

# MANGALORE UNIVERSITY

## TWO YEAR B.Ed: SYLLABUS OF II SEMESTER

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

**Note: 2.4 Subject Specific Pedagogy (Any Two): Includes the following 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	Social 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

# **MANGALORE UNIVERSITY**

## **SYLLABUS OF II SEMESTER**

### **2.1 LEARNING AND TEACHING PROCESS**

**Contact Hours: 60**

**Credits: 04**

**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. Analyze 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**

**17 hours**

1.1 Human learning: Meaning and definition

1.2 Learning theories:

- Behaviourism: 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  
(David 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**

**17 hours**

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**

**16 hours**

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 10 hours**

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 pneumatic 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

## REFERENCES:

1. Amin, N. (2002). Assessment of Cognitive Development of Elementary School
2. Children: A Psychometric Approach. Jain Book Agency, New Delhi.
3. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
4. King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
5. Singular Publishing Group, San Diego, CA.
6. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
7. McGraw Hill Education (India) Private Limited, New Delhi.
8. Paul, P. (2009). Language and Deafness. Singular publication.
9. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
10. Inclusive Education. Houghton Mifflin Company, Boston. 11.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
12. Assessment of Children and Adolescents, Routledge, New York.
13. Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
14. Psychology, (11th edn). Pearson Publication, New Delhi.
15. Suggested Readings
16. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
17. American Psychological Association, USA.
18. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin
19. King, CA.
20. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and
21. decision making. Wadsworth, Ontario.

22. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
23. Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
24. Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

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## 2.2 EDUCATIONAL EVALUATION

**Contact Hours: 60**

**Credits: 04**

**Marks: 100**

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

- Explain Bloom taxonomy of educational objectives.
- Explain concepts, characteristics and needs of evaluation.
- Analyse the role of evaluation in teaching learning process.
- Explain the characteristics, importance of different approaches and types of Evaluation.
- Explain the characteristics and areas of different techniques of evaluation.
- Apply appropriate techniques and tools to evaluate their student learning in different areas.
- Prepare valid and reliable tools to understand their field based assignment.
- Document and report student learning by marks system as well as grading system.

### **Unit 1: Educational Evaluation and Measurement**

**15 hours**

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**

**15 hours**

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 and Anecdotal

Records: Meaning, Procedure of Construction and Use.

## **Unit 3: Types of Evaluation**

**10 hours**

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 and Procedure of Construction.

3.4 Question Bank: Concept, Procedure, importance.

## **Unit 4: Basics of Educational Statistics**

**20 hours**

4.1 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.

4.2 Measures of Central Tendency: Mean, Median, Mode (Calculation, Use)

4.3 Measures of Variability: Range, Quartile Deviation, Mean Deviation: Meaning, Use; Standard Deviation: Meaning, Calculation, Use.

Correlation: Concept, Measures of Rank Difference Correlation (Calculation)

### **Suggested Topics / Activities for assignments (any one)**

- Prepare proper question paper for any one of the subject of elementary/ secondary or senior secondary level.
- Prepare any two tolls to evaluate students in 10 scholastic areas.
- Prepare a unit test on any one subject of elementary/ secondary or senior secondary level.
- Critical evaluation of any one question paper of any one subject at elementary/ secondary or senior secondary level.
- Prepare diagnostic test based on its results of a unit test
- Prepare a CRT on any one unit of instruction.
- Prepare a balanced question paper and report its pilot validation.
- Critical analysis of S.S.L.C Board question paper of any subject.
- College is free to give activity related to the content matter of the subject.

## REFERENCES:

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistics in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Ebel Robert L. (1979) – Essentials of Educational measurement.
5. Mohammad Shaj Khan - Evaluation in Schools (3rd ed 1986)
6. E.L Thorkdike(1970) - Measurement & Evaluation in Psychology.
7. Singh & Raj - Techniques of measurement and Evaluation
8. S.S.Mathur – Kothari commission`s report on evaluation
9. Bharat singh – Modern educational Evaluation and Measurement.
10. S.R. Vashist – Theory of Educational Evaluation.
11. Chaya Shukla – Assessment and Evaluation in higher education
12. Saritha Kumari – Education, Assessment, Evaluation & remedial.
13. G. Viswanathappa (2015) – Assessment of learning; Book on Evaluation.
14. Srivastava. K.S. (1989) – Comprehensive Evaluation in schools, N.C.E.R.T, New Delhi.
15. Patel Rambhai. N. (2001) – Educational Evaluation, Theory and Practice.

