

**REGULATIONS & SYLLABUS FOR THE TWO
YEAR B.Ed.PROGRAMME
UNDER CBCS SEMESTER SCHEME**

2015 -16

**BANGALORE UNIVERSITY
Jnana Bharathi, Bangalore 560 056**

BANGALORE UNIVERSITY
REGULATIONS OF CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER
SCHEME TWO YEAR B.Ed PROGRAM

Definitions of Key Terms Used In Credit Based Semesters & Grading System

Programme

B.Ed two years programme of study spreads over four semesters with four term end examinations, the successful completion of which would lead to the award of a bachelor's degree in education.

Course: A course is essentially a constituent of a program and may be a composite of several subject matter to be covered in a semester.

Hard core courses

Compulsory subjects of study which support the main discipline.

Soft core courses

An option for the candidate to choose a course from a pool of courses offered by the respective B.Ed. colleges of Bangalore University. Each candidate should choose a combination of two soft core courses for the B.Ed. programme from the combinations offered by the respective colleges.

Optional Courses

A candidate has to select any one of the electives prescribed by Bangalore University and offered by the respective B.Ed. colleges.

Enhancing professional Competency (EPC) course

Field based activities conducted to enhance the professional competencies and skill.

Credit

Credit is a unit of academic input measured in terms of the study hours. It reflects the number of "study hours" in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignments, projects, seminars, community activities & practical courses required for the course etc.

Grade

Grade means a letter symbol (ABC) which indicates the broad level of performance of a student in an answer, course, semester, and programme.

Grade Point Average (GPA)

The means of grades obtained on a number of subjects / tasks for a specialized period is the GPA

GPA is calculated by dividing sum of the weighed grade points obtained by a student in a semester by the total number of credits taken by him/ her in a semester. The value shall be rounded off to two decimal places.

Cumulative Grade Point Average (CGPA)

CGPA is the value obtained by dividing the sum of the credit multiplied by GPA for four semesters by the total credits for the entire programme. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for the final results.

Reflective Journal (RJ)

A student-teacher generated locally standardized daily log book maintained under supervision of the mentors is visualized as a reflective journal.

Regulations Governing the Degree of Bachelor of Education, Bangalore University

Title; Bachelor of Education [B. Ed]

Eligibility for Admission

- 1.1** A citizen of India who has passed any Bachelor's degree examination of Bangalore University or any University in India or abroad recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed. programme.
- 1.2** The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed. programme.
- 1.3** In the case of SC/ST, Category -1 and physically challenged student 45% marks in aggregate of all the subjects he/she has studied for degree course or 45% in post graduation.
- 1.4** A candidate for the admission to degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Govt. of Karnataka from time to time.
- 1.5 Eligibility for opting French/German Soft core (Pedagogy)**

a) Any Graduate, who has studied any ONE of the following languages:

- B.A French/ or Major French from recognized University. Or
- II language French in Degree Or
- Advance Diploma in French or equivalent from any recognized University Or
- DALF B2 level in French from Alliance Française.
- B.A German / or Major German from recognized University. Or
- II language German in Degree Or
- Advance Diploma in German or equivalent from any recognized University. Or
- Level B2.2 in German from Goethe Institute- Max Muller Bhavan.

2 Allocation of seats

- 2.1** College shall admit all the candidates allotted by the Government of Karnataka.
- 2.2** For filling the other seats the respective colleges shall select the candidates following eligibility criteria as envisaged in Regulations 1.1 to 1.5.
- 2.3** The college should get the selected candidates both under Government and Management quota within the last date fixed for admission by the Bangalore University.
- 2.4** The total intake of all B Ed colleges shall be as fixed by NCTE / Government of Karnataka from time to time.

3 Duration of the course

- 3.1** The duration of study for B.Ed. CBCS Semester Programme shall extend over a period of two years with four semesters of total 96 credits. The first semester shall be for 24 credits, second semester shall be for 24 credits, third semester shall be for 24 credits and the fourth semester shall be for 24 credits.
- 3.2** The practice in teaching programme shall be conducted in three phases.
- Phase I - Pre internship programme during the second semester for the duration of four weeks for 04 credits.
- Phase II – Internship programme during third semester for the duration of ten weeks for 12 credits

Phase III - Post internship programme during fourth semester for the duration of six weeks for 08 credits.

4 Medium of Instruction

4.1 The Medium of Instruction is either English or Kannada. However, student can opt for English or Kannada for Practice teaching. Student teachers are allowed to write theory examination either in English or Kannada.

5 Attendance

5.1 A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 80% of the number of classes actually held till the end of the semester in each of the subjects & 90% for practical activities.

5.2 A student teacher must submit all assignments at end of each semester to qualify him / her to appear for respective semester examination.

5.3 A student should compulsorily participate in all the activities of the semester and submit the reports at the end of each semester.

6. Internship

Internship is an integral component of teacher's preparation in B.Ed. programme. It helps the prospective teachers to acquire the professional skills required for teaching.

The internship programme runs in three phases:

1. Pre- internship
2. School - internship
3. Post- internship

1. Pre internship: It is a college based programme which takes place during the second semester for 4 weeks. During this phase the prospective teachers are exposed to various teaching skills to ensure an understanding of teaching process. The student teachers are also engaged in the practice of teaching skills and its integration in simulated condition.

2. School internship: It is a school based programme which takes place in the third semester. During this phase the student teachers are actually placed in a specific school for duration of 10 weeks. They are exposed to the school culture by getting involved in various activities. During this phase prospective teachers are engaged in various curricular and co-curricular activities like teaching (20+20 lessons in each pedagogy subject), administration of achievement tests, remedial teaching, participation and organization of various activities, observation of records maintained in the schools etc. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

3. Post internship: This is a final phase of internship programme which takes place in the fourth semester for the duration of 8 weeks. The student teachers are involved in other added experiences like community based activities, visits to special schools, review of textbooks etc. It provides the opportunity to exhibit and analyze their work, done during internship programme. Student teacher's teaching aspects are finally assessed through practical examination and viva -voce.

The student teacher should select any one of the following levels for the internship programme in both the pedagogy subjects:

1. 6th to 8th Std., or 9th to 10th
2. 11th to 12th (only for PG qualified students)

7. Course Framework & Scheme of Examination

FIRST SEMESTER

Total credits-24

Course No.	Course code	Course Title	Instructional Hrs.	Duration of Exam	Credits	IA	Term end	Total
1	HC1	Childhood & Growing up	4 hrs	3hrs	4	30	70	100
2	HC2	Education in Contemporary India	4 hrs	3hrs	4	30	70	100
3	HC3	Development and Management in School Education	4 hrs	3hrs	4	30	70	100
4	HC4	Gender, School & Society	4 hrs	3 hrs	4	30	70	100
5	HC5	ICT in Education	2 hrs	1 ½hrs	2	15	35	50
6	HC6	Language Across the Curriculum	2 hrs	1 ½ hrs	2	15	35	50
7	EPC1	Communication Skills and Expository Writing	4 hrs	..	02	50	..	50
8	EPC2	Understanding Self, Personality & Yoga	4 hrs	..	02	50	..	50
		Total			24	250	350	600

EPC 1- Communication skills and Expository writing: is a practical activity conducted 04 hrs a week and shall be treated as equivalent to 02 hrs of theory teaching.

EPC 2 - Understanding self, personality & yoga: is a practical activity conducted 04 hrs a week and shall be treated as equivalent to 02 hrs of theory teaching.

SECOND SEMESTER**Total credits-24**

Course No.	Course code	Course Title	Instructional Hrs.	Duration of Exam	Credits	IA	Term end	Total
9	HC7	Learning & Teaching	4 hrs	3hrs	4	30	70	100
10	HC8	Assessment for Learning	4 hrs	3hrs	4	30	70	100
11	SC1	Content & Pedagogy 1 Part I	4hrs	3 hrs	4	30	70	100
12	SC2	Content & Pedagogy 2 Part I	4hrs	3 hrs	4	30	70	100
13	EPC3	ICT Applications	4 hrs	..	2	50	..	50
14	EPC4	Fine Arts and Theatre	4 hrs	..	2	50	..	50
15	EPC5	Pre Internship	4 weeks / 35 hrs per week	..	4	100	..	100
		Total		..	24	320	280	600

EPC3: ICT Applications: is a practical activity conducted 4 hours a week and shall be treated as equivalent to 2 hours of teaching

EPC 4: Fine Art and theatre: is a practical activity conducted 4 hours a week and shall be treated as equivalent to 2 hours of teaching

EPC 5: Pre internship Programme -**Four Weeks/ 35 hrs per week**

SI No	Activity	SC- I	SC-II	Total
1	Teaching skills (6 Skills- 3 skills in each Pedagogy subject for practice)	15	15	30
2	Observation of demonstration lesson / video lesson(one in each method)	5	5	10
3	Simulated lessons with integration of skills including instructional materials (one in each pedagogy subject)	10	10	20
4	Lesson design(four lessons in each pedagogy subject)	10	10	20
5	Simulated lesson with ICT mediation (one in each pedagogy subject)	10	10	20
	Total	50	50	100

THIRD SEMESTER:**Total credits-24**

Course No.	Course code	Course Title	Instructional Hrs.	Duration of Exam	Credits	IA	Term end	Total
16	SC1	Content & Pedagogy 1 Part II	4 hrs	3hrs	4	30	70	100
17	SC2	Content & Pedagogy 2 Part II	4 hrs	3hrs	4	30	70	100
18	HC9	Action Research	2 hrs	1 ½ hrs	2	15	35	50
19	EPC6	Action Research Project	2 weeks	..	2	50	..	50
20	EPC7	School Internship	10 weeks / 35 hrs per week	3 hrs	12	300	..	300
		Total			24	425	175	600

EPC 6 : Action research: is a practical activity conducted by the student teacher under the guidance of the teacher educator followed by the submission of the report.

EPC 7 : School Internship Programme - 10 Weeks/ 35 hrs per week

The student teacher should select any one of the following levels for the internship programme in both pedagogy subjects:

1. 6th to 8th Std., or 9th to 10th Std.,
2. 11th to 12th std (only for PG qualified students)

Sl. No.	Activity	Marks		Total
		SC- 1	SC-2	
1	Preparation of a Unit design in each soft core paper	10	10	20
2	Regular classroom teaching -delivery of 40Lessons (20 in each pedagogy subject) – supervision of 6 in each pedagogy subject	30	30	60
3	Criticism Lesson – One in each pedagogy subject	20	20	40
4	Observation of 50 Lessons in any pedagogy subject & maintaining of record			20
5	Evaluation of 10 Lesson Plans –in each pedagogy subject	20	20	40
6	Preparation and administration of achievement test (Unit test in both pedagogy subjects),	20	20	40
7	Assessment of instructional material used for teaching	15	15	30
8	A lesson based on innovative practice in each soft core papers	10	10	20
9	Organsing Co-scholastic activities in the school			20
10	Exhibition of work done by student teachers during the internship programme			10
	TOTAL			300

FOURTH SEMESTER**Total Credits – 24**

Course No.	Course code	Course Title	Instructional Hrs.	Duration of Exam	Credits	IA	Term end	Total
21	HC10	National Concern & Education	4 hrs	3 hrs	4	30	70	100
22	HC11	Creating an Inclusive School	4 hrs	3 hrs	4	30	70	100
23	HC12	Knowledge & Curriculum	4 hrs	3 hrs	4	30	70	100
24	OC1	Optional Course	4 hrs	3 hrs	4	30	70	100
25	EPC8	Post Internship	4 weeks	Conducted by External Board	8	100		100
		Practical Examination (one lesson in each soft core paper)	2 weeks					50+50
		TOTAL			24	220	280	600

EPC 8: Post-Internship activities –Six Weeks/ 35 hrs per week

Sl. No.	Activity	Marks
1	A Reflective Journal should be maintained by student teacher in which he/she records his/her experiences, observations and reflections for the whole course. (All four semesters)	40
2	Presentation by the student teachers on the reflection of the course	10
3	Working with community based any project of social welfare	20
4	Submit a report by visiting residential school / mentally challenged school/ special schools	10
5	Review of textbook in both pedagogy subjects	20
6	Viva Voce	10
7	Practical examination one lesson in each soft core paper conducted by external board (50+50)	100
	Total	200

Semester Overview

Semester	Credits	Duration	Theory	EPC	Marks
I	24	100 days	500	100	600
II	24	100 days	400	200	600
III	24	100 days	250	350	600
IV	24	100 days	400	200	600
Total	96	400 days	1550	850	2400

8. Soft-core courses

Each student teacher shall take any two soft core courses of teaching school subjects based on the subjects studied at UG or PG level.

II Semester & III Semester

- 8.1 Content and pedagogy of Kannada
- 8.2 Content and pedagogy of English
- 8.3 Content and pedagogy of Social Science
- 8.4 Content and pedagogy of Mathematics
- 8.5 Content and pedagogy of Biological Science
- 8.6 Content and pedagogy of Physical Science
- 8.7 Content and pedagogy of Computer Science
- 8.8 Content and pedagogy of Commerce
- 8.9 Content and pedagogy of Management and Business studies
- 8.10 Content and pedagogy of Home Science
- 8.11 Content and pedagogy of Hindi
- 8.12 Content and pedagogy of Urdu
- 8.13 Content and pedagogy of Sanskrit
- 8.14 Content and pedagogy of German
- 8.15 Content and pedagogy of French

9. Optional Courses

Student teacher shall take any one of the following Optional courses during the IV semester.

9.1 Guidance and Counselling

9.2 Value Education

9.3 Education for Peace

10. Internal Assessment

10.1 The internal assessment marks shall be based on records, tests, seminars, assignments and practical activities.

10.2 The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least 10 days before the commencement of the University examinations of each semester and the Registrar (Evaluation) shall have access to the records of such periodical assessments.

11. Registration for Examinations

A candidate shall register for all the papers of a semester when he/she appears for the examination of that semester for the first time.

12. Conduct of Practical Examination

12.1 The university shall conduct Practical Examination with the help of “Practical Examination Boards” approved by the Chairman, Board of Examiners. Each Practical Examination Board shall consist of two members i.e., one from the B.Ed. College and the other from practicing school.

12.2 A Method teacher with a minimum of 3 years of teaching experience at B.Ed. level (Internal) and Headmaster/Headmistress or a senior teacher (External) with 10 years of teaching experience from the practicing school can be an examiner for practical examination. The marks awarded to the student shall be average of the marks awarded by the internal & external examiner.

13. Community Living Camp & Study Tour

13.1 The college should conduct community living camp & Study tour before the end of the course.

13.2 Each student –teacher has to compulsorily participate and submit a report on his participation in a three days community living camp exclusively conducted at a rural place by the college. The CLC should aim at fostering qualities like collective work, co-operative living, fellow feeling, like-mindedness towards rural culture etc., among student- teachers. The college shall arrange to have such activities in CLC that foster the above orientations.

13.3 Institution should conduct an excursion for a minimum period of three days to visit places of educational, historical, cultural and scientific importance. Each student-teacher must compulsorily take part in the excursion and submit a report to the college.

14. Declaration of Results

14.1 A student-teacher shall obtain a paper minimum of 40 marks and an aggregate of 50% marks in the Hardcore Courses, Soft Core Course & Optional Course in the each of the first, second, third and fourth semester examination separately in each SEM, to pass the examination.

14.2 The candidates who pass all the semester examinations in the first attempt are eligible for ranks provided they secure at least CGPA of 6.0 (or Alpha-Sign Grade A). The results of the candidates who have passed the second semester examination but not passed the lower (first) semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.

14.3 A candidate who passes the semester examinations in parts is eligible for only Class / CGPA and Alpha-Sign Grade but not for ranking.

14.4 A candidate who fails in any semester examination has to clear in 3 subsequent years to obtain the passing certificate in B.Ed. semester course provided he/she has secured a minimum of 50% of marks in aggregate of Hard Core, Soft Core & Optional courses.

15. Classification of Successful Candidates

The results of successful candidates at the end of all four semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or cumulative grade point average (CGPA) for the award of Bachelor of Education.

16. Declaration of classes on the basis of percentage of aggregate Marks

First Class with Distinction	70 % and above (A+, A++ or O)
First Class	60% and above but less than 70% (A)
Second Class	55% and above but less than 60% (B+)
Pass Class	50% and above but less than 55% (B)

16.1 Each semester result shall also be declared in terms of grades. A six point grading system which based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

% Marks	50-<55	55-<60	60-<70	70-<80	80-<90	90-100
Alpha-sign Grade;	B	B+	A	A+	A++	O
Grade Point	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	>-9

16.2 The semester Grade point Average shall be computed by dividing the sum of the Grade Point weights (GPW) of all the subjects of study by the maximum credits for the semester .The Grade Point Weights are in turn calculated as the product of the grade points earned in the subject and the credits assigned to that subject, The maximum total marks in a subject of study is 100, while the credit assigned is 4.

16.3 The Aggregate or Cumulative Grade Pont Average (CGPA) at the end of the four semesters examination shall be calculated as the weighted average of the semester grade point averages. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the programme.

16.4 The candidates who pass all the semesters examination in the first attempts in two academic years are eligible for ranks provided they secure 60 % and above marks or at least an alpha sign Grade A.

17. Rejection of Results

17.1 A candidate may be permitted to reject the result of the whole examination of any semester. Rejection of result paper wise/subject wise shall not be permitted. The candidate who has rejected the result shall appear for the immediately following examination.

17.2 The rejection shall be exercised only once in each semester and the rejection once exercised cannot be revoked.

17.3 Application for rejection along with the payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the college of study along with the original statement of marks within 30 days from the date of publication of the result.

17.4 A candidate who rejects the result is eligible for only class and not for ranking.

18. Academic Monitoring Committee

The university shall constitute a committee to monitor curricular and co-curricular activities conducted by the college of education affiliated to the university. The Vice-Chancellor shall constitute the committee comprising members from colleges of education affiliated to Bangalore University & University Department of Education on the basis of rotation and seniority. However the number of members shall not exceed seven including the chairman. This committee shall monitor the activities of all the four semesters.

19. Power to remove difficulties

If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other regulations, as appears to be necessary or expedient to remove the difficulty. Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

20. Repeal and Savings

The existing regulations governing one year Bachelors degree in education shall stand repealed. However, the above regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.

BLUEPRINT OF TWO YEAR B.Ed. COURSE PROPOSED FOR BANGALORE UNIVERSITY, BANGALORE

COMPONENTS	SEMESTER I			SEMESTER II			SEMESTER III			SEMESTER IV			GRAND TOTAL
	Course	Credits	Marks	Course	Credits	Marks	Course	Credits	Marks	Course	Credits	Marks	
Hard core papers	HC1 – Child hood and growing up	04	100	HC7- Learning & Teaching	04	100	HC9- Action Research	02	50	HC10- National concern & Education	04	100	1050
	HC2 – Education in contemporary India	04	100	HC8 – Assessment of learning	04	100				HC11- Creating an inclusive society	04	100	
	HC3– Development and management in School Education	04	100							HC12 – Knowledge and Curriculum	04	100	
	HC4- Gender, school & society	04	100										
	HC5– ICT in Education	02	50										
	HC6 – Language across the curriculum	02	50										
Soft Core papers				SC1 – Content & pedagogy Part I	04	100	SC1 - content & pedagogy Part II	04	100				400
				SC2 – Content & pedagogy Part I	04	100	SC2- Content & Pedagogy Part II	04	100				
Enhancing professional Competence	EPC1 – Communication skills, expository writing	02	50	EPC3 – ICT Application	02	50	EPC 6 Action research project	02	50				850
	EPC2- Understanding self , personality and Yoga	02	50	EPC4- Fine arts & theatre	02	50	EPC7 – School internship	12	300	EPC 8 – Post Internship Practical Examination	08	200	
				EPC5 – Pre internship activities	04	100							
Optional Courses										OC1 – Optional course	04	100	100
TOTAL		24	600		24	600		24	600		24	600	2400

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

SEMESTER: I

CHILDHOOD AND GROWING UP

Paper Code: HC1

Credit: 4

Total No. of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context
- Understand study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Understand the role of the family and the school in the child's development.
- Get awareness about the importance of healthy living and preventing disease.

UNIT – I: Childhood and Child Development

(10 Hours)

- 1.1 Meaning of educational psychology, need of knowledge of educational psychology to a teacher
- 1.2 Childhood: Meaning, concept and characteristics.
- 1.3 Physical & intellectual development of child-its implications
- 1.4 Social and emotional development of child (with special reference to diverse social, economic and cultural backgrounds).-its implications
- 1.5 Developmental tasks of childhood

UNIT – II: Adolescent Development

(10 Hours)

- 2.1 Adolescent: Meaning and characteristics.
- 2.2 Cognitive, Physical, Social, Emotional and Moral Development patterns of adolescent learner.
- 2.3 Impact of urbanization and economic change on adolescent.
- 2.4 Developmental tasks of Adolescents
- 2.5 Mental health and hygiene-meaning, characteristic –promoting mental health of Adolescents Personality –meaning and determinants

UNIT – III: Learning:**(16 Hours)**

- 3.1 Learning: Meaning and characteristic of learning;
- 3.2 Factors influencing learning-Maturation, Motivation, Attention, Remembering -
Meaning and educational implications.
- 3.3 Thinking skills- concept, types, development of thinking skills
- 3.4 Domains of learning, cognitive, Affective and psychomotor(Revised Bloom's
Taxonomy)
- 3.5 Learning skills for 21st century-Critical skills, Creative skills, Communication skills
and Collaborative skills

UNIT – IV Learning Theories**(16 Hours)**

- 4.1. Trial and Error learning- meaning, Thorndike's experiment, laws of learning,
educational implications
- 4.2. Operant Conditioning learning-meaning, Skinner's experiment, educational implications.
- 4.3. Field theories of Learning- Gestalt learning- meaning; Insight learning-meaning,
Kohler's experiment, educational implications
- 4.4. Albert Bandura's Social learning theory
- 4.5. Transfer of learning- Meaning, importance, types and its educational implications

Seminar Topics: (Any one)

Prepare and present seminar paper on the following topic

1. Genetic studies on gifted children
2. Intelligence Quotient Vs Emotional Quotient
3. Education of children with Learning disabilities
4. Thinking skills
5. Learning styles
6. Problems of adolescents in Indian context
7. Student diversity in the classroom
8. Adolescents and media challenges in 21st century
9. Moral development, character formation and education
10. Mental health and hygiene programs in schools

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26. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ. ಡಾ|| ವಾಮದೇವಪ್ಪ ಎಚ್. ವಿ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ -2013.
26. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಎನ್. ಬಿ ಕೊಂಗವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್ 2009.
27. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ರಾಜು ಜಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್-2010.
28. ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಪ್ರೊ|| ಎಚ್.ಎಂ ಚಂದ್ರಚಾರ್ . ಆಶ್ವಿನಿ ಪ್ರಕಾಶನ ರಾನಿಬೆನ್ನೂರು-2014.
29. ಉನ್ನತ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ- ಡಾ|| ಈ ಬಸಪ್ಪ . -ಮದಕರಿ ಪ್ರಕಾಶನ ಚಿತ್ರದುರ್ಗ-2011.
30. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಎಸ್. ಕೆ ಹೊಳೆಯಣ್ಣವರ್ ವಿಜೇತ ಪ್ರಕಾಶನ- ಗದಗ್ -2008.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I
EDUCATION IN CONTEMPORARY INDIA

Paper Code: HC2

Credit: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Understand the meaning and importance of various concepts of education and its types
- Understand the meaning of philosophy and its relationship with Education
- Understand the influence of various schools of philosophical thoughts on Education
- Understand the meaning and importance of sociology of education
- Recognise the agencies of socialization
- Identify the relationship of education with culture and its role.
- Appreciate the role of education in social change and social mobility
- Develop the relationship between Education and economic development
- Understand teaching and its techniques
- Understand teaching in the context of modernization

Unit 1: Essence of Education

(10 Hours)

- 1.1. Meaning and Importance of Education
- 1.2. General Aims of Education with respect to contemporary society
- 1.3. Types of Education –formal, informal and non-formal
- 1.4. Process and product of Education
- 1.5. Education and economic development: its relationship, education as an investment and consumption

Unit 2: Fundamental thoughts and issues of philosophy in Education

(15 Hours)

- 2.1. Meaning and importance of philosophy
- 2.2. Schools of philosophy-Idealism, Naturalism and Pragmatism
- 2.3. Relationship between Education and Philosophy
- 2.4. Need of Educational philosophical knowledge to a Teacher
- 2.5. Contributions of Educational philosophers-Rousseau, John Dewey, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Dr. APJ Abdul Kalam.

Unit 3 Sociological Foundations of Education

(15 Hours)

- 3.1 Meaning and Importance of Sociology of Education
- 3.2. Socialization-agencies of Socialization-family, Peer group, school and mass media
- 3.3. Culture- meaning, characteristics and relationship with education, role of school in preservation and promotion of culture
- 3.4. Social change-meaning, importance, factors affecting, role of education in social change
- 3.5. Social mobility- meaning &importance, types, role of education in promoting social mobility

Unit 4 Principles and Techniques of teaching

(12 Hours)

- 4.1. Meaning and importance of teaching
- 4.2. Maxims of teaching
- 4.3. Devices of teaching-narration, explanation, description, questioning and illustrations
- 4.4. Strategies of teaching-Meaning, importance and characteristics
- 4.5. Innovative methods of teaching-Project Based teaching, Team teaching.

Seminar Topics: (Any one)

Prepare and present seminar paper on the following topic

1. Role of Mass Media in Education
2. Vocational Education
3. Modernization and Social Change
4. Teacher as a Nation Builder
5. Impact of Globalization on Education in India
6. Social Responsibilities of youth
7. Strategies of teaching
8. Modern trends in teaching
9. Student unrest- causes and remedies
10. Role of Education in National Economy

Reference Books:

1. Annad, C.L Etal, The teacher and Education in emerging Indian Society New Delhi, N.C.E.R.T, 1983.
2. B.N.D. ash. Principles of Education & Education in Emerging Indian Society.
3. Bruner, J.C The Culture of Education Cambridge M.A. Harward University Press, 1996.
4. Kneller G.F, foundation of Education. New York. John Wiley, 1971.
5. N.C.E.R.T, Teacher and Education –Emerging Indian Society, NCERT Publication, New Delhi, 1986.
6. N.C.E.R.T, National Curriculum frame work New Delhi, 2005.
7. Swaroop Sexena. N.R, Philosophical and Sociological Foundations of Education.
8. Taneja V.R Educational Thought and Practice, Sterling Publication New Delhi, 1973.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I
DEVELOPMENT AND MANAGEMENT IN SCHOOL EDUCATION

Paper Code: HC3

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Understand primary, secondary, Higher Secondary.
- Understand structure of educational administration at the state level.
- Recognize status of secondary education in post independent India.
- Identify challenges and strategies related to imparting quality education at the secondary stage.
- Understand importance and status of open school, distance education and types of school.
- Develop managerial skills required in schools
- Develop and insist Total Quality Management in schools
- Appreciate features of Indian constitution and the policies of education
- Understand the management of school education by Government and Private Agencies.

UNIT I: Status of Secondary School

(18 Hours)

- 1.1 Major Objectives of Primary, Secondary, Higher Secondary Education. .
- 1.2 Salient features of Types of Schools: Government / aided / Unaided, Public-Private, Rural-Urban
- 1.3 Kendra vidyalayas, International Schools, Residential Schools, Navodaya, Moraji Desai, Kittur Rani Chennamma, Kasturaba Gandhi Balika Vidyalayas. Streams in secondary level: –STATE BOARD, CBSC, ICSE, IGCSE
- 1.4 Open schooling –National Open schools --objectives, curriculum, methods of instruction, evaluation.
- 1.5 Structure of Educational Administration in Karnataka.

- 1.6 Educational ladder including diversification
- 1.7 National and humanistic identities in school education
- 1.8 Central and State sponsored schemes of Education SSA, RMSA, and RUSA.
- 1.9 Agencies of school education- NCERT, DSERT , IASE, CTE, DIET, -Objectives and functions
- 1.10 Innovation in examinations- with specific reference to NCF-2005 Systemic Reforms.

UNIT II: Constitutional Provision and commissions of school education in India (10 Hours)

- 2.1 Features of Indian Constitution
- 2.2 Major Provisions and policies for Education, in Indian Constitution-with amendments and special reference to Primary, Secondary and Senior Secondary Education. Access; Education of girls; Education of disadvantage groups (SC, ST, Backward Communities, Linguistic Minorities Religious Minorities).
- 2.3 Right to education RTE-2009-Major objectives, functions and initiatives.
- 2.4 Development of School Education –Post independent period:
Major recommendations and implications of Secondary Education Report (1952-53) Education and National Development Report (1964-66), The National Policy on Education (1986) Programme of Action(1992), National Curriculum Framework for School Education (2005).
- 2.5. Professional growth of secondary and senior secondary teachers-Meaning of profession – code of professional ethics for teachers; teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability, In-service education of teachers, nature and scope of professional organizations.

UNIT – III: Educational Management (12 Hours)

- 3.1 Concept, principles, purpose and process of Educational Management.
- 3.2 Time Management: concept, importance, role of head master and teacher.
- 3.3 Time table: meaning, importance, types and principles and factors
- 3.4. School records – meaning, types, importance and maintenance.
- 3.5 Annual Programmes of Work: School calendar, meaning, Importance and factors to be considered
- 3.6 School discipline: Concept, Importance, causes of indiscipline and measures to overcome indiscipline
- 3.7 Classroom management: Concept and techniques

UNIT IV: School Resources and Programmes

(12 Hours)

- 4.1. Managerial Resources: Office staff- Role and responsibilities.
Human Resource Management: Concept, importance.
Head Master: Qualities and Functions
Teacher- Qualities and functions
Financial Resources: School Budget- Meaning, Types, Sources of Income and Expenditure, steps in preparing school budget.
- 4.2. Material Resources: Essential features and components of school plant- Site, building, design, classroom design, laboratory, playground and equipment
- 4.3. Institutional Planning, meaning, purpose and procedure.
- 4.4. School Complex
- 4.5. Management of school Programme: Co-curricular activities, meaning, importance, types and Organization
- 4.6. Parent teacher Association: Importance, objectives and Activities
- 4.7. Conduct of test and examinations
- 4.8. Total quality management in education: Concept, principles and strategies.
- 4.9. Stress management: Meaning, factors, cause and effect of stress, Management of Stress

Seminar Topics: (Any one)

Prepare and present seminar paper on the following topic

1. Place of secondary education in the educational ladder.
2. Revision of secondary school education as visualized in independent India.
3. Policies and programmes of government to improve educational opportunities for disadvantaged groups.
4. Examination reforms.
5. Problems of out of school children.
6. Status of open schools in India.
7. Professional code of ethics for teachers.
8. Challenges in inclusive education
9. Implications of Right to Education
10. Role conflicts of secondary school teachers

Reference Books

1. Baldev Mahajan and Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, 2000.
2. Baldev Mahajan Etal, Educational Administration in Karnataka, Vikas Publishing House, 1994.
3. Bhat K.S. and Ravishankar S, Administration of Education, Seema Publishers, 1985 distributors, 1997.
4. Ganesh Bhatta. H.S. (Re-print) Secondary Education, Ashish Publishers, New Delhi, 1990
5. Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi, 1985.
6. Jagannath Mohanthy, Educational Administration supervision and school, Deep and Deep, 1990.
7. Kochhar S.K., Secondary School Administration, Sterling Publishers, 1971.
8. Kochhar S.K., Secondary School Administration, University Publisher Delhi, 1964.
9. MHRD Documents – Report of Education and National Development National policy of Education 1986, programme of Action, National Curricular frame work 2005, position papers of NCF-2005.
10. Murthy S.K., Essentials of school organization and administration, Tandon Publisher.
11. Pandya S.R., Administration and management of education, Himalaya Publishing House, 2001.
12. Sachdeva M.S., School Organization and Administration, Prakash Bros, 1997.
13. Terry and Franklin, Principals of Management 8th edition, AITBS Publishers and

BANGALORE UNIVERSITY
B.Ed. Two Year Course-Semester Scheme
Semester: I
Subject: Gender, School and Society

Paper Code: HC 4

4 Credits

Total Hours: 52 hrs

Total Marks: 100

Objectives :

1. Develop understanding on gender related concepts and issues.
2. Develop understanding on gender discriminations in different spheres of women's life.
3. Understanding the prevailing gender discriminations in school environment , class room, curriculum, pedagogy, peer group and teachers in school education.
4. Develop insight on the social and education movements on women education and gender equality in India.
5. Understand the initiatives, legal & other measures taken by the government to promote gender equity and equality.
6. Develop ways and means to promote proper gender roles among students.
7. Develop ability to conduct bench mark studies on gender issues in school education.
8. Understand the concept, process and strategies of women empowerment.
9. Promote knowledge and skills in developing Scholastic & Co-scholastic activities on gender sensitivity among students.

Unit 1:Gender Issues –Key concepts

(12 Hours)

- 1.5. Concept of sex and gender, patriarchy, masculinity and feminism.
- 1.6. Gender bias, discriminations and gender stereotyping.
- 1.7. Influence of society and culture in development of gender roles.
- 1.8. Gender discriminations in different spheres of women's life. Family, society, media, caste, health & population trends, culture, religion, vocation and sexuality.
- 1.9. Sexual harassment- redressing sexual harassment & abuse.

Unit 2:Gender Issues in Education

(14 Hours)

- 2.6. Historical background of social and educational reform movements of 19th and 20th centuries with focus on women's education-Rajaram Mohan Roy, Mahatma Gandhi , Raghunath Karve, Jyothi ba pule, Savithribai Pule and Constitutional provisions to gender equality.
- 2.7. Gender discriminations in education; school facilities , enrollment, retention and achievement, school environment, curriculum, textbooks, class room interactions, pedagogy, parents and teachers attitude – hidden curriculum.
- 2.8. Construction of gender equality in curricular frame work –recent initiatives: National Policy on Education-1986, POA-1992 , NCF 2005
- 2.9. Mahila Samakhya – its role in tackling gender issues in society & school education.
- 2.10. Trans Gender- Concept, legal provisions and strategies for empowerment.

Unit 3-Gender Equality and Women Empowerment

(14 Hours)

- 3.2 Gender inequalities –causes, gender equality & equity.
- 3.3 Women empowerment – concept, process, indicators and strategies.

- 3.4 Influence of gender equality and empowerment of women on stabilization of population growth.
- 3.5 Initiatives of government to promote gender equality and empowerment of women in social, legal, employment & economic spheres.
- 3.6 Political participation of women – status and initiatives.

Unit 4 School and gender equality

(12 Hours)

- 4.1. Influence of education on gender equality.
- 4.2. Gender fair School environment, access to basic amenities and other instructional resources to girls-measures to gender equality.
- 4.3. Role of School- with society to promote gender mainstreaming.
- 4.4. Teacher-as an agent of promoting gender equality & empowerment – scholastic and co-scholastic programs.
- 4.5. Gender studies – shift from women studies to gender studies.

Topics for Seminar:

1. Analysis of Print and Electronic Media from gender perspective.
2. Critical analysis of the status of women in political participation in India.
3. Human rights & Constitutional provision for gender equality & equity.
4. Analysis of selected curricular materials in the view of gender bias and gender stereotyping.
5. Gender equality through life skills education approach.
6. Gender inequality in work and wages-strategies to gender justices.
7. Legal literacy and empowerment of women.
8. Self Help Groups & Women empowerment .
9. Feminisation of poverty-myths and realities.
10. Rights of women with special reference to reproductive and sexual rights.

Reference Books.

1. Alkanzi Feisal etl., Gender on the agenda, A Training Manual, PRIYA. New Delhi.
2. Anu Saksena., Gender and Human Rights-Status of Women in India. Shipra Publications, New Delhi : 2004
3. Bhasin, Kamla., Exploring masculinity. New Delhi 2000
4. Chandan Saha., Gender Equity and Equality. Rawat Publicatoin, New Delhi: 2003.
5. Desai Neera and Thakkar Usha., Women in Indian society. National Book Trust, India. New Delhi :2001.
6. Deshmukh Joy and Ranadive., Measuring Empowerment: A Gender Analysis of House hold and Family Dynamics., Centre for Women’s Development Studies, New Delhi.: 2005.
7. Devasia Leelamma and Devasia V.V., Girl Child in India. Ashish publishing House. New delhi: 1991.
8. DSERT., Gender Issues-A resource Book, DSERT, Bangalore.
9. Freire Paolo., Pedogogy of Oppressed, Seaburt Press ,Newyark 1993.
10. Mahila Samakya, Karnataka, Empowering Women through Education – A programme of Department of Education, Ministry of Human Resource Development. Published by Mahila Samakya, Karnataka: 2009.
11. Evans Terry., A Gender Agenda- A Sociological Study of Teachers, Parents and Pupils in their Primary School. Allen and Unwin Publications, Boston : 1990.
12. Gore M.S., Education for Women Equality, CFWDS. New Delhi:1988.
13. Gore M.S., Education for Women’s Equality. Centre for Women’s Development Studies, New Delhi : 1988.
14. Indira Kulshreshtha Noopur., Image of Women and Curriculum in mother-tongue. NCERT, New Delhi.

