Unit-4 State and Education: 15hrs

1 Education For and the State Provisions in Indian Constitution
2 Educations and Democracy, National Integration Through Education
3 Education for International Understanding.
4. Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture. Changes in Indian with special reference changes in India education and social change social stratification and social psychological education and its responsibilities for social changes

Assignment.;

1.Seminar on Sociological base of Education

2.Interrelationship between Philosophy and Education

Suggestive Readings:-

1 Sociological Approach In Indian Education – Vinod Putak Mandira Agra By SS Mathur
2 The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia
3 Ground Work Of Theory Of Education By Ross
4 Modern Philosophy Of Education – By Brabacher
5 Foundation Of Eduction – VP Bokil
6 Educational Sociology – Brown
7 The Schooling Society – Eran Illich

SEMESTER-I

Course-III EDUCATIONAL TECHNOLOGY

Contact Hours: 60 Marks: 100
Objectives 4 Credits

After the completion of course, pupil teachers will be able to –

1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Explain the meaning and use of cybernetics
4. Understand and use the different Media in Education
5. Understand the different learning Experiences and use them in the teaching-learning process.
6. Acquaint with innovations in Educational Technology
7. Integrate ICT into Teaching Learning, administration and Evaluation.

Unit- I Basics of Education Technology 15 hrs

1. Educational technology- Meaning, Nature, Scope, objectives, and Importance.
2. Instructional technology and teaching technology: Meaning, nature and scope.
3. Approaches of educational technology –Hardware, Software and Systems approach.
4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education 12hrs

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

Unit- III Educational systems 15hrs

1. e-learning, Collaborative learning, mobile learning- concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3. Web services: e-mail, chat, online forums, blog, wiki, e-library
4. Resource centres and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, EDUSA,NPTEL,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education 18hrs

1. Concept of ICT and Principles of using ICT in teaching learning process

2. Impact of ICT in education (impact of ICT in social, cultural, economical)

3. Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.

4. Issues and concerns related to ICT

5. Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI),Computer Mediated Communication (CMC),Computer simulation, Blended learning, Educational broadcast, Web- based learning, Cloud computing.

Assignment.

1.Seminar Using ICT(on any one Topic)
2. Collection of Printed Materials

References

Apter, Michael, J. (1968). *The New Technology of Education.* London: MacMillan.

Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques.* New Delhi: Kanikshka Publishers Distributors.

Bhushan, Anand and Ahuja, M. (1992). *Educational Technology.* Patiala: Bawa Publishers.

Dale Edgar. (1954). *Audio-visual methods in Teaching*. (2nd ed).New York: The Dryden Press

Dale, Edgar.(1946). *Audio-visual methods in Teaching*. New York: The Dryden Press.

Dale Edgar. (1969). *Audio-visual methods in Teaching*. (3rd ed).New York: The Dryden Press.

Dange. Jagannath, K.(2014). *Learning and Experiences*. Lap Lambert Publication. Germany.

Goel, D. R., and Joshi, P. (1999). *A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.

Khirwadkar, A. (2005). *Information & Communication Technology in Education.* New Delhi: Sarup & Sons.

Khirwadkar, A. (2010). *e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms.* New Delhi: Sarup Book Publication Ltd.

Kulkarni, S.S. (1986). *Introduction to Education Technology.* New Delhi: Oxford & IBH Publishing Co

Kumar, K.L. (1996). *Educational Technology and Communication Media.* Cuttack: Nalanda.

Mahapatra, B.C. (2006). *Education in Cybernatic Age.* New Delhi: Sarup Sons.

Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology.* New Delhi: PHI Learning Private Limited.

Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*. London: Weidenfield and Nicolson.

Ruhela, S.P. (1973). *Educational Technology.* New Delhi: Raj Prakashsn.

Sampath, K., Pannirselvam, A.and Santhanam, S. (1990). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited.

Saxena, S. (1999). *A first course in computers.* New Delhi: Vikas Publishing House.

Sharma, R. A.( ). *Technology of Teaching*. Meerut: International Publishing House.

Sharma, R. A.( ). *Technology of Teaching*. Meerut: International Publishing House.

