

**Karnataka Elementary Teacher
Education Curriculum**

Diploma in Education, D.Ed

Directorate of State Education, Research and Training

Bengaluru

Karnataka State

2012

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Preface

The present document on the Karnataka Elementary Teacher Education Curriculum 2012 meant for D.Ed programme of Karnataka is an outcome of a series of discussions, brainstorming sessions and concerted efforts in conceiving a revised version of the curriculum.

In the document, efforts are made to make the curriculum relevant for the kind of expected roles elementary teachers have to take in schools in Karnataka. Some of the guiding sources of the influence of the present document includes the National Curriculum Framework 2005, the National Curriculum Framework for Teacher Education, 2009, the Right to Education Act 2009, and the evaluation of the earlier curriculum and the changes that are taking place in Karnataka.

The present document attempts to give the teacher educators a comprehensive perspective of the different courses that are conceived to be implemented across the state. Along with this, the rationale of each of the courses apart from the objectives, curricular contents, proposed methods of transaction, evaluation of the course activities and the needed references are also provided. It is hoped that the teacher-educators of Karnataka understand and accept the changes in making the teacher preparation programme a useful and a relevant one to the Karnataka context and in preparing humane teachers for our school system.

A good number of professionals from teacher education institutions, with experience in the elementary sector were involved in preparing the curriculum. Along with the curriculum document, handbooks for teacher educators and other support materials for effectively transacting the programme

are being prepared. We hope that this attempt would be appreciated by the teacher educators of the state.

Chairperson
KETEC 2012 -Core Committee

Chapter - 1

Background of D.Ed Curriculum Revision Task

The task of revising D.Ed curriculum was a momentous decision taken by the Government of Karnataka in updating and making it more relevant. In this context, several initiatives were taken and the present revised curriculum is a product of such discussions, deliberations and concerted efforts of a team of teacher educators of the state.

Background: The Government of Karnataka, under the Chairmanship of Prof. Lydia Fernandes had prepared the curriculum and syllabus for elementary teacher education for awarding the Diploma in Education (D.Ed) during 2002. This has been in use in the state since 2002. The document had brought in a professional perspective into the elementary teacher preparation programme in the Karnataka state.

The Government of Karnataka took the initiative of getting this curriculum evaluated during the year 2006 by the Regional Institute of Education, Mysore, a constituent unit of the National Council of Educational Research and Training, (NCERT). In response to this request, the Regional Institute of Education, Mysore under the coordinatorship of Dr C.G. Venkatesha Murthy took up the work and completed it professionally. This evaluation report brought out in 2007 enabled the Government of Karnataka in planning to renew its D.Ed curriculum.

The National Curriculum Framework, (2005) of the NCERT has conceptualised school education with certain significant departures from the earlier curriculum frameworks. Subsequently, the National Curriculum Framework for Teacher Education (2009), brought out by the National Council for Teacher Education, New Delhi reflecting the aspirations of NCF 2005, has recommended corresponding changes in teacher education programmes. Karnataka has taken initiatives in understanding the

imperatives of NCF (2005) and NCFTE 2009 and the concerns about the documents were discussed in different forums for bringing about systemic reforms in school education and teacher education sectors.

The Right to Education Act of 2009 was another very important milestone which has influenced education in many ways. A number of initiatives were undertaken by the Government of Karnataka. This act has implications for bringing about systemic changes both at the school level as well as at the teacher education level.

Karnataka's D.Ed curriculum revision encompasses all the above concerns. Government of Karnataka constituted a team under the chairmanship of Prof. K. S. Sameera Simha. All the administrative support was extended by the Director, DSERT, and his team. A core team comprising of experienced teacher educators was formed. The core team worked out a roadmap that led to different activities of curriculum development, including position papers, a curriculum framework, curriculum and syllabus for the D.Ed programme.

Curriculum Revision Task: The core committee constituted different subcommittees to work on different areas of teacher preparation. Each of the subcommittee prepared a position paper on different themes, which in turn influenced the curriculum revision process. Based on these position papers, different courses for both first and second year of D.Ed programme were developed. The entire exercise took about a year's time.

It is hoped that the present document brings in the required understanding to make the D.Ed programme rigorous and vibrant.

Chapter - 2

Karnataka Elementary Teacher Education Curriculum 2012

2.1 Introduction: The present curriculum document focuses the outline of the D.Ed programme for two years, curricular areas and activities.

To reduce conceptual load and promote meaningful learning, emphasis is placed on integrating theory with relevant practical activities, intensive classroom discussions and reflections and formative assessment practices.

In the present scheme of things, it has been visualised that there would be opportunities for developing skills along with theoretical inputs in preparing humane and professional teachers. This document visualises that the teachers at the elementary level should be capable of understanding the unique responsibilities at both the lower primary level and upper primary levels. The programme outline and rationale of the programme are discussed in the subsequent sections.

2.2 Programme Outline

The programme has been conceived on the basis that there are 235 days available in a year for curriculum transaction, with each day comprising of six periods of one hour duration.

S.No	Year 1	Courses	Internal Marks	External Marks	Total	Instructional Time (Hrs)		
						Theory	Practical	Total
1.1		Education: Introduction to Basic Concepts	40	60	100	85	50	135
1.2		Facilitating Learning (LPS):						
1.2.1		Kannada	40	60	100	45	75	120
1.2.2		Mathematics	40	60	100	65	55	120
1.2.3		EVS	40	60	100	60	60	120
1.3		Communication Skills in English	20	30	50	50	70	120
1.4		Educational Assessment & Evaluation	20	30	50	25	35	60
1.5		Teacher Development Studies:						
1.5.1		Arts in Education	25	---	25	10	30	40
1.5.2		Reflective Practices	25	---	25	14	26	40
1.6		Physical Education & Games	50	---	50	5	55	60
1.7		Practice Teaching & Internship						
1.7.1		Practice Teaching	90	60	150	-	225	225
1.7.2		Internship	50	---	50	---	216	216
		Library Work	---	---		---	54	54
		Cultural Activities	---	---		---	40	40
	Total		440	360	800			1350

S.No	Year	Courses	Internal Marks	External Marks	Total	Instructional Time (Hrs)		
						Theory	Practical	Total
	Year 2							
2.1		Education as Practice	40	60	100	70	65	135
2.2		Facilitating Learning (HPS)						
2.2.1		Kannada	40	60	100	50	70	120
2.2.2		English	40	60	100	73	47	120
2.2.3		Optional (Any one)	40	60	100	65	55	120
2.2.3a		Science						
2.2.3b		Mathematics						
2.2.3c		Social Science						
2.3		Health and Physical Education	50	---	50	20	40	60
2.4		Teacher Development Studies						
2.4.1		ICT Mediation	25	---	25	04	36	40
2.4.2		Education for Peace	20	---	20	15	20	35
2.4.3		Work and Education	25	---	25	10	30	40
2.5		Action Research	50	---	50	--	30	30
2.6		Practice Teaching & Internship						
2.6.1		Practice Teaching	90	90	180	---	225	225
2.6.2		Internship	50	---	50	---	216	216
		Games	---	---	---	---	50	50
		Library Work	---	---	---	---	54	54
		Cultural Activities	---	---	---	---	60	60
		NSS/Citizenship training Activities	---	---	---	---	45	45
	Total		470	330	800			1350

2.3 Rationale of KETEC 2012: The Karnataka Elementary Teacher Education Curriculum has been planned for two levels of elementary education covering the lower primary and the higher primary levels. There has been a conscious effort to bring in all elements of inputs required for lower primary level training in the first year and those of higher primary level in the second year. The entire programme surrounds this conceptualization.

Foundations of Education

In the first year, there is a conscious effort to introduce basic concepts of Education covering the foundations of Education. This is a full course which every student teacher needs to understand. Therefore this need to be transacted as a full-length course throughout the year. On similar lines, student teachers will study 'Education as Practice' in the second year. This is also a full-length course for 100 marks. In the first year they will be introduced to the basic concepts relating to education while in the second year they would be introduced to various challenges, problems and contexts of education of Karnataka. Thus, there is an effort to introduce the student teachers to the theoretical issues leading on to practical situations. This is expected to sufficiently equip the student teachers to have an understanding of the theory and practice of education and prepare them to take up challenges and utilise opportunities.

Inclusive Education

The hallmark of the curriculum is the introduction of inclusive education. The existing changes in the field of education calls for systemic reforms of school education. The need of the hour is to develop an education system which can see through an inclusion lens, where the focus should be on developing a system which will be sensitive and responsive to all learners keeping in view their diverse back grounds and overcoming the barriers which hinder education for all. The concept of inclusive education is presented in the D.Ed curriculum as an equity issue at the primary education level, which shall include the needs of the disadvantaged due to socio cultural, socio economic issues, gender and the disabled groups as per the legal frame work.

Further, inclusive education has been introduced from the perspective of diverse learners under introduction to education to provide an approach and path for meeting the educational needs of all learners. Besides it also permeates through the courses facilitating learning of all subjects.

Facilitating Learning of subjects

In the present scheme, there is no special allocation of time for content enrichment programme, while pedagogic content knowledge is what is visualised under the heading 'facilitating learning' of three papers in the first year. This covers Kannada, Mathematics and EVS at the lower primary level. All the three papers are full papers for 100 marks each and common for all the student teachers. This is essential at lower primary level as all teachers are expected to teach all the three subjects. While in the second year, as a part of facilitating learning, every student teacher will study Kannada and English as full papers for 100 marks. Apart from that, they will have to study any **one** optional paper from among three papers, i.e., science, or mathematics or social science. This is visualised because at the higher primary level they are expected to teach any one of these three optional papers apart from Kannada and English. Therefore they need to be trained and prepared for the school system. Therefore, it has been planned like that.

Communication skills in English

A course on communication skills in English has been included in the first year, to ensure proficiency in communicative English, among all the student teachers. Keeping in view this requirement, adequate time has been provided as much as it is provided for other full papers. However, only 50 marks have been allotted. This justifies the need for year-long inputs and cutting the examination burden to half.

Educational Assessment and Evaluation

The present school education requires a paradigm shift in assessment and evaluation. This course provides inputs for such a shift. The student teachers will undergo training in the CCE perspective. As assessment and evaluation is also a common unit in all the facilitating learning of subjects, only theoretical issues are included in the present paper. Hence, it is a 50 marks paper.

Physical Education and Games

This course is based on a comprehensive understanding of health and physical education, leading to improved physical, social, mental and emotional fitness which are vital to the holistic development of every child. Keeping this rationale in view, there is a course on physical education in both the years, with a slight change in the emphasis. In the first year games and movement education is the focus, which is appropriate for the lower primary level, while health and physical education as a subject is taught in the second year. This course is also for 50 marks in both the years and there is no external examination. This is to be taught and assessed by the teacher educator himself/herself at the institute level. Since this is a process based and activity-based course, the evaluator is desirably to be the teacher educator who handles the course. Therefore there is no external examination for this paper. While it is expected that the teacher concerned at the teacher education level must be proficient enough to train them in making them relevant for the elementary years by being objective and fair. Therefore, the task of the teacher educator would be to train the student teachers to be effective physical education teachers though they are not basically physical education specialists. Thus this becomes slightly a more responsible activity of the teacher educator.

Teacher Development Studies

Keeping a holistic view of student teachers, the present curriculum introduces five courses under 'Teacher Development Studies' (TDS). These courses are expected to make student teachers versatile and proficient. They are not meant for external examination. In the first year 'Arts in Education' and 'Reflective Practices' are introduced. Both the courses are for 25 marks each. Essentially 'Arts in Education' attempts to make student teachers sensitive to the needs of identifying and using different art forms in making teaching-learning process more productive, meaningful and joyful. As regards the paper on 'Reflective Practices', enables student teachers to understand the need and importance of reflective practices and facilitates them to plan for a reflective career. This course hopes to enhance personal efficiency and professional effectiveness of teachers.

In the second year, there are three courses under the Teacher Development Studies. They include 'ICT mediation in education', 'Education for Peace' and 'Work and education'. Both 'ICT Mediation in education' and 'Work and Education' will carry 25 marks each and 'Education for Peace' carries 20 marks. All these papers will only have internal examinations. They essentially try to make teaching-learning more attractive and productive by way of integrating ICT mediation, understanding the intrinsic meaning and purpose of education as achieving peace inside and outside oneself, and sensitizing teacher trainees towards work and education. Essentially, the first and the second year teacher development studies aim at providing an additional dimension to the conventionally understood roles and responsibilities of teachers. Their inclusion would make the teacher preparation programme comprehensive and more meaningful.

To support the above activities, adequate time is allocated in the annual calander for library work. It is also expected that every institution will make provisions for

student teachers to use the library before and after the working hours. Ideally, D.Ed institutions must create an environment wherein library utilization is optimum.

To provide space for student teachers to showcase their talents, time is allotted for cultural activities.

Apart from the above, time is also allocated for 'games' and 'NSS activities'. NSS activities are meant to provide experiences in community living.

The heart of the teacher preparation programme lies in 'practice teaching and internship'. Both have been given adequate amount of time and marks in the present curriculum. In first year practice teaching and internship would focus on the lower primary level, while in the second year practice teaching and internship would focus on the higher primary level. More time and marks are given for practice teaching than for internship. Practice teaching by student teachers is under the supervision of teacher educators and internship would involve supervision by both the teacher educators and mentor teachers.

Thus, the entire Diploma in Education programme focuses on the professional preparation of student teachers with the aim of making them humane, reflective, versatile and effective teachers.

Chapter -3

D.Ed. Programme Details

3.1 Eligibility

- i. A citizen of India alone shall be eligible for admission to the D.Ed. programme.
- ii. The minimum qualification is the second year pre-university course with Arts, Science or Commerce combinations or with any other course equivalent to the pre-university examination.
- iii. The minimum pass for the purpose of eligibility shall be fifty percent of marks in the pre-university or equivalent examination.
- iv. Candidates who have passed the secondary/pre-university vocational education course /diploma or any other job-oriented course shall not be eligible for admission to the D.Ed. course.
- v. In the case of candidates belonging to scheduled castes and scheduled tribes the minimum pass will be forty five percent. In the case of category-I and other backward classes, eligibility will be as specified in the relevant orders issued by the state government from time to time.

3.2 D.Ed First Year Courses

- 1.1 Education: Introduction to Basic Concepts
- 1.2 Facilitating Learning (LPS):
 - 1.2.1 Kannada
 - 1.2.2 Mathematics
 - 1.2.3 EVS
- 1.3 Communication Skills in English
- 1.4 Educational Assessment & Evaluation
- 1.5 Teacher Development Studies:
 - 1.5.1 Arts in Education
 - 1.5.2 Reflective Practices
- 1.6 Physical Education & Games
- 1.7 Practice in Teaching & Internship

3.3 D.Ed Second Year Courses

2.1	Education as Practice
2.2	Facilitating Learning (HPS)
2.2.1	Kannada
2.2.2	English
2.2.3	Optional (Any one)
2.2.3a	Science
2.2.3b	Mathematics
2.2.3c	Social Science
2.3	Health and Physical Education
2.4	Teacher Development Studies
2.4.1	ICT Mediation
2.4.2	Education for Peace
2.4.3	Work and Education
2.5	Action Research
2.6	Practice in Teaching & Internship

3.4 Practice in Teaching and Internship (First Year & Second Year)

Rationale

Practice in teaching and internship should be based on a partnership model. Such a model would involve a 2-way learning relationship between a Teacher education institution and its practising schools. Institutions and schools must learn from each other. Schools should be places where analyses and reflections on teaching are made possible for both student teachers and teacher educators, while institutions should be able to provide schools with innovative ideas, teaching learning resources and theoretical bases for teachers' practice and Department's programmes.

Indeed, the crux of a teacher education programme is the exposure provided to the student teachers to classroom teaching. Practice in teaching and internship is meant for providing first hand experiences to the student teachers in classroom teaching and whole school life in general. Preparation is equally essential as are reflections and follow up activities, after practice in teaching and internship. The modalities for these activities and the processes involved are detailed below.

Practice in Teaching

Total no. of days: 38 days

Total marks: 90

Distribution of days and marks

Sl.no	Details	No of days	No of lessons	FL1	FL2	FL3	Total Marks	Remarks*
	Pre-Practice in Teaching Activities							
1.	Observation of classroom processes	1						Student teachers to spend a day in a school observing classrooms and children to get a general exposure. First Year -LPS Second Year- HPS
2.	Communication skills	3		-	-	-	-	This has to be done in workshop mode, focussing on enhancing communication skills of student teachers. Teacher educators to give demo lessons in each subject focussing on communication skills. Discussions to follow.
3.	Teaching skills	10		-	-	-	-	In the first year, skills that would support Nali Kali, along with 5 teaching skills essential for LPS to be taken up. In

								the second year, all skills to be dealt with.
4.	Planning and preparation	3		-	-	-	-	
5.	Simulated teaching	3	1*3=3	10	10	10	30	This is meant to provide student teachers more confidence for actual classroom teaching
		20						

	School based experience							
6.	Observation of school management & classroom processes	1		-				Student teachers to be oriented for specific observation, based on their pre-practice teaching experience.
7.	Lesson plans, Lesson Observations, Supervised lessons & Feedback	15	5*3=15	25+25	25+25	25+25	150	This has to be done in 3 weeks, from Monday to Friday. Every week, facilitating learning of all 3 subjects are taken up. However, a student teacher is to be allotted only one subject per week, i.e. one-third of student teachers are to be allotted one subject for the entire week. They teach one period per day.
8.	Reflections of practice	2		30	30	30	90	Student teachers come back to

	teaching experience at the Institution							institution on Saturdays, at the end of each week for collective reflections. This can be organised in the form of group discussions. Each group to be facilitated by one teacher educator. Every group to have student teachers from different schools.
		18	45	90 To be reduced to 30	90 To be reduced to 30	90 To be reduced to 30	270 To be reduced to 90	

* The remarks are elaborated below:

Pre-practice in teaching activities - This is basically meant for preparing student teachers for practice in teaching.

1. For an entire day, student teachers should observe classroom processes in an unstructured way. This is expected to give them a feel of the school environment that they are going to work in. First year student teachers observe classes 1 to 5, while second year student teachers observe classes 6 to 8. It is desirable that student teachers are encouraged to visit these schools even in their free time.

2. Three days are earmarked for developing communication skills among the student teachers. Apart from discussions on various communication skills, the teacher educators will also present demonstration lessons focusing on communication aspects.

The unique communication needs for each subject should be kept in mind while transacting these sessions. For example, Mathematics would have a special focus on logical reasoning, Science would focus on process skills, Social Science on critical

analysis, and Languages on appropriate use of vocabulary and structures and literature appreciation. In the second year, the discussions would also focus on the experiences of student teachers during practice in teaching and internship during the first year.

3. Micro teaching skills have been prescribed for both the years for 10 days.

In the first year, the following skills need to be developed:

	Nali Kali Supporting skills		Micro teaching skills
1	Handling learning in groups	1	Introduction
2	Planning different group activities	2	Stimulus variation
3	Monitoring different groups	3	Illustration with examples
4	Multi grade multi level skills	4	Questioning
		5	Closure

In the second year, these five micro teaching skills need to be practiced or higher primary level.

4. Three days allocated for planning and preparation. The primary focus is on flexible lesson planning and preparation of resources. Teacher educators have to handhold them in this task, and not focus only on mechanical corrections of lesson plans.

5. Three days of simulated teaching takes place right in the teacher education institution. Student teachers teach their own peers. This is expected to make the transition to the school atmosphere smooth and less traumatic. The experience of a full fledged class is expected to boost the morale of the student teachers and develop confidence in them to take on the challenges of classroom teaching.

School based Experience - This is where the student teachers get hands on experience in classroom teaching and in organising other school related activities.

1. The day long observation of classroom processes and school management is a structured activity here. Student teachers look for specific features and try to understand the school processes. Teacher educators spell out tasks for the student teachers during these observations.
2. Supervised lessons and observations are meant for providing teaching experience. In the first year, facilitating learning of Kannada, Mathematics and EVS for classes 1 to 5 is taken up. In the second year facilitating learning of Kannada, English and one of the 3 subjects namely, Mathematics, Science or Social Science is taken up.
3. Three weeks are assigned for school based practice teaching. In both the years, for each week, the respective languages/subjects should be distributed among the student teachers so that one student teacher teaches one language or subject for the entire week. In 3 weeks they complete the cycle of all three, i.e. 1 language and 2 subjects in the case of first year and 2 languages and 1 subject in the case of second year. Therefore, each week, every student teacher takes up 5 periods in one language or subject. This is to give them a sustained exposure to the pedagogy of teaching a particular language or subject. Also it would be easier for teacher educators to give concentrated inputs and feedback to a small group of student teachers at a time.
4. A student teacher is to be allotted one teaching period per day. The remaining time is meant for planning, preparation, observing peers' lessons and feedback.
5. Both the teacher educator and the mentor teacher from the school observe student teachers' classes and provide feedback.
6. Student teachers would be in school from Monday to Friday. Every Saturday they return to their institution to share their experiences. Group discussions are mediated by teacher educators. Each group will have student teachers from different schools. This is expected to give an opportunity to understand variety of experiences.

Internship

No. of days: 36

Marks allocated: 50

Pre-Internship Activities - This is meant to prepare the ground for making internship more meaningful and strengthen relation with practising schools.

Duration: 2 days

Provide an orientation to student teachers on the following, taking the help of School Teachers and/or HMs:

- Preparing unit plans and lesson plans
- Identification of lessons and different resources available in school
- Construction of achievement and diagnostic test
- Maintaining peer group observation records
- Writing reflective journals
- Maintaining PE records
- Preparing reports on school activities

Pre-internship conference with co-operating schools to be organised by institutions.

Pre-internship conference for institutions to be organised by DIETs.

These conferences are meant to inform and influence cooperatives schools about how student teachers are prepared for teaching and also negotiate with them the expectations from the cooperating schools.

Internship - This phase is meant to provide student teachers with a holistic experience of school and role of teacher. **Duration: 33 days**

It consists of following major activities:

1. Familiarising with the roles and responsibilities of teachers.
2. Teaching (**for 30 days**)

For Year 1: LPS

S.No	Details	Units (for classes 4 & 5)	Periods		
			(Classes 4 & 5)	Nali Kali (Co-teaching with regular teacher)	Total
1.	Facilitating learning of Kannada	2	12	4 sessions (8 periods)	20
2.	Facilitating learning of Mathematics	2	12	4 sessions (8 periods)	20
3.	Facilitating learning of EVS	2	12	4 sessions (8 periods)	20
				TOTAL	60

For Year 2: HPS

S.No	Details	Units (for classes 6 to 8)	Periods
1.	Facilitating learning of Kannada	2	18
2.	Facilitating learning of English	2	18
3.	Facilitating learning of Mathematics/Science/Social Science	2	18
4.	Physical Education	-	3
5.	Work and Education	-	3
		TOTAL	60

Note: It is desirable that every student teacher is allotted 2 periods a day.

Rest of the time to be used for:

- ⇒ Planning & preparation, including creating resources
- ⇒ Peer observation & feedback (Atleast 2 periods per method per student teacher)
- ⇒ Reflections
- ⇒ Other activities

- Lessons to integrate ICT, Arts in Education, Education for Peace and Inclusive Principles. This needs to be facilitated by mentor teacher and teacher educator. Observation schedules should include these components.
- Teacher educators to use quality monitoring tool to assess every student teacher and share the same with student teachers to both give them feedback and let them know their progress.

- Assessments done by the teacher educator and the mentor teacher are clubbed to a total of 50 marks for each of the three pedagogic courses offered.
- Records to be submitted for assessment:
 - ⇒ Unit plans
 - ⇒ Peer observation records
 - ⇒ One report each of other 4 activities undertaken
 - ⇒ Reflective Journal

3. SDMC Meetings - Trainees to do Non participant observation of SDMC meetings; Study school development plan & academic plan.

4. School sponsored activities - Help with celebrations; Involve with regular school activities like mid-day meal, school assembly; Initiate activities like arranging guest talks, resource creation, teacher development groups; Create wall magazines; Encouraging children to develop radio programmes; Take up theatre activities, school gardening and such.

5. Community related activities - Visiting homes of a few children; interacting with members of community to understand their needs; **Communicating** to community members about school practices/processes; Participating in community activities; Planning & utilising community resources for school.

Post Internship Activities - This is meant to consolidate learnings from internship and help plan for the following year better. Such conferences would also go a long way in ensuring synergy between teacher education institutions and practising schools.

Duration: 1 day

1. Post internship conference with schools organised by institutions
2. Post internship conference with institutions organised by DIET

The purpose of post internship conference is to reflect upon what went right and what went wrong. This should be done by the Teacher Education Institutions along with the student teachers.

A separate post internship conference for the first year and second year student teachers is desirable as their purposes are different.

Primarily, the first year post internship conference will aim both at reflecting and identifying needs for the next year. The second year internship will aim at reflection as a summative activity. In either case the insights gained by the institute must be noted and suitable corrective measures need to be noted for systemic change.

From this view point it has to be organised professionally and corrections must be attempted seriously.

The guidelines suggested for practice teaching and internship are tabulated below:

Process guidelines for practice in teaching and internship

Stage	Activities	Person responsible	Expected outcomes
Pre Practice in Teaching/ Internship	<ol style="list-style-type: none"> 1.Meeting of DIET faculty with – BEOs, Principals of teacher education institution, at DIET 2. Administrative meeting of Teacher education institution Principal and HMs, at Teacher education institution 3.Academic meeting of teachers and teacher educators, at schools 4.Discussion meeting of teacher educators and small groups of student teachers, at Teacher education institution 	<p>DIET PSTE Head</p> <p>Principal of teacher education institution</p> <p>Teacher Educator</p> <p>Teacher Educator</p>	<ul style="list-style-type: none"> • BEOs to ensure student teachers of only one institution go to one school • BEO to include the school name in the permission letter • BEO to direct Mentor teachers to give written feedback to student teachers • An overall plan is evolved • HMs gain clarity on roles and responsibilities • Allocation of classes, subjects and topics • Flexible lesson plan/ observation schedule is evolved • Student teachers get pointers to link theory to practice • Student teachers gain space to innovate • Focussed observation and feedback

During Practice in teaching/ Internship	<ol style="list-style-type: none"> 1. Pre lesson discussion 2. Mentor Teacher and Teacher Educator observation 3. Post Lesson discussion 4. Reflection by all 	<p>Student Teachers Mentor Teachers</p> <p>Teacher Educator</p> <p>Teacher Educator and mentor teachers</p>	<ul style="list-style-type: none"> • Feedback • Suggestions • Students teachers reflect on their practice • Link to theory • Sharing of experiences and cross-learning
Post Internship	<ol style="list-style-type: none"> 1. Conference with schools 2. Conference with institutions 	<p>Principal of teacher education institution PSTE Head of DIET</p>	<ul style="list-style-type: none"> • Taking stock of Internship • Plugging loopholes • Ensuring continued contact with schools

Role of concerned stake holders

Teacher Education Institutions (Principal and Teacher Educators)

Principal	Teacher Educators
<ul style="list-style-type: none"> • Planning at the beginning of academic year as a team along with teacher educators 	<ul style="list-style-type: none"> • Investing time on building professional rapport with teachers
<ul style="list-style-type: none"> • Meeting HMs & Concerned CRP before practice teaching/internship 	<ul style="list-style-type: none"> • Orienting student Teachers on school ethos and self regulation
<ul style="list-style-type: none"> • Visiting school periodically during Practice teaching and Internship 	<ul style="list-style-type: none"> • Visiting school during Practice teaching and Internship
<ul style="list-style-type: none"> • Inviting HMs/CRPs to address teacher educators and student teachers to Government programmes 	<ul style="list-style-type: none"> • Discussing with all teachers along with student teachers during feedback sessions
<ul style="list-style-type: none"> • Inviting HMs/teachers to give model lessons to both teacher educators and student teachers 	<ul style="list-style-type: none"> • Interacting with CRP/BRP at once during Practice teaching and Internship
	<ul style="list-style-type: none"> • Trying to align academic plan with school calendar along with teachers at the beginning of the year
	<ul style="list-style-type: none"> • Keeping abreast of teaching methodologies current in school.
	<ul style="list-style-type: none"> • Holding weekly reflective meetings with student teachers, during Practice teaching and Internship
	<ul style="list-style-type: none"> • Providing time within institution for reading & preparation to student teachers

Systemic level (DIET, B.E.O, BRP-CRP)

DIET	BEO	BRC	BRP/CRP
<ul style="list-style-type: none"> As part of school visit to visit practising schools (Faculty of all wings) 	<ul style="list-style-type: none"> Letter to HMs 	<ul style="list-style-type: none"> Providing subject related help (subject expertise) 	<ul style="list-style-type: none"> Follow up on student teachers' lessons
<ul style="list-style-type: none"> Meeting & orientation for D.Ed institution Principals, before practice teaching every year 	<ul style="list-style-type: none"> Order to ECO to observe schools 	<ul style="list-style-type: none"> Reflective meeting with DIET faculty, school HM, student teachers & teacher educators (once a year during PT) 	<ul style="list-style-type: none"> Guiding student teachers where needed
<ul style="list-style-type: none"> Writing letter to BEO on school allocation 			
<ul style="list-style-type: none"> Writing letters to ECO / BRP /CRP for follow -up 			
<ul style="list-style-type: none"> Nodal officers along with PSTE staff to orient BRP/CRP on monitoring student teachers during PT/Internship 			

School (Head Master & Teachers)

HM	Mentor Teachers
<ul style="list-style-type: none"> Holding prior meeting with teachers 	<ul style="list-style-type: none"> Observing relevant subjects
<ul style="list-style-type: none"> Time table to be given to student teachers, before coming to PT/Internship 	<ul style="list-style-type: none"> One student teacher to be made in- charge in each school to co-ordinate over all activities
<ul style="list-style-type: none"> Planning allocation of classes to student teachers meaningfully with teachers 	<ul style="list-style-type: none"> Planning activities with student teachers & teacher educators
<ul style="list-style-type: none"> Maintaining attendance of student teachers (during internship) 	<ul style="list-style-type: none"> Building rapport with student teachers
<ul style="list-style-type: none"> Overall observation & follow-up daily 	
<ul style="list-style-type: none"> Handholding for student teachers 	

3.5 Co-ordination Board

The purpose of coordination board is to provide professional feedback to D.Ed colleges, during the first and second year. The board will also moderate the internal assessment marks. The overall functional and operational responsibility of the coordination board of each district will rest with the Principal of the DIETs of the respective districts.

In order to decentralise and to make the coordination boards functional and supportive to the teacher preparation programmes, it is proposed to have coordination boards at the block levels. Each block will have one coordination board. It is desirable that the boards visit D.Ed colleges twice a year.

The tenure of the coordination board would be for a duration of two years. The same board is expected to visit an institution for two consecutive years.

(a) Composition of the block coordination board (BCB): The board will comprise of a chairperson and four members. The chair would be a senior faculty of DIET. Members can be Principals/Teacher Educators of other D.Ed colleges and one senior teacher. The board will have both a formative and summative role of play. The selection of the chairpersons of the coordination board would rest with the Principal of the DIET in every district.

The Principal of the DIET is the Chairperson of all the block coordination boards. Therefore, s/he will not be a member of any of these boards. S/he will have the responsibility of formulating different boards, conducting an initial meeting of all these boards together and discuss the roadmap of possible different activities by the block boards.

(b) Roles and responsibilities of the block level coordination boards: It is visualised that the block coordination boards have dual responsibility of monitoring and correcting, as well as in assessing the qualitative functioning of the teacher training

institutions and the teacher trainees. These two functions are elaborated as follows. Every block level coordination board must plan for a day long visit twice a year to every D.Ed college. The coordination board has to suggest ways and means for qualitative improvement. During the second visit to the same institution in the following year, the board has to ascertain if suggestions have been incorporated. This becomes the professional responsibility of the board.

(c) Records to be presented to the block coordination board: The first visit of the block coordination board to a teacher education institution would be to understand the composition of the institution, number of student teachers admitted in the institution as well as to understand the styles of functioning of the institution. Therefore, for this first visit, only the routine records like the students' admission records and a presentation about the institutional programmes is all that is required. During the second visit, primarily meant for quality monitoring purposes, the board has to interact with faculty and student teachers.

This visit should focus on moderation of the internal assessment marks of the student teachers. The board should look into the following records:

- (a) List of approval of admissions
- (b) Lesson plans on various teaching strategies with different formats
- (c) Lesson observation records of student teachers and teacher educators
- (d) Resources that have been used by student teachers during practice in teaching and internship as well as those used by teacher educators for transacting the D.Ed programme
- (e) Reports and records of practicals
- (f) Other records as desired by the institute/Board

Apart from the above, the teacher education institution has to present following:

- (a) Consolidated marks register
- (b) Timetable
- (c) Programme of work
- (d) Calendar of events
- (e) Report of the activities conducted by the Institute

(d) Group Discussions with student teachers: The block coordination board should conduct group discussion with student teachers on different aspects of the teacher preparation programme and the significant insights they have gained out of the programme at both the first and the second year separately. This will help in assessing the potentiality of the student teachers and it helps in relating the marks scored in the internal assessment activities of the student teachers as indicated by the Institute. In case of gross discrepancies between the quality of the interactions and the marks allotted by the institution, there can be a possibility of a discussion with the teacher educators by the board to ascertain as to how the marks are allotted to the student teachers and their basis. This is expected to provide a better picture of understanding the level of internalisation of educational concerns by the student teachers and the institutional mechanisms of awarding marks. The entire activity needs to take place in a cordial, non threatening environment of understanding and assuring a fair deal to all the student teacher. The whole activity must ideally proceed like a legitimisation process and not as a fault finding mission. Ideally, the assessment by the institution must tally the opinion of the block level coordination board. However, in case of gross discrepancies, the Chairman of the Block Coordination Boards needs to take a final call on the issue and complete the moderation process.

(e) Reports of the Block Coordination Boards to the Chairperson: All the block coordination boards need to complete the following reports and submit to the Chairperson for onword purposes.

(i) On completion of the visits to the institutions, the board will arrive at a common consensus on the moderation of marks, if necessary and finalise and send it to the Chairperson.