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## 2.3 PEDAGOGIC TOOLS, TECHNIQUES AND APPROACHES

**Contact Hours: 60**

**Marks: 100**

**Credits: 4**

**Objectives:** At the end of the course, the student-teachers will be able to,

- Understand Pedagogy and incorporate effective pedagogical approaches to teaching.
- Understand the Interrelationship of Strategies , methods, and approaches in Teaching –Learning process
- Develop capacity to create learning environment and provide instructional experience through Models of Teaching.
- Develop the skill of using different Teaching techniques
- Adopt different E -resources for effective teaching
- Apply the Teaching Learning strategies, methods, approaches and techniques to plan and execute the lessons during Practice in Teaching

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

**15 hours**

- 1.1 Pedagogy – Concept, Critical Pedagogy – Concept and Characteristics
- 1.2 Pedagogical Analysis – Task Analysis, Content Analysis, Performance Analysis: Concept, Characteristics and Applications
- 1.3 Teaching Strategies and Methods – Meaning, Characteristics, Interrelationship of Teaching Cycle, Teaching methods and Teaching strategies
- 1.4 Teaching Competencies – Components, Significance and its Conceptual use.

### **Unit 2: Teaching – Learning: Strategies, Methods and Approaches 15 hours**

- 2.1 Active learning Strategies – Meaning, Types: Individual, small and large group strategies: Concept, Characteristics and Classroom Application
- 2.2 Approaches of Teaching –Expository, Enquiry, Dialectical, Discovery - Individual, Group, Guided Discovery: Concept, Characteristics, Procedure, Merits and Limitations
- 2.3 Methods of Teaching – Learner Centred Approach, Learning Centred Approach: Concept and characteristics

2.4 Techniques of Teaching – Concept, Types: Role Playing, Discussion, Narration, Storytelling, Story Board – Meaning and use

**Unit 3: Teaching and Learning Models**

**15 hours**

3.1 Models of Teaching: concept, Characteristics, Fundamental elements, Families of Models of Teaching: Historical, Philosophical, Modern Models- Classification

3.2 Families of Modern Models – Syntax, Application

3.3 Modern Models of Teaching -Information Processing Models- Inquiry Training Model, Concept Attainment Model; Personal Models - Synectics (making familiar to strange)

3.4 Individualized Instruction – Concept and characteristics; Programmed Instruction –Concept, Principles and types - Linear and Branching, Merits and Limitations

**Unit 4: Resources to teaching**

**15 hours**

4.1 Print material – Workbooks, Handouts, Performance tasks/ material - Homework Exercise and Practice Material

4.2 E–Resources – Learning Management System, Types: Open Educational Resources (OER) and Proprietary Resources

4.3 Community Resources – Field trips and Educational Tour, Exhibitions, ICT Resources, Library Resources

4.4 Learning packages – Development and use

**Suggested Topics / Activities for assignments (any one)**

- Write a report on innovative teaching strategies for Teaching -Learning process.
- Prepare a detailed report on different approaches to Teaching.
- Conduct a Brain storming session on any topic of your choice in Classroom Teaching and submit a report on it.
- Prepare Individualised Learning Material (Linear Method) for any one of the topics related to this course.
- Prepare a list of resources and its use in Classroom Teaching.
- Prepare a lesson plan on any one of the Modern families of Teaching Models

