

SEMESTER II

Course code	Course Title	Credits	Internal Marks	External Marks	Total
2.1	Learning and Teaching Process.	4	20	80	100
2.2	Educational Evaluation	4	20	80	100
2.3	Pedagogic tools, techniques and approaches	4	20	80	100
2.4	Subject Specific Pedagogy (Any two)	4	20	80	100
2.5	School lessons and reflective diary	2	50		50
2.6	Research Project	2	50	-	50
2.7	Field assignments	2	50	-	50
2.8	Block teaching and Field work	2	50	-	50
		24			600

Any two from the following pedagogy subjects.

Course Code	Subject Specific Pedagogy
2.4.1	Kannada
2.4.2	English
2.4.3	Hindi
2.4.4	Urdu
2.4.5	Sanskrit
2.4.6	History & Political Science
2.4.7	Geography
2.4.8	Physics
2.4.9	Chemistry
2.4.10	Biology
2.4.11	Mathematics
2.4.12	Commerce

2.1 LEARNING AND TEACHING PROCESS

Contact Hours: 60

Marks : 100

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

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. Analyze the scope and role of assessment in teaching process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human learning and Intelligence

1.1 Human learning: Meaning and definition

1.2 Learning theories:

- Behaviorism: Pavlov's classical conditioning,
Thorndike's connectionism
Skinner's operant conditioning
- Gestaltism : Learning by insight – Kohler
- Constructivism and learning – meaning and principles
Learning theories and their implications to classroom teaching – learning

1.3 Intelligence: Concept and definition

- : Triarchic Theory (Robert Sternberg),
- : Theory of multiple intelligences (Howard Gardner)
- : Concept and significance of emotional intelligence (Daniel Goleman)

1.4 Creativity: Meaning and dimensions of creativity, characteristics of creative learners, measures to foster creativity of the learners.

Unit 2: Learning process and Motivation

2.1: Sensation and perception: Meaning and process

2.2: Attention: Meaning and factors affecting attention

2.3: Memory: Meaning and Model of memory (Atkinson and Shiffrin)
Techniques to improve memory, Forgetting – meaning and causes for forgetting,
'The Forgetting Curve' by H. Ebbinghaus

2.4: Motivation: Meaning Maslow's theory of hierarchy of needs, Extrinsic, intrinsic and achievement motivation, Measures to enhance motivation levels of the learners.

Unit 3: Teaching – learning process

- 3.1: Meaning of teaching – learning process, maxims of teaching
- 3.2: Stages of teaching and learning: Plan, implement, evaluate and Reflect, Acquisition, Maintenance and generalization
- 3.3: Learning environment: physical aspects, Psychological aspects – classroom climate, reduction of the burden of learning, fear of failure Vs Hope of success, Joyful learning
- 3.4: Teacher as a leader: as a transformative leader, as a facilitator of learning, autonomy for learners, providing scope for free and creative expression for the learners, empathizing the learners.

Unit 4: Overview of Assessment and school Evaluation system

- 4.1: Assessment: Conventional meaning and constructivist perspective
- 4.2: ‘Assessment of learning’ and ‘assessment for learning’ – meaning and differences.
- 4.3: The role of the teacher in continuous and comprehensive assessment – constructivist approach
- 4.4: Revisiting key concepts in school evaluation: Filtering learners, pros and cons of No detention policy, internal-external assessment – proportion and emphasis, options for improvement, pros and cons of board examinations

Suggested Topics / Activities for assignments (any one)

- 1) Case study of intelligent or creative learners.
- 2) Prepare a brief report about the application of multiple intelligences theory to classroom teaching – learning
- 3) Enlist a few techniques of improving the retentive power of your learners.
- 4) Prepare a paper on how you would improve your power of memory by using mnemonic devices.
- 5) “There is no place for competition in learning” – Record your views on this theme from a psychological perspective.
- 6) Present a paper on the topic: ‘Can learning ever be a burden?’
- 7) Discuss about the advantages and disadvantages of the ‘No detention policy’
- 8) Discuss about the present system of continuous and comprehensive evaluation at the school level.
- 9) Conduct a survey of the opinions of the Secondary school teachers / pupils regarding CCE.

10) Give a plan of activities that you would take up to foster creative capabilities among your learners.

Note: The college is free to suggest any other assignment suited to the subject

Assessment

Internal Assessment	External Examination	Total
Two tests 5 + 5 = 10	80 Marks	100
One Assignment - = 10		

2.2 EDUCATIONAL EVALUATION

Contact Hours: 60

Marks : 100

UNIT 1: EDUCATIONAL EVALUATION AND MEASUREMENT

- 1.1 Meaning, Concept, Characteristics of Evaluation and Measurement
- 1.2 Objectives: Meaning of Educational Objectives, Instructional Objectives, Specific Objectives and Behavioural Objectives; Bloom's Modified Taxonomy of Educational Objectives (2001).
- 1.3 Learning Experience: Meaning, relationship between Learning Experience and Evaluation
- 1.4 Reporting Evaluation Results: Grading, Concept and its relevance, Credits: Grade and Course Certification.