(ii) The Principal of the respective teacher education institution will send four copies of the modified marks to the Chairperson within one week's time.

(iii) The boards will meet again on a date fixed by the Chairperson to verify the modifications of marks and attest the same. Two copies of the modified marks will be sent to the examination board, one copy will go back to the institution and the fourth copy will be retained by the Chairperson till the declaration of results. For each of the boards, the Chairperson also will attest his/her signature. For all the visits and responsible activities, the government of Karnataka will pay the TA and DA for all the members as per the rules.

The tasks of the coordination board ends with the above.

Suggestive Schedule for the second visit

Preliminary meeting of Co-ordination Board to be held at DIET

Session 1:	9.30 – 10.30	Interaction with Principal
Session 2:	10.30 – 11.30	Visit to the Library/Lab/Resource Centre
Session 3:	11.30 – 1.30	Checking documentary evidences: Reports of Practicals, Assignments, Records
Session 4:	2.30 – 3.30	Interaction with student teachers
Session 5:	3.30 – 4.30	Interaction with faculty
Session 6:	4.30 – 5.30	Interaction with Alumni
Session 7:	5.30 – 6.30	Discussion with the Principal and staff on any outstanding issues

The report has to be shared with the Principal, within a week of the visit. Aa common meeting for all teacher education institutions can be arranged at the DIET for this purpose.

Chapter -4

D.Ed First Year Courses

1.1 Education – An Introduction to basic concepts

Time Allocation: 135 hours

Total Marks: 100

Theory: 85 hours

Internal: 40

Practical : 50 hours

External: 60

I. Rationale

This course provides an overview of the core principles and concepts of education drawing from philosophical, sociological and psychological perspectives on education. The course is so designed as to encourage student teachers to posit theories in context and draw from them to help understand and respond to the diverse needs and requirements of children. The transaction is expected to promote a view of learning as a search for meaning out of multiple experiences. Hence adequate time has been provided and opportunities suggested helping student teachers reflect and reconstruct their experiences.

II. Objective

The Course facilitates student teachers in:

- Understanding the concepts of school and schooling, child and childhood, teacher and teaching, learner and learning and evolve a more robust understanding of them.
- Understanding the meaning, aims and purposes of education from philosophical, sociological and psychological perspectives.
- Understanding school community linkages and identifying community as a resource.
- Understanding the trends, issues and challenges of Elementary education that Karnataka is facing.
- Understanding pedagogic practices such as NaliKali, & Multi Grade Teaching.
- Developing their own praxis by linking theory along with field experiences in real contexts.
- Understanding the socialisation contexts of children.

- Understanding developmental processes of children with diverse abilities within their social and cultural context.
- Understanding the concept of constructivism and its principles.
- Understanding the contemporary issues of elementary education both at national and state level.
- Recognising inclusive classrooms with social, cultural and linguistic diversity as a strength and resource.

III. Units

Unit 1: Education: An Introduction

Theory - 10 hours

- Concepts of education and schooling, Relation between schooling and education. Aims of education.
- Teacher: Teacher qualities; Teaching as a profession and their professional ethics.
- Student Teacher: His/ Her identity, his/her Professional growth; Developing as a reflective professional.
- Concept of information, knowledge, teaching, learning and curriculum.
- School community linkages: Meaning, nature and importance; Community as a resource.

Practical - 15 hours

- **School visioning by student teachers**

School visioning by student teachers involves viewing schools as they could be and not merely as they are. To this end, each student teacher needs to be assisted to build a robust vision of school using five guiding principles of NCF, 2005. All student teachers are to be sent in pairs or small groups for observing a school for a day. They should record their observations in an unstructured manner. However the observations need to be detailed and authentic. Subsequently, activities need to be planned such as

providing relevant reading materials, videos; discussions/debates based on the reading material; exposure visits; lectures by practitioners. All these activities need to be interspersed with student teachers' reflections, based on their observations and drawing from their own schooling experiences.

- **Workshops on Professional growth**

Day long workshops with a follow up session after 2 months by qualified personnel on *any two* of the following themes:

Getting to know one's strengths and weaknesses and facilitating one's growth; Developing skills of self reflection, including maintaining reflective journals; Developing self esteem; Developing a positive attitude towards life and teaching profession; Taking responsibilities, especially as a change agent in school; Understanding teacher's roles, responsibilities and rights in present context; Learning from the vision of educational thinkers and innovators.

- **Survey for forging school community linkages**

Student teachers to take up a small door to door survey in their neighborhood to identify community members' expertise for the benefit of school. They can then have a dialogue with community members and invite them to visit practicing schools/teacher education institution to help them in facilitating learning, in their area of expertise.

Mode of transaction:

Lecture- Discussion, Watching films/videos on different types of schools/idea of schooling and reflections; Recalling their schooling experiences and group discussions on what are the characteristics of a school; Using mobile phone cameras take pictures of School /classrooms and use them to build narratives/collages; Brainstorm on possible community resources and ways and means of tapping them; Identifying types of knowledge, including local knowledge ; Reading relevant articles/books/essays and discussions.

Class Talks: Constitutional provision of education; Highlights of NCF, 2005; Historical perspectives of Indian education from independence up to RtE Act, 09; Educational thinkers and their ideas;

Mode of assessment

- Written questionnaires/Focussed Group Discussions on concepts of school, teachers, education, knowledge and curriculum; Paper pencil tests that include simulated contexts.
- Performance assessments of project; Participation in workshops; Survey reporting & follow up.

Unit 2 Learner: A Social Being

Theory – 20 hours

- Emerging notion of child in terms of plurality of childhoods; Identity formation based on gender, caste, religion.
- School, teacher, pedagogy and curriculum in the context of and in relation to society; Representation and inclusion/exclusion of knowledge of different social groups in curriculum.
- Aims and objectives of Education from sociological perspective.
- Socialization contexts: Role of Family, Peer, School, Culture, Community and Media; Social and cultural differences in socialization.

Practical – 10 hours

Any Two

- **Study of children in context**

Each student teacher, in his/her neighborhood, to observe a child (in the age group 6-14 years) at play, at home and in school. Observation in each of the three settings to last at least an hour. The child's profile has to be prepared.

Within the D.Ed classroom, all student teachers to collate their individual observations. These should be analysed and interpreted in terms of identity formation and socialization contexts. Reports of these analyses to be prepared in small groups.

- **Small group project** on any one of the following: Coping strategies of first generation school goers (through interviews); Construct of school, child and pedagogy in RTE Act (Study of RTE Act and consultations with experts); Social impact of media on children (through discussions with children, parents and teachers); Role of play in child development (Reading literature on play and its functions, Observing children at play – how they formulate rule learn to negotiate and resolve conflicts); Impact of conflicts within family on the child (Sensitive interactions with family members and child, Unobtrusive observations of child).
- **Visiting societies** of three levels, i.e., Lower, Middle and Upper classes to study children, interviewing parents, and study children at play. Prepare reports and present before the classmates and discuss.

Mode of transaction

Group discussions on what society is and is not; Readings, films and videos based on children and their identities followed by discussions; Understanding socialization processes through the medium of arts; Role play and reflections on different socialization contexts; Debates on external influences on childhood; Discussions on who decides what is to be learnt in school; Studying textbooks for inclusion/exclusion of different forms of

knowledge; Readings and dialogues on aims of school education; Class discussions on “What makes a school effective”, how to create an inviting environment for all children in a school; Group discussions on topics such as competition vs. cooperation, bullying; Address by collectives of women/ community members on their role in children’s development.

Class Talks: Child labour; Child Rights; RTE Act, Readings and discussions on different perspectives and experiments in education (Holt, Illich, Neill, Badheka, Tagore, Gandhi etc);

Mode of assessment

Participation in classroom discussions; Test for comprehension of extra reading materials; Essays; Written tests, Preparation of child profile; Contribution to group report; Project design and report.

Unit 3: Learner and Learning

Theory - 25 hours

- Characteristics of childhood (early and late childhood) and early adolescence; Physical, social, personal, emotional and cognitive development.
- Concept of learning; Processes of children's learning; Mistakes as windows to children's thinking; Learning in out of school contexts; Learning as a process and product; Assessing learning.
- Learner differences; Learning styles (VARK model) and learning pace/speed; Facilitating learning in multi-grade settings.
- Play and its educational implications - Meaning, Kinds and types of play; Fantasy and play; Play and its functions - Linkages with Physical, Social, Emotional, Cognitive, Language and Motor development of children; Games and group dynamics. How do children communicate.
- Constructivism - An introduction to the concept; its principles; Implications for teachers and teaching.

Practical - 10 hours

- **Designing simple tasks to observe children's thinking**

Examples of such tasks are: Arranging a collection of objects such as stones/leaves/seeds etc into a pattern, Completing a drawing, Doodling, Creating simple models, Designing a new game along with rules for playing; Finding/completing sequences/patterns in a set of numbers/alphabet/designs, Creative writing based on a picture, Experimenting with common objects, Observing an insect/a plant, imitating children's plays and games.

A student teacher has to assign one task to a pair of children. He/She has to explain to children clearly what needs to be done. But, while children are engaged in the tasks, no further instructions or help has to be given. However, either while the children perform the task or after completion, the student teacher has to encourage them to talk and describe what they are doing/have done. A record of children's responses has to be maintained and shared in class to glean insights into children's thinking processes.

or

Preparing teacher casebooks

Each student teacher to interview a practising teacher from different school settings in their neighbourhood and document- *one memorable experience* in the teacher's career and why s/he considers it so; *one challenging moment*, how s/he faced it at that time and how would s/he deal with it now with hindsight. These casebooks have to be shared in groups and reflected upon from the perspective of addressing diverse learner needs.

- **Critical observation of a classroom**

Student teachers to design a simple Observation Schedule to capture classroom processes that are (i) inclusive (ii) provide meaningful experiences to children and (iii) promote construction of knowledge among children. In small groups of 4-5 student teachers use this schedule to observe and document one regular teacher's classes throughout a day. Every group's observations are analysed and interpreted in class in terms of the 3 chosen features. Each group has to prepare a short narrative report based on the reflections and their own observations.

Mode of transaction

Dialogue on characteristics of childhood and development based on personal experiences and additional readings; Reflections on one's own learning processes and connect to conception of learning as active and social in character; Activities to study

children's mistakes and capture their thinking process; Group discussion on Why do individuals differ; Simple exercises to observe different learning styles; Creating activities from theatre/ movement arts to cater to diverse learners; Using a mobile phone to unobtrusively record a group of children talking.

Class Talks: Understanding learning difficulties; Multiple intelligences; Idea of Emotional Intelligence. Issues and challenges of single teacher schools.

Mode of assessment

Performance in classroom tasks; Reflective essays; Simulated contexts; Paper pencil tests. Design of task, nature of probing questions and recording of children's responses; Conduct of interview and Casebook; Participation during design of schedule and narrative report.

Unit 4: Inclusive Education (IE)

Theory - 20 hours

- Introduction to Inclusive Education; Evolution of IE, Shift in focus from exclusion - Special education - Integrated Education of the Disabled - Inclusive education
- Conceptual Bases of IE : Philosophy of IE, Conceptual understanding of IE in terms of sociological, cultural , psychological, physical, sensory and intellectual needs.
- Valuing diversity as an educational resource. Issues and Opportunities of using diversity as resource.
- Understanding barriers - Infrastructure; Curriculum, syllabus, transaction; School and classroom organisation;
- Developing inclusive environment: Identifying and understanding individual differences in terms of disability, gender, caste, deprivation (economic, social and linguistic) and gifted & talented; Needs of each of these groups and ways to handling them.

Practical - 10 hours

Note: The first practical is compulsory for all student teachers. For the remaining three practical student teachers are to be divided into three groups. Each group is to be assigned one.

- Each student teacher to plan a unit for teaching Kannada/EVS/Mathematics using one of the following and implement it during practice teaching:
ICT as a tool to create an inclusive learning environment; Arts as a medium to reach out to diverse learners.
[Planning and teaching to be followed up by reflections and feedback.]
- A pair of student teachers to prepare any two instructional materials specifically catering to disabled children and talented children. The materials to be peer reviewed, using commonly evolved criteria.
- A group of 10-12 student teachers to produce a street play highlighting the inclusive aspect of RtE. They should collectively choose one of their plays to stage in front of the local community.
- Survey of 4 neighbourhood schools (both Government and Private) to study aspects that are conducive/detrimental to inclusion, in small groups. All survey reports to be discussed and analysed in class.

Mode of transaction

Discussions on films and videos developed on IE; Group discussions and presentations on conceptual bases through self learning materials; Role play and skit based on need for right based approach in education and reflections; Preparing posters and songs on RtE and IE; Reflecting on linkages with first three units; Critiquing the dominant culture (culture of education, popular culture) through an inclusive lens; Interaction with professionals from diverse groups; Classroom discussions followed by field observation and sharing/reflection of field experiences.

Class Talks: Impact of global and national policies in education resulting in IE ; IE in the context of RtE and the disadvantaged group; Gender issues; Child entitlements; Understanding diversity in relation to disadvantaged group; Entitlements of disadvantaged group; Curricular models for the gifted and talented, barrier free Environment, Ideal Inclusive Classroom.

Mode of assessment

Participation and performance in class activities; Questionnaires to ascertain sensitivity; Reflective essays; Paper pencil tests.

Unit Plan and ability to draw learning from reflection; Participation in the process of peer reviewing and development of instructional materials; Involvement during production of play; Design, conduct, reporting and discussions on Survey

Unit 5: Contemporary Issues of Elementary Education

Theory - 10 hours

- Constitution and Education – Constitutional vision; Reservation as an egalitarian policy; RtE Act, 2009 (mandates on school and teachers).
- Elementary Education Initiatives – UEE, DPEP and SSA.
- Karnataka Context – Regional disparities; Quality concerns; Karnataka School Quality Assessment and Accreditation Organisation (KSQAAO); Sarva Siksha Abhiyan (SSA), Karnataka.

Practical - 05 hours

Project on any one issue:

- Critical appraisal of constitutional values as practiced in an educational institution (D.Ed college or school)
- Analysis of contemporary debates relating to education in the media
- Studying the problems of a first generation school goer
- Studying the work of KSQAO/KSQAAC (or) SSA, Karnataka

Mode of transaction

- Critical reading of select texts, Films, documentaries, videos - discussions and reflections based on them.
- Debates/dialogues/group discussions

Class Talks: Purpose and mandate of SSA, RMSA; Globalization and Liberalization

Mode of assessment

- Participation in classroom activities; paper-pencil tests
- Preparation for project and project report

IV. Special expertise required

A thorough understanding of the grounding principles of elementary education in addition to experience in teaching in elementary schools is needed to transact this course; For the unit on Inclusive Education experience of handling diverse children, including children with disabilities is needed; Workshops to be conducted by those having experience in personality development programmes.

V. Suggested Readings

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Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

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Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company.

Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.

Friere, P. (1992). *Pedagogy of hope*. London, UK: Continuum pub. Co.

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- Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.
- Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
- Miller, R. (2006). *What is Education For?* www.pathsoflearning.net
- Mukunda, K. V. (2009). What did you ask in school today? *A Handbook on child learning*. Noida: Harper Collins. pp. 79-96.
- Mythili, R. (2008). A Study based on Karnataka School Quality Assessment Organisation's 2006 Performance Reports. Bangalore: KSQAO.
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- NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
- NCERT. (2006). *National Focus Group Position Paper on Aims of Education*.
- NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.
- NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education*.
- NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children*.
- Neill, A S. (1992). *Summerhill School – A new view of childhood*. New York: St. Martin's Griffin.
- Rao, A.V.G. (2004). School community linkage and quality of education. In Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Rao, M. (2004). Evaluation for quality education. In In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.

Sridhar, Y.N. (2004). Networking of teachers for quality maintenance. In Murthy, C.G.V. *et al.* (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Sykes, M. (1988). *The story of Nai Taleem*. Vardha: Nai Taleem Samiti, Sevagram.

Tagore, R. (1918). *The parrot story*. www.parabaas.com

Select Study Reports Published by DSERT; SSA, Karnataka; KSQAO

List of digital resources

Movies/Documentaries (DVDs to be purchased by institutions)

- Bettadahoovu
- Thaare Zamee Par
- Selection of clippings from the serial *Sathya Meva Jayathe*
- *I Wonder* by Anupama Srinivasan
- *Where knowledge is free* by Binitesh Baruri

Videos (Open source)

- Do Flowers Fly
- Chinmayi: Through the eyes of children
- The House on Gulmohar Avenue

Web sites

www.dsert.kar.in

www.unesco.org

www.arvindguptatoys.com/films.html

www.cultureunplugged.com

1.2 Facilitating Learning

1.2.1 ಕನ್ನಡ

ಸಮಯ: 120 ಸಮಯಗಳು

ಒಟ್ಟು ಅಂಕಗಳು 100

Theory 45 ಗಂಟೆ

Internal-40

Practical 75 ಗಂಟೆ

External- 60

ಭಾಷೆಯನ್ನು ಸಹಜವಾಗಿಯೇ ನಾವು ಸಂವಹನಕ್ಕಾಗಿ ಬಳಸುತ್ತೇವೆ. ನಮ್ಮ 'ವಾಸ್ತವ'ಕ್ಕೆ ರೂಪ ನೀಡಿ ಮನಸ್ಸಿನಲ್ಲಿ ಮೂಡಿಸುವುದು ಭಾಷೆಯೇ - ನಮ್ಮ ಚಿಂತನೆಗಳನ್ನು ನಾವು ಪ್ರಾರಂಭಿಸಿ, ಅದಕ್ಕೆ ವಿವಿಧ ಆಯಾಮಗಳನ್ನು ಜೋಡಿಸಿ ವಿಸ್ತಾರಗೊಳಿಸಿಕೊಳ್ಳುವುದು ಭಾಷೆಯ ಮೂಲಕವೇ. ಭಾಷೆಗೂ ಸಂಸ್ಕೃತಿಗೂ ಸಹ ಗಾಢವಾದ ಸಂಬಂಧವಿದೆ. ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಕರ ಪಾತ್ರ ಬಹಳ ಮಹತ್ವದ್ದು. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸಮುದಾಯದೊಡನೆ, ಸಂಸ್ಕೃತಿಯೊಂದಿಗೆ, ಸಾಹಿತ್ಯದೊಳಗೆ ಸೇರಿ ಭಾಷಾ ಕಲಿಕೆಗೆ ಅನುವು ಮಾಡಿಕೊಡುವುದಕ್ಕೆ ದಾರಿಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ಸಾಧ್ಯತೆಗಳನ್ನು ತೆರೆದಿಡುವುದು ಈ ಪಠ್ಯ ವಿಷಯದ ಆಶಯವಾಗಿದೆ. ಈ ಪಠ್ಯಕ್ರಮದ ರಚನೆಯಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಅನುಭವಗಳಿಗೆ ಮತ್ತು ಅವರ ಅಭಿರುಚಿಯ ಮುಕ್ತ ಹಂಚಿಕೆಗೆ ಅವಕಾಶಗಳಿವೆ. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಅನುಭವಾತ್ಮಕವಾಗಿ ತಾವು ಕಲಿತಿದ್ದನ್ನು ವಿವಿಧ ರೀತಿಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ಆದ್ಯತೆ ಇದೆ. ಭಾಷಾ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರದ ತಾತ್ವಿಕ ಅಂಶಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ತರಗತಿಯನ್ನು ವೀಕ್ಷಿಸಿ, ಅದರ ಬಗ್ಗೆ ಚಿಂತನೆ ನಡೆಸಲು ಅವಕಾಶಗಳನ್ನು ಕಲ್ಪಿಸಿಕೊಡಲಾಗಿದೆ.

ಉದ್ದೇಶಗಳು

ಈ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ:

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮೂಲ ಆಕರಗಳ ಸಂಪನ್ಮೂಲಗಳ ಸ್ವ ಅನುಭವ ಕೊಡುತ್ತದೆ.
- ಸ್ವ - ಶಕ್ತಿಯಿಂದ ಸಂಪನ್ಮೂಲಗಳ ಅನ್ವೇಷಣೆ - ಆ ಮೂಲಕ ಕಲಿಯುವ/ಕಲಿಸುವ ದಾರಿಗಳನ್ನು ರಚಿಸಲು ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುತ್ತದೆ.
- ಸಂಭಾಷಣೆ, ಚರ್ಚೆ, ಮಾಹಿತಿ ವಿನಿಮಯ, ವಿಚಾರ ವಿನಿಮಯದಂತಹ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಆಲಿಸಿ ಗ್ರಹಿಸಿಕೊಳ್ಳುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುತ್ತದೆ.
- ಮಾನವ ಜೀವನದಲ್ಲಿ ಕಥೆಯ ಮಹತ್ವ ತಿಳಿಸುತ್ತದೆ.
- ವೈವಿಧ್ಯಮಯ ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿಗೆ ಅವಕಾಶಗಳನ್ನು ಪಡೆದು, ಸಂದರ್ಭಾನುಸಾರ ಅದನ್ನು ಉಪಯೋಗಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುತ್ತದೆ.
- 1 ರಿಂದ 4ನೇ ತರಗತಿಯ ಮಕ್ಕಳಲ್ಲಿ ಆಲಿಸುವಿಕೆಯ ಮತ್ತು ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸಲು ಸಹಾಯವಾಗುವ ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ತಿಳಿದು ಸಂಪನ್ಮೂಲಗಳ ಸೃಷ್ಟಿ/ಅನ್ವೇಷಣೆ/ಬಳಕೆಯಲ್ಲಿ ನಿಪುಣರನ್ನಾಗಿಸುತ್ತದೆ.

- ಓದಿನ ಕೌಶಲದ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುವ ವಿವಿಧ ಸಾಮಾಜಿಕ - ಮಾನಸಿಕ ಅಂಶಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಲು ಸಮರ್ಥರಾಗುತ್ತಾರೆ.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಅನುಭವ ಹಂಚಿಕೊಳ್ಳಲು, ಅಭಿಪ್ರಾಯ ಮಂಡಿಸಲು, ಮಾಹಿತಿ/ ವಿಚಾರಗಳನ್ನು ಮಂಡಿಸಲು ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಲು, ವರದಿ ಮಾಡಲು ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುತ್ತದೆ.
- ಬರವಣಿಗೆಯ ಕೌಶಲದ ಬಗ್ಗೆ ಅರಿತು ಮತ್ತು ಅದನ್ನು ಸಮರ್ಥವಾಗಿ ಕಲಿಸುವ ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ತಿಳಿಸಿಕೊಡುತ್ತದೆ.
- ಶಾಲಾ ಪಠ್ಯ ವಸ್ತುವಿನ ವಿಶಾಲ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಶೀಘ್ರವಾಗಿ ಶಾಲಾ ಮಕ್ಕಳನ್ನು ಸಾಕ್ಷರನ್ನಾಗಿಸುವುದರ ಮಹತ್ವವನ್ನು ತಿಳಿಸಿಕೊಡುತ್ತದೆ.

ಘಟಕ - 1: ಸಾಹಿತ್ಯ

a) Theory- 5 hours

- ಭಾಷೆಯ ಉದ್ದೇಶ - ತರಗತಿಯ ಒಳಗೆ; ಹೊರಗೆ
- ಭಾಷೆ ಸಂವಹನ ಮತ್ತು ಚಿಂತನೆಯ ಮಾಧ್ಯಮ
- ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಇತರ ಪಠ್ಯ ಕ್ರಮಗಳಲ್ಲಿ ಭಾಷೆಯ ಬಳಕೆ

b) Practical- 5 Hours

- ಜನಪ್ರಿಯ ಟಿ.ವಿ ಕಾರ್ಯಕ್ರಮಗಳು, ಪತ್ರಿಕಾ ಲೇಖನ (ಸಮಾಚಾರ ಹಾಗೂ ಚಿಂತನಾ ಲೇಖನಗಳು, ಕಥೆ, ಕವನ) ಮತ್ತು ಸಿನಿಮಾ ಕಥೆಗಳ ಬಗ್ಗೆ ಚರ್ಚೆ
- ಸಣ್ಣ ಕಥೆ, ಕವನ, ಪ್ರಬಂಧ - ಇವುಗಳ ಓದು ಮತ್ತು ಹಂಚಿಕೊಳ್ಳುವಿಕೆ
(ಈ ಎರಡೂ ಚಟುವಟಿಕೆಗಳನ್ನು, Theoryಗೆ ಮುಂಚಿತವಾಗಿ ಮಾಡುವುದು)
- ಶಿಶು ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ -
a) ಗ್ರಂಥಾಲಯ
b) ಪ್ರಕಾಶನ ಮಾರುಕಟ್ಟೆ
- ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲಗಳ ಹುಡುಕಾಟ - (ಕಥೆ, ಕವನ, ಶಿಶು ಪ್ರಾಸ ಪದ್ಯಗಳು, ಅಭಿನಯ ಗೀತೆಗಳು, ಕಥನ ಗೀತೆಗಳು, ನಾಟಕಗಳು)
- ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ (ಕಲಾವಿದರ) ಸಂದರ್ಶನ/ತನ್ಮೂಲಕ ಕಲಿಕೆ

* ಸಮೀಕ್ಷೆ, ಸಂಪನ್ಮೂಲಗಳ ಹುಡುಕಾಟ ಮತ್ತು ಸಂದರ್ಶನಗಳನ್ನು, ಇದೇ ವರ್ಷದಲ್ಲಿ, ಯಾವಾಗ ಬೇಕಾದರೂ ಅಗತ್ಯ, ಅನುಕೂಲಕನುಗುಣವಾಗಿ ನಡೆಸುವುದು

೪) ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction)

- ಪ್ರಶಿಕ್ಷಕರ ಸಾಹಿತ್ಯಾನುಭವ ಹಂಚಿಕೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ - ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಓದು; ಮಂಡನೆ (ಕನಿಷ್ಠ ಎರಡು ಪರಕಾರ) (ಕವನ, ಕಥೆ, ಚಿಂತನಾ ಸಾಹಿತ್ಯ, ನಾಟಕ, ಜನಪ್ರಿಯ ಸಾಹಿತ್ಯ)
- ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲ (ಜನಪದ ಕಥೆ, ಹಾಡು, ನಾಟಕ, ಕಾವ್ಯ, ಗಾದೆ, ಒಗಟು, ಶಿಶು ಪ್ರಾಸ/ಶಿಶು ಪದ್ಯ) ಸಮೀಕ್ಷೆ
- ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿ ಸಂದರ್ಶನ/ಪ್ರಸ್ತುತ ಪಡಿಸುವ ರೀತಿ ಕ್ರಮಗಳ ತಿಳುವಳಿಕೆ
- ಅದೇ ರೀತಿಯಲ್ಲಿ ಪುನರ್ ಮಂಡನೆಗೆ ಪ್ರಯತ್ನ
- ತಾತ್ವಿಕ ಅಂಶಗಳಿಗೆ ಸೂಕ್ತವಾದ ಲೇಖನಗಳ, ವಿಡಿಯೋಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಓದು; ನೋಟ ನಂತರ, ಗುಂಪು ಚರ್ಚೆ, ತರಗತಿ ಚರ್ಚೆಗಳ ಮೂಲಕ ವಿವಿಧ ನೋಟಗಳು, ಅಭಿಪ್ರಾಯಗಳ ವಿನಿಮಯ. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸ್ವಂತವಾಗಿ ಚಿಂತಿಸಿ, ತಮ್ಮ ಚಿಂತನೆಯನ್ನು ಮುಕ್ತವಾಗಿ ಹಂಚಿಕೊಳ್ಳುವ ಅವಕಾಶ, ಪರಿಸ್ಥಿತಿಗನುಗುಣವಾಗಿ ಸಂಪನ್ಮೂಲಗಳ ಬದಲಾವಣೆ

೫) ಮೌಲ್ಯಾಂಕನ (assessment)

- ಭಾಗವಹಿಸುವಿಕೆ
- ವರ್ಕ್‌ಶೀಟ್
- ಪ್ರಶ್ನಾವಳಿ (ಹಿಜಿಬಿ - ಜುಬಿಜು)
- ಪ್ರಶ್ನೆಪತ್ರಿಕೆ

ಘಟಕ - 2: ಆಲಸುವಿಕೆ ಮತ್ತು ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿ

a) Theory - 8 Hours

- ಭಾಷಾ ಗಳಿಕೆ ಮತ್ತು ಭಾಷಾ ಕಲಿಕೆ - ಶಾಲಾ ಪೂರ್ವ ಮತ್ತು ಶಾಲಾ ಪ್ರಾರಂಭದ ವರ್ಷಗಳು; ಮಕ್ಕಳ ಹಿನ್ನೆಲೆ ಮತ್ತು ಶಾಲಾ ಅನುಭವ
- ಮಗು, ಮಗುವಿನ ಮಾತು - ಒಂದು ಸಂಪನ್ಮೂಲವಾಗಬೇಕು (Talk as a resource)

- ವಿದ್ಯಾರ್ಥಿಯ ಶಕ್ತಿ ಮತ್ತು ಪ್ರತಿಕೂಲತೆ (strength & weakness) - ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಯ ಆಲಿಸುವಿಕೆಗೆ/ ಅಭಿವೃದ್ಧಿಗೆ ಆಗುವ ಪರಿಣಾಮ (Inclusive Education)
- ವಿವಿಧ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಗತ್ಯತೆಗಳಿಗನುಗುಣವಾಗಿ ಸೂಕ್ತ ಸಂಪನ್ಮೂಲಗಳ ಸೃಷ್ಟಿ/ಅನ್ವೇಷಣೆ/ಬಳಕೆ (Inclusive Education)
- ಆಟದ ಅರ್ಥ, ರೂಪರೇಷೆ, ಆಟದ ವಿಧಗಳು
- ಮಕ್ಕಳ ಭಾಷಾ ಗಳಿಕೆಯಲ್ಲಿ ಆಟದ ಪಾತ್ರ; ಮಕ್ಕಳ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ - ಆರ್ಥಿಕ ಹಿನ್ನೆಲೆಯಿಂದ, ಆಟಗಳಲ್ಲಿ ಕಾಣಬರುವ ವ್ಯತ್ಯಾಸಗಳು - ಇದರಿಂದ ಉಂಟಾಗುವ ಭಾಷಾ ವೈವಿಧ್ಯತೆ
- 'ಆಟ-ಕಲಿಕೆ'ಯ ನಡುವಿನ ಸಂಬಂಧ
- ಮಾನವನ ಜೀವನದಲ್ಲಿ ಕಥೆ

b) Practical - 15 Hours

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸೂಚನೆಗಳನ್ನು ಗಮನವಿಟ್ಟು ಆಲಿಸಿ, ಅರ್ಥೈಸಿಕೊಂಡು ಅದನ್ನು ಪಾಲಿಸುವಂತಹ ಭಾಷಾ ಆಟಗಳನ್ನು ಆಡಬೇಕು.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸಮಂಜಸವಾದ ಗಂಭೀರ ವಿಷಯದ ಬಗ್ಗೆ ಸಿ.ಡಿ ಆಲಿಸಿ ಅಥವಾ ಡಾಕ್ಯುಮೆಂಟರಿ ಚಿತ್ರವನ್ನು ನೋಡಿ ಅದರ ಆಧಾರದ ಮೇಲೆ ಚರ್ಚೆ ನಡೆಸಬೇಕು/ ಗ್ರಹಿಕೆಯ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಪರಿಶೀಲನೆ ಬರೆಯಬೇಕು.
- 10ನೇ ತರಗತಿಯ ಮಕ್ಕಳಿಗೆ ಕಥೆ ಹೇಳುವುದರ ಅವಶ್ಯಕತೆಯ ಬಗ್ಗೆ ಓದಿ, ಅದನ್ನು ಚರ್ಚಿಸಬೇಕು. ಪ್ರತಿಯೊಬ್ಬರೂ ಒಂದು ಕಥೆಯನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು ತರಗತಿಯಲ್ಲಿ ನಿರೂಪಿಸಬೇಕು.
- ಪ್ರಶಿಕ್ಷಕರು ಆಯ್ಕೆ ಮಾಡಿದೊಂದು ವಿಷಯವನ್ನು ಸೆಮಿನಾರ್ ಶೈಲಿಯಲ್ಲಿ ಪ್ರಸ್ತುತ ಪಡಿಸಬೇಕು.
- ತರಗತಿಯಲ್ಲಿ ಕಥೆ ಶಿಶು ಗೀತೆ, ಹಾಡು, ಕಿರುನಾಟಕ ಇವನ್ನು ನಿರೂಪಿಸಬೇಕು.
- ಆಲಿಸುವ ಮತ್ತು ಮಾತನಾಡುವ ಅನೇಕ ಆಟಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಕೆ ಮಾಡಿ ಅವುಗಳ ಸಮರ್ಪಕತೆಯ ಬಗ್ಗೆ ಚಿಂತನೆ ನಡೆಸಿ ಸಂಪನ್ಮೂಲಗಳ ಸೂಕ್ತತೆಯನ್ನು ವಿಶ್ಲೇಷಿಸಬೇಕು. ಇಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಯ ಮಾತು ಸಂಪನ್ಮೂಲವಾದದ್ದನ್ನು ವಿಶೇಷವಾಗಿ ಗಮನಿಸಿ, ಅದನ್ನು ಹಂಚಿಕೊಳ್ಳಬೇಕು.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಮಕ್ಕಳ ಆಟವನ್ನು ಗಮನಿಸಿ, ವಿವರವಾಗಿ ದಾಖಲಿಸಬೇಕು - ದಾಖಲೆಯನ್ನು ನೋಡಿ ಭಾಷಾ ಉಪಯೋಗ, ವರ್ತನೆ, ವಿವಾದ ಪರಿಹಾರ, ಮಕ್ಕಳು ಉಪಯೋಗಿಸಿದ ಜನಪದ ಹಾಡು, ಆಟ, ಜನಪ್ರಿಯ ಮಾಧ್ಯಮಗಳ (ಬಿಗಿ, ಸೀರಿಯಲ್, ಸಿನೆಮಾ) ಪ್ರಭಾವ ಇತ್ಯಾದಿಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಬೇಕು.

c) ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction)

- ಸ್ವ-ಅಧ್ಯಯನ
- ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದ ಆಲಿಸುವಿಕೆ: ಧ್ವನಿ/ದೃಶ್ಯ ಮುದ್ರಣ
- ಮಂಡನೆ -
 - i) ಸೆಮಿನಾರ್ ಶೈಲಿಯಲ್ಲಿ ಮಂಡನೆ
 - ii) ಚರ್ಚೆ
 - iii) ನಾಟಕ
 - iv) ಕವನ ವಾಚನ
 - v) ಕಥಾ ನಿರೂಪಣೆ

(Art Education Intervention)

d) ಮೌಲ್ಯಾಂಕನ (assessment)

ಪ್ರಶಿಕ್ಷಕರು ಪ್ರತೀ ಚಟುವಟಿಕೆಗೂ ಔಪಚಾರಿಕತೆ, ಭಿನ್ನಜನನು ತಯಾರಿ ಮಾಡಿಟ್ಟುಕೊಂಡು ಅದರ ಪ್ರಕಾರವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡಬೇಕು.