## REFERENCES

1. Chakravathy, R., & Murthy, P. (2012). *Information Technology and Education* . Brazil: Pacific Books International .
2. Dash, B. (2011). *A Text Book of Educational Technology*. New Dlehi: Wisdom Press.
3. Guddadanveri, D. P., & Prakashana, V. (2012). *Advanced Educational Technology and Teaching skills* . Gadag: Vikas Publishers .
4. Nehru, D. R. (2013). *E-Learning Theory and Practice*. New Delhi: A.P.H Corporation .
5. Patil, S., Dange, J., C, G., & Sharma, M. P. (2012). *ICT In Education: Recent Trends*. Pratusha Publications .
6. R.S.Chauhan, D. (2014). *ICT in Education* . New Delhi: A.P.H Publishing Corporation .
7. Rao, V. (2005). *Instructional Technology*. New Delhi: A.P.H Publishing Corporation .
8. S, D. K., & Thanghasamy. (2006). *Instrcutional Technology and Curriculum Development* . New Delhi: Neelkamal Publications .
9. Sharma, P. (2013). *Digital Technology in Education* . New Delhi: Pearl Books.
- 10.Sharma, R. (2010). *Technological Foundation of Education* . Meerut: R. Lall Book Depot.
- 11.Siddiqui, M. H. (2012). *Educational Technology*. New Delhi: A.P.H Corporation .
- 12.Singh, D. Y., Sharma, D., & Upadhya, D. B. (2013). *Educational Technology: Techniques, Tests and Evaluation* . New Delhi: A.P.H Corporation .
- 13.Thamarasseri, I., & Parey, M. A. (2014). *Instructional Technology*. New Delhi: A.P.H Corporation .
- 14.Verma, M., & Sons, M. L. (2006). *Online Teaching, Tools and Methods*. New Delhi: A.P.H Corporation

15. Yadav, R. (1997). *An Advanced Educational Technology*. Chicago: Horizon Publishers.

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# 1.4.1: ²PÀët±Á, ÀÛç °ÁUÀÆ ¨ÉÆÃzsÀÉÁ «μÀAiÀÄªÁV

## ¨sÁμÉ- PÀÉÀßqÀ

š°y°N°Á q°Š°S°rS°i°±: 60

A°N°S°i°±: 50

Nμāmg→ : 2

GzÉÝÃ±ÀUÀ¼ÄÄ: F ¥ÀwæPÉAiÀÄÉÀÄß CzsÀåAiÀÄÉÀªÀiÁrzÀ  
ÉÀAvÀgÀ «zÁåyð ²PÀëPÀgÀÄ,

- ¨sÁμÉUÉ, ÀAŞAcü¹zÀ PË±À®UÀ¼ÀÉÀÄß PÀgÀUÀvÀªÀiÁrPÉÆ¼ÄÄîªÀgÀÄ.
- ,Á»vÀåzÀ ««zsÀ ¥ÀæPÁgÀUÀ¼À ¨ÉÆÃzsÀÉÁ «zsÁÉÀUÀ¼ÀÉÀÄß CjvÀÄPÉÆ¼ÄÄîªÀgÀÄ.
- ¥ÀzÀå, UÀzÀåªÉÆzÀ´ÁzÀ ¥ÀæPÁgÀUÀ½UÉ ¥ÁoÀ AiÉÆÃdÉÉ °ÁUÀÆ WÀIPÀ AiÉÆÃdÉÉ gÀa, ÀÄªÀgÀÄ.
- PÀÉÀßqÀ ¨sÁμ²PÀëPÀgÀ PÀvÀðªÀåUÀ¼ÀÉÀÄß w¼zÀÄPÉÆ¼ÄÄîªÀgÀÄ.
- ¨sÁμÁ ¨ÉÆÃzsÀÉÉAiÀÄÉÀÄß CÉÀÄPÀÆ°, ÀÄªÀ, ÀA¥ÀÉÀÆä®UÀ¼À §UÉÎ M¼ÀÉÉÆÄI ¨É¼É¹PÉÆ¼ÄÄîªÀgÀÄ.
- ¨sÁμÁªÀiË®ªªÀiÁ¥ÀÉÀzÀ°è, ÀÆPÀÛ, ÁzsÀÉÀªÀÄvÀÄÛ »ªÀiÁä»w vÀAvÀæUÀ¼ÀÉÀÄß §¼À, ÀÄªÀgÀÄ.

