



AKKAMAHADEVI WOMEN'S UNIVERSITY, VIJAYAPURA
B.ED-4th SEMESTER SYLLABUS

Sl.No.	Code	Papers Title	Credit	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Theory	Ed- 18	Gender, School and Society	04	20	08	80	32	100
	Ed- 19	Educational Administration and Management	04	20	08	80	32	100
	Ed- 20	Advanced Pedagogy of School Subject –I	02	10	04	40	16	50
	Ed-21	Advanced Pedagogy of School Subject –II	02	10	04	40	16	50
	Ed-22-A	<i>Reading, Writing and Reflecting</i>	02	50	25	--	--	50
EPC &EF	B	<i>Field Work and Immersion</i>	06	150	75	--	--	150
	C	<i>Practical Exam .PSS-I &II</i>	2+2	--	--	50+50	25+25	100
	Total		24	260		340		600

ED-18: GENDER, SCHOOL AND SOCIETY

Contact Hours: 60

4 Credits

Marks: 100

Objectives:

1. To develop gender sensitivity among the student teachers.
2. To develop clarity about the concept of Gender and sexuality among the student teachers.
3. To make students understand about the gender issues faced in school and in Society.
4. To make students aware about the role of education in relation to gender issues
5. To make students aware about constitutional provisions regarding human rights and women right

UNIT I: KEY CONSTRUCTS IN GENDER

(15 Hours)

- 1.1.. Concept of Gender, sexuality and Development.
- 1.2.Difference between Gender and Sex
- 1.3. Gender Roles and its Types
- 1.4.Gender-based Division and Valuation of Work
- 1.5.Sex- A brief introduction to feminist theories- radical, liberal, psychoanalyst, socialist and Marxist.

UNIT II: SOCIAL CONSTRUCTION OF GENDER

(15 Hours)

- 2.1.History and current scenario of Indian Women
- 2.2. Concept of Patriarchy and Matriarchy and issues related to Indian Women (power, resources and opportunities)
- 2.3. Gender and its Intersection with Poverty, Caste, Class, Religion, Disability and Region (Rural, Urban and Tribal area)
- 2.4.Stereotypes about girls and women prevalent in the society, media (films, advertisements, songs etc), and literature;
- 2.5. Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization, combating the societal outlook of objectification of the female body.

UNIT III: GENDER, SCHOOL AND SOCIETY

(15 Hours)

- 3.1. Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes Towards Girl's education, value accorded to women's education.
- 3.2. Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.
- 3.3. Gendered representations in textbooks (illustrations and text), policy interventions in school Education, construct of gender in national curriculum frameworks, teacher in India: an Analysis using gender as a lens.
- 3.4. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity
- 3.5. Importance of vocational training, Adult education and non-formal education for women's development

UNIT IV: GENDER AND CONSTITUTIONAL PROVISIONS:

(15 Hours)

Gender and Law:

- 4.1 Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, and Property Inheritance, Trafficking).
- 4.2 Women's reservation bill – history and current status
- 4.3 The Indian constitutional provisions regarding women
- 4.4 Women's rights
[Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act),]
- 4.5 Beti Bachao Beti Pado (BBBP Scheme), Manaswini Projects launched by Central and State Govt.

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

Theory oriented:

1. Seminar on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
2. Debate on women reservation bill
3. Group Discussion on Domestic violence and other personal issues and its remedies.
4. Any other topic specified by the Teacher.

Field/Practical Oriented:

1. Visit to schools and study the sexual abuse and sexual harassment cases and report.
2. Critical evaluation of Text book with respect to gender issues, gender biases reflected in it and submission of report..
3. To undertake study on sex ratio and its analysis w.r.t interstate and District.
4. Develop an awareness programme for female infanticide and feticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations etc.
5. Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for the cause of women and Child.
6. A comparative study of the daily routine of a girl and boy from the same family.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

References:

- Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
- Conway, Jill K., et al. 1987. _Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
- Engineer, Asghar Ali. 1994. _Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
- Erikson, Erik H. 1964. _Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
- Ganesh, K. 1994. _Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
- Ganesh, K. 1999. _Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
- Gardner, Carol Brooks. 1983. _Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
- Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press
- Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
- Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
- Kumar, Krishna. 2010. _Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24
- Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press
- Goonesekere, S. (Ed). (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage
- Jaising, I (Ed.). (2005). *Men's laws women's lives: A constitutional perspective on*
- Kapur, R. (1992). *From theory to practice: Reflections on legal literacy work with women in India*. In Schuler, M. & S. R. Kadirgamar (Eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). New York: UNIFEM.

ED-19: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

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

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.
3. Understand the role of headmaster and the teachers in school management: Supervision and inspection and Acquaint the quality control measures in school management
4. Develop the skills in preparing and maintaining the school records.
5. Develop the practical skills in organizing the school programmers and activities and acquaint the healthy school climate in the institution.