- ಕಂಪ್ಯೂಟರ್ ಬಳಸಿ/ಮೊಬೈಲ್ ಬಳಸಿ ತಮ್ಮ ಮಂಡನೆಯ ಧ್ವನಿ/ದೃಶ್ಯ ಮುದ್ರಣ ಮಾಡಿಕೊಂಡು ವೀಕ್ಷಿಸಿ ಸ್ವ - ಮೌಲ್ಯಮಾಪನ
- ವಿವಿಧ ರೀತಿಯ ಮಂಡನೆಗೆ ಪ್ರಶಿಕ್ಷಕರು ಸೂಕ್ತ ರೂಬ್ರಿಕ್ಸ್ ತಯಾರಿಸಿ ಮೌಲ್ಯ ಮಾಪನ ಮಾಡಬೇಕು
- ಇತರರ ಸೆಮಿನಾರ್ ಶೈಲಿಯ ಮಂಡನೆ ಮತ್ತು ಚರ್ಚೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ
- ಕಥಾ ನಿರೂಪಣೆ - ಕಥೆಯ ಆಯ್ಕೆ, ನಿರೂಪಣಾ ಶೈಲಿಯ ಆಯ್ಕೆ, ಸಂಪನ್ಮೂಲ ತಯಾರಿಕೆ, ನಿರೂಪಣೆ ಮತ್ತು ಚಿಂತನೆ - ಸಹಪಾಠಿಗಳ ಹಿಮ್ಮಾಹಿತಿ - ಇದರಿಂದ ಕಲಿಯುವ/ನಿರೂಪಣೆಯನ್ನು ಉತ್ತಮ ಪಡಿಸಿಕೊಳ್ಳುವ ಅವಕಾಶ

ಘಟಕ-3: ಓದು ಮತ್ತು ಬರಹ

a) Theory - 10 Hours

- ಓದನ್ನು ಕಲಿಸುವ ಕ್ರಮಗಳು:
 - ಭಾಷೆ ಮತ್ತು ಸಮಾಜ - ಮಕ್ಕಳ ಸಾಮಾಜಿಕ, ಆರ್ಥಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಭಾಷಾ ಹಿನ್ನೆಲೆಗೂ ಓದು - ಬರಹಕ್ಕೂ ಇರುವ ಸಂಬಂಧ

- ಓದಿಗೆ ಪೂರ್ವ ಸಿದ್ಧತೆ (ಕಥೆ, ಛಾಂಟಾ, ಶಿಕ್ಷಕರು ಗಟ್ಟಿಯಾಗಿ ಅರ್ಥವಾಗುವಂತೆ ಓದುವುದು, ಪದ-ಗೋಡೆ (word - wall))
- ಓದುವಿಕೆಗೆ ತಂತ್ರಗಳು
- ಸಕ್ರಿಯ ಓದುವಿಕೆಗೆ ಸಹಾಯವಾಗುವ ತಂತ್ರಗಳ/ಆಟಗಳ ಅಗತ್ಯತೆ
- ಓದಿಗೆ ಮುಂಚೆ, ಓದುವಾಗಿನ ಮತ್ತು ಓದಿನ ನಂತರದ ಚಟುವಟಿಕೆಗಳು
- ಓದನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸಹಾಯಕವಾಗುವ ತರಗತಿಯ ಲೈಬ್ರರಿ, ಓದಿನ ಕ್ಲಬ್‌ಗಳು - ಇದರ ಸ್ಥಾಪನೆ, ನಿರ್ವಹಣೆ
- ಓದು ಮತ್ತು ಬರವಣಿಗೆಗೆ ಇರುವ ಸಂಬಂಧ
- ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಬರವಣಿಗೆಯ ಹಂತಗಳ (ತಂತ್ರಗಾರಿಕೆ) ಬಗ್ಗೆ ಅರಿವು
- ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಬರವಣಿಗೆ ಕಲಿಸುವ ವಿಧಾನ/ಕ್ರಮಗಳು
- ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಓದು, ಬರವಣಿಗೆಯ ಮೌಲ್ಯಮಾಪನ

b) Practical - 20 Hours

- ವಿವಿಧ ರೀತಿಯ ಪ್ರಕಾರಗಳನ್ನು 'ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದಕ್ಕಾಗಿ ಓದುವುದು - ತೀರ್ಮಾನಿಸುವುದು (inference), ವಿಶ್ಲೇಷಿಸುವುದು (Analysis) ಮತ್ತು ವ್ಯಾಪ್ತಿಯನ್ನು ಮೀರಿ ಅರ್ಥೈಸಿಕೊಂಡಿದ್ದು (extrapolation) - ಈ ಅಂಶಗಳನ್ನು ತಾವು ಓದಿದ ಕಥೆ, ಕವನ ಇತ್ಯಾದಿಗಳ ಉದಾಹರಣೆಗಳಿಂದ ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.
- ಓದನ್ನು ಪರಾಮರ್ಶೆಯ ಉಪಕರಣವಾಗಿ ಉಪಯೋಗಿಸುವುದು - ನಿಘಂಟು, ವಿಶ್ವಕೋಶ ಮತ್ತು ಅಂತರ್ಜಾಲದ ಬಳಕೆ
- ಶಿಶು ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆಯಿಂದ ತಮಗೆ ದೊರಕಿದ ಸಾಮಗ್ರಿಯಲ್ಲಿ ಸೂಕ್ತವಾದುದನ್ನು ಮಕ್ಕಳ ಓದಿಗೆ ಆಯ್ಕೆ ಮಾಡಿ, ಓದನ್ನು ಕಲಿಸಲು ಬಳಸುತ್ತಾರೆ. ಉದ್ದೇಶ ಸಫಲತೆಯನ್ನು ಅರಿಯಲು ಮೌಲ್ಯಮಾಪನ ಮಾಡಿ, ತಮ್ಮ ಆಯ್ಕೆಯನ್ನು ವಿಮರ್ಶೆಗೆ ಒಳಪಡಿಸಿಕೊಳ್ಳುತ್ತಾರೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಾವು ಅಭ್ಯಾಸ ಬೋಧನೆಗೆ ಹೋದ ಸಮಯದಲ್ಲಿ ತರಗತಿ ಗ್ರಂಥಾಲಯ ಸ್ಥಾಪಿಸಬೇಕು. ಮಕ್ಕಳಿಗೆ ಪುಸ್ತಕಗಳನ್ನು ನೋಡಲು, ಓದಲು ಮುಕ್ತ ಸಮಯ ಮತ್ತು ಸ್ಥಳಾವಕಾಶ ನೀಡಿ, ಅವರು ತೆಗೆದುಕೊಂಡು ಓದಿದ ಪುಸ್ತಕಗಳ ಪ್ರಕಾರ, ಗುಣಮಟ್ಟ, ನಿರೂಪಣೆ, ಭಾಷಾ ಶೈಲಿಗಳನ್ನು ಗಮನಿಸಬೇಕು.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ವಿವಿಧ ರೀತಿಯ ಬರವಣಿಗೆಗೆ ಅವಕಾಶ ನೀಡುವುದು - ಅರ್ಜಿಗಳು, ದೂರು, ಆಹ್ವಾನ ಪತ್ರಿಕೆ, ಸರ್ಕ್ಯೂಲರ್, ನೋಟಿಸ್ ಇತ್ಯಾದಿ.

- ಸ್ವತಂತ್ರ ಮತ್ತು ಸೃಜನಾತ್ಮಕ ಬರವಣಿಗೆಗೆ ಅವಕಾಶ ನೀಡಲು ಆಯೋಜಿಸಿ, ತರಗತಿಯಲ್ಲಿ ಪ್ರಯೋಗಿಸಿ, ಆ ಬರವಣಿಗೆಗಳನ್ನು ತಮ್ಮ ಸಹಪಾಠಿಗಳೊಡನೆ ಹಂಚಿಕೊಳ್ತಾರೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು 'ದಿನಚರಿ' ಬರೆಯಬೇಕು; ವ್ಯವಸ್ಥಿತ ದಾಖಲೆಯನ್ನು ಇಡಬೇಕು (ತಾವು ಓದಿದ ಅಥವಾ ನೋಡಿದ ವಸ್ತು ವಿಷಯಕ್ಕೆ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ದಾಖಲಿಸುತ್ತಾರೆ. ಇದಲ್ಲದೆ, ಅಭ್ಯಾಸ ಬೋಧನೆ ಸಮಯವನ್ನು ಆದ ಪ್ರಸಂಗಗಳನ್ನು ಸಹ ದಾಖಲಿಸುತ್ತಾರೆ)*

* ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಸ್ವ - ಅನುಭವ ಲೇಖನಗಳನ್ನು ಮತ್ತು ಸೃಜನಶೀಲ ಬರವಣಿಗೆಯನ್ನು (ಕಥೆ, ಕವನ ಇತ್ಯಾದಿಗಳನ್ನು)

Foundations of Education ತರಗತಿಯಲ್ಲಿ ಚರ್ಚೆಗೆ ಬಳಸಬೇಕು

c) ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction)

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಲೇಖನಗಳ ವಿವಿಧ ಶೈಲಿಯ ಮಂಡನೆಗೆ ಪ್ರೋತ್ಸಾಹ, ಸಹಕಾರ
- ಸಂಬಂಧಿತ ತಾತ್ವಿಕ ಲೇಖನಗಳ ಓದು, ಚರ್ಚೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಅನುಭವಗಳನ್ನು ಬರೆದು, ತಮ್ಮ ಬರವಣಿಗೆಯನ್ನು ತಾವು ಓದುಗರಾಗಿ ಓದಿ ಸ್ವ-ವಿಮರ್ಶೆಗೊಳಪಡಿಸಿ ತಿದ್ದುಪಡಿ ಮಾಡುತ್ತಾರೆ. ಪರಿಷ್ಕೃತ ಪ್ರತಿಯನ್ನು ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಹಂಚಿಕೊಂಡು ಅಭಿಪ್ರಾಯ ತಿಳಿಯುತ್ತಾರೆ. ಪ್ರಶಿಕ್ಷಕರ ಮಾರ್ಗದರ್ಶನದೊಂದಿಗೆ ತಿದ್ದುಪಡಿಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳಬೇಕು
- ಭಾಷಾ ಆಟಗಳು - ಪ್ರಶಿಕ್ಷಕರು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಆಯೋಜಿಸುವುದು
 - ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಶಾಲಾ ಮಕ್ಕಳಿಗೆ ಆಯೋಜಿಸುವುದು.

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಚರ್ಚೆ, ಕರಡು ಪ್ರತಿ, ಸಂಪಾದಿಸುವುದು, ತಿದ್ದುವುದು, ಮರು ವಿನ್ಯಾಸಗೊಳಿಸುವುದು, ಪ್ರಕಟಿಸುವುದು/ಪ್ರದರ್ಶಿಸುವುದು ಇಂತಹ ಪ್ರಕ್ರಿಯೆಗಳಿಗೆ ಅವಕಾಶ ಮಾಡಿ ಕೊಡಬೇಕು. (Inputs from art education, ICT)

Class talk

ನಿರೂಪಣಾ ಸಾಹಿತ್ಯಕ್ಕೂ ಮತ್ತು ವಿವರಣಾ ಸಾಹಿತ್ಯಕ್ಕೂ ಇರುವ ವ್ಯತ್ಯಾಸ

d) ಮೌಲ್ಯಾಂಕನ (assessment)

- ಓದಿನ ಸಾಮಗ್ರಿಗಳ ಮೇಲೆ ವರ್ಕ್‌ಶೀಟ್
- ಭಾಗವಹಿಸುವಿಕೆ
- ಭಾಷಾ ಆಟಗಳ ಮೌಲ್ಯಮಾಪನ

ಉಪನ್ಯಾಸಗಳನ್ನು ಕನಿಷ್ಠ ಪ್ರಮಾಣದಲ್ಲಿ ಮಾಡುವುದು.
ಸ್ವ ಓದಿಗೆ, ಚರ್ಚೆಗೆ ಆದ್ಯತೆ ನೀಡುವುದು

ಘಟಕ-4: ಭಾಷಾ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ

ತ್ವರಿತ ಸಾಕ್ಷರತೆ (Early Literacy)

a) Theory - 15 Hours

- ಮಕ್ಕಳ ಭಾಷಾ ಕಲಿಕೆ - ಶಾಲಾ ಪೂರ್ವ ಮತ್ತು ಶಾಲೆಯ ಮೊದಲ ಹಂತದ ಬೆಳವಣಿಗೆಗೆ, ಮಕ್ಕಳ ಹಿನ್ನೆಲೆ ಮತ್ತು ಶಾಲಾ ಅನುಭವದ ಪರಿಣಾಮ
- ಮನೆಯ ಭಾಷೆಯಿಂದ ಶಾಲಾ ಭಾಷೆಗೆ ಹೊಂದಿಕೊಳ್ಳುವುದು
- ಸಾಕ್ಷರತೆಯ ಅವಿಚ್ಛಿನ್ನ ಸರಣಿ (continuum) ಯ ಬಗ್ಗೆ ತಿಳಿಯಬೇಕು- ಮಾತು, ಆಟ, ರೇಖನ, ದೃಶ್ಯ ಮಾಧ್ಯಮ, ಓದುವುದು ಮತ್ತು ಬರವಣಿಗೆ
- ಭಾಷಾ ಕಲಿಕಾ ವಿಧಾನ - ಪ್ರತ್ಯಕ್ಷ ವಿಧಾನ (Direct approach)
- ಸಂಪೂರ್ಣ ಭಾಷಾ ವಿಧಾನ (Whole language approach)
- ಮಕ್ಕಳ ಹಕ್ಕು ಕಾಯಿದೆಯ ಸಂದರ್ಭದಲ್ಲಿ ತ್ವರಿತ ಸಾಕ್ಷರತೆಯ ಮಹತ್ವ
- ತ್ವರಿತ ಸಾಕ್ಷರತೆಯ ಬಗ್ಗೆ ಇರುವ ಲೇಖನಗಳ ಓದು ಮತ್ತು ಇದರ ಪರಿಣಾಮದ ಬಗ್ಗೆ ಚಿಂತನೆ
- ಭಾಷಾ ಸಮೃದ್ಧ ತರಗತಿ
- ಸಂಪನ್ಮೂಲಗಳ ಆಯ್ಕೆ - ವಿಧ (type) ಮತ್ತು ಸೂಕ್ತತೆ (relevance)
- ತರಗತಿಯಲ್ಲಿ ವೈವಿಧ್ಯತೆ ಮತ್ತು ಸಮೃದ್ಧ ಸಂಪನ್ಮೂಲಗಳ ಅವಶ್ಯಕತೆಗಳು
- ನಮ್ಮ ಪಾಠ ಯೋಜನೆಯ ಅವಶ್ಯಕತೆ
- ನಲಿ-ಕಲಿ ಪದ್ಧತಿಯ ತಾತ್ವಿಕ ಹಿನ್ನೆಲೆಯ ಅರಿವು; ಸಂಪನ್ಮೂಲಗಳ ಅವಲೋಕನ
- ಭಾಷಾ ಕಲಿಕೆಯ ಮೌಲ್ಯಾಂಕನ - ಅಅಇ

b) Practical - 20 Hours

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು, ಸಮೀಕ್ಷೆಯಿಂದ ದೊರೆತ ಒಂದು ಕಥೆಯನ್ನು ಆರಿಸಿಕೊಳ್ಳುತ್ತಾರೆ. ಈ ಕಥಾ ನಿರೂಪಣೆಗೆ ಅಗತ್ಯವಾದ ಸಾಮಗ್ರಿಗಳನ್ನು ತಯಾರಿಸಿಕೊಂಡು, ಅದರ ಸುತ್ತ ಚಟುವಟಿಕೆಗಳನ್ನು ಯೋಜಿಸಬೇಕು
- ಈ ಕಥೆಗೆ ಬೇಕಾದ ಓದುವ ಸಾಮಗ್ರಿಯನ್ನು ಹುಡುಕಬೇಕು/ತಯಾರಿಸಬೇಕು (Big Book concept)
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹಾಡುವುದಕ್ಕೆ, ಕುಣಿಯುವುದಕ್ಕೆ, ಚಿತ್ರ ಬರೆಯುವುದಕ್ಕೆ ಮತ್ತು ಕರಕುಶಲತೆಗೆ ಅವಕಾಶ ಮಾಡಿಕೊಡಬೇಕು (ಸೂಕ್ತವಾದವುಗಳನ್ನು ಮಾತ್ರ) (art education)

- ತರಗತಿಯ ವೈವಿಧ್ಯತೆಯು (ಕಲಿಕಾ, ಭಾಷಾ, ಜಾತಿ, ಲಿಂಗ) ಬಗ್ಗೆ ಚಿಂತಿಸಿ, ಅದನ್ನು ತಮ್ಮ ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಮತ್ತು ಪ್ರಶಿಕ್ಷಕರೊಂದಿಗೆ ಚರ್ಚಿಸಬೇಕು. ಇದರಲ್ಲಿ ಪ್ರಮುಖವಾಗಿ ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನೂ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸೇರಿಸಿಕೊಳ್ಳುವುದರಲ್ಲಿ ಎದುರಾದ ಸವಾಲುಗಳು ಮತ್ತು ಅದರ ಪರಿಹಾರೋಪಾಯಗಳ ಬಗ್ಗೆ ಮಾತನಾಡಬೇಕು (inclusive education)
- ಶಾಲಾ ಮಕ್ಕಳು, ಅವರ ಬಗ್ಗೆ/ ಕುಟುಂಬದ ಬಗ್ಗೆ/ ಮನೆಯ ಬಗ್ಗೆ/ ಊಟ ತಿಂಡಿಯ ಬಗ್ಗೆ/ ಅವರು ನೋಡುವ ಟಿವಿ ಕಾರ್ಯಕ್ರಮಗಳ ಬಗ್ಗೆ ಬರೆಯಲು ಪ್ರೋತ್ಸಾಹ ನೀಡಬೇಕು

c) ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction)

- ವಿಮರ್ಶಾತ್ಮಕ ಓದುವಿಕೆ (critical reading) ಮತ್ತು ಚರ್ಚೆ - ಓದುವ ದಾರಿಗಳ ಬಗ್ಗೆ
- ಸಣ್ಣ ಗುಂಪು ಚರ್ಚೆ (1) ತ್ವರಿತ ಸಾಕ್ಷರತೆಯ ಮಹತ್ವ
 - (2) ತತ್ವಾಂಶಗಳ ಅರಿವು
 - (3) ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಂಣುಚ್ಚಿಣ್ಣಿ ಸಾಮಗ್ರಿಗಳ ಶೋಧನೆ
 - (4) ತಮ್ಮ ಅನುಭವಗಳ ಬಗ್ಗೆ ಚಿಂತನೆ

d) ಮೌಲ್ಯಾಂಕನ (assessment)

- ಸಂಪನ್ಮೂಲಗಳ ಗುಣಮಟ್ಟದ ಮೌಲ್ಯಮಾಪನ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಚಿಂತನೆ ಮತ್ತು ಭಾಗವಹಿಸುವಿಕೆ
- ವರ್ಕ್‌ಶೀಟ್

ಘಟಕ-5: ಭಾಷಾ ತರಗತಿಯಲ್ಲಿ ಒಳಗೊಳ್ಳುವಿಕೆ

a) Theory - 7 Hours

- ಒಳಗೊಳ್ಳುವಿಕೆ
 - ಎಲ್ಲ ರೀತಿಯ ಸಾಮರ್ಥ್ಯಗಳಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಒಳಗೊಳ್ಳುವುದರ ಅವಶ್ಯಕತೆ
 - ಮಕ್ಕಳ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗುರುತಿಸುವುದು (Diagnostic test) - ಗುರುತಿಸುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಮಕ್ಕಳ ಆಲಿಸುವಿಕೆ, ಮಾತು, ಓದು, ಬರಹ ಎಲ್ಲವನ್ನು ಪರೀಕ್ಷಿಸಲೇಬೇಕಾದ ಅಗತ್ಯ
 - ಮಕ್ಕಳ ವೈವಿಧ್ಯ ಅಗತ್ಯಗಳಿಗನುಗುಣವಾದ ಕಲಿಕಾ ಅನುಭವಗಳನ್ನು ನೀಡುವ ಅವಶ್ಯಕತೆ
 - ಮಕ್ಕಳ ವೈವಿಧ್ಯತೆಗಳಿಗೆ ಸ್ಪಂದಿಸುವ ತರಗತಿ ಆಚರಣೆಗಳು

Suggested Readings:

Kumar, K. (2007). *The child's language and the teacher*. India: NBT.

Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman. Chapter 3: Story telling- what is the use?

ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಪರಿಹಾರ ಬೋಧನೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ ಮತ್ತು ಅಜೀಂ ಪ್ರೇಮ್‌ಜೀ ಫೌಡೇಶನ್

ಹನೂರು ಕೇಷ್‌ಮೂರ್ತಿ, ಮುಷ್ತಾಕ್ ಬಾನು (ಸಂ) (2006). *ಸುವರ್ಣ ಕಥಾ ಸಂಕಲನ*. ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ *

ಜಿ. ಶಂ. ಪರಮಶಿವಯ್ಯ (ಸಂ) (1996). *ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಜಾನಪದ ಕಥೆಗಳು*, ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ನವದೆಹಲಿ *

ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ (1997). *ಸಮಗ್ರ ಕಾವ್ಯ*, ಕಾಮಧೇನು, ಶೇಷಾದ್ರಿಪುರಂ, ಬೆಂಗಳೂರು *

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Mason, J. M. & Sinha, S. (1992). Emerging literacy in the early childhood years. Applying a Vygotskian model of learning and development. In B. Spodek (Ed.) *Handbook of research on the education of young children*. New York: Macmillan, 137-150.

Sinha, S. (2000). *Acquiring literacy in schools. Redesigning curricula: A symposium on working a framework for school education*. September, 493.

Rothleen, L. & Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom*, Tucson, USA: Good Year Books.

* ಈ ಶೀರ್ಷಿಕೆಗಳನ್ನು ಪ್ರಾತಿನಿಧಿಕವಾಗಿ ಕೊಡಲಾಗಿದೆ.

1.2.2 Mathematics

Time Allocation: 120 hours

Total Marks: 100

Theory: 65 hours

Internal: 40

Practical : 55 hours

External: 60

I. Rationale

The aim of this course is to sensitise prospective Mathematics teachers towards the processes in which Mathematics learning takes place in children's mind. They need to reflect on their own knowledge of mathematical content taught at lower primary level. It is essential to engage prospective teachers with the content knowledge they have already gained through general education. In order to communicate this content knowledge to primary school children with appropriate pedagogical approaches it is required by the prospective teachers to revisit and reconstruct their existing content knowledge. Hence, both mathematical content knowledge and pedagogical content knowledge are essential for prospective teachers to ensure effective knowledge construction among school children. They need to develop deeper insights into the way Mathematics is learnt, what learning theories say about Mathematics learning and how they can be used to promote and facilitate effective Mathematics learning. Engagement with this course should develop skills and appropriate attitudes to promote effective children's learning in Mathematics.

II. Objectives

The course facilitates student teachers in:

- Explaining the nature and characteristics of Mathematics.
- Understanding mathematical representations, communications, relationships and problem solving.
- Revisiting and developing conceptual understanding of Mathematics content of lower primary level.
- Collecting information about mathematicians from diverse cultures and appreciating their contributions.

- Analysing pedagogical content knowledge of Mathematics of lower primary level.
- Listing the goals, aims and objectives of learning Mathematics.
- Explaining children's conceptualization of Mathematics and its related learning theories.
- Constructing/selecting and using appropriate assessment strategies/tools for assessing Mathematics learning.

II. UNITS

Unit 1: Perspective about mathematical knowledge

Theory - 12 hours

- Meaning, nature and characteristics of Mathematics
- Content categories of mathematical knowledge - conceptual knowledge and procedural knowledge - facts, concepts, generalisations and procedures
- Processes in Mathematics - Mathematical representations, mathematical relations, mathematical reasoning, problem solving in Mathematics, and communication in Mathematics
- Content analysis of mathematical units ---top-down analysis (units prescribed for 1st to 5th standard Mathematics only)
- Goals of Mathematics education - cognitive, affective and psycho-motor domains
- Aims of teaching Mathematics - disciplinary, utilitarian, cultural, recreational
- Objectives of Mathematics education at primary level as envisaged by NCF 2005
- Revised Bloom's taxonomy - Instructional objectives in terms of learning outcomes. Task analysis - analysis of process behaviours with respect to different instructional objectives - Listing learning outcomes and task analysis for content of 1st to 5th standard Mathematics

Practical - 10 hours

- Group discussion and paper presentation on nature and characteristics of Mathematics -- illustrating each one of them from lower primary level Mathematics.
- Analysis of different units to identify the content categories and listing them - small group activity
- Content analysis for different units - small group work and presentation
- Reviewing the material on goals, aims and objectives of teaching Mathematics at lower primary level - group discussion and paper presentation
- Listing instructional objectives for different units - small group activity and presentation
- Analysis and presentation of tasks for various selected instructional objectives - small group work

Unit 2 : Mathematics Content knowledge

Theory - 15 hours

Revisiting the content of the units listed below. The content of each unit as prescribed in 1st to 5th standard Mathematics should be dealt with pedagogical content knowledge and this analysis to be done spread over the entire academic year as and when required. Any three units to be analysed in depth as sample units during the 8 hours prescribed for this unit 2. Content knowledge to be dealt only by using constructivist approaches.

- Numbers and number operations - natural numbers, whole numbers, fractions and decimal numbers - place value concept and its role in number system - fundamental operations on these numbers - properties - estimation and approximation of sums, differences, products and quotients - mental arithmetic

- Spatial understanding and shapes -- vocabulary of special relationship - 2-D and 3-D shapes - symmetry in 2-D and 3-D shapes - rotation and reflection of 2-D objects - basic geometrical shapes and their properties - triangle, rectangle, square, circle, sphere, cylinder and cone
- Measurement - Length, perimeter and Area of square and rectangle, Weight, volume, Time and Money
- Data handling - collection and representation of data through various methods - tables, tallies, pictogram and bar graphs - interpretation of data
- Patterns - number patterns and geometrical patterns based on shapes, colour and size - border strips and tiling patterns

Practical - 12 hours

(Any two of the following activities)

- Review material on development of numbers and number systems and report - small group activity
- Collect information and present paper on mathematicians from diverse cultures and their contribution to number system and geometry-project work
- Design investigations, collect data, use different ways to represent them and interpret - small group activity
- Collect and present enriched information on each of the units - small group activity
- Collecting and Developing patterns - both numerical and geometrical- project work

Unit 3: Learning of Mathematics

Theory - 15 hours

- Theories of Mathematics learning -
Piaget - concrete operation stage - fundamental concepts in Mathematics- classification, seriation, conservation and reversibility
Bruner - enactive, iconic and symbolic stages of learning; concept learning- concept formation and concept attainment
Vygotsky - Effect of socio- cultural background on learning Mathematics; zone of proximal development
Dienes - six-stage theory of learning Mathematics; manipulatives for learning Mathematics
Skemp - relational understanding and instrumental understanding; structured activities in intelligent learning of Mathematics.
- Constructivism as a learning theory - characteristics of constructivist learning environments - role of teacher in constructivist classrooms

Practical - 12 hours

- Review and compare the different theories related to Mathematics learning - small group activity
- Conduct activities on Piagetian tasks and present a report-small group activity
- Structuring activities based on Bruner's theory of learning Mathematics concepts-small group activity
- Conduct activities by preparing and using Dienes manipulatives
- Observe Mathematics classroom activities and report to what extent constructivist learning environments exist

Unit 4: Facilitating learning Mathematics

Theory - 15 hours

- Five E's model- Engage, Explore, Express, Expand, Evaluate.

- Activity based learning, strategies for concept formation and concept attainment, structuring activities for inductive thinking and inquiry based learning, structuring learning activities using manipulatives, story problems, games, outdoor activities and real life situations
- Co-operative learning strategies (learning together technique, Jig Saw puzzle technique)
- Techniques of learning Mathematics: Oral, Written and Drill work
- Unit based lesson planning
- Preparation and use of learning materials in Mathematics - role of ICT in Mathematics learning - Computer Aided-learning - K turtle to develop logical thinking
- Current approaches in Karnataka - Nali-Kali

Practical- 12 hours

- Preparation and presentation of lesson episodes on each of the models and strategies of teaching Mathematics - small group activity
- Preparing unit based lessons for Mathematics teaching-small group activity
- Preparing worksheets for drill work in Mathematics (both oral and written work)
- Prepare and use various learning materials for teaching Mathematics
- Collect and report the various technological web resources for teaching Mathematics
- Preparation of materials and manuals for various games and recreational activities in Mathematics
- Preparation and use of materials for art based activities in learning Mathematics - paper folding activity etc
- Planning and preparing materials for conducting Mathematics quiz

(Note: Student –teachers should

- Present the planned lessons and learning materials in simulated situations.
- Implement the prepared lessons in classrooms during practice teaching.
- Observe and report the Nali-Kali practice in teaching Mathematics.)

Unit 5: Assessment of Mathematics learning

Theory - 8 hours

- Meaning and purpose of assessment and evaluation
- CCE in Mathematics - formative and summative assessment
- Oral assessment and written assessment in Mathematics
- Tools of assessment in Mathematics - Achievement test and diagnostic test in Mathematics – construction and use
- Portfolio and performance assessment in Mathematics – scoring rubrics
- Assessment of misconceptions in Mathematics

Practical - 9 hours

- Preparation of test items for oral and written tests in Mathematics
- Preparation of achievement tests and diagnostic tests in Mathematics
- Studying different types of achievement tests, including standardised ones in Mathematics
- Designing diagnostic tools to probe children’s misconceptions in Mathematics. Administering these tools and analysing the results
- Analysis of test papers used in the schools - small group activity
- Comparative study of CCE pattern followed by Karnataka state and CBSE board

Mode of transaction:

All the five units of this course have to be transacted to the student-teachers by the teacher educators through various approaches and techniques based on constructivist philosophy. Some of them are listed below:

- Small group discussions
- Co-operative learning strategies
- Team work and project based learning
- Lecture cum demonstration techniques and modelling
- Investigative activities
- Reading of texts/learning material followed by discussions
- Critical analysis of text materials, Learning materials and presentations – small group activity
- Workshops on preparation and presentation of teaching- learning materials
- Reviewing teaching-learning materials followed by discussions and presentations
- Reviewing assessment tools followed by discussions and presentations

Mode of assessment

- Formative assessment during classroom activities such as group activity, group discussions, project work, presentations, simulated activities and class tests
- Oral and written tests, performance based assessment and rubrics to assess conceptual understanding of Mathematics
- Worksheets and assessment sheets to evaluate the knowledge acquired in each of the units
- All practical to be assessed both in terms of products (reports, resources, etc.) and processes (participation, teamwork, research, etc.)
- Portfolio assessment and performance assessment to evaluate the abilities acquired during the course

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- D'Augustine, C.H. (1960). *Multiple methods of teaching mathematics in the elementary school*. Scott: Foresman & Co.
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- Reston, V. A. (1991). *Professional standards for teaching mathematics*. National Council for Teachers of Mathematics.
- Skemp, R.R. (ND). *Mathematics in the primary school*. London: Roulledge.
- Skemp, R.R. (1972). *The psychology of learning mathematics*. Penguin Publishers.
- Zevenbergen, R., Dolley, S. & Wright, R.J. (2005). *Teaching mathematics in the primary schools*. Australia: Allen and Unwin.

(Note: Apart from the above listed references Mathematics text books of different state boards, CBSE and ICSE syllabus textbooks and reference books, Mathematics textbooks for primary level published by Eklavya Foundation and Homi Bhabha Centre for Science Education can also be referred.)

1.2.3 Environmental Studies (EVS)

Time Allocation

Theory - 66 hours

Practical - 54 hours

Max. Marks: 100

Internal - 40

External - 60

I. Rationale

The National Policy on Education, 1986 and the subsequent educational policies (NCFSE, 2000, NCF 2005) have given environmental education an explicit place in school education. As a consequence, today, environmental awareness and understanding has become an integral part of every pupil's curriculum (formal or non-formal) with a view to enabling them to explore and understand their environment, leading to informed concerns and values and active participation in working for solving environmental problems / issues.

EVS at the primary education is introduced as a Composite Study area with insights drawn from sciences (physical, chemical and biological), social studies (history, geography, civics, etc) and environmental education (protection and conservation). EVS is visualized as "child-centered". Its focus is on "experiencing by children" rather than "teaching by teachers". EVS is aimed at developing in children a **holistic or integrated perspective** of our environment leading to informed concerns, attitudes and values. In essence it is an *Investment* in the future of the Child.

The scope and potential of such an important study area will greatly diminish if it is relegated to position of just a school subject with its place in the time table. EVS is a synthesis of ideas, values, actions and skills from many disciplines that can be developed through all the subjects. Hence, its contents cut across the boundaries of sciences and social sciences and mathematics. This will be the essential perspective of EVS content.