UNIT 2: TOOLS AND TECHNIQUES OF EVALUATION

- 2.1 Formative and Summative Evaluation: Meaning, Characteristics and Use; Process and Product Evaluation.
- 2.2 Continuous and Comprehensive Evaluation: Meaning, Concept, Characteristics, Significance.
- 2.3 Techniques and Tools of Evaluation: Oral, Written –Essay, Short Answer, Objective – Meaning, Types and Characteristics, Performance Test.
- 2.4 Evaluation Tools: Rating Scale, Check-list, Questionnaire, Anecdotal Records: Meaning, Procedure of Construction, Use.

UNIT 3: TYPES OF EVALUATION

- 3.1 Teacher made Test: Meaning, Characteristics; Achievement Test: Construction, Use; Diagnostic Test: Concept, Characteristics and Construction.
- 3.2 Unit Test: Concept, Characteristics, Construction. Preparation of a well Balanced Question Paper.
- 3.3 Standardised Test: Meaning, Characteristics, Procedure of Construction.
- 3.4 Question Bank: Concept, Procedure, importance.

UNIT 4: BASICS OF EDUCATIONAL STATISTICS

- 1.1 Educational Data: Meaning of Raw Score, Data, Need, ways of describing data; Preparation of Frequency Distribution, Methods of Graphical representation of Data-frequency Polygon, Histogram, Pie Graph, Normal Probability Curve :Procedure of Construction, Use.
- 1.2 Measures of Central Tendency: Mean, Median, Mode (Calculation, Use)
- 1.3 Measures of Variability: Range, Quartile Deviation, Mean Deviation: Meaning, Use; Standard Deviation: Meaning, Calculation, Use.
- 1.4 Correlation: Concept, Measures of Rank Difference Correlation(Calculation

Suggested Topics / Activities for assignments (any one)

College is free to give activity related to the content matter of the subject.

REFERENCE BOOKS

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (19

Assessment

Internal Assessment	External Examination	Total
Two tests 5 + 5 = 10	80 Marks	100
One Assignment - = 10		

2.3 PEDAGOGIC TOOLS, TECHNIQUES AND APPROACHES

Contact Hours: 60

Marks: 100

Objectives:

1. Understand the teaching learning as system.
2. Differentiate tools, techniques, methods and approaches and familiarize
3. Understand the schematic orientation towards class room transaction.
4. Understand the role of teacher in various context.
5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

- Teaching :System approach
- Inputs for the learning-teaching system
- Learning , evaluation and feed back
- Objectives for teaching –learning system , detailed Texonomy

Unit 2: Empowering teacher with tools and techniques.

- Teaching Competencies: Components, significance and its contextual use.
- Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.
- Designing teaching learning system in terms of planning class room activities, field activities, evaluation , time management and its relation to curricular transaction and out comes
- Short term period based planning, planning for sequel of periods, long term planning and course planning.
- Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator

- Techniques of teaching : Questioning, Discussing, narrating,
- Methods of teaching: Indicting, Deduction, Inducto-deductive processes,
- Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,
- Advanced practices of teaching-learning programme: ICT based, Virtual class room etc.

Unit 4: Teaching learning material

- Print material: Text Books, Reference Books, Self Instructional Modules etc.
- Multimedia material : print material, e-material
- Learning packages
- Soft ware material
- Performance tasks and material
- Exercise and practice materials

Suggested Topics / Activities for assignments (any one)

College is free to give activity related to the content matter of the subject.

Assessment

Internal Assessment	External Examination	Total
Two tests 5 + 5 = 10	80 Marks	100
One Assignment - = 10		

2.4.1: ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಹಾಗೂ ಬೋಧನಾ ವಿಷಯವಾಗಿ ಭಾಷೆ- ಕನ್ನಡ

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್

ಗರಿಷ್ಠ ಅಂಕಗಳು: 30

ಗಂಟೆಗಳು: 30

ಉದ್ದೇಶಗಳು:

ಈ ಪತ್ರಿಕೆಯನ್ನು ಅಧ್ಯಯನ ಮಾಡಿದ ನಂತರ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರು

- ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದ ಕೌಶಲಗಳನ್ನು ಕರಗತ ಮಾಡಿಕೊಳ್ಳುವರು.
- ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
- ಪದ್ಯ, ಗದ್ಯ ಮೊದಲಾದ ಪ್ರಕಾರಗಳಿಗೆ ಪಾಠ ಯೋಜನೆ ಹಾಗೂ ಘಟಕ ಯೋಜನೆ ರಚಿಸುವರು.
- ಕನ್ನಡ ಭಾಷಾಶಿಕ್ಷಕರ ಕರ್ತವ್ಯಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವರು.
- ಭಾಷಾ ಬೋಧನೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಸಂಪನ್ಮೂಲಗಳ ಬಗ್ಗೆ ಒಳನೋಟ ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
- ಭಾಷಾ ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಸೂಕ್ತ ಸಾಧನ ಮತ್ತು ಹಿಮ್ಮಾಹಿತಿ ತಂತ್ರಗಳನ್ನು ಬಳಸುವರು.