15. Khan.M.I & Sharma S.R., Equality and Education - With Special reference to Women. Kanishka Publication, New Delhi : 2007.
16. Kirit K Shah. History and Gender- Some Exporatious. Rawat Publications. New Delhi.
17. Krishna Ahooja etl., Women and sustainable Development - An International Dimension. Ashish publishing House, New Delhi: 1995.
18. Kulshreshtha Indira Noopur., Women Studies in School Education. A New perstective, Sterling Publishers Privite Limited. New Delhi: 1989.
19. Kulshreshtha Indira., Indian Women : Images and Reflections. Blaze Publishers, New Delhi :1992
20. Mazumdar Vina., Gender issues and Educational Development, on overview from Asia. Centre for Women's Development Studies, New Delhi.: 1989.
21. Mazumdar Vina., The social reform movement in India, from Ranade to Nehru, 1976.
22. MHRD., National Policy on Education 1986, Programme of Action-1992. Published by MHRD, New Delhi : 1992.
23. NCERT., Gender Issues in Education-Position paper. NCERT, New Delhi: 2005.
24. NCERT., National Curriculum Framework - 2005., National Council of Educational Research and Training, New Delhi : 2005.
25. NCERT., Women's Equality and Empowerment through Curriculum. NCERT, New Delhi: 1997.
26. NCTE., Human Right and national Values. National Council of Teacher Education. New Delhi: 1999.
27. Neera Desai and Thakkar Usha., Women in Indian society. National Book Trust of India, New Delhi: 2001.
28. Noopur Indira Kulshreshtha., Women's Studies in School Education - A new Respective. Sterling Publishers Private Limited, New Delhi - 1989.
29. Page Elspeth and Jyothsna Jha., Exploring the Bias, Gender and Stereo typing in Secondary Schools. Common Wealth Secretariate : 2009
30. Pant S.K., Gender Bias in Girl child Education, Kanishka Publishers, New Dehli: 2002.
31. Prem R Bhandwaj., Editor, Gender Discrimination politics of women empowerment. Anamica Publishers, New Delhi :2005.
32. Rustogi. P., Gender biases and discrimination against women. UNIFEEM, New Delhi:2003.
33. Sharma Usha, Gender Main Streaming and Women's Rights. Authors Press. New Delhi.:2004.
34. United Naitons., ICPD - 1994, Summary of the Programme of Action of the International Conference on Population and Development - Published by UN, Newyork : 1995.
35. Vimal Ramachandran., Editor. Gender and Social Equality in Primary Education. Sage Publications. New Delhi.: 2004.
36. ಕೋಡಿರಂಗಪ್ಪ, ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು. ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ- 2005.
37. ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ., ಜೆಂಡರ್ ವಿಷಯಗಳು- ಒಂದು ಸಂಪನ್ಮೂಲ ಪುಸ್ತಕ. ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಬೆಂಗಳೂರು:2005.
38. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್., ಮಹಿಳಾ ಅಧ್ಯಯನ. ಪ್ರಸಾರಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ. 2001.
39. ಸುಮಿತ್ರಾ ಬಾಯಿ.ಬಿ.ಎನ್., ಸ್ತ್ರೀವಾದ. ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ. ಬೆಂಗಳೂರು : 2006

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಬಿ.ಎಡ್. ಎರಡು ವರ್ಷಗಳ ಪಠ್ಯಕ್ರಮ

ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್

ವಿಷಯ: ಎಚ್.ಸಿ- 4 ಲಿಂಗತ್ವ, ಶಾಲೆ ಮತ್ತು ಸಮಾಜ

ಒಟ್ಟು ಅಂಕಗಳು: 100

52 ಗಂಟೆಗಳ

4 ಕ್ರೆಡಿಟ್‌ಗಳು

Total Marks: 100

ಉದ್ದೇಶಗಳು : ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ

10. ಲಿಂಗತ್ವ ಸಂಬಂಧಿ ಪರಿಕಲ್ಪನೆಗಳು ಮತ್ತು ಸಮಸ್ಯೆಗಳ ಬಗೆಗೆ ಗ್ರಹಿಕೆಯನ್ನು ವಿಸ್ತರಿಸಿಕೊಳ್ಳುವುದು.
11. ಮಹಿಳೆಯರ ಜೀವನದ ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ಲಿಂಗ ತಾರತಮ್ಯಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
12. ಶಾಲಾ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ - ಶಾಲಾ ಪರಿಸರ , ತರಗತಿಕೊಠಡಿ , ಪಠ್ಯಕ್ರಮ , ಬೋಧನಾ ಪದ್ಧತಿ , ಸಮವಯಸ್ಕರು ಮತ್ತು ಬೋಧಕರಲ್ಲಿ ಆಚರಣೆಯಲ್ಲಿರುವ ಲಿಂಗ ತಾರತಮ್ಯ ಸ್ಥಿತಿಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು.
13. ಭಾರತದಲ್ಲಿ ಮಹಿಳಾ ಶಿಕ್ಷಣ ಹಾಗೂ ಲಿಂಗ ಸಮಾನತೆಯ ಬಗೆಗಿನ ಸಾಮಾಜಿಕ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಆಂದೋಲಗಳ ಬಗೆಗೆ ಒಳನೋಟ ಬೆಳೆಸಿಕೊಳ್ಳುವುದು.
14. ಶಾಲಾ ವ್ಯವಸ್ಥೆಯಲ್ಲಿನ ಲಿಂಗತ್ವ ಸಮಸ್ಯೆಗಳನ್ನು ಕುರಿತು ಕಿರುಸಂಶೋಧನಾ ಅಧ್ಯಯನಗಳನ್ನು ಕೈಗೊಳ್ಳುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
15. ಲಿಂಗಸಮತೆ ಮತ್ತು ಸಮಾನತೆಯನ್ನು ಉತ್ತೇಜಿಸಲು ಸರ್ಕಾರ ಕೈಗೊಂಡಿರುವ ಶಾಸನಾತ್ಮಕ ಕಾರ್ಯಕ್ರಮಗಳು ಹಾಗೂ ಇತರ ಉಪಕ್ರಮಗಳ ಬಗೆಗೆ ತಿಳಿದುಕೊಳ್ಳುವುದು.
16. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಯುಕ್ತ ರೀತಿಯ ಲಿಂಗತ್ವ ಪಾತ್ರಗಳನ್ನು ಬೆಳೆಸಲು ಅಗತ್ಯ ಮಾರ್ಗೋಪಾಯಗಳ ಬಗ್ಗೆ ಕೌಶಲ ಬೆಳೆಸಿಕೊಳ್ಳುವುದು.
17. ಮಹಿಳಾ ಸಬಲೀಕರಣ ಪರಿಕಲ್ಪನೆ, ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ಕುರಿತು ತಿಳಿಯುವುದು.
18. ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಲಿಂಗ ಸಂವೇದನೆ ಬೆಳೆಸಲು ಸೂಕ್ತ ಪಠ್ಯ ಹಾಗೂ ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

ಘಟಕ-1. ಲಿಂಗತ್ವ ಸಂಬಂಧಿ ಪ್ರಶ್ನೆಗಳು - ಪ್ರಮುಖ ಪರಿಕಲ್ಪನೆಗಳು

12 ಗಂಟೆಗಳು

- 1.10. ಲಿಂಗ ಮತ್ತು ಲಿಂಗತ್ವ (ಜೆಂಡರ್) ಪರಿಕಲ್ಪನೆಗಳು - ಪಿತೃ ಪ್ರಧಾನತೆ, ಪುರುಷ ಲಕ್ಷಣಗಳು ಮತ್ತು ಸ್ತ್ರೀವಾದ.
- 1.11. ಲಿಂಗಾಧಾರಿತ ಪಕ್ಷಪಾತಗಳು , ತಾರತಮ್ಯಗಳು ಮತ್ತು ಪಡಿಯಚ್ಚು ಮಾದರಿಯ ಲಿಂಗತ್ವ ಪಾತ್ರಗಳು .
- 1.12. ಲಿಂಗತ್ವ ಪಾತ್ರಗಳ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಪ್ರಭಾವ.
- 1.13. ಮಹಿಳೆಯರ ಜೀವನದ ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಲಿಂಗ ತಾರತಮ್ಯಗಳು- ಕುಟುಂಬ , ಸಮಾಜ , ಜಾತಿ , ಆರೋಗ್ಯ ಮತ್ತು ಜನಸಂಖ್ಯಾ ಬೆಳವಣಿಗೆ ರೀತಿ, ಸಂಸ್ಕೃತಿ, ಧರ್ಮ , ವೃತ್ತಿ ಹಾಗೂ ಲೈಂಗಿಕತೆ.
- 1.14. ಲೈಂಗಿಕ ದೌರ್ಜನ್ಯಗಳು ಮತ್ತು ಲಿಂಗತ್ವ ನಿಂದನೆಗಳು- ಇವುಗಳ ನಿವಾರಣಾ ಕ್ರಮಗಳು.

ಘಟಕ-2. ಶಿಕ್ಷಣದಲ್ಲಿ ಲಿಂಗತ್ವ ಸಂಬಂಧಿ ಪ್ರಶ್ನೆಗಳು / ಸಮಸ್ಯೆಗಳು

14 ಗಂಟೆಗಳು

- 2.1 ಲಿಂಗ ಸಮಾನತೆಯ ಬಗ್ಗೆ 19-20ನೇ ಶತಮಾನದ ಸಾಮಾಜಿಕ ಮತ್ತು ಶಿಕ್ಷಣ ಸುಧಾರಣಾ ಹೋರಾಟಗಳ ಐತಿಹಾಸಿಕ ಹಿನ್ನೆಲೆ - ರಾಜಾರಾಂ ಮೋಹನರಾಯ್ , ರಘುನಾಥ ಕಾರ್ವೆ, ಜ್ಯೋತಿಬಾ ಪುಲೆ, ಸಾವಿತ್ರಿ ಪುಲೆ, ಮಹಾತ್ಮ ಗಾಂಧೀಜಿ ಇವರ ಪ್ರಯತ್ನಗಳು. ಲಿಂಗಸಮಾನತೆಗಾಗಿ ಸಂವಿಧಾನದ ಪ್ರಾವಧಾನಗಳು.
- 2.2 ಶಿಕ್ಷಣದಲ್ಲಿ ಲಿಂಗ ತಾರತಮ್ಯಗಳು; ಶಾಲಾ ಸೌಲಭ್ಯಗಳು, ದಾಖಲಾತಿ , ಉಳಿಯುವಿಕೆ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯಲ್ಲಿ , ಶಾಲಾ ವಾತಾವರಣ, ಪಠ್ಯಕ್ರಮ, ತರಗತಿಯ ಅಂತರ ಕ್ರಿಯೆ , ಬೋಧನಾ ಕ್ರಮ , ಶಿಕ್ಷಕರ ಮನೋಭಾವದಲ್ಲಿ ಲಿಂಗತಾರತಮ್ಯಗಳು- ಸುಪ್ತ ಪಠ್ಯಕ್ರಮಗಳು.
- 2.3 ಶಾಲಾ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಲಿಂಗ ಸಮಾನತೆಯನ್ನು ರೂಪಿಸುವ ಉಪಕ್ರಮಗಳು - ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ -1986, ಕ್ರಿಯಾಯೋಜನೆ - 1992, ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು- 2005.
- 2.4 ಮಹಿಳಾ ಸಮಖ್ಯೆ - ಸಮಾಜ ಮತ್ತು ಶಿಕ್ಷಣದಲ್ಲಿ ಲಿಂಗತ್ವ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸುವ ದಿಕ್ಕಿನಲ್ಲಿ ಇದರ ಪಾತ್ರ.
- 2.5 ನಪುಂಸಕತ್ವ (ಟ್ರಾನ್ಸ್ ಜೆಂಡರ್)- ಪರಿಕಲ್ಪನೆ, ಶಾಸನಾತ್ಮಕ ಅವಕಾಶಗಳು ಮತ್ತು ಸಬಲೀಕರಣದ ಮಾರ್ಗೋಪಾಯಗಳು

ಘಟಕ-3. ಲಿಂಗ ಸಮಾನತೆ ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣ

14 ಗಂಟೆಗಳು

- 3.7 ಲಿಂಗ ಅಸಮಾನತೆಗಳು - ಕಾರಣಗಳು , ಲಿಂಗ ಸಮಾನತೆ ಮತ್ತು ಸಮತೆ.
- 3.8 ಮಹಿಳಾ ಸಬಲೀಕರಣ - ಪರಿಕಲ್ಪನೆ , ಪ್ರಕ್ರಿಯೆ , ಸೂಚ್ಯಂಕಗಳು ಮತ್ತು ಮಾರ್ಗೋಪಾಯಗಳು.
- 3.9 ಜನಸಂಖ್ಯಾ ಬೆಳವಣಿಗೆಯ ಸ್ಥಿರತೆ ಕಾಯ್ದುಕೊಳ್ಳುವಲ್ಲಿ ಲಿಂಗ ಸಮಾನತೆ ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣದ ಪ್ರಭಾವ.
- 3.10 ಲಿಂಗ ಸಮಾನತೆ ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣವನ್ನು ಉತ್ತೇಜಿಸಲು ಸರ್ಕಾರದ ಉಪಕ್ರಮಗಳು- ಸಮಾಜಿಕ , ಶಾಸನನಾಕ , ಉದ್ಯೋಗ ಮತ್ತು ಆರ್ಥಿಕ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ .
- 3.11 ಮಹಿಳೆಯರ ರಾಜಕೀಯ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ-ಸ್ಥಿತಿಗತಿಗಳು ಮತ್ತು ಉಪಕ್ರಮಗಳು.

ಘಟಕ-4. ಶಾಲೆ ಮತ್ತು ಲಿಂಗ ಸಮಾನತೆ

12 ಗಂಟೆಗಳು

- 4.6. ಲಿಂಗ ಸಮಾನತೆಯನ್ನು ಪೋಷಿಸುವಲ್ಲಿ ಶಿಕ್ಷಣದ ಪ್ರಭಾವ.
- 4.7. ಲಿಂಗ ಸಂವೇದನಾ ಶಾಲಾ ಪರಿಸರ; ಶಾಲೆಗಳಲ್ಲಿ ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೆ ಮೂಲಭೂತ ಸೌಲಭ್ಯಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಸೌಲಭ್ಯಗಳ ಲಭ್ಯತೆ. ಲಿಂಗ ಸಮಾನತೆಗಾಗಿ ಚಟುವಟಿಕೆಗಳು.
- 4.8. ಲಿಂಗಸಮಾನತೆಯನ್ನು ಮುಖ್ಯ ವಾಹಿನಿಗೆ ತರಲು ಸಮಾಜದೊಂದಿಗೆ ಶಾಲೆಯ ಪಾತ್ರ.
- 4.9. ಲಿಂಗ ಸಮಾನತೆ ಮತ್ತು ಮಹಿಳಾ ಸಶಕ್ತತೆ ಬೆಳೆಸುವ ನಿಯೋಗಿಯಾಗಿ ಶಿಕ್ಷಕ- ಪಠ್ಯ ಮತ್ತು ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು.
- 4.10. ಲಿಂಗತ್ವ ಸಂಬಂಧಿ ಸಂಶೋಧನಾ ಅಧ್ಯಯನಗಳು (ಜೆಂಡರ್ ಸ್ಟಡೀಸ್)- ಮಹಿಳಾ ಅಧ್ಯಯನಗಳಿಂದ ಜೆಂಡರ್ ಅಧ್ಯಯನಗಳ ಕಡೆಗೆ.

ವಿಚಾರ ಸಂಕಿರಣ ವಿಷಯಗಳು :

11. ಲಿಂಗತ್ವದ ಕಣ್ವಿಲೆಯಲ್ಲಿ ಮುದ್ರಣ ಮತ್ತು ವಿದ್ಯುನ್ಮಾನ ಮಾಧ್ಯಮಗಳ ವಿಶ್ಲೇಷಣೆ.
12. ಭಾರತದ ರಾಜಕೀಯ ಕ್ಷೇತ್ರದಲ್ಲಿ ಮಹಿಳೆಯರ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ- ಸ್ಥಿತಿಗತಿಗಳ ವಿಮರ್ಶಾತ್ಮಕ ವಿಶ್ಲೇಷಣೆ.
13. ಲಿಂಗಸಮಾನತೆ ಮತ್ತು ಸಮತೆಗಾಗಿ ಮಾನವ ಹಕ್ಕುಗಳು ಹಾಗೂ ಸಂವಿಧಾನದ ಅವಕಾಶಗಳು.
14. ಲಿಂಗತ್ವ ಪಕ್ಷಪಾತ ಮತ್ತು ಲಿಂಗತ್ವದ ಪಡಿಯಚ್ಚು ರೂಪಗಳನ್ನು ಕುರಿತು ಆಯ್ದು ಪಠ್ಯಸಾಮಗ್ರಿಗಳ ವಿಶ್ಲೇಷಣೆ.
15. ಜೀವನ ಕೌಶಲಗಳ ಶಿಕ್ಷಣ ಉಪಕ್ರಮದಲ್ಲಿ ಲಿಂಗಸಮಾನತೆ.

16. ಕೆಲಸ ಮತ್ತು ಕೂಲಿ ನೀಡುವಿಕೆಯಲ್ಲಿ ಲಿಂಗ ಅಸಮಾನತೆಗಳು - ಲಿಂಗತ್ವ ನ್ಯಾಯಕ್ಕಾಗಿ ಕ್ರಮಗಳು.
17. ಕಾನೂನು ಸಾಕ್ಷರತೆ ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣ.
18. ಸ್ವಸಹಾಯ ಗುಂಪುಗಳು ಮತ್ತು ಮಹಿಳಾ ಸಬಲೀಕರಣ .
19. ಬಡತನದ ಮಹಿಳೀಕರಣ- ತಪ್ಪು ಗ್ರಹಿಕೆ ಮತ್ತು ಸತ್ಯಾಂಶಗಳು.
20. ಮಹಿಳಾ ಹಕ್ಕುಗಳು - ಸಂತಾನೋತ್ಪತ್ತಿ ಮತ್ತು ಲೈಂಗಿಕತೆಯ ಹಕ್ಕುಗಳು.

Reference Books.

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BANGALORE UNIVERSITY
TWO YEAR B.ED DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER:1
ICT IN EDUCATION

Paper Code: HC5

Credit: 2

Total No of Hours: 26

Total Marks: 50

Objectives: After completion of the course student teachers will:

- Acquire the latest knowledge of Communication technologies
- Acquire the knowledge of different form of educational technology
- Understand the use of programmed instruction
- Learn and use multi-media in teaching-learning process
- Acquaint the skill of using technologies in the process of learning
- Learn to use e-resources in learning school subjects

Unit -1 Communication and Educational Technology

(12 Hours)

- 1.1 Meaning and Definition of Information and Communication, Process of Communication, Types of Communication- verbal & Non Verbal, Barriers to Communication.
- 1.2 Role of Multi-media Approach: Meaning and Significance of Video Lessons and Smart Classroom.
- 1.3 Meaning and Importance of Information technology, Meaning, objective and scope of educational technology, components of educational technology-Hardwares, Softwares, and Systems approach.

Unit -2 Programmed Instruction and Computer Applications

(14 Hours)

- 2.1 Meaning and Principles of Programmed Instruction, Types of Programmed Instruction: Linear, Branching and Mathematics-Meaning, Characteristics, advantages & disadvantages.
- 2.2 Computer Assisted Instruction (CAI):Meaning, Characteristics, Modes of CAI:Tutorial, Drill and Practice, Simulation, Gaming and Discovery mode. Computer Adaptive Testing (CAT) Meaning, Characteristics and advantages.
- 2.3 Computer basics with the usage of laboratory:

Meaning and definition of computers, software and its types, hardware and its types, operating systems and its types

Practicum (any one):

A Survey of Educational sites and its significance

1. Preparation of a Testing tool
2. Preparation of Self Instructional Material based on any one type of Programmed Instruction

REFERENCE BOOKS:

1. Aggarwal : Essentials of Educational Technology (Innovations in Teaching –Learning), Viksas Publishing House Noida, 2009
2. Government of India: National Policy on ICT in School Education-Revised Draft, New Delhi 2011.
3. Haseen Taj: Modern Educational Technology, Neel Kamal Publications, Hyderabad 2004
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9. Usha Rao, Educational Technology, Himalaya Publishers, Mumbai, 2003

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2. ಮ್ಯಾಗೇರಿ ಸಿ.ವಿ. ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ 2009

3. ರಾಘವಕುಮಾರಿ ಎ.ಎಸ್. ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನದ ವಿವರಣಾತ್ಮಕ ನಿಷ್ಪಂಟು,

ಅಭಿಜಿತ್ ಪ್ರಕಾಶನ ಮೈಸೂರು 1996

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I
LANGUAGE ACROSS THE CURRICULUM

Paper Code: HC 6

Credits: 2

Total No. of Hours: 26

Total Marks: 50

Objectives: After completion of the course student teachers will:

- Apply the various elements contributing to effective use of language in teaching.
- Identify the language background of the students and use language effectively for knowledge sharing.
- Apply the theories of language development in linguistic behaviour development of the students.
- Develop linguistic skills essential for competent teacher.
- Analyze and synthesize various aspects of effective use of language in terms of preparing students for examination.
- Infuse in the student-teachers the need and benefits of language across the curriculum Approach.

Unit-1 Language across the curriculum Approach (LAC)

(14 Hours)

- 1.1 Concept, Need and Benefits of LAC approach
- 1.2 Functions of Language – Inside the classroom and outside the classroom
- 1.3 Nature of multilingualism: different status of Indian Classroom language.
- 1.4 Dialect; deficit theory (Eller, 1989) and discontinuity theory.
- 1.5 Theories of language development and its implementation in teaching. (Skinner's and Chomsky's language acquisition theory).
- 1.6 Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, and understanding of alphabet with reference to pronunciation.
- 1.7 Speech defects: Lispering, slurring, stuttering and stammering and role of teacher in resolving.
- 1.8 Importance of oral language in the classroom, the significant role of discourse in the classroom (meaning & medium)
- 1.9 Role of subject teachers and language teachers in an LAC approach
- 1.10 Role of language in different subjects (Social Science, Maths, Science)

Unit-2. Reading, writing & Analysis

(12 Hours)

- 2.1 Reading and writing in the content areas, comprehension strategies in Social science, Science & Mathematics.
- 2.2 Nature of expository texts Vs narrative texts, transactional V/s reflective texts.
- 2.3 Concept of Communication, Characteristics of good communication and its importance. (reading & writing)
- 2.4 Text books: Reading strategies: Importance of development of reading in children, and analyze reading - study skills (summarizing, skimming, scanning and paraphrasing reference skills (dictionary, encyclopedia etc.,)
- 2.5 Writing strategies: Importance of development of writing in children and analyze writing - Note making, persuasive writing, process writing, dialogue writing, diary entry, story writing, paragraph writing.

Practical Activities: (Any one)

Carry out the following practical activities and submit a report

1. Construct a glossary of content words in the target language using synonyms and illustration.
2. Observe children in a cosmopolitan setup (the role of peers, media, school etc.) and present a report highlighting factors enhancing language learning.
3. View any film on multilingualism and write a Review of the same.
4. Read research studies on classroom discourse and summarize your understanding of the same in not more than 1500 words.
5. Study of Common errors in pronunciation and construction of remedial exercises for students.

Reference Books:

1. Agnihotri R, Multi linguality and the Teaching of English in India, ERL Journal 1:1 January 2010 - The English and the Foreign Languages University, 2010.
2. Curriculum Framework two year B.Ed. programme. National Council for Teachers Education, New Delhi, 2004..
3. Haseen Taj. & Mahesh Bhargava (2016) "Language across the Curriculum", Rakhi Prakashan Pvt,Ltd , Agra,
4. National council of Educational Research and Training India 2005. National Curriculum Framework, NCF 2005 New Delhi - India.
5. National Curriculum Framework for Teacher Education (National Council for Teacher Education) 2009
- 6 Richards, J and Lockhart C (1994), Reflective Teaching in sound Language classrooms Cambridge - Cambridge University Press. Kumar, K, The Child's language and the Teacher - India NBT, 2007
7. Sinha S, Acquiring Literacy in schools Re designing curricula: A symposium on working a framework for school Education, 2000

8. Syllabus for two Year B.Ed National Council for Educational Research and Training 2008.

9. Two year B.Ed Curriculum Draft – 1 Prepared by IASE Gujarat Vidyapith, Ahmedabad.

WEB LINKS

- PDF on language across curriculum available on <http://www.edb.gov.hk>
- <http://www.earlham sociology pages.co.uk/Gender%20and%20Hidden%20Curriculum.html/>
- <http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/562/2>
- <http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/617/2>
- <http://www.ul.ie/graduateschool/course/gender-culture-society-ma>
- <http://www.ucd.ie/graduatestudies/coursefinder/taughtprogrammes/graduate-diploma-in-women-gender-and-society/>

BANGALORE UNIVERSITY
TWO YEAR B.Ed CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER- I
COMMUNICATION SKILL AND EXPOSITORY WRITING

Paper Code: EPC- I

Credits: 2

Total No. On Hours: 26

Total marks: 50

Objectives: After completion of the course, student-teacher will:

- Develop capacities of prospective teachers in reading and writing skills by becoming participants in the process of reading and writing.
- Engage students with the reading interactively-individually and in small groups.
- To inculcate the skill of creative writing
- To develop reflective reading and writing skills
- To improve student-teachers proficiency in reading, the content of the subjects.

Activities I: Text and Reading

(5 Hours)

1. Diverse texts- types and significance, types of texts (literary or non-literary, Narrative, expository technical and persuasive)
2. Types of texts related to education- empirical, conceptual, and historical, policy documents, narrative texts, expository texts.

Teacher Educator will conduct the following activities: Ask student-teacher to:

- a. Make a list of reading books of diverse texts and classify them under different headings.
- b. Teacher educator will give a topic for reading, after intensive reading in group or individual, the student-teacher will discuss their view on the given topic for reading.

Activities II: Reading for comprehension

(5 Hours)

1. Davi's nine potential component skills of comprehension (word meanings, word meaning in context, follow passage organization main thought, answer specific text-based question, text-based questions with paraphrase, draw inferences about content, literary devices, Author's purpose)
2. Reading strategies- previewing, infer and predicting skimming, scanning and paraphrasing.

Teacher Educator will ask student-teachers to:

- a. Take up a reading and follow the comprehension steps.
- b. Narrating/describing a related text and follow the comprehension steps.

c. Discussion of characters and situations sharing interpretations and points of view.

Activities-III Text and reflection (Reading)

(5 Hours)

1. Previews the text(of their subjects) and makes predictions, makes connections to other texts, asks clarifying questions, identifies difficult sentences or passages,and reacts to the text.
2. Text structure, language, genre, context, socio-cultural diversity.

Teacher-educator will ask student-teacher to:

- a. Read a book and identify the text structure, language, genre, context and socio-cultural diversity.
- b. Ask the student-teacher to read the text with the various steps, at different stages like, pre-reading, reading and post-reading.
- c. Identifying major concepts and ideas involved and making notes on the text in some schematic from-flow diagram, mind map, graphic organizers, concept map of the read text.

Activities-IV Reflective Reading and writing

(5 Hours)

1. Critical appreciation of the text-note taking, critically reviewing the text.
2. Revisiting the text –impact of the text on the reader, recreating from the text.

Teacher-educator will ask student-teacher to:

- a. Write a review or a summary of the text, with comments and opinions.
- b. Write from reader's perspective, getting into the role of the characters or the writes and developing a new angle to the text.
- c. Presentations of selected papers, questions and answers.

Activities-V Reading beyond text

(6 Hours)

1. Making connections with the text-text with self, text with text.
2. Reading for change-inclusive perspective (gender,class,caste,differently abled and the like)
3. Educational perspectives (policies, documents, journals)

Teacher-educator will ask student-teacher to:

- a. Read texts from diverse areas and fields
- b. Conducts debates/discussions on educational policies and documents on them.
- c. Writing and exploratory essay on a text and presenting in the class.

Note: Maintain reflective journal and rubric for all the activities conducted.

BANGALORE UNIVERSITY

TWO YEAR B.Ed CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME

SEMESTER- I

UNDERSTANDING SELF, PERSONALITY AND YOGA

Paper Code: EPC- II

Credits: 2

Total No. Of Hours: 26

Total marks: 50

Practical Activities (No External Examinations)

Objectives: After completion of the course, student-teacher will:

- Acquire knowledge of yoga with the significance of learning yoga exercises
- Develop interest and skills about various methods, strategies of teaching yoga
- Acquire knowledge about using art in teaching learning process
- Prepare various kinds of instructional materials for teaching yoga and art
- Understand the use of technology in teaching art in education
- Developing aesthetic sensibility through art.
- Get practical experience in using art and yoga in education
- Enhancing Personality traits through team games

Unit-1 Yoga (Practical's)

(12 Hours)

- 1.1. Body relaxation techniques
- 1.2. Yogaasanas- standing, sitting, sleeping asana
- 1.3. Pranayama- Bhastrika, kapalabathi, anuloma, viloma and other.
- 1.4. Meditation- Mind relaxation techniques.
- 1.5. Kriyas- Shatkriyas.

(Individual Performance to be assessed)

Unit-2 Visual Art and Craft

(14 Hours)

- 2.1 Visual Art: Clay designing, Making of Posters, wall magazines, collage and paintings.
- 2.2 Craft: Preparation of paper art and artifacts
- 2.3 Preparation of Quelling, soft toys and embroidery
- 2.4 Preparation of materials out of waste for Teaching any one topic
- 2.5 Conducting team games for personality development.
- 2.6 Visiting art galleries and preparing a report.

(Material and report to be submitted)

Reference Books:

1. CCERT Official website
2. Das, Varsha, “Traditional Performing Arts-Potentials for scientific temper”, Wiley eastern limited, New Delhi
3. Davis J.H., “ Why our schools need the arts, Teachers College press, New York
4. Nagarathna R and Nagendra H.R., “Yoga”, Published by Vivekananda yoga research foundation, Bengaluru
5. Prabhavananda, “ Pathanjali Yogasuthra”, published by Ramakrishna mutta, Mylapur, Chennai.
6. Prasad. D, “Art as the basis of education”, National Book Trust
7. Romberg. J and Easton Rutz. M,” Art for Today and every day: Classroom activities”, parker publishing company New York.
8. Satish Shamarao Chowkulkar, “Meditation, Concept and Process”, published by Vivekananda Kendra Prakashana Trust, Chennai.

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಎರಡು ವರ್ಷದ ಬಿ.ಎಡ್- ಆಯ್ಕೆ ಆಧಾರಿತ ಮನ್ನಣಾ ವಿಧಾನ (ಸಿಬಿಸಿಎಸ್)
ಷಾಣ್ಣಾಸಿಕ ಶಿಕ್ಷಣ ಪದ್ಧತಿ

ಷಾಣ್ಣಾಸಿಕ-I

ಸ್ವಾಭಾವಿಕ, ವ್ಯಕ್ತಿತ್ವ ಮತ್ತು ಯೋಗ

EPC-2
credits-2
Hours-26

Marks- 50

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆ (ಬಾಹಿರ ಪರೀಕ್ಷೆ ಇಲ್ಲ)

ಉದ್ದೇಶಗಳು: ವಿದ್ಯಾರ್ಥಿ-ಶಿಕ್ಷಕರು:

- ಯೋಗಾಭ್ಯಾಸದ ಮುಖೇನ ಯೋಗಜ್ಞಾನವನ್ನು ಪಡೆಯಿರಿ
- ಯೋಗದ ಬೋಧನಾ ತಂತ್ರಕುಶಲತೆಗಳು, ಹಲವಾರು ಕ್ರಮಗಳ ಬಗೆಗಿನ ಕೌಶಲ್ಯ ಮತ್ತು ಅಸಕ್ತಿಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಿ
- ಬೋಧನಾ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯಾ ಕಲೆಯ ಉಪಯೋಗದ ಜ್ಞಾನವನ್ನು ಪಡೆಯಿರಿ
- ಯೋಗ ಮತ್ತು ಕಲಾ ಬೋಧನೆಗೋಸ್ಕರ ಹಲವಾರು ಪ್ರಕಾರದ ಬೋಧನಾ ವಿಷಯಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸಿ
- ಶಿಕ್ಷಣದಲ್ಲಿ ಕಲಾ ಬೋಧನೆಯಲ್ಲಿ ತಂತ್ರಜ್ಞಾನ ಬಳಕೆಯನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಿ
- ಕಲೆಯ ಮುಖೇನ ಸೌಂದರ್ಯ ಮೀಮಾಂಸೆಯ ಸಂವೇದನಾ ಶೀಲತೆಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಿ.
- ಶಿಕ್ಷಣದಲ್ಲಿ ಕಲೆ ಮತ್ತು ಯೋಗ ಬಳಕೆಗೆ ಪ್ರಾಯೋಗಿಕ ಅನುಭವವನ್ನು ಪಡೆಯಿರಿ
- ಗುಂಪು ಆಟದ ಮುಖೇನ ವ್ಯಕ್ತಿತ್ವ ವಿಶೇಷತೆಯ ವರ್ಧನೆ

ಘಟಕ-1 ಯೋಗ (ಪ್ರಾಯೋಗಿಕ)
(12 ಗಂಟೆಗಳು)

- 1.1. ದೇಹಾಯಾಸ ಪರಿಹಾರ ಕೌಶಲಗಳು
- 1.2. ಯೋಗಾಸನಗಳು- ನಿಂತು, ಕುಳಿತು, ಮಲಗಿ ಮಾಡುವ ಆಸನಗಳು
- 1.3. ಪ್ರಾಣಾಯಾಮ-ಭಸ್ಮಿಕ, ಕಪಾಲಭಾತಿ, ಅನುಲೋಮ, ವಿಲೋಮ ಮತ್ತು ಇತರೆ.
- 1.4. ಧ್ಯಾನ-ಮನಸ್ಸು ಆಯಾಸ ಪರಿಹಾರ ಕೌಶಲಗಳು
- 1.5. ಕ್ರಿಯೆಗಳು-ಶಕ್ತಿಯೆಗಳು.

(ವ್ಯಕ್ತಿಗತ ಸಾಮರ್ಥ್ಯವನ್ನು ಅಳೆಯಬೇಕು)

ಘಟಕ-2

ದೃಷ್ಟಿ

ಕಲೆ

ಮತ್ತು

ವ್ಯಕ್ತಿ

ಕಲೆ

(14 ಗಂಟೆಗಳು)

2.1 ದೃಷ್ಟಿ ಕಲೆ: ಜೇಡಿ ಹಮ್ಮಿಗೆ, ಭಿತ್ತಿಚಿತ್ರಣ, ಗೋಡೆ ಪತ್ರಿಕೆ, ಕೊಲಾರ್ಬುಕ್ ಮತ್ತು ಚಿತ್ರಕಲೆಗಳು.

2.2 ವೃತ್ತಿ ಕಲೆ: ಕಾಗದ ಕಲೆ ತಯಾರಿಕೆ ಮತ್ತು ಮಾನವ ನಿರ್ಮಿತ ಕಲಾಕೃತಿಗಳು

2.3 ಕ್ವಿಲಿಂಗ್, ಮೃದುಆಟಿಗೆ ಮತ್ತು ಕಸೂತಿ ಸಿದ್ಧಪಡಿಸುವಿಕೆ

2.4 ಕಸದಿಂದ ರಸ ತಯಾರಿಸುವುದು (ಯಾವುದಾದರೂ ಒಂದು ಪ್ರಕರಣ ಬೋಧಿಸಲು ಬಳಸಿಕೊಳ್ಳುವುದು)

2.5 ವ್ಯಕ್ತಿ ವಿಕಾಸನೆಗೆ ಗುಂಪು ಆಟಗಳನ್ನು ನಡೆಸುವುದು

2.6 ಕಲಾ ಮಂದಿರಗಳನ್ನು ಸಂದರ್ಶಿಸುವುದು ಮತ್ತು ವರದಿ ತಯಾರಿಸುವುದು.

(ವಸ್ತುಗಳ ಸಮೇತ ವರದಿ ತಯಾರಿಸುವುದು)

ಉಲ್ಲೇಖ ಗ್ರಂಥಗಳು:

1. ದಾಸ್, ವರ್ಷ, "ಸಾಂಪ್ರದಾಯಿಕ ಕಲಾ ಆಚಾರಣೆ-ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮದ ನಿಟ್ಟಿನಲ್ಲಿನ ಅಂತಸ್ಸತ್ಯ" , ವಿಲಿ ಈಸ್ಟನ್ ನಿಯಮಿತ, ನವ ದೆಹಲಿ
2. ಡೇವಿಸ್ ಜೆ.ಹೆಚ್., "ನಮ್ಮ ಶಾಲೆಗಳಲ್ಲಿ ಕಲೆ ಏಕೆ ಬೇಕು, ಟೀಚರ್ಸ್ ಕಾಲೇಜ್ ಮುದ್ರಾಣಾಲಯ, ನ್ಯೂಯಾರ್ಕ್
3. ನಾಗರತ್ನ ಆರ್ ಮತ್ತು ನಾಗೇಂದ್ರ ಹೆಚ್.ಆರ್., "ಯೋಗ, ಪ್ರಕಾಶನ ವಿವೇಕಾನಂದ ಯೋಗ ಸಂಶೋಧನೆ ಪ್ರತಿಷ್ಠಾಪನೆ, ಬೆಂಗಳೂರು
4. ಪ್ರಭವಾನಂದ, "ಪತಂಜಲಿ ಯೋಗಸೂತ್ರ", ಪ್ರಕಾಶನ ರಾಮಕೃಷ್ಣ ಮಠ, ಮೈಲಾಲಪುರ, ಚೆನ್ನೈ
5. ಪ್ರಸಾದ್, ಡಿ, " ಕಲೆ ಶಿಕ್ಷಣದ ಅಡಿಗಲ್ಲು", ರಾಷ್ಟ್ರೀಯ ಗ್ರಂಥ ಮಂಡಳಿ
6. ರೋಮ್‌ಬರ್ಗ್. ಜೆ ಮತ್ತು ಈಸ್ಟನ್ ರುಟ್ಲ್ಯಾ. ಎಮ್, "ಕಲೆ ಇಂದಿಗೆ ಮತ್ತು ಎಂದೆಂದಿಗೂ: ಶಾಲಾ ಕೊಠಡಿ ಚಟುವಟಿಕೆಗಳು", ಪಾರ್ಕರ್ ಪ್ರಕಾಶನ ಕಂಪನಿ, ನ್ಯೂಯಾರ್ಕ್
8. ಸತೀಶ್ ಶಾಮ್‌ರಾವ್ ಚೌಕುಲ್ಕರ್, "ಧ್ಯಾನ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಸಂಸ್ಕರಣ", ಪ್ರಕಾಶನ ವಿವೇಕಾನಂದ ಪ್ರಕಾಶನ ಪ್ರತಿಷ್ಠಾಪನೆ, ಚೆನ್ನೈ

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

SEMESTER: II

LEARNING AND TEACHING

Paper Code: HC7

Credit: 4

Total No. of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- Develop scientific attitude for the process of teaching & learning.
- Develop understanding about the relationship of cognitive, social and emotional development with learning process.
- Provide an overall view on teaching & learning style and ideas to enhance these activities.
- Introduce student-teachers with teaching skill, component and parameters of effective teaching.
- Develop insight for perfect teaching by with its overall perspectives in detail.
- Introduce psychological tests on learners.

Unit -I Psychological domains of Teaching & Learning

(14 Hours)

- 1.1. Cognitive Psychology: - Meaning, Importance in Learning & Teaching. Cognitive development according to Piaget
- 1.2.Socio-cultural theory: – Meaning, Importance in teaching and learning, Socio-cultural theory according to Vygotsky (ZPD concept)
- 1.3.Emotional development: - Meaning, Process, Need to Study and its effect on Teaching and Learning Process.

Unit –II. Teaching children with diverse needs

(14 Hours)

- 2.1.Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching,
- 2.2.Gifted , Creative and Educationally backward children-meaning, characteristics and educational programs
- 2.3. learning disabilities among children-Dyscalculia, Dyslexia, Dysgraphia- meaning characteristics and remedial measures

Unit –III Learning:**(12 Hours)**

- 3.1. Discovering learning-Meaning, concept, Principle to assess quality of learning. (Bruner)
- 3.2. A learning Cycle for discovery, classroom Instruction Strategies
- 3.3. Learning as construction of knowledge (NCERT, 2005), Learning in and outside school - learners' motivation and socio-cultural condition.
- 3.4. Constructivism - implications to curriculum and pedagogy - Characteristics of constructivist classroom and constructivist teacher

Unit -IV Learning and teaching style**(12 Hours)**

- 4.1. Learning Style: - concept, Types and importance in Teaching –Learning process, factor effecting on learning style,
- 4.2. Role of Hemispheres in Thinking, learning and Teaching Style.
- 4.3. Teaching Style: - Concept, Types and effect on learning process- factors effecting on Teaching Style.

Practical Activity: (any one)

Carry out the following practical activities and submit a report.

1. Division of Attention test
2. Memory Test
3. Verbal Test of Intelligence
4. Nonverbal intelligence test
5. Emotional Intelligence Test
6. Case study of a student
7. Learning of meaningful and nonsense syllables
8. Mirror Drawing Test
9. Personality test
10. Mental health assessment tool

Reference Books:

1. Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 2010.
2. Bhatia & Bhatia, A Text Book of Educational Psychology, Doaba House, New Delhi 2001.
3. Charles E Skinner, Educational Psychology, Prentice Hall of India Pvt.Ltd. New Delhi 1996.
4. Clifford T Morgon, A Brief Introduction to Educational Psychology, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.

5. Dandekar W N , Psychological Foundations of Education, Macmillan India Pvt. Ltd. 2000.
6. DandapaniS , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000.
7. Elizabeth Hurlock. Personality & development, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
8. Hilgard E R , Atkinson R C & Atkinson R L Introduction to Psychology, Oxford & IBH Pub. Com. Ltd. New Delhi 1980.
9. Henry Garrett, Great experiments in Psychology, Appleton- Century- crofts, INC, New York.
10. Kavya Kishore., P.B. Fundamentals of Educational Psychology: Learning and Instruction, Anmol publications pvt(Ltd) , New Delhi, 2013.
11. Paul. R. Abramson, Personality, Holt Rinehart & Winston, New York, 1960.
12. Prof. E.G.Parameswaran, C. Beena An Invitation to Psychology Neel Kamal Publications Pvt. Ltd., New Delhi-2004.
13. Shrivashra D.N, VermaPreeti 2007, Child Psychology: Child Development Vinod PustakMandir, Agra.
14. Pareek Prof Matworeshwar, Child Development and Family RelahOnship, Research Publication, Jaipur, 2002.
15. Mangal. S.K, MangalShubhra, Child Development, Arya Book Depot New Delhi, 2005.
16. Sharma, R.k, Sharma, H.S, Tiwari, Aryana, Psychological Foundation of Child development, RodhaPrakashanMandir, Agra, 2006.
17. Singh. D.p, talang. Amritanshy, prakashved. psycho- social basis of learning and development, research publication, Jaipur, 2002.
18. Shrivasha. D.N. Verma, Verma, Preeti, Modern Experimental Psychology and Teshing, Shri Vinod PustakHandir, Agra, 2010.
19. Mathur, .S.S., Development of learner and Teaching learning process, Agrawal publication, Agra, 2007-08.
20. Mishra. R.c., child psychoplogy. A.P.H publishing corporation, New Delhi, 2010.
21. Dweck, C.Mindset: The new psychology of success. Random House LLC, 2006.
22. Piaget, J. Development and learning. in M gauvarin& M. Cole (Eds.) readings on the development of children. New York. WH freeman & company, 1997.

