

Department of Education

Aims and Objectives of the Education Programme

1. To help the students to know and understand the philosophical and sociological foundations of education.
2. To enable the students to develop an understanding of the contributions of various Indian schools of philosophy to the field of education.
3. To enable the students to understand the concepts and principles of educational psychology as an applied science.
4. To create an awareness among the students regarding the development of psychological thought and its application for human growth in the context of Indian culture.
5. To acquaint the students with the methods used for locating the problem areas and research.
6. To familiarize the students with different methods of conducting research.
7. To help the students to use simple statistical techniques and designs in educational research.
8. To enable the students to understand the concept of educational technology and its status in Indian context and process
9. To enable the students to understand the concepts, principles, approaches and models of educational planning.
10. To help the students to understand the concepts, principles, processes and techniques of educational management scientifically.

Department of Education
M. Ed Programme Course Objectives

SEMESTER – I

(Code: M Ed H-101) COURSE – 1: PSYCHOLOGY OF LEARNING AND DEVELOPMENT **90 Periods Marks 100**

Course objectives: After completion of the course, student-teachers will be able -

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

(Code: M Ed H-102) COURSE – 2: HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION
90 Periods Marks 100

Course objectives: After completion of the course, student-teachers will be able -

- To acquaint the students with the political economy of education.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

(Code: M Ed H-103) COURSE – 3: EDUCATIONAL STUDIES
90 Periods Marks 100

Course objectives: After completion of the course, student-teachers will be able to:-

- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.

(Code: M Ed S -104 (a)) COURSE – 4 (a) : CURRICULUM STUDIES
90 Periods Marks 100

Course objectives : After completion of the course, the student-teachers will be able to:-

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

(Code: M.Ed S 104 (b)) Course – 4 (b) EDUCATIONAL TECHNOLOGY
90 Periods Marks 100

Learning Objectives:

- 1 To enable students to know the concept and areas of Educational Technology
- 2 To enable Students to know the systems Approach
- 3 To enable students to know the instructional system
- 4 To enable students to know the use of media in Education

(Code: M.Ed S 104 (C)) Course – 4 (C) TECHNOLOGY OF TEACHER BEHAVIOR
90 Periods Marks 100

Course Objectives:

- 1) To enable the students to understanding the meaning concept , definition, importance and innovation of teaching
- 2) To help the students to analyses the teacher behavior
- 3) To enable the students to understanding teaching training

INTER-SEMESTER BREAK (ISB) – I

(Code: M ED 105) Course: Activity I (a): COMMUNICATION AND EXPOSITORY WRITING

Course objectives: After completion of the course, the student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

(Code: M Ed- 106) Course Activity I (b): SELF-DEVELOPMENT

Marks: 25

Course objectives: After completion of the course, the student-teachers will be able to:-

- To understand what you are and what you want to be?
- To make self exploration and self evolution.
- To know oneself and through that knowing entire existence.

- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence
- It is a process of reflecting on the linkages between the self and one's professional practice.

SEMESTER – II

(Code: M Ed H-201) COURSE – 5 : PHILOSOPHY OF EDUCATION

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.

(Code: M Ed H-202) COURSE – 6: SOCIOLOGY OF EDUCATION

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to:-

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.

(Code: M Ed H-203) COURSE – 7 : METHODOLOGY OF RESEARCH IN EDUCATIONAL STATISTICS – I

90 Periods Marks 100

Course objectives:

- To develop in the students the concept that education can be studied as Science.
- To acquaint the student with the method used for location problem areas and research problems.
- To familiarize the students with the common tools of research and assess their efficiency.
- To familiarize the students with the different methods of research.
- To familiarize the students with the common techniques of sampling.
- To help the students to use simple statistical techniques and designs

in educational research.

- To familiarize the students with the standard convention used in preparing and presenting the research report.
- To help the student to be a better consumer of educational research.

**(Code: M Ed S-204 (a)) Course – 8 a : PRE-SERVICE AND IN-SERVICE
TEACHER EDUCATION**

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to:-

- To gain insight on concept, objectives and status of pre-service and in-service teacher education.
- To acquaint student-teachers with historical background of teacher education in India.
- To acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed.
- To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
- To critically examine the role of various regulating agencies of teacher education
- To understand the value and process of in-service education

**(Code: M Ed S-204 (b)) Course – 8 b: EDUCATIONAL MANAGEMENT AND
PLANNING**

90 Periods Marks 100

Course objectives:

1. To help the students to understand the concepts, principles, process and techniques of the management of education scientifically.
2. To acquaint the students with the some management skill required in the educational environment.
3. To enable the students to apply the concepts, techniques and process of management to the situations in education.
4. To orient the students with the procedure of the supervision and Inspection and bring about improvement in the field of education.