Unit I: Concept of Educational Administration and Management: (15 hours)

- 1.1 The concept and importance of Educational Organization, Administration and management.
- 1.2 Difference between Educational Administration and Management.
- 1.3 The objectives, nature and scope and Principles of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a System, human resources and other resources.
- 1.5 Classroom Management-Meaning, Principles and Importance.

Unit II: Administration and Management of Education at Centre and State: (15 hours)

- 2.1 Centre-State relationship in educational administration and management
- 2.2 Administration and management of Education at Centre-Ministry of Human Resource Development (MHRD), Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.
- 2.3 Administration and Management of Education at State-The Administrative structure of Education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.4 Management of Primary, Secondary and Higher/University Education and Grant-in-Aid Policy.
- 2.5 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

Unit III: Management of School and Supervision (15 hours)

- 3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 3.2 School Supervision: Concept, objectives, types, functions, Difference between Supervision and Inspection, Challenges and suggestions for the improvement of supervision in Schools.
- 3.3. Headmaster- Powers and Functions, Code of Conduct for Teachers, Staff meeting- Organization and Importance.
- 3.4 Total Quality Management-Concept and Principles, TQM in Teaching, examination Promotion of Students, library resources.
- 3.5 Time Management Meaning and Importance, Time Table-Meaning, Importance, Types and Principles
- 3.6. Karnataka State Quality Assessment Organization: Nature, Role and Functions.

Unit IV: Maintaining Healthy Education Institutional Climate (15 hours)

- 4.1 Institutional organizational climate (school)- The Institutional Plant: Maintenance of Human resources and Physical Surrounding.
- 4.2 Institutional Planning: Concept, Importance, preparation and problems
- 4.3 Creative activities of the school: Co curricular Activities and its Importance. School Exhibition, Subjects Club, Health and Physical Activities.
- 4.4 School Records- Need, types and maintenance of School records.
- 4.5 Electronic records: MIS (Management Information System, Biometric Attendance System, Online Monitoring System, Computer based Records.

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

Theory oriented:

- 1 School records and their maintenance in the School.
2. Educational Administration at State level.
3. Relationship between Centre and State in Education.
4. Role of UGC, CABE, NUEPA, NCTE, NCERT.
5. Role of the Head master and teachers in promoting the TQM

Field/Practical Oriented:

1. Interview of Headmaster/ Principal
2. Preparation of master Time-Table
3. Collection of model School records and Submission of a report.
4. Survey of the Co-curricular activities of a school and Submission of a report
5. Interview of School Teachers (Any Five), Submit a report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
3	Theory Examination of Three Hour Duration	80
	Total	100

References:

- Aggarwal, J.C. (1994) _Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
- Dash. B.N. (1996) _School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
- Kochar, S.K. (1991) _Secondary School Administration', New Delhi: Sterling Publishers.
- Martin, Lawrence. L (1993) _Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
- Mathur, S.S. ((1969) _Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate Mai Hiran.
- Mathur, S.S. (1990) _Educational Administration and Management', Ambala Cantt Indian Publication.
- Mukhopadhyay, Marmar. (2005) _Total Quality Management in Education', New Delhi: SAGE Publications.
- Patted, L.B. (2000) _School Management', Ludhiana: Bharat Book Centers.
- Safaya, Raghunth and Shaida, B.D. (1977) _School Administration and Organization', Delhi: Dhanapati Rai and Sons.
- Sharma, T.S. (2005) _School Management and Administration', Patiala: Shaheed-E-Azam Printers.
- Tripathi, P.C and Reddy, P.N. (1991) _Principles of Management', New Delhi: Tata McGraw Hill,
- Joshi, A.H& More,Venkappa, Shala Adalita Mattu Shaikshanika Nirvahanashastra, Siddalingeshwar Prakashan, Kalaburgi.
- Kongwad N.B, Shaikshaka nirvahane- Vidyanidhi Prakashan, Gadag.
- Yadwad S.B, Shaikshaka nirvahane- Vidyanidhi Prakashan, Gadag.

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): ENGLISH
Total Hours: 30 hours Total Credits: 2 Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to:

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM in the classroom.
- Acquire the knowledge of developing the skill of preparing linear programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in English..

UNIT- 1: CONSTRUCTIVISM **(8- Hours)**

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance.
- 1.2 Constructivist approach to teach English language in Secondary and Higher Secondary Levels.
- 1.3 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.

UNIT- 2: TEACHING –LEARNING MATERIALS **(7- Hours)**

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM in English
- 2.2 Self Learning Materials (SLM) in English - Concept and Importance, Steps for writing SLM
- 2.3 English Language Laboratory- Structure, Importance and Maintenance of Laboratory
- 2.4 Teaching of English Language speaking, Reading of English Prose, poetry and Writing of English.

