level processes and with their symbolic/mathematical Representations.

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.

2.5 Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The science curriculum   **(7 Hours)**

3.1 The nature and underlying criteria for a science curriculum and content organization.

3.2 Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

3.3 A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP); an Awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .

3.4 Criteria for the analysis of science textbooks (including issues related to gender, the socio-Cultural context, etc.)

Unit IV: Curriculum Transaction   **(7 Hours)**

4.1 Micro Teaching- Preparation of Episodes in different skills.

4.2 Preparation of Lesson Plans in Science- Meaning, Steps and Format and Uses.

4.3 Unit Plan-Meaning, Steps and Format, and Unit-Test- Meaning, Steps and Uses.

4.4 Resource Unit- Meaning, Steps, Uses and Format.

Assignments: (Any one)

1. Preparation of Software on science content.

2. Preparation of Model Question paper on SSLC Model

3. Collection of Specimens etc.

4. A critical review of any one class content of 6th to $10^{th\ Std}$.

6. Preparation and Organization of Science Quiz.

7. Visit to a Science Center and Submission of a report.

8. Preparation of Working Model in Science..

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks, Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

Suggested Reading List

- Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
- Barba, H.R. (1997).Science in Multi-Cultural Classroom: A guide to teaching and Learning. USA: Allyn and Bacon.
- 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.
- Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.
- Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. International Journal of Science Education 30(10), 1343-1363(21),
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
- National Curriculum Framework, (2005), NCERT: New Delhi
- Newsome, J. G. & Lederman, N. G. (Eds.) (1999), Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education. Kluwer Academic Publishers, The Netherlands
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.
- Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi
- Sears, J. and Sorensen, P. (Eds.). (2000) Issues in Science Teaching. Routledge Falmer, The Netherlands.
- Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- 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), 137158, February
- Wallace J. and Louden W. (eds.). Dilemmas of Science Teaching: Perspectives on Problems of Practice. London: Routledge Falmer. pp.191-204.

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ED-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SOCIAL SCIENCE
(UDP-II: Is for both History and Geography Method)

Contact Hours: 30   Max Marks: 50   Credits: 2

Objectives of the Course

To enable the prospective teachers to address the following questions:

1. What is the nature and philosophy of Social Science?
2. What is her reflective understanding of contemporary society and the relevance in teaching of Social science in schools?
3. What is the status of learning social science at secondary school level?
4. What are the issues and challenges in articulating the nature of social science curriculum and Its pedagogical practices?

Unit I: Evolutionary Framework of Social Science: (8 Hours)

An Overview of the Foundations of each Discipline:

1.1 History and Geography- Temporal and Spatial Dimensions.
1.2 Political science and Economics – The Systems and Processes of Society. Specialized Knowledge versus Inter Disciplinary Knowledge
1.3 Concept of Social Science and Social Studies: Meaning Scope, Significance.
1.4 Aims of teaching social science at secondary school level.
1.5 Objectives of Teaching Social Science: Development of Critical Enquiry, Critical Thinking And Problem solving and Building perspectives in Social Sciences- Social, Historical, Environmental, Economic and Constitutional perspectives

Unit II Social Science in Schools Curriculum: (8 Hours)

2.1 Meaning and Principles of Selection of Social Science Curriculum
2.2 Evolution of Social Science Curriculum to the present stage in terms of various Indian Educational policies.
2.3 Challenges in the development of Social Science Curriculum
2.4 Approaches of social science curriculum: Chronological, Concentric and Logical, Interdisciplinary and Multi disciplinary.

Unit III Pedagogical practices in Social Science Curriculum: (7 Hours)

3.1 Review of different Commissions/Committees Reports
3.2 National Curriculum Framework-, 2000 and 2005
3.3 Concerns in Teaching Social Science: Diversity, Gender and Special Needs
3.4 Critical Review of Social Science Text books from class 6th to 10th Standard

Unit -IV Curriculum Transaction: (7 Hours)

4.1 Micro Teaching- Preparation of Episodes in different skills.
4.2 Preparation of Lesson Plans in Social Science- Meaning, Steps and Format and Uses.
4.3 Unit Plan-Meaning, Steps and Format and Unit-Test- Meaning, Steps and Uses.
4.4 Resource Unit- Meaning, Steps, Uses and Format.