23. Plato, Reason and persuasion Three dialogues in J. Holbo (Ed) meno: reason, persuasion and virtue. Person, 2009.
24. Saraswathi T. S. Adult-child continuity in india: in adolescence a myth or an emerging reality? inSaraswathi T.S. {9Ed} culture, socialization and human development : theory research and applications in india. New Delhi Sage, 1999.
25. Mangal S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. New Delhi-2008.
25. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ. ಡಾ|| ವಾಮದೇವಪ್ಪಎಚ್ .ವಿ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ -2013.
26. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಎನ್.ಬಿಕೊಂಗವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್ 2009.
27. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ-ರಾಜು ಜಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್-2010.
28. ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಪ್ರೊ|| ಎಚ್.ಎಂಚಂದ್ರಚಾರ್ . ಆಶ್ವಿನಿ ಪ್ರಕಾಶನರಾನಿಬೆನ್ನೂರು-2014.
29. ಉನ್ನತ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ- ಡಾ|| ಈ ಬಸಪ್ಪ .-ಮದಕರಿ ಪ್ರಕಾಶನ ಚಿತ್ರದುರ್ಗ-2011.
30. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನಎಸ್. ಕೆ ಹೊಳೆಯಣ್ಣವರ್ ವಿಜೇತ ಪ್ರಕಾಶನ- ಗದಗ್ -2008.

BANGALORE UNIVERSITY
Two Years B.Ed. Degree – Choice Based Credit System (CBCS)

Semester II

Assessment of Learning

Paper code: HC-08

Credit :04

Total No. Of Hours: 52

Total Marks: 100

Objectives:

The Student teachers will be able to

- Understand the concept and the process of assessment of learning, Evaluation in Education.
- Understands the concept; nature and uses of different types of Evaluation.
- Understand the nature and use of different tools and techniques of assessment of learning.
- Develop the skill in constructing tests and techniques of assessment of learning.
- Develop the skills in computations and interpreting the test scores.
- Understand the need and use of feedback in learning process.
- Analyze innovative trends in Assessment.

UNIT-I: Assessment of Learning

15

Hours

- 1.1 Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation; Principles and Process of Evaluation.
- 1.2 Revised Bloom's Taxonomy of Educational objectives-cognitive, affective and psychomotor domain.
- 1.3 Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences, Diagnostic and Prognostic Test: concept and uses, Criterion and Norm reference test: concept and uses.
- 1.4 Areas of Assessment : Scholastic and Co-scholastic.
- 1.5 Continuous and comprehensive Evaluation (CCE) : Concept and Importance; Grading system – concept, advantages and disadvantages. Grading system v/s Marking system.

UNIT-II: Tools and Techniques of Assessment of Learning

17 Hours

- 2.1 Characteristics of Good measuring Instrument: validity, reliability, objectives and practicability; Meaning and factors affecting.
- 2.2 Techniques of Evaluation –observation, questionnaire , checklist, rating scale and interview-nature, construction and uses.
- 2.3 Rubrics as an assessment tool-construction and uses.
- 2.4 Achievement test: Meaning and Importance - types of achievement test –oral, written and performance test – Meaning and Importance.
 - 2.4.1 Written tests: Essay type test, Short Answer type test, and Objective type test –Meaning, Characteristic and Advantages.
 - 2.4.2 Objective Type Test - Multiple choice, Matching test, Completion True/False and analogy type – concept, characteristics, construction and advantages.

UNIT-III: Statistics in Assessment of Learning**16 Hours**

- 3.1. Statistics-Meaning, importance, frequency distribution –steps in preparation of frequency distribution and its advantages. Graphic representation of data-advantages-Histogram, frequency polygon (construction and uses)
- 3.2. Measures of central tendency: Meaning, uses and computation of central tendency -Mean, Median and Mode for grouped and ungrouped data and interpretation of measures of central tendency
- 3.3. Measures of Variability: Meaning, uses and computation of Range, Quartile Deviation for grouped and ungrouped data and its interpretation, Standard Deviation for ungrouped data
- 3.4. Correlation: Meaning, Types of correlation, coefficients of correlation - rank difference method, interpretation.
- 3.5. NPC-characteristics and uses. Skewness –types and uses

UNIT-IV: Innovative Trends in Assessment of Learning**4 Hours**

- 4.1 Online exam. and open book exams.: Meaning, objectives advantages and limitations.
- 4.2 Role of Feedback to enhance the learning process: Parent's and Teacher's feedback

Practicum: (any one)

- I. Preparation of any one tools- 1) Checklist 2) Questionnaire 3) Rating scale 4) Observation schedule
- II. Preparation of rubrics tool for assessment of classroom activities.
- III. Administering any one of the standardized test/ like self esteem/interest/educational aspiration for secondary school and prepare a report on it.
- IV Organize online Assessment,
- V. Organize and manage the open book assessment.

BANGALORE UNIVERSITY
Two Years B.Ed. Degree – Choice Based Credit System (CBCS)

Semester II

ಕಲಿಕಾ ಮಾಪನ

Paper code: HC-08

Credit :04

Total No. Of Hours: 52

Total Marks: 100

ಉದ್ದೇಶಗಳು:

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು -

೧. ಶಿಕ್ಷಣದಲ್ಲಿ ಕಲಿಕಾ ಮಾಪನ, ಮೌಲ್ಯಮಾಪನದ ಪರಿಕಲ್ಪನೆ, ಮತ್ತು ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ಅರಿಯುವನು.
೨. ವಿವಿಧ ರೀತಿಯ ಮೌಲ್ಯಮಾಪನದ ಪರಿಕಲ್ಪನೆ, ಸ್ವರೂಪ ಮತ್ತು ಉಪಯೋಗಗಳನ್ನು ಅರಿಯುವನು.
೩. ಶಿಕ್ಷಣದಲ್ಲಿ ಕಲಿಕಾ ಮಾಪನದ ಸ್ವರೂಪ ಮತ್ತು ವಿವಿಧ ಸಾಧನ ಹಾಗೂ ತಂತ್ರಗಳ ಬಳಕೆ ಬಗ್ಗೆ ಅರಿಯುವನು.
೪. ಶೈಕ್ಷಣಿಕ ಕಲಿಕಾ ಮಾಪನದ ಪರೀಕ್ಷೆ ಮತ್ತು ತಂತ್ರಗಳ ರಚನೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವನು.
೫. ಪರೀಕ್ಷಾ ಅಂಕಗಳ ವಿಶ್ಲೇಷಣೆಯನ್ನು ಕೈಗೊಳ್ಳುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವನು.
೬. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಪುನರ್‌ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ಉಪಯೋಗಗಳನ್ನು ಅರಿಯುವನು.
೭. ಮಾಪನದಲ್ಲಿ ನವೀನ ವಿದ್ಯಮಾನಗಳ ವಿಶ್ಲೇಷಣೆ ಮಾಡುವನು.

ಘಟಕ ೦೧ : ಕಲಿಕಾ ಮಾಪನ

15 Hours

- ೦.೧. ಮಾಪನ, ಅಳತೆ, ಮೌಲ್ಯಮಾಪನ: ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ, ಅಳತೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನಗಳಿಗಿರುವ ವ್ಯತ್ಯಾಸ, ಮೌಲ್ಯಮಾಪನದ ತತ್ವ ಮತ್ತು ಪ್ರಕ್ರಿಯೆ.
- ೦.೨. ಬ್ಲೂಮ್‌ನ ಪರಿಷ್ಕೃತ ಶೈಕ್ಷಣಿಕ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣ - ಜ್ಞಾನವಲಯ, ಭಾವನಾತ್ಮಕವಲಯ ಮತ್ತು ಮನೋಜನ್ಯವಲಯ
- ೦.೩. ಮೌಲ್ಯಮಾಪನದ ವಿಧಗಳು: ರೂಪಣಾತ್ಮಕ ಮತ್ತು ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ - ಅರ್ಥ, ಉದ್ದೇಶ, ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಅವುಗಳಿಗಿರುವ ವ್ಯತ್ಯಾಸ, ನೈದಾನಿಕ ಮತ್ತು ಪೂರ್ವಸೂಚಕ ಪರೀಕ್ಷೆ - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉಪಯೋಗ, ನಿಕಟ ಮತ್ತು ಪ್ರಮಾಣಕ ಆಧಾರಿತ ಪರೀಕ್ಷೆ - ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಉಪಯೋಗ.
- ೦.೪. ಕಲಿಕಾ ಮಾಪನದ ಕ್ಷೇತ್ರ: ಪಠ್ಯ ಮತ್ತು ಸಹಪಠ್ಯ
- ೦.೫. ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ (ಸಿಸಿಇ): ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ, ಶ್ರೇಣಿ ಪದ್ಧತಿ - ಪರಿಕಲ್ಪನೆ, ಅನುಕೂಲಗಳು ಮತ್ತು ಅನಾನುಕೂಲಗಳು, ಶ್ರೇಣಿ ಪದ್ಧತಿ ಪ್ರತಿಯಾಗಿ ಅಂಕ ಪದ್ಧತಿ.

ಘಟಕ ೦೨ : ಕಲಿಕಾ ಮಾಪನದಲ್ಲಿ ವಿವಿಧ ಸಾಧನ ಹಾಗೂ ತಂತ್ರಗಳು

17 Hours

- ೨.೧. ಉತ್ತಮ ಅಳತೆಯ ಮಾಪನದ ಗುಣಲಕ್ಷಣಗಳು - ಸಮಂಜಸತೆ, ವಿಶ್ವಾಸನೀಯತೆ, ವಸ್ತುನಿಷ್ಠತೆ ಮತ್ತು ಪ್ರಾಯೋಗಿಕತೆ - ಅರ್ಥ ಮತ್ತು ಪ್ರಭಾವ ಬೀರುವ ಅಂಶಗಳು.
- ೨.೨. ಮೌಲ್ಯಮಾಪನದ ತಂತ್ರಗಳು - ವೀಕ್ಷಣೆ, ಪ್ರಶ್ನಾವಳಿ, ತಪಶೀಲ ಪಟ್ಟಿ, ದರ್ಜಾಮಾಪನ ಮತ್ತು ಸಂದರ್ಶನ - ಸ್ವರೂಪ, ರಚನೆ ಮತ್ತು ಉಪಯೋಗ.
- ೨.೩. ರುಬ್ರಿಕ್ಸ್ - ಮೌಲ್ಯಮಾಪನದ ತಂತ್ರ : ರಚನೆ ಮತ್ತು ಉಪಯೋಗ.
- ೨.೪. ಸಾಧನ ಪರೀಕ್ಷೆಗಳು: ಅರ್ಥ, ರಚನೆಯ ಹಂತಗಳು ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ; ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆಗಳು - ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ.
- ೨.೪.೧. ಲಿಖಿತ ಪರೀಕ್ಷೆಗಳು : ಪ್ರಬಂಧ ಮಾದರಿ ಪರೀಕ್ಷೆ, ಲಘು ಉತ್ತರ ಮಾದರಿ ಪರೀಕ್ಷೆ ಮತ್ತು ವಸ್ತುನಿಷ್ಠ ಮಾದರಿ ಪರೀಕ್ಷೆಗಳ - ಅರ್ಥ, ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ಉಪಯೋಗಗಳು.
- ೨.೪.೨. ವಸ್ತುನಿಷ್ಠ ಮಾದರಿ ಪರೀಕ್ಷೆಗಳು : ಬಹುಅಂಶಗಳ ಆಯ್ಕೆಯ ಪರೀಕ್ಷೆ, ಜೋಡಣೆ ಪರೀಕ್ಷೆ, ಭರ್ತಿಗೊಳಿಸುವಿಕೆ, ಸರಿ/ತಪ್ಪು ಮಾದರಿ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಾದೃಶ್ಯ ಮಾದರಿ ಪರೀಕ್ಷೆ - ಪರಿಕಲ್ಪನೆ, ಗುಣಲಕ್ಷಣಗಳು ರಚನೆ ಮತ್ತು ಉಪಯೋಗಗಳು.

೩. ಕಲಿಕಾ ಮಾಪನದಲ್ಲಿ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ

16 Hours

೩.೦. ಸಂಖ್ಯಾಶಾಸ್ತ್ರ - ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ; ಆವೃತ್ತಿ ವಿತರಣಾ ಪಟ್ಟಿ - ತಯಾರಿಕೆಯ ಹಂತಗಳು ಮತ್ತು ಇದರ ಪ್ರಾಮುಖ್ಯತೆ, ಸಂಖ್ಯಾಂಶಗಳ ಆಲೇಖ ನಿರೂಪಣೆ - ಉಪಯೋಗಗಳು - ಆವೃತ್ತಿಯಾಕೃತಿ, ಆವೃತ್ತಿ ಬಹುಭುಜಾಕೃತಿ - ರಚಿಸುವ ಹಂತಗಳು ಮತ್ತು ಉಪಯೋಗಗಳು.

೩.೧. ಕೇಂದ್ರಿಯ ಪ್ರವೃತ್ತಿ ಮಾಪನಗಳು: ಅರ್ಥ, ಉಪಯೋಗಗಳು ಮತ್ತು ಕೇಂದ್ರಿಯ ಪ್ರವೃತ್ತಿ ಮಾಪನ - ಸರಾಸರಿ, ಮಧ್ಯಾಂಕ ಮತ್ತು ಬಹುಲಕಗಳ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಕೇಂದ್ರಿಯ ಪ್ರವೃತ್ತಿ ಮಾಪನಗಳನ್ನು ಕಂಡುಹಿಡಿದು (ಅವರ್ಗೀಕೃತ ಮತ್ತು ವರ್ಗೀಕೃತ ದತ್ತಾಂಶಗಳಿಗೆ) ಅರ್ಥೈಸುವುದು.

೩.೨. ಹರವಿನ ಅಳತೆಗಳು: ಅರ್ಥ ಮತ್ತು ಉಪಯೋಗಗಳು, ಹರವಿನ ಅಳತೆಗಳು - ವ್ಯಾಪ್ತಿ, ಚತುರ್ಥಾಂಕ ವಿಚಲನೆ (ಅವರ್ಗೀಕೃತ ಮತ್ತು ವರ್ಗೀಕೃತ ದತ್ತಾಂಶಗಳಿಗೆ) ಮತ್ತು ಮಾನಕ ವಿಚಲನೆಗಳ (ಅವರ್ಗೀಕೃತ ದತ್ತಾಂಶಗಳಿಗೆ) ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಹರವಿನ ಅಳತೆಗಳನ್ನು ಕಂಡುಹಿಡಿದು ಅರ್ಥೈಸುವುದು.

೩.೩. ಸಹಸಂಬಂಧ - ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ; ಸಹಸಂಬಂಧದ ಪ್ರಕಾರಗಳು; ಸಹಸಂಬಂಧ ಗುಣಾಂಕ - ಅರ್ಥ ಮತ್ತು ಕಂಡುಹಿಡಿಯುವುದು (ಸ್ಪಿಯರ್‌ಮನ್ ಸ್ಥಾನ ಕ್ರಮಾಂತರ ವಿಧಾನ)- ಸಹಸಂಬಂಧ ಗುಣಾಂಕವನ್ನು ಅರ್ಥೈಸುವುದು..

೩.೪. ಸಾಮಾನ್ಯ ಸಂಭವನೀಯ ವಕ್ರರೇಖೆ (ಎನ್‌ಪಿಸಿ) - ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ಉಪಯೋಗಗಳು; ವಿಷಮತೆ - ಪ್ರಕಾರಗಳು ಮತ್ತು ಉಪಯೋಗಗಳು.

ಘಟಕ ೦೪ : ಕಲಿಕಾ ಮಾಪನದಲ್ಲಿ ನವೀನ ವಿದ್ಯಮಾನಗಳು

4 Hours

೪.೦. ಆನ್‌ಲೈನ್ ಪರೀಕ್ಷೆ, ತೆರದಪುಸ್ತಕ ಪರೀಕ್ಷೆ - ಅರ್ಥ, ಉದ್ದೇಶಗಳು, ಅನುಕೂಲಗಳು ಮತ್ತು ಮಿತಿಗಳು.

೪.೧. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವೃದ್ಧಿಸುವಲ್ಲಿ ಪುನರ್‌ಪುಷ್ಟಿಯ ಪಾತ್ರ - ಪೋಷಕರ ಮತ್ತು ಶಿಕ್ಷಕರ ಪುನರ್‌ಪುಷ್ಟಿ.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು :

I. ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಒಂದು ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವ ಸಾಧನಗಳನ್ನು ತಯಾರಿಸುವುದು - 1.ತಪಶೀಲ ಪಟ್ಟಿ 2. ಪ್ರಶ್ನಾವಳಿ 3.ದರ್ಜಾಮಾಪನ 4. ವೀಕ್ಷಣಾ ಸಾರೀಣಿಗಳು.

II. ತರಗತಿಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾಪನ ಮಾಡಲು ರುಬ್ರಿಕ್ಸ್ ತಯಾರಿಸುವುದು.

III. ಯಾವುದಾದರೂ ಒಂದು ಪ್ರಮಾಣಬದ್ಧಗೊಳಿಸಿದ ಪರೀಕ್ಷೆ/ಸಾಧನ (ಸ್ವಪ್ರಶಂಸೆ/ಆಸಕ್ತಿ/ಶೈಕ್ಷಣಿಕ ಅಭಿಲಾಷೆ.....) ಪ್ರೌಢಶಾಲಾ ತರಗತಿಗಳಲ್ಲಿ ನಿರ್ವಹಿಸಿ ಮತ್ತು ಅದರ ವರದಿಯನ್ನು ತಯಾರಿಸುವುದು.

IV. ಆನ್‌ಲೈನ್ ಮಾಪನವನ್ನು ವ್ಯವಸ್ಥೆಗೊಳಿಸುವುದು

V) ತೆರದಪುಸ್ತಕ ಪರೀಕ್ಷೆ ಮಾಪನದ ವ್ಯವಸ್ಥೆ ಮತ್ತು ನಿರ್ವಹಣೆ ಮಾಡುವುದು

References:

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3. S.K.Mangal *Statistics in Psychology and Education*, PHI Learning Private Limited, New Delhi, (2012).
5. Garret,H.E., *Statistics in Psychology and Education*, 6th Indian Edition, Vakils Feffer and Simon, Bombay. (1971)
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- ಡಾ.ಎಸ್.ಜಿ.ದೇಶಾಯಿ ಮತ್ತು ಜಿ.ಎನ್.ದೇಶಾಯಿ, ಶ್ರಯಾತ್ಮಕ ಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ಡಾ.ಎಸ್.ಪಿ.ಪದ್ಮಪ್ರಸಾದ್, ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ, ಡೆಪ್ಯೂಟಿ ಚೆನ್ನಬಸಪ್ಪ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಪ್ರತಿಷ್ಠಾನ, ಉಪಾಧ್ಯಾಯರ ಸರಕಾರಿ ತರಬೇತಿ ವಿದ್ಯಾಲಯ, ದಾರವಾಡ
- ಎ.ವಿ.ಗೋವಿಂದರಾವ್, ಶಿಕ್ಷಣದಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ, ರವಿ-ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
- ಹೆಚ್.ವಿ.ಶಿವಶಂಕರ ಮತ್ತು ಗಿ.ಸೋ,ಲೋಕೇಶಪ್ಪ, ಶಿಕ್ಷಣದಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ, ಹಂಚಿ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ.

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಬಿ.ಎಡ್. ಎರಡು ವರ್ಷಗಳ ಪಠ್ಯಕ್ರಮ

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್

ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಶಾಸ್ತ್ರ

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ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ..

1. ಕನ್ನಡದ ವ್ಯಾಕರಣ ಮತ್ತು ಛಂದಸ್ಸಿನ ಮೂಲ ಸ್ವರೂಪ ಹಾಗೂ ನಿಯಮಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಸುವುದು.
2. ಕಲಿಕೆ, ಚಿಂತನೆ, ಸಂವಹನ ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಷೆಯು ವಹಿಸುವ ವಿವಿಧ ರೀತಿಯ ಪಾತ್ರಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು.
3. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾತೃಭಾಷೆಯ ಮಹತ್ವ ಮತ್ತು ಶಿಕ್ಷಣ ಮಾಧ್ಯಮದ ಬಗ್ಗೆ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ ಬೆಳೆಸುವುದು.
4. ಭಾಷಾ ಬೋಧನೆಯ ಬಗ್ಗೆ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮಚೌಕಟ್ಟು 2005ರ ಆಶಯಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಅನ್ವಯಿಸುವುದು.
5. ಭಾಷಾ ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಹಿನ್ನೆಲೆಯನ್ನು ಅರಿಯುವುದು ಹಾಗೂ ಅನ್ವಯಿಸುವುದು.
6. ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
7. ಭಾಷೆಯ ಮೂಲ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆಗೆ ಸೂಕ್ತ ಅಭ್ಯಾಸಗಳು ಮತ್ತು ಪೋಷಣೆಗೆ ಅಗತ್ಯ ಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆಯನ್ನು ವಿಸ್ತರಿಸುವುದು.
8. ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಗೆ ಸೂಕ್ತ ವಿಧಾನಗಳು, ಚಟುವಟಿಕೆಗಳನ್ನು ಅಳವಡಿಸುವ ಕೌಶಲ ಬೆಳೆಸುವುದು.
9. ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ, ಸಾಹಿತ್ಯ ಹಾಗೂ ನಾಟಕ ಬೋಧನೆಗೆ ಯೋಜನೆ ವಿನ್ಯಾಸಗೊಳಿಸುವ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಪರಿಣಿತಿ ಬೆಳೆಸುವುದು.
10. ಭಾಷಾ ಕೌಶಲಗಳ ಕಲಿಕೆ ಹಾಗೂ ಅನ್ವಯಕ್ಕೆ ಸೂಕ್ತ ಸಂರಚನಾತ್ಮಕ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ಬಳಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

ಘಟಕ-1: ಕನ್ನಡ ವ್ಯಾಕರಣ, ಛಂದಸ್ಸು ಮತ್ತು ಅಲಂಕಾರಗಳ ಪರಿಚಯ :

(12 ಅವಧಿಗಳು)

- 1.1. ಕನ್ನಡ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು: ಹೊಸಗನ್ನಡ ಮತ್ತು ಹಳಗನ್ನಡದ ಪ್ರತ್ಯಯಗಳು, ವಿಭಕ್ತಿ ಪಲ್ಲಟ.
- 1.2. ವಾಕ್ಯರಚನೆ: ವಿಧಗಳು-ಸರಳ ವಾಕ್ಯ, ಸಂಯೋಜಿತ ಮತ್ತು ಮಿಶ್ರ ವಾಕ್ಯಗಳ ಲಕ್ಷಣಗಳು.
- 1.3. ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಸಮಾಸಗಳು-ಅರ್ಥ ಮತ್ತು ವಿಧಗಳು.
- 1.4. ತತ್ಸಮ-ತದ್ಭವ, ದೇಶ್ಯ-ಅನ್ಯದೇಶ್ಯ ಪದಗಳು, ಅವ್ಯಯ ಪ್ರಕರಣ.
- 1.5. ಕಂದಪದ್ಯ ಮತ್ತು ಷಟ್ಪದಿ: ವಿಧಗಳು ಮತ್ತು ಲಕ್ಷಣಗಳು.
- 1.6. ಕನ್ನಡ ಛಂದಸ್ಸಿನ ಅರ್ಥ ಮತ್ತು ಲಕ್ಷಣಗಳು: ಪಾದ, ಪ್ರಾಸ, ಮಾತೃ, ಲಘು-ಗುರು, ಗಣ ಮತ್ತು ಯತಿ.
- 1.7. ಅಲಂಕಾರ: ವಿಧಗಳು-ಶಬ್ದಾಲಂಕಾರ-ಯಮಕ,ಅನುಪ್ರಾಸ, ಚಿತ್ರಕವಿತ್ವ, ಅರ್ಥಾಲಂಕಾರ-ಉಪಮೆ, ರೂಪಕ.

ಘಟಕ-2: ಭಾಷೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಭಾಷಾ ಕೌಶಲಗಳು

(14 ಅವಧಿಗಳು)

- 2.1 ಭಾಷೆ: ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಭಾಷೆಯ ಉಗಮದ ಸಿದ್ಧಾಂತಗಳು.
- 2.2 ಆಲಿಸುವಿಕೆ: ಮಹತ್ವ, ಆಲಿಸುವಿಕೆಯ ಉಪಕೌಶಲಗಳು, ದೋಷಗಳು-ಆಲಿಸುವ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು- ಕಥೆ ಕೇಳುವಿಕೆ, ಸಂಭಾಷಣೆ , ರೇಡಿಯೋ ಕಾರ್ಯಕ್ರಮಗಳ ಆಲಿಸುವಿಕೆ ಮತ್ತು ವಿಷಯ ಗ್ರಹಿಕೆ.
- 2.3 ಮಾತುಗಾರಿಕೆ: ಮಹತ್ವ ಹಾಗೂ ಉತ್ತಮ ಮಾತುಗಾರಿಕೆ ಲಕ್ಷಣಗಳು. ಮಾತುಗಾರಿಕೆ- ದೋಷಗಳು, ಪರಿಹಾರಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆ ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು - ಕಲಾತ್ಮಕ ಅಭಿವ್ಯಕ್ತಿ , ತರ್ಕಬದ್ಧ ನಿರೂಪಣೆ

, ಪಾತ್ರಾಭಿನಯ, ಭಾಷಣ ಕಲೆ, ಲೇಖನ-ಲೇಖಕರ ಆಶಯ ಮತ್ತು ಶೈಲಿಯ ಗ್ರಹಿಕೆ, ವರದಿ ವಾರ್ತಾವಾಚನ, ಸಂಭಾಷಣೆ ಮತ್ತು ಚರ್ಚಾ ಸ್ಪರ್ಧೆ.

2.4 ಓದುಗಾರಿಕೆ: ಮಹತ್ವ, ಓದಿಗಾರಿಕೆಯ ಉಪಕೌಶಲಗಳು, ಓದಿನ ಪ್ರಕಾರಗಳು. ಗಟ್ಟಿ ವಾಚನ-ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರಗಳು. ಮೌನವಾಚನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಅಭಿರುಚಿ ಪೋಷಣೆ, ಆಳವಾಚನ, ಸ್ಥೂಲವಾಚನ, ಸೂಕ್ಷ್ಮವಾಚನ, ವಿಮರ್ಶಾತ್ಮಕ ವಾಚನ, ದಿನಪತ್ರಿಕೆಗಳು ಮತ್ತು ನಿಯತಕಾಲಿಕೆಗಳ ವಾಚನ, ಪದ್ಯಗಳ ಕಂಠಪಾಠ, ಅರ್ಥಗ್ರಹಿಕೆಗಾಗಿ ವಾಚನ ಇವುಗಳನ್ನು ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು.

2.5 ಬರವಣಿಗೆ: ಮಹತ್ವ ಉತ್ತಮ ಕೈ ಬರಹದ ಲಕ್ಷಣಗಳು. ಬರವಣಿಗೆಯ ದೋಷಗಳು-ಪರಿಹಾರಗಳು. ವಿವಿಧ ರೀತಿಯ ಕೈ ಬರಹವನ್ನು ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು- ಕಥೆ, ಕವನ ರಚನೆ, ಗಾದೆ ಮತ್ತು ನಾಣ್ಯುಡಿಗಳ ವಿಸ್ತರಣೆ, ಪ್ರಬಂಧ, ಟಿಪ್ಪಣಿ, ಪತ್ರ ಲೇಖನ, ವರದಿ ಮತ್ತು ದಿನಚರಿ, ಪ್ರಶೋತ್ತರ, ಸಾರಲೇಖ ಮತ್ತು ವಿಸ್ತಾರ ಬರಹ, ಪುಸ್ತಕ ಪರಾಮರ್ಶನ ಕೌಶಲಗಳು. ಸೃಜನಶೀಲ ಬರಹ ಮತ್ತು ಉತ್ತಮ ಶೈಲಿಯ ಬೆಳವಣಿಗೆ.

ಘಟಕ-3: ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು/ ಉದ್ದೇಶಗಳು-ಬೋಧನಾ ವಿಧಾನಗಳು

(12 ಅವಧಿಗಳು)

- 3.1 ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಷೆಯ ಪ್ರಾಮುಖ್ಯತೆ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮ ಹಾಗೂ ಕಲಿಕೆಯ ಸಾಧನವಾಗಿ ಮಾತೃಭಾಷೆ.
- 3.2 ಶಿಕ್ಷಣ ಮತ್ತು ಭಾಷಾ ನೀತಿಗಳು: ಭಾಷಾ ಶಿಕ್ಷಣದ ಬಗೆಗೆ ಸಂವಿಧಾನದ ಅವಕಾಶಗಳು, ಕರ್ನಾಟಕದಲ್ಲಿ ಶಿಕ್ಷಣದ ಭಾಷಾ ನೀತಿಗಳು.
- 3.3 ಭಾಷಾ ಕಲಿಕೆ-ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ನಿಯಮಗಳು. ಭಾಷಾ ಕಲಿಕೆಯ ಬಗೆಗೆ ಜಾನ್ ಪಿಯಾಜೆ, ಎಲ್.ವೈ.ಫೋರ್ಷ್ಪಿಕೆ, ನೋಮ್ ಚಾಮ್ಸ್ಕಿರವರ ಚಿಂತನೆಗಳು.
- 3.4 ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು: ಪ್ರಥಮ ಭಾಷೆ, ದ್ವಿತೀಯ ಮತ್ತು ತೃತೀಯ ಭಾಷೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ. ಬೆಂಜಮಿನ್ ಎಸ್. ಬ್ಲೂಮ್‌ರ ಶೈಕ್ಷಣಿಕ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣದ ಆಧಾರದಲ್ಲಿ ಭಾಷಾ ಬೋಧನೆಯ ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು.
- 3.5 ಭಾಷಾ ಬೋಧನೆ-ಕಲಿಕೆಯ ಬಗೆಗೆ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮ ಚೌಕಟ್ಟು- 2005 ರ ಆಶಯಗಳು ಮತ್ತು ಸಂರಚನಾತ್ಮಕ ಉಪಕ್ರಮ (constructivist approach),
- 3.6 ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು: ಕಥನ, ನಾಟಕಾಭಿನಯ, ಕ್ರೀಡಾವಿಧಾನ, ಯೋಜನಾ ವಿಧಾನ, ಸಹಕಾರ ಕಲಿಕೆ, ಪ್ರಶೋತ್ತರ ವಿಧಾನ, ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ, ಬೋಧನಾ ವಿನ್ಯಾಸ, ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ - ಬೋಧಿಸುವಕ್ರಮ ಹಾಗೂ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವಿಕೆ.

ಘಟಕ-4: ಭಾಷಾ ಬೋಧನೆಗೆ ಸಿದ್ಧತೆ

(12 ಅವಧಿಗಳು)

- 4.1 ಭಾಷಾ ಪಾಠಯೋಜನೆ: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ರೂಪರೇಷೆಗಳು. ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು ಹಾಗೂ ಹಂತಗಳು. ರಚನಾತ್ಮಕ ರೀತಿಯ ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನದ ಆಧಾರದಲ್ಲಿ ಯೋಜನೆಗಳ ರಚನೆ.
- 4.2 ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ ಹಾಗೂ ಸಾಹಿತ್ಯ ಪಠ್ಯಗಳ ಬೋಧನೆಗೆ ಯೋಜನೆ ರಚನೆ. ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.
- 4.3 ಭಾಷಾ ಬೋಧನೆ- ಕಲಿಕೆಯ ಉಪಕರಣಗಳು: ಪ್ರಾಮುಖ್ಯತೆ, ಬಳಸಬಹುದಾದ ಉಪಕರಣಗಳು. ಚಿತ್ರ ಪುಸ್ತಕಗಳು, ಮಿಂಚು ಪಟ್ಟಿಗಳು, ಚಾರ್ಟ್‌ಗಳು, ಆಧಾರ ಗ್ರಂಥಗಳು, ರೇಡಿಯೋ, ಧ್ವನಿ ಮುದ್ರಣ(ಸಿ.ಡಿ) ಮತ್ತು ದೂರದರ್ಶನ- ಇವುಗಳನ್ನು ಬಳಸುವ ಕ್ರಮ.
- 4.4 ಭಾಷಾ ಕಲಿಕೆಗೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳು ; ಚರ್ಚೆ, ವಿಚಾರ ಸಂಕರಣ, ಪಾತ್ರಾಭಿನಯ, ಸಾಹಿತ್ಯ ಸಂಚಿಕೆ, ಪುಸ್ತಕ ಪ್ರೀತಿ ಮತ್ತು ಭಾಷಾ ಸಂಘದ ಚಟುವಟಿಕೆಗಳು.

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ ವಿಚಾರ ಸಂಕರಣ ವಿಷಯಗಳು :

1. ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಭಾಷಾ ಮಾಧ್ಯಮ.
2. ಭಾಷಾ ಕಲಿಕೆಯಲ್ಲಿ ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ.
3. ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಪ್ರಸಾರದಲ್ಲಿ ಸಾಹಿತ್ಯ ಸಮ್ಮೇಳನಗಳು.
4. ಜಾಗತೀಕರಣದ ಪ್ರಸ್ತುತ ಸಂದರ್ಭಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಿತಿಗತಿಗಳು ಹಾಗೂ ಸಾಧ್ಯತೆಗಳು.

5. ಕನ್ನಡ ಭಾಷೆ ಹಾಗೂ ಸಾಹಿತ್ಯ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ವಿದೇಶೀಯರ ಕೊಡುಗೆ.
6. ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಬೆಳವಣಿಗೆ- ಚಟುವಟಿಕೆಗಳು.
7. ಆಡಳಿತದಲ್ಲಿ ಕನ್ನಡ ಬಳಕೆ-ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಕಾರ್ಯಯೋಜನೆಗಳ ಕುರಿತು ಚರ್ಚೆ.
8. ಭಾಷೆಯ ಸೃಜನಶೀಲ ಪ್ರಯೋಗ, ಕನ್ನಡ ದೂರದರ್ಶನ ವಾಹಿನಿಗಳ ಪಾತ್ರ-ಒಂದು ವಿಶ್ಲೇಷಣೆ.
9. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸ್ತ್ರೀ ಸಂವೇದನೆ- ವಚನ ಕಾಲದಿಂದ ಇಂದಿನವರೆಗೆ
10. ಅಧ್ಯಯನ ಸಂಸ್ಕೃತಿ- ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಮತ್ತು ಅಧ್ಯಯನ ಕೌಶಲಗಳು. ಅಧ್ಯಯನದಲ್ಲಿ ಅಭಿರುಚಿ ಬೆಳೆಸಿಕೊಳ್ಳುವ ಕ್ರಮ.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF ENGLISH

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- To acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching.
- To develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in students teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- To understand the importance of instructional objectives and taxonomy.
- To design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- To develop an insight into the relationship between curriculum and textbooks

UNIT-1: Content –Aspects of language. (Content from 6th, 7th and 8th standard of Karnataka State Syllabus (II Language) (12 Hours)

- 1.1. Introduction to language –Meaning, definition, functions, linguistic principles of learning language.
- 1.2. Structure of English language-phonological structure-Mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes vowels and consonants, Stress Intonation, Rhythm, Consonant Clusters, Minimal Pairs, their meaning and practice,
- 1.3: Morphological structure of English –meaning and importance –meaning of morphemes Types-free and bound:-affixes, prefixes and suffixes-derivational suffixes, verb forms, adjectives and adverbs.
- 1.4: Syntactic structure of English –meaning and importance -basic sentence pattern; phrases and clauses.

UNIT 2: Nature, Objectives and Taxonomy. (14 Hours)

- 2.1: Objectives of teaching English –instructional objectives, classification based on Blooms-Anderson taxonomy-stating of instructional objectives and learning outcomes,
- 2.2. Lesson plan format, regular and unit lesson plan teaching of prose, objectives, steps, (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.
- 2.2. Teaching of Poetry-Objectives and steps (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks. Figures of speech, Diction and Images.
- 2.3: Teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition, activities and exercises to develop composition, remedial work (demonstration lesson to be given by the faculty)
- 2.4: English language teaching situation in India and its historical background
- 2.5: Need and importance of teaching English.
- 2.6: Aims-literary, cultural, utilitarian and creativity
- 2.7: Use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles

UNIT 3: Approaches and Methods of teaching English

(12 Hours)

- 3.1. Bilingual method –meaning- principles-merits and limitations
- 3.2. Direct method –meaning –principles-merits and limitations
- 3.3. Structural Approach-meaning –principles-criteria for selection and gradation of structures ways of teaching structures –substitution table- its importance, types- preparation, uses and practice in relation to secondary school texts-merits and limitations
- 3.4. Communicative Approach –meaning, features –principles -merits and limitations.
- 3.5. Eclectic Approach.
- 3.6. Suggestopedia-meaning, principles, merits and limitations,
- 3.7. Constructivism in ELT (NCF 2005/2009): Meaning, importance, sets of five - ‘E’ model

UNIT 4: Development of language skills (Linguistics) and Evaluation

(14 Hours)

- 4.1. Listening: components –barrier in listening, activities to develop listening comprehension.
- 4.2. Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits
- 4.3. Reading skills-objectives of teaching reading; Mechanics of reading; Methods of teaching reading; Types of reading, reading aloud and silently, intensive and extensive reading; Types of reading comprehension –activities to develop testing reading comprehension.
- 4.4. Writing –its components, objectives of teaching written expression.
- 4.5. Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting – ways of improving handwriting.
- 4.6. Steps of designing lesson plan in English for power point and multimedia applications and their advantages.
- 4.7. Evaluation in teaching of English. Concept of unit test, blue print, construction of objective based test (practical activity-question paper)
- 4.8. e-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

Seminar Topics: (any one)

Prepare and present seminar paper on the following topic.

1. Activities to develop linguistic skills –listening, speaking, reading and writing
2. Use of educational technology in teaching and evaluation of English language.
3. Study skills –Gathering, Storage and Retrieval-their importance and use in Language learning

4. Current trends in methods of teaching English-Humanistic approach, Community Language learning, Total physical response.
5. Psychological principles of learning language.(Behavioristic and Cognitive Approach)
6. Language. games-(Activity Based learning)(ABL)
7. Constitutional provisions and policies of language education.
8. Different forms of English Literature and their relative importance.
9. Challenges of teaching and learning English in the 21st century.
10. Use of library resources in teaching and learning of English.

Reference Books:

1. AIELTA-Voices-journal-London
2. BalasubramanyanT.-Introduction to phonetics for Indian students MacMillan publication Hyderabad
3. BansalR.K -Outlines of phonetics -CIEFL Hyderabad
4. Bauruah. T.C, A hand book of English language teacher- Himalaya Publication, Calcutta.
5. Bhatia&Bhatia-Methods of teaching English
6. ELT- (journal) ELTAI-Chennai
7. English language teaching –Journal London(ELTJ)
8. Essentials of grammar and composition in Glen Leggett C. David Mead, William Charvat Prentice Hall of India.
9. GeethaNagaraj-Trends in teaching of English-MacMillan publication
10. Gimson, Introduction to pronunciation-OUP
11. Gleason S-Descriptive linguistics-OUP
12. GoshR.N.-History of teaching English in India-MacMillan Publication Hyderabad
13. Krishnaswamy –ModernEnglish grammar, Orient longlam publication,Hyderabad.
14. Mudambadithaya . G. Teaching of English
15. PalmerH.E.-Grammar –Oxford university press, London
16. Pitcoder, Introduction to linguistics-CUP
17. SternH.H. –History of teaching of English –Oxford university press -London
18. Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- Understand the need of social sciences.
- Develop instructional objectives related to various methods, strategies of teaching social sciences.
- Develop skills in different devices and techniques for teaching social science.
- Develop skills in preparing lesson plans and instructional material for teaching and learning process of social sciences.
- Develop the spirit of civic sense.
- Identify the alternative ways of approaching content organization in social sciences.
- Apply the knowledge of social science in daily life.
- Develop skill in collect and interpret the geographical and social data in the form of table, charts, graphs etc.

Unit 1: Content of Social Science

(14 Hours)

1.1. India and the World

1.2. Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam-origin, growth, teachings/principles, spread and expansion.

- 1.3. World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features and its contributions.
- 1.4. Physical Features of India: Major geographical divisions and its importance (Himalayan Mountain Ranges, River plains, Desert, Deccan Plateau and Coastal Plains).
- 1.5. The Earth- Structure, size & shape, continents and oceans, latitudes and longitudes, layers of earth, structure, composition, internal and external forces.
- 1.6. Constitution-constituent assembly, drafting and framing of constitution , salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.
- 1.7. Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization.
- 1.8. Basics of economics-meaning. Importance, resources and economic activities.