ಘಟಕ 1

ಭಾಷಾ ಕೌಶಲಗಳು

- 1.1 **ಆಲಿಸುವಿಕೆ** – ಉಪಕೌಶಲಗಳು , ವಿಧಗಳು ,ಮಹತ್ವ, ಉತ್ತಮ ಆಲಿಸುವಿಕೆ ಬೆಳೆಸುವ ಕ್ರಮಗಳು , ಆಲಿಸುವಿಕೆಯಲ್ಲಿ ಬಳಸುವ ಸಂಪನ್ಮೂಲಗಳು.
- 1.2 **ಮಾತನಾಡುವಿಕೆ** – ಉಪಕೌಶಲಗಳು , ಮಹತ್ವ , ಮಾತನಾಡುವ ಕೌಶಲದಲ್ಲಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳು, ಬಳಸಬಹುದಾದ ಸಂಪನ್ಮೂಲಗಳು.
- 1.3 **ಓದುಗಾರಿಕೆ** – ಉಪಕೌಶಲಗಳು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಗಟ್ಟಿ ಮತ್ತು ಮೌನವಾಚನದ ಮಹತ್ವ. ಓದುಗಾರಿಕೆಯ ವಿಧಗಳು ಓದುಗಾರಿಕೆ ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು.
- 1.4 **ಬರವಣಿಗೆ** – ಉಪಕೌಶಲಗಳು , ಉತ್ತಮ ಬರವಣಿಗೆಯ ಲಕ್ಷಣಗಳು , ಮಹತ್ವ , ಬರವಣಿಗೆಯ ಹಂತಗಳು, ಬರವಣಿಗೆ ಸುಧಾರಿಸುವ ಕ್ರಮಗಳು , ಚಟುವಟಿಕೆಗಳು – ಕಥೆ , ಕವನ, ವರದಿ ರಚನೆ ಮೊದಲಾದವುಗಳು.
- 1.5 **ಪರಾಮರ್ಶನಾ ಕೌಶಲ** – ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ , ಶಬ್ದಕೋಶ,ವಿಶ್ವಕೋಶ, ಅಂತರ್ಜಾಲ , ವಿವಿಧ ಪುಸ್ತಕಗಳ ಪರಾಮರ್ಶನಾ ಕ್ರಮಗಳು.

ಘಟಕ – 2

ಭಾಷಾ ಬೋಧನಾ ಮಾರ್ಗಗಳು

- 2.1 ದ್ವಿಭಾಷಿಕ ವಿಧಾನ – ಅರ್ಥ, ತತ್ವಗಳು ಹಾಗೂ ಹಂತಗಳು
- 2.2 ಪ್ರತ್ಯಕ್ಷ ವಿಧಾನ – ಅರ್ಥ ಹಾಗೂ ಹಂತಗಳು
- 2.3 ರಚನಾತ್ಮಕ ವಿಧಾನ- ಅರ್ಥ, ತತ್ವಗಳು, ರಚನಾತ್ಮಕ ಆಯ್ಕೆಗಳು, ಬೋಧನಾ ವಿಧಾನಗಳು.
- 2.4 ಪ್ರಾಸಂಗಿಕ ವಿಧಾನ- ಅರ್ಥ, ತತ್ವಗಳು, ಸನ್ನಿವೇಶ ನಿರ್ಮಾಣ ಮಾಡುವ ವಿಧಾನಗಳು.
- 2.5 ಸಂವಹನ ವಿಧಾನ- ಅರ್ಥ, ತತ್ವಗಳು, ಹಂತಗಳು.
- 2.6 ಸಂರಚನಾತ್ಮಕ ವಿಧಾನ- ಅರ್ಥ, ಹಂತಗಳು, ಭಾಷಾಕಲಿಕೆ ಅನುಕೂಲಿಸುವಲ್ಲಿ ಆಧುನಿಕ ವಿಧಾನಗಳು.

ಘಟಕ-3

ಭಾಷಾ ಬೋಧನ ವಿಧಾನಗಳು.

- 3.1 **ಗದ್ಯ ಬೋಧನೆ**- ಉದ್ದೇಶಗಳು ವಿಧಾನಗಳು-ಗದ್ಯ ಬೋಧನೆಯಲ್ಲಿ 5 ಇ ವಿಧಾನ-ಗದ್ಯ ಪಾಠಯೋಜನೆಗಳು
- 3.2 **ಪದ್ಯ ಬೋಧನೆ**- ಉದ್ದೇಶಗಳು ವಿಧಾನಗಳು-ಪದ್ಯಪಾಠ ಯೋಜನೆಗಳು.

- 3.3 ವ್ಯಾಕರಣ ಬೋಧನೆ- ಉದ್ದೇಶಗಳು ಬೋಧನ ವಿಧಾನಗಳು, ವ್ಯಾಕರಣ ಪಾಠ ಯೋಜನೆಗಳು
- 3.4 ಪತ್ರಲೇಖನ- ಇತರ ಪ್ರಕಾರಗಳ ಬರವಣಿಗೆ, ಬೋಧನೆ, ಬರವಣಿಗೆ, ಪತ್ರಲೇಖನಗಳು, ಉದ್ದೇಶಗಳು, ವಿಧಾನಗಳು ಪತ್ರಲೇಖನ,ಪಾಠ ಯೋಜನೆಗಳು.
- 3.5 ಪದಕೋಶ ಶಬ್ದ ಸಂಪತ್ತು- ಶಬ್ದ ವಿಧಗಳು, ವಿಧಾನಗಳು, ಪದ್ಯ, ಗದ್ಯಗಳಲ್ಲಿ ಪದ ಸಂಪತ್ತಿನ ಬಳಕೆ, ಬಳಸುವ ಕ್ರಮಗಳು.

