

VIJAYANAGARA SRIKRISHNADEVARAYA UNIVERSITY, BALLARI.



**Regulations & Syllabus of Two Year B.Ed. Course
Prepared as per the State Syllabus**

With effect from 2015-16 onwards

ABBREVIATIONS	
B.Ed	Bachelor of Education
BOS	Board of Studies
CAC	Common Admission Cell
D.Ed	Diploma in Education
Dept.	Department
DIET	District Institute of Education and Training
DSERT	Directorate of State Educational Research and Training
Ext. Marks	External Marks
Govt.	Government
ICT	Information and Communication Technology
Int.Marks	Internal Marks
KSHEC	Karnataka State Higher Education Council
M.Ed	Master of Education
Max	Maximum
MHRD	Ministry of Human Resource Development
Min	Minimum
MOTA	Modalities of Transaction and Assessment
NCTE	National Council for Teacher Education
PG	Post Graduate
STEM-B	State Teacher Education Monitoring Board
TEI	Teacher Education Institute
TERM	Teacher Education Regulatory and Monitoring Cell
Tg	Teaching
TLM	Teaching Learning Material
UG	Under Graduate

CONTENT LIST		
	Preface	
	Acknowledgement	
	List of Members	
	Signatories to Report	
	Abbreviations	
	Content List	

REGULATIONS		
	Regulations	
	Blue-Print	

SEMESTER-I		
	Childhood and Adolescence	
	Philosophical and Sociological bases of Education	
	Educational Technology	
	Understanding Discipline and pedagogy: Languages	
	Understanding Discipline and pedagogy: Social Science	
	Understanding Discipline and pedagogy: Science	
	Understanding Discipline and pedagogy: Mathematics	
	Understanding Discipline and pedagogy: Commerce	
	Understanding Discipline and pedagogy: and school subjects	
	EPC-I ICT- Basic Competencies	
	EPC-II Language across Curriculum	
	EF-I Psycho Social Tools and Techniques	
	EF-II Simulation and Microteaching	

SEMESTER-II		
	Learning and teaching Processes	
	Knowledge and Curriculum	
	Contemporary Education in India	
	Methods ,techniques and approaches of Pedagogy	
	ICT: Applications	
	Understanding Self and Yoga	
	Simulated lessons and ICT mediation practices	
	Lesson practice at School and reflective Dairy writing	

SEMESTER-III		
	Inclusive Education	
	Educational Evaluation	
	Optional Courses: Guidance Counseling	
	Optional Courses: Value Education	
	Subject Specific Pedagogy : Kannada	
	Subject Specific Pedagogy : English	
	Subject Specific Pedagogy : Hindi	
	Subject Specific Pedagogy : Urdu	
	Subject Specific Pedagogy : Sanskrit	
	Subject Specific Pedagogy : History	
	Subject Specific Pedagogy : Geography	
	Subject Specific Pedagogy : Physics	
	Subject Specific Pedagogy : Chemistry	
	Subject Specific Pedagogy : Biology	
	Subject Specific Pedagogy : Mathematics	
	Subject Specific Pedagogy : Commerce	
	Fine Arts , Dance and Drama	
	Research Project	
	Unit plan and lesson Practice	
	Block Teaching and Field work	

SEMESTER-IV		
	Gender , School and Society	
	Educational Management and Organization	
	Advanced Studies: Curriculum and Pedagogy	
	Reading and Reflection	
	Teacher placement and CET practice	
	Field Work and Immersion Details	
	Test Lesson	
	Recommendations	

APPENDIX		
	Copy of Committee Appointment Order	
	Report abstract of KSHCE sponsored Workshop by Azim premji Uni.	
	TERM cell format	
	Details of Academic Records and TEI conduct	
	Open Source Material	

REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME OF VIJAYANAGARA SRIKRISHNADEVARAYA UNIVERSITY, BALLARI

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under choice based credit system [CBCS] and continuous assessment grading pattern (CAGP) programme offered in th of Universities of Karnataka Sates from the academic year 2015-16 and onwards.

The completion of the programme shall lead to B.Ed degree.

1.00 Preamble

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary level (classes XI-XII) . Also aims at preparing, practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals and for extension activities.

2.00 Title, Application and Commencement

The regulations shall be cited as Karnataka State Regulations 2015-16 governing two year B.Ed Programme leading to Bachelor of Education Degree Course.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the VSK University/Government of Karnataka.

3.00 Definitions of the Key terms Used in the Regulation.

- a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.
- b) **Blank Semester :** A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester
- c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' various aspects of the teaching –learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, filed based activities ,immersion, computer skills, research activities required for the course.

A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two –hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.

- d) **Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching –learning process of the course, namely L, P, and T.
- e) **Tutorial :** A tutorial is a supplementary practice to any teaching-learning process that

may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

- f) **Practical/practice:** A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.
- g) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.
- h) **Enhancing Professional Capacities (EPC):** These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.
- i) **Engagement with Field Activity (EF) :** These are the courses where in the student teacher will get the theatrical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.
- j) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.
- k) **Hard Core Course:** A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.
- l) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase
- m) **Theory cum Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to fifty students as per the facilities available in the institute.
- n) **Simulation practices:** The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students or even in absence.
- o) **Perspective Course:** The courses that provides the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as application from various basic disciplines.
- p) **Field Work Courses** for which student has to visit the field collect the required data systematize, processes and present fall under these type of the courses.
- q) **Immersion:** The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

4.00 Intake.

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation.

5.00 Eligibility and Choice of Pedagogic Subjects:

Candidates seeking admission to the B.Ed programme should be as prescribed by the NCTE, UGC and State Government as listed below:

- i. Candidates with at least fifty percent marks (including IA) either in Bachelor's Degree and/ or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme. SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the orders issued by the Central Government and State Government whichever is applicable.
- ii. The candidates should specify the level of specialization He/She desires to be a
 - a) Teacher for VI-VIII or IX-X standards.
 - b) Only candidates with PG qualification are eligible to teach IX-X or XI-XII

Each one has to select two pedagogies under different disciplines prescribed below:

	Discipline	Optional Subjects	Content to be practiced
1	Humanities	Kannada English Hindi Urdu Sanskrit Marathi	Language prescribed by the State Government as First, Second and Third language in the respective classes
2	Social Science	History, Political Science and Sociology Geography, Economics and Business Management	Content prescribed in the Social Science text books by the State. Content prescribed in the Social Science text books by the State
3	Physical Science	Physics Chemistry	Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X) Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X)
4	Biological Science	Biology	Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X)
5	Mathematics	Mathematics	Content prescribed in the Mathematics text books (Standards VI –VIII) and Mathematics text books (Standards IX and X)
6	Commerce	Commerce	The syllabus of standards XI and XII as prescribed by the State Government

The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specialisation exist for the III rd Semester and IVth Semester. For the second semester there are no pedagogic paper specialised to any school subject. The pedagogic subject for the first semester will be on any two of the followings, one each from any two groups:

(One each from any two Disciplines)

	Pedagogy of Discipline	Suitable for the State/ Central appointments
1	Humanities	Language teacher
2	Social Science	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Science and/or Biological Science	Science teacher
5	Mathematics	Mathematics teacher
6	Commerce(PG)	Commerce at Higher Secondary level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

- i) The pedagogic subject choice(except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree program. Language pedagogy shall be given based on study of the subject either as optional or as basic.
- ii) The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the state appointment provision presently in operation while advertised State Government of Karnataka.
- iii) The pedagogic subject of Advanced pedagogy of higher secondary shall be given only to the students with PG qualification and eligible to be appointed at higher secondary.

6.00 Medium of Instruction:

Medium of instruction for the course is English. However, candidates may write the examination in Kannada for all papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

7.00 Admission Procedure:

- a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.
- b) The Central Admission Cell of the Sate under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permit.
- c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

- d) The University shall prepare the schedule or academic calendar. The TEIs shall follow the academic calendar. The academic calendar to be followed are:
- i. Date of the publication of admission notification.
 - ii. Last date of receipt of the applications as announced by the State Government .
 - iii. Dates of counselling announced by the CAC.
 - iv. Last date for admission as announced by the CAC.
 - v. Final list of seats admitted and forwarded to the University for approval.
 - vii. Approval of admission list by the University
 - viii. Students admitted after the commencement of the course and if remain short of attendance due to delayed admission, the college shall compensate for the shortage of attendance by conducting special classes.

8.00 Curricular Components

The course shall have the curricular components namely:

- a. Perspective Courses (Per-C)
- b. Pedagogic Courses (Pd- C)
- c. Enhancing Professional Courses (EPC)
- d. Engagement with Field Courses (EF)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by th Transaction and Assessment' (MOTA). The details are presented semester wise as follows:

Duration, Credits and Marks

The details of total number of working days and its distribution with credits and curricular components is as follow:

Semester	Working Days	Working Hours/ Credit	Marks				Total Marks
			Theory	Practicum EPC & EF	Annual Lessons	Total	
I	100	600/24	400	200	-	600	2400
II	100	600/24	400	200	-	600	
III	100	600/24	400	200	-	600	
IV	100	600/24	300	200	100	600	

Each credit has equivalence of 25 marks and 23 hours of theory work load. In case of 100 marks theory course there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

9.00 Credits, Marks and Passing Standards:

FIRST SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Childhood and Adolescence	4	20	08	80	32	100
	C-II	Philosophical and Sociological Bases of Education	4	20	08	80	32	100
	C-III	Educational Technology	4	20	08	80	32	100
	Pd-C (I&II)	Understanding Discipline and Pedagogy-I & II	4	20	08	80	32	100
Practical								
	EPC-I	ICT Basic	2	50	25	..	..	50
	EPC-II	Language across the Subjects	2	50	25	..	..	50
	EF-I	Psycho-Social Tools and Techniques	2	50	25	..	..	50
	EF-II	Micro Teaching and Integration	2	50	25	..	..	50
				280		320		600

SECOND SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical								
	EPC-I	ICT Applications	2	50	25	..	..	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	..	..	50
	EF-I	Simulated and ICT based Lessons	2	50	25	..	..	50
	EF-II	School Lessons and Reflective diary	2	50	25	..	..	50
				280		320		600

THIRD SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Inclusive Education	4	20	08	80	32	100
	C-II	Educational Evaluation	4	20	08	80	32	100
	Pd-C (I&II)	Subject Specific Pedagogy I & II	4	20	08	80	32	100
	Optional	Optional course (any one) 1. Value Education 2. Guidance and Counselling	4	20	08	80	32	100
Practical	EPC-I	Fine Art and Theatres	2	50	25	--	--	50
	EPC-II	Research Project	2	50	25	--	--	50
	EF-I	Field Assignment	2	50	25	--	--	50
	EF-II	School Lesson (Unit Based) and Reflective dairy	2	50	25	--	--	50
				280	320			600

FORTH SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Gender, School and Society	04	20	08	80	32	100
	C-II	Educational Management and Organization	04	20	08	80	32	100
	C-III	Advanced Pedagogy of specific Subjects-I & II	04	20	08	80	32	100
Practical	EPC-I	Reading and Reflecting on Texts	2	50	25	..	..	50
	EF-I	Field work and Immersion	6	150	..	..	..	150
	EF-II	Annual Lesson I & II	2+2	..	..	50+50		100
			24	260		340		600

10.00 Modalities of Transaction and Assessment

Part-A: Inputs:

The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables. Theoretical Courses, Practice lesson, Field Engagement, Co-Practice lesson inputs and their proportions to the total :

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORATICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	60Credits /1500 (62.5%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	32 Credits/800 (33.2%)
ANNUAL LESSONS (I & II)	-	-	-	4 Credits /100 (4.1%)	4 Credits/100 (4.1%)
TOTAL	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	96 Credits /2400 (100%)

(Percentages are out of the total marks for the programme)

PRACTICAL INPUTS ACROSS FOUR TERMS (CO-LESSON PRACTICES)

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics	Lab work as detailed in practical course work	2 Cr/50 Marks
	Psycho-Social Test	Competency development to administer and interpret result as detailed in MOTA	2 Cr/50 Marks
II	ICT Application	Semi field based try-out field activities listed in MOTA.	2 Cr/50 Marks
	Unit test/Personalities and Yoga	Yoga practice courses detailed and personality exercise as in course details.	2 Cr/50 Marks
III	Research Project	Developing Research Project and implementing with the help of course details listed	2 Cr/50 Marks
	Fine Arts and Theatre	Detail of activities listed in course work	2 Cr/50 Marks
IV	Reading and Reflecting on Texts	Detailed activities are listed in course work	2 Cr/50 Marks
	School Co-Practices	Detailed activities are listed in course work	6 Cr/150 Marks
	Annual Lessons	Examination Activity	2+2 Cr/100 Marks

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENTS	DETAILS OF INPUTS
I	<p>1. Micro-teaching (Six Skills)</p> <p>a) Skill of Introduction b) Skill of probing questions c) Skill of explanation d) Skill of illustrations with Examples e) Skill of stimulus variation f) Skill of reinforcement g) Skill of fluency in questioning h) Skill of Blackboard</p> <p>2. Simulation (Non Micro-teaching) Integration and overall skill with teaching-learning process for 15 min. Each</p>	<p>Skill with full repeat cycle</p> <p>one lesson per pedagogy subject</p>
II	<p>3. Simulation with ICT (at least 2+2 lessons with ICT mediation)</p> <p>4. School Lessons</p>	<p>Five per pedagogy subject, Total 10 lessons</p> <p>Four lessons per pedagogic Subject</p>
III	<p>5. Unit plan Based Lessons</p> <p>6. Lesson under Block Teaching</p>	<p>At least three lessons+ One unit test period per pedagogic subject</p> <p>Three weeks-eight lessons per pedagogic subject and one criticism lesson with each subject</p>
IV	<p>7. immersion Lessons</p> <p>8. TLM and ICT Based Lessons</p> <p>9. Annual Lessons</p>	<p>Fifty days (Details are given in the syllabus on immersion programme)</p> <p>-----</p> <p>Examination Lessons</p>

Part-B: Modalities of Transaction

The details of each modality of transaction and assessment are as below:

	Modality	Courses of Programme	Nature of Transaction
1	Type- 1	Theory courses of semester I, II, III and IV	Classroom presentations, Discussion, seminars, assignments and tutorials CAI approach.
2	Type- 2	Simulation Practices : A. Micro teaching B. College Base Teaching C. Use of software and open Source	Small Group activities in the college premises. Recording and reporting
3	Type- 3	Language across the subjects Understanding the Self, Personality and Yoga Research project Reading and Reflecting on Texts	Theoretical presentations, Discussions, Demonstrations, practice under supervision, field work and report writing
4	Type- 4	Lab Work : ICT-1 and ICT-2 Psycho-social Tools and Techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type- 5	Field work/engagements related to Type- 1&Type-2 modalities	Orientation to the assignment, providing necessary instructions, undertaking work in school and field, reporting
6	Type- 6	School Internship/Immersion	Practicing various roles of teacher at school premises, recoding and reporting
7	Type- 7	Community orientation and co-curricular activities	Conducting, recording and reporting of CTC and SUPW either in the second semester or in the third semester

Type- 1 : Modes of Transactions for Theoretical Courses

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended contextually. The list of theoretical courses is as listed below

Sem	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
I		Childhood and Adolescence	4	20	8	80	32	100
		Philosophical and Sociological bases of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100

		Understanding Discipline and Pedagogy	4	20	8	80	32	100
II		Learning and Teaching Processes	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Pedagogic Tools, Techniques and Approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
		Optional Course		20	8	80	32	100
		Subject specific pedagogy	4	20	8	80	32	100
IV		Gender , School and Society	4	20	8	80	32	100
		Educational Management and Organization	4	20	8	80	32	100
		Advanced Studies in Curriculum and Pedagogy	4	20	8	80	32	100
				300		1200		1500

Type 2: Simulation Practices: (2 credits):

These activities are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educator for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

- Micro Teaching
- Video Lesson observation and criticism
- Skill Integration lesson presentation with peer group
- ICT mediated lesson with peer group – 1 +1
- Video recording lesson of peer in simulation classes – 1 +1
- Concept analysis and presentation on subject content

Type – 3 : Video lesson Activity:

Observation of video lessons: Each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

Type 3: Competency-Based Instruction:

Sl No	Course input / exam scheme	Credits	Assessment Marks			
			Int.	Ext.	Minimum to pass	Total
1	Language across subjects	2	50		25	50
2	Understanding the Self, Personality & Yoga	2	50		25	50
3	Fine arts and Theatre	2	50		25	50
4	Research Project	2	50		25	50
5	Reading and Reflecting on texts	2	50		25	50

The teacher educator has to demonstrate the competencies and its contextual use, Allow the students to practice for mastery.

Type 4: Lab Works :

ICT Basic : 2 Credits

ICT application : 2 Credits

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Sl No	Course input / exam scheme	Credits	Assessment Marks			
			Int.	Ext.	Minimum to pass	Total
1	Conduct of Practicum in lab situation		20			
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission					
4	Examination for in lab work	20				
5	Viva-voce on lab works	10				
	Total	2	50		25	50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software. research and data analysis software, Digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall be listed as in the syllabus on practicum. There shall be two types of activities.

Set-A : shall have following procedure (Individualized in lab work)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Exercise practice and output print if necessary.
- e. Writing the details of the activity in the journal and submission for signature.

Set-B : shall have following procedure: (In lab with work presentation)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the excursive by the student.
- d. Working out the excessive and presenting the material to the small group for feedback and discussion.

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada soft ware keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com
6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (freemind, VUE) and write a report.
13. Use one of the E-book Tool(Sigil,caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

Psycho -Socio Tools and Techniques (Both the activities are compulsory)

Sl No	Course input / exam scheme	Credits	Assessment Marks			
			Indoor Activity	Outdoor Activity	Minimum to pass	Total
1	Conduct of Practicum in lab situation	2	10		5	10
2	Conduct of Practicum field based and presenting as report		--	10	5	10
3	Reporting in the journal record and submission		10	10	10	20
4	Viva-voce		5	5	5	10
	Total	2	25	25	25	50

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counselling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counselling skills and see the effect of counselling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) Lab assignment:

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 student's scores (Dept may evolve the draft and keep ready for use)
2. Conducting counselling on issue related child/teachers recording the session and analysing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generate the sociometry results through sociometry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic/remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differential ability child and finding out the needed inputs.
5. Identify dyslexia cases, if any, from lower classes and provide strategic inputs to the child.

6. Test for colour blindness and other readability problems of class students and report the findings to the class teacher.

Type 5: Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Sessions)

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by 8 guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc)and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event assess the status and present a report for its improvement.
- e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.
- f. Any other activity similarly designed and notified by the University.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Some of the schemes of Assignment for XI –XII Pedagogic Courses in the fourth semester are listed below:

School Intervention Competency Development (SIC-D):

Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources utility and its optimization.
- b. Introducing to updated pedagogy and TLM and experimenting.
- c. Evolving activities for Higher Secondary School/ Secondary School and incorporation to inculcate the inputs for the neglected components of educational policy.
- d. Strengthening the programme presently undertaken by the Government at school level so as to improve the quality

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/ college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion class.

A few more suggestive activities:

Systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/Short reports to be maintained.

Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

Seminar/Presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using suitable self developed proforma.

Subject Association Activity: Participation/contribution and reporting the subject association activities are to be organized weekly in pedagogic groups by student teacher

Reading and Reflecting on Texts: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

Multiple Choice Questions: MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question Test batteries with 40 items each covering the syllabi based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.

Assignment: Teaching Learning Material Development:

The B.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

- a. HPS / HSS Curriculum subjects.
- b. Secondary School Curriculum subjects.
- c. Learning and teaching issues proposed in the National and State educational policies

In special occasion in consultation with guide TLM can be for Higher education courses. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, or any other format according to certain principles of learning-teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted and also be presented in the pedagogic classes.

Type 6:

List of the Practical Work to be taken during Internship: The detailed procedure is provided in courses details of Immersion Programme. Some of the practicals to be taken during the course are:

- Teaching Aid
- Book Review
- Blue Print (Subject - 1) Action Research / Case Study Literacy Programme Co-curricular Activity
- Organization of Parental Programme Analysis of Result of any one Class. Psychological Testing
- Observation of Experienced School Teachers Viva & Co-curricular Activity
- Education Forum Project Based Learning

Type 7 : Community Orientation and Co-Curricular Activities

In addition to the above practice teaching components, each student teacher shall participate/ undertake the following activities and submit a report in respect of each item: In the 2nd or 3rd semester

- Physical Education/ Games (PE/G)- (2nd sem)
- Citizenship Training Camp (CTC) :- (2nd sem)
- Socially Useful Productive Work (SUPW) -(3rd sem)
- Co-Curricular Activities (CCA)- (3rd sem)

The CTC should aim at fostering qualities like Working with Community, Collective Work, Co-Operative Living, Fellow Feeling, like-minded towards rural culture etc. among student teachers. The college shall arrange to have such activities in CTC that foster the above orientations. The CTC should exclusively be conducted at a rural place/outskirt city by the college during the Second Semester.

These activities shall be graded as A, B, C, D, and E and the grades for these activities shall be shown in the marks card. The grade elaboration is as follows:

A – Excellent, B – Good, C – Average, D – Fair and E – Poor.

11.00 Working Days

There shall be at least 200 working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college shall work for a minimum of thirty six (36) hours in a week during which faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation and mentoring programme.

12.00 Attendance and Conduct :

B.Ed is a full time course and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action needs to taken to withdraw the degree.

Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.

The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the working hours

for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any

13.00 Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

- (i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
- (ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester both Online and in manual/printed (hard and soft copy) as per University procedure.
- (III) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses, Optional papers, CE & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the practicals during Semester I, II, III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment if demanded.

14.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

Semester Theory Examination : Question paper pattern

	SECTION - A				SECTION - B				Grand Total
	Quest'ns To be given	Quest'ns To be answered	Marks for each quest'ns	Total marks for quest'ns	Quest'ns To be given	Quest'ns To be answered	Marks for each quest'ns	Total marks for quest'ns	
Perspective Courses	7	4	10	40	11	8	5	40	80
Pedagogy Course-1	4	2	10	20	6	4	5	20	40
Pedagogy Course-2	4	2	10	20	6	4	5	20	40

Internal Assessment

Each Course normally, would have two components- the Internal Assessment and the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester End Examination are presented in the schematic table present in the course detail table.

- a. The purpose of IA is to ensure that there is Continuous Internal Assessment throughout the

semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

- b. The various components of Internal Assessment Marks in each theory paper normally are as follows:

FIRST COMPONENT		SECOND COMPONENT	
Activities	Marks	Activities	Marks
Session Test	5	Session Test	5
Field Assignment	5	Seminar	5
Total	10		10

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

The records of all the internal assessment activities shall be maintained for one year

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

Total marks for each course	100 Marks
Internal assessment	20 Marks
Semester - End -Examination	80 Marks

The grade and the grade point earned by the candidate in the subject will be as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=0) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

$$CGPA = \frac{G_{Pi}}{V_i}$$

Where, G_{Pi} denotes the grade points earned in the course;

V_i denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
8 > CGPA < 10	1
6 > CGPA < 7.99	2
5 > CGPA < 5.99	3

15.00 Challenge Valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation) through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

16.00 Provision for Improvement:

- i) Provision for improvement is created only for his/her performance in the theory papers.
- ii) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per the NCTE norms.

17.00 Pending Course/s:

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester and onwards.

18.00 Improvements of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before improvement and after improvement whichever is higher will be considered.

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their consistency with these regulations. The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the provisions of these regulations.

BLUE PRINT OF TWO YEAR B.ED. PROGRAMME PROPOSED FOR VSK UNIVERSITY BALLARI.

COMPONENTS	SEMESTER-I			SEMESTER-II			SEMESTER-III			SEMESTER-IV		
	COURSE	CRE DITS	MARKS	COURSE	CRE DITS	MARKS	COURSE	CRE DITS	MARKS	COURSE	CRE DITS	MARKS
PERSPECTIVES in EDUCATION	Child hood and Adolescence	4	100	Learning and Teaching	4	100	Inclusive Education	4	100	Gender School and Society	4	100
	Philo&Soc base for Education	4	100	Know and Curriculum	4	100	Educational Evaluation	4	100	Edu Management and orgn	4	100
	Edu. Tech	4	100	Education in Conte India	4	100	Optional course	4	100			
PEDAGOGIC COURSES	Und disc- And Pedagogy Sc/SS/Lang	4	100	Pedagogic Tools, tec, & Approaches	4	100	Subject sp Pedagogy	4	100	Advance Studies: Cur& Pedagogic	4	100
	ICT-basice Psycho-social Testing	2	50	ICT- Application	2	50	Fine Arts/Theatre	2	50	Reading & Reflection	2	50
ENHANCING PROFESSIONAL CAPCITIES	Language Across Subjects	2	50	Understandin g, SelfPt, &Yoga	2	50	Research Project	2	50	Tr.Placeme nt &CET classes	2	50
	Simulation & Micro-tg	2	50	Sim lessons and ICT based practice	2	50	Unit plan and Teach/field assignment	2	50	Field work and Immersion	4	100
ENGAGEMENT WITH FIELDS & SCHOOL INTERNSHIP				School lessons & reflective diary	2	50	Block Teaching Field work	2	50	Test Lessons	2-2	100
		24	600		24	600		24	600		28	600

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I
CHILDHOOD AND ADOLESCENCE

Contact Hours: 60

Marks: 100
4 Credits

Objectives

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

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

UNIT-I Educational Psychology

1. Psychology- Meaning and Major branches of Psychology
2. Educational psychology-Meaning, Nature and Significance
3. Methods of studying psychology-
 - i. Introspection,
 - ii case study
 - ii. Observation,
 - iii. Experimental Method
 - iv. Psycho-Analytical method

Unit II: Approaches to Human Development

- 2.1 Concepts Differences and Principles of growth and development
- 2.2 Classification of Stages according to Herlock
- 2.3 Developing Human Stages and characteristics(Childhood and adolescence).
- 2.4 Role of Hereditary and Environment.
- 2.5 Domains (Physical, Sensory, Perceptual, Cognitive and Socio emotional)

Unit III:Theoretical Approaches to Human Development

- 3.1 Cognitive development (Peaget and Bruner)
- 3.2 Socio Cognitive theories ((Vygotsky, Bandura)
- 3.3 Psychosocial Theory (Erikson)
- 3.4 Moral development Theory (Kohlberg's)
- 3.5 Psycho analytic theory (Freud).

Unit IV: Adolescence as period of Transition.

- 4.1 Concept, needs and problems of adolescence.
- 4.1 Genesis of Problems during Adolescence(Physical, Cognitive, Emotional, Social and Moral)
- 4.2 Mechanism of Adjustment with Special reference to Defense Mechanisms and Holistic development.
- 4.3 Significance of Life skill Education for Adolescence

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

- Observe children stages and identify the milestones at various achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Basapur , Jagadeesh.B, Shaikshanika Manovignana – Shreyas publications Hadagali(2008),
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5. Hurlock, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
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7. Hiremath, Satish.A (2006). Educational Psychology and statistics, Siddalingeswara Publications, Kalaburgi.
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10. Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
11. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
12. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
13. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
14. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
15. Vamadevappa, H.V.,(2004), Shaikshanika Manovignana, Shreyas Publications, Davanagere.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I

PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Contact Hours: 60

Marks: 100
4 Credits

Objectives of course

1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic trends and principles and development of the major Western and Eastern schools and philosophy.
3. To Develop nationalism and internationalism.
4. To develop human and social values.

UNIT I - Philosophical Foundation of Education

- 1.1 Meaning and Scope of Philosophy
- 1.2 Need of Philosophy In Life and for Teaching Practical
- 1.3 Meaning and various Definitions of Education
- 1.4 Interrelationship between Philosophy and Education

UNIT - II Schools of Philosophy

- 2.1 Idealism, Naturalism, Pragmatism. With special reference to Aims, objectives, Curriculum, Methodology, Teachers Pupil Relationship, Discipline, Values and Educational Implications.
- 2.2 Contribution of selected philosophers – Mahatma Gandhi, Tagore, Swami Vivekananda, John Dewey, Rousseau. with reference to aims, methods, discipline and curriculum.
- 2.3 Values and Education: Spiritual, Moral, Social, Aesthetic & Human Values.
- 2.4 National Values as Mentioned In The Indian Constitution.