Unless our in-service and pre-service teachers are provided with such a perspective, transaction of EVS will remain mechanical and the objectives of placing it in the school curriculum will be defeated. Hence teacher education in the transaction of EVS becomes a priority.

EVS is visualized as a core paper in the first year of the two year D.Ed course, with an allotment of 100 marks (50 percent each for theory and Practice) and 180 hrs of transaction. These 180 hours are equally divided between 'theory' and 'practicum'. The practicum component includes 'Practice teaching' and 'Internship'.

However, even under what is denoted as 'theory', the treatment of the concepts supporting the transaction of EVS is largely visualized as 'experienced based' and 'hands-on' of the student teachers rather than just 'lecture exposure' by the teacher educator.

In view of the above, in the syllabus proposed below, number of classroom hours is denoted for theory and practicum separately for each unit. This should help the teacher educators to provide enough scope in each unit for an in-built student teachers' practice of the theoretical propositions.

II. Objectives

The course facilitates student teachers in:

- Developing a holistic perspective/ understanding of Environment (social, cultural, economic and environmental) and its importance in the early school education.
- Appreciating the concept of EVS as a 'composite' or a 'multi-focal study area by drawing insights from sciences, social sciences, mathematics and environmental education.
- Understanding the scope and relevance of EVS at the primary level.
- Understanding the aims and objectives of teaching EVS at primary level.
- Analysing the pedagogical principles of EVS.
- Understanding the need and importance of thematic organisation of EVS content.
- Differentiating among education in the environment, education about the environment and education for the environment.
- Planning and organising learning environment in EVS using experiential and field based learning techniques/strategies.
- Integrating environmental education with other study areas at the school level.
- Developing and using appropriate assessment tools for assessing learning in EVS.
- Identifying locally available resources related to EVS.

III. Units

Unit 1: Scope of EVS at the Primary School Stage

Theory – 08 hours

- Importance of environment for sustenance of life on Earth; Need for preservation of nature, Nature and Environment, Living in harmony with Nature, family, community, state, nation and World
- Understanding environment: Types of environment – Physical, and Biological, Natural and Human made, socio-cultural; Interaction of all these- environment- in shaping the individual – Interdependence, Interrelationships and impacts
- Environment and the Child: Importance of environment in the all-round development of the child; a child's inherent desire to make sense of the environment and world through observation and experience
- Role of the environment in child's learning – helping the child to understand his/her immediate environment, learning at home and in the family, community and society
- Valuing environment for learning: Importance of immediate environment in the early years of school education – psychological, sociological, philosophical, etc
- Some essential learning (concepts) in EVS for its transaction

Practical – 10 hours

Study of a near by village, Nature observation, Identifying various elements that constitute food chain & food web, interdependence in nature, collection of specimens & mounting them. Sketching a Village map, preparing green file, etc.

Unit 2: Objectives of including EVS at the Primary Stage

Theory - 09 hours

- Why EVS at the Primary stage?
- EVS as a composite study area drawing insights from science, social science and environment, Holistic/integrated perspective in EVS
- EVS helping a child to explore 'Self' – neighborhood – society and Nation

- EVS in the early standards of school education – Classes up to 5 and after 5th standard
- The National policy of Education (1986), National Curriculum Framework 2005 on inclusion of EVS at the school level
- Learning objectives of EVS at the primary level

Practical - 05 hours

School textbook analysis and identification of EVS learning objectives, comparisons, correlations with other subjects, discussions, and seminars, net browsing etc.

Unit 3: Curricular provisions, linkages and pedagogical principles in EVS.

Theory-22

- Thematic organization of content in EVS textbooks – linkages with textbook content
- Local context – contextualization of EVS
- Experiential Learning (Activity based) learning opportunity – known to unknown, simple to complex, inductive and deductive learning, learning to do, etc
- Values inherent in EVS
- Provisions made in textbooks to accommodate the above

Practical - 12 hours

Organizing Eco clubs, Eco exhibitions, nature walk, guest talks, Environmental quiz, visit to a garden/near by village and developing wall magazines

Unit 4: Approaches and Methods of transacting EVS

Theory -15

- Education in the environment; Education about the environment, and Education for the environment
- Various methods and techniques of transaction– classroom based, outdoor and creative expressions – Arts and Crafts. (Draw reference to Nali-Kali, Kali-Nali and Chaitanya methodologies)
- Planning and Facilitating outside classroom experiences
- Evaluating EVS learning outcomes - techniques and tools (with reference to CCE)

Practical - 15 hours

Observation of EVS class at elementary school, discussion with resource persons, environmentalists, teacher educators, peers...preparing charts, maps, study of elementary EVS text books, graphs.

Unit 5: Resources and Materials for transacting EVS

Theory-12

- Types of resource materials for EVS transaction, identifying locally available resources – human and material – and using them for transaction
- Identification, Collection, Creation and Maintenance of teaching learning resources – Print, non-print and A-V materials in EVS
- Developing contextualized Teaching Learning Materials in EVS and creating Environmental Resource Corners

Practical - 12 hours

- Study of local plants, animals and birds. Visit to sites of environmental significance
Study of eco-systems in the immediate environment;
- Collection of specimens & mounting them;
Discussion with scientists, resource persons, teacher educators, peers, Use of AV aids;
project work, Field trip, ART work
- Preparing posters, drawings, news paper clippings, use of display board, Watching educational channels, making CD's, video coverage, photography, recording bird and animal calls
- Visit to paper recycling plants, gohar gas plants, sewage water treatment plant, and arboretum;
- Creative expressions through puppetry shows, songs, stories, rhymes, comics, essays, slogans, writing articles for news papers and magazines, creating stage plays etc...use of multi media packages, listening to environmental programme broadcasted in radio, etc.

Mode of transaction

EVS involves organizing learning experiences *in, about* and *for* the environment, in trying to achieve its various objectives. Thus, EVS deals with education that is intimately connected with the environment. These three approaches have been commonly referred to as: Education in the environment, Education about the environment and Education for the environment. Books and references on pedagogy provide a host of teaching and communication methods to reach out to students effectively. Various teaching-learning methods are used in EVS. These include classroom-based, outdoor or field oriented and creativity and action based. The several objectives of EVS at school level call for a paradigm shift from conventional transmitting teaching strategies to contemporary transformational strategies of teaching - learning including non-formal, interactive ICT and cooperative methods. Some examples are given below.

Classroom based methods- Lecture session, Concept mapping, Group Discussion Problem solving, Brain storming.

Outdoor methods- Observation, Critical thinking, Demonstration, Experimentation, Inquiry, Resource mapping, Games, Survey and interview, Field visits, Nature Trail, EE Action Projects.

Creative expressions - Debate, Arts and Crafts, Play building, Creative writing, Story telling, Role play, Puppet show, Teaching media and materials.

What is to be considered is the choice of the method/s, however, is always guided by such factors as the specific learning objectives to be achieved, characteristics of the content, entry behaviours of the learners, potentials of the pedagogical method/s, etc., and also the combined effect of these methods in a teaching-learning strategy.

Evaluating Learning in EVS

EVS has a uniqueness of its own due to the inter-disciplinary and transdisciplinary nature of its content. As mentioned earlier, EVS draws its insights from several of the school subjects. It encourages an activity and experiential learning methodology and aims at developing positive attitudes and values towards the environment and skills of analyzing and understanding environmental problems and issues and work for solving them.

The locale specific nature of environment is yet another peculiarity, which brings in a variety of approaches suited to understanding that locale; the locale could be a school neighborhood, village, town or city. These characteristics of EVS emphasize the development and measurement of both cognitive and non-cognitive learning outcomes. Hence, EVS necessitate teachers to give importance for both the learning process and outcomes while evaluating students.

Student teachers could use the variety of evaluation tools and techniques studied under Assessment during the course for evaluating EVS.

Practicum

- Textbook analysis for identifying integrating concepts Conducting simple experiments to understand the different types of environment – Physical, biological, etc.
 - Conducting field trips to explore and understand the surrounding environment
 - Developing scrap books
 - Developing environment based lesson plans
 - Preparation of learning aids
 - Developing stories, dramas, skits, games for imparting EVS
 - Developing a map of natural resources around the school
 - Developing simple projects for children to understand their neighbours and neighborhood
 - Developing posters and slogans on environmental themes
 - Planning and conducting activities in an eco-club
 - Planning and organizing invited guest talks
 - Planning and developing models

Suggested Reading and References:

- Ecology and Environment, P.D.Sharma, Rastogi Publications, Meerut
- Elementary school Science & How to teach it By Blough & Schwartz
- Environmental science By Jyothi sinha & Avdesh Bharadwaj
- Environmental Science Education By Panneds, A. Pannerselvam, Sterling publishers, pvt. Ltd.1996
- Environmentalism - Politics, Ecology and Development, by Pravin Sheth, Rawat Publications, New Delhi
- NCERT Textbooks of std.s 1 to 5 for EVS contents. Website: ncert.nic.in/ncerts/textbook/textbook.htm
- Parisara Mattu Manava Hakkugalu By H.C. Lohitashwa
- Source book on Environmental Education for secondary school teachers, UNESCO1990
- Training modules in EE for DIETS by M.J.Ravindranath, Centre for Environment Education, DPEP, Govt of Karnataka, Bangalore

Important Websites:

<http://www.cceindia.org>

<http://www.unesco.org/esd>

SOME ESSENTIAL UNDERSTANDINGS FOR EVS TRANSACTION

The following are a few concepts, an understanding of which is thought to facilitate student teachers in getting a clearer perspective of Environmental Education/EVS, its significance and effective transaction. Teacher educators could expand this list by including even concepts from the textbooks at the school level) and deal with them appropriately during the year.

Education in the environment

“Increased awareness of aspects of the environment can be expected from any opportunities for direct contact with the environment. Opportunities to learn out-of-doors can also be used to develop important skills for data gathering, such as observation, sketching, photography, and interviewing, social skills such as group work, co-operation and aesthetic appreciation.

Environmental awareness and concern can also be fostered by linking learning to direct experiences in the environment and allowing learners to become captivated by the complexity and wonder of natural systems or immersed in the values conflict over particular environmental issues” *

Education about the environment

“Awareness and feelings of concern for the environment are not enough, however, if living responsibly and sustainably in the environment is an educational goal. Concern needs to be translated into appropriate behavior patterns and actions, but, for this to happen in an informed and responsible way, it is necessary for learners to have a basic understanding of how natural systems work and the impact of human activities upon them. This will include learning about political, economic and socio-cultural factors, as well as about the ecological ones that influence decisions about how to responsibly use the environment” . *

Education for the environment

“Education for the environment aims to promote a willingness and ability to adopt lifestyles that are compatible with the wise use of environmental resources. In so doing, it builds on education in and about the environment to help develop an informed concern and sense of responsibility for the environment through the development of an environmental ethic and the motivation and skills necessary to participate in environmental improvement” *

Interdependence: “People are an inseparable part of the environment. We are part of a system that links individuals, their culture and the bio-physical world of nature.

The environment contains three elements: nature, culture and individuals. All three are linked as interdependent parts of a system from which the individual cannot be isolated. Each of us is a part of a culture and our individual perceptions and actions contribute to the total impact of humans on the bio-physical world. We are also part of a culture that has developed an economic structure, technological processes and a political system that allows individuals to obtain the goods and services necessary to maintain a particular lifestyle or way of life” . *

Sustainable resource management: “The survival and well-being of any society depend upon its supply of natural resources to maintain life (air, water etc.), to satisfy basic needs (shelter, food etc.) and to provide a certain degree of comfort¹ convenience and even luxury (cars, electrical goods, air conditioning etc.). Everyone is influenced by the values and expectations of his or her society and, as individuals, will make lifestyle choices that depend on consuming resources to a greater or lesser extent. Environmental education can help students develop a sound understanding of natural resources – their characteristics, distribution, status, and present and potential uses – in order to make informed decisions on which resources to consume for which purposes. This involves learning about the natural world and the functioning of ecosystems as well as about the way different cultures have perceived and used resources. In addition, students need to appreciate that, as people use natural resources, they alter the bio-physical world and create a variety of human landscapes such as mining landscapes, farming landscapes, small country towns and large cities. Understanding these landscapes and the resultant ways of using resources involves some familiarity with the impact of technology on society and its use of natural resources, various ideas for urban and rural design, the operation of transport systems, and the nature of the political and legal systems that control the use of resources. A fundamental value behind such understandings is a commitment to the belief that the use and management of resources should aim at high quality natural and social systems that enhance human well-being in balance with ecological sustainability – and not just for this generation but also for future generations”. *

Sustainable values and lifestyle choices: “The ecological balance of natural ecosystems is always affected by the degree of human impact in the development of resources. Sometimes, the environmental problems that result from the unplanned or unwise use of resources are so severe that changes in management practices and human lifestyles are necessary to ensure ecologically sustainable development”. *

Civic participation: “Attitudes of concern for the quality of the environment are important to motivate people to develop the skills necessary to find out about the environment and to be willing to take the necessary decisions and actions for environmental problem-solving”. *

Environment is the sum of all external conditions and influences affecting organisms. The environment may be divided into abiotic (non-living) and biotic (living) components. The environmental components act as a whole. **

Change is a fundamental characteristic of the environment. Some changes are rapid while others take place over thousands of years. Very change has consequences for the system as a whole and for its constituent organisms. **

In the environment, **actions** tend to have more than **one effect**. For example, the burning of fossil fuels changes the atmosphere, causes acid rain and adversely affects our health. **

Ecology is the study of the **interrelationships** among organisms and between organisms and their environment. **

The Earth can be thought of as a '**Spaceship**' containing all the air, water and land we shall ever have. The energy driving this Spaceship comes from the Sun. **

The **biosphere** is a **dynamic interrelated** macrosystem – a mosaic of ecosystems. It is the sum total of all the biomes and smaller ecosystems. **

Ecosystems can exist at many levels. They may be as small as a village pond, or as large as the river Ganga which flows from the Himalayas to the Bay of Bengal. **

Habitat is the locality or particular type of environment naturally occupied by a species. For example, the Rann of Kachchh is the habitat of the Indian Wild Ass. **

Humans are part of the environment. **

The **environment** is a dimension which affects all aspects of human life – physical, biological, social and cultural. Our survival depends on environment. **

We tend to think of the biosphere as a source when it is a system. We alter it rather than integrating with it. We think of it in terms of our needs, rather than of the needs of all life forms.

But we must be aware that humans are members of the biosphere, not its consumers. **

As the quality of the environment improves, so does the quality of human life. **

Nature is ordered, balanced and harmonious. Human beings, like all living things, have a place and a purpose in this order. **

Our well - being is dependent on the well being of the environment. If we allow the quality of our environment to deteriorate, ultimately, it is the quality of the human condition which will decline. Such a decline may be gradual or abrupt, perceived or unrecognized, permanent or repairable. **

The environment not only meets our material needs, but also provides recreation, and spiritual and creative inspiration. **

Humans have **evolved** with their **changing** environment. **

Economic systems are societal arrangements for exploiting resources, and producing and distributing the goods and services that individuals and societies need or desire. **

People have needs and wants: for example, basic food is a need; a television set is a want. Making appropriate decision in satisfying one's needs and wants is both personally and environmentally important. Humans should also recognize and respect the needs of other life forms. **

The peoples and nations of the world are **interdependent**. **

Often people most affected by environmental decisions and abuses are neither responsible for them, nor able to effect action to correct them. **Discuss** **

Our interplay with the natural environment is of central importance in the way we express ourselves through folklore, art, religion and customs. **

Human behaviour is a result of values which are reflections of our feelings of responsibility towards other people and the environment. **

There is a difference between quality of life and standard of living. Quality of life refers to our health and happiness, both related to the quality of our environment. Standard of living refers to our consumption of goods and services, which may or may not make us happier or healthier. **

Nature is a key to self-discovery. Often, it is through our enjoyment that we develop an Environmental Ethic. **

We are ethically responsible not only to other individuals and to society, but also to the biosphere. **

The Indian tradition teaches us that all forms of life - human, animal and plant are sacred, and so closely linked that disturbance in one gives in one gives rise to imbalance in the other.**

Choosing life-styles which are in harmony with the environment fosters long-term benefits to present and future generations. **

References for the above passages:

- John Fien and Tilbury Daniella, "Learning for a Sustainable Environment - An agenda for teacher education in Asia and the Pacific. UNESCO, 1996
- Centre for Environment Education, "Essential Learning in Environmental Education", CEE, Ahmedabad, India, 1994.

1.3 Communication Skills in English

Time Allocation : 120 hours

Theory : 50 hours

Practical : 70 hours

Total Marks: 50

Internal : 20

External: 30

I. Rationale

The purpose of this course is to enhance the language proficiency of student-teachers and also to develop their language knowledge - knowledge about grammatical structures, lexical items and segmental and supra-segmental features of articulation. This course should also help them to develop their communication skills i.e. to use English for a variety of communicative (both spoken and written) purposes.

Student-teachers can gain good mastery over language if they are exposed to communicative environment in the D Ed classroom. The Student-teachers as well as their educators should see language as a set of skills to be acquired rather than as content subject to be taught or learnt through rote methods.

II. Objectives

The course facilitates student teachers in:

- Listening to a stretch of discourse¹ and comprehend, interpret and respond appropriately.
- Decoding, interpreting and evaluating written texts.
- Using grammatically acceptable language for effective communication.
- Choosing and using the appropriate lexical items and language expressions in speech and writing.
- Using appropriate learning resources to strengthen their language skills.
- Acquiring reference skills and dictionary skills.

¹ conversation, dialogue

III. Units

Unit 1 : Spoken Skills – Listening and Speaking

Theory -15 hours

- Intelligibility² and fluency in speech
- Speech mechanisms
- Vowels, diphthongs and consonants
- Stress and Intonation
- Listening skills

Practical - 15 hours

- **Speech Practice:** vowels, diphthongs, consonants, stress and intonation
- **Listening Practice:** listening to speeches, news bulletins, rhymes, stories and dialogues, listening to audio cassettes and CDs (Activities – listen and draw pictures or maps, listen and mime or enact, listen and narrate or dramatize)
Conversation practice: Dialogue practice activities, reading aloud, narration of incidents, stories
- Dictionary skills – transcription, pronunciation

Unit 2 : Reading and Writing

Theory – 15 hours

1. Reading for comprehension
 - Reading a variety of texts – newspapers, magazines, textbook materials, essays and stories and one act plays (select literary pieces)
 - Attributes of a good reader (good readers - read a lot, read silently, infer word meanings, use effective reading strategies such as skimming and scanning)
 - Types of reading – intensive and extensive
2. Essentials and mechanics of writing
 - Different styles of handwriting (focus on legibility)
 - Punctuation

² clarity in speech

- Copying, taking dictation as meaning focused activities
- Writing for communication - writing different text types – letters, paragraphs on the given topics
- Linking devices

Practical – 15 hours

- Reading related performance activities – role play, mono acting, dramatization, debates, discussions
- Writing practice – handwriting – focus on legibility
- Taking dictation of paragraphs - dictogloss
- Writing different text types – word processing skills/ activities

Unit 3 : Communicative Grammar

Theory – 07 hours

- Language accuracy and appropriacy
- Meaning and form

Areas :

- Time and tense
- Talking about the past
- Talking about the present
- Talking about the future
- Modal auxiliaries
- Question forms
 - a. 'wh' questions
 - b. question tags
 - c. 'yes/no' questions
- Reported speech
- Active voice and passive voice
- Degrees of comparison
- Prepositions and articles
- Conditional clauses

Practical- 20 hours

- Grammar practice through workbook or task sheets
- Tutorial sessions

Unit 4 : Language Functions

Theor - 08 hours

- Greeting, Introducing oneself and others
- Asking for and giving information
- Seeking and offering help
- Giving directions
- Inviting and responding to invitations
- Complaining
- Requesting
- Seeking permission
- Apologizing
- Thanking

Practical -10 hours

Role play, pair activities, dialogue writing

Unit 5 : Exploring Language Learning Resources

Theory - 05 hours

- Using mass media for facilitating language learning
- Using comics and cartoons
- Reference skills - dictionary use
- Exploiting ICT to develop language skills
- Exploring theatre, art and craft for enhancing language learning

Practical – 10 hours

- Listening to radio and TV newsbulletins and discussions – daily
- Reading comics and identifying learning points
- Using dictionaries and thesaurus
- Browsing the web for resources, creating worksheets
- Practicals in theatre, use of art and craft for enhancing learning

Note: What is discussed and practised in this unit has to get integrated into other units for providing extensive practice in language use.

Plug points for CCE

- For every practice session, assessment sheets can be created and used.
- Formative assessment should be carried out using checklists, observation schedules, rating scales, etc. Summative assessment may be carried out through oral and written tests.

Mode of transaction

The opportunities student teachers are likely to have to get exposure to English language outside class hours should be locally explored and integrated into the learning experiences given during the course.

Interactive sessions, group discussions, presentations, input sessions, small group tutorials

Various resources suggested here should also be used during these sessions.

IV. Expertise required for discussing the units

Professionally trained English teachers should be teaching on the course.

V. Suggested Readings/Reference books

- A Foundation course in Spoken English, Kamalesh Sadanand and Susheela Punitha
- A Textbook of English Phonetics for Indian students, T Balasubrahmanyam
- Academic Writing: a practical guide for students, Stephen Bailey
- An Interactive Grammar of English, S K Verma and Hemalatha Nagarajan
- Better English Pronunciation (with CDs), J. D. O'Connor and Arnold, G F
- Cambridge Advanced Learner's Dictionary (with CD)
- English Phonetics and Phonology: A self contained comprehensive pronunciation course (CD 1 and 2), Peter Roach
- English Pronouncing Dictionary, Daniel Jones (Latest Edition)
- Function in English, John Blundell
- Grammar in Use: Intermediate – self-study reference and practice for students of English, Raymond Murphy and Smalzer, W R
- Just Grammar (Pre-Intermediate and Intermediate), Jeremy Harmer
- Longman dictionary of Contemporary English
- Modern English: A book of Grammar, Usage and Composition, N Krishnaswamy
- Murphy's English Grammar, Raymond Murphy
- Oxford Advanced Learner's dictionary (with CD)
- Strengthen Your English, N P Bhaskaran and David Horsburgh

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- O'Connor, J.D. and Arnold, G F. 2008. *Better English Pronunciation*. Cambridge: Cambridge University Press.
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- Sadanand, K and Punitha, S. 2008. *A Foundation Course in Spoken English for the Speakers of Kannada*. Hyderabad: Orient Blackswan.
- Verma, S.K. and Nagarajan, H. 2000. *An Interactive Grammar of Modern English*. New Delhi: Frank Bros. & Co.

1.4 Educational Assessment & Evaluation

Time Allocation: 60 hours

Theory - 25 hours

Practical - 35 hours

Total Marks: 50

Internal : 20

External: 30

I. Rationale:

Our teacher education programmes have been laying much emphasis on preparation of teacher trainees for TEACHING and much less on TESTING & EVALUATION. But its importance among the essential tasks expected to be performed by teacher calls for much greater & wider focus. We need to redefine and seek new parameters and ways & means of Evaluation and feedback.

Several committees over the years have expressed their concern on the prevailing system of evaluation. Their main criticism of the prevailing examination system is that, it covers only a small segment of total Personality

Of the learner which is mostly quantitative in nature. They have suggested for revamping the present examination system by adopting CCE in teacher education. This implies Evaluation scheme should go beyond the evaluation of knowledge, understanding, skills and should essentially include evaluation of personality traits such as, Attitudes habits and values essential for an effective teacher. In this regard NCTE recommends for an independent compulsory theory paper on Educational Evaluation.

In teacher education course, and hence this paper. Further, as Karnataka Govt. has initiated the revision of its Elementary school text books by adopting the principles envisaged in NCF-2005, which calls for adoption of CCE in school education.

II. Objectives

The course facilitates student teachers in:

- Understanding the concept, purpose, & assumptions of evaluation and CCE.
- Distinguishing between testing, assessment, examination and evaluation.
- Appreciating CCE in educational practices.
- Differentiating between formative and summative evaluation, Product and process assessment.
- Writing specific objectives and designing learning experiences - relating them to evaluation.
- Understanding various types of tests and tools of evaluation.
- Constructing oral, written, achievement and diagnostic tests.

III. Units

Unit 1: Concept of Evaluation

Theory - 5 hours; Practical- 5 hours

- Concept of Evaluation and underlying assumptions
- Testing, Assessment, Examinations (Sem/Annual) & Evaluation.
- Evaluation Process- Specification of objectives
 1. Behavioral terms - Blooms taxonomy & revised Taxonomy - Krothwaul and Anderson (2001)
 2. Specification in terms of process objectives (Learning experiences)
 3. Visualizing Learning experiences in accordance with objectives
- Evaluation based on Constructivist Paradigm

Mode of transaction:

- *Concept of Evaluation and underlying assumptions* - Exposition, Narration, Lecturing or discussion may be used. Debate - 'Is Examination an Evil or Boon'; Sharing of experiences - Examination System;

- *Testing, Assessment, Examinations (Sem/Annual) & Evaluation* - Reflection of student teachers' experiences on the use of these terms may be discussed and minute distinctions between them are to be brought to their notice; Class talks may also be conducted.
- Panel discussion – Strengths & weakness of Exam System (this discussion should lead to exposition on *Evaluation Process*)
- *Evaluation Process* - Exposition, demonstration of linkages between objectives - learning experiences – outcomes
- *Specification of objectives* - Student teachers may go through the reading material on Bloom's *Taxonomy (1956) and Revised taxonomy (2001)* and discuss in groups and make presentations leading to identification of changes in revised version; Class talks may be conducted.

Evaluation based on Constructivist Paradigm- Guest lectures followed by discussions.

NOTE: This is a suggestive list of modalities. Teacher educators are free to explore and adopt other modalities that they feel relevant.

Plug points CCE

Testing the conceptual clarity and the differences between the terminologies related to evaluation.

Check list may be used to assess the level of participation in discussions.

Unit 2: Types of assessment

Theory -05 hours; Practical - 05 hours

- Formative and Summative Assessment.
- Process and Product Assessment
- Continuous and Comprehensive Evaluation (CCE)- Concepts , Purpose and process

Mode of transaction:

Group discussions and reflections on different types of evaluation, Focused study of handbooks and manuals, literature available on websites – related to evaluation (*example: Ref.3, 4&5*). Resources available on websites can also be used.

Plug points for CCE :

Reflective journals prepared by students after their focused study are to be assessed, Information procured through web searches may be systematically documented and assessed. Presentations made by students reflecting their conceptual clarity and minute distinctions may be assessed. Achievement test can also be one of the assessment tools. Open book examination may be tried out.

Unit 3: Techniques & Tools of Evaluation

Theory - 05 hours; Practical - 10 hours

- Tests : Achievement tests
 - Written, oral, Performance
 - Term end, Semester, Annual
 - Diagnostic
- Techniques - Concept & Purposes
 - Testing, observation, interview, Discussion
- Tools - Tools available for variety of purposes, Nature, Use and development
 - Observation Schedules
 - Check lists
 - Rating Scales
 - Interview
 - Projects Ratings
 - Portfolios
 - KWL Chart/Exit cards
 - Learning logs
 - Graphic organizer (mind map)
 - Rubrics
- Documentation and interpretation

Mode of transaction:

- In order to get acquainted with testing technique, the student teachers are to develop achievement tests, administer them and carry out item analysis and interpret the results.
- For the assessment of non scholastic aspects where testing technique is not possible, observation, interview, Discussion techniques may be adopted.
- Student teachers are to brainstorm those aspects that are to be assessed and later, in groups reflect upon the ways in which these aspects are to be assessed. Then each group will cull out the attributes of the selected area and then indicators for these attributes. Extent of presence or absence of these indicators are to be hierarchically represented in the form of a checklist or a rating scale.
- Student teachers are made to observe instances of special occurrences of desirable or undesirable behaviours of children and record the details which form the anecdotal record.
- The teacher trainees may be encouraged to represent various concepts through mind map.
- Student teachers provided with space in class room to present their reflective writings that are ungraded and unedited that also promote creativity.
- Student teachers regularly maintain and record in their KWL chart what they know, what they want to know and what they learnt. This tool assesses the level of understanding of concepts, principles and process.
- Student teachers are to develop rubrics-scoring guides/ or sets of expectations for student assessment.
- These tools are used by teacher trainees in practice teaching and internship programs.
- The obtained data/ information from these tools is to be systematically documented, analyzed and meaningfully interpreted.

Teacher educators are to invariably develop and use all these tools for the assessment of behavioral changes in teacher trainees in scholastic and co scholastic areas.

Plug points CCE

Above mentioned tools are to be designed, developed and used by teacher trainees in practice teaching and internship programs. These processes are to be assessed using relevant tools.

Unit 4: Remedial Measures and feedback mechanism

Theory - 05 hours; Practical -08 hours

- Feedback and Remedial measures
- Transparency and objectivity in assessment- self assessment, peer assessment
- Reporting the progress - Formative

Mode of transaction

- Reflection over diagnostic test findings.
- Planning remedial measures (individual and group work)
- Execution of remedial measures in internship.
- Teacher trainings may be encouraged to locate day to day academic problems and attempt to find out solutions through Action Research.
- Watching movies followed by reflections and Discussion. (movies like Tare Zameen Par & Chinnari Mutta).
- The following activities may be given for teacher trainees to moot the idea of transparency and objectivity.
- Self assessment of their practice lessons
- Self assessment of achievement tests.
- Preparing rubrics for assessments and based upon which self assessment, Peer assessment and Teacher assessment results can be compared.

- Rubrics (scheme of assessment), both in theory and practicum, are to be clearly brought to the notice of teacher trainees.
- The assessment of answer scripts and internal assessment scores are not to be treated as confidential, but to be made available to student teachers along with provision for their improvement.

NOTE:

1. *Instead of insisting individual improvement in comparison with the peers, improvement with ones' own performance is to be emphasized and reported.*
2. *Instead of total reliance on a single document/test/tool for indicating the progress, a variety of tools are to be utilized for reporting the progress.*

Plug points for CCE

The following tools may be used as and when required to assess the teacher trainees progress or performance, both in scholastic and co scholastic aspects.

- Observation
- Check list
- Reflective journal
- Rating scale
- Rubrics
- A R Reports
- Port folio

Self assessment

(The tools suggested in the list is not exhaustive but only a sample. Teacher educators may design, develop or use other tools relevant to the situation.)

Unit 5: Reporting of Results

Theory – 05 hours; Practical –07 hours

- Simple statistical analysis-Graphs & pictorial representation.
- ICT in Evaluation – feedback &documentation,
- Scheme of Assessment & Record formats

- Shift in perspectives –
 - Marks to grades
 - Comparison with others to self improvement grade points
- Progress report - cumulative record, progress card

Mode of transaction

- Conducting an achievement test and classifying the scores and representing them in variety of graphical forms.
- Comparison of performances of two different classes or schools on an achievement test
- Preparing rubrics for assessments and based upon which self assessment, Peer assessment and Teacher assessment results can be compared.
- Rubrics (scheme of assessment), both in theory and practicum, are to be clearly brought to the notice of teacher trainees.
- The assessment of answer scripts and internal assessment scores are not to be treated as confidential, but to be made available to student teachers along with provision for their improvement.
- Mobiles could be used for self feedback ratings to the nodal centre and using email and internet for transfer of internal assessment marks to nodal centre.
- Preparing Prep index for assessment of Practice lessons and using them for recording progressive improvement.
- Teacher trainees should practice converting marks to grade and then converting into grade points.
- A study of Karnataka state elementary school progress reports and CBSE designed progress reports be made and reflected upon in groups.
- Teacher trainees be acquainted with making entries in progress reports and cumulative records.

- Teacher trainees should be given practice in providing oral and written constructive feedbacks to students and parents.
- Free online workshops available on internet sites can be availed to get expertise in statistical analysis.

Plug points for CCE

The above mentioned mode of transaction may incorporate situational assessment using a variety of tools referred above.

Assignments and projects may be used for assessment by taking both processes and product components.

IV. Expertise Required and Support Services

- Clear understanding of concepts related to CCE.
- Understanding of the shift needed in the focus from term end / semester / Annual system to formative evaluation.
- Awareness of different tools and techniques to be used for the collection of information regarding periodical progress of student in non cognitive areas.
- Familiarity with the nature of a variety of tools their development use and interpretation.
- Use of technological gadgets such as LCD Projector, Mobile, OHP, Camera, Computer (Laptop) and familiarity with E-mail, Internet which can be used in the process of evaluation at different stages.
- Familiarity with the use of learner centric approaches for transaction of curriculum, which intern help teacher educators in the selections of techniques and tools of evaluation and their use.

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Essential Reading

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List of Videos

- CCE film – UNICEF
- PPT-CCE- Indian School Darsait (2011) – Teachers Training Programme.
- Vikas Publishing – CCE made simple
- Placing CCE in a pedagogic frame – (CIEFL professor)
- What is CBSE CCE
- CCE – take a tour – ppt

Children's Films List

- *Tare Zameen Par* (Hindi)
- *Halo* (Hindi)
- *Chinnari Mutta* (Kannada)
- *Gubbachigalu* (Kannada)
- *Appu Pappu* (Kannada)
- *Hejjagalu* (Kannada)
- *Malli* (Tamil)
- *Kuttichatan* (Malayalam)
- *Gopi Gai Bhaga Bhai* (Bengali)

List of Websites

[En.wikipedia.org/wiki/continuous-and-comprehensive-eval...](http://en.wikipedia.org/wiki/continuous-and-comprehensive-eval...)

Cce.icbse.com/cbse-cce-guidelines

Indiatimes.com/continuous-and-compre

Wikieducator.org/CCE-Article

Delhi.gov.in/WPS/WCM/CCE

www.sil.org/longualinks

http:ugc.europa.eu/

www.a.bgru/maner/domains/formativeeval.

www.league.org/getting_results/formeval.html

'Moodle' software for CCE

1.5 Teacher Development Studies

1.5.1 Arts in Education

Time Allocation: 40 hours

Theory - 10 hours

Practical - 30 hours

Total Marks: 25

Internal - 25

External - 0

I. Rationale

Arts education focuses on teacher self-development, enhancing communication skills, and creating classroom applications for teaching. Exploring different art forms through “play,” teacher trainees will develop ways of expressing themselves, gain appreciation for social and cultural diversities, and understand the value of collaboration.