**WÀIPÀ 1: ¨sÁμÁ PË±À®UÀ¼ÄÄ**

**10U°°gμS°i°±**

- 1.1. **D°, ÀÄ«PÉ** – G¥ÀPË±À®UÀ¼ÄÄ, «zsÀUÀ¼ÄÄ,ªÀÄª°AvÀé, GvÀÛªÀÄ D°, ÀÄ«PÉ, ¨É¼É, ÀÄªÀ PÀæªÀÄUÀ¼ÄÄ, D°, ÀÄ«PÉAiÀÄ°è §¼À, ÀÄªÀ, ÀA¥ÀÉÀÆä®UÀ¼ÄÄ.
- 1.2. **ªÀiÁvÀÉÁqÀÄ«PÉ** – G¥ÀPË±À®UÀ¼ÄÄ,ªÀÄª°AvÀé,ªÀiÁvÀÉÁqÀÄªÀ PË±À®zÀ°è ««zsÀ ZÀiÄªÀnPEUÀ¼ÄÄ, §¼À, À§°ÀÄzÁzÀ, ÀA¥ÀÉÀÆä®UÀ¼ÄÄ.
- 1.3. **NzÀÄUÁjPÉ** – G¥ÀPË±À®UÀ¼ÄÄ PÀÉÀßqÀ ¨sÁμÁ ¨ÉÆÃzsÀÉÉAiÀÄ°è UÀnÖªÀÄvÀÄÛªÀiËÉªÀÁzÀÉzÀªÀÄª°AvÀé. NzÀÄUÁjPÉAiÀÄ «zsÀUÀ¼ÄÄ NzÀÄUÁjPÉ ¨É¼É, ÀÄªÀ ZÀiÄªÀnPEUÀ¼ÄÄ.

- 1.4. §gÀªÀtÂUÉ – G¥ÀPË±À®UÀ¼ÄÄ , GvÀÛªÄÄ  
 §gÀªÀtÂUÉAiÄÄ ®PÀëtUÀ¼ÄÄ , ªÄª°ÀvÀé ,  
 §gÀªÀtÂUÉAiÄÄ °ÀAvÀUÀ¼ÄÄ, §gÀªÀtÂUÉ ,ÄÄzsÁj,ÄÄªÀ  
 PÀæªÄÄUÀ¼ÄÄ , ZÀiÄªÀnPÉUÀ¼ÄÄ – PÀxÉ , PÀªÀÉÀ,  
 ªÀgÀç gÀZÀÉÉ ªÉÆzÀ´ÁzÀªÄÄUÀ¼ÄÄ.
- 1.5. ¥ÀgÁªÄ±ÀðÉÁ PË±À® - GzÉÝÃ±ÀUÀ¼ÄÄ ªÄvÀÄÛ  
 ªÄª°ÀvÀé , ±À§ÝPÉÆ±À,«±ÀéPÉÆ±À, CAvÀeÁð® ,  
 ««zsÀ ¥ÀÄ,ÀÛPÀUÀ¼ÄÄ ¥ÀgÁªÄ±ÀðÉÁ PÀæªÄÄUÀ¼ÄÄ.