UNIT – III Sociological bases of Education

- 3.1 Relationship of sociology and Education
- 3.2 Concept, scope and functions of Educational sociology and sociology of Education-.
- 3.3 Education as a social sub system - specific characteristics which make for social harmony.

UNIT - IV State and Education:

- 4.1 Educational provisions for the state in Indian Constitution.
- 4.2 Education and Democracy, National Integration through Education
- 4.3 Education for International Understanding.
- 4.4 Education in relation with human culture, religious polices, modernization, role of culture in provincial development in education and culture. Changes in India with special reference to Indian education, Social change, Social stratification and its responsibilities for social changes.

- Assignment:**
1. Seminar on sociological bases of education.
 2. Relationship between philosophy and education.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Suggestive Readings:-

1. Sociological Approach In Indian Education –Vinod Pustak Mandira Agra By SS Mathur
2. The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia
3. Ground Work Of Theory Of Education By Ross.
4. Modern Philosophy Of Education –By Brabacher

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I
EDUCATIONAL TECHNOLOGY

Contact Hours: 60

Marks: 100

Objectives

4 Credits

Objectives:

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

1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Understand and use the different Media in Education
4. Understand the different learning Experiences and use them in the teaching-learning process.
5. Acquaint with innovations in Educational Technology
6. Integrate ICT into Teaching Learning, administration and Evaluation.
7. Develop information Management, communication and collaborative skills.
8. Design and develop and use learning materials in Teaching.
9. Practice safe, ethical ways of using ICT.
10. Use ICT for making classroom processes Inclusive

Course Contents:

Unit- I Basics of Education Technology

- 1.1 Educational technology- Meaning, Nature, Scope, objectives, and Importance.
- 1.2 Instructional technology: Meaning, nature and scope.
- 1.3 Differences between Educational technology and Instructional technology
- 1.4 Components of educational technology –Hardware, Software.
- 1.5 Systems approach- Instructional design

Unit-II Media in Education

- 2.1 Print media- Books, Journals, Magazines and newspapers.
- 2.2 Digital Media- Documentaries, still pictures, websites, webpage etc,
- 2.3 A-V materials: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)
- 2.4 Multi-media: Meaning & concept, scope and importance.
- 2.5 Dales cone of experience model.

Unit- III Educational systems

- 3.1 e-learning, cooperative learning, mobile learning- concept, advantages and limitations.
- 3.2 Teleconferencing: Audio and Video, Interactive white board- uses & advantages
- 3.3 Web services: e-mail, chat, online forums, blog, wiki, e-library
- 3.4 Resource centers and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, EDUSAT,NME-ICT,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education

- 4.1 Concept of ICT and Principles of using ICT in teaching learning process
- 4.2 Impact of ICT in education (impact of ICT in social, cultural, economical)
- 4.3 Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
- 4.4 Issues and concerns related to ICT
- 4.5 Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

Learning Activities

1. Visit websites (Khans academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, plans, statistics, scholarships, issue and trends and writing reports.
2. Free website development and usage (Webs.com)
3. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
4. CAI- Development and reporting
5. Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.
6. Blog- development and related activities
7. Login in to You tube-download and upload.
8. Writing a report on TV Lessons and discussions
9. Writing a report on Radio lessons and discussion.
10. List out the content related different learning experiences

References

- 1) Aggawal J.C. (1972). Essentials of Educational Technology. New Delhi: Vikas Publishing House.
- 2) Apter, Michael, J. (1968). The New Technology of Education. London: MacMillan.
- 3) Bhatt, B.D. and Sharma, S.R. (2003). Educational Technology: Concept and Techniques. New Delhi: Kanikshka Publishers Distributors.
- 4) Bhushan, Anand and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
- 5) Dale Edgar. (1954). Audio-visual methods in Teaching. (2nd ed). New York: The Dryden Press
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- 14) Mahapatra, B.C. (2006). Education in Cybernetic Age. New Delhi: Sarup Sons.
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- 16) Richmond, W. R. (Ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself. London: Weidenfield and Nicolson.
- 17) Ruhela, S.P. (1973). Educational Technology. New Delhi: Raj Prakashsn.
- 18) Sampath, K., Pannirselvam, A. and Santhanam, S. (1990). Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited
- 19) Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
- 20) Sharma, R. A. (). Technology of Teaching. Meerut: International Publishing House.
- 21) Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT. New York: Routledge.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGE

Contact Hours: 30

Marks: 50

Objectives

2 Credits

OBJECTIVES

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

Unit 1: General Introduction to Language

- 1.1 Language: Meaning, Concept, Components and Functions
- 1.2 Pedagogy of different languages-Critical analysis- Dialect, Standard and Non-standard languages.
- 1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.
- 1.4 Language Policies and Politics-Power, identity and politics of language; Language as a medium of instruction, debate about English as a medium of instruction;
- 1.5 The recommendations of NCF-2005 on language education.

Unit 2: Language Acquisition

- 2.1 Language learning in early childhood
- 2.2 Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;
- 2.3 Second language acquisition

Unit 3: Challenges in Language Learning

- 3.1 Issues of non-comprehension
- 3.2 Lack of independence in language use
- 3.3 Examining the role of school context in creating difficulties for language learners
- 3.4 Understanding language “disability” and the language teacher’s role in dealing with it

Practicum/Assignment :

1. A Classroom seminar on ‘Power Politics of language in India’ or ‘The Recommandations of NCF-2005’.
2. Construction of remedial teaching programme for disable students

Readings

1. Agnihotri, R. K. (1996). KaunBhasha KaunBoli. Sandarbh 13, 37-43
2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

5. Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. *Language and language teaching*. Vol 4, No. 1, Issue 7.
6. Rai, M. (2015). Writing in Indian schools: the product priority. *Language and language learning*. Vol 4, No 1, Issue 7, 32-36
7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.
8. Sinha, S. (2009), of reading: Rosenblatt's Exploring literature, the Contemporary Education 1

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I

Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30

Max marks :50

Credits: 2

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Objectives of the Course

1. To enable the prospective teachers to address the following questions:
2. To understand the meaning, nature and philosophy of Social Science
3. To understand contemporary society and the relevance in teaching of social science in schools.
4. To explain the status of learning social science at secondary school level.
5. To understand the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices.
6. To evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.
7. To understand the meaning, nature, scope, principles and Approaches of social Sciences.
8. To evaluate the present social studies textbook critically.
9. To know the objectives and framework of NCF 2005 and 2009.

Unit I Evolutionary Framework of Social Science:

- 1.1 Meaning, significance, Nature and Scope of Social Sciences
- 1.2 Aims and objectives of teaching Social Sciences
- 1.3 History of social science as a discipline in the curriculum
- 1.4 Distinction between social sciences and social studies
- 1.5 Study of human life in time and space dimension
- 1.6 Need for social science as a discipline in the curriculum

Unit II Social Science in Schools

- 2.1 Role of social science in understanding current contemporary problems..
- 2.2 Qualities and characteristics of good social science textbook.
- 2.3 Critical Review of Social Science Text books from class 6th to 10th State Board.
- 2.4 perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional.
- 2.5 Concerns in Teaching Social Science: Diversity, Gender and Special Needs
- 2.6 The importance of critical enquiry, critical thinking and problem solving in building social, historical, environmental and economic perspective in social science.

Unit III Social Science Curriculum

- 3.1 Curriculum-Meaning, nature and scope
- 3.2 Principles of social sciences curriculum construction
- 3.3 Approaches of organizing social studies curriculum- Concentric, Chronological and correlation
- 3.4 New Trends in Social Studies curriculum.
- 3.5 Review of different Commissions/Committees Reports
- 3.6 National Curriculum Framework for social science (NCF 2005)

Assignments: (Any one)

1. Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.
2. Critical Review of Social Science Text books of 8th or 9th std. of Karnataka state

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Suggested Readings

1. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
8. Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
9. George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
10. Hamm, B. (1992). Europe –A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
11. Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
12. Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
13. Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
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15. Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
16. Misra, Salil and Ranjan, Ashish (2012) Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
18. UNESCO-World Social Science Report (2013)
19. Wagner, P. (1999). The Twentieth Century –the Century of the Social Sciences? World Social Science Report.
20. Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
21. Webb, Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
22. Winch, Peter (1958). The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
23. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Sciences

Contact Hours: 30

Marks: 50
2 Credits

Course Objective

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

Unit I : Nature of Science and Science Education

- a) The nature of science-
 - science as a process
 - science as a body of knowledge,
 - science as a social enterprise;
 - Science-Technology-Society-Environment (STSE) Interface.
- b) A historical perspective:
 - The development of science as a discipline
 - Awareness of the contributions of Popper and Kuhn.
- c) A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- d) Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- Children's conceptualization -Pre-conceptions of science and their significance in knowledge constructions (with linkages to learning at the primary level); frameworks' in science.
- Understanding children's fear of science, correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps.
- Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
- Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
- A critical review of Science Curriculum
 - * At the National Level i.e. NCERT curriculum,
 - * At the State Level i.e. SCERT curriculum,
 - * Hoshangabad Science Teaching Programme (HSTP) ;
 - * An awareness about science curricula at international level such as Nuffield Science,

Harvard Science project 2016 etc .

- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
2. Barba, H.R. (1997). Science in Multi-Cultural Classroom: A guide to teaching and Learning. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.
5. Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In Current Science, Vol. 101, No. 12, pp1538-1543.
6. Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.
7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. International Journal of Science Education 30(10), 1343-1363(21),
8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. Teachers College Record, 105 (3), pp 465-489.
9. Lynch, S. J. (2000). Equity and Science Education Reform. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
10. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
11. National Curriculum Framework, (2005), NCERT: New Delhi
12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.
15. Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi
16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experience
17. Middle School Science, In Journal of Research in Science Teaching, Vol. 45, No. 1, pp 79-100.
18. Sears, J. and Sorensen, P. (Eds.). (2000) Issues in Science Teaching. Routledge Falmer, The Netherlands.
19. Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
20. Van Driel, J.H.V., Beijsaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. Journal of Research in Science Teaching, 38(2), 137-158, February
21. Wallace J. and Loudon W. (eds.). Dilemmas of Science Teaching: Perspectives on Problems of Practice. London: Routledge Falmer. pp. 191-204

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30

Marks: 50
2 Credits

Objectives:

To enable the pupil teachers :

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

UNIT 1: Introduction to Mathematics

- 1.1 Meaning, Nature and Scope of Mathematics.
- 1.2 Aims & objectives of teaching Mathematics
- 1.3 Language and Symbolism of Mathematics
- 1.4 Axioms and Postulates- definition and Examples
- 1.5 Proofs : Meaning, Different Methods (Direct and Indirect Methods) and Examples
- 1.6 Contributions of Mathematicians: S Ramanujan, Aryabhata, Newton and Euclid.
- 1.7 Multicultural Mathematics : Understanding of fundamental Mathematics like Number system, Arithmetics, Algebra and Geometry.

UNIT 2: Learning Mathematics

- 2.1 Developmental Progression in the Learning of Mathematical Concepts: Piaget and Bruner.
- 2.2 Processes of Mathematics: Reasoning, Logical thinking, Problem Solving and Connecting
- 2.3 Socio-cultural Perspectives in Mathematics Learning: Situated Learning: Social Construction of Knowledge, Social Interaction and Community of Practice.

UNIT 3: Mathematics for Equity and Social Justice

- 3.1 Need, Importance and Problems related to Mathematics
- 3.2 Issue of Gender, and Culture in Mathematics Learning
- 3.3 Construction of Learner's Identity in a Mathematics Classroom.

Assignments:

1. Language and symbolism of mathematics

Readings and resources

- 1) Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.
- 2) D'Ambrosio, U. (1985). Ethnomathematics pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.
- 3) Devlin K. (2011). *Introduction to Mathematical thinking*.
- 4) Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
- 5) Gutstein, E. (2007). "And that's just developing student agency. *Teachers College Record*, 109(2), 420–448.
- 6) Kazemi, E., & Stipek, D. (2001). *Promoting conceptual thinking in four mathematics*

- classrooms. *The Elementary School Journal*, 102(1), 59–80.
- 7) MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series
 - 8) Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus
 - 9) Sautoy, M. du. (2008). *The Story of Maths*. UK: BBC Four Documentary. (Also available as a book)
 - 10) Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
 - 11) Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).
 - 12) Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd
 - 13) Boaler, J. & Staples, M. (2005). Transforming equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~jboaler/
 - 14) Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52). *Symposium Journals*.
 - 15) Burns, M. (2007). *About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.
 - 16) Gray, E, & Tall, D (1994). Duality, a new view of simple arithmetic. *Journal for Research in Mathematics Education*, 25(2), 116-140.
 - 17) Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012). Setting up complex tasks. *Mathematics Teaching in the Middle School*, (January), 1–15.
 - 18) Skemp, R. (1978). Relational understanding and instrumental understanding.
 - a. *Arithmetic Teacher* 26 (3), 1-16.
 - 19) Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school. In *A research companion to principles and standards for school mathematics* (pp. 27–44).
 - 20) Ball, D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching. *American Educator*. Fall 2005.
 - 21) Boaler, J. & Humphreys, C. (2005). *Connecting mathematical ideas: Middle school video cases to support teaching and learning* (Portsmouth, NH, Heinemann).
 - 22) Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more “real”? *For the Learning of Mathematics*, 13(2), 12– 17.
 - 23) Chapin, O’Connor, Classroom & Anderson discussions: Using math (2009) talk. in elementary classrooms. *Math Solutions*.
 - 24) Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250-257.
 - 25) Fuller, E., M Rabin, J., & Harel, G. (2011). Intellectual need and problem-free activity in the mathematics classroom. *Jornal Internacional de Estudos em Educação Matemática*, 4(1).
 - 26) Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.
 - 27) Kazemi, E. (1998). Discourse that promotes conceptual understanding. *Teaching Children Mathematics*, 4(7), 410- 414.
 - 28) Knuth, E., Choppin, J., & Bieda, K. (2009). *Proof: Examples and beyond*.
 - 29) *Mathematics Teaching in the Middle School*, 15(4), 206-211.
 - 30) Lampert, M. (2001). *Teaching problem and problems for teaching*. Yale University.
 - 31) Lockhart, P., & Devlin, K. J. (2009). *A mathematician’s*. New York: lam Bellevue Literary Press.
 - 32) Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us?. *Journal of Mathematical Behavior*, 18(1)
 - 33) NCERT (2012). *Pedagogy of mathematics: Textbook for two year B.Ed. course*. New Delhi: NCERT.
 - 34) Parish, S. (2014). *Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections*. Math Solutions.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I