UNIT- 3: INDIVIDUALIZED INSTRUCTION **(8- Hours)**

- 3.1 Programmed Learning Instruction- Meaning, Principles, Importance and Types of Programmed Instruction.
- 3.2 Linear Programming-Meaning and Concept and Writing Frames on Units of English
- 3.3 Branching Programming-Writing Frames on Units of English
- 3.4 Unit Test in English Its Analysis, Identifying Low Achievers and Remedial Measures for them and reporting

UNIT- 4: MODERN EVALUATION PRACTICES **(7- Hours)**

- 4.1 Current Evaluation practices of English language at School system from 6 to 12th Std
- 4.2 Term end exams and evaluation of Board Examinations.
- 4.3 Review of current secondary school English text books and content analysis of text books of

English from 6th to 12th Standard.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Develop 10 linear programme frames on a unit- Tryout reflect and report.
3. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the constraints, and provide remedial measures.
4. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their performance, inputs, learner study habit and processes.
5. Design a blue print on a Prose and Poetry
6. Analyze a topic from 8th, 9th class in terms of information, concepts, theories, application and evolve a design to provide self learning material and report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of English, B.Ed Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt.Ltd. Gadag
- Teaching English in India-Dr. Abha Rani Bish
- Bhandari, C.S and Others: Let's Learn English Books I and II
- Bhatia, H.R: Teaching English Spelling
- Champion, H.C: Lectures on Teaching of English in India, Oxford, 1957
- French F.G: The Structure of English
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): HINDI
Total Hours: 30 hours Total Credits: 2 Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in Hindi Language

UNIT- 1: CONSTRUCTIVISM (8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Hindi language in Secondary and Higher Secondary Levels.
- 1.3 5E Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, and Role Playing Models of Teaching

UNIT- 2: TEACHING –LEARNING MATERIALS (7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials (SLM) in Hindi - Concept and Importance, Steps for writing SLM
- 2.3 Hindi Language Laboratory- Structure, Importance and Maintenance of Laboratory
- 2.4 Field Outreach Activities -Visit to meet different poets and Literary Experts.

UNIT- 3: INDIVIDUALIZED INSTRUCTION (8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, Importance and Types of Programmed Instruction.
- 3.2 Linear Programming-Meaning and Concept and Writing Frames on Units of Hindi
- 3.3 Branching Programming-Writing Frames on Units of Hindi
- 3.4 Digital media for Individualized language learning- Educational CD's, DVD, Videos, films, Documentaries, Autobiographies of poets and literary achievers.

UNIT- 4: MODERN EVALUATION PRACTICES (7- Hours)

- 4.1 Evaluation practices in Hindi language in present School system. (6 to 12th Std)
- 4.2 Identifying Low Achievers in Hindi - Diagnostic and Remedial Measures.
- 4.3 Review of present school Hindi text books and content analysis in text books of Hindi From 6 to 12 Standard.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Conducting a unit test and interpretation of the results.
3. Develop a self-learning module on a concept on Hindi subject.
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their performance, inputs, learner study habit and processes.
7. Review of present school Hindi text books and content analysis of Hindi and submit a report.
8. Collect DVD, CD, or any other digital material in Hindi and use it in school Situation.
9. Construct a lesson plan based on Models of Teaching/ Creative Method.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Hindi, B.Ed Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt.Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): URDU
Total Hours: 30 hours Total Credits: 2 Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in Urdu Language

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Urdu language in Secondary and Higher Secondary Levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, Inductive Thinking Models and Role Playing Models of Teaching

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials (SLM) in Urdu - Concept and Importance, Steps for writing SLM
- 2.3 Urdu Language Laboratory- Structure, Importance and Maintenance of Laboratory
- 2.4 Field Outreach Activities -Visit to meet different poets and Literary Experts.

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, Importance and Types of Programmed Instruction.
- 3.2 Linear Programming-Meaning and Concept and Writing Frames on Units of Urdu
- 3.3 Branching Programming-Writing Frames on Units of Urdu
- 3.4 Digital media for Individualized language learning- Educational CD's, DVD, Videos, films, Documentaries, Autobiographies of poets and literary achievers.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Urdu language in present School system. (6 to 12th Std)
- 4.2 Unit test, Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in Urdu - Diagnostic and Remedial Measures.
- 4.4 Review of present school Urdu text books and content analysis in text books of Urdu From 6 to 12 Standard.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Conducting a unit test and interpretation of the results.
3. Develop a self –learning module on a concept on Urdu subject.
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Urdu text books and content analysis of Urdu and submit a report.
8. Collect DVD, CD, or any other digital material in Urdu and use it in school Situation.
9. Construct a lesson plan based on inductive –deductive method

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Urdu, B.Ed Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt.Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): MARATHI

Total Hours: 30 hours

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in Marathi Language

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Marathi language in Secondary and Higher Secondary School levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, Inductive Thinking Models and Role Playing Models of Teaching

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials (SLM) in Marathi - Concept and Importance, Steps for writing SLM
- 2.3 Marathi Language Laboratory- Structure, Importance and Maintenance of Laboratory
- 2.4 Field Outreach Activities -Visit to meet different poets and Literary Experts.