II. Objectives

The course facilitates student teachers in:

- Expressing themselves through engaging in various arts based activities connected to their own immediate experiences and environment creatively.
- Appreciating cultural and learning diversity in the classroom and community.
- Developing an awareness and appreciation of various art forms and their cultural bases.
- Developing a sense of applicability of the arts in creating learning situations contextually in schools.
- Discovering their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal).
- Understanding the importance of team work and group dynamics.

III. Units

Unit 1: Orientation to Arts

Theory - 04 hours

Theory: Socio-Cultural History of Art – Global and Indian contexts

Practical - 06 hours

Visit to performances, museums and arts-based alternative schools

Mode of transaction

Video presentations and lecture/discussions

Mode of assessment

Continuous Comprehensive Evaluation

Unit-2 Contextualizing the Arts

Theory - 04 hours

Background of arts in education in India and across the world, history and theory of art practices within educational spaces.

Practical - 06 hours

Teacher trainees will be encouraged to share different forms of art they have experienced.

Mode of transaction

Films and documentaries on arts education projects across the world and in India, lecture/discussion on key writings on arts education

Mode of assessment

Self-reflective journals, classroom presentations

Unit 3: Arts as “PLAY”

Theory - 02 hours

Role of the arts (movement, sound and visual) as “play” in self-development, communication, and inclusive environment.

Practical - 08 hours

The teacher is exposed to various modes of “play” through arts-based activities organised through the categories of “Movement,” “Sound,” and “Visual.” The objectives of play include “play as imagination,” “play as communication, and “play for reflection.” Each of the activities will be followed by a de-briefing session for discussion and analysis.

Mode of transaction

PPTs, Videos and Discussions

Please see the suggested list of activities for each of these modules.

Assessment: Self-reflective journals and visual documentation of learning process (Continuous Evaluation)

Group Assessment for participation and communication of team members (Comprehensive Evaluation)

Unit 4: Mediating Arts and Aesthetics with Teaching and Learning

Only Practical - 10 hours

Teacher trainees will develop arts-based practices through incorporating a variety of modes of play. They can choose a subject that has relevance to their lives, communities, culture, society or classroom. Alternately, teacher trainees can create a series of content-based pedagogical strategies and materials by integrating arts into subject areas within the syllabus. These classroom applications are not standardized materials that carry over from one generation to the next, but an indication of the teacher’s unique creative and pedagogic capabilities.

Mode of assessment

Group assessment of individual project for constructive feedback.

1.5.2: Reflective Practices: Action Research

Time Allocation: 40 hours

Total Marks: 25

Theory - 14 hours

Internal : 25

Practical - 26 hours

External : 0

I. Rationale

One of the major preoccupations of quality education has been promoting reflective practices among all practitioners. A truly reflective professional can contextualise his/her knowledge to attend to issues that arise in his/her workplace. Maintaining journals, teacher development groups, peer interactions, reflections over student portfolios, or any feedback obtained through continuous and comprehensive evaluation could be facilitating reflective practices.

Action research is one such tool that facilitates reflections among teachers. Action research perhaps subsumes all other tools because it is a way of thinking; it is an attitude and makes use of all available resources for addressing problems. It is desirable that a student teacher is prepared with action research know-how so that when entering the profession he/she is competent enough to take on the challenges well.

Hence this paper deals exclusively with action research. It is designed with a view to expose the student teachers to the concept of action research as well as provide some practical experience in conducting action research during their internship. The theoretical and practical inputs given is hoped to enhance the professional competence of the would be teachers.

II. Objectives

The course facilitates student teachers in:

- Understanding the concept of action research.
- Gaining practical experience in conducting action research.
- Relating action research to their professional development.

III. Units

Unit 1 : Reflective Practices

Theory – 06 hours spread over first six weeks

- Importance of reflective practices
- Teacher journals, Teacher Development Groups, CCE Reflections, Student Portfolios and Peer Interactions
- Action research as a reflective practice
- Need and importance of action research
- Steps of Action Research
- Characteristics of action research

Practical - 6 hours spread over first six weeks

- Reading 5 action research reports and discussing them in the class. Each student can read five reports and list his/her observations, submit a short report.
- General discussions in the class over the reports read.

Unit 2 : Action Research Proposal

(Note: Take up this unit after their first exposure to school.)

Theory - 02 hours

- Need and relevance of action research proposal
- Components of a good action research proposal
- Preparation of an action research proposal

Practical – 02 hours

- Preparation of an action research proposal for an imaginary problem
- Discussion on the feasibility of proposal prepared.

Unit 3 : Conducting action research in school (Take up before internship)

Theory - 03 hours

- Preparations to be done – identification of a problem while in school, finalising the problem, preparation of a proposal, discussion with the teacher educator and implementation
- Tools of data collection – tests, observation schedules, diaries etc.
- Collection of data through various sources – observation, tests, interviews
- Analysis of data and interpretation

Practice in school

These practice sessions will take place in the school where the students undergo their internship. They observe classes, prepare a proposal, discuss the proposal, prepare appropriate tools, implement the plan and collect data.

- Identifying a problem for action research
- Preparation of a proposal
- Preparing appropriate tools
- Implementing the plan
- Data collection and encoding for analysis
- Analysis of data and interpretation

Unit 4: Reflections, sharing and further initiatives

Theory - 03 hours

- Meaning, Need and importance of reflections in educational practice
- Report preparation: Components of a report
- Reflections at the individual and institutional levels
- What, why and how of sharing and reflections: In school & CRC meetings
- Moving on to phase II of action research

Practical - 18 hours

- Report writing
- Presentation of the report to the class and discussion, sharing insights

Evaluation

Unit 1 - 5 marks (For the report submitted) Both process and products are to be evaluated.

Unit 2 - 15 marks (For the action research proposal prepared). Both process and products are to be evaluated.

Unit 3 - 15 marks (For involvement in conducting action research, tools and support material used - to be assessed using a checklist). Both process and products are to be evaluated.

Unit 4 - 15 marks (10 marks for the quality of report submitted, 5 marks for presentation)

Total : 50 Marks

To be reduced to 25 marks

Mode of transaction

Unit 1 : Reflective Practices

Familiarising

Teacher journals, Teacher Development Groups, CCE reports, student portfolios could be exhibited and read in the small groups. It may be followed by discussion on the importance of reflective practices.

Reading and discussion

To facilitate better understanding of action research, students could read about five action research reports and make their own notes on how action research is conducted. Reports are available with BRCs, DIETs. Every DIET brings out a document on Action Researches conducted in the district. Students could be provided with copies of these reports. They need to present the essence of the reports they read to the whole class. The teacher educator can then present the theoretical bases of action research.

Presentation

A short lecture on action research as a reflective practice, its need and importance, characteristics, action research and other types of research can be given along with examples from the field.

Each trainee could be asked to identify a hypothetical problem and work out different steps of conducting action research up to the planning stage. This unit should provide a strong theoretical base for taking up action research.

Unit 2 : Action Research Proposal

Presentation on need and relevance of action research proposal, Components of a good proposal.

The trainees will actually prepare an action research proposal for the hypothetical problem that they have worked on earlier. Alternatively, they can also identify a few problems during their first exposure visit to schools.

Once the proposals are ready, there could a discussion on the feasibility of the proposal

Unit 3 : Conducting action research in school (to be taken up before internship)

Discussions – could be held on preparations to be done – identification of a problem while in school, finalising the problem, preparation of a proposal, discussion with the teacher educator and implementation.

Presentation – The following topics could be briefly discussed by the teacher educator focusing on tools of data collection and preparation of tools.

- Tools of data collection – tests, observation schedules, diaries etc.
- Collection of data through various sources – observation, tests, interviews
- Analysis of data and interpretation. (Only up to descriptive statistics covering the mean, SD, kurtosis, skewness is sufficient to describe the composition of the group.)
- The trainees practice in the school where they undergo internship. They observe classes, prepare proposal, discuss the proposal, prepare appropriate tools using WORD PROCESSORS, implement the plan and collect data. Use of spreadsheet (available in any computer – preloaded along with Office Tools) for keying in data and its analysis.

Unit 4: Reflections, sharing and further initiatives

[To be taken up in the post internship period]

Presentation – On preparation of reports, various aspects to be included.

Group work - Small groups of student teachers can discuss their experiences and see how they could make a useful report out of their experiences. This can either happen right at the school in the presence of teachers of the school or back in the TTI. Teacher educators should help the trainees come out with their reflections in such discussions.

Individual work - Students are to be enabled to prepare reports of the action research conducted during internship.

The report could be prepared using WORD PROCESSORS in order to facilitate further practice in the use of computers.

Presentation of reports and discussion – Major focus of this unit need to be on facilitating reflections based on the reports. Collaborating, learning from each other's experiences, reflecting over one's own practices in the light of the experiences of others should be stressed. Reporting is not an end in itself. It should be seen as a means to stimulate further discussions and collaboration. It is desirable that every report presented should be discussed for its implications to the field as well as teacher development. Along with the discussion alternative strategies could also be explored.

Evaluation

Use of ICT

- Browsing the internet for more information and reports
- Preparation of tools using WORD PROCESSORS
- Preparation of the report using WORD PROCESSORS
- Use of spreadsheet for keying in data and its analysis

Use of Art forms: For preparation of support material/TLM/activities as relevant. In the course of an action research, the teacher may have to prepare learning materials, design a few activities like games or role plays. What the student teachers learn in Art Education classes can be brought in here. For example, through role plays and even one act plays, dialogue practice can be provided in a more experiential manner.

Notes on a few reflective tools

The following reflective tools have to be first understood by the teacher educators. Along with brief explanation, useful references have also been annotated below. It is desirable that teacher educators browse through all these sources and form a clear idea of reflective practices, its need and importance.

Teacher Journals - A diary maintained by teachers which contain notes on his/her classroom transactions. It is basically reflective. It documents special events, success stories, short explanation for not being able to do something as planned, future plans, important questions that need further exploring etc. If a teacher goes through the journal after sometime, he/she should be able to trace one's own professional growth. On the basis of this, future course of action can also be planned.

Teacher Development Groups - A small group of teachers within a school or from a few schools, who have common professional interests. The group meets at regular intervals and discusses issues related to the profession of its members. There is a lot of sharing of experiences, debating on issues and learning.

CCE Reports - Documents maintained under continuous and comprehensive evaluation provide lots of insights into student learning patterns, teacher effectiveness and other classroom practices. It is necessary that such information available through CCE is used for reflections and planning future course of action.

Student Portfolios – Portfolios maintained for each of the students contain a compendium of various activities undertaken by the students inside as well as outside the classroom for constructing their learning. It includes showcasing the best practices and achievements of learners, which is selected by students themselves. It could be the assignments submitted, test papers, write ups on various issues, reflections of self, parents, peers and teachers. A portfolio gives a comprehensive picture of a student’s growth. It is also reflective of the teachers’ efforts to facilitate learning.

Annotated References

SSA. (2006). *Kriya Samshodhane Tarabethi Kaipidi* (Action Research Training Manual). Bangalore: Karnataka.

This book is a comprehensive handbook for teachers conducting action research. It deals with theoretical aspects along with examples. This book has been supplied to all government schools and almost all working teachers in government schools in Karnataka have been trained in Action Research.

<http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools> - This site maintained by the British Council gives a fairly good idea of teacher development. Though the specific reference here is ELT, the ideas are equally applicable to other subjects.

<http://rmsa.karnatakaeducation.org.in/?q=forum> - The Subject Teacher Forums that have been started under RMSA provide space for teachers to share their experiences and problems faced. Though the focus here is on high school classes, the discussions are quite beneficial to all teachers. Anyone can become a member of these forums.

http://wikieducator.org/ACTION_RESEARCH_AND_RESEARCH_IN_GENERAL - This web page is maintained by DSERT for the benefit of all elementary teacher educators. There is a lot of information on Action Research and other types of research.

1.6 Physical Education and Games

First Year

Time Allocation: 60 Hours

Theory : 05 Hours

Practical : 55 Hours

Total Marks: 50

(Internal)

I. Rationale

The course is designed for the teacher trainees who are not trained as physical education specialists. The course provides learning experiences to teacher trainees through the medium of motor movements that provides for the development of desirable social behavior and emotional adjustments and can be utilized to help and motivate the learning of mathematical facts, spelling of words and information of other subject areas. Also the course provides a comprehensive professional concern about the purpose of physical education.

II Objectives

The Course facilitates student teacher in:

Acquiring knowledge and skills related to, Movements of children and related Sports, Games and Rhythmics.

1. Understanding the importance of sports and games for higher primary school children and their relation with other school subjects.
2. Acquiring knowledge in planning and organizing specific Health and Physical education programs in schools.

III.Units

Unit 1: Method of teaching Movements, Games and Rhythmics

Theory - 5hours

- Concept and Activities in Basic movements, Minor Games, Major games and Rhythmic

- Motivation for the learning experience
- Methods-Direct, problem solving and exploration
- Teaching Nongraded classes

Mode of transaction

Lectures, discussions and films and videos of basic movements and games of lower primary school children. Recalling the childhood trail and error learning experiences of teacher trainees. Demonstration of movements and games. Reading of relevant books and articles.

Mode assessment

Written with performance assesment

Unit 2 : Graded Movements: 1st standard to Vth standard

Practical – 20 hours

- Locomotor Movements
- Non Locomotor Movements
- Manipulative Movements
- Simple tumbling exercises

Mode of transaction

Demonstration of movements, practicing and identifying the errors in performance and correcting. Group discussions. Watching videos and photographs of movements being performed by children.

Mode assessment

Performance assessment of locomotor , non locomotor , manipulative movements and Tumbling exercises

Unit 3 : Graded Group Games and Rhythmics: Ist standard to Vth standard

Practical - 20hours

- Circle games
- Relay games
- Combatives
- Aerobics-agility exercises, Group Dance and mass Display Exercises.

Mode of transaction

Practicing all group games and aerobics Group dance and mass display exercises under the instruction and supervision of lecturers. Teacher trainees who have the skills related with these activities can also lead the practice sessions.

Mode of assessment

Performance assessment of selected activities. Leadership abilities in the game learning situations. Paper pencil tests.

Unit 4 : Physical education in lower primary schools - project work

Practical - 15 hours

Mode of transaction

Practical work will be based on Unit 1 , 2and 3 : Five hours before school internship - group discussions, Visits etc., - selection of project title and preparation of project plan. Ten hours after school internship-discussions collection of required information and preparation of report.

Mode of assessment

Assessment is based on the project report.

Assessment:

Sl.No.	Items	Assessment
1.	One test in theory	10 marks
2.	Four tests in Practicals	10x4:40 marks
3.	Project work	50 marks
	Total:	100 Marks

Note: The marks out of 100 is to be computed to 50 for entry in the statement of Marks

Suggested Readings:

Bryant, J.C. (ND) *Psychology and physical activity*. NJ: Prentice Hall

Hollis F.F. (ND). *Experiences in movement-physical education for the elementary school child*.

Kane, J. E. et.al (1977). *Movement studies and physical education*. London: Routledge.

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Oberteuffer, D. & Ulrich, C. (1970). *Physical education*. New York: Harper and Row.

Paul, A.M. Jr. (1984). *Elementary school physical education*. Iowa: WMC Brown Inc.

Sudarshan, P.V. and Balakrishnaiah, S. (2003). *Physical Education Curriculum at Lower Primary Stage - An Evaluation*. Research Project, Mysore: Regional Institute of Education.

Wynn F. U. & Perry B J. (1980). *Principles of modern physical education, health and recreation*. CA: Hart, Rinehart and Winston.

Chapter -6

D.Ed Second Year Courses

2.1: Education as Practice

Time allocation: 135 hours

Total marks: 100

Theory - 70 hours

Internal: 40

Practical - 65 hours

External: 60

I. Rationale:

This course aims at providing deeper understanding of concepts of education through practice and augments the one in first year. In the light of student teachers' school based experiences in the first year, they should be able to deepen their understanding of the theoretical constructs and link theory to practice. This course aims at providing opportunities to do so and enable student teachers in beginning to develop personal theories about education in action.

II. Objectives

The course facilitates student teachers in:

- Understanding the concept and nature of teaching as facilitation for learning and its relationship to learning and learner.
- Gaining a comprehensive and practical understanding of classroom organisation and management.
- Understanding connections among school system, pedagogic processes, teacher and learner.
- Understanding life skills education as one of the strategies of all-round development of personality.
- Understanding the principles and various pedagogical approaches at elementary level.
- Developing an understanding of reflective practices in teaching.
- Developing awareness of practising inclusive education.
- Understanding the meaning and use of different resources for teaching-learning.

III Units

Unit 1 : Teacher and teaching for facilitating learning

Theory - 15 hours

- Social constructivism (L. Vygotsky) : Concept of Zone of Proximal Development, Scaffolding, Implications for teaching;
- Pedagogical approaches at elementary level : Principles of child centered and activity based pedagogy; Critical pedagogy; Culture specific pedagogy; techno pedagogy; art pedagogy
- Reflective teaching: Reflective practice, Significance of reflective practice, Reflection as a critical activity
- Versatile teacher: Knowledge, Skills and dispositions required of a versatile teacher

Practical - 10 hours

Workshop on any one of the following:

- a. Understanding self through identifying one's strengths and weaknesses; developing positivity. A report on ones strengths and working upon them to improve (or)
- b. Understanding emerging teacher identity - Developing a personal vision as a teacher; Exploring attitudes and approaches needed to facilitate personal growth in children and enumerating approaches needed to facilitate personal growth among children

Conduct an experiment on teacher mediated tasks and children mediated tasks. Compare the progress in learning of the two groups

Mode of transaction:

- Reading materials pertaining to facilitating learning and participation in group discussions.
- Reading and reflection on select case studies and teacher stories for eg: those available in wiki educator (Dept trg package called induction trg for elementary teacher educators)

- Group discussions on their understanding of Reflective practices in teaching – What is reflective practice, Significance of reflective practice,
- Discuss on Reflection as a critical activity

Mode of assessment:

- Paper – pencil tests;
- Participation in workshops, Paper presentation

Unit 2 : Classroom Organisation and Management

Theory – 15 hours

- Changing pedagogies and Classroom Organisation: Determinants of classroom organisation; Class room dynamics: Cooperative and Collaborative learning strategies: Facilitating learning for Small group, Large group, and for Individual learners
- Behavior management: Student perspective; Alternate approaches
- School management : Meaning, School academic plan, Preparation of school and class timetable
- Roles and responsibilities of teachers in organizing and managing vibrant classrooms

Practical – 15 hours

- Study within school settings maintenance of school records: Admission Register, Attendance; progress report; TC; Financial records
- Interact with 8-10 children and adults (parents/teachers) to ascertain their perceptions of “discipline”. Make a presentation in class, drawing from this interaction and selected readings to highlight changing conceptions related to any one of the following: From maintaining discipline towards behavior management; From inducing fear to cultivating mutual respect; From punishments towards improving self image and self worth; From being an authoritarian to developing healthy relationships

- Workshops / Group discussion on *any one* of the following themes:
 Creating a caring classroom climate; Behavioral problems and appropriate responses; Enabling a positive learning environment in diverse contexts; Active listening; Time management

Mode of transaction

Group discussions on evolving useful classroom rules, routines and procedures ; Reflections on teacher behaviours that create or mar establishment of positive learning environment; Dialogue on fear, trust, freedom and discipline; Mock staff meetings; Role play depicting teachers' diverse roles and responsibilities; Brainstorming on addressing student conflicts and confrontations.

Class Talks: Service rules of teachers; Conduct rules; Departmental structure; Roles and responsibilities of Head Teacher; Role of SDMC/CAC in the RtE context; Relation of a teacher with students, teachers, parents and communities.

Mode of assessment

Participation in classroom discussions; Articulation of ideas; Essays and reports; Paper and pencil tests
 Assignment; Study report; Class presentation; Participation in workshop

Unit 3 : Curriculum and its transaction

Theory - 10 hours

- Curriculum, Syllabus and Assessment: Meaning; Connections among content knowledge, curriculum, textbooks, designing instruction; transaction; children's learning and assessment;

- Curriculum transaction : Issues; Text book knowledge and children's construction of knowledge; Reducing load of learners; Making learning meaningful; Authentic learning Environment and assessment.
- Designing instruction at course level, unit level, lesson level and event level

Practical - 20 hours

- Read and organize a panel discussion on NCF 05, Karnataka curriculum 07
- Project on inclusive education (Any 2 of the following)
Mentoring of the projects to be done by NGO / govt department working with the specific diversity group. A well documented report is to be submitted for both projects.
- Observing diverse groups of children in diverse settings (home, school and community) and
Observing them children in myriad activities (play, conversation, structured learning, games/sports, cultural & art based activities
- Survey of communities to identify diversities and its implications for inclusion and
Identify community resources that would strengthen or pose challenge for IE
- Observing and recording of different learning styles of children with disabilities and
Developing reflective journal on sociological and anthropological issues effecting diverse learners.
- Case study of the life of a child with disabilities/SC/ST/gender/urban deprived/gifted or talented
- Developing reflective journal of educational needs and issues of diverse learners

Mode of transaction:

- Reading relevant literature and discussion on curriculum, syllabus and Assessment
- Critical thinking and questioning
- Seminar on reducing the load of learners, Solutions to be worked out by Teacher Educators and student teachers

- Group discussion on making learning meaningful
- An Individual study on authentic assessment; Preparing individual report and presentation

Mode of assessment

Participation in classroom discussions/Panel discussion; Articulation of ideas;
Essays and reports;

IE Project report; Study report; Class presentation; Participation in workshop

Class Talks: Curriculum for diverse learners

Unit 4 : Resources for Teaching- learning

Theory: 10 hours

- Meaning and planning of different resources: money, time, materials, human, school structure and nature as resources
- Physical resources : Planning, preparation and use
- ICT mediation as a relevant resource (Including films)
- Art and aesthetics sense as resource
- Stories as resource

Practical - 20 hours

- A two day work shop on preparation of physical resources/TLM/Activity Aids (similar to *Chaitanya tharani*)
- Workshop on techniques of story narration
- Project on ICT and art as resource
- Plan, design and establishing resource corners

Mode of transaction

- Identifying different resources (Including BALA; Building as Learning Aids) and presentation of utilizing those resources; critically examining resources based on commonly evolved criteria
- Field visits and preparing analytical report after visiting a school of innovation
- Hands on approach on internet browsing, locating, downloading and uploading the resources
- Discussion on art and aesthetic sense, identifying the same as resource for facilitating learning

Mode of Assessment

- Participation in preparation of resources, critiquing resources and setting up resource corners in schools
- Project presentation on ICT and Arts
- Articulation and narration of stories

Unit 5 : Life skills education

*** Total – 20 hours**

Theory

- Meaning of life skills and Types of life skills.
- Thinking skills : Decision making, Problem solving, Creative thinking and critical thinking.
- Inter personal Skills : Inter Personal relations, effective communications, Self awareness and Empathy.
- Coping skills : Coping with emotions and coping with stress.
- Strategies for developing life skills – Brain storming, NGT, Mind mapping, and role plays.

Practical

- Evolve interventions on life skills for elementary children
- Brainstorming, Role play and Group discussions

*** Theory and Practical to be conducted together**

Mode of transaction:

This unit has to be conducted in workshop mode on life skills (In the allotted 20 hours)

Mode of assessment

- Assessing the interventions of life skills developed by student teachers
- Participation in workshop

IV. Suggested Readings

Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.

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Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.

Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on child learning*. Noida: Harper Collins.

Murthy, C.G.V. & Rao, A.V.G. (2005). *Life Skills Education: Training Package*. (Parts A,B, and C). Mysore: Regional Institute of Education.

Mythili, R. (2011). How Children Learn. *Darpana: Issue 1* pp. 2-18

Pollard, A et al. (2008). *Reflective Teaching*. London: Continuum.

Sahi, J. & Sahi, R. (2009). *Learning Through Art*. Eklavya

Sarangapani, P. 2003 . *Constructing school knowledge*. p. 101 -123, P. 124 -163. New Delhi : Sage Publishers.

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Vygotsky, L.S. (1978). *Mind in society*. Cambridge: Harvard University Press.

WHO. (1994). *Life Skills Education for children and adolescents in schools*. Geneva: Division of Mental Health.

2.2 Facilitating Learning

2.2.1 ಕನ್ನಡ

ಸಮಯ : 120 ಗಂಟೆಗಳು

ಒಟ್ಟು ಅಂಕಗಳು: 100

Theory 50 ಗಂಟೆ

Internal – 40

Practical 70 ಗಂಟೆ

External – 60

ಎರಡನೇ ವರ್ಷದ ಪಠ್ಯಕ್ರಮವನ್ನು, ಮೊದಲ ವರ್ಷದ ಪಠ್ಯಕ್ರಮದ ಬುನಾದಿಯ ಮೇಲೆ ರಚಿಸಲಾಗಿದೆ. ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸ್ವ - ಅನುಭವಗಳಿಂದ, ಪ್ರಯತ್ನಗಳಿಂದ ಸಶಕ್ತರಾಗಿ ತನ್ಮೂಲಕ ಕಲಿಯುವ ದಾರಿಯನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುವ ಸಾಧ್ಯತೆಗಳಿಗೆ ಇಲ್ಲಿಯೂ ಆದ್ಯತೆ ಕೊಡಲಾಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹೊಸ ಅನುಭವಗಳಿಗೆ ಎಡೆ ಮಾಡಿಕೊಟ್ಟು, ಹಿಂದಿನ ಮತ್ತು ಈ ಅನುಭವಗಳ ಬಗ್ಗೆ ಚಿಂತಿಸಲು ಅವಕಾಶಗಳನ್ನು ಕಲ್ಪಿಸಲಾಗಿದೆ. ಭಾಷಾ ಕಲಿಕೆಯ ತಾತ್ವಿಕ ಅಂಶಗಳನ್ನು ತಿಳಿದುಕೊಂಡು, ತಮ್ಮ ಅನುಭವಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅವನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವ, ಪ್ರಶ್ನಿಸುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಬೇಕೆಂಬ ಆಶಯವಿದೆ.

ಉದ್ದೇಶಗಳು

ಈ ಶಿಕ್ಷಕಿ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ:

- ಮೂಲ ಆಕರಗಳ ಸಂಪನ್ಮೂಲಗಳ ಸ್ವ ಅನುಭವ ಬೆಳೆಸುತ್ತದೆ.
- ಸ್ವ - ಶಕ್ತಿಯಿಂದ ಸಂಪನ್ಮೂಲಗಳ ಅನ್ವೇಷಣೆ - ಆ ಮೂಲಕ ಕಲಿಯುವ/ಕಲಿಸುವ ದಾರಿಗಳನ್ನು ರಚಿಸಲು ಸಮರ್ಥರನ್ನಾಗಿಸುತ್ತದೆ.
- ಸಂಭಾಷಣೆ, ಚರ್ಚೆ, ಮಾಹಿತಿ ವಿನಿಮಯ, ವಿಚಾರ ವಿನಿಮಯದಂತಹ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಆಲಿಸಿ ಗ್ರಹಿಸಿಕೊಳ್ಳುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯಲು ಸಮರ್ಥರನ್ನಾಗಿಸುತ್ತದೆ.
- 5 ರಿಂದ 7ನೇ ತರಗತಿಯ ಮಕ್ಕಳ ಸಕ್ರಿಯ ಆಲಿಸುವಿಕೆಯನ್ನು ಬೆಳೆಸುವ ವಿಧಾನಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ.
- ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿಗೆ ವೈವಿಧ್ಯಮಯ ಅವಕಾಶಗಳನ್ನು ಪಡೆದು, ಸಂದರ್ಭಾನುಸಾರ ಅದನ್ನು ಉಪಯೋಗಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುತ್ತದೆ.
- ಮಕ್ಕಳ ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿಯನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸಲು ನೀಡಬೇಕಾದ ಅವಕಾಶಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ.

- ವಿವಿಧ ಪ್ರಕಾರಗಳ ಲೇಖನಗಳನ್ನು ಸರಾಗವಾಗಿ ಹಾಗೂ ಆತ್ಮ ವಿಶ್ವಾಸದಿಂದ ವಿವಿಧ ಉದ್ದೇಶಗಳ ಪೂರೈಕೆಗಾಗಿ (ಮಾಹಿತಿ ಗಳಿಕೆಗೆ, ಪ್ರತಿಕ್ರಿಯಿಸಲು, ಅಭಿಪ್ರಾಯ ಮೂಡಿಸಿಕೊಳ್ಳಲು, ಸಿಕ್ಕ ಮಾಹಿತಿಯನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಲು, ವಿಮರ್ಶಿಸಲು ರಸಾಸ್ವಾದನೆಗಾಗಿ ಮತ್ತು ಪ್ರಶಂಸಿಸಲು) ಓದುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸಿ, ಇದರಿಂದ ಓದುಗಾರಿಕೆ, ಬರವಣಿಗೆಯಲ್ಲಿರುವ ವಸ್ತುವನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಒಂದು ಪ್ರಕ್ರಿಯೆ ಎಂಬ ಅರಿವು ಕೊಡುತ್ತದೆ.
- ಓದಿನ ತಂತ್ರಗಾರಿಕೆ ಬಳಸಿ ಓದಿನ ಹವ್ಯಾಸವನ್ನು ಬೆಳೆಸುತ್ತದೆ.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಅನುಭವ ಹಂಚಿಕೊಳ್ಳಲು, ಅಭಿಪ್ರಾಯ ಮಂಡಿಸಲು, ಮಾಹಿತಿ/ ವಿಚಾರಗಳನ್ನು ಮಂಡಿಸಲು ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಲು, ವರದಿ ಮಾಡಲು ಬರವಣಿಗೆ. ತನ್ಮೂಲಕ ಬರೆಯುವುದು ಒಂದು ರೀತಿಯ ಶೋಧನಾತ್ಮಕ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಜ್ಞಾನದ ಕ್ರೋಢೀಕರಣಕ್ಕೆ ಸಹಾಯಕಾರಿ ಎಂಬ ಅರಿವನ್ನು ಮೂಡಿದುತ್ತದೆ.
- ಓದು ಮತ್ತು ಬರಹದ ಮಧ್ಯೆ ಇರುವ ಅಂತರ್ ಸಂಬಂಧಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ.
- ಬರವಣಿಗೆಯ ಕೌಶಲದ ಬಗ್ಗೆ ತಿಳಿಸುತ್ತದೆ.
- 5 ರಿಂದ 8ನೇ ತರಗತಿಯ ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ ಕೌಶಲ ಬೆಳೆಸುವ ತಂತ್ರಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ.
- ವ್ಯಾಕರಣವನ್ನು ಪ್ರತ್ಯೇಕವಾಗಿ ಕಲಿಸದೇ ಅದನ್ನು ಪಠ್ಯದಲ್ಲಿ ಒಂದು ಗೂಡಿಸಿ ಕಲಿಸುವುದರ ಬಗ್ಗೆ ಅನುಭವಾತ್ಮಕವಾಗಿ ತಿಳಿಸುತ್ತದೆ.
- ಭಾಷಾ ಕಲಿಕೆಯ ಮೌಲ್ಯಾಂಕನ ಮಾಡುವ ವಿಧಾನಗಳನ್ನು ತಿಳಿಸುತ್ತದೆ (CCE).