Understanding Discipline and Pedagogy: Commerce

Contact Hours: 30

Marks: 50

2 Credits

Objectives:

This paper is aimed at encouraging

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

Unit 1 Nature of Commerce

- a) Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education
- b) Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce

- a) Interrelationships within Commerce (Accountancy and Business Studies/ Management)
- b) Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3 Commerce and Society

- a) Understanding Ethics and Values
- b) Contemporary Business Environment and Commerce Education

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). Business Environment. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education. III (2), 52-59

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I

(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction
7. Module One: Academic Disciplines and Interdisciplinary Approach (17 lectures)

Unit I: Basics of Academic disciplines (4 lectures)

- a) Meaning and characteristics of academic disciplines
- b) Emergence of academic disciplines
- c) Relationship between academic disciplines and subjects

Unit II: Teaching across disciplines

- a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
- c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit III: Humanities and Social Sciences in the Curriculum

- a) Place of Humanities and Social Sciences in present school curriculum
- b) Issues and challenges in teaching Humanities and Social sciences
- c) Role of Humanities and Social Sciences with respect to the following global issues
:promoting peace and respecting diversity

Unit IV: Natural Sciences and Mathematics in the Curriculum

- a. Place of the disciplines Science and Mathematics in present school curriculum
- b. Issues and challenges in teaching the disciplines Science and Mathematics
- c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.
3. Interview four professionals from different disciplines. Identify their perceptions,attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications
4. Position Paper of National Focus Group on Teaching of Science, NCERT publication
5. Position Paper of National Focus Group on Teaching of Mathematics, NCERT publication
6. Position Paper of National Focus Group on Social Sciences, NCERT publication
7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication
8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
9. What are Academic Disciplines? Working Paper by Armin Krishnan Websites:
 - www.ivorgoodson.com/curriculum-studies
 - <http://serc.carleton.edu/econ/interdisciplinary/index.html>
 - http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
 - <http://journals.akoatearora.ac.nz/index.php/JOFDL/article/viewFile/42/41> - http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf - <http://www.org/edonline/concept2class/interdisciplinary/>
 - <http://apcentral.collegeboard.com/apc/public/repository/AP-InterdisciplinaryTeaching-and-Learning-Toolkit.pdf>
 - <http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
 - <http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf>
 - [http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearning Re port.pdf](http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearning%20Report.pdf)
 - http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -I
Course for lab work: ICT-BASIC

Contact Hours: 60
(Internal Assessment)

Total Marks: 50
Credits: Two

Aims of the Course

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

Course Contents

Unit I. ICT basics: Operating system and application software

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
 - a. Features of different operating system(Ex: Obantu, etc)
 - b. Files and directory operations
- c. Windows Explorer and desktop
4. Introduction to Application Software
 - a. Word Processor
 - b. Spreadsheets
 - c. Presentations
 - d. Database Management System

Unit II Computer Applications and Internet

1. Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Activities :

1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India
10. Use of available software or CDs with LCD projection for subject learning interactions
11. Generating subject-related demonstrations using computer software
12. Enabling students to plan and execute projects (using computer based research)

13. Engaging in professional self-development
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc
15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers-2008
17. Write a report on INSAT programs.
18. Developing Educational blog in www.blogger.com, www.wordpress.com
19. Develop the news groups and report.
20. Creating an Account in Teacher tube/slideshare and sharing your video/powerpoint.
21. Downloading Anti-virus software through internet and installing to the system.

Assessment :

Sl. No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
	Total	50	00

Working hours per week:

Sl. No.	Work	Periods
1	Laboratory	4
	Total	4

Suggestive Readings

- 1) Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia
- 2) Intel (2003). Intel innovation in Education Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
- 3) Kumar, Khushvinder and Kumar, Sunil (2004). Computer Education. Gurusar Sadhar: GBD Publications.
- 4) Kumar, Khushvinder and Kumar, Sunil (2004). ICT Skill Development. Gurusar Sadhar: GBD Publications.
- 5) Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
- 6) Rajaraman, V. (2004). Fundamental of Computers. New Delhi: Prentice Hall of India Pvt. Ltd.
- 7) Sharma, Lalit (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
- 8) Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tandon Brothers.
- 9) Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications. Strawbridge S., Natiquette (2006). Internet - etiquette in the age of Blog. Software Reference Limited, UK
- 10) Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
- 11) Thomas B.(1991) Digital Computer Fundamentals .Tata Mcgraw Hill edition. New York.
- 12) Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
- 13) Wang J., Lau R.(2013). Advances in Web-based Learning. Springer Publication London.

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
Semester - I
EPC - II : LANGUAGE ACROSS THE SUBJECT

Contact Hours: 30
(Internal Assessment)

Max marks;50
Credits: 02

Objectives:

To enable the pupil teacher:

1. To understand the learning language
2. To understand the Cognitive development in language learning
3. To understand the communication

Unit I. Learners Background - 10 Hrs

1. Background of a learner in Learning language
2. Home language & School language: Effect of language environment of a school and class room on the learner
3. Concept formation, Cognitive development and language
4. Factors affecting language development

Unit II. Language and Communication - 10 Hrs

1. Meaning and concept of communication
2. Language as a tool of communication
3. Verbal and non-verbal communication-meaning and uses
4. Barriers of communication

Unit III. Basic language Competencies - 10 Hrs

1. Listening: Need , Types and Strategies to Enhance Listening
2. Speaking: Need and strategies for enhancing
3. Reading: Importance and Strategies of reading
4. Writing: Importance and Types -Note making, Summarizing and creative writing

Assignments:

1. Keeping the records of Note making, Summarizing and creative writing
2. Study of common errors in pronunciation and construction of remedial exercises for students.
3. View any film on multilingualism and write a review of the same.

Note: Any other related activities can be undertaken.

Suggestive Readings:

- Agnihotri, R. K.(1995). Multilingualism as classroom resource. In K. Heugh, A. Siegruhn, and P. Pluddemann (Eds). Multilingual Education for South Africa (pp.3-7). Heinemann educational books.
- Eller, R.G. (1989). Johnny can't talk, either: The Perpetuation of the deficit theory in classroom. The reading teacher, 670-674.
- Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1(2), 7-26
- Grellet. F. (1981). Developing reading Skills : A practical guide to reading comprehension exercise. Cambridge University press

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-I
EF - I : PSYCHO-SOCIAL TOOLS AND TECHNIQUES

Contact Hours: 30
(Internal Assessment)

Total Marks: 50
Credits: Two

=====
Part A : Lab Assignments (class room experiments) - 20 Hrs

Every student teacher has to undergo following experiments and to write Lab report

1. Learning Curve
2. Transfer of Learning
3. Division of Attention
4. Distraction of Attention

B. Field Assignments - 10 Hrs

Every student teacher has to administer one intelligence test (verbal/ non- verbal) on three students of age group 12-18 years and reporting with the scope to use the results for the beneficiary.

Or

Visiting schools and generate the socio metry result through socio metry technique and use them for interpretation.

Or

Case study on Differently Abled children(Any One)

Or

Administering and Reporting Personality Inventory -TAT/ Cattell'S 16 PF

References:

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
3. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
4. Kongawad N.B (2011). Educational Psychology. Gadag : Vidya nidhi Prakashan

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-I

EF – II : MICRO TEACHING AND INTEGRATION

Contact Hours: 30
(Internal Assessment)

Total Marks: 50
Credits: Two

=====

Part A : Micro Teaching Practice - 25 Hrs

Every student teacher has to practice the following skills (Any Six) in a Micro Teaching setting and write report

1. Skill of Introduction
2. Skill of questioning
3. Skill of probing questions
4. Skill of explanation
5. Skill of Illustration with examples
6. Skill of stimulus variation
7. Skill of reinforcement
8. Skill of Blackboard

Part B. Integration - 5 Hrs

Simulation (non micro teaching) Integration of overall skills with teaching learning processes for 15 minutes each –One Lesson per Pedagogy

SECOND SEMESTER

	Course code	Cours Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical	EPC-I	ICT Applications	2	50	25	-	-	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	-	-	50
	EF-I	Simulated and ICT based Lessons	2	50	25	-	-	50
	EF-II	School Lessons and Reflective diary	2	50	25	-	-	50
					280		320		600

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-II

COURSE-1: LEARNING & TEACHING ASSESMENT

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

After completing this course the student-teachers 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 assessment scheme for educational set up towards enhanced learning.
6. Understand the meaning and various techniques of personality assessment.

Unit I: Human Learning and learning process.

15 hours

- a. Human learning: Meaning, definition and concept formation
- b. Learning theories: Pavlov, Thorndike, Skinner and Insight learning
- 1.3 Sensation: Meaning and Types
- 1.4 Perceptions Meaning and Types
- 1.5 Attention: Meaning, a types and Factors Affecting
- 1.6 Memory and Thinking and problem solving.

Unit II Intelligence, Creativity and Motivation

15 hours

- 2.1 Intelligence: - Concept, definition, types, test of intelligence, RPM, Batia, Otis
- 2.2 Theories of Intelligence- Two factor, Multifactor, Guilford's SOI model.
- 2.3 Creativity: Concept, Definition, process and Characteristics.
- 2.4 Role of teachers in fostering creativity.
- 2.5 Motivation: Meaning, Nature and types of motivation Maslow's theory.

Unit III Personality and Assessment.

15 hours

- 3.1 Personality: Meaning, Nature, Factors
- 3.2 Tools & techniques of Personality assessment.
- 3.3 Mental health and Hygiene: Meaning and its importance, role of teachers in promoting Mental Health.
- 3.4 Assessment conventional meaning and constructivist perspective
- 3.5 'Assessment of learning' and 'Assessment for learning' – meaning and difference

Unit IV: Teaching Learning Process

15 hours

- 4.1 Meaning and Principles of teaching.
- 4.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect Learning Process
- 4.3 Factors affecting learning - physical, psychological and environmental
- 4.4 Leadership Role of Teacher in Classroom, School and Community.

Assignment

- 1.1 Seminar on creativity
- 1.2 Assessment; conventional and constructivist

Essential Readings

- 2.1 Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- 2.2 Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- 2.3 King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
- 2.4 Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- 2.5 Paul, P. (2009). Language and Deafness. Singular publication.
- 2.6 Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- 2.7 Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th edn). Pearson Publication, New Delhi.
- 2.8 Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin Howell,
- 2.9 Basapur, Jagadeesh.B, Shaikshanika Manovignana – Shreyas publications Hadagali (2008)
- 2.10 Hiremath, Satish.A (2006). Educational Psychology and statistics, Siddalingeswara Publications, Kalaburgi.
- 2.11 Hiremath, Satish.A (2006). Shaikshanika Manovignana mattu sankhyashastra, Siddalingeswara Publications, Kalaburgi.
- 2.12 Hiremath, Satish.A (2006). Shaikshanika Manovignana, , Siddalingeswara Publications, Kalaburgi.
- 2.13 Vamadevappa, H.V.,(2004), Shaikshanika Manovignana, Shreyas Publications, Davanagere.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester – II
KNOWLEDGE AND CURRICULUM

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

Student – Teachers will be able.....

1. To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
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 understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
5. To able to clarify the interrelation among curriculum, syllabus & text book
6. To understand the co-relation among power, principles and curriculum
7. To Evaluate co-curricular activities with reference to new society formation

Unit – I Epistemological Basis of Education

10Hrs

- 1.1 Knowledge, Information and Skill: Concept and Differences, Facets of Knowledge; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3 Activity based learning –according to primary, secondary
- 1.4. Modern child centred education with following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education

- 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 (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar
- 2.3 Conventional school activities and daily routine of school class room with reference to multiculturalism.
- 2.4 Nationalism, Universalism, Secularism and their interrelation with Education.

Unit - 3 Process of Curriculum Development

- 3.1. Curriculum: Concept and Importance, Basis of Curriculum
- 3.2. Principles of Curriculum Construction
- 3.3 Role of Curriculum in Effective Teaching
- 3.4 Relationship between Aims of Education and Curriculum
- 3.5. Teacher's role in curriculum construction

Unit - 4 Vision, mission in relation to curriculum and reconstruction of society

- 4.1 Vision, mission of curriculum construction.
- 4.2 Various co-curricular activities and its impact on reconstruction of society
- 4.3 Relationship between power, ideology and curriculum
- 4.4 Evaluation of curriculum.

