

## **Programme Outcome/Programme Specific Outcome/Course Outcome of M.Ed (Master of Education):**

### **Affiliated To Karnatak University Dharwad**

KLE Society's College of Education Vidyanagar Hubballi is NAAC accredited. The College runs teacher training courses on B.Ed and M.Ed for catering the needs of qualified and competent teachers in India which is duly recognized by NCTE (National Council for Teacher Education) and affiliated to Karnatak University Dharwad.

Various outcomes of M.Ed programme can be depicted in the following manner.

### **Programme Outcome of M.Ed (Master of Education):**

On successful completion of the two year M.Ed programme, The prospective Teacher Educator will get the opportunity to excel in the field of education with multiple skills. It prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic educational plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission.

### **Programme Specific Outcome of M.Ed (Master of Education):**

In terms of programme specific context of Master of Education the outcomes are as follows.

- To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
- To understand the historical, political and economical aspect of education.
- To provide research related experiences with the competency to independently develop dissertation and research work.
- To interpret the schools of philosophy and their educational significance.
- To get an insight into various educational policies and practices.
- To enable proper understanding and critical perspective about specialized areas of Education.

**Course Outcome of M.Ed (Master of Education):**

Preparing an individual as a Teacher Educator with a reflective outlook by articulating the emerging challenges is the core of M.Ed course.

The course specific outcomes of M.Ed are as follows.

**Semester-I****Course-1: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

- To understand concept and principles of educational psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To Assess personalities and modified their teaching strategies according to needs of students.
- To understand mental hygiene and its implications for education.
- To use adjustment strategies in their day today life.

**Course-2: HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION**

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

**Course-3: EDUCATIONAL STUDIES**

- Introduce the nature of education studies and map of the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Introduce education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.

- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.

#### **Course-4 a: INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS.**

- Explain the different sources of knowledge, types, paradigms of research.
- Illustrate different types of research.
- Discusses different paradigms of research.
- Organize the related literature.
- Formulates the research problems.
- Prepares a research proposal.
- Explains variables, hypothesis and sampling.
- Illustrate different types of measurement scales.
- Computes measurement of variability.
- Explain the characteristic and applications of normal probability curve.
- Explains different applications of computes in research.

### **Semester-II**

#### **Course-5: PHILOSOPHY OF EDUCATION**

- Understand the concept, scope and applications of philosophy of education.
- Discriminate different philosophical branches.
- Appreciate the role of education in the development of an individual and society in their cultural prospective.
- Understand the relationships of schools and society.

#### **Course-6: SOCIOLOGY OF EDUCATION**

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

- Expose students to divergent educational thoughts, perspectives and practice, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

### **Course-7: CURRICULUM STUDIES**

- Conceptualize the meaning and different perspectives of education.
- Understand the epistemological, sociological and psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Compare and analyze the national curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.
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### **Course-8 a: TEACHER EDUCATION COURSE-I PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

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

## **Semester-III**

### **Course-9: CURRICULUM, PEDAGOGY AND ASSESSMENT (SECONDARY AND SENIOR SECONDARY LEVEL)**

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

### **Course-10: POLICY, ECONOMICS AND PLANNING (SECONDARY AND SENIOR SECONDARY LEVEL)**

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

### **Course-4b: ADVANCED EDUCATIOANAL RESEARCH AND STATISTICS.**

- Explain the different tools and techniques of research.
- Examine the suitability of tools techniques of research in different content.
- Explains the components of research report.
- Enumerates the uses and limitations of different tools and techniques of research.
- Tests the significance difference between two means.
- Computes chi-square and interpret the results.
- Gives the meaning of ANOVA.

### **Course-8 b: TEACHER EDUCATION COURSE-II PERSPECTIVES AND RESEARCH IN TEACHER EDUCATION**

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

## **Semester-IV**

### **Course-12: ADMINISTRATION MANAGEMENT AND LEADERSHIP OF SECONDARY/SENIOR SECONDARY LEVEL**

- To handle or solve problems issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practice/ and suggest appropriate types of educational administration according to situations.
- To acquaint the students with need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- To critically examine the core and contemporary leadership theories relevant to educational practices and settings.