ಘಟಕ 1 : ಸಾಹಿತ್ಯ

Theory - 10 hours

- ಭಾಷಾ ಕಲಿಕೆ; ಭಾಷೆಯ ಮೂಲಕ ಕಲಿಕೆ
- ಸಾಹಿತ್ಯ ವೈವಿಧ್ಯತೆ- ನಿರೂಪಣಾ ಸಾಹಿತ್ಯ ಹಾಗೂ ವಿವರಣಾತ್ಮಕ ಸಾಹಿತ್ಯಕ್ಕೆ (expository texts) ಸಾಹಿತ್ಯಕ್ಕೆ ಓದುಗರ ಪ್ರತಿಕ್ರಿಯೆ, ಸಾರಾಂಶ ಸಂಗ್ರಹ ಮತ್ತು ವಿಷಯದ ಅರ್ಥೈಸಿಕೊಳ್ಳುವಿಕೆ (interpretation)
- ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೈಜವಾಗಿರುವ, ನಂಬಲಾಗುವ, ಸಂಬಂಧವಿರುವ ಸಂಪನ್ಮೂಲಗಳ ಅವಶ್ಯಕತೆ (authentic resource)
- ಶಿಕ್ಷಣದಲ್ಲಿ ಮತ್ತು ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಷೆ
- ಶಿಕ್ಷಕರ ಭಾಷಾ ಪ್ರೌಢಿಮೆಯ ಅಗತ್ಯತೆ

Practical - 10 Hours

ಕೆಲಗಿರುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಇಡೀ ವರ್ಷದಲ್ಲಿ ನಡೆಸುವುದು ಅಪೇಕ್ಷಣೀಯ

- ಕಿರು ಕಾದಂಬರಿ, ಪ್ರಬಂಧಗಳನ್ನು/ವಿಚಾರ ಸಾಹಿತ್ಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಓದಿ, ವಿಮರ್ಶೆಯನ್ನು ಸೂಕ್ತ ರೀತಿಯಲ್ಲಿ ಮಂಡಿಸಬೇಕು
- ವೈಯಕ್ತಿಕವಾಗಿ ಆಯ್ದ ಕವಿತೆಗಳ ಓದು; ಕವಿತೆಯ ವಾಚನ
- ಕಥೆಯನ್ನು ನಾಟಕಕ್ಕೆ ರೂಪಾಂತರಿಸಬೇಕು (Art education)
- ಸಣ್ಣ ಗುಂಪುಗಳಲ್ಲಿ ಕಿರು ನಾಟಕದ ಆಯ್ಕೆ, ಪ್ರದರ್ಶನ
- ಒಂದು ನಿರ್ದಿಷ್ಟ ವಿಷಯದ ಬಗ್ಗೆ ಗ್ರಂಥಾಲಯದಲ್ಲಿ ವಿವಿಧ ಪುಸ್ತಕಗಳ/ಪ್ರಬಂಧಗಳ ಅಧ್ಯಯನ ಮಾಡಿ, ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳನ್ನು ಸಂದರ್ಶಿಸಿ, ತಮ್ಮ ಅನುಭವದ ಆಧಾರದ ಮೇಲೆ ಸೆಮಿನಾರ್ ಅಥವಾ ಪ್ರಬಂಧ ಬರೆಯುವರು. ಉದಾ: ಭಾಷಾ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಪಾತ್ರ
- ಮಕ್ಕಳ ಸಾಹಿತ್ಯದ ಸಮೀಕ್ಷೆ - ಗ್ರಂಥಾಲಯ, ಪ್ರಕಾಶನ ಮಾರುಕಟ್ಟೆ
- ಅಧ್ಯಯನ ಮತ್ತು ಸಮೀಕ್ಷೆಯ ಆಧಾರದ ಮೇಲೆ 5, 6, 7ನೇ ತರಗತಿ ಮಕ್ಕಳಿಗೆ ಸೂಕ್ತವಾದ ಸಾಹಿತ್ಯದ ಆಯ್ಕೆ; ಆಯ್ಕೆಯ ಹಿಂದಿರುವ ಚಿಂತನೆಯ ಹಂಚಿಕೆ

ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction):

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಆಯ್ಕೆಯ ಕಾದಂಬರಿಯ ವಿಮರ್ಶೆ ಅಥವಾ ಅನಿಸಿಕೆಯನ್ನು ಹಂಚಿಕೊಳ್ಳಬೇಕು. ಈ ರೀತಿಯ ಮಂಡನೆಯಲ್ಲಿ ಪ್ರಶ್ನೆಗಳಿಗೆ, ವಿರುದ್ಧವಾದ ಅನಿಸಿಕೆಗಳನ್ನು ಹೇಳುವ, ಅದನ್ನು ತಾಳ್ಮೆಯಿಂದ ಕೇಳಿಸಿಕೊಳ್ಳುವ ಪರಿಸರ ಸೃಷ್ಟಿಯಾಗಬೇಕು
- ಕೊಟ್ಟ ವಿಷಯದ ಮೇಲೆ ಅಧ್ಯಯನಕ್ಕೆ ಗ್ರಂಥಾಲಯದ ವ್ಯಾಪಕ ಬಳಕೆಯಾಗಬೇಕು. ವಿವಿಧ ಮೂಲಗಳ ಸಾಮಗ್ರಿಗಳ ಅಧ್ಯಯನದ ನಂತರ ಸ್ವ-ಅನುಭವದ ಆಧಾರದ ಮೇಲೆ ಕ್ರೋಢಿಕರಣ- ವಿಚಾರ ವಿನಿಮಯ
- ಅಧ್ಯಯನವನ್ನು ಆಧರಿಸಿ, ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗೆ ಸೂಕ್ತವಾದ ವಿಷಯಕ್ಕೆ ಸ್ವಂತವಾಗಿ ಯೋಜನೆ ಮಾಡುವರು. ಇದನ್ನು ತರಗತಿಯಲ್ಲಿ ಉಪಯೋಗಿಸಿ, ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ಅವಲೋಕಿಸಿ, ತಮ್ಮ ಯೋಜನೆಯ ಸಮರ್ಪಕತೆಯ ಬಗ್ಗೆ ಚಿಂತನೆ ನಡೆಸುವರು
- ಚರ್ಚೆ, ಉಪನ್ಯಾಸ

ಮೌಲ್ಯಾಂಕನ (Mode of assessment)

- ಭಾಗವಹಿಸುವಿಕೆ
- ಅಧ್ಯಯನದ ಕ್ರೋಢಿಕರಣದ ಮೌಲ್ಯಾಂಕನ
- ಯೋಜನೆಯ ಪೂರ್ವ ತಯಾರಿ ಮತ್ತು ತರಗತಿಯ ನಂತರದ ಚಿಂತನೆಯ ಮೌಲ್ಯಾಂಕನ

ಘಟಕ 2: ಭಾಷಾ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ

Theory - 20 Hours

- ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ಮಹತ್ವ
 - ಪ್ರಸ್ತುತ ಬಳಕೆಯಲ್ಲಿರುವ ಕನ್ನಡದ ಸ್ವರೂಪ
 - ಆಡು ನುಡಿ
 - ಪ್ರಾದೇಶಿಕ ಕನ್ನಡ
- ಭಾಷೆ ಚಿಂತನೆಗೆ ಮತ್ತು ಸಂವಹನಕ್ಕೆ ಮಾದ್ಯಮ
- ತರಗತಿಯಲ್ಲಿ ಭಾಷಾ ವೈವಿಧ್ಯತೆ ಮತ್ತು ಸಮೃದ್ಧತೆಯ ಅವಶ್ಯಕತೆಗಳು
- ಭಾಷೆ ಮತ್ತು ಸಮಾಜ (ಆಚಾರ್ಯಾಡಿ)
- ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು/ಪಾಠಯೋಜನೆ/ಸಂಪನ್ಮೂಲಗಳು/ಭಾಷಾ ಪ್ರಯೋಗದ ಮೂಲಕ ವ್ಯಾಕರಣದ ಅರಿವು
- ಭಾಷಾ ಗಳಿಕೆಯ ಪ್ರಕ್ರಿಯೆ
- ಪ್ರಸ್ತುತ ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ ಮತ್ತು ವಿಮರ್ಶೆ
- ಭಾಷಾ ಗಳಿಕೆಯ ವಿಧಾನಗಳು
 - ಪ್ರತ್ಯಕ್ಷ ವಿಧಾನ (Direct approach)
 - ಸಂಪೂರ್ಣ ಭಾಷಾ ವಿಧಾನ (Whole language approach)
 - ಸಹಜ ವಿಧಾನ (Natural approach)
 - ಸಂಪೂರ್ಣ ಭೌತಿಕ ಪ್ರತಿ ವರ್ತನಾ ವಿಧಾನ (Total physical response approach)
 - ಸಂವಹನಾ ವಿಧಾನ (Communicative approach)
 - ವಿಷಯಾಧಾರಿತ - ಕ್ರಿಯಾಧಾರಿತ ವಿಧಾನ (Content based - task based approach)
- ತರಗತಿಯ ಬೋಧನೆಗೂ ಮತ್ತು ತತ್ವಗಳಿಗೂ ಇರುವ ಸಂಬಂಧ
- ಭಾಷಾ ಗಳಿಕೆಯ ಮೌಲ್ಯಮಾಪನ
- ಸಂಪನ್ಮೂಲಗಳ ಅರ್ಥ, ವ್ಯಾಪ್ತಿ

Practical - 20 Hours

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಕಲಿಕಾ ಅಂಶಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿಕೊಂಡು ಅದಕ್ಕೆ ಸೂಕ್ತವಾದ ಹಾಗೂ ತರಗತಿಯ ವೈವಿಧ್ಯತೆಗೆ ಹೊಂದುವಂತಹ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಹುಡುಕಬೇಕು

- ಇದನ್ನು ಉಪಯೋಗಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳ ತಾರ್ಕಿಕ ಚಿಂತನೆ, ಮೌಖಿಕ, ಲಿಖಿತ ಅಭಿವ್ಯಕ್ತಿಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸಬೇಕು
- ತರಗತಿಯ ಅನುಭವದ ಆಧಾರದ ಮೇಲೆ ತಾವು ಕಲಿತ ತತ್ವಗಳ ಬಗ್ಗೆ ಚಿಂತನೆ ನಡೆಸಿ ತಮ್ಮದೇ ವಿಧಾನವನ್ನು ರಚಿಸಿಕೊಳ್ಳುತ್ತಾರೆ. ಇದನ್ನು ಪುನರ್ ಪರಿಶೀಲನೆಗೆ ಒಳಪಡಿಸಲು ಬದ್ಧರಾಗಬೇಕು
- ಭಾಷೆಯಲ್ಲಿ ಅಡಕವಾಗಿರುವ ವ್ಯಾಕರಣಾಂಶಗಳನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಚಟುವಟಿಕೆಯ ಮೂಲಕ ಗುರುತಿಸಬೇಕು
- ಭಾಷಾ ಕಲಿಕೆಯ (ನಾಲ್ಕು ಕೌಶಲಗಳ) ಮೌಲ್ಯಾಂಕನಕ್ಕಾಗಿ ವಿವಿಧ ವರ್ಕ್‌ಶೀಟ್, ಟಾಸ್ಕ್ ಶೀಟ್ ತಯಾರಿಸಿ, ಮೌಲ್ಯಾಂಕನ ಚಟುವಟಿಕೆಗಳನ್ನು ಆಯೋಜಿಸುತ್ತಾರೆ. ಇದನ್ನು ತರಗತಿಯಲ್ಲಿ ಉಪಯೋಗಿಸಿ, ಅರ್ಥೈಸಿಕೊಳ್ಳಬೇಕು (inputs from ICT and inclusive education)

ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction):

- ಓದು, ಚರ್ಚೆ- 'ಭಾಷೆ ಮತ್ತು ಸಮಾಜ'
- ಪ್ರಶಿಕ್ಷಕರು, ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸಾಹಿತ್ಯ/ ಓದು ಘಟಕದಲ್ಲಿ ಮಂಡಿಸಿದ ಕವನಗಳನ್ನು ಉದಾಹರಿಸಿ ಛಂದಸ್ಸು ಅಲಂಕಾರಗಳನ್ನು ವಿವರಿಸಬೇಕು.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಆಡು ಭಾಷೆಯಲ್ಲಿ ಅಡಕವಾಗಿರುವ ವ್ಯಾಕರಣ ಸೂತ್ರಗಳನ್ನು ಹುಡುಕುವ/ರಚಿಸುವ ಚಟುವಟಿಕೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ನಮ್ಯವಾದ, ತಮಗೆ ಅನುಕೂಲವಾದ, ಪಾಠಯೋಜನೆಯನ್ನು ತಯಾರಿಸಿ, ಅದನ್ನು ಪರಿಷ್ಕರಿಸಬೇಕು (ಉದಾಹರಣೆ - mind map)
- ಶಾಲಾ ಅನುಭವದ ನಂತರ ಮಾರ್ಗದರ್ಶಿತ ಚಿಂತನಾ (Reflective) ಅವಧಿಗಳಲ್ಲಿ ತಾತ್ವಿಕಾಂಶಗಳನ್ನು ಅನುಭವಕ್ಕೆ ಸಂಬಂಧಗಳನ್ನು ಕಲ್ಪಿಸಬೇಕು (Guided Reflective sessions on practice. Guidance to link practice to theory)

ಕಾರ್ಯಾಗಾರ - ಭಾಷೆ ಮತ್ತು ಚಿಂತನೆ

Class talk

- ಭಾಷಾ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಹಿತ್ಯದ ಪಾತ್ರ

ಮೌಲ್ಯಾಂಕನ (Mode of assessment);

- ಬರೆಯುವ ಪರೀಕ್ಷೆ
- ವ್ಯಾಕರಣ ಚಟುವಟಿಕೆಯ ಮೌಲ್ಯಮಾಪನ
- ಭಾಗವಹಿಸುವಿಕೆ

ಘಟಕ 3 : ಆಲಿಸುವಿಕೆ ಮತ್ತು ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿ

Theory - 10 Hours

- ಸಕ್ರಿಯ ಆಲಿಸುವಿಕೆಗೆ ನಿರ್ದಿಷ್ಟ ತಂತ್ರಗಳು (specific strategies for active listening)
 - ವಿದ್ಯಾರ್ಥಿಗಳು ತಾವು ಕೇಳಿದುದನ್ನು ಟಿಪ್ಪಣಿ ಮಾಡಿಕೊಳ್ಳಲು ಅವಕಾಶ ನೀಡುವುದು (note taking)
 - ಪ್ರಶ್ನೆ ಕೇಳುವುದು ಮತ್ತು ಪ್ರಶ್ನೆ ಕೇಳಲು ಅವಕಾಶ ನೀಡುವುದು
 - ಕಥೆ ಹೇಳುವಾಗ ಮುಂದಾಗುವುದನ್ನು ಊಹಿಸಲು ಅವಕಾಶ ನೀಡುವುದು
 - ವಿದ್ಯಾರ್ಥಿಗಳು ತಾವು ಆಲಿಸುತ್ತಿರುವುದಕ್ಕೂ ಮತ್ತು ತಮಗೆ ತಿಳಿದದ್ದು ಅಥವಾ ತಮ್ಮ ಅನುಭವಗಳಿಗೆ ಸಂಬಂಧ ರಚಿಸಿಕೊಳ್ಳುವುದನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುವುದು
- ಆಲಿಸಿ ಗ್ರಹಿಸಿದುದರ ಮೌಲ್ಯಮಾಪನ
- ಭಾಷೆಯ ಬಳಕೆ: ಸರದಿಯಂತೆ ಮಾತನಾಡುವುದು, ಸಂಭಾಷಣೆ, ಅನುಸಂಧಾನ, ಆಲಿಸುವಿಕೆ
- ದ್ವಿ-ಭಾಷಾ ಮತ್ತು ತ್ರಿಭಾಷಾ ಮಕ್ಕಳು: ಬಹುಭಾಷಾ ತರಗತಿಗಳಿಗೆ ಶಿಕ್ಷಕರ ತಯಾರಿಗಳು, ತರಗತಿ ಆಚರಣೆಗಳಿಗೆ ಇವುಗಳ ನಿಹಿತಾರ್ಥಗಳು
- ಆಲಿಸುವಿಕೆಯ ಮತ್ತು ಮೌಖಿಕ ಅಭಿವ್ಯಕ್ತಿಯ ಮೌಲ್ಯಮಾಪನದ ಅಗತ್ಯ ಮತ್ತು ತಂತ್ರಗಳು - ಸಂದರ್ಶನ, ಕಥೆ ಹೇಳುವುದು - ಪುನಃ ಹೇಳಿಸುವುದು

Practical - 20 Hours

- ಒಂದೇ ವಿಷಯದ ಮಂಡನೆಯನ್ನು 2-3 ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ನೋಡಿ ಅದರ ಸಾಧಕ ಬಾಧಕ ಚರ್ಚಿಸಬೇಕು
- ಆಲಿಸುವಿಕೆಯ ಮತ್ತು ಮಾತನಾಡುವ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಬೇಕು - ಹಾಡು, ಕಥೆ, role-play ಮತ್ತು ನಾಟಕಗಳು
- ಪ್ರಸ್ತುತ ಪಡಿಸುವಾಗ ಸಕ್ರಿಯ ಆಲಿಸುವಿಕೆಯ ತಂತ್ರಗಳನ್ನು ಬಳಸಬೇಕು
- ಸಣ್ಣ ಗುಂಪುಗಳಲ್ಲಿ ಒಂದು ವಿಷಯವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು, ಆ ವಿಷಯವನ್ನು ತರಗತಿಯಲ್ಲಿ ವಿವಿಧ ರೀತಿಯಲ್ಲಿ ಪ್ರಸ್ತುತ ಪಡಿಸುವ ಯೋಜನೆಗಳನ್ನು ತಯಾರಿಸಬೇಕು. ನಂತರ ಚರ್ಚೆಗಳ ಮೂಲಕ ಸೂಕ್ತ ರೀತಿಯನ್ನು/ಮಾಧ್ಯಮವನ್ನು ಆಯ್ದುಕೊಳ್ಳಬೇಕು

- ಆಲಿಸುವ ಮತ್ತು ಮಾತನಾಡುವ ಅನೇಕ ಆಟಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಕೆ ಮಾಡಿ ಅವುಗಳ ಸಮರ್ಪಕತೆಯನ್ನು ಮೌಲ್ಯಮಾಪನ ಮಾಡಿ ತಿಳಿಯಬೇಕು. ಸಂಪನ್ಮೂಲಗಳ ಸೂಕ್ತತೆಯನ್ನು ವಿಶ್ಲೇಷಿಸಬೇಕು. ಇಲ್ಲಿ ಮಗು ಮತ್ತು ಮಗುವಿನ ಮಾತು ಸಂಪನ್ಮೂಲವಾದದ್ದನ್ನು ವಿಶೇಷವಾಗಿ ಗಮನಿಸಿ, ಅದನ್ನು ಹಂಚಿಕೊಳ್ಳಬೇಕು.
- ಮಾತನ್ನು ಒಂದು ಸಂಪನ್ಮೂಲವಾಗಿ ನೋಡಿ, ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಮಾತನ್ನು ಕಡಿಮೆ ಮಾಡುವುದು ಹೇಗೆ ಎಂಬುದರ ಬಗ್ಗೆ ಚಿಂತನೆ - ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಪಾಠಯೋಜನೆ; ತರಗತಿ ನಿರ್ವಹಣೆ

ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction):

- ಸ್ವ-ಅಧ್ಯಯನ
- ಮಾಧ್ಯಮಗಳ ಬಳಕೆಯಿಂದ ಆಲಿಸುವಿಕೆ: ಧ್ವನಿ/ದೃಶ್ಯ ಮುದ್ರಣ ಮತ್ತು ಸ್ವ - ಮೌಲ್ಯಮಾಪನ
- ಮಂಡಿಸುವಿಕೆ-
 - ೧) ಸೆಮಿನಾರ್ ಶೈಲಿಯಲ್ಲಿ ಮಂಡನೆ
 - ೨) ಚರ್ಚೆ
 - ೩) ನಾಟಕ
 - ೪) ಕವನ ವಾಚನ
 - ೫) ಕಥಾ ನಿರೂಪಣೆ

ಪ್ರಶಿಕ್ಷಕರು ತಮ್ಮ ಮಾತನ್ನು ತರಗತಿಯಲ್ಲಿ ಕಡಿಮೆ ಮಾಡಿ, ಅದರತ್ತ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಗಮನ ಸೆಳೆಯುವುದು. ಇದೇ ರೀತಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸರಳವಾದ ನಿಯಮಗಳನ್ನು ಹೇಳುವುದರ ಮೂಲಕ ಚಟುವಟಿಕೆ, ಆಟ ಆಡಿಸುವುದು, ಕಥೆ ಹೇಳುವುದು: ಜೋಡಿ ಕೆಲಸ, ಗುಂಪು ಕೆಲಸವನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಮಾಡುವುದರಿಂದಾಗುವ ಭಾಗವಹಿಸುವಿಕೆಯತ್ತ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಗಮನ ಸೆಳೆಯುತ್ತಾ, ಅವರು ತರಗತಿಯಲ್ಲಿ ಈ ಉಪಾಯಗಳನ್ನು ಉಪಯೋಗಿಸಿ, ಅದರ ಬಗ್ಗೆ ಚಿಂತಿಸುವಂತೆ ಮಾಡಬೇಕು.

ಮೌಲ್ಯಾಂಕನ (Mode of assessment)

ಪ್ರಶಿಕ್ಷಕರು ಪ್ರತೀ ಚಟುವಟಿಕೆಗೂ Observation schedule ತಯಾರಿ ಮಾಡಿಟ್ಟುಕೊಂಡು ಅದರ ಪ್ರಕಾರವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡಬೇಕು.

- ಕಂಪ್ಯೂಟರ್ ಬಳಸಿ/ಮೊಬೈಲ್ ಬಳಸಿ ತಮ್ಮ ಮಂಡನೆಯ ಧ್ವನಿ/ದೃಶ್ಯ ಮುದ್ರಣ ಮಾಡಿಕೊಂಡು ವಿಕ್ಷಿಸಿ ಸ್ವ - ಮೌಲ್ಯಮಾಪನ
- ವಿವಿಧ ರೀತಿಯ ಮಂಡನೆಗೆ ಪ್ರಶಿಕ್ಷಕರು ಸೂಕ್ತ ರೂಬ್ರಿಕ್ಸ್ ತಯಾರಿಸಿ ಮೌಲ್ಯಮಾಪನ ಮಾಡಬೇಕು.

- ಇತರರ ಸೆಮಿನಾರ್ ಶೈಲಿಯ ಮಂಡನೆ ಮತ್ತು ಚರ್ಚೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ
- ಕಥಾ ನಿರೂಪಣೆ - ಕಥೆಯ ಆಯ್ಕೆ, ನಿರೂಪಣಾ ಶೈಲಿಯ ಆಯ್ಕೆ, ಸಂಪನ್ಮೂಲ ತಯಾರಿಕೆ, ನಿರೂಪಣೆ ಮತ್ತು ಚಿಂತನೆ - ಸಹಪಾಠಿಗಳ ಹಿಮ್ಮಾಹಿತಿ - ಇದರಿಂದ ಕಲಿಯುವ/ನಿರೂಪಣೆಯನ್ನು ಉತ್ತಮ ಪಡಿಸಿಕೊಳ್ಳುವ ಅವಕಾಶ

ಘಟಕ 4: ಓದು ಮತ್ತು ಬರಹ

Theory - 10 Hours

ಓದು

- ವಿವಿಧ ಸಾಮರ್ಥ್ಯಗಳ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಒಳಗೊಳ್ಳುವಂತಹ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯನ್ನು ರೂಪಿಸುವುದು
- ಓದನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸಹಾಯಕವಾಗುವ ತರಗತಿಯ ಲೈಬ್ರರಿ, ಓದಿನ ಕ್ಲಬ್‌ಗಳು - ಇದರ ಸ್ಥಾಪನೆ, ನಿರ್ವಹಣೆ
- ನಿಬಂಧದ ವಿಶ್ಲೇಷಣೆ
- ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಬರವಣಿಗೆಯ ಹಂತಗಳು (ತಂತ್ರಗಾರಿಕೆ)ಯ ಬಗ್ಗೆ ಅರಿವು - ಪ್ಯಾರಾಗ್ರಾಫ್ ಬರವಣಿಗೆ, ವಿಷಯ ವಾಕ್ಯವನ್ನು (ಠಣಿಠಿ, ಚಿಣಿಚಿಣಿಠಿ) ಗುರುತಿಸುವುದು, ವಾಕ್ಯಗಳನ್ನು ತಾರ್ಕಿಕವಾಗಿ ಜೋಡಿಸುವುದು
- ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಪ್ರಚಲಿತವಾಗಿರುವ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆಯ ವಿಮರ್ಶಾತ್ಮಕ ಅವಲೋಕನ - ಉಕ್ತಲೇಖನ, ಪ್ರಶ್ನೆ ಉತ್ತರ
- ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಓದು ಮತ್ತು ಬರವಣಿಗೆಯ CCE

Practical - 20 Hours

- ಸೃಜನಾತ್ಮಕ ಬರವಣಿಗೆ - ಕಥೆ, ಅನುಭವ ಹಂಚಿಕೆ, ಪುಸ್ತಕ ವಿಮರ್ಶೆ, ಚಲನ ಚಿತ್ರ ವಿಮರ್ಶೆ, ಕವನ, ಪ್ರಬಂಧ (ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಆಸಕ್ತಿಗೆ ಅನುಗುಣವಾದ ವಿಷಯದ ಮೇಲೆ)
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮದೇ ವೃತ್ತಿಪರ ಚಿಂತನಾತ್ಮಕ ದಿನಚರಿ (reflective journal) ಯನ್ನು ಇಡುತ್ತಾರೆ, ಇದರಲ್ಲಿ ತಮ್ಮ ಓದು ಮತ್ತು ಕಲಿಕೆಯನ್ನು ದಾಖಲಿಸಬೇಕು. ಅವಕಾಶ ಸಿಕ್ಕಂತೆಲ್ಲಾ, ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಇದನ್ನು ಅವಲೋಕಿಸುವಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರೋತ್ಸಾಹ ನೀಡಬೇಕು
- ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಓದು - ಇದರ ಬಗ್ಗೆ ಲೇಖನ

- ರೇಖಾ ಚಿತ್ರಗಳ (graphic organiser) ಬಳಕೆಯಿಂದ ಬರವಣಿಗೆ. ತರಗತಿಯಲ್ಲಿ ವಿವಿಧ ಹಂತಗಳ ಬರವಣಿಗೆಗೆ ಇದರ ಬಳಕೆ
- ಕಲಿಕಾದಾರರ ಸಾಮರ್ಥ್ಯಗಳಲ್ಲಿನ ಭಿನ್ನತೆ ಗುರುತಿಸುವುದು. ಎಲ್ಲರನ್ನೂ ಒಳಗೊಳ್ಳುವಂತಹ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ರೂಪಿಸುವುದು
- ನಿಯಮಾನುಸಾರ ಮತ್ತು ಮಾರ್ಗದರ್ಶನದಂತೆ ಬರೆಯುವುದು (ಮೌಖಿಕ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮಗಳನ್ನು ನೋಡಿ ಬರೆಯುವುದು)- ಇದನ್ನು ಆಯೋಜಿಸಿ, ತರಗತಿಯಲ್ಲಿ ಬರಿಸಿ, ಮೌಲ್ಯಮಾಪನ ಮಾಡಬೇಕು
- ಸ್ವತಂತ್ರ ಮತ್ತು ಸೃಜನಾತ್ಮಕ ಬರವಣಿಗೆಗೆ ಅವಕಾಶ ನೀಡಲು ಆಯೋಜಿಸಿ, ತರಗತಿಯಲ್ಲಿ ಪ್ರಯೋಗಿಸಿ, ಆ ಬರವಣಿಗೆಗಳನ್ನು ತಮ್ಮ ಸಹಪಾಠಿಗಳೊಡನೆ ಹಂಚಿಕೊಳ್ಳಬೇಕು.
- ಆಸಕ್ತ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನವನ್ನು ಬಳಸಿ ತಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಅಂತರ್ಜಾಲದಲ್ಲಿ ಬ್ಲಾಗ್‌ನ ಮೂಲಕ ಇತರ ಕನ್ನಡ ಓದುಗರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳಬಹುದು. (inputs from ICT)
- ಕನ್ನಡ ಭಾಷಾ ತರಗತಿಗಳಲ್ಲಿ ತಮ್ಮ ಅನುಭವಗಳನ್ನು ಅವಲೋಕಿಸಿ ಓದಿನ ಮತ್ತು ಬರವಣಿಗೆಯ ಮಧ್ಯೆ ಸಂಬಂಧವಿದೆಯೇ ಎಂಬುದರ ಬಗ್ಗೆ ಚರ್ಚಿಸುತ್ತಾರೆ
- ಓದನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸಹಾಯಕವಾಗುವ ತರಗತಿಯ ಲೈಬ್ರರಿ, ಓದಿನ ಕ್ಲಬ್‌ಗಳು ಇದರ ಸ್ಥಾಪನೆ ಮತ್ತು ಇದರ ಬಗ್ಗೆ ಮಕ್ಕಳ ಅಭಿಪ್ರಾಯ ಸಂಗ್ರಹಣೆ/ಮಕ್ಕಳ ಪ್ರತಿ ಸ್ಪಂದನೆಯನ್ನು ಗಮನಿಸಿ ದಾಖಲಿಸುವುದು
 - ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಶಾಲಾ ಅನುಭವದ ಬಗ್ಗೆ ವರದಿ ಬರೆಯುತ್ತಾರೆ.

ಪಠ್ಯ ಸಂವಹನಾ ಕ್ರಮ (Mode of transaction):

- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಲೇಖನಗಳ ಮಂಡನೆ
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಅನುಭವಗಳನ್ನು ಬರೆದು, ತಮ್ಮ ಬರವಣಿಗೆಯನ್ನು ತಾವು ಓದುಗರಾಗಿ ಓದಿ ಸ್ವ-ವಿಮರ್ಶೆಗೊಳಪಡಿಸಿ ತಿದ್ದುಪಡಿ ಮಾಡುತ್ತಾರೆ. ಪರಿಷ್ಕೃತ ಪ್ರತಿಯನ್ನು ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಹಂಚಿಕೊಂಡು ಅಭಿಪ್ರಾಯ ತಿಳಿಯುತ್ತಾರೆ
- ಭಾಷಾ ಆಟಗಳು - ಪ್ರಶಿಕ್ಷಕರು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಆಯೋಜಿಸುವುದು
 - ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಶಾಲಾ ಮಕ್ಕಳಿಗೆ ಆಯೋಜಿಸುವುದು.
- ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗೆ ಚರ್ಚೆ, ಕರಡು ಪ್ರತಿ, ಸಂಪಾದಿಸುವುದು, ತಿದ್ದುವುದು, ಮರು ವಿನ್ಯಾಸಗೊಳಿಸುವುದು, ಪ್ರಕಟಿಸುವುದು/ಪ್ರದರ್ಶಿಸುವುದು ಇಂತಹ ಪ್ರಕ್ರಿಯೆಗಳಿಗೆ ಅವಕಾಶ ಮಾಡಿ ಕೊಡಬೇಕು. (Inputs from art education, ICT)

ಉಪನ್ಯಾಸಗಳನ್ನು ಕನಿಷ್ಠ ಪ್ರಮಾಣದಲ್ಲಿ ಮಾಡುವುದು. ಸ್ವ ಓದಿಗೆ, ಚರ್ಚೆಗೆ ಆದ್ಯತೆ ನೀಡುವುದು

ಚಲನಚಿತ್ರ ಪ್ರದರ್ಶನ/Class Talk

- ಮಸ್ತುಕ ಸಂಪದ್ಧರಿತ ತರಗತಿ (Text – rich classroom)

ಮೌಲ್ಯಾಂಕನ (Mode of assessment);

- ಲಿಖಿತ ಪ್ರಬಂಧಗಳಿಗೆ ಅಂಕಗಳು
- ಭಾಗವಹಿಸುವಿಕೆ
- ಭಾಷಾ ಆಟಗಳ ಮೌಲ್ಯಮಾಪನ

Suggested Readings:

ಮಾಲಿನಿ ಮಲ್ಯ (ಸಂ) (1994) ಶಿವರಾಮ ಕಾರಂತರ ಲೇಖನಗಳು ಸಂಪುಟ 2 ಭಾಷೆ ಶಿಕ್ಷಣ ಸಂಸ್ಕೃತಿ ಸಂಶೋಧನೆ, ಪ್ರಸಾರಾಂಗ, ಮಂಗಳೂರು ವಿಶ್ವ ವಿದ್ಯಾಲಯ.

Cameron, L. (2001) *Teaching languages to young learners*, Cambridge: Cambridge University Press.

Tomlinson, B. (Eds.) (1998). *Materials development in language teaching*. United Kingdom: Cambridge University Press.

Butler, A. & Turbill, J. (1984). *Towards reading-writing classroom*. New York: Cornell University.

Richards, J. C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. India: Cambridge University Press.

ತೊತ್ತೂ - ಚಾನ್ (2008). (ಅನುವಾದ - ಗಾಯತ್ರಿ ವಿ.), India: National Book Trust.

ಬಧೇಕಾ, ಗಿಜುಭಾಯ್. (2008). ಹಗಲುಗನಸು. (ಅನುವಾದ - ಡಿ.ಆರ್. ಬಳೂರಗಿ), India: National Book Trust.

ರವೀಂದ್ರನಾಥ ಟಾಗೋರ್ (ಸಂಚಿಕೆ - 82) ಅಂಗಿಕ ಶಿಕ್ಷಣ, ದೇಶಕಾಲ, (ಅನುವಾದ - ರಾಮನಾಥ ಭಟ್).

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemomm (Eds.) *Multilingual education for South Africa*. Johannesburg, South Africa: Heinemann. 3-7.

Pinnell, G.S. (1985). Ways to look at the functions of children's language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.

Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities and classroom language*, Oxford: Oxford University Press.

Browne, A. (2007). *Teaching and learning communication, language and literacy*. London, UK: Paul Chapman, 175-210.

* ಈ ಶೀರ್ಷಿಕೆಗಳನ್ನು ಪ್ರಾತಿನಿಧಿಕವಾಗಿ ಕೊಡಲಾಗಿದೆ.

2.2.2 English

Time allocation: 120 hours

Total Marks: 100

Theory - 73 hours

Internal - 40

Practical - 47 hours

External - 60

I. Rationale

In addition to developing the language proficiency and communication skills of student-teachers, it is important to develop a sound knowledge of the principles of language teaching, various approaches and methods of teaching a second language, language acquisition theories, etc. This course is for one full year and is introduced in the second year and is meant for teaching English at the primary level. The course will help student-teachers to understand the trends and issues in English language teaching and also to learn ways of developing learners' language skills namely listening, speaking, reading and writing.

II. Objectives

The course facilitates student teachers in:

- Equipping themselves with a set of strategies for effective transaction of the prescribed content.
- Acquiring knowledge of the trends in language teaching and learning.
- Developing the ability to design tasks, activities and supplementary tools and materials for facilitating learning.
- Designing varied strategies for evaluating learner performance.
- Developing an understanding of the need to adopt and try out reflective practices.
- Exploring the possibilities for integrating ICT and Art Education principles for facilitating English language learning.

III. Units

Unit 1 : Understanding Language Acquisition

Theory - 14 hours

- Teaching English to young learners
 - Characteristics of young learners - children's innate abilities to learn languages: focusing on the meaning of the utterances rather than the form or rules of language, ability to interpret the sense or meaning of a situation, children enjoy talking, a great desire to express their ideas with whatever limited language available to them, children enjoy doing activities, playing games and singing songs and rhymes, children use 'chunks' (meaningful phrases) of language they have picked up from different sources, try to experiment with language and they use language creatively.
 - Learning styles and strategies - auditory, visual, kinesthetic/tactile learners, multiple intelligences
 - Language learning theories associated with Lev Vygotsky, Jean Piaget, Noam Chomsky, Stephen Krashen, Jerome Bruner.
 - Learning as social interaction, Piaget's theory of cognitive development, competence and performance, input hypothesis, scaffolding, Zone of Proximal Development (ZPD)
 - Language learning and language acquisition, L1 and L2 acquisition, Language acquisition device (LAD), Universal Grammar (UG), Critical Period Hypothesis

Practical - 07 hours

- Facilitating experiential learning - collaborative learning, co-operative learning - integrating ICT and art forms - school visits, classroom observation, discussion, experimentation during peer teaching.

