



Semester 2

Sl.No.	Code	Papers Title	Credit	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Theory	Ed- 7	Learning, Teaching and Assessment	04	20	08	80	32	100
	Ed- 8	Knowledge and Curriculum	04	20	08	80	32	100
	Ed- 9	Education in Contemporary India	04	20	08	80	32	100
	Ed-10	Methods Techniques and Approaches of Pedagogy	04	20	08	80	32	100
	Ed11 A	<i>ICT-Application</i>	02	50	25	--	--	50
EPC &EF	B	<i>Understanding Self, Personality and Yoga & Educational Tour (30+20)</i>	02	50	25	--	--	50
	C	<i>Simulation and ICT Based Lessons</i>	02	50	25	--	--	50
	D	<i>School Lessons and Reflective Diary</i>	02	50	25	--	--	50
		Total	24	280		320		600

Ed: 7 - Learning, Teaching and Assessment

Contact Hours:60

Max Marks: 100

Credits:04

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

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic scheme of assessment for education set up towards enhanced learning.

Unit-1: Human Learning and intelligence

18 hrs

- 1.1 Human learning meaning, definition, types of learning and concept formation
- 1.2 Learning theories:
Behaviorism: Pavlov, Thorndike, Skinner Gestalt with their educational implications. Cognitivism: Piaget, Bruner with their educational implications
Social constructivism: Vygotsky, Bandura with their educational implications
- 1.3 Socio-Emotional learning
- 1.4 Factors influencing on learning-family, school, community and peer group
- 1.5 Intelligence:
Concept and definition, types of intelligence
Theories: two-factor, multifactor, triarchic theory (Robert Sternberg)
Emotional intelligence
- 1.6 Creativity: concept, definition characteristics and process fostering enrichment.
- 1.7 Implications for classroom teaching and learning
Educational implications of learning and intelligence for classroom context

Unit-2: Learning Process and Motivation

12 hrs

- 2.1 Attention: Definition, nature Types and developing attention among students
- 2.2 Interest: Meaning, types and developing interest among students
- 2.3 Memory-Meaning, stages, types, developing memory among students
- 2.4 Forgetting-Meaning, Types, factors affecting on forgetting, process
- 2.5 Motivation: Definition, Nature Types Process and Maslow's Theory

Unit-3: Teaching Learning Process**15 hrs**

- 3.1 Maxims of Teaching
- 3.2 Stages of Teaching: Plan, Implement, evaluate, Reflect
- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning environment: Psychological and Physical
- 3.5 Leadership-Role of Teacher in Classroom, School and Community
- 3.6 Group Dynamics-Classroom socio-emotional climate and adjustment

Unit-4: Overview of Assessment and School System**15 hrs**

- 4.1 Assessment: Conventional meaning and constructivist's perspective
- 4.2 Assessment of Learning and Assessment for learning: Meaning and Difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Evaluation-Meaning Characteristics and Types of Evaluation
- 4.5 Difference between evaluation and measurement
- 4.6 Revising key concepts in school evaluation: Filtering learners, Marks, Credit, grading, choice, alternate certifications improvement option.

Assignments: Any two

(Engagement with the field as part of course as indicated below Hands on Experience

- 1 Preparing of Report on Identification of creativity among students by teachers at secondary school level (visiting selected secondary school and collecting the information from selection teachers
- 2 A case study on nature of for getting among of slow learners students.
- 3 A test on socio-emotional climate classroom
- 4 Brief report on CCA
- 5 Identification of learning difficulties among secondary school students
- 6 Take interview of 5 low achiever and 5 high achiever and find out their ways of learning

Scheme of Assessment:

Sl.No	Item	Marks
01	One test (two hour duration of 50 marks Reduce to 10 marks)	10
02	Two assignments (one should be practical oriented 5+5)	10
	Total	20

Suggested Readings:

1. Amin.N (2002). Assessment of cognitive Development of Elementary School
2. Children:A Psychometric Approach, jain book agency New Delhi
3. Chauhan S.S(2013).Advance Educational Psychology, Jain Book Agency Delhi.
4. King-Sears E.M (1994) Curriculum Based Assessment in Special Education.
5. Singular Publishing group, San Diego, CA
6. Panch r.(2013) Educational Psychology: teaching and Learning perspective
7. McGraw hill education (India) Private Limited, New Delhi
8. Paul. P(2009)Language and Deafness. Singular publication
9. Salvia John Ysseldyke, James, E. and Bolt, Sara(2007) Assessment in Special and
10. Inclusive Education. Houghton Mifflin Company, Boston
11. Whitcomb, s & Merrell, K.W(2012) Behavioral, Social and Emotional
12. Assessment of Children and Adolescents, Routledge, Newyork
13. Woolfolk, A Misra, g. & Jha A.K(2012) Fundamentals of Educational
14. Psychology, (11th Edn)Pearson Publication New Delhi
15. Suggested Readings
16. Geisinger K.F (2013) APA Handbook of Testing and Assessment in Psychology
17. American Psychological Association, USA
18. Guskey T.R & Bailey J (2000) Grading and reporting Thousands Oaks Corwin
19. Howell K.W & Nolet V(2000) Curriculum-Based Evaluation teaching and
20. Decision making wadsworth Ontario
21. McMillan J.H(2001) Classroom Assessment : Principles and Practice for Effective.

ED-8: Knowledge and Curriculum

Contact Hours: 60

Credits: 04

Max marks:100

Objectives:

Student - Teachers will be able.....

1. To understand meaning of Epistemological terminologies and understand their similarities and differences.
2. To become familiar with ideologies related to child centered education.
3. To understand the changes in education in the context of society, culture and Modernization.
4. To Focus on the social and knowledge related bases of Education.
5. To Understand and accept education in context of various values
6. To Understand various school activities and class room interaction with Reference to multi culture and democracy
7. To Understand the National, Global & Secular paradigms of education
8. To understand the concept, bases, various interpretation of curriculum, steps And process of curriculum construction
9. To clarify the interrelation among curriculum, syllabus & text book
10. To understand the co-relation among power, principles and curriculum

Unit – 1: Epistemological Basis of Education

(15 Hours)

- 1.1. Knowledge, Information and Skill: Concept and Differences among Information & skill.
Types of Knowledge; (a)local and universal, (b)concrete and abstract, (c)theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences.
- 1.3. Modern child centre education with Following Reference –
 - A) Activity - Concept, Type and Importance with special reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with special reference to John Dewey.
 - C) Activity Based Teaching –learning methods, Concept and Importance at secondary level.
 - D) Constructivist approach of modern education-Concept and Challenges.

Unit – 2: Social Basis of Education (15 Hours)

- 2.1. Educational change because of industrialization, Democracy, idea of Individual autonomy in the context of society, culture and modernization.
- 2.2. Education in relation to modern values (Equality, Individual Opportunity, and Social Justice): with special reference to Dr. B.R. Ambedkar
- 2.3. Conventional school activities v/s Modern school activities with reference to multiculturalism
- 2.4. Nationalism, Universalism, Secularism and their interrelation with Education.
- 2.5 Privatization of school education : Issues and challenges.

Unit – 3: Process of Curriculum Development (15 Hours)

- 3.1. Curriculum: Concept and Importance, Bases of Curriculum
- 3.2. Stages of Curriculum Construction
- 3.3. considerations/Principles of curriculum planning
- 3.4. Trends in modern Curriculum: Liberal education, Global education, Interdisciplinary context, Secularism and Psychological context.
- 3.5. Role of teachers, Community, Institutions, Student organizations in Curriculum construction.

Unit – 4: Curriculum evaluation and reconstruction of society. (15 Hours)

- 4.1. Evaluation of curriculum: Concept, Needs and importance of Curriculum Evaluation
- 4.2. Methods of Curriculum evaluation
- 4.3. Review of present secondary school text books, handbooks and TLM
- 4.4. Various co-curricular activities and its impact on reconstruction of society
- 4.5. Broad determinants of restructuring of curriculum:
At the national level: national priorities, economic necessities, Technological possibilities; cultural orientations and International contexts.
At state level: Regional importance, local history, Regional Language and Cultural contexts.

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

Theory oriented Assignment: (Any one)

1. Education philosophy of Gandhi and Rabindranath Tagore.
2. Constructivist approach of modern education-Concept and Challenges
3. Nationalism, Universalism, Secularism and their interrelation with Education.
4. Curriculum: Concept and Importance, Bases of Curriculum

Practical/Field based assignments: (Any one)

1. Critical analysis of a present textbook of any one class (6 to 10 class)
2. Survey of the Role of teachers, parents/guardian Institutions, Student organizations in curriculum construction.
3. Survey of co-curricular activities of a secondary school & submit a report.
4. Conduct a quiz/debate on Indian Education system & submit a report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One Test (Two Hour duration of 50 marks, Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	20