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming-Meaning and Concept and Writing Frames on Units of Marathi
- 3.3 Digital media for Individualized language learning- Educational CD's, DVD, Videos, films, Documentaries, Autobiographies of poets and literary achievers.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Marathi language in present School system. (6 to 12th Std)
- 4.2 Unit test, Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in Marathi - Diagnostic and Remedial Measures.
- 4.4 Review of present school Marathi text books and content analysis in text books of Marathi From 6 to 12 Standard.
- 4.5. C.C.E-Concept, Process and Importance.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its effectiveness.
2. Conducting a unit test and interpretation of the results.
3. Develop a self –learning module on a concept on Marathi subject.
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Marathi text books and content analysis of Marathi and submit a report.
8. Collect DVD, CD, or any other digital material in Marathi and use it in school Situation.
9. Construct a lesson plan based on inductive –deductive method.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Marathi, B.Ed Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt.Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): PHYSICS

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Improvised Apparatus in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in Physics.

UNIT- 1: CONSTRUCTIVISM

(8- Hour)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Physics. in Secondary and Higher Secondary School levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Scientific Method-Meaning and Importance.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials (SLM) in Physics. - Concept and Importance, Steps for writing SLM
- 2.3 Preparation of Improvised Apparatus and Low-cost Teaching Materials.
- 2.4 Physics Laboratory- Structure, Importance and Maintenance.
- 2.5 Field Outreach Activities -Visit to important places related to Physics/Science Centers/Planetarium etc..

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Physics
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Physics
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Scientific and Technological Innovation, Autobiographies of Great Scientists. Writing Practical Journals in Physics.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Physics in present School system. (6 to 12th Std)
- 4.2 CCE- Definition, Types, Importance and Evaluation Procedures in Physics Practical's.
- 4.3 Identifying Low Achievers in Physics - Diagnostic and Remedial Measures.
- 4.4 Review of present school Physics text books and content analysis in text books of Physics From 6 to 12 Standard.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Working Models/ Low-cost Teaching Materials.
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Collect the information about IISc, IIT'S, TIFR, ISRO, BARC, CFTRI, DRDO, DOS, Raman Institute.
8. Collect DVD, CD, or any other digital material in Physics and use it in school Situation.
9. Construct a lesson plan based on inductive –deductive method, Models of Teaching.
10. Collection of information about Professional Growth of Physics Teacher.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Physics, B.Ed Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Teaching of Physics, Himalaya Publication.
- Rajendra M. Kalra, Teaching of Science.
- Sharma.R.C, Teaching of Physics.
- Siddiqi M.H, Teaching of Science.
- Yadav .M.S, Teaching of Science.
- Joshi S.R, Teaching of Science, APH Publications.
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-20: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-I): CHEMISTRY

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Improvised Apparatus in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and laboratories.
- Acquire the knowledge of modern evaluation practices in Chemistry.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2. Constructivist approach to teach Chemistry in Secondary and Higher Secondary School levels.
- 1.3. 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4. Scientific Model of Teaching- Meaning and Importance.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in Chemistry - Concept and Importance, Steps for writing SLM
- 2.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.
- 2.4 Chemistry Laboratory- Structure, Importance and Maintenance.
- 2.5 Field Outreach Activities -Visit to important places related to Chemistry /Science Centers/Chemical/Drug Industries etc.

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Chemistry
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Chemistry
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Scientific and Technological Innovation, Autobiographies of Great Scientists, Method of Writing Practical Journals in Chemistry.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Chemistry in present School system. (6 to 12th Std)
- 4.2 CCE- Meaning, Types, Procedure and Importance, Evaluation of Chemistry Practical's.
- 4.3 Identifying Low Achievers in Chemistry - Diagnostic and Remedial Measures.
- 4.4 Review of present content analysis and text books of Chemistry from 6 to 12 Standards.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Working Models/ Low-cost Teaching Materials.
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Chemistry text books and content analysis of Chemistry and submit a report.
8. Collect DVD, CD, or any other digital material in Chemistry and use it in school Situation.
9. Collect the information about IISC, IITS, TIFR, BARC, CFTRI, DRDO, DOS, and Chemical Industries.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Science, Textbook for B.Ed Part I, NCERT
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Sharma R.C, Teaching of Science.
- Sood J.K, Teaching of Science
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-21: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-II): HISTORY