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Semester – I

Course – IV : Understanding Discipline and pedagogy: Language

Contact Hours: 30 Marks: 50

Objectives 2 Credits

After the completion of the course the student teacher will be able to

1. Analyse meaning, functions and different related concepts of language (dialect, standard language, mother tongue, biliangual)
2. Explain language policies and the recommandations of NCF-2005
3. Understand the process of acquisition of language in the back drop of perspectives of linguists
4. Explain challenging issues such as no comprehension, disability etc in the teaching of language.

Unit 1: General Introduction on Language

1.1 Language: Meaning, Concept, Components and Functions

1.2 Pedagogy of different languages-Critical analysis- Dialect, Standard and Non-standard languages.

1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.

1.4 Language Policies and Politics-Power, identity and politics of language; Language as a medium of instruction, debate about English as a medium of instruction;

1.5 The recommendations of NCF-2005 on language education.

Unit 2: Language Acquisition

2.1 Language learning in early childhood

2.2 Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;

1.3 Second language acquisition

Unit 3: Challenges in Language Learning

3.1 Issues of non-comprehension

3.2 Lack of independence in language use

3.3 Examining the role of school context in creating difficulties for language learners

3.4 Understanding language "disability" and the language teacher's role in dealing with it

Practicum/Assignment :

1. A Classroom seminar on 'Power Politics of language in India' or 'The Recommandations of NCF-2005'.
2. Construction of remedial teaching programme for disable students

Ref:

1. Agnihotri, R. K. (1996). *Kaun BhashaKaunBoli*. Sandarbh (13), Pp.37-43.
2. Agnihotri, R. K. (2009). *Language and dialect. Learning curve*, 13.
3. Agnihotri, R.K., and Kumar, S. (2001). *Bhasha, boli, laursamaj*. Deshkal Publications.
3. Atwell, N. (1987). *In the Middle: Writing, reading, and learning adolescents.* Portsmouth:.Heineman.
5. Kunwar, N. (2015). *'Right writing' in Indian clasroom: learning tobe*

artificial. Language and language teaching. (4), 1, 7.

6. Rai, M. (2015). *Writing in Indian schools: the product priority.Language and language learning.(* 4), 1, 7, Pp.32-36
9. Sinha, S. (2009). *Rosenblatt's theory of reading: Exploring literature, Contemporary Education 1*
10. Kongawad N.B (2014*). Bhashe mattu Kannada Bhodane*, Gadag: Vidyanidhi Prakashan.

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30 Max marks :50
Credits: 2

Objectives:
To enable the pupil teachers :

1. Reflective understanding of social science in the contemporary society and its teaching in schools.
2. Understand the status of learning social science in secondary schools
3. Address the issues and challenges of social science curriculum and its pedagogic practices.
4. Its valuable implication in professional development of social science teachers.

Unit I Evolution of Social Science : 10 Hrs

1.1 History and Geography- Temporal and Spatial Dimensions: Concept and their interrelationship.
1.2 Meaning and Importance of Political science and Economics
1.3 Philosophical and Theoretical discourses
1.4 Concept of Social Science and Social Studies
1.5 Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools : 10 Hrs

2.1 Challenges in the development of Social Science Curriculum.
2.2 General Principles in the construction of social science curriculum:
2.3 Thematic organization: Interdisciplinary and multi disciplinary
2.4 Issues in social science
2.5 Teaching of Social Science: The importance of critical enquiry, critical thinking and problem solving in building social, historical, environmental and economic perspective in social science.

Unit III Pedagogical practices in Social Science Curriculum : 10 Hrs

3.1 Review different Commissions/Committees Reports
3.2 National Curriculum Frameworks-2000 and 2005
3.3 Critical Review of Social Science Text books from class 8th to 10th
3.4Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Assignments: (Any one)

1. Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.
2. Critical Review of Social Science Text books of 8th or 9th std. of Karnataka state

Suggested Readings

1. Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education*. , New Delhi: NCERT.
2. Batra, P. (Ed) (2010). *Social Science Learning in Schools: Perspective and Challenges.* New Delhi: Sage Publications India Pvt. Ltd.
3. Binning, A.C. and Binning, D.H.(1952). *Teaching of social studies in secondary schools,* Bombay : Tata McGraw Hill Publishing Co. Ltd..
4. George, A., M. and Madan, A. (2009). *Teaching Social Science in Schools*. New Delhi: Sage Publications India Pvt. Ltd.
5. Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context and Challenges in *Vandana Saxena (ed.),Nurturing the Expert Within*, New Delhi :Pearson.
6. Kongawad N.B (2016). *Understanding Discipline and Pedagogy: Social Science* , Gadag: Vidyanidhi Prakashan

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Science

Contact Hours:30 Marks:50

2 Credits

Objectives:

To enable the pupil teachers :

1. Understand science as a discipline through its philosophical and epistemological perspectives.
2. Get insights into the nature of science.
3. Lead holistic understanding about science education situated in learner context and social realities.