4.5 Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Assignment;

1. Seminar on Dewey's concept of discovery
2. Teacher's role in reconstruction of curriculum

Reference

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. Lap Lambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkars philosophy of Education Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnamurthy (1992) Education and world peace, in social responsibility Krishnamurthy foundation
11. Parekh B, C. (2001) Rethinking multi-culturism: Cultural diversity and Political theory.
12. Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -II
Contemporary Education in India

Contact Hours: 60

Max marks:100

Credits: 04

Objectives:

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

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

Unit -I Meaning and importance of Education

- 1.1 Meaning and importance of Education
- 1.2 Pre independence Education period
 - 1.2.1 Education of Vedic Period
 - 1.2.2 Education of Buddhistic Period and
 - 1.2.3 Education of Muslim Period of Education (with reference to aims and objectives, curriculum methods of teaching and teachers students relationship.)
- 1.3 Post independence Education period- woods, Hunter, Hartog and Sargent
 - 1.3.1 Kothari Commission (1964-66)
 - 1.3.2 National Education policy 1986

Unit -II Constitutional provisions and Current Issues in Indian Education

- 2.1 Education and Four pillars of Indian Constitution
- 2.2 Articles related to Education
- 2.3 Education of disadvantage groups (SC,ST, OBC & Minorities)
- 2.4 Inclusive Education
- 2.5 Right to Education – 2009
- 2.6 Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit -III Types of Schools in India

- 3.1 In relation to Funding: State, Aided, un-aided
- 3.2 In relation to school concepts: Shantiniketan, Montessori and Kindergarten.
- 3.3 Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.
- 3.4 Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-IV : Policies, programmes & Schemes for enhancement of quality,

Karnataka Education Act 1983: with reference to primary and secondary education. Role and Functions: BRC, DIET, CTE, IASE, DSERT

Assignment;

1. Seminar on Right to Education
2. Role and Functions DIET

Essential Readings :

- 1) Guha, R. (2007). India
- 2) National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- 3) National Policy on Education. (1986 & 92). Ministry of Human Resource
- 4) Development Government of India, New Delhi.
- 5) Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- 6) Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- 7) Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- 8) Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- 9) Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- 10) Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- 11) Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- 12) Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- 13) Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- 14) Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- 15) Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- 16) Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- 17) Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- 18) Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi. 19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. 20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf> 21. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm> 22. <http://www.mkgandhi.org/speeches/speechMain.htm>
- 19) Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- 20) Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- 21) Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- 22) Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- 23) Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- 24) Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- 25) Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- 26) Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- 27) Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- 28) Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- 29) Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- 30) Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- 31) Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- 32) Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -II
Techniques, Methods and Approaches of Pedagogy

Contact Hours: 60

Marks: 100
4 Credits

Objectives:

After completing this course the student-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. explain the role of teacher in various context.
5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

- 1.1 Teaching: System approach
- 1.2 Inputs for the learning-teaching system
- 1.3 Learning, evaluation and feed back
- 1.4 Objectives for teaching –learning system,
- 1.5 Detailed Taxonomy Cognitive, Psychomotor and Affective

Unit 2: Empowering teacher with tools and techniques.

- 2.1 Teaching Competencies: Components, significance and its contextual use
- 2.2 Content analysis: Meaning, Purpose and Uses
- 2.3 Designing teaching learning system in terms of planning class room. Activities, field activities, evaluation, time management and its relation to curricular transaction and out comes
- 2.4 Teaching as a profession, effective classroom management
- 2.5 Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator

- 3.1 Maxims of Teaching
- 3.2 Techniques of teaching: Questioning, Discussing, narrating,
- 3.3 Methods of teaching: Induction, Deduction, Inductive-deductive processes,
- 3.4 Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,

Unit 4: Teaching learning material

- 4.1 Learning packages
- 4.2 Soft ware material
- 4.3 Performance tasks and material
- 4.4 Exercise and practice materials

Assignment;

1. Seminar on Roll of teacher in terms of maintaining records, counseling and relating to course out comes
2. Learning packages as teaching learning materials

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B. Ed) course
Semester -II
Understanding Self, Personality and Yoga

Credits - 2

Marks : 50

Objections :

On the completion of the course, the Student-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 it's 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 AND YOGIC PRACTICES. 5 Hours

- 1.3 The concept importance and initiation of yoga.
- 1.4 The objectives of learning yoga.
- 1.5 The history of the development of yoga in India.
- 1.6 The schools of yoga: Raja yoga and Hata yoga.

UNIT-II YOGIC EXERCISES

20 Hours

- 2.14 Need of yoga for good health.
- 2.15 Yogic principles for healthy living.
- 2.16 Integrated approach of yoga for management of health.
- 2.17 Some selected yoga practices.

Meditation ,Asana ,Pranayama ,Yoga-nidra, Sukhasana ,Vajrasana Parvatasana,Bhujasana ,Padmasana,Niralambasana, Daudasana, Ardha padmasana, Swastikasana ,Shashankasana. Tadasana, Vrukshasana, Shavasana, vakrasana, Gomukhasana, Ardha Matsendriyasana, Matyasana, Kandarasana, Setubandhasana Chakrasana, Mandukasana, Shasakasana, Yogamudrasana, Ustrasana, Ardha Chandrasana, Supta Vajrasana.Markatasana, Pavanamuktasana, Noukasana, Uttanapadasana, Sarvangasana, Halasana, Pada Vruttasana. Makarasana, Bhujangasana, Dhanurasana, Shalabhasana, Balasana

Unit III: Healthy Practices.

5 hours

- 2:4:3 first aid Meaning, significance, prevention and treatment of sports injuries.
- 2:4:4 National Integration, Participation in national festival programmes for flag hoisting,
- 2:4:5 Objectives of healthy school living.

REFERENCES:

1. NCTE[2014] yoga education(Bachelor of education program);NCW Delhi:NCTE,Hans Bhawan,wing-II,1,Bahadar shah zafar marg.
2. Anantharaman,T.R(1996)_Ancient yoga in modern science Delhi nushiram narohavalal publishers pvt Ltd.
3. Bhugal,R.S(2011) Yoga and modern psychology, Lonavla: kaivalyadhama, swym samiti.
4. God,A(2007)Yoga Education,philosophy & Practice - Delhi:Deep and deep publications.
5. Devi,I(1987) _yoga,The techniques happiness',Bombay:jaico publishing house.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester – III
INCLUSIVE EDUCATION

Contact Hours: 60
Objectives

Marks: 100
4 Credits

Objectives:

Hours 75

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

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

UNIT I –INTRODUCTION TO INCLUSIVE EDUCATION. 10 Hours

- 1.1 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.2 Need, Objectives & scope of Inclusive Education.
- 1.3 Factors responsible for successful inclusion in the mainstream –future vision
 - a) Understanding the cultures,
 - b) Definition of disability and inclusion in educational framework
 - c) Psychological problems of disability with reference to learning.
 - d) Models of disability.
 - e) Policies and programs of Inclusive Education.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM. 10 Hours

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
 - 2.1 Physically challenged.
 - 2.2 Visually challenged.
 - 2.3 Children with auditory challenges.
 - 2.4 Children with speech challenges.
 - 2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.
 - 2.6 Mentally challenged.
 - 2.7 Children with learning challenges.

UNIT III –POLICIES AND PROVISIONS FOR INCLUSION

10 Hours

- 3.1. National and state polices –with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.
- 3.2 International Polices – Salamanca declaration.
- 3.3 Legal Provisions.
- 3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's Government and Private Organizations)
- 3.5 An introduction to Child With Special Needs (CWSN).

- a) NPE 1986
- b) UNESCO 1989
- c) UNESCO 2006
- d) RTE Act – 2009.
- e) Role of Government and local authorities
- f) SSA
- g) Integration schools and normal schools
- h) Role of teachers in Inclusive schools
- i) Assessment of knowledge and skills in inclusive classrooms
- j) Role of children, parents, community and administrators.

UNIT IV –ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES 10 Hours

- 4.1 Early identification.
- 4.2 Adaptation of curricular activities in schools.
- 4.3 Teacher’s training: developing of teaching materials, innovative practices.
- 4.4 Evaluation procedures.

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
Educational Evaluation

Contact Hours: 60

Marks: 100
4 Credits

Objectives:

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

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

UNIT-I: Educational Evaluation and measurement.

- a. Concept of Measurement, test, examination and evaluation with their differences.
- b. Functions and importance of evaluation with respect to students teachers, parents and management.
- c. Steps in the processes of evaluation
- d. CCE – Meaning and its importance.
- e. Types of evaluation – formative and summative, NRT AND CRT with their differences.
- f. Major techniques of evaluation – observation, interview, examination and self reporting.
- g. Measurable and non measurable learning out comes
- h. Critical appraisal of existing evaluation system.

UNIT-II: Tools of Evaluation and their uses

- 2.1 Validity, reliability, and objectivity and their interdependency.
- 2.2 Major tools of Evaluation : Oral testing .paper pencil testing, Achievement test, Diagnostic test, Intelligence test, aptitude test Rating scale, checklist, Interview, questionnaire and inventory.

UNIT-III: Standard tests and Teacher made achievement tests.

- 1.1 Standard test , meaning, steps and its uses.
- 1.2 Teacher Made Achievement Test: Essay type, Objective type test and it improving upon essay type questions for efficiency, different tests their characteristics and uses and along with their differences.
- 1.3 Preparation of blue print, and setting a good question paper.
- 1.4 Grading : concept and its relevance, credits-grade and course certification, Transcripts.

UNIT-IV: Data processing and statistics.

- 4.1 Raw scores, Frequency distribution ,
- 4.2 Graphical representation of scores – Histogram, frequency Polygon, Cumulative curves, Ogives,
- 4.3 Percentiles and its uses.
- 4.4 Measures of Central tendency- Mean, Median, Mode and their uses.
- 4.5 Measures of variability-Mean Deviatin, Quartile Deviation, Standard Deviation and Co efficient of variance and their uses.
- 4.6 Correlation – concept, types and finding coefficient of correlation by Rank difference method.
- 4.7 Normal probability distribution and its uses.

REFERENCE BOOKS

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (1998)
8. Dr Satish A Hiremath – Educational Psychology & Statistics – Sidlingeswar Prakashana Kalburgi.
9. Gangadharappa – Shiksanadalli Moulymapana- Vidyanidhi Prakashana.
10. Dr.H.V Vamadevappa-Shaiksanika Sankhyashastra – Shreyas Publications Davanagere.
11. Rajasekharaiah – Shiksanadalli Moulyamapana mattu Sankhyashastra –Vidyanidhi Prakashana Gadag.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III

PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60

Marks: 100
4 Credits

Objectives

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

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

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

- 1.1 Meaning, Definition, Nature & Need of Guidance and Counseling.
- 1.2 Meaning, Definition, Nature & Scope of Guidance.
- 1.3 Types : Educational, Vocational and Personal,
- 1.4 Aims & Principles of Guidance and Counseling,
- 1.5 Educational Guidance- Meaning, Importance, Nature & Scope
- 1.6 Vocational Guidance- Meaning, Importance, Nature & Scope.
- 1.7 Methods of Counseling: Directive, Non-Directive& Eclectic.

Unit - II: Guidance Personnel and catering Children with Special Needs

- 2.1 Role and responsibilities of teacher as Counselor, Guide, Career Master and organizer.
- 2.2 Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;
- 2.3 Programmes and Provisions for Children with Disabilities Disadvantaged Children.

Unit - III: Tools and Techniques in Guidance and Counseling

- 3.1 Testing Techniques - Intelligence, Aptitude, Achievement Tests, Diagnostic tests.
- 3.2 Non-Testing Techniques: Case Study, Cumulative Records, Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV: Organization of Guidance Service & Career Guidance in Secondary Schools

- 4.1 Constituting school guidance committee and its functions.
- 4.2 Minimum guidance programmes at secondary school stage.
- 4.3 Personal data service , environmental data service , placement service, follow up service.
- 4.4 Group guidance : Meaning and significance over individual guidance.
- 4.5 Group guidance in schools, Orientation, career talk, career conferences , career fairs , exhibitions.
- 4.6 Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference.

Assignment: (Any two of the following.)

- 1) 1. Visit to different Guidance Centre
- 2) Preparation of Cumulative Record
- 3) 3. Case Study of Problem Child
- 4) Administration, Scoring & interpretation of at least two tests

- 5) 5.Job Analysis of a Counselor
- 6) 6.Establishing Career Centre
- 7) Preparation of scrap-book for career Counseling
- 8) Conduct an interview of an High achiever and prepare a report on it.
- 9) Organize career exhibition for secondary school students and submit the Report.
- 10) Visit to a District Employment office and prepare a report.

References:

1. Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol-I A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
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14. Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
VALUE EDUCATION

Contact Hours: 60

Marks: 100
4 Credits

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

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

UNIT I- INTRODUCTION TO VALUES

10 Hours

- 1.1 Values: Concept, Nature and significance.
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
- 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
- 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
- 1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II -SOURCES OF VALUES

10 Hours

- 2.1 Meaning and importance of value education.
- 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.3 Role of teachers in value education.

UNIT III-ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

10 Hours

- 3.1 Family
- 3.3 Religion
- 3.4 Educational Institutions
- 3.5 Communities
- 3.6 Mass Media (print and Electronic)
- 3.7 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

15 Hours

- 4.1 Direct Approach: Meaning and Strategies -Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming-Meaning, Importance, use, steps, merits and limitations.
- 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).
- 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.
- 4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.
- 4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.
- 4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - I. Cultural Heritage,
 - II. National Integration
 - III. Secularism
 - IV. Family
 - V. Religion

REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennsylvania Press Havighurst, R. J. (1953).
4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
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10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
ENVIRONMENTAL EDUCATION

Contact Hours: 60

Marks: 100
4 Credits

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OBJECTIVES :- To enable the students to

- 1) Define the concept of Environment
- 2) Explain various kinds of Environmental Pollution.
- 3) Understand the concept of Environmental Education.
- 4) Develop awareness of the various Environmental problems.
- 5) Develop scientific attitude towards Environmental problems and suggest remedial measures.
- 6) Understand the need to conserve natural resources.
- 7) Acquire the knowledge of different approaches for teaching Environmental Education
- 8) Explain the various global Environmental issues.
- 9) Appreciate the different movements conducted for conservation and protection of Environment.
- 10) Explain the different tools and techniques of Environmental Evaluation

Unit 1 : Introduction of Environment

- 1.1 Meaning, nature, importance and types of Environment
- 1.2 Natural resources – Types, problems and Management.
- 1.3 Meaning of Environmental pollution.
- 1.4 Air, Water, Soil & Noise pollution- meaning, causes, effects and remedial measures

unit 2 : Approaches and Methods of Environmental Education

- 2.1 Meaning, objectives & Scope of Environmental Education.
- 2.2 Role of teacher in developing Environmental awareness.
- 2.3 Extended curricular and co-curricular activities related to Environmental Education.
- 2.4 Approaches to teach Environmental Education – Direct, Integrated (Multi Disciplinary) and Incidental.
- 2.5 Methods of teaching Environmental Education – Discussion and Project,

Unit 3 : Global Environmental Issues (06 Hours)

- 3.1 Ozone depletion- causes, effects & remedies.
- 3.2 Global Warming- Green House Effect – causes, effects & remedies.
- 3.3 Acid Rain – - causes, effects & remedies
- 3.4 Bio Diversity- Genetic diversity, Ecology & Ecosystem – Meaning and differences.
- 3.5 Waste Management, recycling.