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Models in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and History Museum.
- Acquire the knowledge of modern evaluation practices in History.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.4 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.5 Constructivist approach to teach History in Secondary and Higher Secondary School levels.
- 1.6 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, Advanced Organizer Model,

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in History - Concept and Importance, Steps for writing SLM
- 2.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.
- 2.4 History Museum (Social Science Laboratory) - Structure, Equipments, Importance and Maintenance.
- 2.5 Field Outreach Activities – Importance of Field Visits and Educational Excursion
- 2.6 Community Resources-Meaning, Types and Importance

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of History
- 3.3 Branching Programming- Meaning, Writing Frames on Units of History
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, on Historical Monuments and Personalities, Autobiographies of Great Personalities.
- 3.5 Advanced Strategies of Teaching- Drill, Review, Assignment, Inductive and Deductive Strategies.

UNIT- 4: MODERN EVALUATION PRACTICES**(7- Hours)**

- 4.2 Evaluation practices in History in present School system. (6 to 12th Std)
- 4.2 Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in History – Diagnostic Test and Remedial Measures.
- 4.4 Review of present content analysis and text books of History from 6 to 12 Standards.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Models/ Low-cost Teaching Materials (Historical Monuments, Globe etc)
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school History text books or content analysis of History and submit a report.
8. Collect DVD, CD, or any other digital material in History and use it in school Situation and Prepare a Report.
9. Construct a lesson plan based on Models of Teaching (Concept Attainment Model Advanced Organizer Model,)

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Dr.A.Hema Kameshwari (2016), Pedagogy of Social Science, Neelkamal Publications Pvt.Ltd, Hyderabad.
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. Kulkarni (2006), Bodhana Kaushalyagalu Mattu Tanragalu, Vijay Publication Pvt.Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>

➤ <http://www.learning-theories.com/constructivism.html>

ED-21: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-II): GEOGRAPHY

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Working-Models in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and Geography Laboratory.
- Acquire the knowledge of modern evaluation practices in Geography.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Geography in Secondary and Higher Secondary School levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, Advanced Organizer Model, Inquiry Training Model.
- 1.5 Team Teaching- Meaning, Steps, Advantages and Disadvantages.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in Geography - Concept and Importance, Steps for writing SLM
- 2.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.
- 2.4 Geography Room - Structure, Equipments, Importance and Maintenance.
- 2.5 Field Outreach Activities –Importance of Field Visits and Educational Excursion.
- 2.6 Local Resources-Meaning, Types and Importance

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Geography
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Geography
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Geographical Resources,
- 3.5 Advanced Strategies of Teaching- Drill, Review, Assignment, Inductive and Deductive Strategies.

UNIT- 4: MODERN EVALUATION PRACTICES**(7- Hours)**

- 4.1 Evaluation practices in Geography in present School system. (6 to 12th Std)
- 4.2 Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in Geography – Diagnostic Test and Remedial Measures.
- 4.4 Review of present content analysis and text books of Geography from 6 to 12 Standards.
- 4.5 CCE- Meaning, Nature and Importance.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Working Models/ Low-cost Teaching Materials (Collection of Specimens, Preparation of Globe, Volcanoes etc.)
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Geography text books or content analysis of Geography and Submit a report.
8. Collect DVD, CD, or any other digital material in Geography and use it in school Situation.
9. Construct a lesson plan based on Models of Teaching (Concept Attainment Model Advanced Organizer Model, Co-Operative Learning Model and Role play Model)

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Dr.A.Hema Kameshwari (2016), Pedagogy of Social Science, Neelkamal Publications Pvt.Ltd, Hyderabad.
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Kulkarni U.K. (2006), Bodhana Kaushalyagalu Mattu Tanragalu, Vijay Publication Pvt.Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-21: ADVANCED PEDAGOGY OF SPECIFIC SUBJECT (APSS-II): COMMERCE

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and Commerce Laboratory.
- Acquire the knowledge of modern evaluation practices in Commerce.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Geography in Secondary and Higher Secondary School Levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, and Role play Models of Teaching.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in Commerce - Concept and Importance, Steps for writing SLM
- 2.3 Commerce Room - Structure, Equipments, Importance and Maintenance.
- 2.4 Field Outreach Activities -Visit to important places of Commerce (Banks co-operative Societies and Market etc.
- 2.5 Community Resources-Meaning, Types and Importance in Commerce Teaching.
- 2.6 Banking-Structure and Importance
- 2.7 Advance Strategy of Teaching-Drill work, Review, Assignments, Inductive and Deductive Strategy.