Unit-I introduction to Science and Science Education: 10 Hrs

1.1 Meaning and Nature of Science.

1.2 Historical Perspectives :

a. Development of Science as a discipline.

b. Awareness of the contribution of Popper and Kuhn

1.3 Purpose and critical understanding of science as a subject at the various Levels of science education.

1.4 Development of Ethics of science and Public Understanding of science

Unit- 2 Learner context: 10 Hrs

2.1` Construction of Knowledge in science: Meaning and Importance

2.2 Understanding children's fear of science and their inabilities to Correlate the observed phenomenon with micro level processes and symbolic representations

a. Role and limitations of language: towards Expression, Articulation and the Understanding of science.

2.4 Addressing learner diversity: Gender issues and special need-learner

Unit - 3 The Science Curriculum: 10 Hrs

3.1 Meaning and Nature of Curriculum

3.2 Approaches of Curriculum transaction

a. Integrated Approach

b. Disciplinary Approach

c. Interdisciplinary Approach

3.3 A critical review of science curriculum at the National level i.e NCERT and State level curriculum i.e SCERT

3.4 Meaning and Importance of NUFFIELD Science, Harvard Science

Assignments:

1. Critical review of science curriculum at the state and national level
2. Criteria for Analysis of science text book of 8th or 9th Std. Karnataka State

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

2. Barba, H.R. (1997).*Science in Multi-Cultural Classroom: A guide to teaching and Learning*. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.*London: kluwer Academic Publisher.
5. Deo, M.G. & Pawar, P.V. (2011), General Article**:** Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
6. Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.
7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21),
8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record, 105* (3), pp 465-489.
9. Lynch, S. J. (2000). *Equity and Science Education Reform.* Mahwah, NJ: LawrenceErlbaum Associates, Inc.
10. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10),* NCERT: New Delhi
11. *National Curriculum Framework, (2005),* NCERT: New Delhi
12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.
15. *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi
16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
17. Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
18. Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
19. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February
20. Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30 Marks: 50

2 Credits

Objectives:

To enable the pupil teachers :

1. Understand mathematics as a discipline.
2. Get insights into the nature of mathematics.
3. Concerns and challenges of teaching of mathematics.

Unit : 1. Introduction to Mathematics : 15 Hrs

1.1 Meaning, Nature and Scope of Mathematics.
1.2 Language and Symbolism of Mathematics.
1.3 Understanding Mathematics as a humanly created Subject
1.4 Axioms and Postulates- definition and Examples
1.5 Proofs : Meaning, Different Methods (Direct and Indirect Methods) and Examples
1.6 Factors in the development of Mathematics: Socio-Cultural, Economical and Political
1.7 Multicultural Mathematics : Understanding of fundamental Mathematics like Number system, Arithmatics, Algebra and Geometry.

Unit: 2. Learning Mathematics : 10 Hrs

2.1 Developmental Progression in the Learning of Mathematical Concepts: Piaget, Bruner and Vygotsky.
2.2 Processes of Mathematics: Reasoning, Logical thinking, Problem Solving and Connecting
2.3 Socio-cultural Perspectives in Mathematics Learning: Situated Learning: Social Construction of Knowledge, Social Interaction and Community of Practice.

Unit: 3. Issues and Challenges : 5 Hrs

3.1 Need, Importance and Problems related to Mathematics
3.2 Issue of Gender, Class and Culture in Mathematics Learning
3.3 Construction of Learner's Identity in a Mathematics Classroom.

Assignments:

1. Language and symbolism of mathematics

Readings and resources

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

D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics.*For the Learning of Mathematics*, *5*(1), 44–48. Devlin K. (2011). Introduction to Mathematical thinking.

Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.

Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and

developing student agency. *Teachers College Record*, *109*(2), 420–448.
Kazemi, E., &Stipek, D. (2001).Promoting conceptual thinking in four mathematics classrooms.*The Elementary School Journal*, *102*(1), 59–80.
MESE -001(2003).Teaching and Learning Mathematics. IGNOU series
Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus
Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)
Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press
Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, *3*(1).

Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd
Boaler, J. & Staples, M. (2005). Transforming students'lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/
Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52).Symposium Journals.
Burns, M. (2007).*About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions
Publications.Gray, E, &Tall, D (1994). Duality, ambiguity, and flexibility: A "Proceptual" view
of simple arithmetic. *Journal for Research in Mathematics Education*, *25*(2), 116-140.
Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012).Setting up complex tasks.*Mathematics Teaching in the Middle School*, (January), 1–15.
Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher26* (3), 1-16.

Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school.In *A research companion to principles and standards for school mathematics* (pp. 27–44).
Ball. D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching.*American Educator*.Fall 2005.

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Commerce

Maximum Marks: 50

Contact Hours:30 Hrs

2 CREDITS

Objectives:

1. To enable the Student teacher ; know the commerce as a discipline:
2. Place of commerce education in society

Unit 1 Nature of Commerce – 10 Hrs

1.1.concept,nature and scope of commerce

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

1.3. Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce – 10 Hrs

2.1.Interrelationship within Commerce (Accountancy and Business Studies/ Management)

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

2.3. Place of commerce in secondary school

Unit 3 Commerce and Society – 10 Hrs

3.1. Understanding Ethics and Values

3.2. Techniques for development of attitudes in commerce education

3.3. Contemporary Business Environment and Commerce Education

Assignments:

1. Relationship of commerce with business a macro perspective

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education.* III (2), 52-59.

Semester – I

(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)

Course – IV : UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours Total Marks: 50

Total Credits: 2

Objectives:

1. To enable the pupil teacher to understand the academic disciplines
2. To understand the diff. approaches in interdisciplinary learning
3. To apply the understanding of academic disciplines in curriculum transaction

Unit I : Basics of Academic disciplines – 8 Hrs

1.1 Meaning and characteristics of academic disciplines

1.2 Emergence of academic disciplines

1.3 Relationship between academic disciplines and subjects

Unit II : Teaching across disciplines – 8 Hrs

2.1 Classification of academic disciplines: Becher -Biglan typology (pure- hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

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

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

Unit III : Humanities and Social Sciences in the Curriculum – 7 Hrs

3.1 Place of Humanities and Social Sciences in present school curriculum

3.2 Issues and challenges in teaching Humanities and Social sciences

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

Unit IV : Natural Sciences and Mathematics in the Curriculum – 7 Hrs

4.1 Place of the disciplines Science and Mathematics in present school curriculum

4.2 Issues and challenges in teaching the disciplines Science and Mathematics

4.3 Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.

References:

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

Websites:

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

Semester – I

EPC – I : Course for lab work: ICT-BASIC

Contact Hours: 30 Total Marks: 50 (Internal Assessment)
Credits: Two

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

Course Contents

Unit I. ICT basics: Operating system and application software – 15 Hrs

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

Unit II Computer Applications and Internet – 15 Hrs

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

Assignment : Maintain lab records of any 3 activities

1. Prepare the printed teaching materials using the MS-Word (In any subject Any unit to be selected, in any language).Use of self-learning materials for anyone unit by using ICT.
2. Preparation of PPT slides (at least 10) for classroom usage.
3. Preparation of a blog in Individual / Group.
4. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
5. Enabling students to plan and execute projects (using computer based research)
6. Write a report on INSAT programs.

