



Reshmi Educational and Charitable Trust ®  
**Sri Murugha Rajendra Swamiji B.Ed and M.Ed College**  
Saraswatipura, Kusnoor Road, Kalaburagi – 585 106  
(Permanently affiliated to Gulbarga University, Kalaburagi and Accredited NAAC 'B' Grade)  
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## BROCHURE AND COURSE CONTENT ALONG WITH CLO's OF VALUE-ADDED COURSES:

### BROUCHER :

RESHMI EDUCATIONAL AND CHARITABLE TRUST (R)  
**Sri Murugha Rajendra Swamiji  
B.Ed & M.Ed College**  
(NAAC 'B' Grade)  
**IQAC Initiative Value Added Course**  
Certificate in English Language Proficiency

### OBJECTIVES

- \* To Speak English Fluently
- \* To Imbibe Appropriate English Accent
- \* To Learn to Structure Sentences Accurately
- \* Usage of Idioms and Phrases
- \* To Communicate better by knowing Exactly what to Enunciate

# SYLLABUS

<b>UNIT I -</b>	<b>Listening Skills</b> <b>Trails of good listener</b> <b>Basic phonetics</b>
<b>UNIT II -</b>	<b>Pronunciation</b> <b>Introduction to English phonetic symbols</b> <b>One word substitutes</b> <b>Idioms and Phrases</b>
<b>UNIT III -</b>	<b>Comprehension</b>
<b>UNIT IV -</b>	<b>Reading Skills</b>
<b>UNIT V -</b>	<b>Dialogues</b> <b>Punctuations</b> <b>Public Speech</b> <b>Active - Passive Voice</b>
<b>UNIT VI -</b>	<b>Mock Interview</b> <b>Oral Presentation Skill</b>

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Contact for more information

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Principal

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Course Cordinator

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## COURSE LEARNING OUT COMES OF CERTIFICATE ENGLISH LANGUAGE PROFICIENCY:

1. Students were able to speak English fluently.
2. Students were imbued appropriate English accent.
3. Students learnt to structure sentences accurately.
4. Students were able to communicate better by knowing exactly what to enunciate.
5. Students were familiarized with usage of idioms and phrases.

## KAR-TET 2021 ONLINE COACHING BROUCHER AND CONTENT :

RESHMI EDUCATIONAL AND CHARITABLE TRUST (R)  
**Sri Murugha Rajendra Swamiji B.Ed & M.Ed College**  
(NAAC 'B' Grade)  
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**KAR TET- 2021  
Online Coaching.  
From 26/7/2021  
to 14/08/2021**

LAST DATE FOR REGISTRATION  
**25/07/2021**  
HURRY UP! HURRY UP!

Registration Link  
<https://forms.gle/LH31ZUVteq6ba7>

Dear Aspirants,  
Greetings from Reshmi Educational and Charitable Trust  
We are happy to announce the start of Online KAR TET - 2021,  
coaching for D.Ed, B.Ed, and M.Ed students class on GoToMeeting  
This Coaching will be conducted everyday from  
8 am to 10 am, (Compulsory paper)  
6 pm to 8 pm, (Optional/Method paper)  
This training will be in Kannada & English language.  
Interested students can register with  
amount of Rs. 500/-

Contact for more information  
Dr. Shantkumar Biradar  
Coordinator  
SMRS B.Ed. & M.Ed. College Kalaburagi  
Mobile: 9945209040, 9945961637

## COURSE LEARNING OUT COME OF KAR-TET ONLINE COACHING:

1. Students were well versed in applying CET and TET applications.
2. Many students applied for TET.
3. Many students were highly motivated to clear TET and CET and have Government Selections.

## COURSE LEARNING OUT COME OF KAR-TET OFFLINE COACHING:

1. Students were well versed in applying CET and TET applications.
2. Students got individual attention and special guidance.
3. Many students applied for TET.
4. Many students were highly motivated to clear TET and CET and have Government selections.
5. New methods of learning and use of Technology were introduced to students.
6. Resource persons comprehensively analyzed previous year question papers of TET.
7. Nearly 20 students cleared TET in First attempts and this boosted their morale and Self confidence.