ಘಟಕ-4

ಭಾಷಾ ಬೋಧನಾ ವಿಚಾರಗಳು

- 4.1 ಭಾಷಾ ಬೋಧನಾ - ಉದ್ದೇಶಗಳು,ನಿರ್ದಿಷ್ಟತೆಗಳು, ಮೌಲ್ಯ ಮಾಪನ ಮತ್ತು ಹಿಮ್ಮಾಹಿತಿ ಘಟಕ ಪರೀಕ್ಷೆ-ನೀಲ ನಕಾಶೆ
- 4.2 ಭಾಷಾ ಕಲಿಕೆ ಅನುಕೂಲಿಸುವಲ್ಲಿ ಸಂಪನ್ಮೂಲಗಳು-ಪಠ್ಯ ಪುಸ್ತಕ ಹಾಗೂ ಸ್ವರಚನಾ ಪಠ್ಯಗಳು
- 4.2 ಉತ್ತಮ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳು

ಪ್ರಾಯೋಗಿಕ/ ನಿಯೋಜಿತಕಾರ್ಯ(ಯಾವುದಾದರೊಂದು)

- ಪದಸಂಪತ್ತು ಬೆಳೆಸುವ ಅಭ್ಯಾಸಗಳು
- ಸೃಜನಾತ್ಮಕ ಪಠ್ಯ ಯೋಜನೆಗಳ ತಯಾರಿ
- ಭಾಷಾ ಬೋಧನೆಯನ್ನು ಅನುಕೂಲಿಸಲು ಜೀವನ ಚರಿತ್ರೆಗಳ ಬಗ್ಗೆ ಪುಸ್ತಕ.
- ಕವಿ ಕೃತಿ ಲೇಖನ ಯಾವುದಾದರೊಂದು ಕೃತಿಯ ವಿಮರ್ಶಾತ್ಮಕ ಸಮೀಕ್ಷೆ.
- ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಾಪಕರ ಸಮಸ್ಯೆಗಳ ಸಮೀಕ್ಷೆ
- ಪಠ್ಯ ಪುಸ್ತಕ ವಿಮರ್ಶೆ.
- ಇತರ ಯಾವುದಾದರೊಂದು ಪಠ್ಯ ಸಂಬಂಧಿಸಿದ ಚಟುವಟಿಕೆಗಳು.

2.4.2 SUBJECT SPECIFIC PEDAGOGY: ENGLISH

Contact Hours: 30

Marks :50

Objectives:

On completion of this course the students will be able to

1. Develop concerns for facilitating listening, speaking, reading and writing skills among the learners
2. Employ different approaches and methods for teaching prose, poetry grammar and composition
3. Design unit plans and lessons plans for teaching of prose, poetry, composition and grammar
4. Learn responsibilities of an English teacher in school community
5. Develop insights into the availability and use of resources for facilitating learning of English
6. Use appropriate strategies for evaluating language learning and providing feedback to language learners

UNIT – I: ACQUISITION OF LANGUAGE SKILLS

8 HOURS

- 1.1 **Listening:** Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, materials and resources for developing the listening skill.
- 1.2 **Speaking:** Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- 1.3 **Reading:** Sub skills of reading, importance of oral and silent reading in English, intensive and extensive reading, skimming and scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.
- 1.4 **Writing:** Sub-skills of writing, importance and characteristics of good handwriting, ways of improving handwriting. Stages of writing, processes of writing formal and informal texts such as poetry, short story, letter, diary, notices, articles, reports, dialogues, speech, advertisement etc..
- 1.5 **Reference Skills:** Need and importance. Referring to dictionaries, thesaurus, encyclopaedia, web resources, books. Note making and note taking.

UNIT –2: APPROACHES TO TEACHING OF ENGLISH AS A SECOND LANGUAGE

06 HOURS

- 2.1 **Bilingual approach:** meaning, principles and procedure.
- 2.2 **Direct method:** meaning and procedure
- 2.3 **Structural approach:** meaning and principles, selection and gradation of structures, ways of teaching structures
- 2.4 **Situational approach:** Meaning and principles, ways of creating situations.
- 2.5 **Communicative approach-** meaning and principles, procedures followed in communicative approach.
- 2.6 **Constructivist approach:** its meaning and procedures – 5-e method for facilitating learning of English

UNIT – 3: DIFFERENT ASPECTS OF TEACHING ENGLISH

10 HOURS

- 3.1 **Teaching of prose-** Objectives and methods of teaching prose – 5e method - writing lessons plans for the teaching of prose
- 3.2 **Teaching of poems** – objectives and methods of teaching of poems, writing lessons plans for the teaching of prose.
- 3.3 **Teaching of Grammar** - Objectives and methods of teaching grammar, writing lessons plans for the teaching of grammar
- 3.4 **Teaching of writing** – composing short paragraphs and letter writing – objectives and methods, writing lessons plans for the teaching of composition.
- 3.5 **Enriching vocabulary-** Types of vocabulary, objectives and methods of introducing new words while teaching prose and poems, ways of enriching of vocabulary.