Unit 4 : Movements & Agencies related to Environmental Education (30 Hours)

- 4.1 Environmental Movements - Chipko , Appiko, Silent Valley and Narmada Bachavo.
- 4.2 Swachh Bharath Abiyana
- 4.3 Environmental Protection Act-1986.
- 4.4 National Policy on Environment in India (2004)
- 4.5 Centre for Environmental Education (CEE)
- 4.6 World Summit on Sustainable development (WSSD-2001)

ACTIVITIES :- The student should undertake any one of the following activities and submit a report as an assignment.

1. Analyse the causes for the pollution of a local water body/ Industry/Mining plant.
2. Visit to an institute which is developing Environmental awareness.
3. Writing poems/one act play/skit/street play for developing Environmental awareness.
4. Identify any two Local/ National/ Global Environmental issues and suggest measures to conserve

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY OF SCHOOL SUBJECT: KANNADA

Contact Hours: 30

Marks: 50
2 Credits

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

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

ಘಟಕ: 1 - ಕನ್ನಡಸಾಹಿತ್ಯ ಬೋಧನೆ

- 1.1 (ಅ) ಗದ್ಯ ಬೋಧನೆ
 - 1.1.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.1.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ
 - 1.1.3 ಗದ್ಯ ಪಾಠಪ್ರಶಂಸೆ
- 1.2 (ಬ) ಪದ್ಯ ಬೋಧನೆ
 - 1.2.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
 - 1.2.2 ಪದ್ಯಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.2.3 ಪದ್ಯ ಬೋಧನಾ ವಿಷಯಗಳು: ಖಂಡವಿಧಾನ, ಅಖಂಡವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು
 - 1.2.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ, ಭಾವಾನುವಾದ
- 1.3 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ
 - 1.3.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.3.2 ಪ್ರಾಯೋಗಿಕ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು
 - 1.3.2.1 ಅನುಗಮನ ಪದ್ಧತಿ
 - 1.3.2.2 ನಿಗಮನ ಪದ್ಧತಿ
 - 1.3.2.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ
- 1.4 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು
 - 1.4.1 ಕನ್ನಡಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ
 - 1.4.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು
 - 1.4.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ
 - 1.4.4 ಕನ್ನಡಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ
 - 1.4.5 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ

ಘಟಕ: 2 - ಮೌಲ್ಯಮಾಪನ

- 2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ಪ್ರಯೋಜನಗಳು
- 2.2 ಭಾಷಾ ಪರೀಕ್ಷೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು
- 2.3 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ
- 2.4 ಘಟಕ ಪರೀಕ್ಷಣೆಗಳು: ಪ್ರಬಂಧಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ, ನೀಲನಕ್ಷಿತಯಾರಿಕೆ(3 ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆ ಪತ್ರಿಕತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರಕೀ ರಚನೆ
- 2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ: 3 – ಕನ್ನಡಭಾಷಾ ಬೋಧಕಮತ್ತುಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

- 3.1 (ಅ) ಕನ್ನಡಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು
- 3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
- 3.3 ಕನ್ನಡಭಾಷಾ ಬೋಧಕನಿಗೆಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡಭಾಷಾ ಶಿಕ್ಷಕ
- 3.4 (ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕಚಟುವಟಿಕೆಗಳು
- 3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
 - 3.5.1 ಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತುಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತುಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.3 ವಿದ್ಯಾಲಯಗಳಲ್ಲಿಕನ್ನಡಸಂಘದಸಂಘಟನೆಹಾಗೂ ಇವುಗಳಸಾಹಿತ್ಯಿಕಕಾರ್ಯಗಳು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು/ದತ್ತಕಾರ್ಯಗಳು (ಬೇಕಾದಬಂದು)

1. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದರಚನಾತ್ಮಕಗಳಿಗೆಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
2. ನಿಮ್ಮಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತುಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

ಆಧಾರಗ್ರಂಥಗಳು/ಆಕರಗ್ರಂಥಗಳು

1. ಅನಂತರಾಮು, ರಾ. (1983) 'ಕನ್ನಡಭಾಷಾ ಬೋಧನೆ' ಮೈಸೂರು ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ 2. ಕೊಂಗವಾಡ, ಎನ್. ಬಿ. (1999) 'ಭಾಷೆಮತ್ತುಕನ್ನಡಬೋಧನೆ' ಗದಗ: ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ
3. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. (1998) 'ಭಾಷಾ ವಿಜ್ಞಾನದಮೂಲ ತತ್ವಗಳು': ಮೈಸೂರು ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಕೃಷ್ಣಪುರಂ.
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5. ಪಂಡಿತ, ಕೃಷ್ಣಸಿ. (1990) 'ಶಾಲೆಗಳಲ್ಲಿಕನ್ನಡಬೋಧನೆ' ಮೈಸೂರು ಗೀತಾ ಬುಕ್ ಹೌಸ್
6. ಪಟ್ಟೇದ, ಎಲ್. ಬಿ. (2007) 'ಸಿರಿಗನ್ನಡನುಡಿ ಬೋಧನೆ' ಗದಗ: ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ
7. ಪಟ್ಟಣಶೆಟ್ಟಿ, ಎಮ್. ಎಮ್. (2000) 'ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿಪರಿಣಾಮಕಾರಿಯಾದಬೋಧನೆಗೆಅಣು ಬೋಧನೆ' ದಾವಣಗೆರೆ: ಯು. ನೀಡ್ ಪಬ್ಲಿಕೇಷನ್ಸ್
8. ಪರಗಿ, ಅನಸೂಯ. ವಿ. (1990) 'ಮಾತೃಭಾಷೆತತ್ವಮತ್ತುಬೋಧನಾ ಮಾರ್ಗ' ಮಧುಗಿರಿ ಪುರವರ: ಅನಸೂಯ ಪ್ರಕಾಶ
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30

Marks 50
Credits: 2

Objectives:

On completion of this course the students will be able to.....

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

UNIT -I: ACQUISITION OF LANGUAGE SKILLS 09 HOURS

- 1.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural-oral skill, Materials and resources for developing the listening skill.
- 1.2 Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- 1.3 Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.,
- 1.4 Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

UNIT -2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE 8 HOURS

- 2.1 Bilingual approach, meaning, principle and procedure.
- 2.2 Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.
- 2.3 Situational approach - Meaning and principles, ways of creating situation.
- 2.4 Communicative approach- meaning and principles, procedures followed in communicative approach.
- 2.5 Constructive approach its meaning and procedure.
- 2.6 Direct method-meaning and procedure

UNIT -3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH 8 HOURS

- 3.1 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.2 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 3.4 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

UNIT –4: TRANSACTIONAL STRATEGIES.**05 HOURS**

- 4.1 Lesson planning: - Concept, construction and administration.
- 4.2 Unit plan & Unit test –concept construction & administration.
- 4.3 Resource Unit.

PRACTICUM/FIELD WORK :(ANY ONE) 10 HOURS

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of English Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.

5. Studying the problems of English teachers through interview or brief survey
6. Any other relevant activity based on the content.

REFERENCE:

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4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
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15. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
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18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi. 19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi. 20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY OF SCHOOL SUBJECT :HINDI

Contact Hours :30

Marks 50
Credits:2

Objectives:

On completion of this course the students will be able to....

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM 10 HOURS

- 1.1 Importance of Hindi in school Curriculum.
- 1.2 Concept and nature of the Hindi.
- 1.3 Place and History of Hindi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language –Medium of instruction and link language.
- 1.6 Developing of language Skills.
 - 1.6.1 Auditory
 - 1.6.2 Speaking 1.6.3 Reading 1.6.4 Writing.
- 1.7 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI. 10 HOURS

- 2.1 Maxims of teaching.
- 2.2 Technique –Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, Inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES. 10 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test –concept construction & administration.
- 3.3 Resource Unit.

PRACTICUM/FIELD WORK (Any one): 10 HOURS

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Hindi Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Hindi teachers through interview or brief survey.
6. Any other relevant activity based on the subject.

REFERENCES:

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2. Anderson, J.B. (1980). *Cognitive Psychology and its Implications*. San Fransisco: W.H.Freeman and Company.
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8. Gardner, Howard. (1993). *Frames of Mind-The Theory of Multiple Intelligence*. New York:
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY OF SCHOOL SUBJECT :URDU

Contact Hours :30

Marks 50
Credits:2

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Objectives: On completion of this course the students will be able to....

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM 12 HOURS

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language –Medium of instruction and link language.
- 1.6 Aims and general objectives of teaching Urdu at secondary level..
- 1.7 Instructional objectives of teaching Urdu with their specification.
- 1.8 Developing of language skills. - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 1.9 Role of Urdu as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU. 10 HOURS

- 2.1 Maxims of teaching.
- 2.2 Technique–Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES 8 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test –concept construction & administration.
- 3.3 Resource Unit.

PRACTICAL ACTIVITIES :(ANY ONE) 10 HOURS

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Urdu Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Urdu teachers through interview or brief survey.
6. Any other relevant activity based on the content.

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III

SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

Contact Hours: 30

Max Marks: 50

Credits: 02

OBJECTIVES:

On completion of this course the students will be able to....

- 1) Understand the importance and place of Sanskrit in school curriculum.
- 2) Understand the aims and objectives of teaching Sanskrit in secondary schools.
- 3) Select methods, devices and techniques of Sanskrit teaching.
- 4) Use variety of learning experiences and instructional materials while teaching Sanskrit.
- 5) Plan and Organise teaching of Sanskrit.
- 6) Be acquainted with evaluation procedures used in evaluating sanskrit knowledge of the students.
- 7) Be acquainted with concept and nature of content-cum-methodology.
- 8) Analyse curriculum, syllabus, tex-book and content of the subject sanskrit.
- 9) Intergrate content, method and lesson-plan with reference to c.c.m. approach.
- 10) Prepare various types of lesson plans.
- 11) Understand and use various aspects of sanskrit and their teaching methodology.
- 12) Be acquainted with qualities and professional growth of sanskrit teacher and to help them in acquiring the same.

UNIT-I : NATURE IMPORTANCE AND PLACE OF SANSKRIT.

- 1.1 Nature : Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.
- 1.2 Importance : The language of culture, Heritage, Unity, Spiritual and Religious life, Leadership and Guidance to the humanity, importance as the language of computer.
- 1.3 Place in the Curriculum : Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.4 AIMS AND OBJECTIVS OF TEACHING SANSKRIT.
- 1.5 Basic Aims and objectives of teaching language, Classification of Aims and objectives.
- 1.6 Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.7 Objectives of Sanskrit as given in the present curriculum at the secondary level.
- 1.8 Instructional objectives of teaching sanskrit and their specifications.

UNIT -II - METHODS OF TEACHING SANSKRIT

- 4.4 Traditional Methods Brief Review.
- 4.5 Pathashala Method. Dr.Bhandarkar Method, Translation Method.
- 4.6 Existing Method- Direct/oral Approach Method, Evaluation Method, Eclective Method/ Complete Method, Comparative Method, Inductive - Deductive Method, Project Method. Source Method, Lecture Method.
- 4.7 Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

UNIT -III- A: LEARNING EXPERIENCES, TEACHING MATERIAL AND SUPPORT SERVICES FOR SANSKRIT.

- 3.1 Learning Experiences-Direct and Indirect, Verbal and Non-verbal : Reading, writing, Dramatization, Recitation.

- 3.2 Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.
- 3.3 Language Laboratory.
- 3.4 PLANNING IN SANSKRIT: Year plan, Unit plan , Lesson Plan, Unit Test planning, Administration.

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

- 4.1 Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.
- 4.2 Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, A critical study of the syllabus with reference to the above points in the state of Karnataka.
- 4.3 Textbooks –A Critical study of the textbook of sanskrit at secondary and Higher secondary level.
- 4.4 Content cum methodology - Meaning, Nature and Types of content, structure, content analysis, constituents of content-analysis, integrated lesson plan.
- 4.5 TEACHING OF VARIOUS ASPECTS OF SANSKRIT: Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit importance of teaching reading and writing skills.
- 4.6 Poetry- Nature of poetry-Definition, characteristics aims and objectives of teaching poetry content analysis, preparation of lesson plan steps, methods of teaching poetry
- 4.7 Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching, sources of encouraging the study of poetry.
- 4.8 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar,
- 4.9 Methods : Informal, Deductive, Inductive, correlation Traditional, Experimental steps of grammar lesson. suggestion for the teaching of grammar effectively.

PRACTICUM—

Each student teacher has to select one research problem and submit a report after completing action research.

List of recommended books:

- 1) Apte D.G.Dongre.P.R.(1960) teaching of sanskrit in secondary school, acharya book Depot. Baroda.
- 2) Bokil V.P.Parasnis N.R.(1956) New approach to sanskrit, Chitrashala press, Pune.
- 3) Chaturvedi sitaram (1990) sanskrit shikshan paddhati, Nandkishor, Banaras.
- 4) Huparikar C.S.(1947) problems of sanskrits teaching, Bharat book stall, Kolhapur.
- 5) Safaya R.M.(1962) teaching of sanskrit (Sanskrit shikshan vidhi) Jullender, Punjab.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY : HISTORY

Total Credits: 2

Total Hours: 30 hours

Total Marks: 50

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

1. Understand meaning, scope and importance of History and Political Science in the school curriculum.
2. Acquire content knowledge of methods of History and Political Science.
3. Acquire knowledge of aims and instructional objectives of teaching History and Political Science.
4. Acquire skills in planning lesson in History and Political Science.
5. Acquire knowledge about local, regional, national and world History.
6. Acquire the knowledge of instructional material and resources in teaching History and Political Science.
7. Cultivate the qualities of a good History and Political Science teacher.
8. Acquire the knowledge of content of History and civics for VIII to Xth standard in Karnataka.
9. Evaluate History and Political Science text books and prescribed courses.

Unit-I Understanding History, and nature of History

10 Hours

- 1.1 Meaning, Nature, scope and importance of History.
- 1.2 Modern concept of History, History is an art or science,
- 1.3 Objectives of teaching History and & political Science.
- 1.4 Correlation of History with Literature, Geography, Economics, and Political Sciences .