Assessment :

Sl.No.	Items	Internal Marks
1	Assignment / Lab Records	15
2	One Test	10
3	Practical Exam	25
Total		50

Suggestive Readings

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

Semester – I

EPC – II : Language Across the Subject

Contact Hours: 30 Total Marks: 50
(Internal Assessment) Credits: Two

Objectives:

To enable the pupil teacher:

1. To understand the learning language
2. To understand the Cognitive development in language learning
3. To understand the communication

Unit I. Learners Background – 10 Hrs

1. Background of a learner in Learning language
2. Home language & School language: Effect of language environment of a school and class room on the learner
3. Concept formation, Cognitive development and language
4. Factors affecting language development

Unit II. Language and Communication – 10 Hrs

1. Meaning and concept of communication
2. Language as a tool of communication
3. Verbal and non-verbal communication-meaning and uses
4. Barriers of communication

Unit III. Basic language Competencies – 10 Hrs

1. Listening: Need , Types and Strategies to Enhance Listening
2. Speaking: Need and strategies for enhancing
3. Reading: Importance and Strategies of reading
4. Writing: Importance and Types –Note making, Summarizing and creative writing

Assignments:

1. Keeping the records of Note making, Summarizing and creative writing

Suggestive Readings:

- **Agnihotri, R. K.(1995). Multilingualism as classroom resource. In K. Heugh, A. Siegruhn, and P. Pluddemann (Eds). Multilingual Education for South Africa (pp.3-7). Heinemann educational books.**
- **Eller, R.G. (1989). Johnny can't talk, either: The Perpietuation of the deficit theory in classroom. The reading teacher, 670-674.**
- **Erlwanger,S. H. (1973). Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1(2), 7-26**
- **Grellet. F. (1981). Developing reading Skills : A practical guide to reading comprehension exercise. Cambridge University press.**

Semester – I
EF – I : Psycho-social Tools and Techniques

Contact Hours: 30 Total Marks: 50
(Internal Assessment) Credits: Two

Part A : Lab Assignments (class room experiments) – 20 Hrs

Every student teacher has to undergo following experiments and to write Lab report

1. Learning Curve
2. Transfer of Learning
3. Division of Attention
4. Distraction of Attention

B. Field Assignments - 10 Hrs

Every student teacher has to administer one intelligence test (verbal/ non- verbal) on three students of age group 12-18 years and reporting with the scope to use the results for the beneficiary.

Or

Visiting schools and generate the socio metry result through socio metry technique and use them for interpretation.

Or

Case study on Differently Abled children(Any One)

Or

Administering and Reporting Personality Inventory –TAT/ Cattel'S 16 PF

References:

1. Berk, L. E. (2000). *Human Development.* Tata Mc.Graw Hill Company, New York.
2. Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
3. Mittal, S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
4. Kongawad N.B (2011). *Educational Psychology*. Gadag : Vidya nidhi Prakashan

Semester – I
EF – II : Micro Teaching and Integration

Contact Hours: 30 (Internal Assessment) | Total Marks: 50 Credits: Two

Part A : Micro Teaching Practice - 25 Hrs

Every student teacher has to practice the following skills (Any Six) in a Micro Teaching setting and write report

1. Skill of Introduction
2. Skill of questioning
3. Skill of probing questions
4. Skill of explanation
5. Skill of Illustration with examples
6. Skill of stimulus variation
7. Skill of reinforcement
8. Skill of Blackboard

Part B. Integration - 5 Hrs

Simulation (non micro teaching) Integration of overall skills with teaching learning processes for 15 minutes each –One Lesson per Pedagogy

SECOND SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical	EPC-I	ICT Applications	2	50	25	..	..	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	..	..	50
	EF-I	Simulated and ICT based Lessons	2	50	25	..	..	50
	EF-II	School Lessons and Reflective diary	2	50	25	..	..	50
				280		320		600

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-II

COURSE-1: LEARNING & TEACHING PROCESSES

Contact Hours: 60 **Max marks;100**
Credits: 04
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 learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human Learning and Intelligence 15hrs

1.1 Human learning: Meaning, definition and concept formation
1.2 Learning theories: Pavlov, Thorndike, Skinner and Insight learning
1.3 Intelligence: - Concept, definition, types, test of intelligence, RPM, Batia, Otis
1.4 Creativity: Concept, Definition and Characteristics
1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation 10hrs

2.1 Sensation: Meaning and Types
2.2 Perceptions Meaning and Types
2.3 Attention: Meaning, a types and Factors Affecting
2.4 Memory and Thinking and problem solving.
2.5 Motivation**:** Meaning, Nature and types of motivation Maslow's theory

Unit 3: Teaching Learning Process 20hrs

3.1 Meaning and Principles of teaching.
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Learning Process
3.4 Factors affecting learning physical, psychological and Environmental
3.5 Leadership Role of Teacher in Classroom, School and Community