UNIT 4: GENERAL ISSUES

6 Hours

- 4.1 Objectives and specifications for Language Teaching
- 4.2 Writing Unit plans
- 4.3 Evaluation and feedback in English Language Teaching - Preparation of a unit test, blue print.
- 4.4 Resources for facilitating learning of English. Textbooks and teacher created texts.
- 4.5 Qualities of a good English teacher – Responsibilities of an English teacher in the community

Suggested Topics / Activities for assignments (any one)

Exercises to enrich vocabulary among secondary students.

1. Innovative lesson plans for the teaching of prose, poetry and composition.
2. Reading biographies of English Poets and writers and making a presentation.
3. Critical analysis of any one poem or essay of a great poet or writer.
4. Studying the problems of English teachers through interview or brief survey.
5. Textbook analysis
6. Any other relevant activity based on the content.

2.4.6 SUBJECT SPECIFIC PEDAGOGY: HISTORY

Total Hours: 30 hours

Total Marks: 50

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

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

Unit I – Understanding History and Nature of History

10 hours

- 1.1 Historical thinking concepts (big six historical thinking concepts of Peter Sexias & Morton)
- 1.2 Collingwood's approach to reconstruct historical imagination
- 1.3 Aims of teaching History & Political Science at secondary level.
- 1.4 Correlation of History & Political Science with other school subject:
- 1.5 History & literature, History & political science, History & geography, Political science and Economics, History & craft, History & science

Unit II- Pedagogies of teaching History and Political Science

12 hours

- 3.1 Conventional pedagogies- Source method, Interactive method,
- 3.2 Constructivist pedagogy: social enquiry method, Project based learning
- 3.3 Cooperative learning strategies: think pair share, round robin, buzz
- 3.4 Learning resources:
 - Audio-visual Resources: TV, Films, and Documentary – importance and uses
 - Visual resources: Maps, Models, Globes, Timeline, Atlas, Travelogue- importance and uses
 - Print Media: Magazine, news papers, archives – importance and uses
 - On line resources: websites, virtual tours- – importance and uses

III Planning of Instruction & Evaluation:

8 hours

- 3.1 Annual plan – Importance, steps and format.
- 3.2 Unit plan and lesson plan – Importance, steps and format.
- 3.3 Steps and construction of unit test.

Learning Activities

- Participate in a field visit/ virtual tour of any Historical site and write a report.
- Select any primary source that can be used to teach History and analyze the same using the 6C approach
- Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.
- Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.

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2.4.7: SUBJECT SPECIFIC PEDAGOGY: GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50

OBJECTIVES:

1. To develop an understanding of Geography as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities
5. in the teaching of geography.
6. To develop an understanding of different methods and techniques of teaching Geography.

UNIT I: GEOGRAPHY AS A SUBJECT

- 1.1 Epistemological framework (Evolution and major contributors);
Nature, scope and importance of Geography

- 1.2 Aims of Teaching Geography
- 1.3 Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- 2.1 Correlation with other School Subjects —History, Language, science, Mathematics
- 2.2 Approaches of curriculum construction: Concentric, Topical

UNIT III: LEARNING RESOURCES

- 3.1 Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching
- 3.2 Current events (importance and use)
- 3.3 Geography Club & Geography room (importance and organization)
- 3.4 Characteristics of a Geography textbook
- 3.5 Specific Approaches of pedagogy in Geography:
Regional method, Project method, Journey method, Field visit,
- 3.6 Cooperative learning strategies: Gallery walk, Jigsaw method

Learning Activities:

- Prepare a plan for a visit to Planetarium / museum / Nature Park. Visit the place and write a report of this visit.
- Illustrate the use of any two of the following in Geography teaching o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels
- Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

References:

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7. S.K. Kochhar, Methods and Techniques of Teaching
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2.4.8 SUBJECT SPECIFIC PEDAGOGY: PHYSICS

Contact Hours: 30

Marks 50

Objectives:

On completion of course the Student Teacher will be able to

1. Understand the uses of different Learner Centered and Activity Centered Approaches
2. Understand the planning for Teaching of Physics
3. Understand the selection of various Methods and Models of Teaching to teach different topics in Physics
4. Understand the importance of Principles of Curriculum Construction in the Organisation of Physics Content
5. Understand different Curricula of Physics
6. Develop Skills in Analyzing the Content in Physics
7. Plan, Use and Maintain the Physics Laboratory systematically

UNIT I- CURRICULUM STUDY IN PHYSICS

- 06 HOURS

- 1.1 Curriculum: Meaning and Principles
- 1.2 Organisation of the Curriculum: Psychological, Logical, Spiral and Topical Curriculum
- 1.3 Curriculum Development Project: Salient Features- PSSC
- 1.4 Recommendation of Curriculum Framework: NPE-1986, NCF-2005
- 1.5 Main Features of Science Syllabus with special reference to Physics: Karnataka State, CBSE and ICSE

UNIT: II- PLANNING AND ORGANIZATION OF LESSONS IN PHYSICS

12 HOURS

- 2.1 Analysis of the Physics Content as Facts, Concepts, Principles, Theories and Laws with reference to 8th, 9th and 10th Standard of Karnataka State Syllabus.
- 2.2 Unit Plan: Meaning, Importance, Components, Steps and Format
- 2.3 Unit Test: Concept, Construction and Administration
- 2.4 Lesson Plan: Meaning, Need, Importance, Steps and Format
- 2.5 Resource Unit: Meaning and Characteristics