### COACHING FOR KAR-TET-2022

#### Paper 1 & Paper 2

Start From: 27<sup>th</sup> June 2022 to  
11<sup>th</sup> August 2022

Admissions start from  
18<sup>th</sup> June 2022  
to 27<sup>th</sup> June 2022

45 days  
including  
sundays



**PRINCIPAL**  
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**APPENDIX – 1**  
**STRUCTURE AND CONTENT OF SYLLABUS**  
**(Paper-I and Paper-II)**

**Paper I (for classes I to V) Primary Stage**

**I. Child development and pedagogy**

**Child development :** Concept of development and its relationship with learning, Principles of the development of children, Influence of Heredity & Environment.

**Socialization processes:** Social world & children (Teacher, Parents, Peers)

**Concepts of child-centered and progressive education:** Piaget, Kohlberg and Vygotsky, constructs and critical perspectives., Critical perspective of the construct of Intelligence, Multi Dimensional Intelligence, Language & Thought.

**Gender as a social construct:** gender roles, gender-bias and educational practice, Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.,

**Distinction between Assessment for learning and assessment of learning:** School-Based Assessment, Continuous & Comprehensive Evaluation., perspective and practice, Formulating appropriate questions for assessing readiness levels of learners, for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

**Concept of Inclusive education and understanding children with special needs:** Addressing learners from diverse backgrounds including disadvantaged and deprived addressing the needs of children with learning difficulties, ‘impairment’ etc., addressing the Talented, Creative, Specially abled Learners

**Learning and Pedagogy:** How children think and learn; how and why children ‘fail’ to achieve success in school performance.

**Basic processes of teaching and learning:** children’s strategies of learning, learning as a social activity and social context of learning, Child as a problem solver and a ‘scientific investigator’.

**Alternative conceptions of learning in children :** understanding children’s ‘errors’ as significant steps in the learning process.

Cognition & Emotions, Motivation and learning, Factors contributing to learning – personal & environmental

## **II. Language I**

**Language Comprehension Reading unseen passages** – Answering the question based on the given unseen passage.(Prose, Drama or Poetry.)

**Pedagogy of Language Development:** Learning and acquisition, Principles of language Teaching, Role of listening and speaking, function of language and how children use it as a tool .

Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.

Challenges of teaching language in a diverse classroom and Language Skills.

Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching

## **III. Language – II**

**Language Comprehension Reading unseen passages** – Answering the question based on the given unseen passage.(Prose, Drama or Poetry.)

**Pedagogy of Language Development:** Learning and acquisition, Principles of language Teaching, Role of listening and speaking, function of language and how children use it as a tool.

Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.

Challenges of teaching language in a diverse classroom and Language Skills.

Teaching-learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.

## **IV. Mathematics Content :**

- 1) Geometrical figures & the knowledge of space
- 2) 3-D Geometrical figures
- 3) Numbers
- 4) Fractions
- 5) Mathematical operations on numbers and algebraic expressions
- 6) Measurements- Weight, time and volume
- 7) Data handling & Measures of central tendency
- 8) Ratio and proportion
- 9) Mathematics in daily life
- 10) Lines & angles
- 11) Polygons
- 12) Basic algebra – Linear equations & Identities

### **Pedagogical issues:**

Nature of Mathematics/Logical thinking; understanding children's thinking and reasoning patterns and strategies of making meaning and learning, Place of Mathematics in Curriculum, Language of Mathematics, Community Mathematics, Evaluation through formal and informal methods, Problems of Teaching, Error analysis and related aspects of learning and teaching, Diagnostic and Remedial Teaching.

## **V. ENVIRONMENTAL SCIENCE**

### **Syllabus :**

#### **1. Our Environment :**

- a) Major components of environment, types of ecosystem, life diversity and its features, food chain, and nature balancing factors, Food web, ecological Pyramids, Plant and animal species, factors of Biodensity, Tropic levels, Types of pollution, reasons-effects- remedial measures, green house effect, green house gasses, sustainable development and its maintenance, waste management measures.
- b) Environment movements (Related to state and national level), Important Environment activists, state and national award winning literature and writers related to environment, major environmental phenomena, types of ecological conservation.

#### **2. Living world :**

Life processes, classification of organisms. How to organisms reproduce.  
Cell, Tissues, organ and organs system.