Reference

1. Aggarwal J.C.(1990) Curricular reforms in India , Doaba House Delhi
2. Bruner (1960/77) : The Process of Education, Harvard University Press.
3. Bhatt,B.D and Sharma .S.R (1992):Principles of Curriculum Construction, Kanishaka Publication New Delhi
4. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London
5. Dewey, John (2012) Democracy and Education. Start publishing LLC.
6. Eisner E,W (1979): The Educational Imaginations New York,Macmillan.
7. Krishnmurthy (1992) Education and world peace, in social responsibility Krishnamurthy foundation .
8. Mamidi M.R and Ravishankar (1984): Curriculum Development and Educational Technology, Sterling Pub,New Delhi
9. Parekh B, C. : Rethinking multi- cultures: Cultural diversity and political theory.
10. Sadyasachi.D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store.
11. Tagore, R (2003) Civilization and progress: In crises in civilization and other essays.
12. Kulkarni.U.K& Hadimani.S.M: Pathyakrama mattu Maulyamapana,(2006), Vijaya Publications, Gadag.

ED-9: EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 60

Marks: 100

Credits: 4

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

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

Unit – 1: Meaning and History of Education in India: (18-Hours)

- 1.1. Meaning, Importance and Functions of Education.
- 1.2. History of Education in India
Education during the Vedic, Buddhist and Islamic Period
(w.r.t .Features, Aims & Objectives, Curriculum , Methods of Teaching and Student-Teacher relationship)
 - 1.2.1 Education in the pre-independent period
1.2.Education Under British Period-Woods, Hunter, Hertoge and Sargent Report.
 - 1.2.2 Education in the Post-independent period.
 - 2.1.Radhakrishnan, Modaliyar, Khothari Education Commission
 - 2.2.New education policy of 1986
 - 2.3.Programme of Action (P.O.A)-1992
 - 2.4.N.C.F 2005.

Unit – 2 Constitutional provisions and Indian Education: (12-Hours)

- 2.1. Education and Four pillars of Indian Constitution
- 2.2. Fundamental & derived rights in relation to Education.
- 2.3. Articles related to women Education
- 2.4. Education of disadvantage groups (SC, ST, OBC & Minorities)

Unit –3 Current Educational Issues: (10-Hours)

- 3.1. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, Wastage & stagnation (Concept, Causes and Remedies to be discussed)
- 3.2. SSA RMSA:
- 3.3. Right to Education – 2009
- 3.4. Karnataka Education Act 1983: with reference to primary and secondary education.

Unit-4: Types of Schools in India:**(20-Hours)**

- 4.1. In relation to Funding: State, Aided and un-aided
- 4.2. In relation to Philosophy: Aurobindo, M.M. Malviya Jiddu Krishnamurthy etc.
- 4.3. In relation to Affiliation: CBSE, SBSE, ICSE.
- 4.4. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi Balika Vidyalaya, school for Physically and mentally challenged children.
(Purpose of establishment, Structure and Functions to be discussed)
- 4.5. Enhancement of quality in Education:
Role and Functions of BRC, DIET, CTE, IASE, DSERT

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

1. A Report on review of any one type of school based on Philosophy. (Aurobindo, M.M. Malviya Jiddukrishnamurthy)
2. Debut on SBSE/CBSE
3. A Critical Review of Education before or After Independence.
4. Role and Functions: BRC, DIET, CTE, IASE, DSERT
5. Seminar on women education and prepare a report.

Field/Practical Oriented:

6. Plan an activity to create an awareness among SC/ST/OBC students about various schemes and scholarships available to them.
7. Survey of any one school w.r.t funding, structure, functions and challenges (Govt, Aided and Un-aided)
8. A report on visit to any one special school to study the Educational Environment
9. Study of impact of RTE act on schools and prepare a report
10. Visit to BRC, DIET, CTE, IASE, DSERT Centers & Submission of a Report.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	20

Reference:

- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- . Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.