INTER-SEMESTER BREAK (ISB) – II

M.ED 205 Activity – 1(a) Dissertation

Marks 50

- Students will explore the areas of educational research.
- The chosen topic must be from the area of specialization.
- Identification of the problem and defining the problem in operational terms.
Preparation & Presentation of the Proposal before DRC.

**(Code: M Ed 206) Course Activity I (b) INTERNSHIP IN TEACHER
EDUCATION INSTITUTION**

Marks 100

Course objectives : After completion of the course, the student-teachers will be able to:-

- Orient the B.Ed Students on teaching-learning process
- Critically analyze the curriculum of B.Ed/M.Ed from different aspects.

- Identify the gap between theory and practice.
- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

SEMESTER – III

(Code: M Ed H- 301) COURSE – 9: POLICY ECONOMICS AND PLANNING IN EDUCATION

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to:-

- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

(Code: M Ed H-302) COURSE – 10 : ADVANCED EDUCATIONAL PSYCHOLOGY

90 Periods Marks 100

Course objectives: To enable the students to:

- Acquire knowledge about cognitive processes.
- Understand the concept and theories of personality
- Understand the Human Abilities
- Understand the Abnormal Behaviour.

Code M. Ed S-304 (a) Course-12 (a): PERSPECTIVES AND RESEARCH IN TEACHER EDUCATION

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to:-

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

**Code M. Ed S-304 (b) Course- 12 (b): CURRICULUM, PEDAGOGY AND ASSESSMENT
(ELEMENTARY)**

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able to :

- Understand various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.
- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all sound development.

**Code M. Ed S-304 (c) Course- 12 (c): CURRICULUM, PEDAGOGY AND ASSESSMENT
(SECONDARY AND SENIOR SECONDARY LEVEL)**

90 Periods Marks 100

Course objectives : After completion of the course, the student-teachers will be able to:-

- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

(Code: M Ed-306) Activity 1 (b): ACADEMIC WRITING

Marks 50

Course objectives : After completion of the course, the student-teachers will be able to:-

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.

SEMESTER IV

**(M Ed H-401) COURSE – 13: ADMINISTRATION, MANAGEMENT AND
LEADERSHIP IN EDUCATION**

90 Period Marks 100

Course objectives : After completion of the course, the student-teachers will be able to:-

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

(M Ed H- 402) COURSE – 14: INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL

90 Periods Marks 100

Course objectives : After completion of the course, the student-teachers will be able to:-

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

(Code: M Ed H-403) COURSE- 15: EDUCATIONAL EVALUATION AND MEASUREMENT

90 Periods Marks 100

Course objectives: After completion of the course, student-teachers will be able to -

- Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
- Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
- Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
- Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

(M.Ed S 404 (a) COURSE-16(a): WOMEN IN EDUCATION MANAGEMENT (AT SECONDARY/SENIOR SECONDARY LEVEL)

90 Periods Marks 100

Course objectives: This course has been designed to enable the students to:

1. To enable the students to understand the development of .women education.
2. To enable the students to know the statistical status of women education.
3. To enable the students to understand the significance of Women in global overview.
4. To enable the students to understand and appreciate the contributions of Women in Educational Management.

**(M Ed S-404 (b)) COURSE – 16 (b): ADMINISTRATION, MANAGEMENT
AND LEADERSHIP OF ELEMENTARY EDUCATION**

90 Periods Marks 100

Course objectives: After completion of the course, the student-teachers will be able:

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Code M Ed S 404(C). COURSE 16(C): WOMEN IN EDUCATION

MANAGEMENT (AT ELEMENTARY LEVEL)

90 Periods Marks 100

Course objectives: This course has been designed to enable the students to:

- To enable the students to understand Education and women's equality from policy perspective.
- To enable the students to understand the significance of Women in global overview.
- To enable the students to understand and appreciate the contributions of Women in Educational Management.

Education Open Elective Paper for III Semester of All PG Departments

M.Ed OPT 308 Teaching, Learning and Educational Evaluation

Periods: 90 Max Marks: 100

Course objectives: After completion of the course the student – teacher will be able to

1. Understand Meaning and History of Education in India.
2. Describe the stages of teaching and learning and the role of teacher.
3. Teaching and Teacher as a facilitator in the teaching learning process.
4. Describe the Concept of Educational Evaluation and Measurement.