**3. Sources of Energy :** Solar Energy, Wind Energy, Tidal Energy, Geothermal Energy, Biodegradable wastes, non biodegradable wastes, Chemicals in our daily life.

#### **4. Human Health and Hygiene :**

**Carbohydrates :** Types of Monomers, lipids, proteins, Vitamins, Minerals, Deficiencies.

**5. Natural Phenomena :** Motion, Force, Gravitation, Newton's laws of motion, distance – speed graphs.

#### **6. How do things works :**

**Electricity :** Definitions of important terminologies, SI units, Numericals.

#### **7. Pedagogy of Environmental Science :**

- Important methods of teaching
- Current teaching learning interaction.
- Main features of NCF-2005
- Features and uses of practical methods.
- Values which are to be integrated in classroom learning process.
- Evaluation methods, existing evaluation methods and maintenance of records.

## **VI Social Studies : (For Visually impaired instead of mathematics and EVS)**

Concepts, content and pedagogy of social studies pertaining to classes 6 to 8 and difficulty level upto secondary level (class 10).

### **Content:**

**History :** When, Where and How, The Earliest Societies , The First Cities, Early States, New Ideas, The First Empire, Contacts with Distant lands, Political Developments, Culture and Science, New Kings and Kingdoms, Sultans of Delhi, Architecture, Creation of an Empire, Social Change, Regional Cultures, The Establishment of Company Power, Rural Life and Society, Colonialism and Tribal Societies, The Revolt of 1857-58 ,Women and reform, Challenging the Caste System, The Nationalist Movement, India After independence.

**Geography:** Geography as a social study and as a science, Planet- Earth in the solar system, Globe, Environment in its totality: natural and human environment, Air, Water, Human Environment - settlement, transport and communication, Resources- Types-Natural and Human, Agriculture.

**Social and Political Life:** Diversity, Government, Local Government, Making a Living, Democracy, State Government, Understanding Media, Unpacking Gender, The Constitution, Parliamentary Government, The Judiciary, Social Justice and the Marginalized.

**Pedagogical issues:** Concept & Nature of Social Science/Social Studies, Class Room Processes, activities and discourse, Developing Critical thinking, Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies, Sources – Primary & Secondary, Project Work, Evaluation.



## **Paper II (for classes VI to VIII) Higher Primary**

### **I. Child Development and Pedagogy**

**Child development** : Concept of development and its relationship with learning, Principles of the development of children, Influence of Heredity & Environment.

**Socialization processes:** Social world & children (Teacher, Parents, Peers)

**Concepts of child-centered and progressive education:** Piaget, Kohlberg and Vygotsky, constructs and critical perspectives., Critical perspective of the construct of Intelligence, Multi Dimensional Intelligence, Language & Thought.

**Gender as a social construct:** gender roles, gender-bias and educational practice, Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.,

**Distinction between Assessment for learning and assessment of learning:** School-Based Assessment, Continuous & Comprehensive Evaluation., perspective and practice, Formulating appropriate questions for assessing readiness levels of learners, for enhancing learning and critical thinking in the classroom and for assessing learner achievement.

**Concept of Inclusive education** and understanding children with special needs addressing learners from diverse backgrounds including disadvantaged and deprived addressing the needs of children with learning difficulties, ‘impairment’ etc., addressing the Talented, Creative, Specially abled Learners

**Learning and Pedagogy:** How children think and learn; how and why children ‘fail’ to achieve success in school performance.

Basic processes of teaching and learning, children’s strategies of learning, learning as a social activity and social context of learning, Child as a problem solver and a ‘scientific investigator’.

Alternative conceptions of learning in children, understanding children’s ‘errors’ as significant steps in the learning process.

Cognition & Emotions, Motivation and learning ,Factors contributing to learning – personal & environmental

### **II. Language I**

**Language Comprehension Reading unseen passages** – Answering the question based on the given unseen passage.(Prose, Drama or Poetry.)

**Pedagogy of Language Development:** Learning and acquisition, Principles of

language Teaching, Role of listening and speaking, function of language and how children use it as a tool .

Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.

Challenges of teaching language in a diverse classroom and Language Skills.

Teaching- learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching

### **III. Language – II**

Comprehension: Two unseen prose passages (discursive or literary or narrative or scientific) with question on comprehension, grammar and verbal Ability.