**WÀIPÀ – 2: “sÁµÁ “ÉÆÃzsÀÉÁ ªÀiÁUÀðUÀ¼ÄÄ î®±q®±Ù  
 “sÁµÁ “ÉÆÃzsÀÉÁ «zsÁÉÀUÀ¼ÄÄ.  
 15 U®°gµS®j®±**

- 2.1 cé“sÁ¶PÀ «zsÁÉÀ – CxÀð, vÀvÀéUÀ¼ÄÄ °ÁUÀÆ  
 °ÀAvÀUÀ¼ÄÄ
- 2.2 ¥ÀævÀðPÀë «zsÁÉÀ – CxÀð °ÁUÀÆ °ÀAvÀUÀ¼ÄÄ
- 2.3 gÀZÀÉÁvÀäPÀ «zsÁÉÀ- CxÀð,  
 vÀvÀéUÀ¼ÄÄ,gÀZÀÉÁvÀäPÀ DÀiÉÄÌUÀ¼ÄÄ,“ÉÆÃzsÀÉÁ .  
 «zsÁÉÀUÀ¼ÄÄ.
- 2.4 ¥Àæ,ÀAVPÀ «zsÁÉÀ- CxÀð, vÀvÀéUÀ¼ÄÄ, ,ÀxßªÉ±À  
 xªÀiÁðt ªÀiÁqÄÄªÀ -  
 «zsÁÉÀUÀ¼ÄÄ.
- 2.5 ,Àªª°ÀÉÁ «zsÁÉÀ- CxÀð, vÀvÀéUÀ¼ÄÄ,°ÀAvÀUÀ¼ÄÄ.
- 2.6 ,ÀAgÀZÀÉÁvÀäPÀ «zsÁÉÀ- CxÀð, °ÀAvÀUÀ¼ÄÄ,  
 “sÁµÁPÀ°PÉ  
 CÉÄÄPÀÆ°,ÄÄª°è DzSÄÄxPÀ «zsÁÉÀUÀ¼ÄÄ.
- 2.7 UÀzÀð “ÉÆÃzsÀÉÉ- GzÉÝÃ±ÀUÀ¼ÄÄ «zsÁÉÀUÀ¼ÄÄ-  
 UÀzÀð “ÉÆÃzsÀÉÉAiÄÄ°è 5- e  
 «zsÁÉÀ-UÀzÀð ¥ÀoÀAiÉÆÄdÉUÀ¼ÄÄ
- 2.8 ¥ÀzÀð “ÉÆÃzsÀÉÉ- GzÉÝÃ±ÀUÀ¼ÄÄ «zsÁÉÀUÀ¼ÄÄ-  
 ¥ÀzÀð¥ÀoÀ AiÉÆÄdÉUÀ¼ÄÄ.
- 2.9 ªÁðPÀgÀt “ÉÆÃzsÀÉÉ- GzÉÝÃ±ÀUÀ¼ÄÄ “ÉÆÃzsÀÉÁ  
 «zsÁÉÀUÀ¼ÄÄ, ªÁðPÀgÀt  
 ¥ÀoÀ AiÉÆÄdÉUÀ¼ÄÄ
- 2.10 ¥ÀvÀæ´ÉÄRÉÀ- EvÀgÀ ¥ÀæPÁgÀUÀ¼ÄÄ §gÀªÀtÂUÉ,  
 “ÉÆÃzsÀÉÉ, §gÀªÀtÂUÉ,



¥ÀvÀæ¯ÉÃRÈÀUÀ¼ÄÄ, GzÉÝÃ±ÀUÀ¼ÄÄ, «zsÁÈÀUÀ¼ÄÄ ¥ÀvÀæ¯ÉÃRÈÀ, ¥ÁoÀ AiÉÆÃdÉÉUÀ¼ÄÄ.

2.11 ¥ÀzÀPÉÆÃ±À / ±À§Ý ,ÀA¥ÀvÀÄÛ- ¥ÀzÀPÉÆÃ±ÀzÀ «zsÀUÀ¼ÄÄ, «zsÁÈÀUÀ¼ÄÄ, ¥ÀzÀå

UÀzÀåUÀ¼Ä°è ¥ÀzÀ ,ÀA¥ÀwÛÈÀ §¼ÀPÉ, §¼À,ÀÄ±À PÀæ±ÀÄUÀ¼ÄÄ.

## WÀIPÀ-3: "sÁµÁ "ÉÆÃzsÀÈÁ «ZÁgÀUÀ¼ÄÄ. 5 U®°gµS®j®±

3.1 "sÁµÁ "ÉÆÃzsÀÈÁ - GzÉÝÃ±ÀUÀ¼ÄÄ, µçδµÀÖvÉUÀ¼ÄÄ  
±ÀiÈ®± ±ÀiÁ¥ÀÈÀ ±ÀÄvÀÄÛ »±ÀiÄ±»w WÀIPÀ ¥ÀjÀPÉë-µÃ®  
ÈÀPÁ±É