### **Course-13: INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL**

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

### **Course-14: EDUCATIONAL TECHNOLOGY AT SECONDARY/SENIOR SECONDARY LEVEL**

- Grasp the concept of educational technology as a system approach to education, enlist its foundations view education at all levels as processes designed at monitored towards improving the process of human learning; and

- Identify the stages of educational technology process and cast instructional technology into a flowchart of management of learning by objectives.
- Use taxonomy of cognitive domain to state objectives, select and analyze content, build learning interaction sequence, write frames to form a programme of learning, test, evaluate and monitor the programme to better effectiveness.
- Select real contexts, content and devise sequence of leaning integration to represent performance monitoring models of instruction such as norms referenced and criterion referenced models.
- Understand the rational syntax and interactive sequence making the application of theory based models of teaching such as concept attainment model, contingency management and the like.
- Survey the world of traditional, new and digital media, and understand media as extensions adding to and extending our senses, make application of selected media devices and innovations in instruction using media such as a radio, vision, interactive video, teleconferencing and the like.

**Programme Outcome of B.Ed (Bachelor of Education):**

On successful completion of the two year Bachelor of Education (B.Ed) programme the teacher trainee (herein Educand) can effectively apply learner centric methods for the task of teaching. They can understand the paradigm shift of various disciplines in the context of curriculum. Apart from applying the pedagogical skills and managing classroom conflicts, they can also conduct action research in order to solve classroom problems. This

programme prepares the prospective teachers to understand the psychological and sociological aspects of learners' development along with individual differences. The course work combined with rigorous school internship prepares the teacher trainees to master the art of teaching along with social resilience as well as transforms them into responsible and accountable change agents for addressing the concerns of human development.

**Programme Specific Outcome of B.Ed (Bachelor of Education):**

In terms of programme specific context of Bachelor of Education (B.Ed) the outcomes are as follows.

- To understand the basic concepts and premises of educational theory.
- To enable the teacher trainees' to manage diverse learning under inclusive classroom.
- To comprehend the role of governance and the structural provisions for supporting school based education.
- To inculcate the real experiences of classroom teaching, pedagogical approach, school management and community services.
- To develop multiple skills and abilities of communication, reflection, art, aesthetics, self expression and ICT (Information & Communication Technology).
- To comprehend the educational policies and contemporary issues in Indian Education System.

**Course Outcome of B.Ed (Bachelor of Education):**

- Preparing an individual for the teaching profession and upgrading the in service teacher with the various challenges is the core of B.Ed course.  
The course specific outcomes are as follows.

## **SEMESTER-I**

### **Course-1: CHILDHOOD AND ADOLESCENCE**

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

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

### **Course-2: PHILOSOPHICAL AND SOCIOLOGICAL BASE OF EDUCATION**

- To understand the concept of education and philosophy.
- To develop understanding of the interrelationship between philosophy and education
- To develop the appreciation of the basic trends and principles and development of the major western schools and philosophy
- To understand the relationship of sociology and education.

### **Course-3: EDUCATIONAL TECHNOLOGY**

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

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

#### **Course-4: Understanding Discipline and pedagogy: Language**

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

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

#### **Course-4: Understanding Discipline and Pedagogy: Social Science**

To enable the pupil teachers :

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

#### **Course-4: Understanding Discipline and Pedagogy: Science**

To enable the pupil teachers :

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

#### **Course-4: Understanding Discipline and Pedagogy: Mathematics**

To enable the pupil teachers :

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

#### **Course-4: Understanding Discipline and Pedagogy: Commerce**

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

#### **Course-4: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

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

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

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

#### **EPC – II : Language Across the Subject**

To enable the pupil teacher:

- To understand the learning language
- To understand the Cognitive development in language learning
- To understand the communication.

### **SEMESTER-II**

#### **COURSE-1: LEARNING & TEACHING PROCESSES**

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

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

## **COURSE 2: KNOWLEDGE AND CURRICULUM**

Student - Teachers will be able-

- To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
- To become familiar with ideologies related to child centered education
- To understand the changes in education in the context of society, culture and modernization
- To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
- To able to clarify the interrelation among curriculum, syllabus & text book
- To understand the co-relation among power, principles and curriculum
- To Evaluate co-curricular activities with reference to new society formation

## **COURSE 3: EDUCATION IN CONTEMPORARY INDIA**

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

- Explain the history, nature and process and Philosophy of education.
- Analyze the role of educational system in the context of Modern Ethos.
- Understand the concept of diversity.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.
- To enumerate Constitutional provisions and Current Issues in Indian Education.

#### **COURSE-4: PEDAGOGIC TOOLS, TECHNIQUES, AND APPROACHES**

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

#### **EPC-2 UNDERSTANDING SELF, PERSONALITY AND YOGA**

On the completion of the course, the Student-Teacher will

- Appreciate the origin and history of Yoga in India.
- Understand the concept and importance of yoga for general health and quality lifestyle.
- 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.