Assignments: (Any one)

1. Preparation of Software on social science content.
2. Preparation of Model Question paper on SSLC Model
3. Conducting Local Survey on historical Significance.
4. Collection of Stamps, Coins/ Specimens etc.
5. A critical review of any one class content of 6th to 10th Standard.
6. Demonstration of Mock Parliament and submission of report.
7. Visit to a local self Government and Submission of report.
8. Preparation of Resource Unit plan.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

Suggested Readings

➢ Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
➢ Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective andChallenges. 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.
➢ Edgar, B.W. &Stanely (1958), Teaching social studies in high school,Heath and company, Boston D.C.
➢ George, A., M. &Madan, A. (2009). Teaching Social Science in Schools.Sage Publications India Pvt. Ltd. New Delhi.
➢ Mayor, F. (1992). The role of the Social Sciences in a changing Europe.International Social Science Journal (vol. 44).
➢ UNESCO-World Social Science Report (2013)
➢ Wagner, P. (1999). The Twentieth Century – the Century of the SocialSciences? World Social Science Report.
➢ Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
➢ Dash.B.N, Content cum Methods of teaching Social Study,Kalyani Publishers PVT.Ltd.
➢ Roddannavar.J.G, Methods of Teaching History and Civics, Vidyanidhi Prakashana, Gadag.
➢ NCERT(2006), National Focus Group on Teaching of Social Science
➢ NCERT(2006), National Focus Group on Gender Issues in Education
➢ NCERT(2006), National Focus Group on Curriculum, Syllabus and TextBooks.
➢ NCERT(2006), National Curriculum Frame Work-2005

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Ed-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: MATHEMATICS (UDP-II)

Contact Hours: 30   Marks: 50   Credits: 2

Course Objectives:

This course would enable the pupil teachers to understand
- Understanding Mathematics as a humanly created subject The insights into the nature of Mathematic and how children construct knowledge
- A critical understanding about the progression in the learning of mathematical concepts.
- A critical understanding about curriculum in Math's and how it unfolds through the Transactional processes at the various levels of school education.
- Addressing the concerns of societal Issues of gender, class and culture in mathematics learning and achievement
- The Transaction of Mathematics Curriculum in to Practice

UNIT 1: Introduction to Mathematical Thinking   **(8 Hours)**

1.1. Mathematics as study of creating, discerning and generalizing patterns: Identifying and analyzing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.

1.2. Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.

1.3. Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.

1.4. Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

UNIT 2: Learning Mathematics   **(8 Hours)**

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

2.2 Processes of dealing with abstractions, particularization and generalization. Studying Algorithms; what works and how?

2.3 Focus on mathematical processes- Problem solving, problem-posing, patterning, Reasoning, abstraction and generalization; argumentation and justification.

2.4 Sociocultural perspectives in mathematics learning- Situated learning; social Construction of knowledge; social interaction and community of practice.

2.5 Historical evolution of concepts –understanding how concepts evolved, power-play in Legitimizing concepts

UNIT 3: Mathematics for Equity and Social Justice   **(7 Hours)**

3.1. Why teach 'mathematics to all'? –Concerns and challenges.

3.2. Issues of gender, class and culture in mathematics learning and achievement – Expectations, Attitudes and stereotypes; access to higher Mathematics; interrogating the Notion of 'Achievement gap'; construction of learners' identity in mathematics Classroom

3.3. Addressing the concerns of societal as well as mathematical equity.

Unit IV: Curriculum Transaction   **(7 Hours)**

4.1 Objectives of teaching Mathematics with behavioural specifications

4.2 Preparation of Lesson Plans in Math's - Meaning, Steps and Format and Uses.

4.3 Unit Plan-Meaning, Steps and Format, and Unit-Test- Meaning, Steps and Uses.

4.4 Resource Unit- Meaning, Steps, Uses and Format.

Assignments: (Any one)

1. Preparation of Software on Math's content.

2. Preparation of Model Question paper on SSLC Model

3. Preparation of Teaching Learning Models in maths.

4. A critical review of any one class Math's content from 6th to 10th Standard.

6. A study of the Contributions of Great Indian Mathematician

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks, Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

Readings and resources

➢ Bishop, A. J. (1988). The interactions of mathematics education with culture. Cultural Dynamics, 1(2), 145–157.