Unit-II Constructing History

- 2.1. Evidence based intervention : Difference between primary source and secondary source, Importance of source analysis.
- 2.2. Lesson Planning – Concept, construction and administration.
- 2.3. Unit Plan and Unit Test – concept, construction and administration
- 2.4 Resource Unit – Meaning, Steps and Importance

Unit-III Methods and Techniques of Teaching History, Sociology and Political Science

- 3.1 Methods of teaching History – Excursion, Discussion, Source, Project and Story telling.
- 3.2 Methods of teaching Political Science – Survey, Observation, Demonstration.
- 3.3 Techniques of teaching History and Political science – Dramatization and Role play.
- 3.4 Learning Resources – Importance and Uses.

Suggested list of topics/questions/activities to organize tutorials:

- Debate on History is an Art or Science? And prepare a report on it.
- Visit local Historical places and prepare a report.
- Visit to rural and urban social backward community and prepare a report on it.
- Prepare a report of History club activities
- Organize the Mock Parliament and prepare a report
- Prepare a resource unit on any one topic of History/Political Science/Sociology
- Prepare a lesson plan on Dramatization on any one of the History topic

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

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1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
3. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
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5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
6. Carr, E.H. (1962), What is History? Knopf, London.
7. Diff Block, Mark (1992), The Histor
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III

SPECIFIC PEADGOGY : GEOGRAPHY AND ECONOMICS.

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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OBJECTIVES:

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

UNIT I: FRAMEWORK OF GEOGRAPHY AND ECONOMICS

- 1.1 Meaning, Nature, importance and scope of Geography
- 1.2 Meaning, Nature, importance and scope of Economics.
- 1.3 Aims of Teaching Geography and Economics.
- 1.4 Physical, Economical, Human And Political Geography.

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- 2.1 Principles of curriculum construction in Geography and Economics.
- 2.2 Correlation of Geography with other School Subjects —History, Language, science, Mathematics.
- 2.3 Characteristics of a Geography and Economics textbook.

UNIT III: LEARNING RESOURCES

- 3.1 Importance & uses of Maps, travelogues, globe, atlas, models, in Geography and Economics teaching
- 3.2 Geography room (importance and organization)

UNIT IV: METHODS OF TEACHING GEOGRAPHY AND ECONOMICS

- 4.1 Excursion
- 4.2 Discussion
- 4.3 Project

(Discuss above methods with respect to meaning Importance, Steps, Merits and Demerits)

Practical:

Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit.

Choose any one from the following:

Illustrate the use of any two of the following in Geography teaching o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels.

Collect information about any current event, Disaster, Budget, analyze the acquired information and prepare a report.

References:

1. Arora, K.L., Bhugol Shikshan, Teaching of Geography,
2. Gopsill G. H., The Teaching of Geography
3. Macnee E.A. The Teaching of Geography
4. N.C.E.R.T., Practical Geography
5. O.P Varma and E.G. Vedanayaga, Geography Teaching
6. R.P. Singh, Teaching of Geography

7. S.K. Kochhar, Methods and Techniques of Teaching
8. SalimBasha, Teaching of Geography
9. Sanjay Dutta and O.P Garg, Teaching of Geography
10. Shaida and Sharma, Teaching of Geograph,
11. Thralls Z.A., The Teaching of Geography
12. Walker James, Aspects of Geography Teaching in School

Websites:

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<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
http://www.udel.edu/dssep/articles/marytaylor_article.htm <http://serc.carleton.edu/introgeo/cooperative/index.html> <http://www.jigsaw.org/> <http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>
<http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-thebasis-of-which-geography-teaching-is-conducted.html> https://en.wikipedia.org/wiki/Satellite_imagery <http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imageryTaillant-Picolotti.pdf>

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester - III

PEDAGOGY OF SCHOOL SUBJECT: PHYSICS

Contact Hours : 30

Marks 50

Credits: 2

Objectives:

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

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

SYLLABUS

UNIT-I Physics & its Correlation

- 3hours

- 1.1 Physics: Meaning Nature Scope & Importance
- 1.2 Relationship between Physics & Human welfare
- 1.3 Correlation of Physics with other School Subjects:

UNIT II- APPROACHES AND METHODS OF TEACHING PHYSICS

- 12 HOURS

- 2.1 Teacher centered and learner centered approach.
- 2.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 2.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction, Laboratory method (methods to be dealt with reference to characteristics steps merits and demerits).
- 2.4 Models of teaching: Suchmann's -inquiry training Model. Bruner's concept attainment model.

UNIT III- PHYSICS CURRICULUM STUDY.8 HOURS

- 3.1 Curriculum: Meaning and principles.
- 3.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 3.3 Recommendations made by NPE - 1986, NCF - 2005.
- 3.4 Organisation of curriculum: Topical, Spiral, Psychological, Logical.
- 3.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

UNIT IV- RESOURCES TO TEACH Physical SCIENCE 10 Hours

- 4.1 Physical science text book, Teacher hand book, Laboratory manuals, Student work Books (Discuss with reference to Physics).
- 4.2 Transactional Strategies.(Discuss with reference to Concept, construction Steps, merits, demerits and administration.)
- 4.3 Lesson planning:
- 4.4 Unit plan & Unit test .
- 4.5 Resource Unit.

PRACTICUM/FIELD WORK

10 HOURS

1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of Karnataka secondary school level.
3. Identifying and writing all possible instructional objectives on any topic of physics.

4. Preparation of programmed instruction learning material.
5. Preparing a report on by analysing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM physics.

REFERENCES:

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2. Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhiana
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester - III

PEDAGOGY OF SCHOOL SUBJECT:CHEMISTRY

Contact Hours :30

Marks 50 Credits:2

Objectives:

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

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

UNIT: I- CURRICULUM STUDY IN CHEMISTRY 8 HOURS

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbooks.

UNIT: II- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 10 HOURS

- 2.1 Need and importance of planning, lesson plan format.
- 2.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.
- 2.3 Unit plan and Resource unit: Meaning, Components, Steps & importance
- 2.4 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :12 HOURS

- 3.1 Learner centered and activity centered approaches –difference
- 3.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).
- 3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

1. Critically study of Chemistry text book of 8th, 9th or 10th standard.
2. Preparation of diagnostic test in Chemistry.
3. Survey of Chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES:

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –III
PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Contact Hours :30
Credits:2

Marks 50

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

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

SYLLABUS

UNIT-I Biology & its Correlation

- 5 hours

- Biological Science: Meaning Nature Scope & Importance
- Relationship between Biology & Human welfare
- Correlation of Biology with other School Subjects:

UNIT-II Planning for Biology Teaching

- 11 hours

- Objectives of Biology Teaching: General & Specific
- Writing Objectives in Behavioral Terms
- Lesson Planning- Meaning ,steps and characteristics
- Unit Plan: Meaning, steps and format
- Resource Unit Meaning and Importance.

UNIT-III Methods/Approaches and Resources of Teaching Biology

-14 hours

- Lecture-cum-demonstration : Concept,Merits and demerits
- Project Method : Concept,Principles ,Steps,Merits and demerits
- Laboratory Method : Concept,Steps,Merits and demerits
- Inductive : Concept,Steps,Merits and demerits
- Deductive : Concept,Steps,Merits and demerits
- Problem Solving : Concept,Steps,Merits and demerits
- Programmed Instruction : Concept, Principles, Steps, Merits and demerits (Linear and Branched)

Resources

- Meaning, Types and Importance of Teaching Aids
- Text Book, Teacher Hand Book, Laboratory Manual and Student Work Book.
- Field Based Resources; School Garden, Museum, Aquarium-Meaning Importance and Maintenance.

MODE OF TRANSACTION

- Lecture, Group Discussion, Seminar, Project Work.

PRACTICUM/FIELD WORK : (ANY ONE)

1. Making charts, improvised apparatus and models.

2. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
3. Planning and conducting Field Visit to Marine culture, Inland Culture, Poultry Farm Sericulture Farm, Bird Sanctuaries or any suitable places related to Biology.
4. Preparation of unit test for a unit in Biology.
5. Collecting and preserving biological specimens
6. Preparation and preservation of Herbarium sheets.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

REFERENCES:

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

Contact Hours :30

Marks 50
Credits:2

Objectives:

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

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

UNIT I- MATHEMATICS CURRICULUM STUDY.

10 HOURS

- 1.1 Curriculum: Meaning and principles.
- 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and KSSEB,
- 1.3 Recommendations made by NPE - 1986, NCF - 2005.
- 1.4 Organisation of curriculum – Psychological and logical, Topical and Spiral with their differences.
- 1.5 New trends in mathematics curriculum - SMSG, SMP and Nuffield.
- 1.6 Critical Review of present Karnataka state secondary school science curriculum with special reference to Mathmematics.

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

10 HOURS

- 2.1 Approaches of Lesson plan- meaning definitions, importance steps, format
- 2.2 Unit plan- steps, format
- 2.3 Resource unit- steps, format
- 2.4 Year plan- meaning, principles, and format.

UNIT-III:- METHODS / APPROACHES OF TEACHING MATHEMATICS

10 HOURS

- 3.1 Learner centred approaches –inductive, deductive, analytic, synthetic, laboratory method.
- 3.2 Activity centred approaches – Heuristic approach, project method, programmed instruction.- meaning, principles, importance and its types(Linear and Branching) and their differences.
- 3.3 Devices in teaching Mathematics- oral work written work, drill work,Supervised study and review.
- 3.4 Models of teaching –Lesson planning according to -Bruner’s concept attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 HOURS

1. Critically study of mathematics text book of 8th or 9th standard.
2. Preparation of diagnostic test in mathematics.
3. Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of Mathematics club.
5. Preparation of workbook for 1 or 2 units.

6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III

SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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Objectives:

To enable the student teachers-

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

Unit I:: Concept and scope of Commerce Education

- (a) Meaning, nature, need and scope of commerce education.
- (b) Commerce education in India (relevance in life and curriculum).
- (c) Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

- (a) Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
- b) Inter correlation of commerce with maths, economics and geography.

Principles of Teaching of Commerce:

-Principle of flexibility, Principle of activity, Principle of individual differences
Principle of learner centeredness, Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation. Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit III Latest trend in Teaching of Commerce

- (a) Co-operative learning (meaning, importance and types)
- (b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- (c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

- a. e-resources
- b. Simulation techniques

References:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi

3. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
5. Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana Tandon Publications Ludhiana
6. Teaching of Commerce Dr. R.P Singh Vinay Rakheja C/o R. Lall Book Depot- Meerut.
7. Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
8. Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
9. Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
10. Teaching of Commerce. Vinty Monga, Twenty First Century Publications, Patiala.
11. Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

WEBSITES:

e-commerce

<http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm>

<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>

e-business-meaning

<http://searchcio.techtarget.com/definition/e-business>

Benefits of e business

<http://smallbusiness.chron.com/advantages-e-business-2252.html>

<http://skills.business.qld.gov.au/planning/269.html>

Social networking

<http://chronicle.com/article/How-Social-Networking-Helps/123654>

<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network%20in%20Education%20Challenges%20and%20Opportunities.pdf>

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III

UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50

2 Credits

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(Needs to be viewed as Collection source material and References) Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART Objectives:

1. To enable learners to have a practical experience with drama and art.
2. To introduce certain concepts to enhance the understanding of drama and art.
3. 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.

Content:

- a. Forms of Drama and Art.
- b. Elements of Drama and Art.
- c. Understanding stagecraft and audience etiquettes. Subunit wise descriptions, activities and assignment:
 - a. Forms of Drama and Art
 - i. Visual(Sculpture, Architecture and Painting)
 - ii. Performing (Dance, Drama, Music –vocal and instrumental)

Activities:

Production of educational musicals –Workshop / Presentation(integration of visual and performing arts)

Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

- b. Elements of Drama and Art
 - i. Space, Speed, Pause, Rhythm;
 - ii. Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes) , Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)
 - iii. Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

Activities:

- a) Workshop to be conducted on Kinesthetic movements to develop theatric skills –use of body language, voice, speech, and movement,
- b) Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)
Ref: <http://schools.aglasem.com/26695>
- c. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Activities:

Workshop on theatre games and improvisations (as given in the position paper NCTE)
Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin.

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS**Objectives:**

1. To understand the functions of drama and art .
2. To learn how to integrate drama and art in the school curriculum.
3. To enable learners to develop their aesthetic sensibilities.

Concept note:The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

- a. Functions of Drama and Art
- b. Integration of Drama and Art in the school curriculum
- c. Developing aesthetic sensibility through Drama and Art Subunit wise descriptions, activities and assignment: 10 periods
 - a. Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

Activities:

- a) Display the educative function of drama and art through a street play
- b) Write an essay on how drama and art fulfill their persuasive and development functions.
 - b. Integration of Drama and Art in the school curriculum

Activities:

1. Workshop on techniques of integrating drama and art in teaching.
2. Develop a song, play, or drama on any of the topic in the curriculum. c. Developing Aesthetic sensibility through Drama and Art

Special reference - John Dewey's 'Art as an experience'

Activities:

Visit to any centre of art (museums, or NCPA) and observe pieces of art/play .
Group discussion can be conducted on the observation highlighting the aesthetics in art.
Workshop on pottery and its decoration can

Task/Assignment: (any one)

1. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
2. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Unit 3: DRAMA AND ART FOR PEDAGOGY

Objectives:

1. To elucidate the role of drama and art in self realization of learners.
2. To sensitize learners on the use of drama and art for special learners.
3. To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

- a. Drama and Art for self realization
- b. Drama and Art for children with special needs
- c. Drama and Art for creative expression

Subunit wise descriptions, activities and assignment:

- a. Drama and Art for self realization.

Activities:

1. Workshop on Drama Games –Games(Suggested for actors and non August actors) or Drama for catharsis, where participants are able to discover themselves.
2. Workshop –Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.
b. Drama and Art for children with special needs.

Activities:

1. Review the position paper National Focus Group on Arts, Music, Drama
2. and Theatre by NCTE on Drama for children with special needs.
3. Visit a centre for children with special needs and observe the use of drama
4. and art in the activities conducted. c. Drama and art for creative expression

Activities:

Develop art material/poster through waste expressing an innovative idea.
Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

1. Create a Drama derived from stimuli –photographs, paintings, music, poetry, story, newspapers, television, films, real life events.
2. Review studies on effectiveness of drama and art on education and present the same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Objectives:

To enable learners to perceive the social and environmental issues through drama and art.
To develop understanding of the local culture through drama and art.
To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could lead to social change when put in the right perspective. The social intervention

of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach.