Pedagogy of Language Development: Learning and acquisition, Principles of language Teaching, Role of listening and speaking; function of language and how children use it as a tool, Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form, Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders, Evaluating language comprehension and proficiency: speaking, listening, reading and writing, Teaching– learning materials: Textbook, multi-media materials, multilingual resource of the classroom, Remedial Teaching.

### **IV. Mathematics and Science:**

#### **Mathematics**

##### **Content:**

- 1) Arithmetic Progression
- 2) Number system
- 3) Statistics & Probability
- 4) Trigonometry
- 5) Co-ordinate geometry
- 6) Identifies
- 7) Pair of linear equations in two variables
- 8) Quadratic equations
- 9) Polynomials
- 10) Mensuration
- 11) Triangles
- 12) Quadrilaterals
- 13) Circles
- 14) Area related to circles

**Pedagogical issues:** Nature of Mathematics/Logical thinking, Place of Mathematics in Curriculum, Language of Mathematics, Community Mathematics, Evaluation, Remedial Teaching, Problem of Teaching

**Science**

**Content :**

### **1. Physics**

**Motion :** Definitions, Types of motion, Law & Equations of motion.

- Laws and numericals.

**Gravitation :** Law, numericals.

**How do things work :**

**Light** - Reflection

- Refraction

**Lens** - Concave, Convex

**Mirror** - Concave, Convex

- Images formed in Spherical mirrors and lens

**Electricity and Electric Circuits** -Definitions, units, derivations.

**Resistors** - Numericals, circuit diagrams.

**Magnetism** - Definition, Various laws, numericals, AC, DC motors and generators.

**Natural phenomenon :** Eye, Eye defects.

- : TIR, Dispersion.

### **2. Chemistry**

**Materials & Materials in our daily life** – Metals, non metals.

- Physical and chemical properties

**Acids, Bases and Salts:** Physical and chemical properties.

**Atoms and Molecules :** Formulae, Masses, electronic configuration.

**Polymers :** Artificial, natural, uses.

**Natural resources :** Types and applications.

**Chemicals in our daily life :** Soaps, detergents, Sweeteners, medicines, Drugs.

### **3. Biology**

**Food** - Definition of food

- Food and its importance
- Food chain
- Food web
- Food pyramid

**Food and its sources** - Plant source and animal source implications.

**Food and its constituents :**

Energy giving food - Carbohydrates & lipids

Body building food - Proteins

Body protectors - Vitamins & minerals, Roughage and water.

**Living World :** Micro organisms

Plant kingdom - Thallophyta

Animal kingdom - Bryophyta

Pteriodophyta

Gymnosperms

Angiosperms

Protista, Protozoa, Fungi Prokaryotic and Eukaryotes.

**Animal kingdom :**

<b>Vertebrates</b>	<b>Invertebrates</b>
Pisus	Porifera
Amphibia	Coclenorata
Reptiles	Platynelminthes
Aves	Nematoda
Mammals	Aanelia
	Arthropoda
	Mollusca
	Echino dermatata

**Cell :** Plant cell and Animal cell

-Tissues, organ, organ system.

**Pedagogical issues :** Nature & Structure of Sciences, Natural Science/Aims & objectives, Understanding & Appreciating Science ,Approaches/Integrated Approach, Observation/Experiment/Discovery (Method of Science), Innovation, Text Material/Aids, Evaluation.- problems and remedial teaching.

## **V. Social Studies/Social Sciences**

### **Content:**

**History :** When, Where and How, The Earliest Societies , The First Cities, Early States, New Ideas, The First Empire, Contacts with Distant lands, Political Developments, Culture and Science, New Kings and Kingdoms, Sultans of Delhi, Architecture, Creation of an Empire, Social Change, Regional Cultures, The Establishment of Company Power, Rural Life and Society, Colonialism and Tribal Societies, The Revolt of 1857-58 ,Women and reform, Challenging the Caste System, The Nationalist Movement, India After independence.

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**Pedagogical issues:** Concept & Nature of Social Science/Social Studies, Class Room Processes, activities and discourse, Developing Critical thinking, Enquiry/Empirical Evidence, Problems of teaching Social Science/Social Studies, Sources – Primary & Secondary, Project Work, Current methods of Evaluation.

Commissioner  
Department of Public Instruction