SEMESTER – IV

OPEN ELECTIVE COURSE (OEC) – II

**M.Ed OPT- 406 -ADVANCED INSTRUCTIONAL TECHNOLOGY AND TEACHER
EFFECTIVENESS**

Credit 04

Marks 100 (70+30)

Course objectives: After completion of the course, student-teachers will be able to -

- Acquire competency in different teaching skills
- Understand the context of application of different strategies of teaching and also implement them.
- Understand and appreciate the role of communication in effective teaching
- Understand the impact of teacher communication on student's personality development
- Understand the various features of models of teaching
- Know and understand the correlates of teacher effectiveness

Department of Education
B. Ed Programme Course Objectives

Semester-I

Ed-I: CHILDHOOD AND ADOLESCENCE

Contact Hours: 60

Marks: 100

Credits: 4

Objectives

After studying this course the student-teachers will be able to

1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze development variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. Analyze different factors influencing child development.

ED-II: PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Contact Hours: 60

Marks: 100

Credits: 4

Objectives of course

1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic trends and principles and development of the major Western schools and philosophy
3. To develop understanding of the interrelationship between Sociology and education
4. To develop understanding of the relationship between State and education
5. To develop understanding of the impact of sociological Principles on education

ED-III: EDUCATIONAL TECHNOLOGY

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

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. Integrate ICT into Teaching Learning, administration and Evaluation.
7. Develop information Management, Communication and collaborative skills.
8. Design and develop and use learning materials in Teaching.
9. Use ICT for making classroom processes Inclusive.

Ed-IV (UDP-I): UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCES
(UDP-I , is for all Science Candidates)

Contact Hours: 30

Marks: 50

Credits: 2

Course Objective

This course would enable the pupil teachers to understand

- Science as a discipline through its philosophical and epistemological perspectives.

- The insights into the nature of science and how children construct knowledge
- in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education.
- a holistic understanding about science-education situated in learner context and social realities.

**ED-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SOCIAL SCIENCE
(UDP-II: Is for both History and Geography Method)**

Contact Hours: 30

Max Marks: 50

Credits: 2

Objectives of the Course

- To enable the prospective teachers to address the following questions:
- What is the nature and philosophy of Social Science?
- What is her reflective understanding of contemporary society and the relevance in teaching of
- Social science in schools?
- What is the status of learning social science at secondary school level?
- What are the issues and challenges in articulating the nature of social science curriculum and
- Its pedagogical practices?

**Ed-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: MATHEMATICS
(UDP-II)**

Contact Hours: 30

Marks: 50

Credits: 2

Course Objectives:

This course would enable the pupil teachers to understand

- Understanding Mathematics as a humanly created subject The insights into the nature of Mathematic and how children construct knowledge
- A critical understanding about the progression in the learning of mathematical concepts.
- A critical understanding about curriculum in Math's and how it unfolds through the Transactional processes at the various levels of school education.
- Addressing the concerns of societal Issues of gender, class and culture in mathematics learning and achievement
- The Transaction of Mathematics Curriculum in to Practice

**Ed-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: BIO-SCIENCE
(UDP-II)**

Contact Hours: 30

Marks: 50

Credits: 2

Course Objective

This course would enable the pupil teachers to understand biological science as a discipline through its philosophical and epistemological perspectives. The insights in to the nature of biological science would help in developing a critical understanding about the curriculum in biological science and how it unfolds through transactional processes at the various levels of school educations. Thus this course aims to lead the pupil teachers from an understanding about biological science disciplines to a holistic understanding about biological science – education situated in Lerner context and social realities.

ED-V: UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE (UDP-II)

Contact Hours: 30

Marks: 50

Credits: 2

Objectives:

This paper is aimed at encouraging

1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.
2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens
3. To understand the Process of curriculum and its Transaction.

Ed-V: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

(Special Pedagogy: UDP-II)

(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 such as B.E, Nursing etc. Students)

Total Hours: 30 hours

Total Marks: 50

Credits: 2

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction

(Compulsory Activities for All students)

Ed.VI-A: ICT-BASIC (Course for lab work-Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: Two

Aims of the Course

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.

Ed.VI-B: LANGUAGE ACROSS THE SUBJECTS

Contact Hours: 30

Marks: 50

2 Credits

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

- understand the language background of students
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measure, too.