Content:

- a. Understanding social and environmental issues through drama and art
- b. Understanding local culture through drama and art
- c. Understanding global culture through drama and art

Subunit wise descriptions, activities and assignment: 10 periods

- a. Understanding social and environmental issues through Drama and Art

Activities:

- Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- b. Understanding local culture through Drama and Art.

Activities:

- Perform a drama or dance or music of local culture
Visit to a local theatre show/performance and write its appreciation and evaluation.
- c. Understanding global culture through Drama and Art

Activities:

Develop a tableau to depict any two of the global cultures.
Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

Akademi South Asian Dance, UK –<http://www.southasiandance.org.uk/>
Andrewes, E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
Armstrong, M. (1980): The practice of art and the growth of understanding.
In Closely observed children: The diary of a primary classroom (pp. 131–170).

Writers & Readers.

- 1) Axelrod, H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- 2) Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005
- 3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press. CCRT official website
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- Wiley Eastern Limited, 1992
- 9) Davis, J.H. (2008). Why our schools need the arts. New York: Teachers College Press.
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 - 16) International Dance Council –CID –www.cid-unesco.org
 - 17) Jha, Rajeev I. (2015). Kathak Dance Education –Contemporary Systems,Problems &Suggestions.Delhi: B. R. Rhythms.
 - 18) John, B., Yogin, C., &Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
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 - 21) Kuppuswamy,G. and Hariharan, M.: Teaching of Music, Sterling Publishers Pvt.Ltd., New Delhi, 1980
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 - 24) Massey, Reginald, India"sKathak Dance –Past, Present, Future, New Delhi:Abhinav Publications, 1999
 - 25) Nallin, W.: The Musical Idea A consideration of Music and its ways, The Macmillan Company, New York, 1968.
 - 26) National Centre for the Performing Arts - http://www.tata.com/0_our_commitment/community_initiatives/arts/ncpa.htm
 - 27) NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre,Publication Department Secretary, NCERT, New Delhi, 2006.
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 - 29) Pope, M.: Introducing oil painting, B.T. Batsford limited, New York, 1969
 - 30) Prasad, D. (1998). Art as the basis of education.National Book Trust. Retrieved from http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books
 - 31) Raynes J. : Painting seascapes, Studio Vista Limited, London,1971.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
RESEARCH PROJECT

Contact Hours: 30

Marks: 50
2 Credits

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Objectives

To enable the teacher trainees:

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

Unit - I: Research and Education

- A) Research in Education and it's Cla Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.
- B) Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses. Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - III: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Assignments:

Identify problem and execute Action Research in any one of the following areas:

- (1) Staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities.

References:

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2. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -III
Gender, School and Society

Contact Hours: 60

Marks: 100
4 Credits

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Unit I: Key Constructs in Gender

Patriarchy, power, resources and opportunities, sex, A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender

- 2.1 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;
- 2.2 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialised male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School

- 3.1 Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Unit IV :

Constitutional provision for girl child education.
Legal support and provision in various acts and Govt support
Govt and other agencies for girl child uplift.
Important legal decisions related to the women protection

References:

1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2. Conway, Jill K., et al. 1987. _Intr Daedalus, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
3. Engineer, Asghar Ali. en, 1994 Economic. and _Status Political Weekly, Vol. 29, No. 6 (Feb.): 297-300
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -IV

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Contact Hours: 60

Marks: 100
4 Credits

Objectives:

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

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.
3. Understand the role of headmaster and the teachers in school management: Supervision and inspection
4. Acquaint the quality control measures in school management
5. Develop the skills in preparing and maintaining the school records.
6. Develop the practical skills in organizing the school programmes and activities.
7. Acquaint the healthy school climate in the institution.

Unit I: Educational Administration and Management:

5 hours

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 The objectives, nature and scope of Educational management
- 1.3 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources- Material resource, financial resource and Idea resource.
- 1.4. Classroom management.

Unit II: Administration and Management of Education at Centre and State

8 hours

- 2.1 Centre-State relationship in educational administration and management
- 2.2 Administration and management of Education at Centre
- 2.3 Ministry of Human Resource Development (MHRD) ,
- 2.4 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.
- 2.5 Administration and Management of Education at State.
- 2.6 The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.7 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.8 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association.

Unit III: Management of School and Supervision

Periods: 10 hours

- 3.1 Basic components of the Management : Planning, Organizing, Supervising, Directing, Controlling, Decision Making, Communication.
- 3.2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision.
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems.
- 3.4 Staff meeting: Objectives, Types, Planning Agenda of meeting.
- 3.5 Time-Table: Meaning, Types and Principles.
- 3.6 Co-curricular activities: Concept, Types, need, organisation, Principles and Role of teacher in it.

3.7 Time Management.

3.8 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching,

Unit IV: Maintaining Healthy Education Institutional Climate

7 hours

4.1 Institutional organization climate(school): school components.

4.2 The Institutional Plant: Physical Surrounding and maintenance.

4.3 Creative activities of the school: School Exhibition, Subject Clubs.

4.4 School Records: types, Need and maintenance.

4.5 E-records: nature, Need and applications.

Assignment/Practicum (Any One) write a profile on:

1. Preparation of School Academic Plan
2. Preparation of Time-Table
3. Holding Staff Meeting and recording the minutes and Proceedings.
4. School records and their maintenance
5. Co-curricular activities in a school
6. Development of Appraisal Pro-forma
7. School Plant Maintenance
8. School Library Maintenance
9. Time management and School activities

Bibliography:

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2. Aggarwal, J.C. (1994) _Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him for study part two specifically refers to higher secondary class subjects

ADVANCED PEADGOGY ON SPECIFIC SUBJECT OF STUDY

(Common format for all pedagogies)

Credits: 2

Marks: 50

Theory to Practice:

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given fifteen days for completion.

Part-A (On the Subject of Secondary School)

Any four of the following assignment

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Development of a diagnostic test on a Unit identify the required remedial teaching and implementing
- III) Evolving resource to teach a unit from collecting digital resources and web site .facilitating learner to learn on his own, if required improvise and develop strategy and for the unit and execute.
- IV) Two students of high achievers, low achievers and average achievers to identify their needs in terms of
 - a. Learning resource required.
 - b. Facilities to be extended by school.
 - c. Guidance to be provided to the parents.
 - d. Specific guidance to learner.
 - e. Teacher empowerment.
- V) Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc) and design a instructional material for a content of secondary school subject

(Any other similar activity designed by BOS of respective University)

Part B: Any four of the following assignment

- I) Use of any one digital soft ware available on the pedagogic subject, try out on Xi/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
- II) Analyses a topic from Xi/XII class in terms of information , concepts, theories, application and evolve a design to provide self ;earning material. class room transaction for higher level content, individual assignment . Try out, reflect and report.
- III) Analyze performance of any five low achievers of XI/Xii class based on your pedagogic subject, identify the constraints provide remedial measures.
- IV) Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out the its usefulness to the learner by try out and report.
- V) Analyze a class result of XII std of any one institute and evolve a report of their performance, inputs, learner study habit , and processes.
- VI) Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of Xi/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening)

(Any other similar activity designed by BOS of respective University)

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester -IV
REFLECTIVE READING AND WRITING

Contact Hours: 30

Marks: 50
2 Credits

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Unit 1 Expressive Reflections (6 hours)

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

Explore different reflecting journal writings, developing a common reflective journal Write based on the text –e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Write a review or a summary of the text, with comments and opinions (individual task)

Write from reader's perspective, gett writer, developing a new angle to the text Presentations of selected papers, questions and answers (large group).

Unit 2 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change –Multicultural Perspective (regional, folk literature and the like) Inclusive Perspective (gender, class, caste, differently abled and the like) Educational Perspectives (Policies, documents,journals)

Activities:

- Write in journal about all the three types of connections with the text Read texts from diverse areas and fields
- Group discussion on texts from different cultures, marginalised sections Attend seminars, paper readings, workshop on reading skills
- Hold public reading events by inviting stakeholders to the event Attend release of new books, listenin book festivals
- Conduct debates/discussions educational policies and documents on them. Convert text into a mono-act, play or musical drama
- Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

- Home reading assignments, maintaining reading log Discussions on interpretation of the texts
- Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.
- Analyzing texts and text structures and connecting to the curriculum Writing an exploratory essay on a text and presenting in the class Writing a critical reflection from 2 diverse texts.

Note - face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups

Suggestions for the development and transaction of the paper

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal

Sample Recommended Headings for Reading Material Ethnographies -

Meenakshi Thapan's 'Life at school: an ethnog of schooling Extracts- in contemporary india' & ot =
Teacher Gibran- Man' by Frank McCourt & ext
Macaulay's Minutes
Extracts from 'Rousseau's Dewey's Emwritings, P of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like. Books Letter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

Plays Autobiographies/biographies Journals Documentaries Fiction-

REFERENCES

Reflective Reading

- http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf
<http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>
<http://www.nlb.gov.sg/sure/reflective-reading/>
<http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350>
http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents
http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf
<http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts>
<https://secure.ncte.org/store/you-gotta-be-the-book>
<http://www.arvindguptatoys.com/>
<http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text> http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample
http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
<http://mrsbrogley.com/blog/?p=3009>
<https://prezi.com/erhgpaokpps/copy-of-chapter-5-mentor-texts/>

Collaborative Reader

- http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
<http://www.ericdigests.org/1999-3/reading.html>
[https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+\(interactive+reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+(interactive+reader))
<http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf> Reflective Writing http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
<http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments--->

B.Ed. INTERNSHIP PROGRAMME DETAILS

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort.

There are 3 stages in the internship programme. They are

- i. Pre-internship stage
- ii. Actual internship stage &
- iii. Post-internship stage

i. Pre-internship Stage

Sl. No.	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1	Meeting	Faculty Members of GCTEM	Curriculum finalized, Roles and Responsibilities sheets		
2	Meeting	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3	Workshop mode. Production of Observation Schedule/ Check list/Class observation Schedule/ Tentative time table	All B. Ed teacher trainees	CTE faculty and Experts from the DOE, B. Ed Colleges of MU,	Develop the required materials for the whole the of internship session	
4	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers and GCTEM Faculty and DIET faculty	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

ii.a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No of Days/ week	Monitoring Staff/ Agency
1	Walk in and around school-Secondary/ Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and students	1 day	Mentor/ Faculty
2	School Planning process		Taking SAP & SDP	1 day	Head Teacher/ Mentor
3	School Academic Records		Interaction with Head Teacher and looking records maintained	1 day	Head Teacher/ Mentor
4	Observing various Programmes of the GOK and Department of Education		Observation by involving studentteacher trainees in various programmes like MMS, Milk supply	2 day	Head Teacher/ GCTEM faculty/DIET faculty
5	Attending SDMC/ PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 Day	Head Teacher
6	Observing at least two Mentor's Class		Actual Class Observation by the trainees and followed by discussion	1 day	Head Teacher/ College faculty
7	Observing at least two Mentor's Class		Actual Class Observation by the trainees and followed by discussion	1 day	Head Teacher/ College faculty
8	Observing at least one Mentor's Class		Actual Class Observation by the trainees and followed by discussion	1 day	Principal / College faculty
9	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion	1 Day	Principal / College faculty

10	Visit to Special School		Observation followed by discussion	1 Day	College faculty
11	Visit to Residential school		Observation followed by discussion	1 Day	Mentor / College faculty
12	Visit to BEO office		Observation followed by discussion	1 Day	Mentor / College faculty
13	Visit to BRC office		Observation followed by discussion	1 Day	Mentor / College faculty
14	Visit to DIET		Observation followed by discussion	1 Day	Mentor / College faculty

ii.b) Actual Internship Stage (II Phase)

Sl. No.	Activity	Place	Process	No of Days	Monitoring Staff/ Agency
1	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	24 days	Head Teacher/Mentor
2	Innovative class / ICT		Trainee with his/ her own innovations takes the class and getting feed back after each class	2 day (2 Classes)	Head Teacher/Mentor
3	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor
4	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor
5	Remedial classes		Trainee organises Remedial classes to below average students and conducts unit test	2 days	Head Teacher/Mentor

6	Organising Co-scholastic activities to the students		Trainee organises various activities in the area of his choice including PE & HE	2 days	Head Teacher/Mentor
7	Action research planning & data collection		Trainee during practicing session identifies the low achievers and conducts action research	2 days	Head Teacher/Mentor

iii. Post Internship Stage at GCTEM (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1	Presentation by the trainee	1 day	Principal & College faculties
2	Viva voce	1 day	Principal & College faculties
3	Submission of Reports on Visits organised, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	1 day	Principal & College faculties
4	Reports by the Head Teacher		Principal & College faculties
5	Text lesson (1+1)	6 days	Principal(Chairman) & Examiners appointed by VSKU

Public Software - Education Tools

Application Area	Public Software	Description
SCIENCE	Kazium	This shows the periodic table and the properties of elements. It acts as an encyclopedia, explaining states of matter, evolution of elements. Basic equations can be balanced using this tool.
	KStars	Desktop planetarium-Astronomy with over 130000 stars, all planets, etc.
	Stellarium	This is a desktop planetarium software that shows exactly what you see when you look up at the stars.
	PhET	Fun, interactive simulations of physical phenomenon
MATHS	KTechLab	This tool can be used to build your own circuits and explain its various components
	Geogebra	An algebra and geometry package providing for both graphical and algebraic input
	Tux Math	A fun game through which children can practice their addition, subtraction, multiplication and division.
	KBruch	This tool can be used to explain fractions as well as for the children to practice arithmetic problems.
LOGIC	KTurtle	The turtle will follow whatever directions you give it. Can be used to draw various symmetrical figures and is a good exercise of logic.
SOCIAL STUDIES	KGeography	Quiz on different states and capitals across the globe
	Marble	This acts as a desktop atlas.
ENGLISH	KHangman	Guess the correct word with a certain number of guesses allowed
	KAnagram	Unscramble the word
	KLettes	Identify the alphabets by recognizing the sound
	Tux Typing	Tux Typing" is an educational typing tutor for children.