"sÁµÁ PÀ°PÉ CÈÄÄPÀÆ°,ÀÄ±À°è ,ÀA¥ÀÈÀÆä®UÀ¼ÄÄ-  
¥ÀoÀå ¥ÀÄ,ÀÛPÀ °ÁUÀÆ ,ÀégÀZÀÈÁ ¥ÀoÀåUÀ¼ÄÄ

3.2 GvÀÛ±ÄÄ "sÁµÁ ²PÀëPÀÈÀ C°ÀδvÉUÀ¼ÄÄ °ÁUÀÆ  
UÀÄt®PÀëtUÀ¼ÄÄ

¥ÁæAiÉÆÃVPÀ/ µAiÉÆÃfvÀPÁAiÀÄð(AiÀiÁ±ÀÄzÁzÀgÉÆAzÀÄ)

- ¥ÀzÀ,ÀA¥ÀvÀÄÛ "É¼É,ÀÄ±À C"sÁå,ÀUÀ¼ÄÄ
- ,ÀÈdÉÁvÀäPÀ ¥ÀoÀå AiÉÆÃdÉÉUÀ¼ÄÄ vÀAiÀiÁj
- "sÁµÁ "ÉÆÃzsÀÈÁAiÀÄÈÄß CÈÄÄPÀÆ°,ÀÄ±À fÃ±ÀÈÀ ZÀjvÉæUÀ¼ÄÄ «±ÀÄ±Éð
- PÀ« PÀÈw¯ÉÃRÈÀ AiÀiÁ±ÀÄzÁzÀgÉÆAzÀÄ PÀÈwAiÀÄ «±ÀiÁ±ÁδvÀäPÀ ,À«ÄÄPÉë.
- PÀÈÀßqÀ "sÁµÁ CzsÁå¥ÀPÀgÀ ,À±ÀÄ,ÉåUÀ¼ÄÄ ,À«ÄÄPÉë
- ¥ÀoÀå ¥ÀÄ,ÀÛPÀ «±ÀÄ±Éð.
- EvÀgÀ AiÀiÁ±ÀÄzÁzÀgÉÆAzÀÄ ¥ÀoÀå ,ÀA§Acü¹zÀ ZÀiÄ±ÀnPÉUÀ¼ÄÄ.

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## 2.4.2 SUBJECT SPECIFIC PEDAGOGY: ENGLISH

Contact Hours: 30

Marks: 50

Credits: 2

**Objectives:** On completion of this course the students will be able to

- Develop concerns for facilitating listening, speaking, reading and writing skills among the learners
- Employ different approaches and methods for teaching prose, poetry grammar and composition
- Design unit plans and lessons plans for teaching of prose, poetry, composition and grammar

- Learn responsibilities of an English teacher in school community
- Develop insights into the availability and use of resources for facilitating learning of English
- Use appropriate strategies for evaluating language learning and providing feedback to language learners

### **Unit – I: Acquisition Of Language Skills**

**10 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**

**8 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.

**2.4 Communicative approach-** meaning and principles, procedures followed in communicative approach.

**2.5 Constructivist approach:** its meaning and procedures – 5-e method for facilitating learning of English

### **Unit – 3: Different Aspects of Teaching English**

**12 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.

3.5 **Evaluation in English** -Objectives and specifications for Language Teaching, Writing Unit plans, Preparation of a unit test.

3.6 Resources for facilitating learning of English. Textbooks and teacher created texts.

3.7 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.

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### **2.4.3: SUBJECT SPECIFIC PEDAGOGY: HINDI**

**Contact Hours: 30**  
**Credits: 2**

**Marks: 50**

B.Ed II nd Semester - Hindi

उद्देश्य :-

इस पत्रिका का अध्ययन करने के बाद  
छात्र शिक्षक

\* भाषा शिक्षक का कर्तव्यों का जानना।

\* पद्य - गद्य आदि प्रकार के लिपि पाठयोजना और  
व्यक्तियोजना की रचना।

\* भाषा मूल्यांकन में सहायक साधन और तंत्रों का  
प्रयोग।

\* भाषा शिक्षण का लोचन करते समय विविध  
साधनों का प्रयोग।

Unit : 1.1 हिन्दी शिक्षक और हिन्दी शिक्षण के उद्देश्य :- प्रस्तावना

1.2 हिन्दी शिक्षक का सामान्य और व्यावसायिक गुण

1.3 योग्यताएँ

1.4 जन्म का वर्गीकरण ।

1.5 शैक्षिक उद्देश्य - हरबर्टेसियन सोपान ।

1.6 पाठयोजना - अर्थ, महत्व, सोपान, तैयारी ।

1.7 घटकयोजना - अर्थ, परिभाषा, महत्व तैयारी ।

1.8 घटक परीक्षा - तैयारी (नीलनकारण)