UNIT: III- APPROACHES, METHODS AND RESOURCES OF TEACHING PHYSICS

12 HOURS

- 3.1 Approaches: Learner Centered and Activity Centered, Inductive and Deductive: Characteristics, Advantages and Disadvantages
- 3.2 Methods: Lecture cum Demonstration, Project, Problem Solving, Laboratory and Programmed Instruction: Characteristics, Steps, Advantages and Disadvantages (Examples to be chosen from Secondary School Physics Curriculum)

- 3.3 Models of Teaching: Concept Attainment Model and Inquiry Training Model
- 3.4 Physics Laboratory: Importance, Designing, Planning, Equipping, Maintenance of Equipments and Records, Common accidents and Safety Measures
- 3.5 Community Resources- Meaning and Importance

PRACTICUM/FIELD WORK

1. Preparing a Report on use of Physics in daily life.
2. Survey of Laboratory facilities of any two Secondary School with practical suggestion for improvement
3. Identifying and writing all possible Instructional Objectives on any topic of Physics.
4. Preparation of Programmed Instruction Learning Material.
5. Preparing a Report on by Analysing Curriculum of VIII and IX standard.
6. Preparation of any two Improvised Working Model/Apparatus and write a Report
7. Preparation of Work Book/Laboratory Manual
8. Critical Study of Physics Questions from Science Question Papers of Standard X
- 9 Collect the names of recent Indian Physicists and prepare a report about their contribution to Physics
10. The college is free to introduce any other relevant and useful activity related to Physics

REFERENCES:

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2.4.9 SUBJECT SPECIFIC PEDAGOGY: CHEMISTRY

Objectives:

On completion of course the Student Teacher will be able to –

1. Understand the uses of different Learner Centered and Activity Centered Approaches
2. Understand the planning for Teaching of Chemistry
3. Understand the selection of various Methods and Models of Teaching to teach different topics in Chemistry
4. Applying the knowledge of Chemistry to develop Scientific Thinking and Scientific Outlook.
5. Understand the importance of Principles of Curriculum Construction in the Organisation of Chemistry Content
6. Understand different Curricula of Chemistry.
7. Develop Skills in Analyzing the Content in Chemistry
8. Plan, Use and Maintain the Chemistry Laboratory systematically
9. Appreciate the contribution of Chemistry in serving the community in the field of Agriculture, Industry, Health and Environment

UNIT I CURRICULUM STUDY IN CHEMISTRY

06 HOURS

- 1.1 Curriculum: Meaning and Principles
- 1.2 Organisation of the Curriculum: Psychological, Logical, Spiral and Topical Curriculum
- 1.3 Curriculum Development Project: Salient Features- Chemical Bond Approach
- 1.4 Recommendation of Curriculum Framework: NPE-1986, NCF-2005
- 1.5 Main Features of Science Syllabus with special reference to Chemistry: Karnataka State, CBSE and ICSE

UNIT: II- PLANNING AND ORGANIZATION OF LESSONS IN CHEMISTRY

12 HOURS

- 2.1 Analysis of the Chemistry Content as Facts, Concepts, Principles, Theories and Laws with reference to 8th, 9th and 10th Standard of Karnataka State Syllabus.
- 2.2 Unit Plan: Meaning, Importance, Components, Steps and Format
- 2.3 Unit Test: Concept, Construction and Administration
- 2.4 Lesson Plan: Meaning, Need, Importance, Steps and Format
- 2.5 Resource Unit: Meaning and Characteristics

**UNIT: III- APPROACHES, METHODS AND RESOURCES OF TEACHING
CHEMISTRY**

12 HOURS

- 3.1 Approaches: Learner Centered and Activity Centered, Inductive and Deductive: Characteristics, Advantages and Disadvantages

- 3.2 Methods: Lecture cum Demonstration, Project, Problem Solving, Laboratory and Programmed Instruction: Characteristics, Steps, Advantages and Disadvantages (Examples to be chosen from Secondary School Chemistry Curriculum)
- 3.3 Models of Teaching: Concept Attainment Model and Inquiry Training Model
- 3.4 Chemistry Laboratory: Importance, Designing, Planning, Equipping, Maintenance of Equipments and Records, Common accidents and Safety Measures
- 3.5 Community Resources- Meaning and Importance

PRACTICUM/FIELD WORK

- 1 Preparing a Report on use of Chemistry in daily life.
- 2 Survey of Laboratory facilities of any two Secondary School with practical suggestion for improvement
- 3 Identifying and writing all possible Instructional Objectives on any topic of Chemistry.
- 4 Preparation of Programmed Instruction Learning Material.
- 5 Preparing a Report on by analysing curriculum of VIII and IX standard.
- 6 Preparation of any two Improvised Working Model/Apparatus and write a Report
- 7 Preparation of Work Book/Laboratory Manual
- 8 Critical Study of Chemistry Questions from Science Question Papers of Standard X
- 9 Collect the names of recent Indian Chemists and prepare a report about their contribution to Chemistry
- 10 The college is free to introduce any other relevant and useful activity related to Chemistry

REFERENCES:

1. Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and HigherOrder Thinking Across the Disciplines. The Curriculum Reform Project.USA: University ofColorado.
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2.4.10 SUBJECT SPECIFIC PEDAGOGY: BIOLOGY

Contact Hours :30

Marks 50

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

1. Understand the planning for Teaching Biology
2. Use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons.
3. Plan and execute various curricular and co – curricular activities related to teaching of biological science.
4. Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
5. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT 1: BIOLOGICAL SCIENCE CURRICULUM

6 HOURS

- 1.1 Curriculum: Meaning and Principles
- 1.2 Organisation of the Curriculum: Psychological, Logical, Spiral and Topical Curriculum
- 1.3 Curriculum Development Project: Salient Features- BSCS
- 1.4 Recommendation of Curriculum Framework: NPE-1986, NCF-2005
- 1.5 Main Features of Science Syllabus with special reference to Biology: Karnataka State, CBSE and ICSE

UNIT: II: PLANNING AND ORGANIZATION OF LESSONS IN BIOLOGICAL SCIENCE

12 HOURS

- 2.1 Analysis of the Biology Content as Facts, Concepts, Principles, Theories and Laws with reference to 8th, 9th and 10th Standard of Karnataka State Syllabus.
- 2.2 Unit Plan: Meaning, Importance, Components, Steps and Format
- 2.3 Unit Test: Concept, Construction and Administration
- 2.4 Lesson Plan: Meaning, Need, Importance, Steps and Format

2.5 Resource Unit: Meaning and Characteristics.

2.6 Assignments: Meaning, Importance format and steps in the preparation

UNIT: III- APPROACHES, METHODS AND RESOURCES OF TEACHING

BIOLOGICAL SCIENCE

12 HOURS

- 3.1 Approaches: Inductive and Deductive, Investigatory, structural and functional approaches- Characteristics, Advantages and Disadvantages
- 3.2 Methods: Lecture cum Demonstration, Specimen method, Problem Solving, Laboratory and Programmed Instruction: Characteristics, Steps, Advantages and Disadvantages (Examples to be chosen from Secondary School Biological Science Curriculum)
- 3.3 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
- 3.4 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.
- 3.5 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books

PRACTICUM/FIELD WORK :(ANY ONE)

1. Making charts, improvised apparatus and models.
2. Preparation of laboratory instruction cards.
3. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
4. Preparation of unit test for a unit in Biology.
5. Designing and carrying out of any one simple investigation of Biology.
6. Collecting and preserving biological specimens
7. Preparation and preservation of Herbarium sheets.
8. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

REFERENCES:

1. Bremmer, Jean (1967): Teaching Biology, Macmillan, London.
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27. Yadav K. : Teaching of Life Science, New Delhi: Anmol Publications.
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2.4.11 SUBJECT SPECIFIC PEDAGOGY: MATHEMATICS

Contact Hours :30

Marks 50

Objectives:

On completion of course the student teacher will be able to

1. Understand the various curriculums of Mathematics
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the Approaches and methods of teaching Mathematics
4. Understand the aims and objectives of teaching Mathematics.
5. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
6. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication
7. Able to revive the school Mathematics curriculum

UNIT I- MATHEMATICS CURRICULUM STUDY

10 HOURS

- 1.1 Curriculum: Meaning and Principles
- 1.2 Organisation of the Curriculum: Psychological, Logical, Spiral and Topical Curriculum
- 1.4 Recommendation of Curriculum Framework: NPE-1986, NCF-2005
- 1.5 Main Features of Mathematics Syllabus with special reference Karnataka State syllabus, CBSE and ICSE

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS

10 HOURS

- 2.1 Lesson plan- meaning definitions, importance steps, format
- 2.2 Unit plan- steps, format
- 2.3 Resource unit- steps, format
- 2.4 Year plan- meaning, principles, and format.
- 2.5 Mathematics Laboratory - need and importance, equipments furnishing and maintenance

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

10 HOURS

- 3.1 Learner centered approaches – inductive, deductive, analytic, synthetic, laboratory method.
- 3.2 Activity centered approaches – Heuristic approach, project method, programmed instruction.
- 3.3 Devices in teaching Mathematics- oral work written work, drill work and review.
- 3.4 Models of teaching – Bruner’s concept attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Critically study of mathematics text book of 8th or 9th standard.
2. Preparation of diagnostic test in mathematics.
3. Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of Mathematics club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES

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2.4.12 SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Objectives

To enable the student teachers

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

Unit I:: Concept and scope of Commerce Education

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

Unit II: Bases of Commerce Education

- 2.1 Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
- 2.2 Inter correlation of commerce with Maths, Economics and Geography.
- 2.3 Principles of Teaching of Commerce:

Principle of flexibility, Principle of activity, Principle of individual differences
Principle of learner centeredness, Principle of community centeredness

Unit III Latest trends in Teaching of Commerce

3.1 Co-operative learning (meaning, importance and types)

3.2 Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)

3.3 Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

- Prepare and execute a lesson plan by using any one of the following:
 - e-resources
 - Simulation techniques
- Study and compare the commerce education at higher secondary level in India with any one developed country.
- Critically analyse any one textbook of Commerce with reference to intra and inter correlation.
- Select any contemporary issue related to commerce field and present a paper using seminar method.