Unit 2 : Developing Language Skills

Theory - 24 hours

7. Listening

1. Listening at the LPS level

- Developing micro- and macro-skills of listening (listen to requests, simple instructions & questions and respond appropriately., listen and understand the meanings of words in an utterance, listen and write the minimal pairs, listen and identify the homophones., recognise cluster sounds, grasp the meaning of word or sentence., listen to and understand the importance of tonal variation in utterances., listen to short stories, conversations and answer comprehension questions., recognise rhyme and rhythm)
- Total Physical Response activities, listen and identify (sounds, words, pictures), listen and draw, listen and perform (mime), listen and colour, listen and make type of activities
- Using rhymes and songs from websites
- Listening to cassettes and CDs

Listening at the HPS level

- Teaching listening for comprehension – listening for main ideas and listening for specific details
- Real-life listening situations – announcements in bus and railway stations, telephonic conversations, lesson, lecture, TV programmes, dramas and movies, radio news Designing listening activities -
- Developing micro- and macro-skills of listening (listen and distinguish between stressed and unstressed sounds, listen and understand the use of strong and weak forms in connected speech., mark the tone of the speaker., catch the purpose of the spoken language., follow the sequence of ideas expressed, develop positive attitude and confidence in the learner

2. Speaking

A. Theory

- Micro- and macro-skills of oral production
- Fluency activities - dialogue practice, speaking in groups, speaking games, story telling, role play, debates

- Discussion activities – describing pictures, picture differences
- Information-gap and opinion-gap activities, problem-solving activities
- Formal and informal spoken discourses, cohesive devices in speech
- Speaking Practice activities - role play, dialogue practice, delivering speeches (welcoming guests, proposing vote of thanks), anchoring programmes, interviews, debates, etc.

3. Reading

A. Theory

- Reading for beginners – sight words, word recognition skills ('look and say' approach, phonic approach), reading aloud and silent reading
- Teaching reading - Pre-reading stage, while-reading stage and post-reading stage
- Sub-skills of reading – skimming, scanning, predicting, drawing inferences, paraphrasing
- Framing comprehension questions – multiple choice, match the following, true/false, fill in the blanks, one word substitutions, complete the sentences, higher level questions eliciting personal responses
- Characteristics of efficient reading and implications for teaching
- Reading aloud and silent reading

4. Writing

- Developing the mechanics of writing – How to teach handwriting, spelling, punctuation, sentence formation
- Writing processes – pre-writing (brainstorming, mind maps, free writing, asking questions, ect.), drafting, self- and peer-assessment, giving feedback, revising, editing, producing a final draft
- Writing for communicative purposes – How to teach letter writing, paragraph writing skills?
- Creative writing – stories, poems, dialogues
- Textbook-based writing activities

5. Teaching Grammar and Vocabulary

- Inductive and deductive methods of teaching grammar
- Form-focused and meaning-focused teaching of grammar, Grammar in context
- Grammar games/grammar practice activities
- Common errors in speech and writing
- Active and passive vocabulary
- Vocabulary games and activities
- Spoken and written vocabulary
- Learning vocabulary – word mnemonics, dictionary-using habits, collocations and word families, idioms and phrases, affixes, synonyms and antonyms, compound words, vocabulary notebook
- Integrating LSRW - Organising projects for facilitating learning. Use and integration of ICT and Art forms for developing language skills
Topic/theme-based units, language across curriculum (integrating content subjects into English lessons)

Practical – 12 hours

- Designing activities for developing various skills
- Using textbooks to develop language skills, analysing a unit and designing supplementary activities
- Try out activities in peer teaching
- Using web resources – teaching ideas, lesson plans, etc.
- Preparing lesson plans, preparation for TP

Unit 3: Facilitating Learning English: Approaches, Methods and Techniques

Theory – 15 hours

- Objectives of teaching English at the elementary level as envisaged in NCF, 2005.
- Humanistic approaches and their implications for classroom teaching
 - Approaches to teaching of English – Structural and Communicative

- Task-based teaching, collaborative learning, co-operative learning, community language learning, suggestopedia
- Constructivism, critical pedagogy

- Teaching prose and poetry
- Lesson plan – Models
- Classroom organization, beginning and ending lessons, asking questions, giving instructions, building rapport
- Patterns of classroom interaction, correction techniques in the classroom, giving feedback
- Inclusive practices

Practical – 12 hours

- Reading and discussing, NCF-2005,
- Classroom observation - Discussion of observation notes in the light of approaches and methods to be discussed in the theory classes.
- Video watching – using you tube, BBC, British Council Teaching English websites
- Preparation of Lesson Plans and tryout
- Practice lessons - supervised and guided by the mentor teacher

Unit 4: Resources for Teaching Learning English

Theory – 08 hours

1. Creating input rich environment
2. Materials preparation – using and supplementing textbooks, teacher-made task/worksheets, learning cards, big books
3. Radio and Edusat lessons – Integration into classroom pedagogy
4. Using learning resources for facilitating language learning – authentic resources, children’s literature, comics, translated materials, films and theatre

Practical – 08 hours

Textbook analysis, identifying the need for support materials

Preparation of TLM, designing activities

Exploring online materials –worksheets, quizzes, reading comprehension passages and exercises, language learning activities

Unit 5 : Assessing Learning

Theory – 12 hours

- Test types – achievement test, proficiency test, diagnostic test
- Assessing LSRW skills – designing assessment tasks and activities
 - Testing listening – listen and match, listen and write, listen and do, listen and complete, listen and answer, listen and paraphrase, listen and sequence, sentence completion, retelling a story, note taking
 - Testing speaking – read aloud tasks, dialogue completion, picture-cued tasks, questions eliciting open-ended responses, telling a story, describing daily routines, talking about favourite movies/books/personalities, oral presentations, role play
 - Testing reading – odd one out, word/sentence identification, multiple-choice tasks, gap-filling, reading comprehension passage plus questions, sequencing tasks, information transfer (reading charts, maps, graphs, diagrams), skimming and scanning tasks, summarizing and note making,
 - Testing writing – writing letters, words, numbers and abbreviations, spelling tasks, dictation, picture description, ordering words/sentences, dialogue completion, paraphrasing, paragraph construction, editing tasks, writing portfolios
- Formative assessment of learning
- Self and peer assessment, preparing checklists, observation schedules and assessment rubrics, giving feedback, constructing portfolios
- Summative assessment of learning
- Oral test, written test, question paper design (based on learning processes)

Practical – 08 hours

Analysis of assessment tasks and activities

Preparing assessment tools

Constructing test items

Designing test papers

Plug points for CCE

Formative assessment should be carried out using checklists, observation schedules, rating scales, etc. Summative assessment may be carried out through oral and written tests.

Mode of transaction

Interactive sessions, group discussions, presentations, input sessions, small group tutorials

The resources suggested here should be used during practice sessions to provide appropriate examples of their usage.

IV. Special Expertise

Professionally trained English teachers should be teaching on the course

V. Suggested Readings

5. A Course in Listening and Speaking – I, V Sasikumar and others
6. A Course in Listening and Speaking – II, V Sasikumar and others
 - Approaches and Methods in Language Teaching (2nd edn.), J C Richards and T S
7. Chaitanya III – A source book on English Language Teaching, DSERT, Karnataka
8. Cursive Writing for Today, V sasikumar and P raja rao
9. Developing reading skills: A practical guide to reading comprehension exercises, Francoise Grellet
10. English for Primary Teachers: A handbook pf activities and classroom language, Mary Slattery and Jane Willis
 - English Language Teaching: approaches, methods and techniques, Geetha Nagaraj
11. English through reading, N S Prabhu and Bhaskaran
12. English vocabulary in Use (Elementary and Intermediate), Michael McCarthy

13. Five minute activities: a resource book for teachers. Penny Ur and Andrew Right
14. Grammar Practice Activities, Penny Ur
15. How to Teach Writing, Jeremy Harmer
16. Poorna Italic Handwriting Book, K N Padmanabhan Nair
17. Reading: Certificate in the Teaching of English, English and Foreign Languages University, Hyderabad
 - Rodgers
18. Strengthen Your Writing, K R Narayanaswamy
19. Study skills, K Rajeevan
20. Study Writing, Liz Hamp-Lyons and Ben Heasley
21. Teaching and Learning English: a Source-book for Teachers and Teacher Trainers, M L Tickoo
22. Teaching English: Approaches, Methods and Techniques, N Krishnaswamy and L Krishnaswamy
23. Teaching Reading Skills in a Foreign language, Christine Nuttal
24. Teaching writing skills, Don Byrne
25. Techniques and Principles in Language Teaching, Dianne Larsen-Freeman
26. Techniques in Teaching Writing, Ann Raimes
27. Writing Italic – Book 1, sasikumar V
28. Writing, Tricia hedge
29. Young Learners, Sarah Philips

Useful Journals and Magazines

1. English Classroom, Regional Institute of English South India, Bangalore
2. English Teaching Professional, British Council, Delhi
3. Forum, Regional English Language Office, American centre, Delhi
4. Journal of English Language Teaching, English Language Teachers' Association of India, Chennai
5. Teacher Plus, Secunderabad, Andhra Pradesh

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4. Grellet, F. 1985. *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.
5. Hamp-Lyons, L. and Heasley, B. 1988. *Study Writing*. Cambridge: Cambridge University Press.
6. Harmer, J. 2004. *How to Teach Writing*, Delhi: Pearson Education.
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9. Nagaraj, G. 1996. *English Language Teaching: approaches, methods and techniques*. Hyderabad: Orient Blackswan
10. Tickoo, M. L. 2004. *Teaching and Learning English: a Source-book for Teachers and Teacher Trainers*. Hyderabad: Orient Blackswan
11. Larsen-Freeman, D. 2008. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
12. Krishnaswamy, N and Krishnaswamy, L. 2003. Chennai: MacMillan. *Teaching English: Approaches, Methods and Techniques*. Chennai: MacMillan.
13. Slattery, M and Willis, J. 2001. *English for Primary Teachers: A handbook of activities and classroom language*. Oxford: Oxford University Press.
14. Krishnaswamy N and Sriraman, T. 1994. *English Teaching in India: Resource Books for Teachers of English*. Chennai: T R Publications.
15. Krishnaswamy N. 1995. *Teaching English Grammar: A Modern Guide to an Interactive Approach*. Chennai: T R Publications.
16. Ur, P. 2007. *Grammar Practice Activities: A Practical Guide for teachers*. Cambridge: Cambridge University Press.
17. Ur, P. and Right, A. 2004. *Five minute activities: a resource book for teachers*. Cambridge: Cambridge University Press.

18. Philips , S. 1993. *Young Learners*. Oxford: Oxford University Press.
19. Sasikumar, V. and others. 2006. *A Course in Listening and Speaking – I*. Bangalore: Foundation Books.
20. Sasikumar, V. and others. 2006. *A Course in Listening and Speaking – II*. Bangalore: Foundation Books.
21. Raimes, A. 1983. *Techniques in Teaching Writing*. Oxford: Oxford University Press.
22. Narayanaswamy, V. R. 1979. *Strengthen Your Writing*. Hyderabad: Orient Longman.
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24. Sasikumar V *Writing Italic – Book 1*. Hyderabad: Orient Longman.
25. Sasikumar, V. and Raja Rao, P. 1990. *Cursive Writing for Today*. Hyderabad: Orient Longman.
26. Prabhu, N. S. and Bhaskaran, N. P. 1975. *English through reading*. Bangalore: MacMillan.
27. Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann International.
28. Rajeevan, K. 1989. *Study skills*. Hyderabad: Central Institute of English and Foreign Languages.
29. McCarthy, M. and O'Dell. 2002. *English vocabulary in Use: Elementary*. Cambridge: Cambridge University Press.

Useful Journals and Magazines

1. *The English Classroom*, Bangalore: Regional Institute of English South India
2. *Journal of English Language Teaching*. Chennai: English Language Teachers' Association of India.
3. *English Teaching Professional*, New Delhi: British Council.
4. *Forum*, New delhi: Regional English Language Office, American centre.
5. *Teacher Plus*, Secunderabad, Andhra Pradesh

2.2.3 a Science

Time allocation: 120 hours

Theory: 65 hours

Practical: 55 hours

Total marks: 100

Internal : 40

External : 60

I. Rationale

The purpose of this course is to promote an understanding of science as a way of knowing that is characterised by empirical criteria, logical arguments and sceptical reviews, among student teachers.

This course is built on the premise that science learning is an active process. This involves helping prospective teachers of science shift away from presenting information and 'covering' science content. The course is so designed as to equip student teachers with theoretical and practical knowledge and abilities about science, science learning and teaching.

II. Objectives

The course facilitates student teachers in:

- Identifying the nature of science.
- Re-visiting their conceptual understanding of science.
- Understanding science process skills.
- Understanding how to structure an inclusive learning environment.
- Creating first hand experiences in facilitating science learning among higher primary school children.
- Selecting and using appropriate assessment strategies including application of ICT.

III. Units

UNIT- I: Nature of Science

Theory - 10 hours; Practical - 10 hours

Theory

- Elements of scientific knowledge: Science as one of the domains of knowledge; Scientific method as involving several interconnected steps: Questioning - different kinds of questions leading to different kinds of scientific investigations; formulation and testing of hypotheses - using observations, experiments and theoretical & mathematical models; emphasis on evidence that have logically consistent arguments; Science as a dynamic, expanding body of knowledge
- Values associated with Science- Development of scientific attitude leading to openness to criticism, respect for rules of evidence, truthful reporting, and respect for life; and Science for peace
- Science, technology, society-interface: Impact of science technology on society and vice versa; Science and technology as a social endeavour; Limitations of science and technology in solving all problems or meeting every need

Practical (Any Two)

- Interview with a local scientist to understand how they work
- Impact of mobile phone on atleast 4 individuals from different professions (Eg: Farmer, teacher, engineer, lawyer)
- Study of the systematic supplanting of indigenous knowledge with mass technology in their locality (It can pertain to techniques of farming construction of houses, craft work, etc.,)
- Study any one of the following problems: Potability of water; Reduction of pollution; Identification of alternative resources

Note: The practical activities have to be taken up in small groups of 4-5 student teachers through literature review and interactions with concerned individuals

Each group has to exhibit their findings for peer review. Each group to prepare **one** common report.

UNIT- II Science Content and Processes

Theory - 18 hours; Practical - 16 hours

Theory

- Science Process Skills
- Content categories in science - Facts, concepts, principles, laws, theories, procedures
- Re-visiting science concepts:

Key concepts drawing from each of the following themes in the new State Syllabus for HPS- Matter; Food; Living world; How things work; Natural Phenomenon; Energy, work and force

Note:

1. The concepts from HPS Science curriculum have to be taken up throughout the year. A few concepts have to be dealt with in depth under this unit
2. Concepts have to be dealt **only** using guided inquiry involving activities, projects, experiments, surveys or Open-ended investigations
3. Each of these tasks to be preceded and followed by extensive classroom discussions and use of worksheets

Practical

- The following skills have to be developed by organising appropriate concrete learning experiences 1.Observing 2. Classifying 3. Using numbers 4. Measuring 5.time-space relation 6. Formulation of hypothesis 7. Identifying variables 8. Finding relationship between variables 9. Controlling variables 10. Designing experiments 11. Recording data 12. Interpretation 13 Inferring 14. Communicating effectively 15. Prediction

- Integrated theme projects (any one) – Themes such as Water, Paper, Clothes, Food, Trees and so on lend themselves to integrated projects. The concepts and processes dealt with, in this unit needs to be integrated along with these themes.
- Design & technology project – This project is meant to give an experience to student teachers on integrating art & craft and local empirical knowledge with science and technology. Student teachers are to choose a simple, local artefact such as a basket weaving, bag making or preparing simple cane products. They should then design it and present it to the class for evaluation. The project has to be taken up in groups of 8-10. It can be linked to the Work and Education Course.

UNIT 3 Transacting Science Curriculum

Theory – 17 hours; Practical – 12 hours

Theory

- Aims and objectives of teaching science at elementary school
- Structuring science learning: Heuristic method and its limitations, Guided discovery: Use of Natural environment and Laboratory investigations; Concept Attainment Model and Inquiry Training Model
- Guiding principles of constructivism: Engaging with students’ prior understandings; structuring learning around primary concepts; seeking and valuing students’ points of view; assessing student learning in the context of teaching; promoting self monitoring
- Approaches to facilitate concept and skill development: 5 Es model – Engage, Explore, Explain, Elaborate, Evaluate; Guided inquiry and different ways of conducting inquiry; Group projects; Open-ended investigations; Surveys; Design and Technology modules; dialogues; discussions; exposition
- Addressing needs of all children: Children with disability; gifted children; children with other disadvantages

- Planning : Revised Bloom’s taxonomy; Flexible planning; Planning from a constructivist perspective; integrated and thematic plans
- Organising classrooms: Grouping and organising physical space for collaborative and co-operative learning

Practical (Any 3)

- Observing a child learn a concept/perform a task in science class and prepare a report
- Designing minilessons using different approaches and analysing their effectiveness
- Worksheets based laboratory experience to help children with guided discovery
- Critically analyse concept attainment model and inquiry training model

UNIT-4: Resources for learning science

Theory - 08 hours; Practical - 12 hours

Theory

- Shift in focus from narrow conception of TLM to broad based resources (including environment and human resources); Multiple resources catering to diverse learners
- Sourcing/creating resources: Collection and preservation of specimens; Creating improvised apparatus; Web based resources, Books, Magazines, Newspapers, Films, Digital resources
- Using local resources
- Critical analysis of higher primary school science textbooks

Practical

- Creating resources for teaching 3 different concepts
- Designing and building an improvised apparatus/model **only** using locally available materials
- Critically analyse an existing resource based on collectively evolved criteria
Visiting science museum/fair/exhibition (or) Undertaking nature study and preparing a plan for a field trip for children

UNIT 5 Assessing Science learning

Theory - 12 hours; Practical - 05 hours

Theory

- Formative assessment: Introduction; classroom environments that support formative assessment; connecting teaching and learning
- Formative assessment techniques: Rubrics for performance in tasks; ratings; annotated drawings/pictures/illustrations/graphic organisers; explanation and representation analyses; probes; guided reciprocal peer questioning; informal interviews; K-W-L variations; learning goals inventory

Selecting assessment techniques to match teaching/learning goals

- Probing, analysing and documenting children's ideas in science
- Assessing process skills
- Summative assessment: Planning for testing; framing different types of questions; designing tests; evaluating answer papers; grading and reporting;

Portfolios and performance evaluation; scoring rubrics

Practical

- Studying different types of achievement tests
- Designing a variety of simple diagnostic tools (a minimum of 3) to probe children's alternate conceptions/misconceptions. Using these tools and analysing the results

Mode of transaction

Discussions

Dialogues

Selected readings

Films/videos

Field visits

Reflections

Note: A pedagogic content knowledge approach is advocated for transacting this course

Mode of assessment

Formative assessment of participation/performance during all classroom activities including discussions

Written questionnaires to ascertain contextual understanding

Worksheets to assess comprehension of reading materials

All practical to be assessed both in terms of products (reports, resources, etc.) and processes (participation, teamwork, research, etc.)

Suggested Readings:

- DSERT, Science text books (classes 5 to 8). DSERT, Bangalore
- Eklavya, 2003. Bal Vaigyanik (Classes 6 to 8), Eklavya, Bhopal
- Homi Bhabha Centre for Science Education, 2003. Small Science (Classes 3 to 5 – Text book, Work book, Teacher’s handbook), Oxford University Press, India
- NCERT, 2005. Focus Group Paper on Science Education Position Paper NCERT, New Delhi
- RV VSEI Resource Centre . Vignana; Nodi Madi, Chithisikali. Unpublished
- Reader’s Digest, 1978. Joy of Nature. Reading Digest Association Limited, New York
- Sudarshan Khanna, 1992 Joy of making Indian Toys. National Book Trust, India
- Teacher Plus, May-June 2010; Biology Special
- Wynne Harlen, Jos Elstgeest , 1992. UNESCO. Sourcebook for Science in the Primary School. National Book Trust, India
- ಡಿ.ಆರ್. ಬಳೂರಗಿ, 2010. ಬೆಳಕು. ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
- ಡಿ.ಆರ್. ಬಳೂರಗಿ, 1984. ನೀನೇ ಮಾಡಿ ನೋಡು. ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
- ಡಿ.ಆರ್. ಬಳೂರಗಿ; ಎಮ್.ಎ. ಸೇತುರಾಮ್, 1982. ಸೌರ ಶಕ್ತಿ. ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು
- ಮೀರ್ ನಜಬತ್ ಆಲಿ, ಅನುವಾದ: ಜೆ.ಆರ್.ಲಕ್ಷ್ಮಣರಾವ್, 1973. ಜಗತ್ತನ್ನು ಬದಲಾಯಿಸಿದ ವೈಜ್ಞಾನಿಕ ಸಾಧನಗಳು, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ

Websites

www.arvindguptatoys.com

www.hbcse.tifr.res.in

www.nationalgeographic.com

www.project2061.com

www.unesco.org

2.2.3 b Mathematics

Time allocation: 120 hours

Theory - 65 hours

Practical - 55 hours

Total marks: 100

Internal marks - 40

External marks- 60

I. Rationale

This course attempts to sensitise the prospective Mathematics teacher towards mathematical processes and mathematical rigor. As children move from lower primary level to higher primary level their mathematical knowledge and abilities become more abstract and symbolic. Hence, the prospective teachers need to develop insights into ways of mathematical reasoning, algebraic thinking, and communication in Mathematics, abstraction, generalisation and mathematical representations. It is essential to create awareness and appreciation towards mathematical processes.

The course is also so designed as to equip student teachers with theoretical and practical knowledge and abilities about Mathematics teaching and at higher primary level.

II. Objectives

The course facilitates student teachers in:

- Revisiting and developing conceptual understanding of content of higher primary level Mathematics.
- Analysing pedagogical content knowledge of Mathematics at higher primary level.
- Understanding about numeracy and data handling.
- Developing reflective thinking about Mathematics learning.
- Developing awareness and appreciation about algebraic thinking.
- Developing insight into ways of reasoning mathematically.
- Preparing and using various teaching and learning materials of Mathematics.
- Constructing/selecting and using appropriate assessment strategies/tools for assessing Mathematics learning.

III Units

Unit 1 : Processes in Mathematics

Theory - 15 hours

- Mathematical reasoning- Inductive reasoning, Pattern recognition, Process of generalisation, deductive reasoning, algebraic thinking. Geometric thinking levels -Van-Hiele
- Structure of Mathematics - terms (Undefined and defined), Axioms, postulates and theorems - Euclidean and non- Euclidean geometry.
- Validation process of mathematical statements
- Problem solving and creative thinking in Mathematics
- Learning theories of Mathematics - Vergnaud and Hilda Taba

Practical - 10 hours

(Any two of the following activities)

- Reviewing material on various processes of Mathematics - small group activity
- Generalising and Validating mathematical conjectures - group discussions
- Reviewing materials on Euclidean and non Euclidean geometry - small group activity
- Collecting, creating and solving mathematical problems, puzzles and brain teasers - small group activity
- Collecting, creating and conducting creative activities in Mathematics group activity
- Structuring activities based on geometric thinking levels according to Van Hiele

Unit 2: Mathematical content knowledge.

Revisiting the content of the units listed below. The content of each unit as prescribed in 6th to 8th standard Mathematics should be dealt with along with pedagogical content knowledge and this has to be spread over the entire academic year as and when required. Any three units to be analysed in depth as sample units during the 8 hours prescribed for this unit 2. Content knowledge to be dealt only by using constructivist approaches.

Theory - 15 hours

- Number system - integers, rational numbers, fractions, decimals numbers -- playing with numbers - Powers
- Percentages - Ratio and proportion
- Algebra- algebraic expressions, factorisation and linear equations
- Geometry - Understanding shapes (2D and 3D), Symmetry, Congruency
- Axioms, Postulates and theorems.
- Theorems on triangles, congruency of triangles
- Constructions - lines, angles, triangles
- Mensuration - perimeter and area of square, rectangle triangle parallelogram and circle using basic unit area
- Data handling - preparation of frequency distribution table, constructing pictograph and bar graphs - measures of central tendency

Practical - 12 hours

- Review material on development of numbers and number systems, algebraic thinking and geometry
- Collect information and present paper on mathematicians from diverse cultures and their contribution to number system, algebra and geometry
- Collecting and Developing patterns - both numerical and geometrical, drawing

- Review material on concepts and generalisations of Euclidean and non-Euclidean geometry - small group activity
- Design investigations, collect data, use different ways to represent them, calculate measures of central tendency and interpret – small group activity
- Collect and present enriched information on each of the units – small group activity

Unit 3: Facilitating learning Mathematics

Theory - 15 hours

- Content analysis for units prescribed in 6th to 8th standard Mathematics
- Revised Bloom's taxonomy - Instructional objectives in terms of learning outcomes. Task analysis – analysis of process behaviours with respect to different instructional objectives – Listing learning outcomes and task analysis for content of 1st to 5th standard Mathematics.
- Facilitating learning of Mathematics - Five E's model; Approaches and strategies based on constructivist philosophy – structuring activities based on Inductive thinking, Inquiry training, concept formation and Concept attainment, structuring activities for guided discovery and investigation; Co-operative learning strategies.
- Techniques of learning Mathematics: Oral, Written and Drill work.
- Unit based lesson planning

(Note: Revising the theoretical ideas of all the above mentioned areas which are covered in unit 3 during first the year. Content analysis, listing the instructional objectives and task analysis for various units in 6th to 8th Mathematics. Planning lesson episodes based on each of the approaches, strategies and models listed.)

Practical – 13 hours

- Preparation and presentation of lesson episodes on each of the models and strategies of teaching Mathematics at 6th, 7th and 8th standard Mathematics - small group activity
- Implementing the prepared lessons in classrooms during practice teaching
- Preparing unit plans for Mathematics teaching
- Preparing worksheets for drill work in Mathematics (both oral and written work)

(Note: Student –teachers should

- Present the planned lessons and learning materials in simulated situations
- Implement the prepared lessons in classrooms during practice teaching)

Unit 4: Resources for learning Mathematics

Theory – 10 hours

- Preparation and use of learning materials in Mathematics.
- Text books and work books in Mathematics – their characteristics - Role of text books and work books in learning Mathematics.
- Mathematics laboratory/room – equipment – role of Mathematics lab in the learning of Mathematics.
- Role of ICT in Mathematics learning - Connecting Arithmetic, Algebra and Geometry using computer aided tool – Geogebra, K-turtle

Practical – 10 hours

- Preparation of learning materials in Mathematics for various units of 6th to 8th standard
- Preparation of work sheets for various units of 6th and 8th standard Mathematics (for both oral and written work)

- Preparation of lab manuals, data cards and procedure sheets for various investigative activities to be conducted in Mathematics lab
- Preparation of materials and manuals for various games and recreational activities in Mathematics
- Preparation and use of materials for art based activities in learning Mathematics – paper folding activity etc
- Collect and report the various technological web resources for teaching and learning of Mathematics
- Critically analyse the existing textbooks and workbooks of primary level Mathematics
- Exploring and using community resources in learning Mathematics – small group work activity and presentation of report
- Planning and preparing materials for conducting Mathematics quiz

Unit 5: Assessment of Mathematics learning

Theory - 10 hours

- Assessment of conceptual understanding in Mathematics, mathematical reasoning and problem solving – construction of test items
- Preparation and use of test papers in Mathematics – achievement tests and diagnostic tests
- Portfolio assessment and performance assessment in Mathematics
- Development of Rubrics in Mathematics
- Quantitative and qualitative analysis of test scores in Mathematics
- Misconceptions in Mathematics (content related to 6th to 8th std Mathematics)

Practical - 10 hours

- Preparation of test items for oral and written tests in Mathematics - small group activity followed by discussions
- Constructing items for assessing conceptual understanding, reasoning and problem solving in Mathematics with respect to 6th to 8th standard - group activity followed by discussions
- Constructing achievement tests and diagnostic tests in Mathematics
- Structuring situations and activities for portfolio and performance assessment in Mathematics - small group activity
- Generating rubrics for assessing Mathematics learning
- Analysis of test papers used in the schools - small group activity
- Analysing test scores in Mathematics - both qualitative and quantitative - group discussion and presenting a report
- Structuring learning episodes to overcome misconceptions of children in Mathematics

Mode of transaction

All the five units of this course have to be transacted to the student-teachers by the teacher-educator through various approaches and techniques based on constructivist philosophy. Some of them are listed below:

- Small group discussions
- Co-operative learning strategies
- Team work and project based learning
- Lecture cum demonstration techniques and modelling
- Investigative activities
- Reading of texts/learning material followed by discussions
- Critical analysis of text materials, Learning materials and presentations - small group activity

- Workshops on preparation and presentation of teaching- learning materials.
- Viewing materials including visual and audio-visual followed by discussions and presentations.

Mode of assessment

- Formative assessment during classroom activities such as group activity, group discussions, project work, presentations, simulated activities and class tests.
- Oral and written tests, performance based assessment and rubrics to assess conceptual understanding of Mathematics.
- Worksheets and assessment sheets to evaluate the knowledge acquired in each of the units.
- All practical activities to be assessed both in terms of products (reports, resources, etc.,) and processes (participation, teamwork, research, etc.,)
- Portfolio assessment and performance assessment to evaluate the abilities acquired during the course.

IV. Suggested Readings

Brooks, J. G. and Brooks, M. G. (1999). *In search of understanding: The case for constructivist classroom*. Association for Supervision and curriculum Development, Alexandria, Virginia, USA.

Bruner, J.S., Goodnow, J.J., & Austin, G. A. (1966). *A Study of Thinking*. John Wiley & Sons Inc.

D'Augustine, C.H. (1960). *Multiple methods of teaching mathematics in the elementary school*. Scott, Foresman & Co.

Haylock, D. (2006). *Mathematics explained for primary teachers*. New Delhi: Sage Publications.

IGNOU, AMT-01. *Teaching of primary school mathematics*. New Delhi: IGNOU.

IGNOU, LMT-01. *Learning mathematics*. New Delhi: IGNOU.

Johnson, D.W. & Johnson, R.T. (1999). *Learning together and alone – Cooperative, competitive and individualistic learning*. Fifth Edition; Allyn and Bacon.

Lieback, P. (1984). *How children learn mathematics: A guide for parents and teachers*. London: Penguin

NCERT. (2005). *National Curriculum Framework for School Education*. New Delhi: NCERT.

NCERT. (2009). *National Curriculum Framework for Teacher Education*. New Delhi: NCTE.

Piaget, J. (1973). *To understand is to invent*. New York: Crossman.

Reston, V. A. (1991). *Professional Standards for Teaching Mathematics*. National Council for Teachers of Mathematics.

Skemp, R.R. (1972). *The psychology of learning mathematics*. Penguin Publishers.

Skemp, R.R. (). *Mathematics in the primary school*. London: Roulledge.

Zevenbergen, R., Dolley, S. & Wright, R.J. (2005). *Teaching mathematics in the primary schools*. Australia: Allen and Unwin.

(Note: Apart from the above listed references Mathematics text books of different state boards, CBSE and ICSE syllabus textbooks and reference books, Mathematics textbooks for primary level published by Eklavya Foundation and Homi Bhabha Centre for Science Education can also be referred.)

2.2.3 c Social Science

Time allocation: 120 hours

Total marks: 100

Theory - 65 hours

Internal - 40

Practical -55 hours

External - 60

I. Rationale

Education as a planned endeavour, aims at making children capable of becoming active, responsible, productive and caring members of society. Social science as a discipline have unique capabilities of being able to look at both developmental and normative issues of the society. It is only core subject which deals with wider scope of issues of equality, justice, peace and dignity in society and polity. Social science is necessary for fulfilling the constitutional goals. Hence it is essential to enrich prospective teachers with social-science content knowledge and pedagogical knowledge to ensure effective knowledge construction among primary school children. They need to develop deeper insight into the way social science is learnt, what principles of learning theories say, how they can be used to promote and facilitate effective learning of social-science.

Therefore, this paper aims at preparing future social science teachers need to be prepared to have the necessary skills, values and attitudes so that they can inculcate the same in the classroom.

II. Objectives

The course facilitates student teachers in:

- Understanding the meaning, nature and scope of social science.
- Distinguishing between social science and social studies.
- Revisiting and developing conceptual understanding of the content of social science at primary level.
- Understanding social science from the point of view of change, continuity, time and space.
- Understanding the aims and objectives of teaching social science at higher primary level.
- Understanding the learner within their social, cultural and political contexts, their beliefs and in developing willingness to treat all children equally.

- Understanding the importance of creating learning experiences based on various approaches and methods of teaching social science.
- Understanding the importance of promoting values such as peace, democratic way, equality, justice, liberty and secularism among children.
- Preparing and using various resources of teaching social science.
- Constructing and using assessment tools for evaluating social science learning.

III. Unit

Unit-1 : Nature of Social Science

Theory - 10 hours

- Meaning, nature and scope of Social Science
- Social Science and Social Studies – conceptual understanding
- Importance of Learning Social Science in School Curriculum- leading to sustainable social development
- Approaches in Social Science curriculum

Practical - 10 hours

- Sharing their own experiences in schools regarding Social Science Teaching & reporting
- Library work and use of Internet (www) to collect information related to teaching of Social Science in schools – reporting
- Reading through present Social Science Text Books and critiquing the presentation of content
- Observation and Reporting of the Social Science Lessons by a regular classroom teacher and reporting
- Organizing class talk by experts

Unit 2: Content Knowledge in Social Science

Theory - 18 hours

- [The study of this unit may be spread over the entire academic year, since the student-teachers have to understand, interpret and transform the subject matter (content knowledge in context of facilitating students learning by combining pedagogy with content). Teacher educators may plan units 2, 3, and 4 in such a way as to facilitate this process]
- Understanding Social Science and (whole integrated), single discipline constructed around the concepts of change, continuity, cause & effects, simultaneity , time, location, space and distance, society, polity. Social structure and stratification, social change, conflicts and their resolutions, community and groups, resources and their distribution.