➢ D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics.For the Learning of Mathematics, 5(1), 44–48.

➢ MESE -001(2003).Teaching and Learning Mathematics. IGNOU series

➢ www.stanford.edu/~joboaler/

➢ Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012).Setting up complextasks.Mathematics Teaching in the Middle School, (January), 1–15.

➢ Pedagogy of mathematics: Textbook for two year B.Ed. course. New Delhi: NCERT.

➢ Davis, B. (2001). Why teach mathematics to all students? For the Learning of Mathematics, 21(1), 17–24.

➢ Rampal, A., Ramanujam, R. &Saraswathi, L.S. (1999).Numeracy counts!and Zindagikahisaab(2001). National Literacy Resource Centre, Mussoorie

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Ed-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: BIO-SCIENCE
(UDP-II)

Contact Hours: 30   Marks: 50   Credits: 2

Course Objective

This course would enable the pupil teachers to understand biological science as a discipline through its philosophical and epistemological perspectives. The insights in to the nature of biological science would help in developing a critical understanding about the curriculum in biological science and how it unfolds through transactional processes at the various levels of school educations. Thus this course aims to lead the pupil teachers from an understanding about biological science disciplines to a holistic understanding about biological science – education situated in Lerner context and social realities.

Unit 1: Nature and scope of biological science and biological science education   (8Hours)

1.1.Brief history of biological science, meaning and definitions of Biological Science

1.2.The nature of biological science, biological science as a process and body of knowledge. Branches of biological science, career opportunities for biologist.

1.3.Pathtracking discoveries and various land mark developments made in biological science. Chief discoveries in biological science and achievement-a)Western biological scientist b) Ancient Indian biological scientist C) Modern Indian biological scientists

1.4.Scope of teaching biological science, values of biological science impotents of biological science in day to day life.

Unit 2: The Lerner context   (8Hours)

2.1.Development of scientific temper, ethics of biological science. Biological science education in the context of a developing country

2.2.Children's conceptualization of scientific phenomena, pre conceptions in biological science and their significance in knowledge constructions.

2.3.Role and limitations of language: its contributions towards expression articulation and the understanding of biological science.

2.4.Addressing learners' diversity: teaching of exceptional children's in biological science.

Unit 3: The biological science curriculum   (7Hours)

3.1.Meaning and nature of biological science curriculum, approaches to curriculum transition: integrated, disciplinary, interdisciplinary approaches.

3.2.Curriculum reforms in biological science. A critical review of biological science curriculum at national level: B.S.C.S curriculum.

3.3.A critical review of biological science text book of 8 to 10 Class.

Unit IV: Curriculum Transaction (7 Hours)

4.1 Objectives of teaching Bio-Science with behavioural specifications
4.2 Preparation of Lesson Plans in Bio-Science - Meaning, Steps and Format and Uses.
4.3 Unit Plan-Meaning, Steps and Format, and Unit-Test- Meaning, Steps and Uses.
4.4 Resource Unit- Meaning, Steps, Uses and Format.

PRACTICUM/FIELD WORK: (ANY ONE)

1. A report on organization planning and evaluation of a field trip in biological science
2. Critical study of biological science text of either 8th or 9th standard.
3. Preparing instructional kit for Bio-Science lesson.
4. Collecting information regarding work of biological scientist (Min. 10) in Bio-Science.
5. Establishing science club, reporting activities. A report of activities organized under it.
6. The teacher is free to introduce any biological science related practicum/field bases in biological science.
7. **Scheme of Assessment:**

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks, Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