Webliography:

- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>

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

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

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

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

Unit 1: Teaching –learning System: (15-Hours)

- 1.1 Teaching – Learning – concept, Components, Characteristics, Importance.
- 1.2 Teaching Learning as system: Inputs, Process & output for teaching learning system.
- 1.3 Objectives for teaching Learning: Taxonomy of Educational Objectives.
- 1.4 Concept of Evaluation and Feed back for Teaching and Learning.
- 1.5 A) CCE-Continuous comprehensive Evaluation
b) Constructivism in Education

Unit 2: Empowering teacher with tools and techniques: (15-Hours)

- 2.1 Teaching Competencies: Components, Significance and its contextual uses.
- 2.2 Content analysis: Concept, Types and Importance.
- 2.3 Designing teaching learning in terms of planning class room instruction: year plan- Concept, format (activities, field activities, time management and evaluation) and Importance.
- 2.4 Short term period based planning: unit plan and lesson plan.
- 2.5 Role of teacher as an administrator, Facilitator, Counselor and Evaluator.

Unit 3: Teaching and Teacher as a facilitator:

(15-Hours)

- 3.1 Techniques of Teaching: Questioning, Discussing and Role Playing Brain storming
- 3.2 Maxims of Teaching
- 3.3 Methods of Teaching: Inductive, deductive, Laboratory, Project method and problem solving. Demonstration method
- 3.4 Approaches: Discovery, Enquiry, Dialectical, Research and Communicative
- 3.5 Advanced practices of teaching learning programme: ICT based, Virtual class room and Programmed Instruction.

Unit 4: Teaching learning material: (15-Hours)

- 4.1 Concept, Types and Importance.
- 4.2 Print material: Text Books, Reference Books and self Instructional Modules
- 4.3 Multimedia material

- 4.4 Learning packages
- 4.5 Software Materials
- 4.6 Exercise and Practice materials.

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

Theory Oriented Assignment:

1. Preparation of year plan.
2. Prepare a project plan for any one topic
3. Seminar on teaching competencies and write a report.
4. A debate on any two Methods of Teaching

Practical/Field Based assignment:

1. Preparation of programmed instruction material (min 10 frames).
2. Preparation of unit plan
3. Use of any one learning package and write a report.
4. Preparation of soft ware materials for any topic.

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Two Assignments (one should be Practical Oriented 5+5)	10
	Total	20

References:

- Dale, Edgar; 1946 ‘Audio visual Methods in teaching. New York the Dryden Press.
- Sharma R. A. Technology of Teaching Meeret: International publishing house
- Bloom; Taxonomy of Educational objectives.
- Chauhan S. S. text book of programmed instruction
- Kumar K. L. 1996 Educational Technology and communication Media cuttack nalanda.
- Madhuri R Shah, N N Shukla, R S Trivedi, D.G.Samant;1981, Instruction in Education (Teaching Technology), Somaiya Publications PVT. Ltd, Bombay/Newdelhi.
- G Vishwanathappa, C Jangaiah, Techniques and Strategies of Teaching at secondary level (2008), Neelkamal Publications PVT,Ltd Hyderabad.
- Kulkarni U.K, Teaching Competence and Teacher Education (2012), Prasaranga, KSWU,Vijayapur.
- Rambhai N Patel, Educational Evaluation (Theory and Practice),2005, Himalaya Publishing House, Bangalore.
- Kulkarni U.K, Hadimani S.M, Bodhana Kaushallyagaluu mattu Tantragalu,2008,Vijaya Publications, Gadag.

(Compulsory Activities for All students)

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

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims and objectives of the Course

After completion of the course students Teachers will be able to

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

Course Contents:

Unit -1: Introduction to Multimedia

- 1.1 Meaning of Multimedia.
- 1.2 Scope of Multimedia.
- 1.3 Components of Multimedia.
- 1.4 Pre-requisites of Multimedia PC.
- 1.5 Graphic Effects and Techniques Sound and Music.
- 1.6 Use of Multimedia for teaching.
- 1.7 Developing a lesson plan using a Multimedia package.

Unit –II: ICT and Pedagogy

- 2.1 Approaches to Integrating ICT in teaching and learning.
- 2.2 Subject Specific ICT tools for creating and facilitating learning
- 2.3 Subject Specific online resources and their use
- 2.4 ICT for Pedagogical Innovations
 - 2.4.1 Open Educational resources meaning and importance (OER)
 - 2.4.2 Massive Open Online Course (MOOC) - Concept and Advantages

Activities /Assignments: (Any four)

1. Construction of two lesson plan (UDP-I-1.,UDP-II-1) use of audio/ audio-visual media/ computer.
2. Deliver at least two lessons in school by using audio/audio-visual/computer and assess the impact and prepare a report on the entire work.
3. Write a report on Video conferencing in Education- meaning, planning and organizing.
4. Conduct /organize / manage one video Programme for school student and write a report.
5. Practical knowledge of operating computers M.S. Word / M.S. Excel / M.S PowerPoint and computer as a learning tool and write a report.
6. Write a report about procedure and importance of using software CD's with the help of projector in classroom instruction.