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Commerce
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Commerce
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Commerce Resources, Autobiographies of Great Men's.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 1.4 Evaluation practices in Commerce in present School system. (6 to 12th Std)

- 4.2 Unit test, Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in Commerce - Diagnostic and Remedial Measures.
- 4.4 Review of present content analysis and text books of Commerce from 8 to 12 Standards.
- 4.5. CCE-Concept, Process and Importance.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Low-cost Teaching Materials (Collection of D.D, Cheques, Vouchers etc.)
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Commerce text books or content analysis of Commerce and Submit a report.
8. Collect DVD, CD, or any other digital material in Commerce and use it in school Situation.
9. Construct a lesson plan based on Models of Teaching (Concept Attainment Model, Co-Operative Learning Model and Role play Model)

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Dr.A.Hema Kameshwari (2016), Pedagogy of Social Science, Neelkamal Publications Pvt.Ltd, Hyderabad.
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Dr.Kongawad N.B.(2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Dr.U.K.Kulkarni (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt.Ltd.Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-21: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-II): MATHEMATICS

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Working-Models in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and Mathematics Laboratory.
- Acquire the knowledge of modern evaluation practices in Mathematics.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Mathematics in Secondary and Higher Secondary School levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Scientific Model of Teaching- Meaning and Importance.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in Mathematics - Concept and Importance, Steps for writing SLM
- 2.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.
- 2.4 Mathematics Laboratory - Structure, Equipments, Importance and Maintenance.
- 2.5 Field Outreach Activities -Visit to important places of Mathematical Significance

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Mathematics
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Mathematics
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Mathematics Resources, Autobiographies of Great Men's.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Mathematics in present School system. (6 to 12th Std)
- 4.2 CCE-Meaning, Importance and Procedure.
- 4.3 Identifying Low Achievers in Mathematics - Diagnostic and Remedial Measures.
- 4.4 Review of present content analysis and text books of Mathematics from 6 to 12 Standards.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Working Models/ Low-cost Teaching Materials (Preparation of Geo Box, Geometrical Figures, Tables etc.)
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Mathematics text books or content analysis of Mathematics and Submit a report.
8. Collect DVD, CD, or any other digital material in Mathematics and use it in school Situation.
9. Collect the information about Math's Research Institute.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Mathematics, NCERT.
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Dayal Deepak, Modern Methods of Teaching Mathematics,
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

ED-21: ADVANCED PEDAGOGY OF SCHOOL SUBJECT (APSS-II): BIOLOGY

Total Hours: 30 hour

Total Credits: 2

Total Marks: 50

Objectives: By the end of the Semester, the student teacher should be able to

- Acquire the knowledge about the basic concept of constructivism, meaning and importance.
- Acquire the knowledge of 5E based lesson planning and develop the skill of writing lesson plan based on 5E'S.
- Acquire the knowledge of TLM and its' preparation and develop the skill of using TLM and Working-Models in the classroom.
- Acquire the knowledge about the concept of Individualized instruction and develop the skill of preparing linear and Branching programme and assess its' effectiveness.
- Acquire the knowledge of models of teaching, unit test and Biology Laboratory.
- Acquire the knowledge of modern evaluation practices in Biology.

UNIT- 1: CONSTRUCTIVISM

(8- Hours)

- 1.1 Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 1.2 Constructivist approach to teach Bio-Science in Secondary and Higher Secondary School levels.
- 1.3 5E's Model Lesson Plan - Steps (Engage, Explore, Explain, Elaborate & Evaluation)
- 1.4 Models of Teaching-Meaning, Concept, Components, Principles & Importance: Concept Attainment Model, Inquiry Training Model, and Role play Models of Teaching.

UNIT- 2: TEACHING –LEARNING MATERIALS

(7- Hours)

- 2.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM
- 2.2 Self Learning Materials in Biology - Concept and Importance, Steps for writing SLM
- 2.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.
- 2.4 Biology Laboratory - Structure, Equipments, Importance and Maintenance.
- 2.5 Field Outreach Activities -Visit to important places of Biological Significance

UNIT- 3: INDIVIDUALIZED INSTRUCTION

(8- Hours)

- 3.1 Programmed Learning Instruction- Meaning, Principles, and Importance.
- 3.2 Linear Programming- Concept and Writing Frames on Units of Biology
- 3.3 Branching Programming- Meaning, Writing Frames on Units of Biology
- 3.4 Digital media for Individualized learning- Educational CD's, DVD, Videos, films, Documentaries on Biological Resources, Autobiographies of Great Biological Scientist.

UNIT- 4: MODERN EVALUATION PRACTICES

(7- Hours)

- 4.1 Evaluation practices in Biology in present School system. (6 to 12th Std)
- 4.2 Unit test, Term end exams and evaluation at Board Examinations.
- 4.3 Identifying Low Achievers in Biology - Diagnostic and Remedial Measures.
- 4.4 Review of present content analysis and text books of Biology from 6 to 12 Standards.