Practical - 12 hours

- Identifying facts, events, ideas, concepts and terms from Social Science Text Books to find the interrelationship among them (Analysis and Synthesis of Content)
- Meaningful reorganization of content to facilitate unit planning and teaching
- Map reading, Preparation and study of Maps, time lines, and arranging exhibits
- Field visits and reporting
- Survey of local and community resources for learning social science
- Organizing, participation in local specific cultural events- folk art forms
- Class talks- by experts in various fields

Units 3: Transacting Social Science Curriculum

Theory - 19 hours

- Objectives of teaching Social Science based on revised Bloom's Taxonomy - Learning outcomes as specified in NCF 2005, listing of abilities to be acquired through learning Social Science
- Designing instructions - Need, unit planning, planning for participatory learning

- Guiding principles of constructivism in Social Science. Different approaches and methods for teaching Social Science -inquiry, problem solving, direct teaching, narration, use of visual strategies, community based instruction, issue analysis model, role play and simulation, discussion, use of art forms use of 5 E's model,
- Meaning, need and importance of Critical Pedagogy in classroom
- Peer group lesson observation and discussion - Importance of reflective dairies
- Planning for inclusive class room situations, and learning standards

Practical - 12 hours

- Group activities to discuss and (prepare) objectives related to various units
- Designing instructional events including diverse learners and children with disabilities
- Practice preparation of lesson plans for practice teaching and internship,
- Group discussion and presentations regarding various approaches to teach various units and sub-units
- Group activities for role play, simulations and use of Art forms in Social Science
- Writing reflective dairies

UNIT 4: Resource for teaching Social Science

Theory - 08 hours

- Print resources - Text Books, supplementary reading materials like magazines, newspapers, etc
- Maps, charts, time lines, specimens & models, and pictures
- Audio and audiovisual materials, community resources, local archaeological sources
- ICT in Social Science- Use of multimedia, websites, graphic organisers.- use of Computer Assisted Learning
- Resource room for Social Science Teaching need and nature

Practical – 12 hours

- Library based activities to sift relevant source information – Reporting
- Sharing their own experiences regarding community resources available in their own surrounding, their relevance to learning Social Science.
- Visit to community resource sites, prepare and submit a study report
- Use of ICT in presentation of a simple content idea,.
- Preparation and use of relevant maps, time lines, charts etc.
- Preparation of Scrap Book (topic based)
- Developing a Social Science Resource Room
- Planning institutional activities

UNIT 5: Assessment and Evaluation in Social Science

Theory – 10 hours

- Continuous comprehensive evaluation in Social Science - Why and how? Use of formative and summative evaluation
- Achievement Tests in Social Science, preparation and use of various types of test items – learning standards based items – unit test and remedial teaching
- Techniques and tools for assessment of values, performance, attitudes etc. related to learning Social Science
- Adapting evaluation techniques for diverse learners especially for children with disabilities

Practical – 09 hours

- Practice in preparation of various types of items for tests in Social Science
- Preparation of Ability Based Question paper and administering.
- Analysis of Social Science Question paper from any practicing school and submitting a report.
- Collecting information related to CCE from www- preparing and submitting a report.
- Collecting and use of tools to assess values, performance and attitudes.
- Preparation of tools adaptable to children with various disabilities.

Mode of transaction

Teacher educators has to guide student-teachers to understand the content as per unit 2

- Small group discussion and activities.
- Library based assignments.
- Workshops and seminars.
- Class Talks.
- Use of ICT.
- Book reading sessions.
- Field visits and community based surveys.
- Interviews and interactions with persons in the field.
- Using pedagogical content knowledge.
- Adopting critical pedagogical techniques

Mode of assessments (CCE)

- Reports based on relevance, originality, creativity, and presentation
- Assignment.
- Participation-(**Rubrics**)
- Tests.

IV. Special Expertise

A thorough understanding of nature of social science and basic social science concepts, analytical, critical thinking skills relating cause and effect, criteria for judgement skills, decision making skill etc., both content and pedagogical knowledge. Experience in teaching Higher Primary School.

2.3 Health and Physical Education

Time Allocation: 60 Hours
Theory : 20 Hours
Practical : 40 Hours

Total Marks 50
(Internal)

I. Rationale

The course is designed for the student teachers who are not trained as physical education specialists. The course provides learning experiences to student teachers through the medium concepts of health and of healthful living as an outcome of engaging in sports and games. This provides for the development of desirable social behavior, emotional adjustments and physical development. Also this has a bearing on the learning in other subject areas. Further the course is based on a comprehensive understanding to make Health and Physical education lead to improved Physical, Social, Mental and Emotional fitness which are vital to the education and academic achievement of every child.

II. Objectives

The Course facilitates student teacher in:

- Developing a holistic understanding of the concept of children's Health and Physical education.
- Understanding children's health needs in the frame work of social determinants.
- Understanding of the relationship between health of children and their education.
- Acquiring Knowledge of identifying health services in the school.
- Understanding simple techniques of prevention of health defects and development of personal health practices

- Acquiring knowledge and skills related to the rules and skills of sports and games for higher primary school children and their relation with other school subjects.
- Developing skills in planning and organizing extramural and intramural sports activities, tournaments and sports meets.

III. Units

Unit 1: Health and children's health needs

Theory - 5hours

- Meaning of health and well-being
- Social determinants of health, linkage between Poverty, inequality and health
- Linkage between Nutrition, Health and Education, Hunger and malnutrition
- Mid day meal program and role of the teacher

Mode of transaction

Lectures, discussions and films and videos connected with Nutrition Health and other relevant topics. Reading of relevant books and articles.

Mode assessment

Tests

Unit 2: Health education

Theory - 5hours

- Critical perspective of health education.
- Communicable diseases
- Safety Education and First Aid
- Physical Activity and Health
- Emotional health and physical health linkages

Mode of transaction

Lectures, discussions and films and videos connected with relevant topics. Reading of relevant books and articles.

Mode assessment

Written questionnaires and test papers

Unit 3: Physical Education - (*yoga -games-sports*)

Theory: 10Hours

- Yoga-principles and basic asanas
- Rhythmics, Games and Sports -VIth standard to VIIth standard
- Organising Intramurals, Extramurals and Sports meets
- Maintaining Registers and records

Practical: 30 Hours

- Learning asanas - Suryanamaskar, Veerasana, Padahastasana, Trikonasana, Bhujangasana, Shalabhasana, Chakrasana, Dhanurasana, Matsyasana, Bakasana.
- Learning Court marking, Rules and skills of Major Games - Kho-Kho, Kabbaddi, Volleyball, Basketball, Football, Throwball, Tennikoit, Hockey, Cricket.
 - Learning markings, Rules and skills of Sports- Athletics- 50/75 mts running, Long jump, High jump, Criketball throw.
 - Learning lead up games for Major games
 - Learning Rhythmics, Indoor games- Carrom, Chess.
 - Organise intramural sports and games for teacher trainees
 - Write mock registers and records

Mode of transaction

Practicing all major games , athletics, leadup games, and indoor games under the instruction and supervision of lecturers. Teacher trainees who have the skills related with these activities can also lead the practice sessions. Teacher trainees can be grouped in to houses, and can organize themselves Intramurals and participate in extramuls. During SIP lesson plans in physical education can be prepared and few classes can be conducted by teacher trainees.

Mode assessment

Performance assessment in selected activities. Leadership abilities and active participation in the Intramurals and extra murals can be assesed. Paper pencil tests can be conducted.

Unit 4: - Project work -- on Health and physical education in Higher primary schools

Practical: 10Hrs

Mode of transaction

Practical work based on Unit 1, 2 and 3: Five hours before school internship - group discussions, Visits etc., for selection of project title and preparation of project plan. Five hours after school internship-discussions collection of required information and preparation of report.

Mode assessment

Assessment is based on the project report.

Assessment:

Sl.No.	Items	Assessment
1.	One test in theory	10
2.	Four Practical tests	10x4:40 marks
3.	Project work	50 marks
	Total:	100 Marks

Note: The marks out of 100 is to be computed to 50 for entry in the statement of Marks

Suggested Readings:

Bryant, J.C. (ND) *Psychology and physical activity*. NJ: Prentice Hall

Hollis F.F. (ND). *Experiences in movement-physical education for the elementary school child*.

Kane, J. E. *et.al* (1977). *Movement studies and physical education*. London: Routledge.

NCERT. (2006). Position paper on health and physical education. New Delhi: NCERT.

Oberteuffer, D. & Ulrich, C. (1970). *Physical education*. New York: Harper and Row.

Paul, A.M. Jr. (1984). *Elementary school physical education*. Iowa: WMC Brown Inc.

Sudarshan, P.V. and Balakrishnaiah, S. (2003). *Physical Education Curriculum at Lower Primary Stage - An Evaluation*. Research Project, Mysore: Regional Institute of Education.

Wynn F. U. & Perry B J. (1980). *Principles of modern physical education, health and recreation*. CA: Hart, Rinehart and Winston.

2.4 Teacher Development Studies

2.4.1 ICT Mediation

Time allocation : 40 hours

Theory: 04 hours

Practical : 36 hours

Total marks:25

Internal: 25

External: Nil

I. Rationale

Rapid advancements in information and communication technologies (ICTs) has created many changes in our social, cultural, political and economic aspects of our lives. Since they impact the basic human processes of information sharing and communicating, these changes are creating new demands and priorities for teaching-learning in the emerging information society. Formal content transmission and hierarchical methods and skills are being overshadowed and priorities for general development, self-learning, team-work, project activities are coming to the forefront. ICTs globally are playing a more and more critical role in this process. But it will be an error to think that new ICTs can automatically raise quality of education. In order to exploit effectively the opportunities of ICTs, new methodological and pedagogical approaches need to be understood, created and used by the teachers. The role of a teacher is changing - s/he needs to be exposed to self-learning, peer-learning methods, acquire capabilities that enable response to new and unknown developments. Also new teaching-learning methods and pedagogies are bound to be more and more interlinked with technology. Hence a teacher needs to be prepared in relation to these new needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The curriculum needs to encourage and enable teachers as well as learners to understand the principles and processes of the emerging information society, explore various digital methods that impact teaching-learning processes and systems and acquire basic capabilities, on both ICT literacy as well as integrating these into their own teaching-learning.

II. Objectives

The course facilitates student teachers in:

1. Understanding the evolution and impact of ICTs on society and in the education system.
2. Developing capabilities in learning and using computer and web to negotiate the digital or network society¹.
3. Understanding the advantages and dangers of the internet, the new 'virtual world'.
4. Use ICTs in the teaching learning process.
5. Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.
6. Develop ICT skills towards professional development.

III. Units

Unit 1: ICT and Society (15 hours)

1. Meaning of ICT
2. History and evolution of ICT
3. Communication changes and its impact on society and the education system.
4. Socio-cultural and economic implications of ICTs
5. Social Networks
6. Ethics and Philosophy of ICTs , Public Software -FOSS (Free and Open Source Software)

Unit 2: ICT in Education (18 hours)

1. ICTs and teaching-learning processes - computer literacy, computer aided learning, Digital Native/Immigrant²
2. History of ICTs in education in India and Karnataka education system, ICT and Education policy, different models of ICT programmes adopted, benefits and drawbacks.
3. ICT mediation for collaborative and peer learning - Meaning of open education resources, accessing, creating, sharing and critiquing digital resources.
4. Virtual community - blogs, emails, discussion forums
5. Explore use of a variety of ICT devices in Education - Digital Camera/Video, Radio.

6. Explore the use of ICT applications that are available for children with disabilities.
7. Teacher Professional Development - Blended Learning, its meaning and opportunities available for student-teachers, personalising learning through ICTs - exploratory , self learning.

Unit 3: Internet (7 hours)

1. Internet and the world wide web
2. Internet: A Library
3. Cyber bullying – Chatting, Social Networks and Email
4. Online Privacy – What information is private. What kind of private information is safe to put on the internet. How to control privacy of my personal information
5. Methods of regulation available for teachers or parents. (both technological and pedagogical)

Practical

Unit 1 & Unit 2

Basic ICT Hardware and use - How to connect a computer, use various devices including printers, scanners, external storage devices. Learn to use printer, Scanner.

Text and numeric editing – Documents, Spreadsheet and Presentations. , typing in multiple languages including Kannada, English, Hindi and other Indian languages. Mind Mapping/Concept Mapping

Unit 2

Use of pre-made digital resources available in schools : Learn how to use pre-made digital resources such as CDs , Videos available and integrate it into meaningful lessons.

Creation of digital resources : Develop digital teaching-learning resources using the public educational software tools, digital cameras and videos.

Unit 3

Internet Basics Basics of Internet, Surfing the World Wide Web; Email, **Web 2.0 tools including blogs, wikis** ; navigating learning environment like Moodle, Internet security controls.

Integrating into other subjects

Computer Aided Learning : Learn to use the educational tools that are freely available and listed in Annexure A in their subject practice in an integrated way.

Encourage collaboration amongst students (project work) by using digital platforms and tools to access, review available resources and co-create resources.

Mode of transaction

Practice: Computer Lab

Theory: Classroom Discussions, reviews, preparation

Requirements

Each D Ed college will need a minimum of 15 computers in their computer lab available with a public Operating System such as Ubuntu GNU/Linux installed with all the educational tools. Hundreds of educational software applications (ref Annexure) should be bundled with the operating system. SCERT will make available such custom distributions

To enable hands on experience for all student-teachers , the ICT lab hour and the library hour may be exchanged so that students can come in batches to use the computers.

All teacher-educators will be required to undergo training in the above topics as they are new areas and skills.

Given the rapidly reducing costs of ICTs, students and teachers should be provided information about different ICT devices available, features, prices etc.

Mode of assessment

Practical assessment will done in the respective practice courses of other papers based on how the student teachers uses ICTs in their projects and assignments.

Theory assessment - There will be one section pertaining to ICT mediation in the Teacher Development Studies paper part 1. Assignments will include online submission via email.

IV. Special expertise required.

All teacher-educators will be required to develop skills for this paper as per the syllabus.

All Teacher-educators and student-teachers are required to create email ids.

Resources ***

V. Suggested Readings

IT for Change will collate and organise resources for teacher-educators and student teachers.

Reading for discussion

IT for Change will collate and organise resources for teacher-educators and student teachers.

Suggested list of CDs/DVDs, Films, Websites. ***

<http://www.unescobkk.org/education/ict/ict-in-education-projects/training-of-teachers/training-modules/>

<http://www.public-software.in>

<http://karnatakaeducation.org.in>

<http://www.wikipedia.org>

<http://www.kn.wikipedia.org>

<http://www.khanacademy.org>

1The term 'network society' popularised by eminent sociologist Manuel Castells is perhaps more useful a term in describing the impact of ICTs on society, though the terms information society or digital society are also used

2 Marc Prensky coined the term *digital native* in his work *Digital Natives, Digital Immigrants* published in 2001.

2.4.2 Education for Peace

Time: 35 hours

Total Marks: 20

Theory : 15

Internal : 20

Practical : 20

External : Nil

I. Rationale

Education for peace aims at promoting a culture of peace and posits this as the overarching goal of all education. The course is envisaged to offer contextual and pedagogical moorings for value inculcation. Ultimately, education for peace is expected to nurture values and attitudes among learners that would enable them to live in harmony with oneself, with others and with nature. Education for peace has the potential to humanise the entire enterprise of education.

II. Objectives

This course facilitates student teachers in:

- exploring the meaning of ethics and values individually and collectively.
- nurturing attitudes and values needed to live in harmony with oneself, nature and others.
- understanding conflicts and social disharmony and ways of dealing with them constructively.
- understanding the importance of being a sensible, sensitive and humane teacher.

III. Units

Unit 1: Facilitating Personal growth

Theory - 06 hours

- Defining one's values towards self and society
- Core values that focus on the dignity and worth of a person: Co-operation, Empathy, Honesty, Humility, Simplicity, Tolerance, Respect and Responsibility
- Exploring the universal values from a personal perspective

- Democratic values and other constitutional values
- Harmonious ways of living (with oneself, nature and others)
- Learning to live together

Practical 05 hours

- Discussion based on films and documentaries of educational values
- Readings, discussions and reflections of values based on literature
- Designing tools (including introspection, personal diary, dance, poetry as tools) to facilitate self reflection

Unit 2: Education for Peace: Perspectives and Challenges

Theory - 05 hours

- Role of peace in everyday life in general and school in particular
- Barriers to peace : Conflicts, social disharmony and its sources
- Education for peace – Strategies; Theory and Practice

Practical- 05 hours

- Role play focusing on the themes of equality, tolerance, sharing and caring, a physical impairment
- Analysing any classroom process for identification of values for their appropriateness/inappropriateness and adequacy/inadequacy; Suggesting alternatives
- Identifying causes of conflicts in a school by talking to children, teachers and parents (Brainstorming probable strategies for resolving these conflicts)

Unit 3: Humane teacher: Meaning, nature and importance

Theory- 04 hours

- Empathetic listening and effective communication skills
- Critical inquiry - stressing clarification of values as against indoctrination
- Assessment of values (assessment of children's levels of attainment of values and self assessment of teacher's personal consistency and professional efficiency)
- Improving classroom dynamics to promote peace - Identifying opportunities

Practical -08 hours

- Taking up a short project on value clarification and assessing values during practice teaching
- Creating/sourcing and using a variety of resources for resolving conflicts and promoting peace including a wide variety of anecdotes and stories; pictures and posters; newspaper/magazine clippings; cartoons; slogans and quotations; songs, poems and films; puppets; theatre

Mode of transaction

- All theory sessions to be conducted in Workshop mode

Mode of assessment

- Participation in workshops and classroom activities
- Report based on readings and discussions
- Planning and documentation of project during practice teaching

IV. Special Expertise

None; but an orientation towards education for peace is required

V. Suggested Readings

Chunawala, S & Natarajan,C, (1999). *Conflicts – Curriculum Books 7*. Mumbai : HBCSE.

Pant, D. & Gulati, S. (2010). *Ways to Peace – A Resource book for Teachers*. New Delhi: NCERT.

NCERT. (2006). *National Focus Group Position Paper on Education for Peace*. New Delhi: NCERT.

Venugopal, K.; Shyamala, S.K. & Murthy, C.G.V. (2007). *Education for peace: A training package for school teachers*. Mysore: Regional Institute of Education

2.4.3 Work and Education

Time: 40 hours

Theory: 10 hours

Practical: 30 hours

Total Marks: 25

Internal: 25

External: Nil

I. Rationale:

Work not only contributes towards an effective functioning of social life but also enriches each individual's life and opens up new dimensions of appreciation and enjoyment. Work inculcates discipline, self control, focus, interdependence alongside physical skills. As an educational activity, it promotes meaning making and knowledge construction and has an inherent potential for inclusion. Within the teacher education programme, this course can help bring in a strong sense of work ethics. The course has to be intelligently interwoven across curriculum, with the involvement of all teacher educators. Care has to be taken not to reduce it to SUPW or stand along community service, as was hitherto being done.

II. Objectives

This course facilitates student teachers in:

- Understanding the broad conception of work and work ethics.
- Getting awareness about the precautions to be taken while including work within school.
- Appreciating the importance of teachers in actively participating in all work assigned to children.

III. Units

Theory -10 hours

- Precautions to be taken while including work within school - Care against reinforcing socialised discriminatory practices; Strictly avoiding division of labour along gender/caste; Never exploiting children
- Orientation towards work and education

Practical - 30 hours

Taking up any four work based units.

Each unit would require student teachers to learn the skills related to the chosen work; come out with a finished product; and design a basic module for using this work as a pedagogic medium in helping children acquire knowledge, develop values and form multiple skills.

An indicative list of possible works that can be taken up is given. However colleges are free to take up any other work depending on interest, local resources, including required expertise.

- Cooking and nutrition with stress on local cuisine
- Processing & preserving foods, including traditional methods
- Tailoring, stitching, embroidery, knitting
- Repair & maintenance of household gadgets
- Preparation of soaps & detergents
- Preparation of herbal medicines, aromatics and cosmetics
- Nursery & Gardening
- Clay work/Pottery
- Carpentry
- Metal work
- Plumbing
- Electrical fittings
- Making of bricks, tiles
- Making of toys, language, Science & Math kits
- Animal care
- Repairing of bicycle
- Fisheries
- Poultry
- Organic farming
- Bakery
- Spinning, weaving, dyeing of cotton

- Curing, processing, dyeing & products using leather
- Preservation & maintenance of old artifacts/museum specimens
- Creating & maintaining libraries/reading rooms
- House safety & maintenance
- Testing of water, Air, Soil
- Printing on various materials
- Book binding
- Graphic designing
- Making of heritage crafts

Mode of transaction

- Hands - on activities
- Discussions & Reflections
- Readings & Reflections

Mode of assessment

- Planning, Designing and Finished product
- Module preparation

IV. Special Expertise

A teacher educator in collaboration with an expert in the chosen area of work

V. Suggested Readings

NCERT. (2005). *National Curriculum Framework. Section 3.7 – Work and Education* (pp 58 to 64). New Delhi: NCERT.

Sykes, M. (2009). *The story of Nai Talim*. New Delhi: NCERT.

Chapter 6

Operationalisation of the KETEC-2012 Programme

The D.Ed programme in Karnataka could be operationalised based on the following guidelines for teacher educators.

1. D.Ed Programme Comencement: The commencement of the programme is an important initiation activity. Student teachers should be given an orientation about the institution, its resources, traditions, expectations etc in the opening session. Followed by that could be an orientation programme to different aspects of school education. This is to be followed by visits to nearby schools for getting a feel of the school environment and ethos. Three days have been assigned for this. All the teacher educators need to take keen interest in facilitating the visit of the student teachers to nearby schools.

2. About Foundation courses: All foundation papers in the previous curriculum have been clubbed into two courses, one for each year. These courses are titled as 'Education - Introduction to Basic Concepts' for Year 1 and 'Education as Practice' for Year 2. These two courses cover all foundational issues that are necessary for student teachers without giving any special emphasis on foundation papers *per se*. Teacher educators need to note this and introduce education with an integrated approach.

3. Shift from teaching to facilitating learning: In the present programme, there has been a shift in focus from teaching to facilitating learning. Realising the importance of primacy of the learner and learning, methodology of teaching different subjects are treated as facilitating learning of different subjects.

In year 1, facilitating learning of subjects related to classes 1-5 are dealt with. Facilitating learning of Kannada, Mathematics and EVS are compulsory for all student teachers.

In year 2, facilitating learning of subjects related to classes 6-8 are dealt with. Facilitating learning of Kannada and English are compulsory for all student teachers. They can choose **one** among the three papers of facilitating learning of Science, Mathematics and Social Science. The focus of these courses is on pedagogical content knowledge.

4. Communication skills in English: Realising the importance of communication skills in English, a special provision has been made by way of providing year long inputs. This is predominantly a practice driven programme. In terms of examination burden, it is for 50 marks with 20 marks of internal assessment. Hence, it provides ample opportunities to develop up communication skills in English. Hence, teacher educators have a very special role and responsibility.

5. Health and Physical Education: Physical education and Games for Year 1 is primarily meant for student teachers to learn simple Yoga and to play a variety of games and sports, including indoor ones. Few theory classes are for discussing rules of common games and planning and organising sports and games for children. The year can culminate in a Sports day, where they can showcase their learnings.

Health and Physical Education for Year 2 is meant to provide theoretical and practical inputs for student teachers on Health and Physical Education as a subject of study. It is desirable that student teachers take exercises and practice yoga on a daily basis.

6. Continuous and comprehensive evaluation: In order to make learning meaningful and quality oriented, the emphasis from *evaluation of quality* has been shifted to *evaluation for quality*. This calls for process based evaluation and more importance to formative assessments than summative assessments. Keeping this spirit, the CCE is articulated.

Commensurate with this spirit, attempts are made to introduce CCE elements meaningfully so that the teachers in the making can make good teachers to the system. Therefore, the entire paper on Assessment and evaluation has been stressed from the CCE perspective. Teacher educators who are going to teach this paper need to understand the focus and transact it meaningfully so that the trainees can get the correct perspective of CCE. This is a huge shift in the emphasis and perspective.

7. Teacher Development Studies: This is a new bouquet of areas planned to provide an additional dimension to the teacher preparation programme. It includes 'Arts in Education' as well as 'Reflective Practices' for the first year, and has three papers in the second year including 'ICT mediation', 'Education for Peace', and 'Work and Education'. All these areas are essential in the life of a teacher in the modern day school. These papers provide a space for personal and professional growth of student teachers. There is no external evaluation for these courses. An understanding and intergration of the above concerns will facilitate teachers in making them humane, versatile, effective and reflective.

8. Inclusive Education: This has been conceptualised as a basic organising principle of all educational practices. Therefore, it is not only articulated among introduction to education paper, but also suitably brought in different papers. The philosophy of inclusive education needs to be understood by all the teacher educators and teacher trainees need to be suitably trained.

9. Action Research: Student teachers learn action research in the first year and prepare themselves for their internship. In the second year, they are expected to undertake an action research as a part of their internship. This is an activity to be undertaken by all student teachers in the second year.

10. Working Days: In the present curriculum, all the Teacher Education Institutions are expected to work for 225 days in a year. Instructional time has been calculated for 225 working days. Remaining available days are left to the individual institutions to plan relevant activities.

11. Practice in Teaching and Internship. Student teachers are to take up three subjects each year for practice in teaching and internship. Student teachers of both the years are assigned practice in teaching and internship simultaneously.

12. Library work: The special place of a library in any educational institution needs to be understood and accordingly, all teacher education institutions not only provide a space in the time table for library work , but also keep open the library before and after institution working hours for student teachers' use. Added to this, it is expected that student teachers are given opportunities to understand how library has to be conceptualized and made to function. This insight must motivate teacher trainees to equip sufficiently in independently planning and handling a school library when they become regular teachers. Therefore, library must be made an inviting place for the student teachers.

13. Cultural Activities: These are meant for nurturing the talents in student teachers and provide a platform for them to showcase their talents.

14. NSS/Citizenship Training Activities: Where provision for NSS is available, NSS activities are to be taken up. In all other teacher education institutions suitable citizen training activities are to be planned by the faculty of the institution.

Chapter -7: Suggested Annual Planner

	Year 1	Month1	Month2	Month3	Month4	Month5	Month6	Month7	Month8	Month9	Month 10
	Programme commences with a 3 day orientation & school visits										
1.1	Education: Introduction	√	√	√	√	School Based Experiences		√	√		√
1.2.1	FL Kannada	√	√	√	√			√	√		√
1.2.2	FL Mathematics	√	√	√	√			√	√		√
1.2.3	FL EVS	√	√	√	√			√	√		√
1.3	Communication Skills in English ¹	√	√	√	√			√	√		
1.4	Assessment & Evaluation		√	√	√			√	√		
1.5.1	TDS Arts in Education	√	√	√				√	√		√
1.5.2	TDS Reflective Practices				√ Theory	√ Practice		√		√	
1.6.1	Practice Teaching ¹		Communication skills, Microteaching Skills	Planning/Preparation & Simulated teaching	School Based Experiences						
1.6.1	Internship ²					School Based Experiences			Internship ²	Postinternship activities	
	Physical Education & Games	√	√	√	√		√	√		√	
	Library Work	√	√	√	√		√	√		√	
	Cultural Activities	√	√	√	√		√	√		√	
	¹ To be transacted in block periods										
	² Internship is										

Year 2												
2.1	Education as Practice	√	√	√	√	School Based Experiences	√	√		√		
2.2.1	FL Kannada	√	√	√	√		√	√			√	
2.2.2	FL English	√	√	√	√		√	√			√	
2.2.3a	FL Science/Maths/Ssci	√	√	√	√		√	√			√	
2.3	Phy & Health Education	√	√	√	√		√	√			√	
2.4.1	TDS ICT Mediation	√	√	√								
2.4.2	TDS Education for Peace		√	√	√							
2.4.3	TDS Work & Edcn						√	√				
2.5	Action Research					√	√					
2.6.1	Practice Teaching		Communication skills, Microteaching Skills	Planning/ Preparation & Simulated teaching ³		School Based Experiences						
2.6.2	Internship					School Based Experiences			Internship	Postinternship activities		
	Games	√	√	√	√		√		√	√		
	Library Work	√	√	√	√		√		√	√		
	Cultural Activities	√	√	√	√		√		√	√		
	NSS Activities	√	√	√	√		√		√	√		

Annexure A

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Prof. Sameera Simha, Joint Secretary ,BHS Educational Institutions, 11 th main, 4 th block, Jayanagar, Blore-11 and, Chairperson, D.Ed Curriculum Review Committee, Karnataka
Prof. Hemalatha, Principal Vijaya Teachers College (CTE),Jayanagar, Bengaluru-560 011
Smt. Radhamani Retd. Principal, NSVK Teacher Training Institute , Jayanagar,Bangalore
Sri. Vishwanath, Block Resource Co-ordinator, Nanjangudu taluk, Mysore.

Educational Assessment and Evaluation
Dr.A.M. Ajatha Swamy Head , Department of P G Studies in Education, S J College of Education, Sagar Rd, Bhatkal, Uttar Kannada (Dist)
Sri.C.R. Ashwin, Lecturer, DIET, Shimoga
Arts in Education
Prof. C.G.Venkatesha Murthy, Dept. of Education, Regional Institute of Education, Manasa Gangothri Campus,Mysore, Karnataka
Aruna Krishnamurthy Programme Executive – Arts Education India Foundation for the Arts
Anupama Prakash, Programme Executive – Arts Education India Foundation for the Arts
Reflective Practices and Action Research
Dr .H.Kumara Swamy Lecturer, DIET, Mysore
Prof. C.G.Venkatesha Murthy Dept. of Education, Regional Institute of Education, Manasa Gangothri Campus,Mysore, Karnataka
Sri .G.V. Hariprasad Senior Lecturer, DIET, Chikmagalore
Practice in Teaching & Internship
Prof. C.G.Venkatesha Murthy Dept. of Education, Regional Institute of Education, Manasa Gangothri Campus,Mysore, Karnataka
Dr.Mythili Ramchand Director RVEC, RSST, 2 nd block,Jayanagar, Bangalore -560011
Dr .H.Kumara Swamy Lecturer, DIET, Mysore
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Physical Education & Games
Dr.P.V. Sudharshan, HM(Retd) St.Thomas High School, Mysore
Prof. C.G.Venkatesha Murthy, Dept. of Education, Regional Institute of Education, Manasa Gangothri Campus,Mysore, Karnataka
ICT Mediation
Dr. E.R. Ekbote Professor, Dean of Education Department of Education, Gulbarga University Gulbarga
Smt. Bindu Thirumalai Programme Associate,IT for Change, #393, 17th Main, 35th Cross, Jayanagar, 4th T Block, Bengaluru 560 011
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Sister Clarice, Principal, Sacre Heart Teachers Training Institue Carmel Convent School Campus, Jayanagar 4 th 'T' block, Bangalore: 560041

Work and Education
Dr. Mythili Ramchand Director RVEC, RSST, 2 nd block, Jayanagar, Bangalore -560011
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Smt. Radhamani Retd. Principal, NSVK Teacher Training Institute , Jayanagar, Bangalore

Annexure B

Annual Academic Calendar

- | | | |
|----|-------------------------------|---|
| 1. | Commencement of First Term : | 1 st july |
| 2. | End of First Term : | 20 th December. |
| 3. | Mid-term Vacation : | 21 st Dec.to 31 st dec. |
| 4. | Commencement of Second Term : | 1 st January. |
| 5. | End of Second Term : | 30 th April. |
| 6. | Vacation : | May and june. |

Note:

1. The annual Calendar and the programme of the First Year and Second Year will be adjusted based on the above pattern, in the event of a delay in the commencement of the academic year
2. The time of the mid-term vacation could be adjusted by the training institution at a time suitable according to their teaching practice and other programmes. However, the Vacation will be made common to both the first Year and the second Year and will coincide with the vacation of elementary schools.

Annexure C

D.Ed. Statement of Marks - I Year

Name:

Reg. No.:

Subjects		Internal			External			Total
	Code	Max marks	Min marks	Marks obtained	Max marks	Min marks	Marks obtained	
Education- Introduction to Basic Concepts								
Facilitating Learning (LPS)- First Language Mathematics Environmental Studies								
Communication Skills in English								
Educational Assessment and Evaluation								
Teacher Development Studies- Arts in Education Reflective Practices								
Physical Education & Games								
Practice in Teaching								
Internship								
Grand Total								

RESULT:

Signature of the Principal

(With Seal)

Chairperson Examination Board

(With Seal)

Annexure D

D.Ed. Statement of Marks - II Year

Name :

Reg.No:

Subjects	Code	Internal			External			Total
		Max. marks	Min. marks	Marks obtained	Max. marks	Min. marks	Marks obtained	
Education as Practice								
Facilitating Learning (HPS)- Kannada English								
Optional (any one) Science Mathematics Social Science								
Physical & Health Education								
Teacher Development Studies ICT Mediation Education for Peace Work and Education								
Action research								
Practice in Teaching								
Internship								
Grand Total								

RESULT:

Signature of the Principal
(With Seal)

Chairperson Examination Board
(With Seal)

Annexure E

D.Ed. Certificate

<p>Name of the Student Teacher :</p> <p>Name of the father :</p> <p>Name of the mother:</p> <p>Name of the Teacher Education Institution :</p> <p>Admission no and year :</p> <p>Reg. No. (First year) :</p> <p>Reg. No. (Second year) :</p> <p>Results of First Year :</p> <p>Results of Second Year:</p> <p>Name of the School of Internship -</p> <p>First Year :</p> <p>Second Year:</p>	
<p>CERTIFICATE</p> <p>Certified thatson/ daughter ofhas been Awarded the Diploma in Education(D.Ed.) on fulfillment of the requirements of the programme.</p> <p style="text-align: right; margin-right: 100px;">Issuing Authority (Signature and seal)</p> <p>Principal/Superintendent (Signature and seal)</p>	