References:

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2. Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi
3. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
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6. Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
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10. Teaching of Commerce. VintyMonga, Twenty First Century Publications, Patiala.
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WEBSITES:

- ✓ <http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of->
- ✓ <http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>
- ✓ <http://searchcio.techtarget.com/definition/e-business>
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- ✓ <http://smallbusiness.chron.com/advantages-e-business-2252.html>
- ✓ <http://skills.business.qld.gov.au/planning/269.html>
- ✓ <http://chronicle.com/article/How-Social-Networking-Helps/123654>
- ✓ [http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network in](http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network%20in)

Internals (for two subjects)

Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10
Field Assignment	5 Marks	Seminar	5 Marks	20

2.5 School Lessons and Reflective Diary

Activities to be considered: For 50 marks

1. **Peer observation:** Observation record for the classes of peers for each pedagogy separately (7 classes of their own pedagogy+ 3 classes of other pedagogy = 10 classes of observation in each pedagogy) . Marks allotted - 10 +10 = 20
2. **Reflective diary:** Reflect on one's own classes and write reflections for each pedagogy separately (10 classes in each pedagogy)
Marks allotted - 10+10 = 20
3. Any of the one of the following : Marks allotted 10
 - i. Read at least TWO reflective journals written by teachers and prepare a write up on the same. The write up should explain how the reflections in those journals have led to improvement in quality of classroom processes.
 - ii. Write reflective diaries on your classroom interactions (B Ed classes - full day) for at least 15 days. Discuss how writing diary helped you improve your participation in the classroom processes.

Activity 1. Peer-Observation

Peer observation is a part of practice in teaching. Student teachers need to be oriented and trained about maintaining the observation records. It is a record maintained by a peer, who

would do it objectively, and this is meant for providing reflections on the lesson delivered by another peer. It is ideal and expected that the teacher-peer observes different components of teaching including the motivation of the learners for learning, development of the lesson, review of the lesson, assessment aspects, the teacher's confidence and clarity, and the manner in which the objectives of instruction are achieved by the teacher. Performa for recording observations could have the following format.

Activity 2. The format of the reflective diary: The student teacher must prepare a paragraph about his/ her reflections for each class considering the guidelines given below after the completion of the class.

Reflective practice entails:

- Self evaluation, which includes identifying personal strengths and weakness and feelings.
- Discussing and analysing with colleagues
- Use of intuition, initiative, values and experiences
- Exercising judgement about the use of relevant knowledge, skills and dispositions
- Critical thinking

Four lenses may be for reflection:

1. Self reflection

Planning, Implementation, Resources used, Communication/Interaction with children, Beliefs and assumptions about children and education

2. Learners' lens

Behaviour, Participation, Relevance of activities, Time for answering questions, Involvement of all children, empathy

3. Colleagues' experiences

Relevance of feedback, Language used, Contribution for teaching, Empathy;
Teacher educators/teachers: Nature of feedback, How it contributes to improvement

4. Theories

Aims of education, Child psychology, Socio cultural background

Guidelines for preparing diaries

Reflections must happen both at the individual and group level.

Individual level

Were you able to carry out all the tasks planned? If no, why? What aspect needed more planning? Were the resources/activities meaningful? Could you ensure learner participation? Was there any moment wherein you felt diffident?

Describe one significant moment during your practice in teaching. Was it positive or negative? Why is it significant for you? What was the feedback, if any, you received for this?

Group level - In the form of post lesson discussions involving peers and the supervisor. Focus on the lesson and identify what worked and what did not. Discuss reasons for the same.

In general to become more effective as classroom teacher:

What specific ideas do you need? What specific skills do you want to develop?

Date:	Lesson No.	
Name of the Observer:	Name of the student teacher being observed:	
School:	Standard: Section:	
Subject:	Period:	
Unit:	Topic: Area(s) of focus:	
What to observe	Observations of what the student teacher does	Reflections on what the observer might have done differently
Beginning of the class		
Engaging learners(activities undertaken)		
Guidance and instructions given		
Learner activities(Exploring stage-group work/individual work – their involvement)		
Opportunities for learner talk(explain stage)		
Teacher responses to learner participation (giving feedback, clarifying ideas, encouraging, facilitating activities)		
Closure (Tasks for independent learning, summarising, a glimpse of next day's activities, revising the goals if needed)		
Techniques used for assessing learner participation and learning		
Overall comments on teacher preparation and classroom management		
Any other(Resources used)		

Signature of the observer

Signature of the supervisor

2.6 Research Project

Contact hours: 30

Internal marks: 50

- There are 3 units of Theory classes to be completed in 30 hours
- The problem of action research to be identified in the first spell of block practice teaching.
- The action research can be undertaken in the second block practice teaching. Therefore the students must be deputed to the same school for both the blocks.
- One internal test and one viva voce/presentation can be considered for
 $10 + 10 = 20$ marks
- Report on Action research = 30 marks

2.7 School Assignments

Internal marks: 50

- Involves **Unit plan & Unit test** in both the pedagogies
- Each pedagogy: Unit plan + Unit test = $12.5 + 12.5 = 25$ marks (Both pedagogy = 50 marks)
- The unit plan should contain general objectives and a brief description of activities for each of the periods.
- Unit test for each pedagogy must be administered and statistical analysis to be carried out.