ASSIGNMENTS (ANY ONE)

1. Development of a content specific TLM and using in the class room to find out its Effectiveness
2. Conducting a unit test and interpretation of the results.
3. Preparation of Working Models/ Low-cost Teaching Materials (Collection of Specimens, Working Model on Anatomy and Physiology of Human, etc.)
4. Develop 10 linear programme frames on a unit- Tryout reflect and report.
5. Analyze performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the Constraints, and provide remedial measures.
6. Analyze a class result of VIII/IX/X/XI/XII Std of any institute and evolve a report of their Performance, inputs, learner study habit and processes.
7. Review of present school Biology text books or content analysis of Biology and Submit a report.
8. Collect DVD, CD, or any other digital material in Bio-Science and use it in school Situation.
9. Construct a lesson plan based on Models of Teaching (Concept Attainment Model Inductive Thinking Model and Role play Model)

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (one hour duration of 25 marks Reduce to 05 marks)	05
2	One Assignment (Practical Oriented)	05
3	Theory Examination of One and Half Hour Duration	40
	Total	50

REFERENCES:

- Chauhan S.S. (1982) A Textbook of Programmed Instruction, New Delhi, sterling Publishers Private Limited
- Joyce, B. and Weil.M. (1997) Models of Teaching, New Delhi, Prentice Hall India Private Limited.
- National Curriculum Framework, 2005
- Pedagogy of Science, NCERT.
- Chitra Singh: Educational Technology, Vinod Pustak Mandir, Agra.
- Jagannath Mohanty: Modern Trends in Educational Technology (2009) Neelkamal Publications PVT. Ltd, Hyderabad.
- Dr. Kongawad N.B. (2007), Models of Teaching, Vidyanidhi Prakashana, Gadag.
- Dr. U.K. Kulkarni (2006), Bodhana Kaushalyagalu Mattu Tantragalu, Vijay Publication Pvt. Ltd. Gadag
- <http://apassionforthefuture.blogspot.com/2009/06/constructivistlesson.html>
- <http://www.learning-theories.com/constructivism.html>

Activities to be conducted in regular Class

(6 hours)

1. Teacher Educator will give a topic related to empirical, conceptual and historical work, policy documents for Writing, after Writing in group or individual pupil teacher will discuss their view on the given topic.
2. Write a review or a summary of the text, with comments and opinions.
3. Teacher educator will examine/observe the writing of the student and remedial suggestions will be given.
4. Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for writing on Black board , individual pupil teacher will discuss their view on the given topic of Writing.
5. Introduction of some books and writing styles, narrations and structure.

Assignments

1. Collection of Articles and submit a report.
2. Writing an exploratory essay on a text and presenting in the class
3. Writing critical reflection poems of school texts.
4. Develop a booklet of activities for improving handwriting.
5. Writing essays on education thinkers.
6. Text book analysis and report

Scheme of Assessment:

Sl.No	Item	Marks
1	One test(Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (4X10)/Activities	40
	Total	50

REFERENCES

Reflective Reading

- http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf
- <http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>
- <http://www.nlb.gov.sg/sure/reflective-reading/>
- <http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350>
- http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents

- http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf
- <http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts>
- <https://secure.ncte.org/store/you-gotta-be-the-book>
- <http://www.arvindguptatoys.com/>
- <http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text>
- http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample
- http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
- <http://mrsbrogley.com/blog/?p=3009>
- <https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/> Collaborative Reader
- http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
- <http://www.ericdigests.org/1999-3/reading.html>
[https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling\(interactive reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+(interactive+reader))
- <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>

Reflective Writing

- http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
- <http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments---Workshop-Booklet.pdf>
- <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- <http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf>
- <http://www.writingforward.com/creative-writing/creative-writingreflective-journaling>
- http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm
- <http://www.bothell.washington.edu/wacc/teaching/reading/journals>
- <http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html>

ED-22-B: FIELD WORK AND IMERSION

6-Credits

150 -Marks

INTERNSHIP PROGRAMME DETAILS:

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort. It should be conducted minimum of **50 working days**.