SUGGESTED READING LIST

1) Teaching of biological science : Dr. S. P. Kulshrestha
   Publisher Vinay Raheja C/o LAL Book Depot near inter college merit
2) Teaching of biological science Sudha Phahuja
   Publisher Vinay Raheja C/o LAL Book Depot near inter college merit
3) Teaching of biological science V.K.Maheshwari, Sudha Maheshwari
   Publisher Vinay Raheja C/o LAL Book Depot near inter college merit
4) Teaching of life science. Anju Soni. Tandon publication Ludhiana
5) Teaching of biological science: S.Girish.Hallur Prakashana. Bangalore
6) Teaching of life science: C.V.Myageri Viday Nidi Prakashana gadag
7) Teaching of life science: K.Yadav anmol publication New Delhi.
8) Teaching of science: R.C.Sharma: Dhanpat rai publication New Delhi.
9) Ravaikumar.S.K teaching of biology : Mangle deep publications jaipur.
10) Gupta, V.K (1995): teaching and learning of science and technology, Vikas Publishing House, New Delhi.

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ED-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE (UDP-II)

Contact Hours: 30   Marks: 50   Credits: 2

Objectives:

This paper is aimed at encouraging

1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.
2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens
3. To understand the Process of curriculum and its Transaction.

Unit 1: Nature of Commerce   **(6 Hours)**

1. Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education
2. Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2: Understanding Knowledge in Commerce   **(6 Hours)**

1. Interrelationships within Commerce (Accountancy and Business Studies/ Management)
2. Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3: Commerce and Society   **(6 Hours)**

1. Understanding Ethics and Values
2. Contemporary Business Environment and Commerce Education

Unit 4: Curriculum and its Transaction   **(12Hours)**

1. Meaning and Principles of Curriculum Construction
2. Approaches of Curriculum in Commerce: Interdisciplinary and Multi disciplinary.
3. Identification of Instructional Objectives with Behavioural Specifications.
4. Lesson Plan: Meaning, Steps, Uses and Format.
5. Unit Plan-Meaning, Steps and Format and Unit-Test- Meaning, Steps and Uses.
6. Models of Teaching: Concept Attainment Model and Role-Playing Model in teaching commerce.

Assignments: (Any one)

1. Preparation of Software on Commerce content.

2. Preparation of Model Question paper on PUC Model

3. Conducting Local Survey on Market and submission of report.

4. A critical review of any one class content of PUC I or II year Commerce.

5. Demonstration of Mock Meeting on Business and submission of report.

6. Conducting of Mock Interview

7. Visit to an Industry and Submission of a Report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks ,Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

Suggested Readings

- Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab
- Cherunilam, F. (2000). Business Environment. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
- Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
- Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education. III (2), 52-59

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Ed-V: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS
(Special Pedagogy: UDP-II)
(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice such as B.E, Nursing etc. Students)

Total Hours: 30 hours   Total Marks: 50   Credits: 2

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction

Unit I: Basics of Academic disciplines   (8 Hours)

1. Meaning and characteristics of academic disciplines
2. Emergence of academic disciplines
3. Relationship between academic disciplines and subjects

Unit II: Teaching across disciplines   (8 Hours)

1. Classification of academic disciplines: Becher -Biglan typology (purehard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
2. Interdisciplinary and multidisciplinary teaching and learning: meaning, significance and role of the institution.
3. Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit III: Humanities and Social Sciences in the Curriculum   (7Hours)

1. Place of Humanities and Social Sciences in present school curriculum
2. Issues and challenges in teaching Humanities and Social sciences
3. Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit IV: Natural Sciences and Mathematics in the Curriculum   (7Hours)

1. Place of the disciplines Science and Mathematics in present school curriculum
2. Issues and challenges in teaching the disciplines Science and Mathematics
3. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments: (Any one)
1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.
3. Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks ,Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
	Total	**10**

References:
- Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
- Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
- Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications
- Position Paper of National Focus Group on Teaching of Science, NCERT Position Paper of National Focus Group on Teaching of Mathematics,NCERT publication
- Position Paper of National Focus Group on Social Sciences, NCERT publication
- Position Paper of National Focus Group on Teaching of Languages, NCERT publication
- Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
- What are Academic Disciplines? Working Paper by Armin Krishnan