Unit : 2.1 शिक्षण साधन और हिन्दी शिक्षण ।

- अर्थ, महत्व, उद्देश्य, वर्गीकरण

2.2 श्रव्य साधन

2.3 द्रश्य साधन

2.4 द्रश्य - श्रव्य साधन

Unit : 3.1 परीक्षा, मूल्यांकन एवं हिन्दी शिक्षण

अर्थ, परिभाषा, महत्व

3.2 परीक्षा के प्रकार, गुण दौष

3.3 हिन्दी में विद्वानात्मक और उपचारात्मक शिक्षण

3.4 अच्छे प्रश्न पत्रिका के गुण ।

3.5 गृहकार्य



कार्योजना (Activities)

3

- पाठ्यपुस्तक विमर्श
- \* पाठ्य से सम्बन्धित किसी एक कार्योजना
- \* हिन्दी के प्रसिद्ध लेखकों का परिचय लिखना!

**NOTE:** 2.4.4. SUBJECT SPECIFIC PEDAGOGY – URDU

2.4.5. SUBJECT SPECIFIC PEDAGOGY – SANSKRIT

2.4.7 SUBJECT SPECIFIC PEDAGOGY - GEOGRAPHY

**AS PER THE STATE SYLLABUS.**

## 2.4.6 SUBJECT SPECIFIC PEDAGOGY: SOCIAL SCIENCE

**Contact hours: 30**  
**Credits: 2**

**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:  
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.

### **Suggested Topics / Activities for assignments (any one)**

- 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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## 2.4.8 SUBJECT SPECIFIC PEDAGOGY: PHYSICS

**Contact Hours: 30**  
**Credits: 2**

**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 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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

### **Suggested Topics / Activities for assignments (any one)**

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

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

**Contact Hours: 30**  
**Credits: 2**

**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 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 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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: iiii- 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



### **Suggested Topics / Activities for assignments (any one)**

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

The college is free to introduce any other relevant and useful activity related to Chemistry

### **REFERENCES:**

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## 2.4.10 SUBJECT SPECIFIC PEDAGOGY: BIOLOGY

**Contact Hours: 30**

**Marks 50**

**Credits: 2**

**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 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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

**Suggested Topics / Activities for assignments (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.

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## **2.4.11 SUBJECT SPECIFIC PEDAGOGY: MATHEMATICS**

**Contact Hours: 30**  
**Credits: 2**

**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 maintainance

### **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.

**Suggested Topics / Activities for assignments (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.

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## 2.4.12 SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

**Contact Hours: 30 hours**

**Marks: 50**

**Credits: 2**

**Objectives:** To enable the student teachers-

- To develop an understanding of the meaning, nature and scope of commerce education.
- To develop an understanding of the maxims and principles of teaching commerce.
- To develop understanding the bases of the commerce education and its relation with other disciplines.
- To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
- To understand various methods used in teaching of commerce.
- To develop an understanding of the importance of latest trends in teaching of commerce.

### **Unit I: Concept and scope of Commerce Education**

**10 hours**

(a) Meaning, nature, need and scope of commerce education.

(b) Commerce education in India (relevance in life and curriculum).

(c) Objectives of teaching of commerce at Higher Secondary level( as per NCF 2005)

### **Unit II: Bases of Commerce Education**

**10 hours**

(a) Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.

b) Inter correlation of commerce with maths, economics and geography.

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**

**10 hours**

- (a) Co-operative learning (meaning, importance and types)
- (b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- (c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

#### **Suggested Topics / Activities for assignments (any one)**

- 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.

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