7. LMS experience hands on various features of LMS.
8. Reading on emerging ICT trends in Education.
9. Creating Social book marking account and creating social book marking of internet resources using any social book marking tools.
10. Developing a multimedia e- content for any one topic in UDP-I or UDP-II

Scheme of Assessment:

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

Readings:

- Critical reflections on the benefits of ICT in education S Livingstone
- National policies that connect **ICT-based education** reform to economic and social development **RB Kozma**
- **ICT in education:** Possibilities and challenges **M Carnoy**

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

Contact Hours: 30

Marks: 30+20

2 Credits

Objectives:

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

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

The theory needs to be discussed with practices as central aspect, The importance of theory to practice should be 1:1

Unit:I Introduction to Yoga & Yogic practitioner.

- 1.1 Meaning, Definition, Importance & Types of Yoga.
- 1.2 The Aims & Objectives of Learning Yoga (Eight limbs of Yoga).
- 1.3 The history of the development of yoga in India.
- 1.4 Misconception about yoga & steps to be followed by yoga practitioner

Unit:II - Yoga exercises & Health

- 2.1 Need of Yoga for good Health.
- 2.2 Yogic principles of Diet (sattvic, Tamasic & Rajasic)
- 2.3. Difference between yogic practitioner & non-yogic practitioner.
- 2.4. Some selected yoga practices.
- 2:4.1 Stress releasing yogasanas.
- 2:4.2 Different Asana

1. Meditation
2. Asana
3. Pranayama
4. Yoga-nidra
5. Sukhasana
6. Vajrasana
7. Parvatasana
8. Bhujasana
9. Padmasana
10. Shavasana
11. Niralambasana

12. Daudasana
13. Ardha padmasana
14. Swastikasana
15. Shashankasana

4 periods

Assignment:

1. Surynamasakar
2. Meditation (any two)
3. Signification of yoga in modern times
4. Asana (any two)

Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (5x4)	20
3	Educational Tour	20
	Total	50

Educational Tour:

Educational Excursion/ Study Tour: should be organized during **II Sem in between 6 to 10 days**. The Tour should be to cover areas such as Educational, historical, science & Technology and Geographical Significance. The marks shall be allotted on the basis of student's participation and submission of reports.

20 Marks

Reference:-

1. NCTE (2014) Yoga Education)Bachelor of Education Program): NCW Delhi: NCTE, Hans Bhawan, Wing-II Bahadar Shah Zafar marg.
2. Anantharaman, T.R (1996) 'Ancient yoga and modern scientnce New Delhi nusheram narohyavalal Publishers pvt Ltd.
3. Bhugal, R.S (2011) 'yoga and modern psychology' , Lonavala : kaivalyadhama, Swym samiti.
4. God, A (2007) "yoga education, philosophy and practice ' New Delhi : Deep and deep publication.
5. Devi, I (1987) 'Yoga, The techniques of health and happiness' Bombay: jaico publishing house.

Ed.11-C: SIMULATION AND ICT BASED LESSONS

Contact Hours: 30

Total Marks: 50

Credits: 02

(College Based Practice Lessons: Internal Assessment)

Aims of the Course

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

Component	Details of Inputs	Marks
4-a) Simulation Lessons (6) (College based)	3 Lessons per pedagogy subject, (3+3= 6 Lessons X 5Marks)	30
4-b) Simulation with Integration of ICT(4) (College based)	(2+2= 4 Lessons X 5Marks) (Presenting Lesson through OHP/PPT/Computer/Tape Recorder etc.)	20
Total		50

Ed.11-D: SCHOOL LESSONS AND REFLECTIVE DIARY

(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

Aims of the Course

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

Component	Details of Inputs	Marks
5-a) School Lessons (8 Lessons) (Lesson planning 2.5 Teaching 2.5 05	4 Lessons per Pedagogy subject (UDP-I :4 Lessons x 05 Marks) (UDP-II :4 Lessons x 05 Marks) (Marks:20+20=40)	40
5-b) Reflective Diary(1) and School daily activity report	Each trainee has to observe at least 40 Lessons of Peers and Submission of Record with Summary of each lessons (15 Lessons in UDP-I 15 Lessons in UDP-II 10 Lessons of Other Subject)	10
Total		50

***** END OF THE SECOND SEMESTER *****