There are 3 stages in the internship programme. They are

- i. Pre-internship stage
- ii. Actual internship stage &
- iii. Post-internship stage

1) Pre-internship Stage

Sl. No	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1	Meeting	Faculty Members of GCTEM	Curriculum finalized, Roles and Responsibilities sheets		
2	Meeting	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities	
4	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers and GCTEM Faculty and DIET faculty	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

II.a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Monitoring Staff/ Agency
1.	Walk in and around school- Secondary/Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and students	1 day	Mentor/ GCTEM Faculty
2.	School Planning process		Taking SAP & SDP	1 day	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	2 day	Head Teacher/ Mentor
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	Head Teacher/ GCTEM faculty/DIET faculty
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 day	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	Head Teacher/ GCTEM faculty/DIET faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
9.	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School/	Actual Class Observation by the trainees and followed by discussion	5 day	GCTEM faculty/DIET faculty/Mentor
10.	Visit to Special School		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
11.	Visit to Residential school		Observation followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor
12.	Visit to BEO office		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
13.	Visit to BRC office		Observation followed by discussion	1 day	GCTEM faculty/DIET faculty/Mentor
14.	Visit to DIET		Observation followed by discussion	2 day	GCTEM faculty/DIET faculty/Mentor

II, b) Actual Internship Stage(II Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Monitoring Staff/ Agency
1.	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	10 weeks	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
2	Innovative class		Trainee with his/her own innovations takes the class and getting feed back after each class	4 day (4 Classes)	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
3	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
4	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
5	Remedial classes		Trainee organizes the Remedial classes to the below average students and conducts unit test	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
6	Conducting classes with ICT		Trainee using computer with internet conducts classes which is observed by the monitoring authorities	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
7	Organizing Co-scholastic activities to the students		Trainee organizes various activities in the area of his choice including PE & HE	4 days	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
8	Conducting Action Research		Trainee during his practicing session identifies the low achievers and conducts action research	10 Days	

III) Internship Stage at GCTEM (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	2 day	Principal, Reader & Lecturer of GCTEM
2.	Viva voce	2 day	Reader & Lecturer of GCTEM
3.	Submission of Reports on Visits organized, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	2 day	PST Reader & Lecturer of GCTEM
4.	Reports by the Supervising authority- BEO, BRC,SI, EO, DIET faculty, DDPIPU, DDPI, Mentor, GCTEM faculty		Principal, Reader & Lecturer of GCTEM

SCHOOL INTERNSHIP ASSESSMENT ABSTRACT

Sl.No	Particulars	Assessment By	Details	Total Marks
01	Regular classroom teaching delivery of 50 lessons (Based on Notes of Lesson 20+20, Based on 5 E's Lesson Plans 5+5)	Teacher Educators I/C consultation with School Teachers	25+25=50 Marks In PSS-I : 25 Les. In PSS- II: 25Les.	=50
02	Conducting Unit test and submit a report with findings	Method Masters	1x10 In any one PSS	=10
03	Preparation, administration and analysis of diagnostic test followed by remedial teaching.	Method Masters	1X10 In any one PSS	=10
04	Observation of School Teachers Lessons and preparation of report	In charge Teacher Educators	(5+5=10 lessons in PSS-I&II	5+5=10
05	Evaluation of 5 E'S Lesson plans	Method Masters	(5+5=10 lesson Plans in PSS-I&II	5+5=10
06	Preparation of Content based Improvised Teaching aids	Method Masters	5+5 (PSS-I&II)	=10
07	Exhibition of teaching aids in school	In charge Teacher Educators	-----	=05
08	Study and preparation of school calendar, time table, assessment schedule.	In charge Teacher Educators	-----	=10
09	Discussion and Collection of Model School Records and Submission of Reports	In charge Teacher Educators	Such as Attendance, Salary, G.R, Cumulative Records, etc.	=05
10	Organization of any Two co-curricular activities (Exhibition/ Quiz/ Speech /Drawing /Singing/Mock parliament or any other Literary events.)	In charge Teacher Educators	2 Activities Each 5 Marks	=10
11	Addressing in the School Assembly and Submission of Report	In charge Teacher Educators	-----	=05
12	Involvement in the Mid-Day Meal/ Other Govt. Programme and Submission of a Report	In charge Teacher Educators	-----	=05
13	Regularity, Punctuality, Involvement in duty and School Discipline of the Teacher Trainee	School Headmaster/Teacher Educator	-----	=10
	Grand Total			150

ED-22-C: PRACTICAL EXAMINATION (2+2=4 Credits)

The university shall conduct practical examination in teaching one lesson in each of the subjects of practice teaching offered by the student under **PSS-I** and **PSS- II** at the end of the 04th semester. Each lesson shall be observed fully and assessed by two examiners preferably one internal and other external chosen on the basis of their special knowledge of the subject. Both the lessons should be presented preferably in 5E'S Lesson Plan Model. The final result shall taken into account the performance of the student assessed both internal and externals. The Practical Examination Marks should be treated as External.

Scheme of Assessment:

Sl.No	Subject	Duration	Internal	external	Average Marks
01	Pedagogy of School Subject(PSS) -I	45 Minutes	50	50	50
02	Pedagogy of School Subject(PSS) -II	45 Minutes	50	50	50
Total					100

-----: **END OF 4TH SEMESTER:** -----