Websites:
- www.ivorgoodson.com/curriculum-studies
- http://serc.carleton.edu/econ/interdisciplinary/index.html
- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41
- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
- http://www.thirteen.org/edonline/concept2class/interdisciplinary/
- http://apcentral.collegeboard.com/apc/public/repository/APInterdisciplinaryTeaching-and-Learning-Toolkit.pdf
- http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai
- http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3- 2007.pdf

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<p style="text-align: center;">**(Compulsory Activities for All students)**</p>
<p style="text-align: center;">**Ed.VI-A: ICT-BASIC (Course for lab work-Internal Assessment)**</p>

Contact Hours: 30   Total Marks: 50   Credits: Two

Aims of the Course

This set of experiences is visualized with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.

Course Contents

Unit I. ICT basics: Operating system and application software

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
   a. Features of different operating system (Ex: Obantu, etc)
   b. Files and directory operations
   C. Windows Explorer and desktop
4. Introduction to Application Software
   a. Word Processor
   b. Spreadsheets
   c. Presentations
   d. Database Management System

Unit II Computer Applications and Internet

1. Applications of computers in various fields of education: Evaluation, planning, Administration And Management, and Library management, etc.
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Activities:

1. Prepare the printed teaching materials using the MS-Word (In any subject any unit to be selected, in   any language).Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation.
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and Google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India

10. Use of available software or CDs with LCD projection for subject learning interactions
11. Generating subject-related demonstrations using computer software
12. Enabling students to plan and execute projects (using computer based research)
13. Engaging in professional self-development
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc
15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers-2008
17. Write a report on INSAT programs.
18. Developing Educational blog in www.blogger.com, www.wordpress.com
19. Develop the news groups and report.
20. Creating an Account in Teacher tube/slide share and sharing your Video/PowerPoint.
21. Downloading Anti-virus software through internet and installing to the system.

Assessment:

Sl.No	Item	Internal Marks	External Marks
1	8 Activities withLab Journal (8X5)	40	----
2	One Test	10	----
	Total	**50**	----

Suggestive Readings

➢ Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia
➢ Intel (2003). Intel innovation in Education Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
➢ Kumar, Khushvinder and Kumar, Sunil (2004). Computer Education. Gurusar Sadhar: GBD Publications.
➢ Kumar, Khushvinder and Kumar, Sunil (2004). ICT Skill Development. Gurusar Sadhar: GBD Publications.
➢ Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
➢ Rajaraman, V. (2004). Fundamental of Computers. New Delhi: Prentice Hall of India Pvt. Ltd.
➢ Sharma, Lalit (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
➢ Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tandon Brothers.
➢ Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.
➢ Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.
➢ Strawbridge S., Natiquette (2006). Internet - etiquette in the age of Blog.Software Reference Limited, UK
➢ Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
➢ Thomas B.(1991) Digital Computer Fundamentals .Tata Mcgraw Hill edition.New York.
➢ Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
➢ Wang J., Lau R.(2013). Advances in Web-based Learning. SpringerPublication London.

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Ed.VI-B: LANGUAGE ACROSS THE SUBJECTS

Contact Hours: 30   Marks: 50   2 Credits

Objectives: After completion of the course, student-teachers will be able to:-
- understand the language background of students
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measure, too.

Unit – 1: Language and Society
- Relationship of language and society:.
- Nature of multilingualism: differential status of Indian classroom language.

Unit – 2: Language Development
- Psychological basis of language.
- Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, language development in different ages.
- Speech defects: - lisping, slurring, stuttering and stammering and role of teacher in its resolution.

Unit – 3: Language Acquisition
- Language acquisition: - stages, language and thought
- Language acquisition and cognitive development.
- Meaning, concept & awareness of listening, speaking, reading, comprehension and writing for varying context, language proficiency of teacher.