### **SEMESTER – III**

#### **COURSE 1: INCLUSIVE EDUCATION**

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

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

## **COURSE 2: Educational Evaluation**

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

## **OPTIONAL COURSE: GUIDANCE AND COUNSELLING**

To enable the teacher trainees:

- To understand the concept of Guidance and Counseling.
- To assess the strength and learning difficulties of students.
- To help students in selecting their subjects for future study.
- To collect data using various tools like case study, achievement test etc.
- To understand and apply the techniques of Guidance and Counseling.

## **OPTIONAL COURSE: VALUE EDUCATION**

On completion of the course the student- teachers will be able to

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

ಕೋರ್ಸ್: ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ (Pedagogy of School Subject – I, POSS – I)

ವಿಷಯ: ಕನ್ನಡ ಬೋಧನೆ

ಬಿ.ಇಡಿ. ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ನಡವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳೆ.

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಲೆಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

## **PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

On completion of this course the students will be able to

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

## **PEDAGOGY OF SCHOOL SUBJECT : HINDI**

On completion of this course the students will be able to

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

## **PEDAGOGY OF SCHOOL SUBJECT : HISTORY**

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

- Understand the nature of History & Political Science as a school subject
- Articulate a conception of History and Political Science
- Correlate History & Political Science with other subjects
- Understand the language of History & reconstruction of past 27
- Apply their knowledge of techniques to reconstruct the past
- Understand the concept of differentiated teaching for History prepare differentiated lesson plan in History & Political Science.
- Understanding the potential of History for development of skills
- Analyze the history & political science textbook prepare appropriate

work schemes and lesson plans in history and Political science.

- Critically analyze the History & Political science textbook.
- Understand the significance of learning resources to teach the subject apply the knowledge to select and improvise learning resources.
- Demonstrate ability to raise learners' in Module I History & Political Science as a Social Science discipline.

### **SPECIFIC PEADGOGY : GEOGRAPHY**

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

### **PEDAGOGY OF SCHOOL SUBJECT:PHYSICS**

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

- Understand and uses different learner centred and teacher centred approaches
- Understand the planning for Teaching Biology
- Understand the selection of various methods and models of teaching to teach different topics of physics.
- Understand different curricula in Physics

### **PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY**

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

- Acquire knowledge about the nature & scope of chemistry
- know the basic branches and their inter- relationship with other science subjects, and
- Acquire the knowledge of modern trends in chemistry
- Understand the objectives & values of teaching chemistry in secondary schools.
- Development skills in :Analyzing the content in terms of concepts and

learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,

- Maintaining laboratory.
- Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
- Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

### **PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY**

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

- Understand the planning for Teaching Biology
- Use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons.
- Plan and execute various curricular and co – curricular activities related to teaching of biological science.
- Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
- Appreciate and inculcate the competencies and commitments needed for a biological science teacher

### **PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS**

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

- Understand the various curriculums of Mathematics
- Understand the nature, structure, scope and relations with other disciplines.
- Understand the Approaches and methods of teaching Mathematics
- Understand the aims and objectives of teaching mathematics.
- Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
- Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication
- Able to revive the school science curriculum

## **SPECIFIC PEDAGOGY SUBJECT:-COMMERCE**

To enable the student teachers-

- To develop an understanding of the meaning, nature and scope of commerce education.
- To develop an understanding of the maxims and principles of teaching commerce.
- To develop understanding the bases of the commerce education and its relation with other disciplines.
- To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).

## **UNDERSTANDING DRAMA AND ART IN EDUCATION (FINE ART & THEATRE)**

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with aspects of theatre management.
- Concept note: Every child can benefit from drama and art in their education.
- Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.
- The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.
- To understand the functions of drama and art.

## **RESEARCH PROJECT**

To enable the teacher trainees:

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

## **SEMESTER – IV**

### **GENDER, SCHOOL AND SOCIETY**

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

- Explain power politics of patriarchal society and feminist theories
- Understand gender complexities in the Indian hierarchical society
- Analyse gender constructions and representations in the text book and Curriculum.
- Explain the importance of constitutional provision for girl child education.

### **EDUCATIONAL MANAGEMENT AND ORGANIZATION**

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

- Understand the concept and concerns of Educational organization, administration and management.
- Understand the Educational Administration and management at different levels and their functioning.
- Understand the role of headmaster and the teachers in school management: Supervision and inspection
- Acquaint the quality control measures in school management

### **ADVANCE PEDAGOGY OF SPECIFIC SUBJECT**

**(KANNADA/ ENGLISH/ HINDI/ HISTORY/ GEOGRAPHY/  
COMMERCE/ PHYSICS/ MATHEMATICS/ CHEMISTRY/  
BIOLOGY)**

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

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