Unit 2: Nature, Objectives and Taxonomy

(12 Hours)

- 2.1. Concept, scope, and importance of teaching social science.
- 2.2. Inter-disciplinarily nature of social science.
- 2.3. Objectives of Teaching Social Sciences according to NCF 2005.
- 2.4. Instructional Objectives- Bloom and Loraine Anderson.

Unit 3 Methods, approaches of Teaching Social science

(14 Hours)

- 3.1. Experiential learning –meaning, phases and implications (David Kolb).
- 3.2. Interactive verbal learning- meaning, phases and implications.
- 3.3. Strategies –co-operative learning -“learning together model”- steps and implications.
- 3.4. Social Constructivism- meaning, importance, steps of five ‘e’ model.
- 3.5. Decision making – meaning, syntax and implications.

Unit 4: Lesson Designing and evaluation

(12 Hours)

- 4.1. Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level.
- 4.2. Format for lesson designing-evaluation approach.
- 4.3. CCE in social sciences.

4.4. Preparation of test format in Social sciences.

Seminar topics: (any one)

Prepare and present seminar paper on the following topic.

1. Social reforms in present context.
2. Usage of sources while teaching social science.
3. Impact of geographical features on history of a Nation.
4. Disaster management.
5. Changing perspectives of social institutions in India.
6. LPG (liberalization, privatization and globalization).
7. Indian economy in 21st century.
8. Social justice and empowerment.
9. Women rights in Indian society- changes.
10. Sustainable development- Agriculture and Industry .

Reference Books:

1. Aggrawal J.C, "Teaching of social sciences", Neelkamal publications.
2. Allen J Singer, "Social studies for Secondary Schools, Teaching to Learn and Learning to Teach", paperback 2008.
3. Ellen Kottler, Nancy P Gallvan, Secrets to success for social studies teachers, Carwin Press, sage publications.
4. Harry Dhand, A handbook for teachers – Research in teaching of the social studies, APH Publishing Corporation.
5. Ian Phillips, Teaching History-developing as a reflective secondary teacher, Sage publications.
6. Kochchar S.K., "Teaching of Social studies", Sterling Publishers Pvt. Ltd., 2004.
7. Kohli. A.S., Teaching of Social Studies, Anmol publications.
8. Rainu Gupta, Methods and Models of Teaching Social Studies.
9. Salim Babu S.A. & Digumari Bhaskara Rao, Methods of Teaching Geography.

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

ದ್ವಿತೀಯ ಸೆಮೆಸ್ಟರ್

ಸಮಾಜ ವಿಜ್ಞಾನದ ವಿಷಯ ಹಾಗೂ ಬೋಧನಾಕ್ರಮ

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

ಉದ್ದೇಶಗಳು

೧. ಸಮಾಜ ವಿಜ್ಞಾನದ ಕಲಿಕಾ ಮಹತ್ವದೊಂದಿಗೆ ಸಮಾಜ ವಿಜ್ಞಾನದ ಜ್ಞಾನವನ್ನು ಪಡೆದುಕೊಳ್ಳುವನು.

೨. ಸಮಾಜ ವಿಜ್ಞಾನವನ್ನು ಬೋಧಿಸಲು ಬೋಧನಾ ಉದ್ದೇಶಗಳೊಂದಿಗೆ ಬೋಧನಾ ವಿಧಾನಗಳು ಹಾಗೂ ತಂತ್ರಗಳ ಬೆಳವಣಿಗೆ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.

೩. ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧನಾ ಹಾಗೂ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಗೆ ಬೇಕಾದ ಪಾಠಯೋಜನಾ ಕ್ರಮ ಹಾಗೂ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳನ್ನು ತಯಾರಿಸುವ ಕೌಶಲ್ಯಗಳನ್ನು ಬಳಸುವುದು.

೪. ಸಮಾಜ ವಿಜ್ಞಾನದ ವಿಷಯಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಅಳವಡಿಸುವಲ್ಲಿ ಪರ್ಯಾಯ ಮಾರ್ಗಗಳನ್ನು ಗುರುತಿಸುವುದು.

ಘಟಕ-೧ : ಸಮಾಜವಿಜ್ಞಾನದ-ವಿಷಯಗಳು :

- ಭಾರತ ಹಾಗೂ ಪ್ರಪಂಚ
- ಪ್ರಪಂಚದ ಪ್ರಮುಖ ಧರ್ಮಗಳು-ಹಿಂದು ಧರ್ಮ, ಕ್ರೈಸ್ತ ಧರ್ಮ, ಭೌದ್ಧ ಧರ್ಮ, ಜೈನ ಧರ್ಮ-ಮೂಲ, ಬೆಳವಣಿಗೆ, ಬೋಧನೆ ಗಳು, ತತ್ವಗಳು, ಪ್ರಸಾರ ಹಾಗೂ ವಿಸ್ತರಣೆ
- ಪ್ರಪಂಚದ ನಾಗರಿಕತೆಗಳು-ಸಿಂಧು ನದಿ ನಾಗರಿಕತೆ, ನೈಲ್ ನದಿ ನಾಗರಿಕತೆ, ಯಾಂಗ್ಚಿ ನದಿ ನಾಗರಿಕತೆ, ಮೆಸೊಪೊಟೋಮಿಯ ನಾಗರಿಕತೆ-ಮೂಲ, ಬೆಳವಣಿಗೆ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕಾಣಿಕೆಗಳು
- ಭಾರತದ ಸ್ವಾಭಾವಿಕ ಲಕ್ಷಣಗಳು-ಹಿಮಾಲಯ ಪರ್ವತ ಶ್ರೇಣಿಗಳು, ನದಿ ಬಯಲು ಪ್ರದೇಶ, ಮರುಭೂಮಿ, ದಕ್ಕನ್ ಪ್ರಸ್ಥಭೂಮಿ, ಕರಾವಳಿ ಪ್ರದೇಶಗಳು,
- ಭೂಮಿಯ ರಚನೆ-ಆಕಾರ, ಪದರಗಳು, ಖಂಡಗಳು ಹಾಗೂ ಸಾಗರಗಳು
- ಸಂವಿಧಾನದ ಲಕ್ಷಣಗಳು-ರಚನೆ, ಲಕ್ಷಣಗಳು, ಮೂಲಭೂತ ಹಕ್ಕುಗಳು ಹಾಗೂ ಕರ್ತವ್ಯಗಳು
- ಸಮಾಜ ಶಾಸ್ತ್ರದ ಮೂಲಭೂತ ವಿಚಾರಗಳು
- ಆರ್ಥಶಾಸ್ತ್ರದ ಮೂಲಭೂತ ವಿಚಾರಗಳು- ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ-೨ : ಸ್ವಭಾವ/ಸ್ವರೂಪ , ಉದ್ದೇಶಗಳು ಹಾಗೂ ಪ್ರಭೇದಗಳು

- ಸಮಾಜ ವಿಜ್ಞಾನದ ಪರಿಕಲ್ಪನೆ-ಅರ್ಥ, ವ್ಯಾಪ್ತಿ, ಪ್ರೌಢ ಶಾಲಾ ಹಂತದಲ್ಲಿ ಬೋಧಿಸುವಲ್ಲಿನ ಪ್ರಾಮುಖ್ಯತೆ

ಪ್ರತಿಯೊಂದು ವಿಷಯಗಳ ಆಂತರಿಕ ಸಂಬಂಧಗಳು-ಇತಿಹಾಸ, ಭೂಗೋಳ, ಸಮಾಜ ಶಾಸ್ತ್ರ, ಆರ್ಥಶಾಸ್ತ್ರ, ರಾಜ್ಯಶಾಸ್ತ್ರ.

- NCF 2005 ಗಳ ಪ್ರಕಾರ ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
-ಪರಿಷ್ಕೃತ ಬ್ಯೂಮ್ಸ್‌ನ ಲೊರಿನ ಆಂಡರಸನನ ಪ್ರಭೇದಗಳನ್ನಾಧಾರಿತ ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

ಘಟಕ-೨ : ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧನಾ ವಿಧಾನಗಳು, ಮಾರ್ಗಗಳು ಹಾಗೂ ತಂತ್ರಗಳು

- ಅನುಭವಾತ್ಮಕ ಕಲಿಕೆ- ಆರ್ಥ, ಹಂತಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಪ್ರಭಾವಗಳು (ಡೆವಿಡ್ ಖೋಲ್ಟ್)
- ಪ್ರತಿಕ್ರಿಯೆ ಕಲಿಕೆ - ಆರ್ಥ, ಹಂತಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಪ್ರಭಾವಗಳು
- ಬೋಧನಾ ಹಾಗೂ ಕಲಿಕಾ ತಂತ್ರಗಳು-ಸಹಕಾರದೊಂದಿಗೆ ಕಲಿಕೆ, - "ಒಂದುಗೂಡಿ ಕಲಿ" ನಮೂನೆ
- ಹಂತಗಳು ಹಾಗೂ ಪ್ರಭಾವಗಳು
- ಸಾಮಾಜಿಕ ರಚನಾತ್ಮಕ ಕಲಿಕಾ ವಿಧಾನ - 'ಇ' ನಮೂನೆ/ಮಾದರಿ - ಆರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ
- ತೀರ್ಪು/ನಿರ್ಣಯಕಾ ವಿಧಾನ-ಆರ್ಥ, ಹಂತಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಪ್ರಭಾವಗಳು

ಘಟಕ-೪ : ಪಾಠ ಯೋಜನಾ ವಿನ್ಯಾಸ ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ
ಸೂಚನೆಗಳ ವಿನ್ಯಾಸ-ಆರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ-ವಿನ್ಯಾಸಗಳ ಹಂತಗಳು-ಘಟಕ ವಿಷ್ಲೇಷಣಾ ಹಂತ,
ಪಾಠ ಯೋಜನಾ ಹಂತ, ಪ್ರಕ್ರಿಯಾ ಹಂತ,
ಪಾಠ ಯೋಜನಾ ವಿನ್ಯಾಸಕ್ಕೆ ನಮೂನೆ-ಮೌಲ್ಯ ಮಾಪನಾ ವಿಧಾನ (ನಮ್ಯವಾದ-ಅಗತ್ಯಕ್ಕೆ ತಕ್ಕಂತೆ ಹೊಂದಿಕೊಳ್ಳುವಿಕೆ)
ಸಮಾಜ ವಿಜ್ಞಾನದಲ್ಲಿ ನಿರಂತರ ಗ್ರಹಿಕಾ ಕಲಿಕೆಯ ಮೌಲ್ಯ ಮಾಪನ
ಸಮಾಜ ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಗಳ ತಯಾರಿಕೆಗೆ ನಮೂನೆ

ಸಮೀಕ್ಷಾ ಪ್ರಸ್ತುತಿಗೆ

- ೦ ಪ್ರಸ್ತುತ ಸಂದರ್ಭದಲ್ಲಿ ಸಾಮಾಜಿಕ ಸುದಾರಣೆಗಳು
- ೧ ಸಮಾಜ ವಿಜ್ಞಾನ ಭೋದಿಸುವಲ್ಲಿ ಸಂಪನ್ಮೂಲಗಳ ಉಪಯೋಗ
- ೨ ದೇಶದ ಇತಿಹಾಸದ ಮೇಲೆ ಭೋದಿಸಲಾಗುವ ಲಕ್ಷಣಗಳ ಪ್ರಭಾವ
- ೩ ಆಘಾತಗಳ ನಿರ್ವಹಣೆ
- ೪ ಭಾರತದಲ್ಲಿ ಬದಲಾಗುತ್ತಿರುವ ಸಾಮಾಜಿಕ ಸಂಸ್ಥೆಗಳ ದೃಷ್ಟಿಕೋನಗಳು
- ೫ ಪ್ರಗತಿಪರ ಖಾಸಗೀಕರಣ ಜಾಗತೀಕರಣ
- ೬ ೨೦ನೇ ಶತಮಾನದಲ್ಲಿ ಭಾರತೀಯ ಆರ್ಥಶಾಸ್ತ್ರ
- ೭ ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಮತ್ತು ಸಬಲೀಕರಣ
- ೮ ಭಾರತೀಯ ಮಹಿಳೆಯರ ಹಕ್ಕುಗಳು-ಬದಲಾವಣೆಗಳು
- ೯ ಮುಂದುವರಿಸಬಲ್ಲ ಬೆಳವಣಿಗೆ-ಕೃಷಿ ಹಾಗೂ ಕೈಗಾರಿಕೆ

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF MATHEMATICS

Paper Code: SC (Part – I)

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Sensitize prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
- Appreciate the nature, characteristics and structure of mathematics and its correlation with other areas.
- Understand the processes in mathematics and their importance.
- Analyze the content categories in mathematics and illustrate with examples.
- Develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level.
- develop awareness about the objectives of teaching mathematics at secondary school
- develop understanding and skill in preparing lesson episodes based on Five E model;
- Different approaches, methods, models and techniques of teaching mathematics.
- Develop understanding about collaborative learning and cooperative learning strategies.
- Prepare the prospective mathematics teachers as facilitators for effective learning of mathematics.
- Empower prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.

Unit-1: Content in mathematics

(12 Hours)

1.1. Content of 6th, 7th, 8th and 9th Std syllabus --- Rational Numbers, Sets, Factorization, LCM and HCF, Division of polynomials: linear equation, simultaneous equation ratio and proportion.

1.2. Commercial mathematics, Data Handling, lines and angles; Triangles - construction and theorem on triangles, congruency of Triangles, Quadrilaterals.

Unit-2 - Nature and scope of Mathematics

(12 Hours)

- 2.1. Nature of mathematics, Meaning and characteristics of mathematics; mathematical reasoning, Geometric thinking (Van Hiele model); Axioms, Postulates and Theorems -converse, inverse and contra positive –proofs and different types of proofs, Difference between proof and verification.
- 2.2. Content categories of mathematical knowledge – Facts, Concepts, Generalisations and procedures.
- 2.3. Aims and objectives of teaching mathematics.
 - 2.3.1 Aims of teaching mathematics –disciplinary, utilitarian, cultural, social and recreational.
 - 2.3.2 Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate Geometry.
 - 2.3.3 Anderson’s revised Bloom’s taxonomy of instructional objectives – specifications; task analysis

Unit-3- Approaches and strategies in teaching and learning of mathematics (16 Hours)

- 3.1.1 Five E model – Five stages - engage, explore, express, expand, evaluate
- 3.1.2 Approaches and models of teaching mathematics – Inducto - deductive approach; Analytic – synthetic Approach; Guided discovery approach; Concept Attainment Model.
 - 3.1.3 Techniques of learning mathematics – Problem solving technique, Oral work and written work, Drill work and concept mapping.
 - 3.1.4 Collaborative learning and Cooperative learning strategies – learning together technique, jigsaw technique - steps.

Unit-4- Planning for teaching –learning and evaluation in mathematics

(12 Hours)

- 4.1 Preparation of unit plan, selecting the content for instruction, content analysis; stating the instructional objectives and task analysis; analyzing and selecting suitable teaching methods, strategies, techniques and models; identifying and developing teaching learning materials(including ICT), selecting suitable evaluation tools and strategies, lesson planning based on evaluation approach.
- 4.2 Evaluation in mathematics:
 - 4.2.1 Construction (steps) and use of achievement test in mathematics for summative assessment.

Seminar Topics: (any one).

Prepare and present seminar paper on the following topic.

1. Pattern recognition and algebraic thinking in mathematics.
2. Number patterns and Geometric patterns.
3. Recreational activities in mathematics - games/riddles/puzzles.
4. Contribution of Indian Mathematicians
5. Contribution of non-Indian mathematicians
6. Project based learning in mathematics
7. Vision and objectives of teaching mathematics at upper primary and secondary levels.
8. Correlation between the different branches of mathematics in the present syllabus.
9. Correlation between mathematical content in the present syllabus and with other school subjects.
10. Portfolio assessment and Performance assessment in mathematics.

Reference Books:

1. Aggarwal, J.C, Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi: Vikas Publishing House Pvt. Ltd, 2001.
2. Bhasin, Sonia. Teaching of Mathematics- A Practical Approach. Mumbai: Himalaya Publishing House, 2005.
3. Butler H., Charles & Wren F., Lynwood. The Teaching of Secondary Mathematics. New York: The Maple Press Company, 1960.
4. Ediger, M. & Rao, D.B. Teaching Mathematics Successfully. New Delhi: Discovery Publishing House, 2000.
5. James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd, (2006).
6. Joyce, B. & Weil. M. & Calhoun, E. Models of Teaching (8th Ed.). New Delhi: PHI Learning Private Limited, 2009.
7. Kumar, S. & Ratnalikar, D.N. Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd, 2003.
8. Mangal, S.K. A Text Book on Teaching of Mathematics, Ludhiana: Prakash Brothers Educational Publishers, 1981.
9. NCERT. National Curriculum Framework for School Education. New Delhi: NCERT, 2005.
10. Rai, B.C. Methods of Teaching Mathematics. Lucknow: Prakashana Kendra, 1991.
11. Sidhu, Kulbir Singh. The Teaching of Mathematics. Jullundar: Sterling Publishers Pvt. Ltd.
12. ಜಂಶಿ, ಆರ್.ಟಿ (1991). ಸುಬೋಧಗಣಿತ ಬೋಧನೆ. ಧಾರವಾಡ: ಭಾರತ ಬುಕ್‌ಡಿಸ್ಟ್ರಿಬ್ಯೂಷನ್ ಮತ್ತು ಪ್ರಕಾಶನ, 1991
13. ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಮತ್ತುರಬನಾಳ, ನೀಲಕಂಠ, (2004). ವಿಷಯಾಧಾರಿತಗಣಿತ ಬೋಧನೆ, ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, 2004.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDADOGY OF BIOLOGICAL SCIENCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

Acquire the knowledge of:

1. Nature and scope of Biological science.
2. Design of annual and unit lesson plan in biological science.
3. Continuous and comprehensive evaluation in Biological science.

Develop an understanding of:

1. Objective of teaching biological science in secondary schools.
2. Approaches and methods of teaching biological science.
3. Steps and stages of designing lessons.

Applying the knowledge of:

1. Importance and features of approaches and methods.
2. Significance of planning for teaching biological science.
3. Objectives in teaching Biological Science.

Develop a skill of:

1. Conducting experiments to demonstrate biological concepts at secondary school level.
2. Planning lessons based on various approaches.
3. Selecting & achieving appropriate objectives in teaching Biological Science.

UNIT-1: Content in Biological Science**(10 Hours)**

- 1.1 Body organization in organisms (Basic adaptation in fish, Bird, Dolphin, Polar bear), Structure and function of animal and plant body.
- 1.2 Study of cells – meaning, structure and functions of cell and its organelles, plant and animal cell and their differences, osmosis, Experiments on osmosis and diffusion.
- 1.3 Food and its constituents – meaning of food, constituents and their sources, functions of different food constituents and their deficiency disorders.
- 1.4 The world of microbes- classification of microbes, useful and harmful microbes, and microbial diseases.

UNIT-2: Nature, Objectives and Taxonomy**(12 Hours)**

- 2.1 Meaning and importance of Biological science.
- 2.2 Branches of Biological science.
- 2.3 Scientific method –meaning, importance and its steps.
- 2.4 Scientific Attitude- meaning, characteristics and inculcation of Scientific Attitude.
- 2.5 Aims and Objectives of teaching Biological Science, Blooms Taxonomy of educational objectives, revised Bloom’s taxonomy, instructional objectives and criteria for writing instructional objectives.

UNIT-3: Methods and Approaches of teaching Biological Science.**(18 Hours)**

- 3.1 Approaches of teaching Biological Science- meaning, importance and steps of inducto-deductive approach, structural and functional approach, type species approach, critical inquiry approach and problem solving approach. (Maier’s)
- 3.2 Methods of Teaching Biological Science- meaning, importance and steps of Lecture cum Demonstration method and Project method.
- 3.3 Models of teaching Biological Science- meaning, importance and steps of inquiry training model and 5’E’- Model.
- 3.4 Introduction to innovative teaching and learning methods- meaning and importance of Assignments, Discussion, Team teaching, Brain storming, Concept mapping, Co-operative and Collaborative learning, Experiential learning and Constructive learning.

UNIT-4: Lesson Designing and Evaluation.

(12 Hours)

4.1 Designing-meaning, importance, steps and formats of Annual plan, Unit plan and Lesson plan.

4.2 Evaluation-meaning, steps in construction of Achievement test in Biological Science.

4.3 Continuous and Comprehensive Evaluation (CCE) in Biological Science.

Seminar Topics: (any one)

Prepare and present seminar paper on the following topic.

1. Correlation of Biology with other branches of science.
2. Advantages of observation, collection, preservation, dissection, microscopic study and experimentation.
3. Great biologists and their contribution.
4. Role of a teacher in creating environmental awareness among secondary school students.
5. Alternative sources of energy to sustain life on earth.
6. Recent advances in the field of Biological science.
7. Role of Co-curricular activities in enhancing Biological Science knowledge.
8. New careers in the field of Biology.
9. Importance of conservation of Natural resources in the Service of Human welfare.
10. Utilization of community resources to make teaching of Biology more effective.

Reference Books:

1. Agarwal, D.D, Modern methods of Teaching Biology: Saruk&sons' publication New Delhi, 2004.
2. Bhar, surajprakash teacher training lotus press, New Delhi, 2006.
3. Choudhary s, teaching of biology APH Publishing Corporation, New Delhi, 2010.
4. Miller, David F. &blaydes, Gllen W. (1938): Methods and materials for teaching biological sciences: Mc Graw Hill book company Inc. New York and London, 1938.
5. Singh, veena Teaching of Biology, adhyanyan publishers & distributors, New Delhi, 2007.
6. Sood, J.K, Teaching of Life Science, kohli publishers Chandrigarh, 1987.
7. Yadav M.S, Modern methods of teaching science, Anmol publishers, Delhi, 2000.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks:100

Objectives: After completion of the course student teachers will:

- Acquire the knowledge and scope of Lower Secondary School Content in Physical Science.
- Understands the nature of physical Science.
- Plan the instructional objectives for the teaching concept
- Adopt suitable method and approaches of teaching
- Plan and design the instruction and evaluation

UNIT I: Content in Physical Science (with reference to 6th, 7th and 8th State text book)
(10 Hours)

1.1. Heat

1.1.1. Meaning of heat and temperature, difference between heat and temperature, Effects and applications of heat

1.1.2 Laboratory and Clinical Thermometer, Temperature scales and conversions.

1.2. Light

1.2.1. Meaning of light, Reflection of light and laws of reflection, image formation in Concave mirror

1.2.2. Refraction of light, total internal reflection and its effects, Dispersion of light

1.3. Nature of Matter

1.3.1. States of matter, Elements, compounds and mixtures-meaning, characteristics, Separation of mixtures

1.3.2. Metals, non-metals, and metalloids- meaning and properties

1.4. Atom

1.4.1 Meaning of an atom; Structure of an atom; Dalton's theory, Rutherford-Bohr model

1.4.2 Chemical bonding; meaning and types

UNIT II: Nature, objectives and taxonomy of Physical Science**(15 Hours)**

- 2.1. Meaning and Nature of Physical Science-Nature, process, product, facts, phenomenon, concepts, laws and theory
- 2.2. Scientific Method- meaning, steps (9 steps) and advantages.
- 2.3. Scientific Attitude- meaning, characteristics of an individual with scientific attitude, techniques of developing scientific attitude among students.
- 2.4. Aims and objectives of teaching physical science, differences between aims and objectives, Bloom's taxonomy of educational objectives, revised taxonomy of educational objectives(Anderson's), and NCERT objectives, meaning and writing of Learning objectives (Specifications based on revised blooms taxonomy).
- 2.5. Learning objectives in the constructivist perspectives.

UNIT III: METHODS AND APPROACHES OF PHYSICAL SCIENCE**(15 Hours)**

- 3.1. Lecture demonstration method, Inducto-deductive method and Project method-meaning, Steps, merits and limitation
- 3.2. Constructivist Approach-meaning and principles.
 - 3.2.1. Five e learning model-Engage, Explore, Explain, Elaborate and Evaluation
 - 3.2.2. Collaborative approach-meaning, steps-problem, formation of groups, sharing of ideas, teacher facilitates and learning evidence and feedback
 - 3.3.3. Inquiry Approach and Problem solving approach (Maier) -meaning, procedure and advantages.

UNIT IV: Lesson designing and evaluation**(12 Hours)**

- 4.1. Meaning of Lesson plan-importance, Evaluation approach steps, advantages
- 4.2. Planning of laboratory work
- 4.3. Lesson planning based on 5E model and Lecture-demonstration method,
- 4.4. Unit Plan-meaning, steps, format, Advantages and limitations
- 4.5. Meaning and importance of Achievement tests and Unit test-steps of construction of unit test (Blue print based on revised blooms taxonomy of educational objectives) and importance.
- 4.6. IOTAQB-meaning, process of developing of IOTAQB and uses.

Seminar topics: (any one)

Prepare and present seminar paper on the following topic.

1. Contribution of scientists towards physical science (any Two)
2. Development of concept mapping for a topic of physical science
3. Development of scientific thinking in the community
4. Rain water harvesting and waste water recycling
5. Space research programs
6. Use of physical science in the field of medicine/agriculture
7. National talent search examination
8. Various self-learning materials in learning of physical science
9. Technology in schools
10. Presenting a report on analysis of text book of physical science (6/7/8/9/10 state board)

Reference Books:

1. Bhatnagar A.B., .Bhatnagar S.S, R.Lall Book Depot, Meerut (UP)-Teaching of Science (2011).
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016-Pedagogy of
3. Science-Text Book for B.Ed. (Physical Science) Part-I, 2013.
4. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016-Pedagogy of
5. Science-Text Book for B.Ed. (Physical Science) Part-II, 2013.
6. DasR.C. - Science Teaching in Schools.
7. GuptaS.K. -Teaching Physical Science in Secondary Schools.
8. KulshrestaS.P. - Teaching of Physical Science.
9. Narendra Vaidya,IBaP Publishing Co-The impact of Science Club, 1994.
10. Radha Mohan, Prentice Hall of India, New Delhi-Innovative Science Teaching for Physical Science Teachers, 1995
11. Raman Bhai and Patel, Himalaya Publishing House, New Delhi- Educational Evaluation, 1999.
12. Robert L- Scientific Experiments in Physics.
13. ShaliniWadhva, Saroop and Sons New Delhi- Modern methods of Teaching Physics.
14. SharmaR.C., Dhanpat Rai Publishing Co, Pvt., Ltd., New Delhi- Modern Science Teaching, 2003.

15. Siddique and Siddique, Doaba House, New Delhi- Teaching Science Today and Tomorrow,1998.
16. Vanaja. M., NeelKamal Publication PVT. Limited, Sulthan Bazar, Hyderabad–Methods of Teaching Physical Science, 2005.
17. Zaidy S.M, Anmol Publications, New Delhi- Modern Teaching of Science, 2004.

BANGALORE UNIVERSITY
TWO YEAR B.EdDEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF COMPUTER SCIENCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- acquire the knowledge of nature and scope of Computer Science
- acquire the knowledge of history of Computer Science
- Develop an understanding of content of Computer Science at the Secondary School level.
- develop an understanding of aims and objectives of teaching Computer Science
- develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- develop the skill in preparing daily and unit lesson plans using various methods and approaches
- develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- develop the appreciation towards the role of Computer Science in daily life

Unit -1: Content

(10 Hours)

- 1.1 Meaning - Central Processing Unit – generation – classification – Hardware - Input & Output devices
- 1.2 software – definition, types of software
- 1.3 computer languages
- 1.4 storage devices – primary and secondary; RAM & ROM
- 1.5 Introduction to operating system – DOS, Windows; MS Word, MS Excel, MS power point, MS Access - Definition – Processing – Application

Unit -2: Nature, Aims & Objectives of teaching Computer Science (12 Hours)

- 2.1 Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- 2.2 Scientific Attitude – Meaning, Characteristics & Development
- 2.3 Scientific Method – Meaning, Importance and steps
- 2.4 Aims and Objectives of teaching Computer Science at different levels
- 2.5 Revised Blooms taxonomy of Educational objectives
- 2.6 Instructional objectives with specifications

Unit-3: Instructional Methods and Techniques of Teaching Computer Science (18 Hours)

3.1:(a) Methods:

Lecture cum demonstration, Inducto–deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method – Meaning, Steps, Merits and limitations.

Programmed instruction – Meaning, types – linear, branching and Mathematics – Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) – Meaning, Steps, merits and limitations.

3.2:(b) Techniques:

Brainstorming, Buzz session, Simulation, symposium, Team teaching. – Meaning, organization and importance.

Unit – 4: Planning and Evaluation for Teaching Computer Science (12 Hours)

- 4.1 Unit plan & Lesson Plan - Meaning, steps, format and importance
- 4.2 Psychological significance of columns and steps of Lesson Plan
- 4.3 Concept of unit test, construction of unit test, weight ages to the components of unit test
- 4.4 designing three-dimensional chart/blue print - construction of items, format of unit test
- 4.5 IOTAQB – meaning, development and importance.
- 4.6 E-evaluation – meaning and procedure.

Seminar Topics: (any one)

Prepare and present seminar paper on the following topic.

1. Role of Computers in Teaching-Learning Process
2. Contribution of Scientists to the field of Computer Science
3. Computer science and Physical world
4. Fun with Computers
5. Computers and information technology
6. Mobile learning.
7. Android operating system
8. Satellite programmes
9. On-line learning.
10. E-evaluation.

Reference Books:

1. Agarwal J. C. Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd, 2006.
2. Goel H.K. Teaching of Computer Science. New Delhi: RL. Lall Book Depot, 2005.
3. Kochhar, S.K. Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd, 1992.
4. Krishnamurthy, R. C. Educational Technology: Expanding our vision. Delhi: Authors Press, 2003.
5. Mohanty, L. ICT strategies of schools. New Delhi: Sage Publication, 2006.
6. Sambath, K., Paneerselvam, A., & Santhanam, S. Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd, 2006.
7. Sidhu, K. S. Teaching of mathematics. New Delhi: Sterling Publishers Pvt. Ltd, 2006.
8. Singh, Y.K. Teaching Practice. New Delhi: APH Publishing Corporation, 2009.
9. Sharma, R. N. Principles and Techniques of Education. Delhi: Surjeet Publications, 2008.
10. Sharma, R.A. Technological foundation of education. Meerut: R. Lall Books. Depot, 2008
11. Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
12. Stone, E. How to use Microsoft access. Californi: Emeryville, 1996.
13. Vanaja, M. Educational Technology. Hyderabad: Neelkamal Publications Pvt. Ltd, 2006.
14. ಎಚ್. ಎಸ್. ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ -ವಿಜ್ಞಾನಬೋಧನಾವಿಧಾನ

15. ಗಣೇಶ ಭಟ್ಟ& ರಣಜಡಿ-ವಿಷಯಾಧಾರಿತಬೋಧಕಾಪದ್ಧತಿ
16. ಎನ್. ಎಮ್. ಗುಡ್ಡಳ್ಳಿ-ವಿಜ್ಞಾನಬೋಧನೆ
17. ನೀಲಕಂಠರಬನಾಳ - ರಸಾಮನಶಾಸ್ತ್ರ ಬೋಧನೆ
18. ನೀಲಕಂಠಜೀವ - ವಿಜ್ಞಾನ ಬೋಧನೆ
19. ಎಸ್. ಎಸ್. ಪಾಟೀಲ & ಜಯಶ್ರೀ -ರಕ್ತಸಗಿಜೀವವಿಜ್ಞಾನಬೋಧನೆ
20. ಎಸ್. ಬಿ. ಯಾದವಾದ& ನೀಲಕಂಠ - ರಚನಗಳಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ
21. ಎಸ್.ಬಿ. ಯಡ್ವಾಡ್- ಶೈಕ್ಷಣಿಕತಂತ್ರಜ್ಞಾನದ ಮೂಲ ಅಂಕಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ
22. ಕೆ. ಒ. ಚಂದ್ರಶೇಖರ್& ಇ. ರುದ್ರಮುನಿ - ಶಿಕ್ಷಣ ಮತ್ತುಗಣಕಯಂತ್ರ
23. ನೀಲಕಂಠ ರಚನಗಳ - ಗಣಕಯಂತ್ರ
24. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ& ಶೋಭಾ - ನಾಯ್ಕರಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ

BANGALORE UNIVERSITY
TWO YEAR B.Ed. DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF COMMERCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Acquire the knowledge of nature and scope of commerce
- Acquire the knowledge of history of commerce
- Develop an appreciation towards the role of commerce in daily life.
- Develop the understanding of aims and objectives of teaching commerce.
- Develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and Unit plan.
- Acquire the knowledge of various assessment techniques
- Prepare Unit test and diagnostic test

Unit- 1. Course content in Commerce

(10Hours)

1.1 Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business.

1.2 organizations; Forms of Business ownership- Meaning and kinds; Applicability; contemporary issues in Business (concepts only).

1.3 Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit- 2. Perspectives of Commerce & Objectives of Teaching Commerce

(16Hours)

2.1 Meaning and Importance of commerce

Meaning of commerce, History of India's Freedom Movement in Commerce.

Correlation of Commerce with Economics, Maths, Geography, Social Science.

Importance of Commerce in School Curriculum and in daily life.

2.2 Aims and objectives of teaching Commerce

General aims and objectives of teaching Commerce.

Aims of Teaching Commerce –Utilitarian, Cultural, Economic and Social.

Objectives of Teaching Commerce according to Bloom’s Taxonomy of Educational objectives, revised Anderson’s objectives and Objectives according to NCERT.

Writing of Instructional objectives in Behavioural terms.

Unit- 3 Approaches & Methods of Teaching Commerce

(12Hours)

Lecture method.

Discussion method

Inductive-deductive method

Survey and Market studies

Analytical method / Single Commodity analysis method

Project method

Problem solving method

Laboratory Method

Techniques: Review, Field work, interview

Unit- 4. Lesson Designing and Evaluation

(14Hours)

Unit designing and Lesson Designing- Meaning, Importance, steps, format and advantages.

Difference between Unit Plan and Lesson Plan

4.1 Various approaches to Lesson Designing

The Herbartian approach (Herbert), Evaluation approach (Blooms), The Project approach (Kilpatrick)

4.2 Assessment in Teaching Commerce

Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction

Construction of objectives based test items in commerce

Unit test- importance-steps, construction and uses

IOTAQB- meaning & uses

Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce

Critical analysis of commerce question papers

Seminar topics: (any one)

Prepare and present seminar paper on the following topic.

1. Business techniques/ skills in stock markets
2. Comparison of Commerce Education at Secondary and Higher Secondary Level in India with any one of the developed country.
3. Select any contemporary issue related to commerce field and present a report.
4. Vision & objectives of the teaching commerce according to NCF 2005.
5. Role of E-Business in commerce education.
6. Maintenance of records (Academic & Administrative)
7. Commerce and Physical world
8. Importance of technology in Maintenance of records
9. Advantages & disadvantages of operating bank accounts a. Bank, b. Costumers c. Society
10. Commerce innovations through advanced information technology

Reference Books:

1. Aggarwal, Teaching of Commerce: A Practical Approach (2nded) UP: Vikas Publishing House Pvt. Ltd, 2008.
2. Bhatia & Bhatia, The Principles and Methods of Teaching, Delhi: Doaba House, 2000.
3. Chauhan S.S, Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd, 2008.
4. Dhand, H Techniques of Teaching, New Delhi: APH Publishing Corporation, 2009.
5. Kochhar, S.K., Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, 1997.
6. Sharma, R.N. Principles and Techniques of Education. New Delhi: APH Publishing Corporation, 2008.
7. Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi APH Publishing Corporation, 2009.
8. Singh, Y.K. Teaching of Commerce. New Delhi: APH Publishing Corporation, 2009.

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER- II

SEMESTER SCHEME

CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS STUDIES

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours:52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Develop an awareness why business studies is taught at +2; level.
- Develop an analytical ability to appraise the existing CBSC curriculum of business studies meant for +2 students, and compare with other school boards.
- Familiarize with the nature of business studies being taught at the school level.
- Be conversant with the different methods of teaching meant for teaching +2 students.
- Develop positive outlook and skill for the use of modern teaching aids.
- Instill the competence of organizing co – curricular activities for enriching the subject matter of business studies.
- Develop the ability of exploiting good books and other study material in business studies.
- Develop the tools and techniques of evaluation for appraising and enhancing Students knowledge in business studies.
- Develop awareness of curricular innovations in Business Studies.

Unit 1: Content

(10 Hours)

- 1.1.Objectives of Business. Problems of cottage and small scale industries Types of Business Organization. Advantages and disadvantages of partnership firms.
- 1.2. Meaning of the Management, Principles of Management and Functional areas of Management.
- 1.3.Meaning of finance in business. Role importance of finance in business. Marketing- meaning, Types of marketing, functions, importance. Consumer rights and consumer Forums. Meaning and definition of Accounting. Need for accounting in business.
- 1.4.Methods to open accounts in Banks. Advantages of Bank accounts. Meaning of insurance, Need for insurance. Life insurance and General Insurance. Insurance Proposal. Principles of Insurance. Meaning of Globalization. Main characteristics of Globalization. Advantages of Globalization. International trade agreements. **(8th, 9th& 10th Std Social Science text book).**

Unit 2: Objectives and Planning for Business Studies (13 Hours)

- 2.1. Objectives of Teaching Business Studies, Nature of general & specific objectives, Behavioral objectives, techniques of writing objectives.
- 2.2. Learning Planning: Meaning & Nature of Lesson Plan, Objectives of Lesson plan and Steps Of Lesson Plan in evaluation approach.

Unit 3: Methods and Instructional Media for Teaching Business Studies (16 Hours)

- 3.1 Lecture Method: Meaning, Importance, advantages of Lecture Method.
- 3.2 Questioning: Purpose of questioning, characteristics of good question and types of questions.
- 3.3 Discussion Method: Meaning, importance and advantages of Discussion Method.
- 3.4 Project Method: Meaning, Important, stage and advantages of Project Method.
- 3.5 Problem Solving Method: Importance, Stages of Problemsolving method and advantages.
- 3.6 Management Games
- 3.7 Computer Assisted Instruction
- 3.8 Case Study
- 3.9 Presentation, Simulation
- 3.10 Allowing students to organize fairs and exhibitions
- 3.11 Development of Higher Order thinking Skills (through the following activities)

Collaborative group activities, Co- Curricular activities, Business Studies based their utility in case of linkage of school and outside organizations of for strengthening knowledge about business Instructional Media.

Unit 4: Technology Integration and Evaluation (13 Hours)

- 4.1 Technology integration: NTeQ model for Business Studies at Senior School Level.
- 4.2 Evaluation: Concepts of Evaluation, Measurement and Tests. Types of Evaluation.
- 4.3 Developing Achievement test in Business Studies, types of test items.
- 4.4 Evaluation of Assignment and project work, Remedial Teaching.
- 4.5 Continuous and Comprehensive Evaluation.

Seminar topics: (any one)

Prepare and present seminar paper on the following topic.

1. Meaning of Finance in business, Source of finance- short term, long term.
2. Marketing mix- product – price- place- promotion.
3. Poston and assets and liabilities of a business concern

4. Finally the result of a business concern for a period
5. Understand the different stages involved in evaluation of business
6. Able to discuss the features of production and problem of cottage and small scale industries
7. Types of Business organizations and advantages of Business organizations.
8. Management as a profession and levels of Management.
9. Meaning and Importance of planning steps in planning
10. Recruitment- Meaning and source of recruitment.

Reference Books:

1. Bhatia, S.K, Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot, 2012.
2. Bhatia, S.K, Teaching of Principles of Commerce and Accountancy, CIE, Publication, Delhi, 1979.
3. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Iian (Editors); M.E. Sharp. Inc; New York; 2005.
4. Business education and Emerging Market Economics: Perspectives and Best Practices, Alon, Iian and McIntyre, John R Kluwer Academic Publishers, Boston. 2004.
5. Calfrey C. Alhon Managing the Learning Process in Business Education, Colonial Press USA, 1988.
6. Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT: New Delhi; Vol. XXX; No.4; Feb 2005
7. Markulis, Peter M; Howe, Harry and Strang, Danisi R; 'Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
8. Megary, J. Simulation and Gaming. The international Encyclopedia of Educational Technology, Oxford Pergamon Press, 1989.
9. Musselman Vernon A. and Mussleman Donald Lee. Methods in Teaching Basic Business Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers, 1975.
10. Nolan, C.A. Principles and Problems of Business Education, Cincinnati South Western Publishing Company, 1968.
11. Schrg & Poland A System for Teaching Business Education. McGraw Hill Book Company. New York, 1987.
12. Siddique, M. Akhtar and Khan, R.S. Handbook for Business Studies Teachers, Jamia Millia Islamia, New Delhi, 1995.
13. Support material for PGT (Commerce). New Delhi: State Council of Educational Research and Training. Retrieved from: <http://delhi.gov.in/wps/wcm/connect/doi/Scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce>, 2011.
14. Tonne, Herbher & Lovies C. Nancy. Principles of Business education. McGraw Hill, New York, 1995.
15. Verma, D.P.S.; Commerce Education in Rajput, J.S (Ed.) Encyclopedia of India Education, Vol. I; NCERT; 2000.
16. Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections: on MERI Journal: New Delhi: Vol. III; No. II; October 2008.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF HOME SCIENCE

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- Understand the concept of home science
- Acquire the knowledge of nature and scope of home science
- Acquire the knowledge of aims and objectives of teaching home science
- Understanding the various learning theories for teaching home science
- Understand the approaches, models and techniques of teaching home science
- Develop skill in planning lessons by using various approaches
- Develop skill in constructing achievement and assessment tools in home science

UNIT-1: Content of home science

(10 Hours)

1.1 Food, its constituents, functions and sciences, Basics of Nutrition-Macro and Micro nutrients-selection of food;Principlesand methods of food preparation.

1.2 Biological Beginnings of life in Human Beings-Reproduction in Humans, menstruation, fertilization, pregnancy, Assisted reproductive techniques- IUI, IVF; Stages of pre-natal development, child birth process;Infancy- Neonate, care of a neonate, Touch therapy, Importance of breast feeding, Immunization Schedule, Complementary feeding.

1.3 Introduction to Textile fibers-properties of fibers, classification of fibers, elementary study of fibers; Fabric Construction-Spinning, steps in yarn construction, Types of Yarns, Weaving, Loom, Classification of Weaves.

1.4 Care of Clothing- Hand-washing and finishing of various fabrics

UNIT 2: Nature of Home Science and Objectives of Teaching Home Science (12 Hours)

2.1 Meaning of Home Science

2.1.1 Meaning, Nature and scope of Home Science

2.1.2 Philosophy of Home Science; Sociological, Psychological and Economic perspectiveofHomeScience;Home Science- a science as well as an art subject.

2.2 Aims and Objectives of Teaching Home Science

2.2.1 Aims of Teaching Home Science at secondary and higher secondary level;

2.2.2 Broad aims of teaching Home Science to fulfill national goals of education with special reference to- Better nutrition, Conservation of natural resources, Increase in food production.

2.2.3 Values of Home Science education- Social Values, Psychological Values, Economic Values, cultural and Aesthetic Values, Ethical Values.

2.2.4 Goals and Objectives of teaching Home Science at secondary and higher secondary levels as envisaged by NCF-2005. Revised Bloom's Taxonomy of instructional objectives- Task analysis.

UNIT 3: Approaches and strategies in teaching and learning of Home Science (22 Hours)

3.1 Constructivist approach – Five E model

3.2 Approaches and Methods of teaching Home Science- Lecture cum demonstration method, Inducto-Deductive Approach, Problem Solving approach, Laboratory method, Project method.

3.3 Models of Teaching- Concept Attainment Model, Inquiry training Model

3.4 Techniques of teaching and learning Home Science- Modular, multi -media and interdisciplinary; Seminars, Group discussions, Panel discussion, Group work, Brainstorming, field trips.

3.5 Self-instructional Strategies- Programmed instruction and computer assisted Instruction

3.6 Cooperative learning strategies - learning together strategy.

Unit 4: Planning for Teaching – learning and Evaluation in Home Science (12 Hours)

4.1 Preparation of unit plan, selecting the content for instruction, content analysis; stating the instructional objectives and task analysis; analyzing and selecting suitable teaching methods, strategies, techniques and models; identifying and developing teaching learning materials(including ICT), selecting suitable evaluation tools and strategies, -lesson planning based on evaluation approach.

4.2 Evaluation in Home Science:

4.2.1 Construction (steps) and use of achievement test in Home Science.

4.2.2 Construction (steps) and use of diagnostic test in Home Science – steps, preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching; check lists, rating scales and rubrics in Home Science.

Seminar Topics: (any one)

Prepare and present seminar paper on the following topic.

1. Role of Home Science education in the wellbeing of the individual, family and community.
2. Career opportunities in the field of Home Science.
3. Role of extension education in home science for national development.
4. Food sources for various nutrients.
5. Common nutritional deficiencies.
6. Development of values through home Science education.
7. Different methods of managing wastes at domestic level.
8. Caring and washing different fabrics- techniques and chemicals used.
9. CCE in Home Science
10. Portfolio assessment and performance assessment in Home Science.

Reference Books:

1. Begum, Fahmeeda. Modern Teaching of Home Science. New Delhi; Anmol Publications, 2006.
2. Chandra, Aravinda, Shah, Anupama and Joshi, Uma Fundamentals of teaching home science. New Delhi; Sterling Publishers, 1995.
3. Joyce, Bruce & Weil, Marsha. & Calhoun, E. Models of Teaching (8th Ed.). New Delhi, PHI Learning Private Limited, 2009.
4. Lakshmi,K, Technology of teaching home science. New Delhi; Sonali Publishers, 2006
5. Seshaih,P.R. Methods of teaching Home Science. Chennai; Manohar Publishers and Distributors, 2004.
6. Yadav.S. Teaching of home science. New Delhi; Anmol Publishers, 1997.

BANGALORE UNIVERSITY
TWO YEAR B.ED. DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT PEDAGOGY OF HINDI

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Appreciate the importance of teaching Hindi as a second language in India and the aims and objectives of teaching it.
- Help pupils acquire the basic skills of language learning.
- Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.
- Prepare objectives based plans of lesson and teach accordingly.
- Appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.
- Know the principles of text book construction.
- Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.
- Know the entire syllabus prescribed for 8th to 10th standards in Hindi.
- Develop in himself the special qualities, aptitude and interests of a Hindi teacher.

Chapter I: A) पदार्थस्य अर्थः, मन्त्रस्य अर्थः (Language meaning, Nature, Importance)

(12 Hours)

1. पदार्थस्य अर्थः इत्यस्य अर्थः
2. पदार्थस्य अर्थः इत्यस्य अर्थः
3. पदार्थस्य अर्थः इत्यस्य अर्थः
4. पदार्थस्य अर्थः इत्यस्य अर्थः
5. पदार्थस्य अर्थः इत्यस्य अर्थः
6. पदार्थस्य अर्थः इत्यस्य अर्थः

A) पदार्थस्य अर्थः (Objectives of teaching Hindi)

1. qÉÉÍExpÉÉwÉÉMäüÃmÉqÉâÇìWùSîÍzÉªÉhÉMäüE-àzrÉ
2. ìziÉîrÉ pÉÉwÉÉMäüÃmÉqÉâÇìWùSîÍzÉªÉhÉMäüE-àzrÉ
- A) urÉÉuÉWûÉÈUMüE-àzrÉ
- B) xÉÉxÇMxùliÉMüE-àzrÉ
- C) xÉÉìWùirÉMüE-àzrÉ
- D) pÉÉìwÉMüE-àzrÉ |

Chapter II: A) pÉÉwÉÉÍzÉªÉhÉMäüxÉÉqÉÉÍrÉÍxÉ®ÉÇiÉLuÉÇxÉÔŞÉ : (12 Hours)

(General Principles and Maxim of language teaching)

1. ìuÉÍkÉuÉiÉÍzÉªÉhÉMüÐAÉuÉzrÉMüiÉÉ |
2. pÉÉwÉÉÍzÉªÉhÉMäüxÉÉqÉÉÍrÉÍxÉkSÉÇiÉ |
3. ÍzÉªÉhÉxÉÔŞÉ |
4. pÉÉwÉÉÍzÉªÉhÉMäüqÉÑZrÉiÉiuÉ |

AÉ) ìWùSîÍzÉªÉhÉmÉkSìÉrÉðÉ : (Methods of teaching Hindi)

1. mÉëirÉªÉmÉkSìÉ
2. urÉÉMüUhÉAlÉÑuÉÉSmÉkSìÉ
3. aÉhÉMürÉÇŞÉAÉkÉÈUíÉoÉÉâkÉiÉÉìuÉÍkÉ
4. xÉqÉluÉrÉmÉkSìÉ
- A. zÉoSmÉÈUuÉiÉiÉmÉkSìÉ
- AÉ. xÉÇUcÉiÉiÉiqÉMüìuÉÍkÉ
5. ìpÉÉìwÉMü ìuÉÍkÉ |

Chapter III : AÉ) pÉÉwÉÉMüÉâzÉsÉÉâÇMüÉÍzÉªÉhÉ : (Teaching of Language Skills)(12Hours)

1. ´ÉuÉhÉMüÉæzÉsÉ :

- A) ´ÉuÉhÉMüÉæzÉsÉMüÉqÉWûiuÉ
- B) AÉ) E-àzrÉ
- C) ìuÉÍkÉrÉÉÆ
- D)

´ÉuÉhÉMüÉæzÉsÉqÉâÇkrÉÉiÉsAlÉârÉÉâarÉoÉÉiÉâÇ |

2. uÉÉcÉiÉMüÉæzÉsÉ :

- A) uÉÉcÉiÉMüÉæzÉsÉMüÉqÉWûiuÉ
- B) AÉ) E-àzrÉ
- C)

uÉÉcÉiÉMäümÉëMüÉU

- D) ìuÉÍkÉrÉÉð
- E) uÉÉcÉiÉxÉÇoÉÇkÉi

ŞÉÑìOûrÉÉðAÉæUxÉÑkÉÉL |

4. sÉâZÉiÉMüÉæzÉsÉ :

A) sÉâZÉÍÉMüÉæzÉsÉqÉWûiuÉAÉæUÉmÉrÉÉâaÉ AÉ) E-âzrÉ C)
ÛÉÍkÉrÉÉð

D) sÉâZÉÍÉMâümÉëMüÉU E) mÉëliÉsÉâZÉAÉæU
ÉÑiÉsÉâZÉqÉâÇAÇiÉU

F) ÍsÉZÉÍÉÉÍxÉZÉÍÉÉâqÉâÇkrÉÉÍÉSâIÉârÉÉâarÉoÉÉiÉâÇ |

Chapter IV. A) mÉÉPûrÉÉâeÍÉÉÉ : (Lesson Planing) (16 Hours)

1. A) mÉÉPûrÉÉâeÍÉÉÉMüÉAjÉi AÉ) qÉWûiuÉAÉæUÃmÉ

C) ÌWûiSîmÉÉPûrÉÉâeÍÉÉÉMâüsÉæÉhÉ

2. aÉ± AÉæUmÉ± oÉÉâkÉÍÉMâümÉÉPûrÉÉâeÍÉÉÉÌMüUcÉÍÉÉ |

AÉ)xÉÔæqÉÍzÉæÉhÉ : (Micro teaching)

A) xÉÔæqÉÍzÉæÉhÉMüÉAjÉiLuÉÇmÉËUpÉÉwÉÉ AÉ)

xÉÔæqÉÍzÉæÉhÉMâüxÉÉâmÉÉÍÉ

C) xÉÔæqÉÍzÉæÉhÉMüÉxuÉÃmÉ D)

MüÉæzÉÉsÉÉâÇMüÉAprÉÉxÉ |

C) ÌWûiSîÍzÉæÉMü : (Hindi Teacher)

A) ÌWûiSîAkrÉÉmÉMüMüÐAÉuÉzrÉMüiÉÉLuÉÇqÉWûiuÉ

AÉ) xÉÉqÉÉÍrÉAÉæU

C) ÌuÉÍzÉ¹ aÉÑhÉ

D) MüiÉiurÉ

E)

ÌWûiSîÍzÉæÉMüÉâÇMüÐuÉiÉiÉqÉÉÍÉÍxÉjÉiÉ |

Topics for Seminar (xÉâÍqÉÍÉÉUMâüloÉISÒ) :

1.

qÉÉ±ÉÍqÉMüluÉ±ÉsÉrÉÉâÇqÉâÇoÉÉâkÉÍÉqÉÉkrÉqÉMâüÃmÉqÉâÇqÉÉiÉxpÉÉwÉ
ÉMüÉqÉWûiuÉ |

2. ÌWûiSîpÉÉwÉÉÍzÉæÉhÉqÉâÇ ÉurÉ-SØzrÉxÉÉkÉÍÉÉâÇMüÐEmÉsÉÍoSrÉÉð |

3. pÉÉwÉÉ-

MüÉæzÉsÉLuÉÇxÉÉÌWûirÉMâüluÉMüÉxÉqÉâÇLMüAkrÉÉmÉMüMüÉrÉÉâaÉSÉÍÉ |

4. MüiÉiOûMüUÉerÉqÉâÇÌWûiSîpÉÉwÉÉ,

xÉÉÌWûirÉAÉæUxÉÇxMxüliÉMâüluÉMüÉxÉMÉUìuÉcÉÉUìuÉqÉzÉi |

5. ÌWûiSîpÉÉwÉÉÍzÉæÉhÉqÉâÇÌÉkÉÉiUhÉ (Evaluation) / qÉÔsrÉÉÇMüiÉ |

AÉKÉÉUaÉëÇJÉ :-

1. ÌSIÉâzÉcÉISì pÉÉU²ÉeÉ –
ÌWûISìpÉÉwÉÉÍzÉæÉhÉÌuÉÍÉÉâSmÉÑxiÉMüqÉÇÌSU, AÉaÉUÉ
2. ÌWûISìÍzÉæÉhÉ–UeÉWÇûxÉmÉëMüÉzÉÍÉ, eÉrÉmÉÑU
3. IÉÔiÉÍÉÌWûISìÍzÉæÉhÉ–mÉëÉâ.xÉ“ÉÌaÉU, MüIÉÉİOûMü
4. ÌWûISìÍzÉæÉhÉ–xÉÇeÉİuÉmÉİosÉMâüzÉÍÉ, eÉrÉmÉÑU–3, 1998
5. QûÉ. MüĐ.aÉÉâmÉÉsÉÍÉ–qÉÉÍÉMüÌWûISìurÉÉMüUhéAÉæUUcÉÍÉÉ,
UÉzOíûİrÉzÉæÍæMüAIÉÑxÉÇkÉÉÍÉAÉæU mÉëÍzÉæÉhÉmÉËUwÉS
6. ÌuÉeÉrÉxÉÔS–ÌWûISìÍzÉæÉhÉÌuÉÍkÉrÉÉđ–OçûQûIÉmÉİosÉMâüzÉIxÉ,
sÉÔÍkÉrÉÉÍÉÉ
7. mÉëİİÉpÉÉ–IÉİqÉÉÌWûISìurÉÉMüUhéİÉjÉÉUcÉÍÉÉ, IÉİiÉÉmÉëMüÉzÉÍÉÉ,
1995
8. pÉÉDrÉÉâaÉâSìİeÉiÉLuÉÇAljÉpÉÉDrÉÉâaÉâSìeÉİiÉ,
ÍzÉæÉÍzÉkSÉÇiÉMüĐĂmÉUâZÉÉ–ÌuÉÍÉÉâSmÉÑxiÉMü
qÉÇÌSU, AÉaÉUÉ.
9. xÉTÛsÉÍzÉæÉhÉMÛsÉÉ–mÉİ.Qûİ.mÉÉPûMü, ÌuÉÍÉÉâSmÉëMüÉzÉÍÉ,
AÉaÉUÉ
10. ÍzÉæÉÉMâüÍxÉkSÉÇiÉ–mÉİ.Qûİ. mÉÉPûMü, OúÉOúÉirÉÉaÉİ,
ÌuÉÍÉÉâSmÉÑxiÉMüqÉİISU, AÉaÉU
11. ÍzÉæÉhÉMüĐÌuÉÍkÉrÉÉđ 1,2, AÉæUmÉÉPû–rÉÉâeÉÍÉÉ- QûÉđ.
sÉæqÉİİÉÉUÉrÉhÉzÉqÉÉİ, ÌuÉÍÉÉâSmÉÑxiÉMü qÉİISU, AÉaÉUÉ
12. pÉÉwÉÉÍzÉæÉMüMÉëÌuÉÍkÉ–ÌMüzÉÉâUİsÉÉsÉzÉqÉÉİ,
qÉâWûUÉEqÉÉLhQûMüqmÉIÉİ, AÉaÉUÉ
13. ÌWûISìÍzÉæÉhÉ–MâüzÉuÉmÉëxÉÉSkÉIÉmÉIÉUÉrÉLhQûxÉÉIxÉ, ÌSssÉİ
14. pÉÉUiÉqÉâÇqÉÉiÉx pÉÉwÉÉÍzÉæÉhÉMâüİsÉLxÉÑfÉÉuÉ–UroÉIÉİ,
AÉÆMüxÉTüĐQİûİuEµEİuE• }ÉsÉrÉmÉëâxÉ
15. A±ÉmÉIÉMÛsÉÉ–xÉİiÉÉUÉqÉmÉiÉÑuÉâİSİ, IÉISÉÌMüzÉÉâULhQûxÉÇxÉ,
uÉÉUÉhÉÉxÉİ

16. ÌWûlSĭpÉÉwÉÉÍzÉᄁÉhÉ–pÉÉDrÉÉåaÉålSĭeÉĭiÉ,
ÌoÉlÉÉåSmÉÑxiÉMüqÉÎlSUAÉaÉUÉ

17. ÌWûlSĭurÉÉMüUhÉ–MüÍqÉjÉÉmÉëxÉÉSaÉÑÃ, ÌuÉlÉÉåSmÉÑxiÉMüqÉÎlSU,
AÉaÉUÉ

BANGALORE UNIVERSITY
2 Year B. Ed DEGREE SEMESTER SCHEME SYLLABUS
CHOICE BASED CREDIT SYSTEM (CBCS)
CONTENT AND PEDOGOGY OF URDU
II SEMESTER

Marks: 70

Hours: 52

OBJECTIVES:

The Student - Teacher will:

1. Acquire the knowledge and importance of Teaching the Mother Tongue as first language.
2. Help the pupils to acquire Basic skills of language learning.
3. Know the methods of teaching and different approaches and use them in practice teaching after lesson desiging.
4. Learn various techniques and methods of Evaluating performance of learners in the subject of Urdu.
5. Understand the concept of curriculum in teaching Urdu, qualities of a good text book and co-curricular activities.
6. Acquaint them with different teaching skills associated with teaching of Urdu.
7. Prepare the objective based lesson-plan and teach accordingly.
8. Know the different avenues of professional development of teachers.
9. Know the different resources of teaching and learning.

II SEMESTER

12 Hours

I- یونٹ

زبان کی تعریف، تعارف، آغاز و ارتقاء، اردو زبان کی اہمیت و افادیت، حرفِ عدلت، مصوتے اور معے، صوتیہ (فونیم) صوتی اسکرپٹ، ثانوی نصابی کتب کی سیاق و سباق میں تدریسی مقاصد، مفہوم و اہمیت، بلوم کی درجہ بندی اور تصریحات مقاصد، اردو کی تدریس کے مقاصد، اردو نثر و نظم کے تدریسی طریقے، صرف و نحو کی تدریس، استخراجی و استقرائی طریقہ تدریس، اردو کی صورتیاتی ساخت، صورتیاتی عنصر کے معنی، اقسام، سابقے اور لاحقے، فعل، اسم، صفت، معنی اور اقسام، جملے کی قسمیں، مترادفات، ضرب المثل، حروف کا بیان، اردو کی نحوی ساخت، محاورے اور فقرے، مضمون نویسی، قواعد کی اہمیت (حرف ربط اور حرف عطف) اور خطوط نگاری۔

10 Hours

II- یونٹ

زبان کی مہارتیں اور ان کا باہمی ربط:

- | | | |
|----------------|---|--|
| سننا (سماعت) | : | مقاصد، اجزائے پیمائش کی قدر، خامیاں اور علاج۔ |
| بولنا (گفتگو) | : | مقاصد، قسمیں، خامیاں و علاج، پیمائش قدر۔ |
| پڑھنا (مطالعہ) | : | مقاصد، قسمیں، پڑھنا سکھانے کے طریقے اور عبارت خوانی کے اوصاف |
| لکھنا (تحریر) | : | مقاصد، لکھنے کی قسمیں، لکھنا سکھانے کے طریقے اور پیمائش قدر۔ |

14 Hours

III- یونٹ

تدریس ادب:

نثر کے مختلف اقسام، انشائیہ اور اس کا طریقہ کار، کہانی پڑھنے کا طریقہ، افسانہ اور ڈرامہ کی تعریف، ڈرامہ خوانی کا طریقہ، مکالموں کی ادائیگی کا فن، ان اصناف کی تدریس کا طریقہ کار، کردار نگاری اور مکالموں کی اہمیت، دونوں کا فنی درو بست، دونوں اصناف میں آغاز و ارتقاء اور انجام کی غرض و غایت۔

16 Hours

IV- یونٹ

ثانوی اسکولی سطح کے سیاق و سباق میں تدریسی مقاصد، مفہوم و اہمیت، بلوم کی درجہ بندی، اردو کی تدریس کے مقاصد، اردو نثر و نظم کی تدریس کے مختلف طریقے، استخراجی و استقرائی۔ منصوبہ بندی، نصاب اور جانچ: خورد تدریس اور اس کی اہمیت۔ منصوبہ بندی، سالانہ پلان، یونٹ پلان اور منصوبہ سبق کی تیاری اور اس کے مختلف مراحل، جانچ، آلات و تکنیک، ثانوی جماعتوں کی نصابی کتابوں کی تیاری کے لوازمات اور ان کی خصوصیات، تعین قدر، آلات و تکنیک، اسکولی تحصیلی آزمائش کی تیاری

II SEMESTER

سمینار (seminar)

- 1 زبان و ادب کے اکتساب میں دوسری زبانوں کے ادب سے استفادے کی ضرورت و افادیت۔
- 2 زبان کی تدریس میں ذرائع ابلاغ کا رول۔
- 3 اردو زبان میں تدریس نظم کی اہمیت۔
- 4 ثانوی سطح پر اردو زبان و ادب کی تدریس، اس کی ضرورت اور اہمیت۔
- 5 زبان کی تدریس میں کمپیوٹر اور انٹرنیٹ کا استعمال، اس کے فائدے، درپیش مشکلات اور ازالے کی ترکیبیں۔
- 6 بحیثیت ذریعہ تعلیم اردو زبان کی اہمیت اور اس کا رسوخ، تہذیب و تمدن پر اردو زبان کا اثر۔
- 7 نصابی کتابوں کی اہمیت، اچھی کتابوں کی خوبیاں، نصابی کتابوں کی تیاری میں شامل عوامل۔
- 8 درس و تدریس میں تدریسی وسائل کا استعمال، سمعی و بصری، کمپیوٹر، OHP، ریڈیو، ٹی وی، ویڈیو کانفرنسنگ اور ٹیلی کانفرنسنگ۔
- 9 اردو تدریس میں لائبریری سے استفادہ، موبائل سے اکتساب و استفادہ۔
- 10 اردو تدریس میں ای۔ اکتساب کی اہمیت (E-Learning) و افادیت۔

II SEMESTER

Reference Books:

1. Teaching of Mother Tongue P.A. Ballard
2. Urdu Qawaed Dr. Abdul Haq
3. The Techniques of Language Teaching Billows F. L. Longman Group Ltd; London
4. Teaching Language as Communication Oxford University Press Ltd; London
5. Role of urdu in the Promotion of National Integration Dr. Abdul Ahad
6. Studies in Language and Language Teaching Akhter Ansari
7. Gazal aur Darse Gazal Akhter Ansari
8. Teaching of Poetry Hada
9. Tarik e Urdu Adab Rambabu Saxena

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF SANSKRIT

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teacher will:

- Understand the importance of Sanskrit language and Its Contribution to Indian culture and emotional integration.
- Understand the aims and objectives of teaching Sanskrit
- Prepare objectives based lesson plans and implements them.
- Understand the basic skills of language learning
- Understand the principles of curriculum construction of Sanskrit

Unit -1

Sanskrit language: Nature and place of Sanskrit in the secondary school curriculum. (10 hrs)

- 1.1 Historical background of Sanskrit language
- 1.2 Contribution of Sanskrit to other Indian language (literature, cultural, linguistic and literary)
- 1.3 Threelanguage formula-meaning and place of Sanskrit in the secondary School curriculum.
- 1.4 Importance of Sanskrit as first language in secondary school curriculum.

Unit-2

Objectives and lesson plan in Sanskrit teaching (15 hrs).

- 2.1 Aims and objectives of teaching Sanskrit

2.2 Planning- lesson plans in prose, poetry, grammar and composition.

2.3 Micro lesson plan- importance and format

2.4 Unit plan- meaning, importance and preparation.

2.5 Techniques of observation and evaluation of lessons.

Unit-3

Development of language skills.

(15 hrs)

3.1 Listening meaning and importance. Defects in pupils listening skills and their remedies, factors to be kept in mind while developing listening skills.

3.2 Speaking- meaning and importance of speaking skill, defects in pupils and their remedies, activities to develop speaking skill among the pupils.

3.3 Reading- meaning and importance, types of reading, methods of teaching reading.

3.4 Writing- meaning and importance of legible and beautiful handwriting, characteristics of good handwriting, methods of teaching in skill of writing

3.5 Composition- meaning and importance, objectives of teaching composition, methods of correction.

Unit-4

Curriculum design

(12 hrs)

4.1 Curriculum- meaning and importance

4.2 Sanskrit text book features and importance

4.3 Principles of text book construction of Sanskrit

4.4 Characteristics of good Sanskrit text book

4.5 Critical analysis of present 8 and 9 text book of Sanskrit.

Suggested list of topics/ practical activities (each trainee must make any two presentations from the following)

1. Arrange a seminar on the topic “Sanskrit is not a dead language”.
2. Language Games.
3. Collection of Sanskrit quotations with explanation.
4. List the language activities to develop speaking among the pupils.
5. Innovative ways of teaching of prose, poetry and grammar.
6. Preparation of mini dictionary.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME

SEMESTER: II

CONTENT AND PEDAGOGY OF GERMAN

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Ziele: Die Teilnehmer können

- Bedeutung und Ziele des Deutschunterrichts wertschätzen
- sich Kenntnisse über interkulturelle Aspekte von deutschsprachigen Ländern aneignen
- sich wichtige Kompetenzen einer Fremdsprachenlehrkraft aneignen
- Aspekte der deutschen Sprache kennen lernen
- diverse audio-visuelle und E-Learning-Werkzeuge kennenlernen und sie sinnvoll in den Unterricht einbetten.

Semestereinheiten (42 Zeitstunden)

I. Interkulturelle Kompetenzen im Umgang mit deutschsprachigen Ländern

- Die Relevanz von interkulturellem Lernen im Fremdsprachenunterricht
- Einführung von regionalem und kulturellem Wissen im DaF-Unterricht
- Beziehung zwischen der deutschen Sprache und der Kultur der D-A-CH-Länder
- Interkulturelles Lernen: Verstehen, Interpretieren und Evaluieren von Phänomenen in verschiedenen kulturellen Kontexten

II. Aspekte der deutschen Sprache

- Sprache als Werkzeug zur Kommunikation (das Sprachsystem)
 - ❖ Syntax
 - ❖ Morphologie
 - ❖ Semantik
 - ❖ Phonetik und Phonologie
- Alltagssprache und Schriftsprache: Stil und Register
- Non-verbale Kommunikation

III. Didaktik und Methodik des Deutschunterrichts (Teil 1)

- Methodengeschichte des DaF-Unterrichts
- Deutsch als Zweit- oder Drittsprache nach Englisch
- Die Rolle der Lehrkraft
- Gestaltung innovativer Klassenräume

IV. Materialien für den Deutschunterricht

- Struktur und Inhalt von modernen DaF-Kursbüchern
- Einführung in verschiedene Referenzmaterialien
- Digitale und mobile Medien
- Schritte zur Nutzung von authentischen Lehrmaterialien

Seminar-Themen (6 Zeitstunden)

- Einzelpräsentationen zu den folgenden Themen
 - ❖ Bedeutung von Landeskunde im DaF-Unterricht
 - ❖ verbale und non-verbale Kommunikation in der deutschen Sprache
 - ❖ Kompetenzen und Eigenschaften eines Fremdsprachenlehrers
 - ❖ Nutzung von Materialien zur Ergänzung des Unterrichts
- Unterrichtsbeobachtung, vorzugsweise am Goethe-Institut
- Reflexion der beobachteten Unterrichtsstunden

Referenzmaterialien

:

1. Gedruckte Unterrichtsmaterialien

- a. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 1: Lehrkompetenz und Unterrichtsgestaltung (Learning to teach German, Vol. 1: Competencies of teachers and creation of classes), Klett, 2012.
- b. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 2: Wie lernt man die Fremdsprache Deutsch? (Learning to teach German, Vol. 2: How to learn German as a foreign language), Klett, 2013.
- c. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 3: Deutsch als fremde Sprache (Learning to teach German, Vol. 3: German as a foreign language), Klett, 2014.
- d. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 4: Aufgaben, Übungen, Interaktion (Learning to teach German, Vol. 4: Tasks, Exercises and Interaction), Klett, 2014.
- e. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 5: Lernmaterialien und Medien (Learning to teach German, Vol. 5: Learning Materials and Media), Klett, 2014
- f. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 6: Curriculare Vorgaben und Unterrichtsplanung (Learning to teach German, Vol. 6: Curricular Conditions and Lesson Planning), Klett, 2013.

g. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 1: Grundlagen des Unterrichts (Fundamentals of teaching), Goyal, 2010.

h. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 2: Die vier Fertigkeiten und ihre Voraussetzungen (the four language skills and their precondition), Goyal, 2010.

i. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 3: Instrumente im Unterricht (tools and resources in the classroom), Goyal, 2010.

j. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 4: Unterrichten (Teaching), Goyal, 2010.

2. URL-Links

http://www.hueber.de/seite/pg_online_uebungen_daf_lern (online exercises and tests)

<http://www.aufgaben.schubert-verlag.de/> (grammar and vocabulary trainer)

<https://www.deutsch-portal.com/Deutsch-lernen-mit-Materialien.html> (worksheets for various intercultural topics concerning Germany)

<http://www.dw.de> (a rich source of actual audio and video materials concerning Germany)

<https://www.goethe.de/en/spr/ueb.html> (hints and links for self learning of the German language)

<https://www.goethe.de/en/spr/kup/prf.html> (a survey of the internationally recognized German language exams)

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF FRENCH

Paper Code: SC (Part – I)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Les objectifs: Les enseignants peuvent:-

- apprécier l'importance d'enseigner le français en Inde et les objectifs de l'enseigner.
- acquérir les aspects et les compétences de la langue française.
- acquérir les connaissances théoriques des méthodes et approches différentes et les appliquer pendant l'enseignement.
- déceler les objectifs nécessaires pour motiver l'étudiant à apprendre la langue.
- développer les compétences pour planifier la leçon et exploiter le manuel.
- développer les compétences orale et écrite de la langue française.
- apprendre et utiliser des différentes techniques pour enseigner la grammaire, le vocabulaire, la prononciation, la production écrite, la compréhension et la traduction.
- préparer les règles d'évaluation qui conviennent pour vérifier les compétences linguistiques de l'étudiant.
- exploiter les supports audio-visuels et les outils d'apprentissage en ligne et les utiliser efficacement dans l'enseignement.

Unité-1: La sensibilitéinterculturelle

1.1: L'interrelation entre la langue et la culture d'un pays

1.2: L'importance des questions culturelles dans l'enseignement des langues

1.3: Les différences en termes de comportements culturels et de traditions

1.4: L'inclusion des différences de comportement interculturelles et de sensibilité interculturelle (politesse, langage corporel) dans le cours à l'aide des supports visuels

1.5: Développer la capacité à analyser et discuter les similarités et les différences sociales et culturelles

1.6: Les relations franco-indiennes

Unité-2: Les aspects de la langue française – Partie I (Linguistique)

2.1: Le système linguistique, la communication non-linguistique, la communication linguistique, l'écriture, l'articulation de la langue, les phonèmes, les monèmes, les sons

2.2: La langue et la parole, l'énonciation

2.3: La langue parlée, la langue écrite

2.4: La langue et le sujet

2.5: La phonétique et la phonologie

2.6: La structure syntaxique des mots

2.7: La structure syntaxique des phrases

2.8: Les relations sémantiques et la structure sémantique de la phrase

2.9: La langue, le style et l'écriture

Unité-3: La méthodologie de l'enseignement de français

3.1: L'histoire de la méthodologie – Méthodologie traditionnelle, Méthode naturelle, Méthodologie directe, Méthodologie active, Méthodologie audio-visuelle

3.2: Les données

- Les objectifs, attentes et besoins
- Le rapport entre la langue maternelle et le français

3.3: La progression de la leçon

- Le processus de compréhension – les stratégies à adopter
- Le processus de mémorisation
- Le bilan de la leçon
- L'expression écrite

3.4: Enseigner les <<savoir-faire>>

- Savoir lire
- Savoir écrire
- Savoir s'exprimer à l'oral

3.5: La méthodologie à adopter selon le nombre d'étudiants

- Travailler en grand groupe
- Travailler en paires
- Enseigner à l'individu
- Proposer le travail individuel

3.6: Comment exploiter un manuel

- Comment utiliser le guide pédagogique

Unité-4: La planification des cours et des séquences et la sensibilité langagière

4.1: Lier une série d'activités dans un plan détaillé de leçon et fournir les supports

4.2: Garantir une cohérence entre les leçons en prenant en compte les résultats de la leçon précédente dans la préparation de la suivante

4.3: Trouver des tâches complémentaires à celles proposées dans le manuel

4.4: Adapter les programmes des leçons en prenant en compte les acquis et les difficultés d'apprentissage

4.5: Planifier les phases d'une leçon selon un minutage et des objectifs précis

4.6: Élaborer des tâches afin de tirer profit du potentiel linguistique et communicatif des étudiants

4.7: Créer différentes tâches sur la base d'un même support pédagogique pour des apprenants de niveaux différents

4.8: Utiliser dictionnaires et ouvrages de références en complément au manuel

4.9: Proposer des modèles de phrases corrects adaptés aux compétences des apprenants

4.10: Identifier et comprendre les difficultés linguistiques rencontrées par un apprenant

LES SUJETS POUR LES PRÉSENTATIONS:

Chaque étudiant doit faire une présentation sur un des sujets suivants:

1. Les objectifs, attentes et besoins de l'enseignement
2. Comment motiver les étudiants à apprendre une langue
3. Le rapport entre la langue maternelle et le français, en prenant en compte la perception et la mémorisation
4. L'importance des questions culturelles dans l'enseignement d'une langue
5. La communication linguistique et non-linguistique
6. Comment exploiter les ressources pour compléter la leçon

REFERENCES

1. La Documentation française et Ministère des Affaires étrangères (Direction de la presse, de l'information et de la communication) – France
2. Nicole Susbielles – “Lecture d'une nouvelle dans une classe hétérogène”, Les Langues Modernes
3. Christian Baylan et Paul Fabre - Initiation à la linguistique avec des travaux pratiques d'application et leurs corrigés
4. Françoise Dubois-Charlier - Comment s'initier à la linguistique
5. J. Picoche – Structures sémantiques du lexique français
6. Christian Puren – Histoire des méthodologies de l'enseignement des langues – CLE International

7. Janine Courtillon – Elaborer un cours de FLE – Hachette
8. P. Cyr – Les stratégies d'apprentissage – CLE International
9. C. Kramsch – Interaction et discours dans la classe de langue, collection LAL, Didier-Hatier
10. E. Simonnot – “Comment les langues vivantes sont enseignées à l'étranger”, Revue Pédagogique
11. P. Roques – “Dix ans de méthode directe”, Revue Universitaire
12. Eddy Roulet – “L'apport des sciences du langage à la diversification des méthodes d'enseignement des langues secondes en fonction des caractéristiques des publics visés”, Etudes de Linguistique Appliquée
13. René Laborderie et Jean-Paul Boiral – “Faut-il repenser nos méthodes d'initiation aux langues ?”, Cahiers pédagogiques
14. J. Courtillon – “L'unité didactique”, Le Français dans le monde
15. Henri Boyer et Michel Rivera – Introduction à la didactique du français langue étrangère, Paris, CLE International

BANGALORE UNIVERSITY

TWO YEAR B.ED DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME SEMESTER: II

ICT APPLICATION

Paper Code: EPC 3
Total No of Hours: 26

Credit: 2
Total Marks: 50

Objectives:

To enable student teachers to:

- Use various ICT resources for teaching
- Develop the skill of using computer
- Interact with wide variety of hardware, software application, devices and tools.
- Use e-resources in learning school subjects.
- Learn and use multimedia in teaching learning process.

Unit 1 – M.S. Office Package, Multimedia and Websites.

13 Hours

- 1.1 Computer – Generation of Computers, (Knowledge about Vacuum Tube, Transistors, Integrated Chips & Microchips)
- 1.2 M.S. Office Package:
Word, Excel, Power Point presentation preparation of CAI Programme & Computer Based Test.
- 1.3 Multimedia Package: Types & Applications and use of Interactive White Board and Video Lessons

Unit 2 – Internet, Websites & Mobile Applications

13 Hours

- 2.1 Internet –Application- e mail, chatting & browsing,
- 2.2 Websites –e-resources (Text, Images & Videos) & Development of an Educational Documentary.
- 2.3 Mobile-Learning & Social Medias,

Note:

Practical Records should be maintained for all the above activities for Evaluation

REFERENCE BOOKS :

1. Intel (2003) Intel innovation in Education Intel, Teach to Future Students work book
KaurHeman, Meerut : R Lal Publisher
2. Jayanthi N.L.N & Padmanabhan T : Education through e –learning 2007
3. Mansfield R (1993) The Compact Guide to Windows, World & Excel New Delhi : PBP
publishing
4. Srinivasan T.M. Use of Computers and multimedia in education Aavisakar Publication
Jailpur 2002
5. Stephen, M.A & Stanely R. Computer based instruction: Methods and development Prentice
Hall NJ 1985

BANGALORE UNIVERSITY
TWO YEAR B.Ed CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER- II
FINE ARTS AND THEATRE

Paper Code: EPC 4

Credits: 2

Total No. Of Hours: 26

Total marks: 50

Practical Activities (No External Examinations)

Objectives: After completion of the course, student-teacher will:

- Develop interest and skills about various methods, strategies of teaching Fine arts and drama
- Acquire knowledge about using fine arts and drama in teaching learning process
- Prepare various kinds of instructional materials for teaching drama
- Develop skills of organizing programmes like singing, skits, dance, drama etc.
- Developing aesthetic sensibility through music, dance and drama
- Get practical experience in participating in dance, music and drama.

Unit-1 Music and Dance

(12 hours)

- 1.1 Practicing community prayer, community songs,
- 1.2 Practicing patriotic songs - Lavani and Gigipada etc.
- 1.3 Practicing folk songs and light music(bhavageethe)
- 1.4 Recitation of poems and gammaka
- 1.5 Practicing various types of group dances

(Performing all the above on different occasions-Evidences-Report with album or CD)

Unit-2 Drama and Theatre Art

(14 Hours)

- 2.1 Preparing scripts for drama, dance drama, tableau and street plays.
- 2.2 performing drama, dance drama, tableau and street plays.
- 2.3 Preparing properties for the above performance

- 2.4. Preparing masks and puppets to teach any topic in their subject.
- 2.4. Conducting interviews of great artists and performers: video recording.
- 2.5 Watching various theatre shows / performance/ videos on television and internet and listing out the educational benefits.
- (Evidences for their performances- script and report with album or CD)

Reference Books:

1. CCERT Official website
2. Das, Varsha, “Traditional Performing Arts-Potentials for scientific temper”, Wiley eastern limited, New Delhi
3. Davis J.H., “ Why our schools need the arts, Teachers College press, New York
4. Doshi Sarayu (edu), “Marg- A magazine of the Arts- Trends and Transactions in Indian Art”, Marg publications, Mumbai
5. Kuppuswamy.G and Hariharan. M, “Teaching of Music”, Sterling publications, New Delhi
6. NCERT: position paper of National focus group on arts, music, dance and theatre, publications department secretary, NCERT, New Delhi.

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಎರಡು ವರ್ಷದ ಬಿ.ಎಡ್- ಆಯ್ಕೆ ಆಧಾರಿತ ಮನ್ನಣಾ ವಿಧಾನ (ಸಿಬಿಸಿಎಸ್)

ಷಾಣ್ಣಾಸಿಕ ಶಿಕ್ಷಣ ಪದ್ಧತಿ

ಷಾಣ್ಣಾಸಿಕ-ಖ

ಪತ್ರ ಸಂಕೇತ: EPC- 4

ಮನ್ನಣೆ: 2

ಒಟ್ಟು ಗಂಟೆಗಳು: 26

ಒಟ್ಟು ಗುಣಾಂಕ: 50

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆ (ಬಾಹಿರ ಪರೀಕ್ಷೆ ಇಲ್ಲ)

ಉದ್ದೇಶಗಳು: ವಿದ್ಯಾರ್ಥಿ-ಶಿಕ್ಷಕರು:

- ಲಲಿತಕಲೆಗಳು ಮತ್ತು ನಾಟಕ ಬೋಧನೆಯಲ್ಲಿ ತಂತ್ರರಚನೆ ಬಗ್ಗೆ ಆಸಕ್ತಿ ಮತ್ತು ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು,
- ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಲಲಿತ ಕಲೆಗಳು ಮತ್ತು ನಾಟಕದ ಬಳಕೆಯ ನಿಟ್ಟಿನಲ್ಲಿ ಜ್ಞಾನ ಸಂಪಾದನೆ ಮಾಡಿಕೊಳ್ಳುವುದು
- ನಾಟಕ ಬೋಧನೆಗೆ ಹಲವಾರು ಬೋಧನಾ ವಸ್ತುಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವುದು
- ಹಾಡುಗಾರಿಕೆ, ಲಘು ನಾಟಕ, ನೃತ್ಯ, ನಾಟಕ ಇತರಗಳ ಸಂಯೋಜನೆಗೆ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು.
- ಸಂಗೀತ, ನೃತ್ಯ ಮತ್ತು ನಾಟಕಗಳ ಮುಖೇನ ದೃಷ್ಟಿ ಸಂವೇದನಾ ಶೀಲತೆಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು
- ನೃತ್ಯ, ಸಂಗೀತ ಮತ್ತು ನಾಟಕಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವ ಪ್ರಾಯೋಗಿಕ ಅನುಭವ ಪಡೆದುಕೊಳ್ಳುವುದು.

ಘಟಕ-1 ಸಂಗೀತ ಮತ್ತು ನೃತ್ಯ

(12 ಗಂಟೆಗಳು)

- 1.1 ಸಮುದಾಯ ಪ್ರಾರ್ಥನೆ, ಸಮುದಾಯ ಹಾಡುಗಳು ಇವುಗಳ ಅಭ್ಯಾಸ ಮಾಡುವುದು
- 1.2 ದೇಶ ಭಕ್ತಿ ಗೀತೆಗಳು-ಲಾವಣಿ ಮತ್ತು ಗೀಗೀಪದ ಇತರಗಳ ಅಭ್ಯಾಸ ಮಾಡುವುದು
- 1.3 ಜಾನಪದ ಸಂಗೀತ ಮತ್ತು ಸುಗಮ ಸಂಗೀತ (ಭಾವಗೀತೆ)
- 1.4 ಕವನ ಮತ್ತು ಗಮಕ ವಾಚನ
- 1.5 ನಾನಾ ರೀತಿಯ ಸಮೂಹ ನೃತ್ಯಾಭ್ಯಾಸ ಮಾಡುವುದು

(ಮೇಲಿನ ಎಲ್ಲವನ್ನೂ ವಿವಿಧ ಸಂದರ್ಭಗಳಲ್ಲಿ ಆಚರಿಸುವುದು-ಸಾಕ್ಷ್ಯಗಳು-ಛಾಯಾಚಿತ್ರ ಪುಸ್ತಿಕೆ ಅಥವಾ ಸಿಡಿ ಸಹಿತ ವರದಿ)

ಘಟಕ-2 ನಾಟಕ ಮತ್ತು ರಂಗ ಭೂಮಿ ಕಲೆ

(14 ಗಂಟೆಗಳು)

- 2.1. ನಾಟಕ, ನೃತ್ಯನಾಟಕ, ಸ್ವಲ್ಪ ಚಿತ್ರಗಳು ಮತ್ತು ಬೀದಿ ನಾಟಕಗಳಿಗೆ ಸಾಹಿತ್ಯ ರಚನೆ
- 2.2 ಮೇಲಿನ ಆಚರಣೆಗಳಿಗೆ ವಸ್ತುಸಿದ್ಧತೆ ಮಾಡುವುದು
- 2.3 ಅವರ ವಿಷಯಗಳ ಪ್ರಕರಣಗಳನ್ನು ಬೋಧಿಸಲು ಮುಖವಾಡಗಳು ಮತ್ತು ಕೀಲುಗೊಂಬೆಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವುದು

2.4 ನಾಟಕ, ನೃತ್ಯ ನಾಟಕ, ಸ್ತಬ್ಧ ಚಿತ್ರಗಳು ಮತ್ತು ಬೀದಿ ನಾಟಕಗಳನ್ನು ನಡೆಸುವುದು

2.5 ಪ್ರಸಿದ್ಧ ಕಲಾಕಾರರು ಮತ್ತು ನಟರ ಸಂದರ್ಶನಗಳನ್ನು ನಡೆಸುವುದು: ವೀಡಿಯೋ ಮುದ್ರಣ

2.6 ಹಲವಾರು ರಂಗ ಪ್ರದರ್ಶನ/ನಟನೆ/ವೀಡಿಯೋಗಳನ್ನು ದೂರದರ್ಶನ ಮತ್ತು ಅಂತರ್ಜಾಲದಲ್ಲಿ ವೀಕ್ಷಿಸುವುದು ಮತ್ತು ಶೈಕ್ಷಣಿಕೀಯ ಅನುಕೂಲಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು

(ಅವರ ನಟನೆಗಳ ಸಾಕ್ಷ್ಯಕ್ಕೆ-ಸಾಹಿತ್ಯ ಮತ್ತು ಛಾಯಾಚಿತ್ರ ಪುಸ್ತಿಕೆ ಅಥವಾ ಸಿಡಿ ಸಹಿತ ವರದಿ)

ಉಲ್ಲೇಖ ಗ್ರಂಥಗಳು:

1.. ಸಿಸಿಇಆರ್ಡಿ ಅಧಿಕೃತ ಜಾಲತಾಣ

2. ದಾಸ್, ವರ್ಷ, "ಸಾಂಪ್ರದಾಯಿಕ ಕಲಾ ಆಚಾರಣೆ-ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮದ ನಿಟ್ಟಿನಲ್ಲಿನ ಅಂತಸ್ಸತ್ಯ" , ವಿಲಿ ಈಸ್ಟನ್ ನಿಯಮಿತ, ನವ ದೆಹಲಿ

3.. ಕುಪ್ಪುಸ್ವಾಮಿ.ಜಿ.ಮತ್ತು ಹರಿಹರನ್. ಎಮ್, "ಸಂಗೀತ ಬೋಧನೆ", ಸ್ಪರ್ಲಿಂಗ್ ಪ್ರಕಾಶನ, ನವ ದೆಹಲಿ

4.. ಎನ್ಸಿಆರ್ಡಿ: ರಾಷ್ಟ್ರೀಯ ಕೇಂದ್ರ ಗುಂಪು, ಲಲಿತ ಕಲೆ, ಸಂಗೀತ, ನೃತ್ಯ ಮತ್ತು ನಾಟಕ, ಪ್ರಕಾಶನ ವಿಭಾಗ ಕಾರ್ಯದರ್ಶಿ, ಎನ್ಸಿಆರ್ಡಿ, ನವ ದೆಹಲಿ.

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಬಿ.ಎಡ್. ಎರಡು ವರ್ಷಗಳ ಪಠ್ಯಕ್ರಮ- (ಸಿ.ಬಿ.ಸಿ.ಎಸ್.)

ತೃತೀಯ ಸೆಮಿಸ್ಟರ್

ವಿಷಯಾಧಾರಿತಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಶಾಸ್ತ್ರ

ಪತ್ರಿಕೆಕೋಡ್: SC (Part-II)

Credits: 4

ಒಟ್ಟು ಗಂಟೆಗಳು: 52

ಒಟ್ಟು ಅಂಕಗಳು: 100

ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ..

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ವಿವಿಧ ಘಟ್ಟಗಳು, ಗುಣ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ಒಳನೋಟ ಬೆಳೆಸುವುದು.
2. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಮಹತ್ವ, ರಚನೆಯ ಕ್ರಮ ಹಾಗೂ ಪಠ್ಯಪುಸ್ತಕ ಬಳಸುವ ಕೌಶಲ ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆಯ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
3. ಭಾಷಾ ಅಧ್ಯಾಪಕರಲ್ಲಿರಬೇಕಾದ ಅಪೇಕ್ಷಿತ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆಗಳು, ಸಾಹಿತ್ಯ ತಿಳುವಳಿಕೆ ಹಾಗೂ ಬೋಧನಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸಿಕೊಳ್ಳುವುದು.
4. ಭಾಷಾ ಬೋಧನೆ- ಕಲಿಕೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲದ ಬಳಕೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು.
5. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ತಿಳುವಳಿಕೆಯೊಂದಿಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
6. ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳು, ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ರಚನಾ ಕ್ರಮವನ್ನು ಅರಿಯುವುದು.
7. ಗದ್ಯ, ಪದ್ಯ, ಸಾಹಿತ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ವಿಷಯಗಳನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
8. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ನಿರಂತರ-ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಸಾಧನಗಳಲ್ಲಿ ಪರಿಣಿತಿ ಬೆಳೆಸುವುದು.
9. ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಕಲಿಕೆಗೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನು\ ಸಂಪನ್ಮೂಲಗಳನ್ನು ರೂಪಿಸಿ ಅಳವಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
10. ಭಾಷಾ ಬೋಧನೆಯ ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಘಟಕ ಪರೀಕ್ಷೆ ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

ಘಟಕ-1: ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸ.

(12 ಅವಧಿಗಳು)

- 1.1 ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ.
- 1.2 ಕನ್ನಡ ಜಾನಪದ ಸಾಹಿತ್ಯ- ಸ್ವರೂಪ ಮತ್ತು ಪ್ರಕಾರಗಳು- ಕತೆಗಳು, ನೃತ್ಯಗಳು, ಲಾವಣಿ ಮತ್ತು ಪ್ರದರ್ಶನ ಕಲೆಗಳು.
- 1.3 ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ವಿಭಾಗಕ್ರಮ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
- 1.4 ನವೋದಯ ಸಾಹಿತ್ಯಯುಗ: ಲಕ್ಷಣಗಳು, ಪ್ರಮುಖ ಕವಿಗಳು ಹಾಗೂ ಕೃತಿಗಳು.
- 1.5 ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು- ಸಣ್ಣಕತೆ, ಭಾವಗೀತೆ, ಕಾದಂಬರಿ , ನಾಟಕ, ಪ್ರವಾಸ ಕಥನ, ಆತ್ಮಚರಿತ್ರೆ , ಜೀವನ ಚರಿತ್ರೆ ಮತ್ತು ಹಾಸ್ಯ ಸಾಹಿತ್ಯ.
- 1.6 ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ ಮಾನದಂಡಗಳು -ಉದ್ದೇಶಿತ ಕಾರ್ಯೋಜನೆಗಳು

ಘಟಕ-2: ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ಸಂಪನ್ಮೂಲಗಳು

(15 ಅವಧಿಗಳು)

- 2.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಅರ್ಥ, ಮಹತ್ವ, ರಚನೆಯ ತತ್ವಗಳು ಹಾಗೂ ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ಲಕ್ಷಣಗಳು, ಪಠ್ಯ ಪುಸ್ತಕ ವಿಮರ್ಶೆ
- 2.2 ಸಂಪನ್ಮೂಲ ಪುಸ್ತಕ ಹಾಗೂ ಅಭ್ಯಾಸ ಪುಸ್ತಕ: ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ರಚನೆಯ ಹಂತಗಳು ಹಾಗೂ ಬಳಕೆ.
- 2.3 ಭಾಷಾ ಅಧ್ಯಾಪಕ: ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆಗಳು, ಸಾಹಿತ್ಯಾಭಿರುಚಿ ಮತ್ತು ಬೋಧನಾ ಸಾಮರ್ಥ್ಯಗಳು
- 2.4 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪ್ರಯೋಜನಗಳು ಹಾಗೂ ಬಳಕೆಯ ಕ್ರಮ.
- 2.5 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲ, ಇ-ಕಲಿಕೆ- ಪ್ರಯೋಜನಗಳು ಮತ್ತು ಬಳಕೆ.
- 2.6 ಸಾಹಿತ್ಯ ಮತ್ತು ಭಾಷಾ ಬೆಳವಣಿಗೆಗೆ ಮುದ್ರಣ ಮತ್ತು ವಿದ್ಯುನ್ಮಾನ ಮಾಧ್ಯಮಗಳು - ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಪತ್ರಿಕೆಗಳು ಹಾಗೂ ಸಂಶೋಧನಾ ವರದಿಗಳು, ಗ್ರಂಥಾಲಯ ಬಳಕೆ.

ಘಟಕ-3: ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆ

(15 ಅವಧಿಗಳು)

- 3.1 ಗದ್ಯ ಬೋಧನೆ: ಗದ್ಯದ ಲಕ್ಷಣಗಳು, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಹಂತಗಳು ಮತ್ತು ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- 3.2 ಪದ್ಯ ಬೋಧನೆ: ಪದ್ಯದ ಲಕ್ಷಣಗಳು, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಖಂಡ-ಅಖಂಡ ಪದ್ಧತಿ, ಹಂತಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- 3.3 ವ್ಯಾಕರಣ ಬೋಧನೆ: ಉದ್ದೇಶಗಳು - ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ಪ್ರಾಯೋಗಿಕ ಕ್ರಮ; ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು.
- 3.4 ನಾಟಕ ಬೋಧನೆ: ನಾಟಕ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪ, ಪ್ರಾಮುಖ್ಯತೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.
- 3.5 ಪ್ರಬಂಧ ಬೋಧನೆ- ರಚನಾ ಹಂತಗಳು ಮತ್ತು ಬೋಧನಾ ಕ್ರಮ, ಸಾಹಿತ್ಯ ಬೋಧನೆ-ಪ್ರಾಮುಖ್ಯತೆ, ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ.
- 3.6 ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಉತ್ತಮ ಭಾಷಾಂತರದ ಲಕ್ಷಣಗಳು, ಭಾಷಾಂತರ ಕೌಶಲಗಳಲ್ಲಿ ತರಬೇತಿಗೊಳಿಸುವ ಕ್ರಮ-ಹಳಗನ್ನಡದಿಂದ ಹೊಸಗನ್ನಡ; ಪದ್ಯದಿಂದ ಗದ್ಯ; ಕತೆಯಿಂದ ನಾಟಕ.

ಘಟಕ: 4: ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ

(10 ಅವಧಿಗಳು)

- 4.1 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ: ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.
- 4.2 ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ - ಪರಿಕಲ್ಪನೆ /ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಸಾಧನಗಳು.
- 4.3 ಭಾಷಾ ಮೌಲ್ಯ ಮಾಪನದಲ್ಲಿ ಮೌಖಿಕ ಹಾಗೂ ಪ್ರಬಂಧ ಮಾದರಿ ಪ್ರಶ್ನೆಗಳ ಮಹತ್ವ.
- 4.4 ಘಟಕ ಪರೀಕ್ಷೆ : ಉದ್ದೇಶಗಳು, ರಚನಾ ಹಂತಗಳು ಹಾಗೂ ನಿರ್ವಹಣೆ.
- 4.5 ಉತ್ತಮ ಭಾಷಾ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ-ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ರಚನಾಕ್ರಮ.

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

1. ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ರೂಪಿಸಿ ನಿರ್ವಹಿಸಿ ವರದಿ ಬರೆಯುವುದು.
2. 9/10/11ನೇ ತರಗತಿಗಳ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆ ಹಾಗೂ ವರದಿ ಬರೆಯುವುದು.
3. ತರಗತಿಯಲ್ಲಿ ಹಳಗನ್ನಡ ಪದ್ಯ, ಗದ್ಯ ಮತ್ತು ನಾಟಕಗಳ ವಾಚನದಲ್ಲಿ ತರಬೇತಿ ನೀಡಿ ವರದಿ ರಚಿಸುವುದು.
4. ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ರಚನೆ ಮತ್ತು ಪ್ರಯೋಗದಲ್ಲಿನ ದೋಷಗಳ ಬಗೆಗೆ ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ಕೈಗೊಳ್ಳುವುದು- ಪತ್ರಲೇಖ, ವಾಕ್ಯವೃಂದ ರಚನೆ, ಪ್ರಬಂಧ ರಚನೆ, ಓದುಗಾರಿಕೆ, ಅಂದವಾದ ಕಾಗುಣಿತ ಬದ್ಧ ಕೈಬರಹ ಮತ್ತು ವಿಷಯ ನಿರೂಪಣೆ.(ಯಾವುದಾದರೂ ಒಂದು)
5. ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಕೈಬರಹದ ಶಾಲಾ ಸಂಚಿಕೆ ತಯಾರಿಸಿ ಪ್ರಕಟಿಸುವುದು.
6. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಪೋಷಕ ಸಂಸ್ಥೆಗಳು/ಅಕಾಡೆಮಿಗಳ ಕಾರ್ಯಗಳ ಸಮೀಕ್ಷೆ-ವರದಿ.
7. ದಿನಪತ್ರಿಕೆ/ ನಿಯತ ಕಾಲಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗುವ ವಿವಿಧ ಸಾಹಿತ್ಯ ಲೇಖನಗಳ ಸಂಗ್ರಹ ಪುಸ್ತಕ ರಚನೆ.
8. ಕವಿ/ಲೇಖಕರೊಂದಿಗೆ ಭಾಷಾ ಬೋಧನೆ, ಸಾಹಿತ್ಯ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಶಿಕ್ಷಣ ಮಾಧ್ಯಮದ ಕುರಿತು ಸಂದರ್ಶನ-ವರದಿ
9. ಲಿಂಗ ತಾರತಮ್ಯದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಒಂದು ಪಠ್ಯ ಪುಸ್ತಕದ ಭಾಷೆ ಮತ್ತು ಪಠ್ಯಗಳನ್ನು ವಿಮರ್ಶಿಸುವುದು ಅಥವಾ ಎರಡು ಸೃಜನಶೀಲ ಲೇಖನಗಳನ್ನು ಭಾಷಾಂತರಿಸುವುದು.

10. ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯನ್ನು ಬಲಪಡಿಸುವ ತಂತ್ರ ಜ್ಞಾನ / ಸಾಹಿತ್ಯ / ಸಾಂಸ್ಕೃತಿಕ / ಜಾನಪದ/ ಸೃಜನಶೀಲ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ನಿರ್ವಹಣೆ ಮಾಡಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.

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BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF ENGLISH

Paper Code: SC (Part – II)

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching.
- to Develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in students teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- to Understand the importance of instructional objectives and taxonomy.
- to Design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- to Develop an insight into the relationship between curriculum and textbooks

Unit-1. Content-Aspects of English Language (Content from 9th, 10th, 11th and 12th Standard of Karnataka State Syllabus (II Language)) **(12Hours)**

- 1.1.Semantic Structure of English-meaning, components, homonyms, synonyms, Antonyms, Polysemy, connotative and denotative aspects.
- 1.2.Graphic structure of English-meaning, components unique features of spellings marks of punctuation, hand writing, illustrations are to be drawn from high school English textbooks.
- 1.3. Verbs-meaning and types-tenses and aspects.
- 1.4.Transformations of sentences-simple, complex and compound sentences, reported speech, active and passive voices and degrees of comparison.

Unit-2. Resources in Teaching of English **(14 Hours)**

- 2.1 Audio-aids-lingua phone-Audio cassettes, Radio Broadcasts, Visual aids, charts, three dimension pictures, flash cards, albums, A-V aids-Films, Videos and multimedia, language Lab their importance and uses in ELT.
- 2.2. Library as a resource in teaching and learning of English.
- 2.3. Literary activities in language teaching-debates, elocution-group discussion-field trips, quiz, seminars and workshops and their importance.
- 2.4. Workbook-Nature, Steps in preparation and uses.
- 2.5. Computer assisted learning in English, use of internet and websites, advantages of using different software in learning of English.
- 2.6. Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

Unit-3. Methods, Techniques and Approaches **(16 Hours)**

- 3.1. Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature-concept and types of literature.
- 3.2. School textbooks in English –characteristics and review of present textbooks of 9th, 10th 11th, 12th.
- 3.3. Work books in English, steps and uses.
- 3.4. Teaching of Vocabulary- Types, importance and techniques of enriching Vocabulary.

- 3.5. Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.
- 3.5. Techniques of teaching spellings-Importance peculiarities, different ways of teaching of spellings, common errors and remedies.
- 3.6. Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note-making, note- taking, graphic presentation, browsing skills & summarization.

Unit-4. Professional development of teachers

(10 Hours)

- 4.1. Professional competencies of an English teacher, programmes for teacher empowerment-workshops, seminars, conference, panel discussion and projects.
- 4.2. Role of NCERT, DSERT, RIE, IEFL, British Council Library, Central Institute of Indian Languages to enhance the professional development of English Language Teachers.

Practical Activities: (any one)

Carry out the following practical activities and submit a report.

1. Practice in 46 sounds in English, (common for the group).
2. Preparation of passages/lesson on mechanics of reading
3. Preparation of Mini Dictionary.
4. Techniques of teaching vocabulary/spelling through power point presentation.
5. Creating Language games
6. Remedial teaching of core skills.
7. Story telling.
8. Review of English text book.
9. Organizing debate, quiz. Elocution, Extempore speech.
10. Construction of diagnostic test of your choice.

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BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Develop skills in preparing and using of resource material in social sciences
- Acquire knowledge and skills about extended curricular activities
- Prepare various enrichment activities
- Critically analyse the text book and question papers of secondary school social science.

Unit.1: Content of Social Science

(14 Hours)

- 1.1. Major Revolutions of the world- American, French, Russian and Industrial- causes, effects/ consequences and their contributions
- 1.2. Medieval Period in India: Mughals, Rajputs, Marathas and Vijayanagara Empire-rise and establishment of these dynasties, military achievements, contributions to administration, art and architecture, religion, literature and society, causes for decline.
- 1.3. Atmosphere- meaning, importance, composition and components, difference between weather and climate
- 1.4. Natural Disasters-volcano, earthquake, tsunami and Floods- meaning, causes, types and its effect.
- 1.5. Forms of Government in India-local self government, state government, union government-formation, objectives, functions, administration, responsibilities and duties.
- 1.6. Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.
- 1.7. Infrastructure of Indian economy.

Unit 2: Instructional Resources in Social Sciences**(12 Hours)**

- 2.1. Text book- importance, characteristics and critical analysis
- 2.2. Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.
- 2.3. Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process
- 2.4. E-learning resources-internet, web based tools, blogs, animation and multimedia etc.
- 2.5. Audio Visual Resources- meaning and importance in teaching learning process

Unit. 3: Non scholastic Activities**(14 Hours)**

- 3.1. Social science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation
- 3.2. Social Science club- meaning, importance, objectives, organization and activities
- 3.3. Social Sciences Quiz- Importance and organization-steps
- 3.4. Social Sciences Resource room- Importance and organization, activities organized in resource room

Unit. 4: Professional Competencies of social science teacher**(12 Hours)**

- 4.1. Social science teacher-qualities, skills and Competencies
- 4.2. Enrichment activities to develop professional competencies among social science teacher-workshops, seminars, conferences and symposiums,
- 4.3. Forms- Discussions on contemporary issues in social sciences by using social networking.
- 4.4. Action research in social science-planning, execution and analysis.

Practical Activities: (any one)

Carry out the following practical activities and submit a report

1. Preparation for project based teaching with cooperative learning strategies(development of plan)
2. Preparation for investigatory field trip/visit
3. Preparation of episode, based on five ‘e’ model of social constructivism.

4. Preparation of Projects of interdisciplinary relationship (Ex -history and geography relationship, economics and business study relationship)
5. Preparation of activities for experiential learning Ex- map drawing, chart preparation, album making, script writing.
6. Online poster making, collage making in social sciences
7. Review of question paper and submission of a report
8. Planning & conducting of Quiz in Social sciences
9. Developing Multimedia Package in social sciences (for any one topic)
10. A report on creating student forums for discussion on contemporary issues in social sciences by using social networking.

Reference Books:

1. Aggrawal J.C., "Teaching of social sciences", Neelkamal publications.
2. Allen J Singer, "Social studies for Secondary Schools, Teaching to Learn and Learning to Teach", paperback 2008
3. Ellen Kottler, Nancy P Gallvan, Secrets to success for social studies teachers, Carwin Press, sage publications.
4. Harry Dhand, A handbook for teachers – Research in teaching of the social studies, APH Publishing Corporation.
5. Ian Phillips, Teaching History-developing as a reflective secondary teacher, Sage publications.
6. KochcharS.K., "Teaching of Social studies", Sterling publishers' pvt. Ltd., 2004
7. Kohli. A.S., Teaching of Social Studies, Anmol publications
8. Rainu Gupta, Methods and Models of Teaching Social Studies
9. SalimBabu S.A. & DigumariBhaskara Rao, Methods of Teaching Geography

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

ಶ್ರೀಶ್ರೀಯ ಸೆಮಿಸ್ಟರ್

ಸಮಾಜ ವಿಜ್ಞಾನದ ವಿಷಯ ಹಾಗೂ ಬೋಧನಾಕ್ರಮ

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

ಉದ್ದೇಶಗಳು

- ಸಮಾಜ ವಿಜ್ಞಾನ ದಲ್ಲಿ ಸಂಪನ್ಮೂಲಗಳನ್ನು ತಯಾರಿಸುವ ಕೌಶಲ್ಯವನ್ನು ಬಳಸುವುದು
- ಸಮಾಜ ವಿಜ್ಞಾನ ದ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಅಗತ್ಯವಿರುವ ಪರಿಕರಗಳನ್ನು ರಚಿಸುವ ಸಾಮರ್ಥ್ಯ/ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು
- ವಿಸ್ತೃತ ಸಹ ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಜ್ಞಾನ ಹಾಗೂ ಕೌಶಲ್ಯದ ಗ್ರಹಿಕೆ
- ಸಮಾಜ ವಿಜ್ಞಾನ ಬೋಧನೆ ಹಾಗೂ ಕಲಿಕೆಗೆ ಉಪಯೋಗವಾಗುವ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ ತಯಾರಿಕೆ - (ರಸಪ್ರಶ್ನೆಯ ತಯಾರಿಕೆ, ನಾಟಕದ ತಯಾರಿಕೆ/ಪಾತ್ರ ನಿರ್ವಹಣೆ, ಮುಂತ್ರದುವುಗಳು)
- ಪ್ರೌಢಶಾಲಾ ಹಂತದ ಹಂತದ ಸಮಾಜ ವಿಜ್ಞಾನ ದ ಪಠ್ಯ ಪುಸ್ತಕ ಹಾಗೂ ಪ್ರಷ್ನೆ ಪತ್ರಿಕೆಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ

ಘಟಕ - ೧ : ಸಮಾಜ ವಿಜ್ಞಾನ ವಿಷಯ

- ಜಾಗತಿಕ ಪ್ರಮುಖ ಕ್ರಾಂತಿಗಳು-
- ಭಾರತದ ಮಧ್ಯಕಾಲೀನ ಇತಿಹಾಸ
- ಭೂವಾತಾವರಣ- (ಭೂಗೋಳದ)
- ಸ್ವಾಭಾವಿಕ/ನೈಸರ್ಗಿಕ ಅಪಾಯಗಳು
- ಸರ್ಕಾರದ ವಿಧಗಳು-ರಾಜಶಾಹಿ, ಅಧಿಕಾರಶಾಹಿ/ನಿರಂಕುಶ ಪ್ರಭುತ್ವ, ಪ್ರಸತ್ತಾತ್ಮಕ ಸರ್ಕಾರ
- ಸಾಂಸ್ಕೃತಿಕ ಸಮಾಜ
- ಭಾರತದ ಅರ್ಥಶಾಸ್ತ್ರದ ಒಳರಚನೆ-ಅರ್ಥಿಕ ರಚನೆ, ಭಾರತದ ಅರ್ಥಶಾಸ್ತ್ರದ ಅಂಗಗಳು ಹಾಗೂ ಇತರೆ.

ಘಟಕ - ೨ : ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧನಾ ಹಾಗೂ ಕಲಿಕಾ ಸಂಪನ್ಮೂಲಗಳು

- ಪಠ್ಯಪುಸ್ತಕ-ಪ್ರಾಮುಖ್ಯತೆ, ಗುಣಲಕ್ಷಣಗಳು ಹಾಗೂ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ
- ಗ್ರಂಥಾಲಯದ ಸಂಪನ್ಮೂಲಗಳು-ವೃತ್ತಪತ್ರಿಕೆ, ಪುಸ್ತಕಗಳು, ಕೋಶಗಳು, ಅವಲೋಕನ ಪುಸ್ತಕಗಳು, ನಿಯತಕಾಲಿಕೆಗಳು ಹಾಗೂ ಸಮೀಕ್ಷಾಧನಾ ಪತ್ರಿಕೆಗಳು, ಪುಸ್ತಕಗಳು
- ಸಮುದಾಯ ಸಂಪನ್ಮೂಲಗಳು-ಮಾನವ, ಸ್ವಾಭಾವಿಕ, ನೈಸರ್ಗಿಕ, ಆರ್ಥಿಕ, ಐತಿಹಾಸಿಕ, ಮಾನವ ನಿರ್ಮಿತ ಮತ್ತು ಶಾಲಾಧಾರಿತ ಸಂಪನ್ಮೂಲಗಳು

- ವಿದ್ಯುನ್ಮಾನ ಕಲಿಕೆ ಸಂಪನ್ಮೂಲಗಳು-ಅಂತರಾಜಾಲ, ವೆಬ್ ಆಧಾರಿತ ಪರಿಕರಗಳು, ಬ್ಲಾಗ್ಸ್, ಅನಿಮೇಶನ್, ಬಹುಮಾಧ್ಯಮದೊಂದಿಗೆ ಬೋಧನೆ ಹಾಗೂ ಕಲಿಕೆ
- ದೃಶ್ಯ ಶ್ರವಣಾತ್ಮಕ ಸಂಪನ್ಮೂಲಗಳು-ಶ್ರವಣ ವಸ್ತುಗಳು, ಮಾದರಿಗಳು, ನಮ್ಮೊನೆಗಳ ಸಂಗ್ರಹಣೆ, ನಾಣ್ಯಗಳ ಸಂಗ್ರಹಣೆ, ಅಂಚೆ ಚೀಟಿಗಳು, ಛಾಯಾ ಚಿತ್ರಗಳು, ವರ್ಣ ಚಿತ್ರಗಳು, ಪಟಗಳು, ಭೂಪಟಗಳು ಮತ್ತು ಗೊಂಬೆ ಕುಣಿತ ಪ್ರಾಮುಖ್ಯತೆ

ಘಟಕ - ೩ : ವಿಸ್ತೃತ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು

- ಸಮಾಜ ವಿಜ್ಞಾನದ ಜ್ವಲಂತ ಸಮಸ್ಯೆಗಳ ಬಗ್ಗೆ ಯೋಜನೆಗಳು, ತನಿಖಾ ಕ್ಷೇತ್ರ/ಸ್ಥಳೀಯ ಪ್ರವಾಸಗಳು- ಶಿಕ್ಷಕರ ಪಾತ್ರ
- ಸಮಾಜ ವಿಜ್ಞಾನ ಸಂಘ-ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಉದ್ದೇಶಗಳು, ರಚಿಸುವಿಕೆ, ಹಾಗೂ ಚಟುವಟಿಕೆಗಳು
- ಸಮಾಜ ವಿಜ್ಞಾನದಲಿ ರಸ ಪ್ರಶ್ನೆ-ಪ್ರಾಮುಖ್ಯತೆ, ಅಳವಡಿಸುವಿಕೆ
- ಸಮಾಜ ವಿಜ್ಞಾನ-ಸಂಪನ್ಮೂಲ ಕೊರಡಿ-ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಅಳವಡಿಸುವಿಕೆ

ಘಟಕ - ೪ : ಸಮಾಜ ವಿಜ್ಞಾನದ ಬೋಧಕರ ವೃತ್ತಿಪರ ಸಾಮರ್ಥ್ಯಗಳು

- ಸಮಾಜ ವಿಜ್ಞಾನ ಶಿಕ್ಷಕರ- ಗುಣಗಳು, ಕೌಶಲ್ಯಗಳು ಹಾಗೂ ಸಾಮರ್ಥ್ಯಗಳು
- ವೃತ್ತಿಪರ ಸಾಮರ್ಥ್ಯಗಳ ಬೆಳವಣಿಗೆಗೆ ಅಗತ್ಯವಿರುವ ಚಟುವಟಿಕೆಗಳು, ಚರ್ಚೆಗಳು, ಸಂಘಗಳು, ಕಾರ್ಯಾಗಾರಗಳು, ಸಮೀಕ್ಷೆಗಳು, ಯೋಜನೆಗಳು, ಸಂಶೋಧನಾ ಚಟುವಟಿಕೆಗಳು
- ಸಮಾಜ ವಿಜ್ಞಾನ ಶಿಕ್ಷಕರ ಸಂಘಗಳ ಪಾತ್ರ
- ಸಮಾಜ ವಿಜ್ಞಾನ ದಲಿ ಕಾರ್ಯಕಾರಿ ಸಂಶೋಧನೆ-ಯೋಜನೆ, ಕಾರ್ಯಚರಣೆ ಹಾಗೂ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು - ಪ್ರತಿಕೂಲಾತ್ಮಕ ಅಭ್ಯಾಸಗಳು

೦. ಸಹಕಾರ (ದೊಂದಿಗೆ) ಕಲಿಕೆ ತಂತ್ರಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆ ಆಧಾರಿತ ಬೋಧನೆಗೆ ಅಗತ್ಯವಿರುವ ಯೋಜನೆಗಳನ್ನು ರಚಿಸುವುದು
೧. ತನಿಖಾ ಕ್ಷೇತ್ರ/ಸ್ಥಳೀಯ ಪ್ರವಾಸಕ್ಕೆ ತಯಾರಿಕೆ
೨. ಸಾಮಾಜಿಕ ರಚನಾತ್ಮಕ ಕಲಿಕೆಗೆ ಸಂಚಿಕೆ ತಯಾರಿಕೆ - 'ಇ' ಮಾದರಿ ಆಧಾರಿತ
೩. ಸಮಾಜ ವಿಜ್ಞಾನದ ಆಂತರಿಕ ಸಂಬಂಧವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವ ಯೋಜನೆಗಳ ತಯಾರಿಕೆ (ಉದಾ- ಚರಿತ್ರೆ ಮತ್ತು ಭೂಗೋಳದ ಸಂಬಂಧಗಳು, ಅರ್ಥಶಾಸ್ತ್ರ-ವ್ಯವಹಾರಿಕ ಸಂಬಂಧಗಳು)
೪. ಸಮಾಜ ವಿಜ್ಞಾನದ ಅನುಭವಾತ್ಮಕ ಕಲಿಕೆಗೆ ಚಟುವಟಿಕೆ ತಯಾರಿಕೆ (ಉದಾ-ಭೂಪಟ ರಚನೆ, ಘಟಕಗಳ ರಚನೆ, ಚಿತ್ರಗಳ ಸಂಗ್ರಹ, ನಾಟಕಕ್ಕೆ ಸಂಭಾಷಣಾ ಬರವಣಿಗೆ)
೫. ಸಮಾಜ ವಿಜ್ಞಾನದಲಿ ಆನ್‌ಲೈನ್ ಭಿತ್ತಿಚಿತ್ರಗಳ ರಚನೆ-ಚಿತ್ರಸಮೂಹ ರಚನೆ
೬. ಸಮಾಜ ವಿಜ್ಞಾನದ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಪರಿಶೀಲನೆ ಮತ್ತು ವರದಿಯ ಕೈಪಿಡಿ ಒಪ್ಪಿಸುವಿಕೆ
೭. ಸಮಾಜ ವಿಜ್ಞಾನದ ರಸಪ್ರಶ್ನೆಯನ್ನು ಯೋಜಿಸುವಿಕೆ ಹಾಗೂ ನಿರ್ವಹಿಸುವಿಕೆ
೮. ಸಮಾಜ ವಿಜ್ಞಾನದ ಯಲ್ಲಿ ಬಹುಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸಿ ಒತ್ತಿಗೆಗಳನ್ನು ತಯಾರಿಸುವಿಕೆ

(ಯಾವುದಾದರೊಂದು ವಿಷಯಕ್ಕೆ)

೧೦ ಜ್ವಲಂತ ಸಮಸ್ಯೆಗಳ ಚರ್ಚೆಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ಅಂತರ್ಜಾಲ ತಾಣದ ಸಂಘ ರಚಿಸಿ ಚರ್ಚೆ ಮಾಡುವದರ ಬಗ್ಗೆ ವರದಿ ಒಪ್ಪಿಸುವುದು

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: III

CONTENT AND PEDAGOGY OF MATHEMATICS

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Revisit the mathematical content of 9th, 10th and 11th STD.
- Critically analyses the present mathematics syllabus on the basis of principles of curriculum organization.
- Realize the need for teaching-learning materials in mathematics.
- Develop skill in selection, preparation and use of teaching-learning materials in mathematics.
- Develop the skill in using mass media in teaching and learning mathematics.
- Critically analyze the present mathematics text books and workbooks.
- Develop understanding of the concept of community and school based resources and e-resources in mathematics.
- Understand the nature, characteristics and special education of gifted children and slow learners in mathematics.
- Develop skill in planning, conducting and reporting action research in mathematics.
- Analyze the qualities and skills of a mathematics teacher.
- Understand the need for various in-service programs for professional growth of mathematics teachers.
- Develop skill in carrying on reflective practices and assess them.

Unit-1- Content in mathematics

(12 Hours)

- 1.1 Content of 9th, 10th, and 11thstd syllabus - Permutation and combination, probability, sequence and series, simultaneous equations, quadratic equations.
- 1.2 Trigonometry, co-ordinate, geometry, quadrilaterals, circles, mathematical induction, matrices.

Unit-2 – Teaching and learning resources of Mathematics

(20 Hours)

2.1. Teaching – learning materials in mathematics

2.1.1. Need and importance of teaching-learning materials in mathematics; criteria for Selection of teaching-learning materials in mathematics

2.1.2. Preparation and use of teaching-learning materials – charts, boards, models and manipulative materials; use of black board, interactive white boards and smart boards - advantages of each of them.

2.1.3. Mass media – Radio, TV and newspaper.

2.1.4. Printed materials – textbooks –need, importance and good qualities; critical Analysis of 8th, 9th, 10th and 11thstd mathematics textbooks; workbooks and Worksheets –need and importance.

2.2. Community and school based teaching –learning resources.

2.2.1. Concept and importance of community based resources.

2.2.2. Human resources, natural resources and man –made resources.

2.2.3. School based resources – Mathematics lab –need and significance-equipment; Mathematics exhibitions/fairs.

2.2.4. Mathematics library – reference books; Mathematics club – purpose, Organization and activities;

2.3. e-resources for learning mathematics.

2.3.1. Concept of e- resources – need and importance.

2.3.2. Computer, internet –websites, educational CDs (multi-media), Concept of Online learning creating BLOGS.

Unit-3 Extended curricular activities in mathematics

(10 Hours)

3.1. Mathematics club, mathematics exhibition/fair, mathematics Olympiad and mathematics quiz – their importance and organizationat school level.

3.2. Gifted children in mathematics – their characteristics, identification and enrichment programmes.

3.3. Slow learners in mathematics - their characteristics, identification and remedial programmes; learning difficulties in mathematics – dyscalculia, dysgraphia – their remedies

3.4. Action research in mathematics – meaning and its steps.

Unit-4 Professional development of mathematics teacher

(10 Hours)

4.1. Qualities and skills of a mathematics teacher

4.2. Professional growth of mathematics teacher - in-service programs –orientation programs, refresher courses, seminars, workshops and projects

4.3. Mathematics teacher as a reflective practitioner

Practical activities: (any one)

Carry out the following practical activities and submit a report:

1. Critical analysis of the present mathematics syllabus in the light of theories of Piaget, Bruner and Vygotsky.
2. Critical analysis of mathematics textbooks of 9th, 10th and 11thstd.
3. Critical analysis of mathematics workbooks of 9th, 10th and 11thstd.
4. Collection and use of newspaper cuttings related to learning of a unit in mathematics
5. Prepare a script for radio lesson or TV lesson in mathematics.
6. Visit a mathematics lab.
7. Constructing diagnostic test paper in mathematics, administering and reporting.
8. Planning and conducting quiz in mathematics and reporting.
9. Observing and presenting a report on qualities and skills of mathematics teachers.
10. Preparing and using work sheets (any three) in mathematics and presenting a report.

Reference Books:

1. Aggarwal, J.C. Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi: Vikas Publishing House Pvt. Ltd, 2001.
2. Bhasin, Sonia. Teaching of Mathematics- A Practical Approach. Mumbai: Himalaya Publishing House, 2005.
3. Butler H., Charles & Wren F., Lynwood. The Teaching of Secondary Mathematics. New York: The Maple Press Company, 1960.
4. Ediger, M. & Rao, D.B. Teaching Mathematics Successfully. New Delhi: Discovery Publishing House, 2000.
5. James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd, 2006.
6. Joyce, B. & Weil. M. & Calhoun, E. Models of Teaching (8th Ed.). New Delhi: PHI Learning Private Limited, 2009.
7. Kumar, S. & Ratnalikar, D.N. Teaching of Mathematics, New Delhi: Anmol Publications Pvt. Ltd, 2003.

8. Mangal, S.K. A Text Book on Teaching of Mathematics, Ludhiana: Prakash Brothers Educational Publishers, 1981.
9. NCERT. National Curriculum Framework for School Education. New Delhi: NCERT, 2005.
10. Rai, B.C. Methods of Teaching Mathematics. Lucknow: Prakashana Kendra, 1991.
11. Sidhu, Kulbir Singh. The Teaching of Mathematics. Jullundar: Sterling Publishers Pvt. Ltd.
12. ಜಂಞಿ, ಆರ್.ಟಿಸುಬೋಧಗಣಿತ ಬೋಧನೆ. ಧಾರವಾಡ: ಭಾರತ ಬುಕ್‌ಡಿಪೊ ಮತ್ತು ಪ್ರಕಾಶನ (1990-91).
13. ಯಾದವಾಡ, ಎಸ್. ಬಿ. ಮತ್ತರಬನಾಳ, ನೀಲಕಂಠ, ವಿಷಯಾಧಾರಿತಗಣಿತ ಬೋಧನೆ, ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, 2004.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: III

CONTENT AND PEDADOGY OF BIOLOGICAL SCIENCE

Paper Code: SC(Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

Acquire the knowledge of:

1. Content of biological science
2. E-resource in biological science.
3. Non-Scholastic activities in Biological Science.

Develop an understanding of:

1. Different resources to teach biological science.
2. Science as a dynamic and expanding body of knowledge.
3. Different competencies for teaching biological science.

Applying the knowledge of:

1. E-resources in teaching biological science.
2. Organization of activities for professional development.
3. Analyzing the biological science curriculum of Secondary school.

Develop a skill of:

1. Conducting experiments to demonstrate biological concepts at secondary school level.
2. Setting-up and maintenance of school garden, aquarium, vivarium and terrarium.
3. Constructing teaching learning materials.

Unit -1 Content:**(10 Hours)**

- 1.1 Life processes – Photosynthesis and transport in plants. Excretion, circulation, respiration, digestion in animals.
- 1.2 Cell division – Mitosis and meiosis – Stages and significance.
- 1.3 Ecology and Evolution – Biosphere, Ecosystem, Bio-magnification, and Environmental pollution – Causes, effects and measures to control. Grigormedal’s experiments, Heredity and genetics. Theories of evolution (Lamark and Darwin).
- 1.4 Bio-technology: Meaning and applications – Recombinant DNA Technology, Genetic engineering, DNA finger printing and cloning.

Unit – 2: Teaching and Learning Resources**(18 Hours)**

- 2.1 Biological science laboratory – Importance, planning, designing, equipment’s and records.
- 2.2 Biological science text book – characteristics, importance, Hunter’s criteria of evaluating a text book.
- 2.3 Visual and Audio Visual Aids: Visual – Specimens, models and charts. Audio-visual – Television, film.
- 2.4 E-resources – Use of multimedia and computers in Biological science: E-learning, software, website, e-boards and biology blog.

Unit – 3: Non-Scholastic Activities**(16 Hours)**

- 3.1 School Based Activities: Meaning, importance and Organization of Science Club, Science Exhibition, Science Fair, Science Quiz and Field Trips and Visits.
- 3.2 Field Based Activities: Setting up and maintenance of School garden, Aquarium, Vivarium and Terrarium.
- 3.3 Community Based Activities: Meaning and Importance of Community Resources with special reference to Biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Museum and Science Center)

Unit - 4: Professional development of Biology Teacher.

(08 Hours)

4.1 Qualification and qualities of a Biological science teacher.

4.2 Professional growth of Biological science teacher with reference to content enrichment programme such as in-service programme, orientation programme, refresher course, seminars, workshops, project, and action research.

Practical activity: (any one)

Carry out the following practical activities and submit a report:

1. Preparation and maintenance of Aquarium.
2. Prepare a working model on alternative sources of energy.
3. Conduct a science quiz in Secondary School.
4. Survey of laboratory facilities available to teach biological science in a secondary school.
5. A visit to a place of biological importance and write a report.
6. Collect and preserve any ten biological specimens.
7. Comparative study of state, CBSE and ISCE Biology text book for different methods, approaches and models of teaching.
8. Visits to an agriculture/horticulture center and write a report on modern innovative agricultural practices.
9. Preparation of Biological science wall magazine every fortnight/one in every month.
10. Conduct an Action research on Biological science in Secondary School.

Reference books:

1. Das R. C.: Science Teaching in Schools, Sterling Publication Private Ltd. New Delhi. 1985.
2. Nair C.R.S. Teaching Science in our schools, S. Chand and Co., New Delhi, 1971.
3. Gupta S.K.: Science Teaching in Schools, Sterling Publication Pvt. Ltd. New Delhi, 1985.
4. Sharma R.C. Modern Science Teaching, Dhanpat Rai and Sons, New Delhi.
5. Green T.N.: Teaching of Biology in Tropical Schools, oxford University Press, London, 1971.
6. Summer W.L.: The Teaching of Science, oxford; Basil Black well, New Delhi, 1950.
7. Vishwanath Pandey and Kishore Valicha: Science teaching and development McMillan India Pvt. Ltd. New Delhi, 1984.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Acquire the knowledge and scope of Secondary and Higher secondary School Content in Physical Science.
- Utilize the required resources effectively
- Gain the knowledge and skill about organizing various Non-scholastic activities
- Acquire the knowledge about different activities to improve professional development/competencies

UNIT I: CONTENT IN PHYSICAL SCIENCE (WITH REFERENCE TO 9TH, 10TH, I & II PUC)
(10 Hours)

1.1 Motion

Circular motion- Meaning, types. Wave motion- Meaning, types-Longitudinal and Transverse waves. Projectile motion- Meaning, and derivation of equation of path.

1.2 Electromagnetic Induction (EMI)

Meaning of Electromagnetic Induction, Faraday's Laws of EMI. Alternative current-Meaning and its graphical representation. Transformer- Principle, Construction and working

1.3. Chemical Reaction:

Electronic configuration; meaning and writing electronic configuration; periodic classification of elements (s, p, d, f). Chemical reaction: meaning and types. Electro chemistry: solutions-saturated and unsaturated and colloids.

1.4 Chemistry of Carbon

Hydro carbons; alkanes, alkenes and alkynes- meaning and properties. Unique characteristics of carbon, Allotropic forms of carbon. Industrial organic chemistry- manufacture of ethyl alcohol

UNIT II: TEACHING AND LEARNING RESOURCES

(15 Hours)

2.1 Text book-Characteristics of a good text book

2.2 Library resources--uses of references, journals, encyclopedias and e-resources in physical science

2.3 Improvised apparatus-meaning, importance and procedure.

2.4 Physical Science laboratory and its importance-designing of physics and chemistry laboratory, meaning designing and uses of multipurpose laboratory.

2.5 Community Resources-Meaning, uses of Human and Physical resources.

2.6 Electronic Learning (e-learning) - internet, video (including animation) You-Tube and Teleconferences.

UNIT III: NON SCHOLASTIC ACTIVITIES IN TEACHING PHYSICAL SCIENCE

(15 Hours)

3.1 Meaning, objective, organization, and advantages of the following:

Science club, Science Exhibition, Science quiz, Fieldtrips,

3.2 Meaning, establishment and uses of Science Museum.

3.3 Meaning, activities and uses of science centers.

UNIT IV: PROFESSIONAL DEVELOPMENT OF TEACHERS

(12Hours)

4.1 Teaching as a Profession

4.2 Pre-service development Programmes.

4.3 In-service professional development Programmes.

4.4 Role of reflective practices in professional development-questionnaire, Research, maintaining portfolio

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

1. To measure the diameter of a given wire using Screw-gauge

2. Finding the focal length of a given lenses
3. Ray diagram of glass slab and prism experiments
4. Verification of laws of combination of resistances (Series or parallel)
5. Determination of melting point or boiling point for a given sample
6. Preparation and properties of Sulphur-di-oxide/carbon-di-oxide/chlorine
7. Test for carbohydrates/proteins
8. Analysis of the given inorganic/organic compound
9. Any one experiment on volumetric analysis (Titration)
10. Demonstration for verification for any one type of chemical reaction

Reference Books:

1. Bhatnagar A.B., .Bhatnagar S.S., R.Lall Book Depot, Meerut(UP)-Teaching of Science, 2011.
2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part-I, 2013.
3. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part-II, 2013.
4. Das R.C. - Science Teaching in Schools.
5. Gupta S.K. -Teaching Physical Science in Secondary Schools.
6. Kulshresta S.P. - Teaching of Physical Science.
7. NaendraVaidya, IBaP Publishing Co-The impact of Science Club, 1994.
8. Radha Mohan, Prentice Hall of India, New Delhi-Innovative Science Teaching for Physical Science Teachers, 1995.
9. Ramanbhai and Patel, Himalya Publishing House, New Delhi- Educational Evaluation, 1999.
10. Robert L- Scientific Experiments in Physics.
11. ShaliniWadhva, Saroop and Sons New Delhi- Modern methods of Teaching Physics.
12. Sharma R.C., Dhanpat Rai Publishing Co, Pvt., Ltd., New Delhi- Modern Science Teaching, 2003.
13. Siddique and Siddique, Doaba House, New Delhi- Teaching Science Todayand Tomorrow, 1998.
14. Vanaja. M, NeelKamal Publication PVT. Limited, Sulthan Bazar, Hyderabad -Methods of Teaching Physical Science, 2005.
15. Zaidy S.M., Anmol Publications, New Delhi- Modern Teaching of Science, 2004.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF COMPUTER SCIENCE

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- acquire the knowledge of extended activities in Computer Science and their organization
- develop the understanding of resources for teaching Computer Science
- develop the understanding of the means for quality improvement in Computer Science instruction
- develop the skill in preparing and using resources in Computer Science
- develop the skill in construction and administering unit tests and diagnostic tests in Computer Science
- develop the skill in organizing extended curricular activities in Computer Science
- develop the skill in preparing special programs for gifted and slow learners
- develop the skill in using multimedia in Computer Science
- develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

UNIT 1.Content:

(10 Hours)

- 1.1 Algorithm, flowchart, elements of 'C' programming with simple illustrations.
- 1.2 Elements of database and its applications, Introduction to cloud computing.
- 1.3 Network of Computers: Network, Types of network, Categories of network.
- 1.4 World Wide Web - browsing and search engines,
- 1.5 Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
- 1.6 E-mail – Meaning & its working;
- 1.7 Web Design – Meaning & its Creation – HTML – Meaning & Importance.
- 1.8 Multimedia applications, Fundamentals of mobile computing.

Unit-2.Resources for teaching Computer Science:**(14 Hours)**

2.1 Text Books – Qualities of good computer science text book, Use of text book, role of text book in teaching computer science, Criteria for evaluation of computer science text book.

2.2 Computer Science Library – Meaning, organization and importance.

2.3 Computer Science Lab – Need for planning the computer laboratory, special features of computer laboratory, Essential infrastructure – laboratory management & maintenance of records, discipline in the laboratory.

Unit-3 Non Scholastic Activities in Teaching Computer Science:**(18 Hours)**

3.1 Computer Science Club-Meaning, Objectives, Organization, activities & importance;

3.2 Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Lab Visit-Meaning, Objectives-Organization & Importance;

3.3 Social Media – face book, twitter, blogs, Instagram, Linkedin – Meaning and Importance;

3.4 E-magazine and Online Journal – meaning and preparation

Unit-4:Professional Development of Computer science teacher:**(10 Hours)**

4.1 Quality Improvement:Programs for Quality improvement in teaching Computer Science;

4.2 Role of Seminars, Workshops and Projects in Quality Improvement;

4.3 Professional Competencies of Computer Science Teacher.

Practical Activities: (any one)

Carry out the following practical activities and submit a report:

1. Preparation of lesson plan for power point presentation
2. Preparation of linear program material consisting of twenty frames in Computer Science
3. Preparation of branched program material consisting of twenty frames in Computer Science
4. Preparation of mathematics program material consisting of twenty frames in Computer Science
5. Multimedia presentation (Minimum of 20 slides)
6. Preparation of a Lesson using computer Assisted Instruction (CAI).
7. Preparation of Quiz programme Using Flash files.
8. Preparation of MIS Program for an Institution
9. Preparation of e-magazines and e-books using open source software's.
10. Visit to IT company and submission of a report

Reference Books:

1. Alexis, M.L. Computer for everyone. Leon: Vikas Publishing house Ltd: New Delhi, 2001.
2. Bennet, S., Marsh, D., & Killen, C., Handbook of online education continuum. New York: International publishing group, 2008.
3. Kumar, K. L. Educational technology. New Delhi Angel International (P) Ltd, 1997.
4. Norton, P. Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co. Ltd, 1998.
5. Sharma, R. A. Technological foundation of education. Meerut: R. Lall Books Depot, 2008.
6. Allison, L. J., & Chris, P. Preparing for blended e-learning. UK: Routledge, 2007.
7. Sharma, R. C. Modern science teaching. New Delhi: Dhanpat Raj and Sons, 1998.
8. Srinivasan, T.M. Use of computers and multimedia in education. Jaipur: Aaviskar Publication, 2002.
8. ಎ.ಜಿ. ಕರಿಗಣ್ಣವರ - ಭಾರತೀಯ ಶಾಲೆಗಳಲ್ಲಿ ಆಧುನಿಕ ವಿಜ್ಞಾನ ಬೋಧನೆ
9. ಎಮ್. ಈ. ನಾಗರತ್ನ - ವಿಷಯಾಧಾರಿತ ಬೋಧಕಾ ಪದ್ಧತಿ
10. ಎ.ಜಿ. ಕರಿಗಣ್ಣವರ - ಭಾರತೀಯ ಶಾಲೆಗಳಲ್ಲಿ ಆಧುನಿಕ ವಿಜ್ಞಾನ ಬೋಧನೆ
11. ಪ್ರೊ. ಎಸ್. ವೆಂಕಟೇಶಮೂರ್ತಿ - ರಸಾಮನಶಾಸ್ತ್ರ
12. ಸಲೀಶ್. ಎ. ಹಿರೇಮಠ - ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ
13. ಎಚ್. ಎಸ್. ಉಮೇಶ್ - ಜೀವ ಶಾಸ್ತ್ರ ಬೋಧನೆ
14. ಡಾ! ಎಸ್. ಬಿ. ಯಡವಾಡ್ - ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ
15. ಸಿ.ಜಿ. ಪ್ರಸಾದ್ - ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ
16. ಸಿ. ವಿ. ಮ್ಯಾಗೇರಿ - ಶೈಕ್ಷಣಿಕತಂತ್ರಶಾಸ್ತ್ರ
17. ಡಾ! ಆರ್. ಟಿ. ಜಂತ್ಲಿ - ಶೈಕ್ಷಣಿಕತಂತ್ರಜ್ಞಾನ ಪರಿಚಯ

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF COMMERCE

PAPER CODE: SC (Part-II)

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Develop the skill in preparing and using resources in commerce
- Develop the understanding of the available resources for teaching of commerce
- Develop the understanding of the means for quality improvement in commerce.
- Acquire the knowledge of extended activities in commerce and their organization.
- Develop technological skills in teaching and learning Commerce

Unit- 1. Course content in Commerce

(10 Hours)

- 1.1 Partnership Firms – Meaning, features, Types, Advantages & limitations.
- 1.2 Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations: multinational companies- meaning, features advantages and limitations.
- 1.3 Insurance- Meaning, need, Principles and types; entrepreneurship- meaning, Role and importance of entrepreneurship, self-employment schemes; Globalization of business- factors that are included in globalization, main characteristics, advantages and disadvantages; career opportunities in business.

Unit- 2 Teaching & Learning Resources in Commerce

(14Hours)

- 2.1 Resources- meaning, types, their uses in the teaching and learning of commerce
- 2.2 Workbook, source book – meaning and Importance
- 2.3 Textbook- Meaning, Characteristics, qualities and importance.
- 2.4 Computer Assisted Instruction, multimedia in learning commerce.
- 2.5 Instructional Aids - Educational broadcasting and telecasting-interactive video, tele-lecture, video-conferencing, software in commerce.

Unit – 3 Non-Scholastic Activities in commerce

(12Hours)

- 3.1 Community resources- Meaning, importance and types.
- 3.2 Commerce club – meaning, activities and importance.
- 3.3 Commerce room- teacher’s diary, records and registers to be maintained, equipment, essentials and desirable.
- 3.4 Field trip – Importance & scope.
- 3.5 Organizing career talk- Planning, discussion & Importance.
- 3.6 Organization of the Campaign- Planning, execution and Application.
- 3.7 School bank, Commerce library- meaning, organization and importance.

Unit – 4 Professional Development of Commerce Teachers

(16Hours)

- 4.1. Competency of a Commerce teacher.
- 4.2 Professional development of commerce teacher.
- 4.3 Importance of in service teacher training of commerce
- 4.4 Programmes for quality improvement in teaching of commerce- role of seminars, workshops and projects.
- 4.5 Latest trends in Teaching of commerce
Reflective teaching
Co-operative learning, Importance and types, simulation – role play, games, CAM.

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

1. Visit an industrial unit owned and managed by Government and private sector, and collect particulars in respect of various departments and official work undertaken by each department.
2. Collection of business documents, newspaper and magazines articles and analyse.
3. Conduct a survey and prepare a report on any issues in commerce.
4. Survey of professional competencies of a commerce teacher.
5. Prepare a project proposal that has to be submitted to companies regarding business transaction, training
6. Collection of self-prepared e-learning resources in commerce.
7. Contact any insurance agent and collect details about various insurance scheme for education and give a report.
8. Critical analysis of commerce Text-book (any one 9th, 10th, 11th, 12th,)
9. Prepare Slide using MS Power Point on any one topic of Std.: 9th, 10th, 11th & 12th
10. Preparation of workbook of 9th, 10th, 11th & 12th (any one).

Reference Books:

1. Aggarwal, Teaching of Commerce: A Practical Approach (2nded) UP: Vikas Publishing House Pvt. Ltd, 2008.
2. Bhatia & Bhatia, The Principles and Methods of Teaching, Delhi: Doaba House, 2000.
3. Chauhan S.S, Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd, 2008.
4. Dhand, H Techniques of Teaching, New Delhi: APH Publishing Corporation, 2009.
5. Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi APH Publishing Corporation, 2009.
6. Kochhar, S.K., Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd, 1997.
7. Singh, Y.K. Teaching of Commerce. New Delhi: APH Publishing Corporation, 2009.
8. Sharma, R.N, Principles and Techniques of Education. New Delhi: APH Publishing Corporation, 2008.

BANGALORE UNIVERSITY
TWO YEAR B.Ed.DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER- III
SEMESTER SCHEME
CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS
STUDIES

Paper Code: SC (Part –II)

Credits: 4

Total No. Of Hours:52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Acquires the knowledge of current higher secondary syllabus of Business Studies.
- Understands the aims and objectives of teaching of Business Studies.
- Understands the nature of Business Studies
- Defines the specific objectives of teaching Business Studies in terms of learning outcomes.
- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- Understands the place of Business Studies in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievements of pupils.
- Develops attitudes to be a competent and committed Business Studies teacher.
- Develops interest for the betterment of Business Studies in higher secondary school.

Unit- 1 CONTENT

(10 Hours)

- 1.1.Nature and purpose of Business Studies: Concept, characteristics of Business activities, Profession and Employment, Classification of Business activities, objectives of Business. Role of profit in Business, Business Risk.
- 1.2.Co-operative societies: Meaning, features, types of co-operative societies, Private and Public sector enterprises. e- business, benefits of e- business
- 1.3. Concept of social responsibility environment protection and business, wholesale trade, functions of wholesalers, types of retail trade. Difference between Internal and International Business
- 1.4.Principles of Management: Meaning and features, Fayol's principles of management planning, importance of planning and planning process,

- 1.5. Organization: Meaning and importance of Organization, types of organizations, Consumer protection act 1986, Rights of consumers, Consumer responsibilities.

Unit-2 UNIT LESSON PLANNING AND CORRELATION (15 Hours)

- 2.1 Unit Lesson Planning, Difference between Unit and Stray Lesson planning
- 2.2 Meaning, importance and types of Co- relation
- 2.3 Correlation with different Subject: Social Science and Computer science
- 2.4 Co-relation with the daily life activity

Unit -3 BUSINESS STUDIES METHOD, CLUB, TEACHER (15 Hours)

- 3.1 Methods: Exhibition Method, Project Method, Assignment Method, C.A.I
- 3.2 Business Studies room and club: Concept, Needs, Importance, Different Activities.
- 3.3 Business Studies Teacher: Education Qualification, Training, Vocational Competency, Qualities, skills.
- 3.4 Teaching Aids: Types, Visual, Audio- Visual Instrument(Charts, Model, Tape-Recorder, Computer, Slides, Video Programs, Internet, OHP, Reference Books & Magazine)

Unit -4 EVALUATION AND PROFESSIONAL DEVELOPMENT OF TEACHER (12Hours)

- 4.1 Evaluation of textbook: measurement of evaluation, evaluation and Review of current Textbook 8th, 9th, 10thstd, 11thand 12thstd. Characteristics of a good text book.
- 4.2 Evaluation of Business Studies: Meaning, Objective test
- 4.3 3D-Blue Print - Ideal Question Paper
 - * Ideal Question Paper- Meaning, Characteristics.
 - * Structure of Blue Print
- 4.4 Professional development programmes for teachers; planning, organizations and report Writing on seminar, conference, online sharing membership of professional organization. Role of Reflective Practices in professional development of teachers; Teacher as a Researcher.

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

1. Prepare a partnership deed with imaginary details.
2. Visit a Co-operative Society of your area, study the business operation and write a report and submit to your teacher

3. Fix the following industries under the appropriate given below: a) Paddy field b) Business mall c) Banks d) Hospital e) Travelling agency f) college g) technology service(any one can select)
4. Visit any company of your area and discuss with General Manager about the formation of a company and prepare a report.
5. Draft the following documents with imaginary details a) Memorandum of Association b) Articles of Association and c) Prospectus
6. Collect the information about the company that have issued debentures and prepare a list of the type of debentures they have issued.
7. Prepare a list of various financial institution which provide financial assistance to Indian companies
8. Prepare a code to be adopted in a class room. Discuss with your teacher and friends and prepare a standard and submit the report.
9. Make an analysis of News items from News Papers, TV, Radio etc. and write a report on business studies related issues and concern of the present day Indian Society
10. Analyse question papers of any State board/ CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

Reference Books:

1. Bhatia, S.K, Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot, 2012.
2. Bhatia, S.K, Teaching of Principles of Commerce and Accountancy, CIE, Publication, Delhi, 1979.
3. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M.E. Sharp, Inc; New York; 2005.
4. Business education and Emerging Market Economics: Perspectives and Best Practices, Alon, Ilan and McIntyre, John R Kluwer Academic Publishers, Boston. 2004.
5. Calfrey C. Alhon Managing the Learning Process in Business Education, Colonial Press USA, 1988.
6. Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT: New Delhi; Vol. XXX; No.4; Feb 2005.
7. Markulis, Peter M; Howe, Harry and Strang, Danisi R; 'Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
8. Megary, J. Simulation and Gaming. The international Encyclopedia of Educational Technology, Oxford Pergamon Press, 1989.
9. Musselman Vernon A. and Mussleman Donald Lee. Methods in Teaching Basic Business Subjects, 3rd ed, Dannirl III. The Interstate Printers and Publishers, 1975.
10. Nolan, C.A. Principles and Problems of Business Education, Cincinnati South Western Publishing Company, 1968.
11. Schrg & Poland A System for Teaching Business Education. McGraw Hill Book Company. New York, 1987.

12. Siddique, M. Akhtar and Khan, R.S. Handbook for Business Studies Teachers, JamiaMillianIslamia, New Delhi, 1995.
13. Support material for PGT (Commerce). New Delhi: State Council of Educational Research and Training. Retrieved from:[http://delhi.gov.in/wps/wcm/connect/doi/Scert/Scert+Delhi/Home/Questpaedia/Learning+Material/ Commerce](http://delhi.gov.in/wps/wcm/connect/doi/Scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce), 2011.
14. Tonne, Herbher&Lovies C. Nancy. Principles of Business education. McGraw Hill, New Yark, 1995.
15. Verma, D.P.S.; Commerce Education in Rajput, J.S (Ed.) Encyclopedia of India Education, Vol. I; NCERT; 2000.
16. Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections: on MERI Journal: New Delhi: Vol. III; No. II; October 2008.

BANGALORE UNIVERSITY
TWO YEAR B.Ed. DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF HOME SCIENCE

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teachers will:

- Acquire the knowledge of resource in learning home science.
- Acquire the knowledge of development of professional competencies of home science teacher.
- Understand the assessment and evaluation procedures in home science.
- Develop the skill of preparing assessment tools in home science.
- Develop the skill of organization of extended curricular activities in home science.
- Develop the skill of utilizing community resource in the teaching of home science.
- Realize the professional qualities and ethics of home science teachers.

UNIT-1: Content of Home Science

(12 Hours)

1.1 Savings-Importance and types of savings.

1.2 Fundamentals of Interior Decoration-Elements of arts and colours.

1.3 Consumer Education-Problems of a consumer, Rights and Responsibilities;

meal planning-Factors to be considered in Meal Planning for a family, balanced diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation-common methods of food storage.

1.4 Community Health and Nutrition- Malnutrition, Vitamin A deficiency, Iron deficiency, Iodine deficiency; Programmes combating malnutrition- State, National and International level; Role of extension worker in community development.

1.5 Wet processing for textiles-finishing, dyeing, printing, Traditional textiles of India; Selection of clothing.

Unit 2: Teaching and Learning Resources of Home Science

(18 Hours)

2.1 Resources in learning Home Science

2.1.1 School based and community based resources-concept and classification.

School based resources-Home Science laboratory; Home science library; Visual aids: charts, posters, boards, models, real objects; Audio aids; Audio Visual aids - Computers-web resources.Text books, reference books, hand books; sourcebooks of Home Science.

2.1.2 Human resources - Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science.

2.1.3 Community based resources-Food processing units, restaurants, Institutions like Balawadi, Anganwadi, Crèche, Schools with midday meal Programmes; Centers for rehabilitation, hospitals; Cottage industries, textile units.

Unit-3: Extended curricular activities in Home Science

(10 Hours)

3.1 Home Science club-objective, organization and activities.

3.2 Home Science quiz- objectives and organization.

3.3 Home Science exhibitions, field trip and excursion, Home Science competitions.

3.4 Community awareness programmes - street plays and demonstrations through mass media-T.V. shows, articles for newspapers and magazines.

3.5 Interior decoration, flower arrangement, rangoli.

Unit-4: Home Science Teacher

(12 Hours)

4.1 Professional qualities and competencies of a home science teacher; Duties and responsibilities of home science teacher - Home Science teacher's relation with and contribution to school and community.

4.2 Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research.

4.3 Professional ethics of home science teacher.

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

1. Test for carbohydrates, proteins and lipids.
2. Detection of food adulterants commonly used in food.
3. A survey of deficiency diseases prevailing in the local community.
4. Collection and recording of different textiles and their uses.
5. A visit to local cottage industry.
6. Conducting a quiz Programme in Home Science.
7. Organizing cooking competition based on a theme.
8. Writing a script for radio lesson or TV show in Home Science.
9. A visit to a food processing unit and presenting a report.
10. A survey of the hygienic status of a school and presenting a report.

Reference Books:

1. Begum, Fahmeeda. Modern Teaching of Home Science. New Delhi; Anmol Publications, 2006.
2. Chandra, Aravinda, Shah, Anupama and Joshi, Uma Fundamentals of teaching home science. New Delhi; Sterling Publishers, 1995.
3. Joyce, Bruce & Weil, Marsha. & Calhoun, E. Models of Teaching (8th Ed.). New Delhi, PHI Learning Private Limited, 2009.
4. Lakshmi,K, Technology of teaching home science. New Delhi; Sonali Publishers, 2006
5. Seshaih,P.R. Methods of teaching Home Science. Chennai; Manohar Publishers and Distributors, 2004.
6. Yadav.S. Teaching of home science. New Delhi; Anmol Publishers, 1997.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

SEMESTER: III

CONTENT PEDAGOGY OF HINDI

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Appreciate the importance of teaching Hindi as a second language in India and the aims and objectives of teaching it.
- Help pupils acquire the basic skills of language learning.
- Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.
- Prepare objectives based plans of lesson and teach accordingly.
- Appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.
- Know the principles of text book construction.
- Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.
- Know the entire syllabus prescribed for 8th to 10th standards in Hindi.
- Develop in himself the special qualities, aptitude and interests of a Hindi teacher.

Chapter I:A). अक्षर-लिखित (Teaching of prose)

(15 Hours)

1. अक्षर-लिखित (Teaching of prose)
2. अक्षर-लिखित (Teaching of prose)
3. अक्षर-लिखित (Teaching of prose)
4. अक्षर-लिखित (Teaching of prose)
5. अक्षर-लिखित (Teaching of prose)

A. अक्षर-लिखित (Teaching of Grammar)

1. AjÉimÉËUpÉÉwÉÉ 2. AÉuÉzrÉMüiÉÉiÉjÉÉqÉWûiuÉ

3. E-âzrÉ

4. urÉMüUhÉMåümÉëMüÉUAÉæUmÉëhÉÉÍsÉrÉÉð

6. ÌÉaÉqÉÍÉAÉæUAÉaÉqÉÍÉmÉëhÉÉsÉÍqÉâÇAÇiÉU 7.

urÉÉMüUhÉÍzÉÉhÉÉMüÉåmÉëpÉÉuÉÍoÉÍÉÍÉåMåüxÉÑfÉÉuÉ |

C). MüüÉiÉÉÍzÉÉhÉ: (Teaching of Poetry)

1. MüüÉiÉÉÉMüðmÉËUpÉÉwÉÉLuÉÇqÉWûiuÉ 2. E-âzrÉ

3. xÉÉåmÉÉÍÉ

4. MüüÉiÉÉÍzÉÉhÉÉMüðmÉëhÉÉÍsÉrÉÉð |

Chapter II:A). UcÉIÉÉÍzÉÉhÉ: (Teaching of Composition)

(15 Hours)

1. UcÉIÉÉMüÉAjÉiAÉæUqÉWûiuÉ

2. AcNûÏUcÉIÉÉMüðìuÉzÉåwÉiÉÉLÆ

3. UcÉIÉÉMåüpÉåS

4. qÉÉæÎZÉMüAÉæUÍsÉÎZÉiÉUcÉIÉÉMåüE-âzrÉ

5. mÉëhÉÉÍsÉrÉÉð

6. UcÉIÉÉxÉÇoÉÇkÉixÉÉqÉÉlrÉAzÉÑíkÉrÉÉðLuÉÇxÉÑfÉÉuÉ

7. UcÉIÉÉxÉÇoÉÇkÉiAzÉÑì-rÉÉðMåüMüÉUhÉLuÉÇxÉÑfÉÉuÉ

AÉ). IÉÉOûMüíZÉÉhÉ : (Teaching of Drama)

1. IÉÉOûMüMüÉAjÉiLuÉÇqÉWûiuÉ

2. IÉÉOûMüíZÉÉhÉMåüE-âzrÉ

3. IÉÉOûMüíZÉÉhÉMüðmÉëhÉÉÍsÉrÉÉð |

C). AIÉÑuÉÉSÍzÉÉhÉ: (Teaching of translation)

1. AIÉÑuÉÉSAÉæUqÉWûiuÉ

2. AIÉÑuÉÉSÍzÉÉhÉMåüE-âzrÉ

3. AIÉÑuÉÉSMåümÉëMüÉU

4. AIÉÑuÉÉSÍzÉÉhÉMüðmÉëhÉÉÍsÉrÉÉð |

Chapter III. A). ÌWûISÌMüðmÉœmÉÑxiÉMü :(Hindi Text Book)

(10 Hours)

1. mÉœmÉÑxiÉMüMüÉmÉÉœçüqÉqÉâÇxjÉÉÍÉ

2. mÉœmÉÑxiÉMüÉâÇMåüE-âzrÉ

3. ÌWûISÌMüðmÉœmÉÑxiÉMüÉâÇMåüaÉÑhÉ

4. mÉœmÉÑxiÉMüÉâÇMüÉUcÉÍÉ
5. ÌWûlSĩMüĐuÉiÉĩqÉÉÍÉmÉœmÉÑxiÉMüÉâÇMüĐxÉqÉĩœÉÉ
6. mÉœmÉÑxiÉMüqÉâÇxÉÑkÉÉUMâüÍsÉLxÉÑfÉÉuÉ |

AÉ). ÌWûlSĩÍzÉœÉhÉqÉâÇqÉÔsrÉÉÇMüLÉ : (Evaluation Hindi Teaching)

1. mÉUĩœÉÉLuÉÇqÉÔsrÉÉÇMüLÉMüĐAÉuÉzrÉMüiÉÉ
2. ÌuÉÍpÉ³É mÉëMüÉUMüĐmÉËUœÉÉLÆ
3. ÌWûlSĩMüÉmÉëzÍÉmÉŞÉ
4. xÉÇÌuÉkÉÉÍÉ iÉ£üÉ (IÉİsÉÍÉYzÉÉ) E-âzrÉ, UcÉÍÉÉ
AÉœUİlÉqÉÉİhÉ |

Chapter IV. A). ÌWûlSĩÍzÉœÉhÉqÉâÇ ÉurÉ-SØzrÉxÉÉkÉÍÉ (Hindi teaching and teaching Aids):

(12 Hours)

1. ÉurÉ-SØzrÉxÉÉkÉÍÉMüĐAÉuÉzÉMüiÉÉLuÉÇqÉWûiuÉ
2. ÍzÉœÉhÉMâüÍsÉLEmÉrÉÉâaÉİmÉëqÉÑZÉ ÉurÉ-SØzrÉxÉÉkÉÍÉ
3. ÉurÉ-SØzrÉxÉÉkÉÍÉÉâÇMüÉÉİcÉiÉmÉërÉÉâaÉ
4. aÉhÉMürÉÇŞÉAÉœUAlİÉUeÉÉsÉMüĐEmÉrÉÉâaÉ |

AÉ). ÌWûlSĩMüœÉÉÍzÉœÉhÉAÉœUxÉWûaÉÉqÉİİçürÉÉLÆ (Hindi teaching and co-curricular activities)

1. MüœÉÉÍzÉœÉhÉMüĐxÉWûaÉÉqÉİİçürÉÉLÆ
2. ÌuÉ±ÉsÉrÉmÉİŞÉMüÉMüÉqÉWûiuÉ
3. zÉœœÉÍhÉMümÉrÉİOûlÉMüÉqÉWûiuÉLuÉÇxÉİqÉÉLÆ
4. uÉÉSluÉuÉÉSmÉëliÉrÉÉâlaÉiÉÉ
5. MüœÉÉmÉëliÉrÉÉâlaÉiÉÉ |

C) aÉxWûMüÉrÉİ : (Home assignment)

1. aÉxWûMüÉrÉİMüÉAjÉİLuÉÇqÉWûiuÉ
2. ÍxÉkSÉÇiÉ
3. ÌWûlSĩÍzÉœÉhÉqÉâÇaÉxWûMüÉrÉİ
4. aÉxWûMüÉrÉİMüĐÌuÉzÉâwÉiÉÉLÆ |

mÉëÉrÉÉàlaÉMüaÉliÉluÉÍkÉrÉÉåÇMåùloÉISÒ :- (Practical Activities)

1. ÌWûlSîmÉPèrÉmÉÑxiÉMüÉåÇMüÉxÉqÉİæÉÉ (xÉuÉåï)
MüæÉÉ 8, 9, uÉ 10

MüĐlWûlSîmÉÉPèrÉmÉÑxiÉMüMåüxÉuÉåïmÉULMüsÉåZÉÍÉÎZÉL

2. EŠ ìuÉ±ÉsÉrÉÉMüĐlWûlSîmÉÉPèrÉ–

mÉÑxiÉMüxÉåxÉÇoÉÇÍkÉiÉMüluÉrÉÉåÇMåüoÉÉUåqÉåÇxÉÔcÉiÉÉLMüìŞÉiÉ
MüĐleÉL |

3. ÌWûlSîlìuÉ±ÉsÉrÉÉMüĐmÉŞÉ–sÉåZÉiÉMüsÉÉ (MüÉæzÉsÉ)

MåùlÉMüÉxÉMÉULMüsÉåZÉÍÉÎZÉL |

4. EŠ ìuÉ±ÉsÉrÉÉMüĐmÉÉPèrÉmÉÑxiÉMüMåüAÉkÉÉUmÉUpÉÉwÉÉ–

MüÉæzÉsÉMåùlÉMüÉxÉMåülsÉL

aÉliÉluÉÍkÉrÉÉð iÉæÉÉUMüĐleÉL |

- 5.