Unit – 4: Classroom and Language
- Classroom discourse: nature, a meaning and medium.
- Discussion as a tool for learning.
- Questioning in the classroom –type of questions
- Function of language: In the classroom and outside the classroom.
- Classroom as a Language laboratory
- Role of literature in language learning,
  Reading, Writing & Analysis
- Reading in the content areas: - social science, science and maths.
- Textbooks: reading strategies for children –note making, summarizing making; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose writing to learn and understand.

Practicum

1. Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.
2. Take views from parents / teachers on language, Difficulties of students.
3. Organization of Quiz on Language
4. Conduct a study on Reading difficulties of students.
5. Conduct a study on Writing Problems of students.
6. Conduct a study on Speaking Problems of students.

Scheme of Assessment

Sl.No	Item	Internal Marks	External Marks
1	Assignments (4X10)	40	----
2	One Test	10	----
	Total	50	----

References

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa (pp. 3-7). Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Based readers and Content texts. Psychology Press.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
- Grellet, f. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.
- Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
- NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.

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Ed.VI-C: PSYCHO- SOCIAL TOOLS AND TECHNIQUES
(Lab and Field Work Internal Assessment)

Contact Hours: 30   Total Marks: 50   Credits: 02

Aims of the Course

This set of experiences is visualized with an assumption that student teachers should have a basic Knowledge about Various Psycho-Social Tools and Techniques, and Administering in the Practical situation and Reporting.

Course Contents

Understanding Personality and Abilities of Learner.
1. Personality and its Assessment:
    1.1. R.B.Cattles 16.P.F
    1.2. T.A.T/ C.A.T
    1.3. Case Study.
2. Intelligence and Its Assessment:
    2.1. Raven's Progressive Mattresses (RPM),
    2.2. Bhatia's Performance test.
    2.3.. Test of Creativity.
 3. Group Dynamic and Its assessment:
    3.1. J.L.Moreno- Sociometry
    3.2. Interest Inventory
 4. Assessment of Learning:
    4.1. Achievement Test.
    4.2. Concepts Learning- C.A.M-(Bruner)

    The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

    Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

List of the Assignments and Practical's (Any four)

A) Lab assignment:

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 student's scores (Dept may evolve the draft and keep ready for use)

2. Conducting counseling on issue related child/teachers recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.

3. Administering a psychological test of performance based on a unit in the lab and reporting.

4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generates the sociometry results through sociometry software and use them for interpretation and insight on class room dynamics.

2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.

3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.

4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.

5. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.

6. Administering of any one test of personality and reporting it.

Assessment:

Sl.No	Item	Internal Marks	External Marks
1	Conduct of Practicum either in Lab/Field and Submitting a Report in the Journal form (8x5 Marks)	40	----
2	One Test	10	----
	Total	**50**	**----**

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Ed.VI-D: MICRO TEACHING AND INTEGRATION
(Practice Lessons under Simulated Condition: Internal Assessment)

Contact Hours: 30   Total Marks: 50   Credits: 02

Aims of the Course

Each trainee teacher has to identify the Various Microteaching skills and identify the components of each skill and to practice in a simulated condition in a group of 10 peers. After the completion of at least one Cycle of each skill trainee has to integrate these skills and at the last a Macro lesson has to be practiced in the simulated condition by that each teacher trainee is going to get Mastery over the teaching competencies.

Practice Lessons across the First Semester

Component	Details of Inputs	Marks

1.Micro-Teaching(6-skills)
UDP-I
  1.Skill of Introduction
  2.Skill of Probing Questions
  3.Skill of Stimulus Variations
UDP-II
  4.Skill of Explaining
  5.Skill of Illustrating With Example
  6.Skill of Reinforcement/Black Board
	Practice the Skill with full repeat the Cycle and With Video-Feedback
	
	(10+10)
		20

2.Simulation (Non-Microteaching) Integration and overall skill with teaching-Learning Process for 15 Min.each	Two Lessons per Pedagogy subject (2+2= Lessons 4 x5 Marks)	20
3.Simulation Lesson (College based- 45 Min.each)	One Lesson Per Pedagogy Subject(1+1=2x5 Marks	10
Total		**50**

********** END OF THE FIRST SEMISTER **********