Ed.VI-C: PSYCHO- SOCIAL TOOLS AND TECHNIQUES

(Lab and Field Work Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

This set of experiences is visualized with an assumption that student teachers should have a basic Knowledge about Various Psycho-Social Tools and Techniques, and Administering in the Practical situation and Reporting.

Ed.VI-D: MICRO TEACHING AND INTEGRATION

(Practice Lessons under Simulated Condition: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

Each trainee teacher has to identify the Various Microteaching skills and identify the components of each skill and to practice in a simulated condition in a group of 10 peers. After the completion of at least one Cycle of each skill trainee has to integrate these skills and at the last a Macro lesson has to be practiced in the simulated condition by that each teacher trainee is going to get Mastery over the teaching competencies.

Semester-II

Ed: 7 - Learning, Teaching and Assessment

Contact Hours:60

Max Marks: 100

Credits:04

Objectives: After completion of the course the student – teacher 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 scheme of assessment for education set up towards enhanced learning.

ED-8: Knowledge and Curriculum

Contact Hours: 60

Credits: 04

Max marks:100

Objectives:

Student - Teachers will be able.....

1. To understand meaning of Epistemological terminologies and understand their similarities and differences.
2. To become familiar with ideologies related to child centered education.
3. To understand the changes in education in the context of society, culture and Modernization.
4. To Focus on the social and knowledge related bases of Education.
5. To Understand and accept education in context of various values
6. To Understand various school activities and class room interaction with

- Reference to multi culture and democracy
7. To Understand the National, Global & Secular paradigms of education
 8. To understand the concept, bases, various interpretation of curriculum, steps
And process of curriculum construction
 9. To clarify the interrelation among curriculum, syllabus & text book
 10. To understand the co-relation among power, principles and curriculum

ED-9: EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 60

Marks: 100

Credits: 4

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

1. Contextualize contemporary India and Education.
2. Analyze the role of educational system in the context of Modern Ethos.
3. Understand the concept and Functions of Education.
4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.
5. Identify the contemporary issues in education and its educational implications
6. Examine the recommendations of commission report and their implications.

ED-10: METHODS, TECHNIQUES AND APPROACHES OF PEDAGOGY:

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

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

1. Understand the teaching learning as system.
2. Differentiate- tools, techniques, methods and approaches and familiarize
3. Understand the schematic orientation towards class room transaction.
4. Understand the role of teacher in various contexts.

Equip with abilities for TLM preparation

(Compulsory Activities for All students)

Ed.11-A: ICT-APPLICATION (Course for lab work-Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims and objectives of the Course

After completion of the course students Teachers will be able to

1. Recognize, understand and appreciate ICT as an effective tool for teaching and learning.
2. Understand ICT as enormous functional support to teacher.
3. Have basic familiarity with computers.
4. Have much hands on experience.

ED.11-B: UNDERSTANDING SELF, PERSONALITY YOGA AND EDUCATIONAL TOUR

Contact Hours: 30

Marks: 30+20=50

2 Credits

Objectives:

On the completion of the course, Students –Teacher will:

1. Appreciate the origin and history of Yoga in India
2. Understand the concept and importance of yoga general health and quality life style.
3. Integrate the practice of yoga and it's asanas for better self concept and esteem-personality

Ed.11-C: SIMULATION AND ICT BASED LESSONS

Contact Hours: 30

Total Marks: 50

Credits: 02

(College Based Practice Lessons: Internal Assessment)

Aims of the Course

Each trainee teacher has to practice the lessons in a simulated condition in a group of 10 peers in the college itself. After the completion of at least Three lessons in respective pedagogy each trainee has to practice at least Two lessons in each pedagogy with the help of integrating ICT Such as OHP/SLIDES/PPT/TAPE RECORDER etc. The college has to provide ICT facilities, by that each trainee will get skill of presenting lessons through ICT.

Ed.11-D: SCHOOL LESSONS AND REFLECTIVE DIARY

(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

Each trainee teacher has to keep the Various Microteaching skills and integrate these skills in the lesson each teacher trainee is going to get Mastery over the teaching competencies.

Semester- III

PAPER: Ed: 12 – INCLUSIVE EDUCATION

Contact Hours: 60

Max Marks: 100

Credits: 04

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

- Understand the term Inclusion, Trace the historical perspective of Inclusive Education, and justify the need for Inclusive Education.
- Adjust with heterogeneous group in the class and different school atmosphere.
- Co-operate with other disability learners.
- Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
- Interpret the policies and procedures for Inclusive Education.
- Critically review issues and challenges in Inclusive Education.

PAPER: ED-13: EDUCATIONAL EVALUATION

Contact Hours: 60

Marks: 100

Credits: 4

Objectives:

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

(Minimum Two Optional Should be introduced in a College)

PAPER: ED- 14: (Optional) -A: GUIDANCE AND COUNSELING

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

To enable the teacher trainees:

1. To understand the concept of Guidance and Counseling.
2. To know the types of guidance and counseling.
3. To orient teachers about Tools and Techniques in Guidance and Counseling.
4. To learn about Career Guidance in Secondary Schools
5. To understand and apply the techniques of Guidance and Counseling.

PAPER: ED- 14: (Optional) -B: VALUE EDUCATION

Contact Hours: 60

Marks: 100

4 Credits

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

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education

PAPER: ED- 14: (Optional) -C: ENVIRONMENTAL EDUCATION

Contact Hours: 60

Marks: 100

4 Credits

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

1. Understanding the concept, Significance, Scope and terminologies, objectives and Programmes of environmental Education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislation in conservation and protection of the environment.
4. Understand the role of government and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.
6. Become aware of Environmental pollution and pollutant problems in different areas in Local and Regional.

PAPER: ED- 14: (Optional) -D: HEALTH AND PHYSICAL EDUCATION
Contact Hours: 60 **Marks: 100** **4 Credits**

Objectives:

Upon completion of the course the student teacher will be able to:

1. Understand the significance of Health Education for all-round development.
2. Maintain and promote good health.
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: KANNADA
Contact Hours: 30 **Marks: 50** **2 Credits**

ವಿಷಯ : ಕನ್ನಡ ಬೋಧನೆ

ಉದ್ದೇಶಗಳು:

1. ಶಿಕ್ಷಣದ ಮೂಲಕ ಆರೋಗ್ಯಕರ ಜೀವನ ಶೈಲಿಯನ್ನು ಕಟ್ಟುವುದು.
2. ಶಿಕ್ಷಣದ ಮೂಲಕ ಆರೋಗ್ಯಕರ ಜೀವನ ಶೈಲಿಯನ್ನು ಕಟ್ಟುವುದು ಮತ್ತು ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.
3. ಶಿಕ್ಷಣದ ಮೂಲಕ ಆರೋಗ್ಯಕರ ಜೀವನ ಶೈಲಿಯನ್ನು ಕಟ್ಟುವುದು ಮತ್ತು ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.
4. ಶಿಕ್ಷಣದ ಮೂಲಕ ಆರೋಗ್ಯಕರ ಜೀವನ ಶೈಲಿಯನ್ನು ಕಟ್ಟುವುದು ಮತ್ತು ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.
5. ಶಿಕ್ಷಣದ ಮೂಲಕ ಆರೋಗ್ಯಕರ ಜೀವನ ಶೈಲಿಯನ್ನು ಕಟ್ಟುವುದು ಮತ್ತು ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: ENGLISH
Contact Hours: 30 **Marks: 50** **2 Credits**

Objectives: Upon completion of this course the student-Teacher will be able to,

- Acquires knowledge of the nature, structure and components of English language.
- Appreciates the role of English in India as a Second language and library language.
- Develops an awareness of concern for listening, speaking, reading and writing skills.
- Learns responsibilities of an English teacher in school community
- Designs lessons plans for teaching of prose, poetry and vocabulary
- Employs different approaches and methods for teaching prose, poetry, grammar and Vocabulary etc.
- Realize her responsibilities as a language teacher and pursue towards the aim Professional growth

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: HINDI

Contact Hours: 30

Marks 50

Credits: 2

Objectives: Upon completion of this course the student-Teacher will be able to

1. Understand the aims and objectives of teaching Hindi in Secondary Schools.
2. Select methods, diaries and techniques of Hindi teaching.
3. Use variety of learning experiences and instructional materials while teaching Hindi.
4. Understand planning and organization of teaching Hindi.
5. Understand the technique, methods of Teaching Hindi
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: URDU

Contact Hours: 30

Marks 50

Credits: 2

Objectives: Upon Completion of the Course student –teacher will be able to:

1. Understand the importance and place of Urdu in School curriculum.
2. Select methods, diaries and techniques of Urdu teaching.
3. Use variety of learning experiences and instructional materials while teaching Urdu.
4. Understand planning and organization of teaching Urdu.
5. Understand the technique, methods of Teaching Urdu
6. To appreciate the importance of suitable teaching aids in language teaching and prepare/select them for use in his/her lesson.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: MARATHI

Contact Hours: 30

Marks 50

Credits:2

Objectives: Upon Completion of the Course student –teacher will be able to:

1. Understand the importance and place of Marathi in School curriculum.
2. Select methods, diaries and techniques of Marathi teaching.
3. Use variety of learning experiences and instructional materials while teaching Marathi.
4. Understand planning and organization of teaching Marathi.
5. Understand the technique, methods of Teaching Marathi
6. To appreciate the importance of suitable teaching aids in language teaching and prepare/select them for use in her lesson.