ìuÉ±ÉlÍjÉirÉÉåÇqÉåÇxÉqmÉÔhÉiuÉÉcÉiÉMåùlÉMüÉxÉMåülsÉLLMüaÉliÉluÉÍk
ÉrÉÉðiÉæÉÉUMüĐleÉL |

6. aÉhÉMürÉÇŞÉMüÉmÉèrÉÉåaÉMüUiÉåWÒùLìçürÉÉzÉİsÉ ´ÉurÉ–

SØzrÉxÉÉkÉiÉÉåÇMüĐoÉiÉÉDL |

AÉkÉÉUaÉëÇjÉ :-

1. ÌSIÉåzÉcÉISì pÉÉU²ÉeÉ –

ÌWûlSîpÉÉwÉÉÍzÉæÉhÉìuÉiÉÉåSmÉÑxiÉMüqÉÇÌSU, AÉaÉUÉ

2. ÌWûlSîlÍzÉæÉhÉ–UeÉWÇûxÉMÉëMüÉzÉiÉ, eÉrÉmÉÑU

3. IÉÔiÉiÉÌWûlSîlÍzÉæÉhÉ–mÉëÉå.xÉ´ÉlaÉU, MüiÉÉiÖuMü

4. ÌWûlSîlÍzÉæÉhÉ–xÉÇeÉiüEmÉîosÉMåüzÉiÉ, eÉrÉmÉÑU–3, 1998

5. QûÉ. MüĐ.aÉÉåmÉÉsÉiÉ–qÉÉiÉMüÌWûlSîurÉÉMüUhÉAÉæUUcÉiÉÉ,
UÉzOíüîrÉzÉæíæMüAIÉÑxÉÇkÉÉiÉAÉæU

mÉëÍzÉæÉhÉMÉËUwÉS

6. ìuÉeÉrÉxÉÔS–ÌWûlSîlÍzÉæÉhÉìuÉiÉkÉrÉÉð–OçûQûlÉMÉîosÉMåüzÉIxÉ,

sÉÔÍkÉrÉÉiÉÉ

7. mÉèliÉpÉÉ–IÉİqÉÉİWûISİurÉÉMüUhéİjÉÉUcÉIÉÉ, IÉİiÉÉmÉëMüÉzÉIÉÉ,
1995
8. pÉÉDrÉÉåaÉåSİeÉiÉLuÉÇAljÉpÉÉDrÉÉåaÉåSİeÉİiÉ,
ÍzÉæÉÉÍzÉkSÉÇiÉMüĐÃmÉUåZÉÉ–İuÉIÉÉåSmÉÑxiÉMü
qÉÇİSU, AÉaÉUÉ.
9. xÉTüsÉÍzÉæÉhÉMüsÉÉ–mÉİ.Qûİ.mÉÉPûMü, İuÉIÉÉåSmÉëMüÉzÉIÉÉ,
AÉaÉUÉ
10. ÍzÉæÉÉMåüÍxÉkSÉÇiÉ–mÉİ.Qûİ. mÉÉPûMü, OûÉOûÉirÉÉaÉİ,
İuÉIÉÉåSmÉÑxiÉMüqÉİİSU, AÉaÉU
11. ÍzÉæÉhÉMüĐİuÉÍkÉrÉÉð 1,2, AÉæUmÉÉPû–rÉÉåeÉIÉÉ- QûÉð.
sÉæqÉİİÉÉUÉrÉhÉzÉqÉÉİ, İuÉIÉÉåSmÉÑxiÉMü
qÉİİSU, AÉaÉUÉ
12. pÉÉwÉÉÍzÉæÉMümÉèİuÉÍkÉ–İMüzÉÉåUİsÉÉsÉzÉqÉÉİ,
qÉåWûUÉEqÉÉLhQûMüqmÉIÉİ, AÉaÉUÉ
13. İWûISİÍzÉæÉhÉ–MåüzÉuÉmÉëxÉÉSkÉIÉmÉIÉUÉrÉLhQûxÉÉIxÉ, İSssÉİ
14. pÉÉUİÉqÉåÇqÉÉiÉx pÉÉwÉÉÍzÉæÉhÉMåüİsÉLxÉÑfÉÉuÉ–UroÉIÉİ,
AÉÆMüxÉTüĐQİİluEµEİuE• }ÉsÉrÉmÉëåxÉ
15. A±ÉmÉIÉMüsÉÉ–xÉİiÉÉUÉqÉmÉiÉÑuÉåİSİ, IÉISÉİMüzÉÉåULhQûxÉÇxÉ,
uÉÉUÉhÉÉxÉİ
16. İWûISİpÉÉwÉÉÍzÉæÉhÉ–pÉÉDrÉÉåaÉåSİeÉİiÉ,
İoÉIÉÉåSmÉÑxiÉMüqÉİİSUAÉaÉUÉ
17. İWûISİurÉÉMüUhé–MüÍqÉjÉÉmÉëxÉÉSaÉÑÃ, İuÉIÉÉåSmÉÑxiÉMüqÉİİSU,
AÉaÉUÉ

BANGALORE UNIVERSITY
2 Year B. Ed DEGREE SEMESTER SCHEME SYLLABUS
CHOICE BASED CREDIT SYSTEM (CBCS)
CONTENT AND PEDOGOGY OF URDU
III SEMESTER

Marks: 70

Hours: 52

OBJECTIVES:

The Student - Teacher will:

1. Acquire the knowledge and importance of Teaching the Mother Tongue as first language.
2. Help the pupils to acquire Basic skills of language learning.
3. Know the methods of teaching and different approaches and use them in practice teaching after lesson designing.
4. Learn various techniques and methods of Evaluating performance of learners in the subject of Urdu.
5. Understand the concept of curriculum in teaching Urdu, qualities of a good text book and co-curricular activities.
6. Acquaint them with different teaching skills associated with teaching of Urdu.
7. Prepare the objective based lesson-plan and teach accordingly.
8. Know the different avenues of professional development of teachers.
9. Know the different resources of teaching and learning.

III SEMESTER

12 Hours

یونٹ-I

فوقانوی سطح کے سیاق و سباق میں نصابی کتب کی اہمیت، تدریسی مقاصد، اردو نثر و نظم کے تدریسی طریقے، مختلف ادباء و شعراء کے تصانیف و کلام، تخلیق و تخلیق کار، ناول، افسانہ اور ڈرامہ کا آغاز و ارتقاء، اصناف کی تدریس کا طریقہ کار، مختلف مراحل، صوتیہ (فونیم) اضافی صوتی اسکرپٹ، عملی سرگرمیوں کی ضرورت، اہمیت اور افادیت، حرف کی قسمیں، حرف عطف و حرف ربط، اقسام اور تفصیلات۔

10 Hours

یونٹ-II

موثر تعلیمی وسائل، نصابی سرگرمیاں، تعلیمی مسائل کا مناسب استعمال اور اسباق پر ان کا اثر، آڈیو، ویڈیو، انٹرنیٹ کا استعمال، تاریخی مقامات کی سیر سے طلباء کی تعلیمی نشوونما میں ہونے والے اثرات۔

14 Hours

یونٹ-III

فوقانوی جماعتوں کی نصابی کتابوں کی تیاری کے لوازمات، ان کی خصوصیات، مفہوم و اہمیت اور تدفین کے عام اصول، درسی کتابوں کا تبصرہ، تجزیہ و تنقید۔ تشخیص کی اہمیت و مختلف اقسام، طویل جوابات، مختصر جوابات اور معروضی جوابات، تعین قدر، آلات و تکنیک، بلو پرنٹ / نیلہ خاکہ اور سوالات کے پرچے کی تیاری۔

16 Hours

یونٹ-IV

اردو معلم کی قابلیت:
درکار پیشہ وارانہ قابلیتوں کے معیاری سدھار کی نشوونما میں مختلف پروگراموں کی تشکیل، کانفرنسوں، سمیناروں، ورکشاپ، سیمپوزیم اور پراجکٹوں کا رول، پاور پوائنٹ کی پیش کش میں مختلف مدارج۔ عوام سے تعلقات، ملازمت کے دوران ساتھی اساتذہ کے ساتھ سلوک و برتاؤ، پڑھانے کا طریقہ، تعلیمی وسائل کی تیاری و مناسب استعمال، طلباء و طالبات کے ساتھ تعلقات۔

III SEMESTER

عملی سرگرمیاں

(PRACTICAL ACTIVITIES)

- 1 اردو زبان کی چھٹی یا بارہویں جماعت کے نصاب تعلیم کی تنقیدی جانچ کرنا۔
- 2 اکائی منصوبہ / یونٹ ٹسٹ کا منصوبہ تیار کرنا۔
- 3 چھٹی تا بارہویں جماعت کے لئے سوالات کے پرچے تیار کرنا۔
- 4 مشہور و معروف ادیبوں کے تصانیف کے متعلق خاکہ تیار کرنا۔
- 5 چند مشہور و معروف شعراء کے کلام کے متعلق خاکہ تیار کرنا۔
- 6 درسی کتابوں (چھٹی تا آٹھویں جماعت) کا تبصرہ و تنقیدی جائزہ۔
- 7 درسی کتابوں (نویں تا بارہویں جماعت) کا تبصرہ و تنقیدی جائزہ
- 8 مدرسہ کی ہمہ گیر ترقی میں سماج و معاشرہ کا کردار۔
- 9 طلباء کی تعلیمی نشوونما میں میر معلم، اساتذہ اور والدین کا باہمی رشتہ و تعاون۔
- 10 درس و تدریس میں ”عملی تشخیص“ کی ضرورت و اہمیت۔

Reference Books:

1. Urdu Ki Dars -o- Tadrees Ke Masayil Haroon Ayub, Book House , Bhopal
2. Urdu aur uske Tadreesi Tareeqe Husain, sajid ,Rubbai Publishing Karachi
3. Urdu Zabaan ke Tadreesi Tareeqe , Moinuddin , Urdu Bureau , New Delhi
4. Urdu ki Tadrees Moulana Azaad National Urdu University
5. Hamari Saheri Syed Masood Hasan Rizwi
6. Roushandaan Khake Javeed Siddiqui
7. adeed Gazal Rasheed Ahmed Siddiqui
8. Fanne Afsaana Nigaari Wiqhar Azeem
9. Naval Kya Hai ? Dr. Mohammed Hasan Farooqui

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)

SEMESTER SCHEME

SEMESTER: III

CONTENT AND PEDAGOGY OF SANSKRIT

Paper Code: SC (Part – II)

Credit: 4

Total No. Of Hours: 52

Total Marks: 100

Objectives:After completion of the course student teacher will:

- Understand that Different Methods of teaching Sanskrit and use them in practice teaching.
- Understand the importance of appropriate instructional materials and co-curricular activities and use them in the practice teaching.
- Understand the importance of evaluation, prepare and use different tools of evaluation in language.
- Imbibe the special qualities of Sanskrit teacher

Unit-1

Methods of teaching Sanskrit

(20hrs)

- 1.1 Teaching of prose- Objectives and ways, pathashal method, text book method,direct method and translation method, objectives and ways.
- 1.2 Teaching of poetry- analytic method, synthetic method and integrated method
- 1.3 Teaching of drama-AdarshanAtyanidhi and Abhinayavidhi.
- 1.4 Importance of memorization in Sanskrit teaching process.
- 1.5 Teaching of grammar-objectives and ways, formal and functional grammar advantages of the functional approach inductive/deductive approach

Unit-2

Instructional resources and co-curricular activities

(10 hrs)

- 2.1 Instructional resources in Sanskrit teaching and its importance
- 2.2 Language laboratory structure and importance of language laboratory, Library, reading room and Sanskrit room.
- 2.3 Importance of co-curricular activities in the teaching Sanskrit
- 2.4 Sanskrit Sambhashan Shibira characteristics and importance.

Unit-3

Evaluation in Sanskrit language

(12 hrs)

- 3.1 Continuous and comprehensive evaluation (C.C.E.)- concept, characteristics of good evaluation.
- 3.2 Evaluation of language skills.
- 3.3 Importance of essay type questions in the evaluation of Sanskrit language
- 3.4 Importance of unit test- meaning importance and stages of preparation and diagnostic test.

Unit-4

Sanskrit teacher(10hrs)

- 4.1 Special competencies of Sanskrit teaching.
- 4.2 Characteristics of good Sanskrit teacher.
- 4.3 Importance and relationships of Sanskrit teacher with other subject teacher.
- 4.4 Need for in service training programme.

Suggested list of topic/practical activities (each trainee must make any two presentations for the followings)

1. Collect 25 Subhasthis of Sanskrit and analyze them.
2. Prepare 3 charts in Sanskrit teaching and explain their use in Sanskrit teaching.
3. Prepare a report on the challenges faced by Sanskrit teacher.
4. Preparations of mini dictionary.
5. Techniques of Teaching Vocabulary In Sanskrit
6. Innovative ways of teaching composition and grammar in Sanskrit.

Reference Books:

1. Apte D.G 200 : Teaching of Sanskrit
- Bombay padmaPublications
2. Hulkerikar G.S 1998 : The problems of Sanskrit teaching
- Kolhapur bharaat book depot
3. Narasimharao K.V.V.L 1997 : Evaluation in language Education
- Mysore C.H.L Publications.
4. Patnayak P 1997 : Language curriculum mysore
- C.H.L Publications
5. Ramashakalpandeya 2000 : Sanskrit shikshan
- Agra Pustakamandir
6. Ramavarmaraju K 2000 : The teaching of Sanskrit
- Madras Sanskrit Education Society
7. S.K Rao 2006 : Effective methods of teaching Sanskrit
- Cyber tech publications
Ansari road New Delhi-02
8. Krishnamachand N : History of Sanskrit language
9. Bandarkar: The problems of Sanskrit teaching.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF GERMAN

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

- **Ziele:** Die Teilnehmer können
- Methoden und Vorgehensweisen zum Unterrichten der produktiven und reproduktiven Fertigkeiten entwickeln
- Aufgaben und Übungen zu Wortschatz, Aussprache, Orthografie, Grammatik und schriftlichem Ausdruck erstellen
- autonomes Lernen fördern
- kohärente Unterrichtsstunden planen
- verschiedene Methoden des Testens und Evaluierens durchführen.

Semestereinheiten (42 Zeitstunden)

- V. Entwicklung der Fertigkeiten in der deutschen Sprache**
- Die reproduktiven Fertigkeiten : Lesen & Hören
 - Die produktiven Fertigkeiten : Schreiben & Sprechen
 - Grammatik als funktionales Mittel der Sprache
- VI. Didaktik und Methodik des Deutschunterrichts (Teil 2)**
- Interaktion
 - Lerneraktivitäten im Klassenraum
 - Erstellung von Übungen und Aufgaben
 - Lernstrategien und Schritte zum eigenständigen Lernen
- VII. Planung von Unterrichtseinheiten und Kursen**
- Einführung in die Struktur einer Unterrichtseinheit
 - Lernziele: Formulierung und Bewertung
 - Schritte zum Aufbau einer kohärenten Unterrichteinheit
 - Verschiedene Techniken zur Unterrichtsplanung

VIII. Evaluation und Bewertung

- Die Funktion von Leistungsbemessung
- Kriterien zur Herstellung von Tests
- Verschiedene Werkzeuge zum Testen
- Korrekturverfahren
- Einführung in die international anerkannten Deutschprüfungen

Seminar-Themen (6 Zeitstunden)

- Einzelpräsentationen zu den folgenden Themen:
 - ❖ Lehren der reproduktiven und produktiven Fertigkeiten
 - ❖ Integration grammatischer Strukturen
 - ❖ Gestaltung einer interaktiven Klassenraumlandschaft
 - ❖ Strukturen kohärenter Unterrichtseinheiten
 - ❖ Angemessene Bewertung von Teilnehmerleistungen
- aktives Microteaching am Goethe Institut mit erfahrenen Lehrkräften

Praxis-Aktivitäten

- Großgruppendidaktik
- Motivation und Förderung der Zielsprache im Klassenraum
- Nutzung von Realia im Unterricht
- Gestaltung von Unterrichtsplänen mit angemessenen Lernzielformulierungen
- Erstellung zuverlässiger und objektiver Sprachtests
- Entwicklung von interaktiven Übungen
- Einführung von Grammatik und Wortschatz
- Unterrichten fiktionaler und nicht-fiktionaler Texte

Referenzmaterialien

:

1. Gedruckte Unterrichtsmaterialien

- a. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 1: Lehrkompetenz und Unterrichtsgestaltung (Learning to teach German, Vol. 1: Competencies of teachers and creation of classes), Klett, 2012.
- b. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 2: Wie lernt man die Fremdsprache Deutsch? (Learning to teach German, Vol. 2: How to learn German as a foreign language),

Klett, 2013.

c. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 3: Deutsch als fremde Sprache (Learning

to teach German, Vol. 3: German as a foreign language), Klett, 2014.

d. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 4: Aufgaben, Übungen, Interaktion (Learning to teach German, Vol. 4: Tasks, Exercises and Interaction), Klett, 2014.

e. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 5: Lernmaterialien und Medien (Learning to teach German, Vol. 5: Learning Materials and Media), Klett, 2014

f. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 6: Curriculare Vorgaben und Unterrichtsplanung (Learning to teach German, Vol. 6: Curricular Conditions and Lesson

Planning), Klett, 2013.

g. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 1: Grundlagen des Unterrichtens (Fundamentals of teaching), Goyal, 2010.

h. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 2: Die vier Fertigkeiten und ihre Voraussetzungen (the four language skills and

their precondition), Goyal, 2010.

i. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 3: Instrumente im Unterricht (tools and resources in the classroom), Goyal, 2010.

j. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign

Language 4: Unterrichten (Teaching), Goyal, 2010.

2. URL-Links

http://www.hueber.de/seite/pg_online_uebungen_daf_lern (online exercises and tests)

<http://www.aufgaben.schubert-verlag.de/> (grammar and vocabulary trainer)

<https://www.deutsch-portal.com/Deutsch-lernen-mit-Materialien.html> (worksheets for various intercultural topics concerning Germany)

<http://www.dw.de> (a rich source of actual audio and video materials concerning Germany)

<https://www.goethe.de/en/spr/ueb.html> (hints and links for self learning of the German language)

<https://www.goethe.de/en/spr/kup/prf.html> (a survey of the internationally recognized German language exams)

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III

CONTENT AND PEDAGOGY OF FRENCH

Paper Code: SC (Part – II)

Credits: 4

Total No. Of Hours: 52

Total Marks: 100

Les objectifs: Les enseignants peuvent:-

- apprécier l'importance d'enseigner le français en Inde et les objectifs de l'enseigner.
- acquérir les aspects et les compétences de la langue française.
- acquérir les connaissances théoriques des méthodes et approches différentes et les appliquer pendant l'enseignement.
- déceler les objectifs nécessaires pour motiver l'étudiant à apprendre la langue.
- développer les compétences pour planifier la leçon et exploiter le manuel.
- développer les compétences orale et écrite de la langue française.
- apprendre et utiliser des différentes techniques pour enseigner la grammaire, le vocabulaire, la prononciation, la production écrite, la compréhension et la traduction.
- préparer les règles d'évaluation qui conviennent pour vérifier les compétences linguistiques de l'étudiant.
- exploiter les supports audio-visuels et les outils d'apprentissage en ligne et les utiliser efficacement dans l'enseignement.

Unité 1: Les aspects de la langue française- Partie II (L'enseignement des compétenceslangagières)

1.1: L'enseignement de la grammaire

1.2: L'enseignement du vocabulaire

1.3: L'enseignement de la prononciation

1.4: L'enseignement de la production écrite

1.5: L'enseignement du processus de compréhension

1.6: L'enseignement de la traduction

Unité-2: L'enseignement des genres différents de littérature

2.1: L'enseignement de Prose

2.2: L'enseignement de Poésie

2.3: L'enseignement de Drame

2.4: L'enseignement de Conte

Unité 3: Evaluation

3.1: Mener et corriger des tests de fin de séquence en se basant sur le manuel

3.2: Concevoir des activités d'évaluation pour l'ensemble des compétences et connaissances langagières, à tous les niveaux. :Dictée, QCM, QRC (questions à réponses courtes), réponses en détail

3.3: Concevoir des supports et des activités pour évaluer la progression orale et écrite

3.4: Mener des tests de progrès réguliers, incluant un volet oral

3.5: Evaluer des tests de progrès réguliers, incluant un volet oral

3.6: Préparer et mener des activités de révision appropriées

3.7: Identifier, à partir des résultats aux tests et aux activités d'évaluation, les domaines que les apprenants doivent approfondir

3.8: Donner des retours clairs sur les points forts et les points faibles identifiés et établir des priorités pour le travail individuel

3.9: Créer un code de correction standardisé pour les productions écrites afin de faire ressortir différents types d'erreurs

Unité-4: Média Numérique

2.1: Utilisation d'une variété de logiciels (Windows, Mac)

2.2: Recherche des ressources pédagogiques sur internet

2.3: Téléchargement des ressources à partir d'internet et l'utilisation des ressources à enseigner

2.4: Classification des fichiers dans des dossiers de manière cohérente

2.5: Utilisation de logiciels adaptés pour manipuler des images, des fichiers audio et vidéo y compris des lecteurs multimédias

2.6: Utilisation d'un vidéoprojecteur lorsque le cours inclut l'usage d'internet, de DVD

2.7: Coordonner des projets pédagogiques intégrant des médias

numériques (utilisation de photos/vidéos, d'internet, des réseaux sociaux, etc.) 2.8: Former les apprenants à l'utilisation efficace des nouvelles

technologies (tableaux numériques interactifs, tablettes, smartphones) dans le cadre de l'apprentissage linguistique

TRAVAUX PRATIQUES/ACTIVITES PRATIQUES

1. Enseigner les <<savoir faire>>: savoir-lire, savoir-écrire, savoir- s'exprimer à l'oral.

2. Techniques de travail en grand /petit groupe

3. Signification d'apprendre à apprendre, d'apprendre à comprendre et d'apprendre à parler en français

4. Comment motiver les étudiants à parler en français (création de l'ambiance de la classe et adopter les méthodes appropriées)

5. Comment exploiter efficacement le manuel pour enseigner le français

6. Comment enseigner la grammaire utilisant les méthodes innovantes

7. Comment enseigner la prose, la poésie, le drame et les contes

8. Comment utiliser les équipements numériques pour enseigner le français

REFERENCES

1. Henri Besse – "Epistémologie grammaticale et exercices grammaticaux", Etudes de Linguistique Appliquée

2. Henri Besse et Rémy Porquier - Grammaires et didactique des langues, Paris, Hatier-CREDIF

3. M. Bistos – "Comment peut-on enseigner les formes de la conjugaison ? ", Les Langues Modernes

4. François Bresson – “Acquisition et apprentissage des langues vivantes”, Langue Française
5. Henri Besse – “Les exercices de conceptualisation ou la réflexion grammaticale au niveau 2”, Voix et Images du CREDIF
6. J. Dubois – Grammaire structurale du français
7. Pierre-Jean (Chanoine) Rousselot – Principes de prononciation française, Paris, H. Welter
8. Michel Benamou – Pour une nouvelle pédagogie du texte littéraire, Paris, Hachette-Larousse
9. Henri Besse – “Des convenances du discours littéraire en classe de langue”, Le Français dans le Monde
10. Henri Besse – “Éléments pour une didactique des documents littéraires”, Français langue étrangère, Paris, Hatier
11. Colette Stourdze – “De la reconstitution à l’explication de texte”, Guide pédagogique pour le professeur de français langue étrangère, Paris, Hachette
12. Charles Rollin – Traité des études. De la manière d’enseigner et d’étudier les belles-lettres par rapport à l’esprit et au cœur, Paris, J. Estienne
13. T. Todorov – Littérature et signification
14. F. Berges – “Faire la classe”, Cahiers pédagogiques
15. Website: digitalunite.com

BANGALORE UNIVERSITY

TWO YEAR B. Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

SEMESTER: III

ACTION RESEARCH

Paper Code: HC-09

Credit: 2

Total No. of Hours: 26

Total Marks: 50

Objectives:

After completion of the course student teachers will:

- To understand the concept and types of research –applied basic and action research.
- Familiarize with the concept of Action research in Education.
- Identify the suitable problems for Action Research.
- Get acquainted with the various steps of conducting action Research.
- Understand and use descriptive statistical techniques in action Research
- Acquire the skills of planning, executing, evaluating and reporting action research.

Unit-1: Introduction to Research

(12 Hours)

1.1 Research and Educational Research: Definition and Importance

1.2 Types of research – Fundamental /Basic research, Applied and Action Research- Meaning and its importance and differences.

1.3 Action Research –definition, importance, limitations.

1.4 Steps of action Research-Identification of the problem, pinpointing the problem, analysis of the problem in terms of probable causes, objectives of Action research, formulation of Hypothesis, Design of Action plan(pre-test , treatment, post-test), Implementation of Action Plan, analysis and Interpretation of data, drawing conclusion, report writing.

Unit-2: Collection and analysis of data:

(14 Hours)

2.1 Tools for collection of data-Achievement test, diagnostic test, questionnaire, observation schedule and interviews-meaning and their importance in Action Research.

2.2 Measures of central tendency-computation and interpretation of mean for grouped and ungrouped data.

2.3 Graphical representation of the data: Bar graph, Frequency polygon-meaning, construction and uses.

2.4 Formatting of proposal and report-meaning of proposal and report and its importance. Format-preface, acknowledgment, index, tables, graphs, bibliography and appendix.

Practical Activities:

Carry out the following practical activities and submit a report.

1. Prepare Action Research proposal for any one of the problem selecting from the following fields
 - a) Classroom problems
 - b) Teaching strategies
 - c) Children with special needs.
2. Prepare any one of the following tool to conduct action research
 - a) Rating scale
 - b) Questionnaire or Checklist

Reference Books:

1. Aggarwal, J.C. : Educational Research : an Introduction
2. John W. Best : Research in Education
3. LokeshKaul: Research Methodology
4. Lulla B.P : Essential of Educational Research
5. Sukhria S. P: Essentials of Educational Research
6. Tharayani : Action Research
7. Usha Rao: Action research
8. Usha Rao: Conducting Educational Research
9. ಕ್ರಿಯಾ ಸಂಶೋಧನೆ - ಸರ್ವಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಬೆಂಗಳೂರು

BANGALORE UNIVERSITY
B.Ed. Two Year Course-Semester Scheme
IV semester

Subject: HC 10- Education and National Concerns

Paper code: HC10

Total Hrs. : 52 Hrs

4 credits,

Total Marks: 100

Objectives : The student teachers are able to

1. Understand the prospective vision of contemporary National Concerns of Education in India.
2. Develop insight on importance and strategies of Universalization of Secondary Education.
3. Understand the historical backdrop of Universal Declaration of Human Rights.
4. Develop sensitivity and skills in conducting appropriate scholastic and co-scholastic activities to promote human rights culture among students.
5. Develop insight and strategies about the process of Population and Environmental Education.
6. Develop knowledge and skills on the concept, process, ways & means of sustainable development.
7. Understand the concepts of HIV/AIDS, clarify the myths and mis-conceptions related to HIV/AIDS.
8. Understand the meaning, importance and develop strategies of Peace & Multi-culture Education.
9. Develop knowledge & skills to promote life skills education among students.
10. Promote understanding and develop pedagogic skills regarding to Adolescence Education.

Unit 1: Universalization of Secondary Education(USE)

12 Hour

- 1.1 Universalization of Secondary Education USE - meaning and importance.
- 1.2 Goals and Objectives of Universalization of Secondary Education (USE).
- 1.3 Obstacles/challenges and strategies to attain Universalization of Secondary Education. – prevailing forms of inequalities in education.
- 1.4. Equality of Educational opportunities. Constitutional provisions to USE ,RTE-2009 and its provisions.
- 1.5. Measures taken by the government to attain USE.
- 1.6. Role of community, Panchayat Raj Institutions and schools in attaining USE.

Unit 2:Human Rights Education

14 Hours

- 2.11. Historical backdrop of Universal Declaration of Human Rights.
- 2.12. Indian Constitution & Human Rights.
- 2.13. Rights & provision of women & children- violation & measures to protect.
- 2.14. National & state Human Rights Commissions-structure and functions.
- 2.15. Human Rights Education-meaning and objectives.
- 2.16. Promotion of Human Rights culture and values among children - scholastic and co-scholastic programmes.

Unit 3- Contemporary National Concerns and Education

14 Hours

- 3.1 Population growth: factors affecting, consequences of population growth.
- 3.2 Population Education-meaning and objectives, measures to achieve stability in population growth.
- 3.3 Environmental Education- meaning and objectives. Environmental pollution-types, causes, consequences and measures.
- 3.4. Sustainable Development – Concept, importance and strategies. Echo- friendly life style.
- 3.5 Multi-culture Education- meaning, importance and strategies.
- 3.6 HIV&AIDS: Myths & mis-conceptions related HIV transmission & prevention. Role of different agencies involving in HIV/AIDS awareness education. National Aids Control Organization (NACO), Karnataka State Aids Prevention Society (KSAPS), National Institute of Mental Health and Neurological Science (NIMHANS).**

Unit 4 Life skills & Adolescence Education

10 Hours

- 4.1. Meaning and importance of life skills Education.
- 4.2. Basic life skills recommended by Unesco- critical thinking, creative thinking, decision making, problem solving, self – awareness, stress management, management of emotion, interpersonal relations, effective communication and empathy.
- 4.3 Strategies of teaching life skills.
- 4.4. Educational implications of life skills.
- 4.5 Adolescence Education – meaning, objectives & school activities.

Topics for Seminar:

1. Universalization of Secondary Education in the light of RTE-2009 provisions & NCF - 2005 strategies.
2. Literacy programmes and Non- Formal Education in India- status and programmes.
3. Role of school and community in promoting environmental concern & values among students.
4. Programmes and strategies to create awareness & responsible behaviour on HIV/AIDS - transmissions & prevention.
5. Critical analysis of the human rights policies and programmes in India.
6. Life skills education for personality development.
- 7. Meaning and importance of Multi-culture & Peace Education-Issues, challenges and strategies.**
8. Disaster Management in India – status, hazards, policies-procedure and implementation strategies.
9. Sustainable Development through Echo – Friendly life style.
10. Practice of Child Labour – statues , causes , consequences of measures .

Reference Books.

1. Anjan Saikia etl., Population Education. APH Publishing Corporation, New Delhi. 2011.
2. Appa Rao Alla., Learning Disabilities. Neelkamal Publications, Hyderabad. 2014
3. Basu Durga Das., Introduction to the Constitution of India. Lexis Nexis, Hyderabad. 2008
4. Bhaskara Rao Digumarti., Education For All, Issues and Problems. APH Publishing Corporation, New Delhi 2014

5. Bhaskara Rao Digumarti., Education For All, The Global Consensus. APH Publishing Corporation, New Delhi 2014.
6. Bhaskara Rao Digumarti., Education For All, Mid decade review, Reports of Regional Seminars. APH Publishing Corporation, New Delhi 2014.
7. Bhaskara Rao Digumarti., Education For All, Achieving the goal, the global consensus. APH Publishing Corporation, New Delhi 2014.
8. DSERT., Gender Issues- A Resource Book. DSERT Bangalore.
9. Haseen Taj H.T., Current challenges in Education. Neelkamal Publications Pvt., Ltd. Hyderabad – 2005.
10. HaseenTaj H.T., Education and National Concerns. Neelkamal Publications Pvt., Ltd. Hyderabad – 2008.
11. NCERT., Training and Resource materials in Adolescence Education. NCERT, New Delhi – 2013.
12. NCERT., Adolescence Education Programme, Training and resource materials. NCERT, New Delhi – 2012.
13. NCERT., Adolescence Education. NCERT New Delhi.
14. NCERT., Training and Resource materials on Adolescence Education programme. NCERT, New Delhi – 2013
15. Sharma R C., Environmental Education.
16. Sharma R C., Population Education.
17. Suryanath Prasad., Peace Education in a new Millennium
18. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
19. UNESCO, Source Book in Environmental Education, UNESCO Bangkok.
20. ಕೋಡಿರಂಗಪ್ಪ., ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಳಚಿಗಳು. ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ-2005.
21. ಕೊಂಗವಾಡಎನ್.ಬಿ., ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಕಳಚಿಗಳು. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನದ'ಗ- 2010.
22. ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ., ಜೀವನ ಕೌಶಲ್ಯಗಳು. ಗಿರಬಬ, ಏಫಿ, & ಫಿ, ಣಜ, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ, ಬೆಂಗಳೂರು.
23. AnjanSaikia etl., Population Education. APH Publishing Corporation, New Delhi. 2011.
24. Appa Rao Alla., Learning Disabilities. Neelkamal Publications, Hyderabad. 2014
25. BasuDurga Das., Introduction to the Constitution of India. Lexis Nexis, Hyderabad. 2008
26. Bhaskara Rao Digumarti., Education For All, Issues and Problems. APH Publishing Corporation, New Delhi 2014.
27. Bhaskara Rao Digumarti., Education For All, The Global Consensus. APH Publishing Corporation, New Delhi 2014.
28. Bhaskara Rao Digumarti., Education For All, Mid decade review, Reports of Regional Seminars. APH Publishing Corporation, New Delhi 2014.
29. Bhaskara Rao Digumarti., Education For All, Achieving the goal, the global consensus. APH Publishing Corporation, New Delhi 2014.
30. DSERT., Gender Issues- A Resource Book. DSERT Bangalore.
31. Haseen Taj H.T., Current challenges in Education. Neelkamal Publications Pvt., Ltd. Hyderabad – 2005.
32. HaseenTaj H.T., Education and National Concerns. Neelkamal Publications Pvt., Ltd. Hyderabad – 2008.

33. NCERT., Training and Resource materials in Adolescence Education. NCERT, New Delhi – 2013.
34. NCERT., Adolescence Education Programme, Training and resource materials. NCERT, New Delhi – 2012.
35. NCERT., Adolescence Education. NCERT New Delhi.
36. NCERT., Training and Resource materials on Adolescence Education programme. NCERT, New Delhi – 2013
37. Sharma R C., Environmental Education.
38. Sharma R C., Population Education.
39. Suryanath Prasad., Peace Education in a new Millennium
40. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
41. UNESCO, Source Book in Environmental Education, UNESCO Bangkok.
42. ಕೋಡಿರಂಗಪ್ಪ., ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು. ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ-2005.
43. ಕೊಂಗವಾಡವನ್.ಬಿ., ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಕಳಕಳಿಗಳು. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನಗದ'ಗ- 2010.
44. ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ., ಜೀವನ ಕೌಶಲ್ಯಗಳು. ಗಿಬಬಬ, ಐಫಿ, & ಫಿ, ಣಜ, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ, ಬೆಂಗಳೂರು.

BANGALORE UNIVERSITY

TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME

SEMESTER: IV

CREATING AN INCLUSIVE SCHOOL

Paper Code: HC-11

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course the student teachers will:

- Understand the global and national commitments towards the education of children with diverse needs.
- Develop an understanding of the concept, principles and models of inclusive Education in the context of education for all.
- Identify and address diverse needs of all learners.
- Familiarize with the trends and issues in inclusive education.
- Develop an understanding of the role of facilitators in inclusive education.
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.

Unit I: Introduction to Inclusive Education

(12Hours)

1. Concept and importance of inclusive education-its merits and imitations.
2. Inclusive Education Strategies for children with Diverse Needs.
3. School Education of the Disadvantaged Groups and Girl's education
4. Provisions for Inclusive Education as per RTE
5. Barriers in Inclusive Education: Attitudinal, Social and Educational.

Unit II: Special Educational Needs (SEN) of Learners in Inclusive School (14 Hours)

1. Definition and characteristics of children with sensory disability (hearing, visual and physically challenged) intellectual disability, developmental disabilities (autism, cerebral palsy, learning disabilities),
2. Importance of early detection, Functional assessment of SEN.
3. Role of Inclusive Class Room and Inclusive teachers/educators in facilitating inclusive education
4. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children with special needs
5. The Persons with Disabilities Act (PWD Act, 1995) and National Policy for Person with Disabilities 2006 with reference to Inclusive Education.

Unit III: Adaptations Accommodations and Modifications (12 Hours)

1. Meaning, Difference, Need & Steps
2. Specifics for Children with Sensory Disabilities
3. Specifics for Children with Neuro-Developmental Disabilities
4. Specifics for Children with Loco Motor & Multiple Disabilities
5. Engaging Gifted Children

Unit IV: Inclusive Academic Instructions (14 Hours)

1. Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
2. Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
3. Differentiated Instructions: Content, Process & Product
4. Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
5. ICT for Instructions

Practicum/Field Work

Conduct the following practical activities and submit a report:

1. Visit any Inclusive school and Report about School Settings
2. A study of barrier free environment
3. Conduct Survey about barriers in social inclusion
4. Develop teaching learning materials for Children With Special Needs(CWSN)
5. Curricular support services for Children With Special Needs (CWSN)

6. Conduct Inclusive Education Programme(IEP)
7. Visit and report the functions of sign language department
8. Conduct awareness programme for public about early intervention/detection
9. Community Based Rehabilitation (CBR) programme for Children With Special Needs (CWSN)
10. Effectiveness of SSA on education for all – in context to Children With Special Needs (CWSN)

Reference Books:

1. Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
2. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
3. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
4. Gathoo, V. (2004). *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishing
5. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research NUEPA. Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
6. Giuliani, G. A. & A., M. (2002). *Education of children with Special Needs: From Segregation to Inclusion*, New Delhi: Sage Publications
7. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
8. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford: Heinemann
9. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
10. Mani, M. N. G. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, New Delhi: Sage Publishing House
11. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) *A guide for educating mainstreamed students*. Boston : Allyn & Bacon.
12. Narayan J. (1990). *Towards independence series 1 to 9*. Secunderabad : NIMH, Secunderabad.

13. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
14. North,C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells
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16. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R. I. E. Mysore
17. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
18. SPASTN (2000)*towards inclusive communities*. Chennai: Spastic society of Tamilnadu.
19. Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).
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BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE - CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

SEMESTER: IV

KNOWLEDGE AND CURRICULUM

Paper Code: HC 12

Credits: 4

Total No. of Hours: 52

Total Marks: 100

Objectives:

After completion of the course, student-teachers will:

- Examine the epistemological and sociological basis of education.
- Discuss the basis of modern child-centered education.
- understand education in relation to modern values like equity and equality, individual
- Opportunity and social justice and dignity.
- Understand social re-constructivist curriculum and role of teacher.
- Understand the epistemological and sociological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Compare and analyse of the NCF- 2009 with respect to curriculum foundation.
- Analyse the curriculum framework, in the light of learners need and expectations.

Unit I: Knowledge Generation

(13 Hours)

- 1.1 Meaning of education, Distinction between knowledge and skill, Knowledge and information, belief and truth. Logical based knowledge, sources of knowledge and types of knowledge.
- 1.2 Society and Knowledge – Society as an agent in generating and disseminating knowledge.
- 1.3 Education in relation to modern values, equity, equality, individual opportunity, social justice and dignity with reference to samskar (Rodiguer 2002). Education as a tool of modernization and democratic citizenship.
- 1.4 Knowledge commission: National and state- recommendations for knowledge society.

Unit II Curriculum and society

(13 Hours)

- 2.1 Curriculum – meaning, characteristics and types. Learner centred, community centred, environmental centred and humanistic curriculum.
- 2.2 Knowledge management and curriculum construction in school education.
- 2.3 Social re-constructivist curriculum – meaning, characteristics and role of teacher

Unit III . Determinants of curriculum

(13 Hours)

- 3.1 Epistemological basis of curriculum: concept-and forms of knowledge, structure of a discipline, characteristics and levels of understanding.
- 3.2 Sociological basis - societal needs and aspirations, culture and values, social change, knowledge explosion, National concerns and goals.
- 3.3 Cultural context of students: - multi-cultural, multi-lingual aspects and critical issues: Environmental concerns, gender differences, value concerns and issues, social sensitivity. Political, Geographical, technological and economic diversity and necessity.

Unit-IV: Features of Curriculum framework

(13 Hours)

- 4.1 Curriculum framework: -meaning, need and importance; understand the relationship between curriculum, syllabus, and text book.
- 4.2. The salient features of National Curriculum Framework-2005 and NCFTE- 2009.
- 4.3. Analyse the school education curriculum centre and state with respect to their priorities, concerns to National goals.

Practical Activity: (any one)

Conduct the following activity and submit a report.

1. Organize skit on educational thought of Swami Vivekananda/Mahatma Gandhi/Rabindranath Tagore.
2. Collect 5 Folk songs and find out contemporary values integrated in it.
3. Organize a debate competition on Social issues.
4. Organize a quiz program on Indian cultural heritage, National movement, constitutional values.
5. Organize cleanliness campaign.
- 6, Organize environment awareness programme in the community and submit a report.
7. Select a unit from a text book of 8th, 9th & 10th std., and find out the contemporary values integrated in it.
8. Organise a cultural activity to depict multicultural aspect and submit a report.
9. Conduct a survey on gender issue and submit a report.

10. Analyze the curriculum of secondary school (8th, 9th & 10th std) any one and identify the topic which have concerned to national goals.

Reference Books:

1. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
2. Kelly, AV. The curriculum: theory and practice sage publication Singapore, 2009.
3. Letha Rammohan, Curriculum instruction and evaluation. Agerwal publication, Agra, 2009.
4. Pathak, A. Social implications of schooling: knowledge pedagogy and consciousness. Aakar books, 2013.
5. Schilvest, W.H, Curriculum: prospective paradigm and possiilty.M.CMLLAN publication, 2012.
6. Scolt, dand, Curriculum studies: curriculum knowledge. Routledgefalmes,M.Y, 2003.
7. Shulman L. S, those who understand: knowledge growth in teaching, 1986. educational researcher, 4-14
8. Sinha, S. Acquiring literacy in schools, seminar, 38-42, 2000.
9. Sternberg, R.J. Intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation, 2013
10. Tagore, R. Civilization and progress. in crisis in civilization and other essays. New Delhi: Rupa&co, 2003.
11. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
12. Kelly, AV. The curriculum: theory and practice sage publication Singapore, 2009
13. Letha rammohan, Curriculum instrchon and evaluation. Agerwal publication, Agra.98, 2009.
14. Schilvest, W.H. curriculum: prospective paradigm and possiilty.M.C. MLLAN Publication, 2012.
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BANGALORE UNIVERSITY
TWO YEAR B. Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: IV
GUIDANCE AND COUNSELLING

Paper Code: OC-1
Total No. of Hours: 52

Credit: 4
Total Marks: 100

Objectives: After completion of the course student teachers will:

- Understand the need and importance of guidance and counselling.
- Familiarize student teachers with types of guidance and counselling.
- Develop awareness among the student teachers about the tools & techniques of guidance.
- Acquaint the student teachers about the guidance and counselling services in the educational institutions.
- Develop counselling skills in the student teachers.
- Develop understanding about the role and professional ethics of the counsellor.

Unit-1: Guidance and its Nature:(13 Hours)

1.1 - Meaning, Nature, Scope, need and importance of Guidance in schools.

1.2 – Types of Guidance: Educational, vocational, personal guidance-their meaning, objectives, need and importance.

1.3 – Principles and organization of Guidance Services in educational institutions

1.4– Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center their importance and organization.

Unit- 2: Counseling and its nature (13Hours)

2.1 - Meaning, Nature, need, objectives and importance of Counseling. Differences between Guidance & Counseling.

2.2 – