

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION III SEMESTER, BED COURSE SYLLABUS

INCLUSIVE EDUCATION

Total hrs: 60

max marks: 80+20

Objectives:

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

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
- 4 Trace the historical perspective of Inclusive Education.
- 5 Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- 6 Justify the need for Inclusive Education.
7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
8. Interpret the policies and procedures for Inclusive Education.
9. Critically review issues and challenges in Inclusive Education.

UNIT I

INTRODUCTION TO INCLUSIVE EDUCATION.

- 1.1 Concept of Mainstream, Integrated and Special Education.
- 1.11 Main stream education :meaning
- 1.12 Exclusive Education:: meaning, importance
- 1.13 Integrated Education: : meaning, importance,
- 1.14 Special Education: meaning, importance, characteristics, objectives
- 1.2A. Meaning and definition of Inclusive Education
- 1.2B Need, principles Objectives, benefits, & limitations of Inclusive Education.
- 1.3 Factors responsible for successful inclusion in the mainstream
- 1.4 Future visions on inclusive education
- 1.41 Understanding the cultures,
- 1.42 Policies and practices of Inclusive schools
- 1.43 Inclusion in educational framework
- 1.44 Threats of psychological problems of disability
- 1.45 Models of disability
- 1.46 Policies and programs of Inclusions

1.47 Identification of barriers in learning and participation in Inclusive set up.

**UNIT II:
DIFFERENTLY DIS- ABLED CHILDREN IN INCLUSIVE SYSTEMS**

(*Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions*)

- 2.0 What is disability?
- 2.1 Visually challenged.
- 2.2 Children with auditory challenges.
- 2.3 Mentally challenged
- 2.4 Physically challenged
- 2.5 Children with learning challenges
- 2.6 Children with speech challenges.
- 2.7. Chronic health problems
- 2.8 Emotional disturbances
- 2.9A Multiple disabilities
- 2.9B children with adjustment problem with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.

**UNIT III:
POLICIES AND PROVISIONS FOR INCLUSION**

- 3.10. National and state polices – w.r.t Disability
- 3.11 Disability Act 1995,
- 3.12 Convention of Right of Act 3.1.1992,
- 3.13 Rehabilitation Council of India 1992
- 3.14. National trust
- 3.15. National Policy for Persons with Disabilities, 2006
- 3.2 International Polices.
- 3.3 Legal Provisions.
- 3.40 Role of functionaries in inclusive education
- 3.41 Teacher and inclusive education,
- 3.42 parents and inclusive education,
- 3.43 Administrators and inclusive education,
- 3.44 Community and inclusive education,
- 3.45 NGO's, Government and Private Organizations.
- 3.46 peer and inclusive education
- 3.5 An introduction to *Child with Special Needs (CWSN)*.
- 3.51 NPE 1986
- 3.52 UNESCO 1989
- 3.53 UNESCO 2006

- 3.54 RTE Act
- 3.55 Role of Government MHRD
- 3.56 SSA
- 3.57 Integration schools and normal schools

**UNIT IV:
ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES**

- 4.0 Issues and Challenges of inclusive education
- 4.1 Early identification.
- 4.21 School and Inclusive education
- 4.22. Curricular planning and adaptation
- 4.3 Teacher's training:
- 4.31 learning and teaching
- 4.32 Teacher's training
- 4.33 Developing of teaching materials,
- 4.34 Innovative teaching practices for ADHD.
- 4.4 Evaluation procedure: Assessment of knowledge and skills in inclusive Classrooms

Seminars

1. Teacher competencies in inclusive education
2. Issues and Challenges of inclusive education
3. Development of inclusive environment.
4. Role of parents in inclusive education
5. National and state policies – w.r.t Disability
6. Learning disability ; causes, character, programme
7. Effectiveness of home based education for disabled

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EDUCATIONAL EVALUATION

Total hrs: 60

max marks: 80+20

Objectives:

1. To understand the theory of evaluation.
2. To understand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of Computer/calculator) important statistical estimates and interpret the test scores by applying them.

Unit 1 Educational Evaluation and measurement.

1.0. Meaning, principles, importance and function of evaluation

1.01 Difference between measurement and evaluation

1.02 . CCE: meaning and importance

1.03 Types of evaluation: Formative and summative

1.4 Functions of evaluation

1.1. Objectives and its relation to evaluation

1.2. Relationship between objectives, L E and LOC

1.21 Relationship between objectives and learning experiences

1.22 Relationship between, learning experiences and learning out comes

1.3 Steps in the processes of evaluation

1.4 Holistic evaluation:

1.5 Major techniques of evaluation : just list

1.6 Test as measurable instrument.

1.7. Measurable and non measurable learning out comes.

1.8. Reporting evaluation results.

Unit 2 . Tools of Evaluation and their uses

2.1 . Characteristics of good test:

Validity, Reliability, Objectivity and usability and their interdependency.

2.2. Major tools of Evaluation:

2.21 Oral testing and paper pencil testing,: meaning, merits & demerits

2.22 Achievement test: types, uses, merits, demerits

2.23 Diagnostic test: meaning ,steps, characteristics

2.24 Intelligence test; meaning and types

2.25 Aptitude test; meaning, steps, uses

2.26 Rating scale: meaning, types, uses, factors affecting r s

2.27 Checklists: meaning, uses ,

2.28 Interview: meaning, technique, merits, & demerits,

2.29 Socio metric techniques

2.30 Thematic test : meaning, advantages, limitations

2.31 Word association test,

2.32 Questionnaire; meaning. Types

2.33 Inventory

Unit 3. Standard tests and Teacher made achievement tests.

3.0 steps of standardizing tests

3.1 Standard test and components, characteristics, and its uses.

3.2 Teacher Made Achievement Test:

3.21 Meaning, Characteristics, merits ,demerits, and uses of Essay type test

3.22 Meaning, Characteristics and uses of Objective type test

3.23 Improving upon their questions for efficiency,

3.3 Meaning, characteristics, uses and Preparation of blue print,

3.4 Steps in setting a good question paper.

3.5 Grading: concept and its relevance,

3.6 Credits-grade

3.7 Course certification,

3.8 Transcripts.

Unit 4. Data processing and statistics.

4.0 Meaning, function and uses of statistics

4.1 Raw scores and Frequency distribution,

4.2 Graphical representation of scores: bar, histogram, pi chart

4.2. Central tendency,:

Meaning .characteristics, uses and steps of calculation of mean, median and mode for both grouped and ungrouped data

4.3 variability:

Meaning .characteristics, uses and steps of calculation of range, Q D, MD, and standard deviation for both grouped and ungrouped data

4.4 correlation and types',

4.5 coefficient correlation by spearman rank difference method

4.6 Normal probability distribution and its uses.

4.7 Cumulative curves: ogives and percentiles and its uses.

4.8 Skewness and kurtosis

SEMINARS

1. Meaning, principles, objectives importance and function of evaluation

2. Intelligence test and Aptitude test ;(meaning, types, steps, uses)

3. Diagnostic test

4. Questionare

5. Rating scale

6. Sociometry..

7 . Graphical representation of scores

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VALUE EDUCATION

UNIT I- INTRODUCTION TO VALUES

- 1.1 Values: Concept, Nature and significance.
 - 1.11 Concept of values.
 - 1.12. Definitions of values
 - 1.13 Nature of values
 - 1.14 Significance of values
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
 - 1.21 Personal and social values
 - 1.22 Intrinsic and instrumental values
- 1.3 Types of values- Intellectual, Spiritual, Aesthetic, Economic, . Health, Democratic and cultural.
- 1.4 Basic human values- Truth, Beauty, Goodness, Love, Peace,. Non- Violence.
 - 1.41 Truth, Beauty, Goodness
 - 1.42 Love, Peace, Non-Violence
 - 1.43 Dharma and Karma
- 1.5 Contemporary Values- Scientific Temper, Intellectual Honesty, . Social service, Protection of Environment
 - 1.51 Scientific Temper,
 - 1.52 Intellectual Honesty,
 - 1.53 Social service
 - 1.54 Protection of Environment.
- 1.55** National / Modern values

UNIT II – SOURCES OF VALUES

- 2.1** Meaning and definitions of value education.
 - 2.11 Meaning and importance of value education
 - 2.12 Need and importance of value education
 - 2.13 Objectives of value education

- 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.31 Role of education in developing values
- 2.32 Role of teacher in value education
- 2.33 Role of teacher-educators in value education
- 2.34 Inculcation of Values in Pupil Teachers

UNIT III- SOCIAL AGENCIES IN VALUE EDUCATION

- 3.1 Role of Family in value education
- 3.2 Role of Religion in value education
- 3.3 Role of Educational Institutions in value education
- 3.4 Role of Communities in value education
- 3.5 Role of Mass Media in value education
- 3.6 Role of Information and communication technology in value education

UNIT IV- APPROACHES OF VALUE EDUCATION

- 4.1 Direct Approach: Meaning and Strategies –
Sharing reflections on songs, scripture Passages, parables, stories, Study, Role play, Photo language, Brain Storming
- 4.2 Indirect Approach: meaning and Strategies-
Identification of plug points in school Subjects for value education .
- 4.3 Incidental Approach: Meaning and ways, Identification and use of
Incidental situation to highlight values- Deliberate and unplanned.
- 4.4 Value Crisis in Indian society- Evil practices of Society-Drinking, Gambling, and their Impact on family, children and individual development.
- 4.5 Problems interfering at global level: Parochialism, Regionalism Fanaticism
- 4.6 Prevention and Rehabilitation measures to eradicate evil practices.

SEMINARS:

- 1. Meaning and Types of values-
- 2. Contemporary Values and human
- 3. Sources of value education
- 4. Social agencies in value education
- 5. Value Crisis in Indian society
- 6. Problems interfering at global level

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GUIDANCE AND COUNSELING

Total hrs: 60

max marks: 80+20

Unit – I: Fundamentals of Guidance and Counseling

Nature & Need of Guidance and Counseling with special reference to modern Indian Society;

Scope of Guidance-Educational, Vocational and Personal,

Aims & Principles of Guidance and Counseling, Group Dynamics & Group Guidance,

Methods of Counseling: Directive, Non-Directive, Eclectic

Unit – II: Personnel Associated with Guidance and Counseling

School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master

Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School

Unit – III: Tools and Techniques in Guidance and Counseling

Testing Techniques – Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records;

Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit – IV: Career Guidance in Secondary Schools

Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

Unit – V: Guidance and Counseling for Children with Special Needs

Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children

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RESEARCH PROJECT

Contact Hours: 30

Marks: 50

Objectives

To enable the teacher trainees:

1. To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research
5. To acquire the skills of planning executing evaluating and reporting an Action Research Project.

Unit - I: Research and Education

A)Research in Education and it's Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.

B) Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;

Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses.

Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - III: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Assignments:

Identify problem and execute Action Research in any one of the following areas: (1) Staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8)

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ಕೋರ್ಸ್: ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ (Pedagogy of School Subject – I, POSS-I)
ವಿಷಯ: ಕನ್ನಡ ಬೋಧನೆ

Marks: 50

ಗುರಿಗಳು: ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ
ನಡವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳಿ:

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಚಾಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

ಘಟಕ 1 ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1 ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 (ಅ) ಗದ್ಯ ಬೋಧನೆ

1.2.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.2.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ

1.2.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.3.3 ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು: ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

- 1.3.5 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ
- 1.3.6 ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ
- 1.4 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ
 - 1.4.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.4.2 ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
 - 1.4.2.1 ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar)
 - 1.4.2.2 ಪ್ರಾಯೋಗಿಕ/ ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar)
 - 1.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
 - 1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ (Inductive Method)
 - 1.4.3.2 ನಿಗಮನ ಪದ್ಧತಿ (Deductive Method)
 - 1.4.3.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ
 - 1.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ

1.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

- 1.5.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
- 1.5.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ
- 1.5.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ
- 1.5.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ
- 1.5.5 ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ ಮತ್ತು ಮಹತ್ವ
- 1.5.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ

ಘಟಕ 2 ಮೌಲ್ಯಮಾಪನ

- 2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ ಪ್ರಯೋಜನಗಳು
- 2.2 ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ
- 2.3 ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು
- 2.4 ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು
 - 2.4.1 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ
 - 2.4.2 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ
 - 2.4.3 ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ
- 2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
 - 2.5.1 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಿಟುವಟಿಕೆಗಳು

- 3.1(ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.
- 3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
- 3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವೃತ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ
- 3.4(ಬ) ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಿಟುವಟಿಕೆಗಳು
 - 3.4.1 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
 - 3.5 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
 - 3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು
 - 3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಿಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ ಮತ್ತು ಸಂಗೀತ/ ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು
 - 3.5.5 ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ
 - 3.5.6 ಕರ್ನಾಟಕ ಸಂಘ/ ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

11 ಅವಧಿಗಳು

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)/ ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ' ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ' ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣೆಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
2. 'ಪದ್ಯ ಬೋಧನೆಯು ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣೆಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.
4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
5. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣೆಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ
6. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

7. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾಸ್ಪರ್ಧೆಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
8. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
9. 8 ಅಥವಾ 9ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
10. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕಯೋಜನೆ ರಚಿಸಿರಿ.
11. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು/ ಆಕರ ಗ್ರಂಥಗಳು

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TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION
III SEMESTER, BED COURSE SYLLABUS
PEDAGOGY OF SCHOOL SUBJECT:
PHYSICS

Total hrs: 30

max marks: 40+10

UNIT I APPROACHES AND METHODS OF TEACHING
PHYSICS-

- 1.00 Teaching- learning process
- 1.01 Scientific Method
- 1.10 Teacher centered and learner centered approach
- 1.20 Teacher centered approach
- 1.21 Lecture method,
- 1.22 Demonstration method.
- 1.23 Lecture cum Demonstration method
- 1.24 problem solving method
- 1.30 Learner centered approach:
- 1.31 Project method
- 1.32 Heuristic method,
- 1.33 Inductive method and deductive method,
- 1.34 Programmed instruction
- 1.40. Laboratory method
- 1.50. Models of teaching
- 1.51 Schumann's inquiry training model
- 1.52 Bruner's concept attainment model.
- 1.53 Glaser's Basic Teaching Model

UNIT II PHYSICS CURRICULUM STUDY.

- 2.10 Curriculum: Meaning and principles.
- 2.20 Different approaches of curriculum construction:
NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF - 2005.
- 2.4 Organization of curriculum
- 2.5 Critical Review of present Karnataka state secondary school science

Curriculum with special reference to physics.

UNIT III RESOURCES TO TEACH PHYSICAL SCIENCE

3.10 Resources

3.11 Physical science text book,

3.12 Teacher hand book,

3.13 Laboratory manuals,

3.14. Student work Books

3.20 Transactional Strategies

3.21 Lesson planning: -.

3.22 Unit planning .

3.23 Unit test:

3.24 Resource Unit.

PRACTICUM/FIELD WORK 10 HOURS

1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of Karnataka secondary school level.
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. The college is free to introduce any other relevant and useful activity related to CCM physics.

TUMKUR UNIVERSITY

**AKSHAYA COLLEGE OF TEACHER'S EDUCATION
III SEMESTER, BED COURSE SYLLABUS**

**PEDAGOGY OF SCHOOL SUBJECT:
MATHEMATICS**

Total hrs: 30

max marks: 40+10

UNIT I- MATHEMATICS CURRICULUM STUDY.

- 1.1 Curriculum: Meaning, definition and principles.
- 1.2 Different approaches of curriculum construction:
 - 1.21 NCERT, 1.22 CBSE, 1.23 ICSE, 1.24 NCTM.
- 1.3 Recommendations made by NPE – 1986, NCF – 2005.
- 1.4 Organization of curriculum
- 1.5 Critical Review of present Karnataka state secondary school Curriculum with special reference to Mathematics

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

- 2.1 Lesson plan:- meaning, definitions, importance, steps, format
- 2.2 Unit plan:- meaning definitions, importance steps, format
- 2.3 Year plan:- meaning, principles, importance format
- 2.4. Resource unit:- steps, format. Steps advantages
- 2.5. Diagnostic tests

**UNIT-III:- METHODS AND APPROACHES OF TEACHING
MATHEMATICS**

- 3.10 Learner centered approaches –
- 3.11 Inductive method.,
- 3.12 Deductive method.,
- 3.13 Analytic method.,
- 3.14 Synthetic method.,
- 3.15 Laboratory method.

- 3.2 Activity centered approaches –
 - 3.21 Heuristic approach,
 - 3.22 Project method,
 - 3.23 Programmed instruction.
- 3.3 Devices in teaching Mathematics-
 - 3.31 Oral work
 - 3.32 Written work,
 - 3.33 Drill work
 - 3.34 Review.
- 3.4 Models of teaching –
 - 3.41 Schumann’s enquiry training models –
 - 3.42 Bruner’s concept attainment model

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

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 science 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.

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION III SEMESTER, BED COURSE SYLLABUS

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Total hrs: 30

max marks: 40+10

Objectives:

1. On completion of this course the students will be able to
2. Acquires knowledge of the nature, structure and components of English language.
3. Appreciates the role of English in India as a second language and library language.
4. Develops an awareness of concern for listening, speaking, reading and writing skills
5. Learns responsibilities of an English teacher in school community
6. Designs lessons plans for teaching of prose, poetry of vocabulary
7. Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.,

UNIT – I: ACQUISITION OF LANGUAGE SKILLS 12 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, extensive reading, skimming, 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, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

UNIT –2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE 08 HOURS

2.1 Bilingual approach, meaning, principle and procedure.

2.2 Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.

2.3 Situational approach - Meaning and principles, ways of creating situation.

2.4 Communicative approach- meaning and principles, procedures followed incommunicative approach.

2.5 Constructive approach its meaning and procedure.

2.6 Direct method-meaning and procedure

UNIT – 3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING

ENGLISH 10 HOURS

3.1 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.

3.2 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.

3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.

3.4 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

3.5 TRANSACTIONAL STRATEGIES. 10 HOURS

3.5.1 Lesson planning: - Concept, construction and administration.

3.5.2 Unit plan & Unit test – concept construction & administration.

3.5.3 Resource Unit.

PRACTICUM/FIELD WORK :(ANY ONE) 10 HOURS

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of English Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of English teachers through interview or brief survey
6. Any other relevant activity based on the content.

TUMKUR UNIVERSITY

**AKSHAYA COLLEGE OF TEACHER'S EDUCATION
III SEMESTER, BED COURSE SYLLABUS**

**PEDAGOGY OF SCHOOL SUBJECT:
CHEMISTRY**

Total hrs: 30

max marks: 40+10

Objectives:

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

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects,
3. Acquire the knowledge of modern trends in chemistry
4. Understand the objectives & values of teaching chemistry in secondary schools.
5. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
6. Maintaining laboratory.
7. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
8. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- CURRICULUM STUDY IN CHEMISTRY 8 HOURS

1.1 Study of Curriculum projects- Chemical Bond Approach, IAC,

Chemistry Curriculum, NCF-2005.

1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.

1.3 Review of the present Chemistry Textbooks.

**UNIT: II- PLANNING AND ORGANIZATION OF THE LESSON IN
CHEMISTRY 10 HOURS**

2.1 Need and importance of planning, lesson plan format.

2.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.

2.3 Unit plan and Resource unit: Meaning, Components, Steps & importance

2.4 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :12 HOURS

3.1 Learner centered and activity centered approaches – difference

3.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).

3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

1. Critically study of Chemistry text book of 8th, 9th or 10th standard.
2. Preparation of diagnostic test in Chemistry.
3. Survey of Chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science 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.

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION III SEMESTER, BED COURSE SYLLABUS

PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Total hrs: 30

max marks: 40+10

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 I- PLANNING FOR TEACHING BIOLOGICAL SCIENCE 12 Hours

1.1 Lesson Planning and Evaluation on the basis of CCE.

1.2 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments Meaning, Importance format and steps in the preparation).

1.3 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation

1.4 Biological Science Curriculum:

1.4.1 Principles of curriculum construction

1.4.2 Historical perspectives of biology curriculum.

1.4.3 NPE (National Policy of Education) – 1986 and Programme of Action - 1992

1.4.4 NCF (National Curriculum Framework) – 2005 and NCFTE – 2009

UNIT II: METHODS AND APPROACHES OF TEACHING OF BIOLOGY 12 Hours

2.1 Criteria for selection of method/approaches (level of class, strength, time, subject.....)

2.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.

2.3 Methods

2.3.1 Teacher centered - Lecture cum demonstration.

2.3.2 Learner centered - Laboratory, Project and Problem solving.

2.4 Technique: Specimen method.

2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)

2.6 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

UNIT III- RESOURCES TO TEACH BIOLOGICAL SCIENCE 10 Hours

3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books

3.2 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.

3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

3.4 Transactional Strategies.

4.4.1 Lesson planning: - Concept, construction and administration.

4.4.2 Unit plan & Unit test – concept construction & administration.

4.4.3 Resource Unit.

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 instruction

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION III SEMESTER, BED COURSE SYLLABUS PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Unit I – Understanding the Nature of History,

1.0 Meaning and concept of history

1.1 Definitions of history

1.2 Nature of history

1.3 Historical thinking concepts (big six historical thinking concepts Peter Sexias & Morton),

1.4A. Objectives of teaching History at secondary level.

1.4B. Instructional Objectives of teaching History at secondary level

1.5 Correlation of History: Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

1.6 . Understanding of political science.

Unit II: Constructing History

2.1 Difference between facts and opinions & arguments.

2.2 Multiperspectivity VS Monoperspectivity in understanding History

2.3 Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.

2.4. Collingwood's approach to reconstruct historical imagination

Unit III- Pedagogies of teaching History

(Process, merits and limitations)

3.1 Conventional pedagogies-

Story-telling lecture-cum-discussion, Interactive, constructivist

3.2 critical pedagogies underpinning teaching of History:
project based learning, social enquiry.

3.3 Cooperative learning strategies (think pair share, round robin, buzz,)

UNIT IV. Learning resources [uses and importance]

4.1 Audio-visual Resources: Meaning and uses

4.2 E- Resource : TV, Films, Documentary

4.3 Visual Resource : Maps, Models, Timeline, Artifacts

4.4 Print Media: Magazine, news papers, archives

4.5 On line resources: websites,

4.6. Field resource: virtual tour

TUMKUR UNIVERSITY

AKSHAYA COLLEGE OF TEACHER'S EDUCATION III SEMESTER, BED COURSE SYLLABUS

SPECIFIC PEDAGOGY SUBJECT:- COMMERCE

Total hrs: 30

max marks: 40+10

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 mathematics, 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 trend 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:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Critically analyze 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.

Prepare and execute a lesson plan by using any one of the following:

- a. e-resources
- b. Simulation techniques