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) I: PHYSICS

Contact Hours: 30

Marks 50

Credits: 2

Objectives:

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

1. Understand and uses different learner centered and teacher centered approaches
2. Understand the planning for Teaching Physics
3. Understand the selection of various methods and models of teaching to teach different topics of physics.
4. Understand different Curricula in Physics

ED-15: PEDAGOGY OF SCHOOL SUBJECT (PSS) -I: CHEMISTRY

Contact Hours: 30

Marks 50

Credits: 2

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

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

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: HISTORY

Total: 30 hours

Total Marks: 50

Credits: 2

Objectives:

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

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

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

OBJECTIVES: Upon the completion of this paper the student's teacher will be able

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

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: MATHEMATICS

Contact Hrs: 30

Marks: 50

Credits: 2

Objectives: Upon the completion of this paper the student's teacher will be able

1. To develop an understanding of Mathematics as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities in the teaching of Mathematics.

To develop an understanding of different methods and techniques of teaching Mathematics.

ED-16: PEDAGOGY OF SCHOOL SUBJECT (PSS)-II: BIOLOGY

Hours-30

Total Marks: 50

Credits-2

Objectives:

Unit I: Planning for teaching biological science

(10 Hours)

- 1.1 Lesson planning and Evaluation on the lessons of CCE
- 1.2 Unit plan & unit test – concept, construction and administration.
- 1.3 Biological science curriculum
 - 1.3 a) Principles of curriculum construction
 - 1.3 b) NPE (National policy of education) – 1986 & Programme of action -1992
 - 1.3 c) NCF – 2005 (National Curriculum Framework)

ED-16: PEDAGOGY OF SPECIFIC SUBJECT (PSS)-II: COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

To enable the student teachers-

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

(Practicum: Compulsory Activities for All students)

ED-17-A: UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50 2 Credits

Objectives:

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.

- To elucidate the role of drama and art in self realization of learners.
- To highlight the use of drama and art in creative expression.
- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.

ED.17-B: RESEARCH PROJECTS

Contact Hours: 30

Marks: 50

2 Credits

Objectives: To enable the teacher trainees:

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

ED.17-C: FIELD ASSIGNMENT AND CTC

Contact Hours: 30

Total Marks: (30+20): 50

Credits: 02

(Unit-Plan based Lessons: Internal Assessment)

Aims of the Course

Each trainee teacher has to practice at least 3 Unit plan based Lessons in each PSS-I&II, and conduct Unit-Test in each methods, after analysis and Interpretation of result submit a report.

ED.17-D: SCHOOL LESSONS AND REFLECTIVE DIARY

(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

Each trainee teacher has to get Mastery over the teaching Skills/competencies and get hands on experience to manage the classes efficiently.

Semester-IV

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

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.

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

ಸುಧಾರಿತ ಶಾಲಾ ವಿಷಯ ಪಠ್ಯಕ್ರಮ (APSS-I) ಕನ್ನಡ

ಬೋಧನಾ ಅವಧಿ : 30 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕ:

50

ಉದ್ದೇಶಗಳು: ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು.....

1. ಗ್ರಹಣೆ ಆಚಾರಣೆ ಮತ್ತು ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಅಳವಡಿಸುವುದು.
2. 5E ಆಧಾರದ ಮೇಲೆ ಪಾಠ ಯೋಜನೆ ಮತ್ತು ಅಳವಡಿಸುವುದು.
3. ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಅಳವಡಿಸುವುದು ಮತ್ತು ಅಳವಡಿಸುವುದು.
4. ಅಳವಡಿಸುವುದು ಮತ್ತು ಅಳವಡಿಸುವುದು.
5. ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಅಳವಡಿಸುವುದು ಮತ್ತು ಅಳವಡಿಸುವುದು.

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..

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

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

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

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.

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.

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.

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.

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.

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.

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.

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.

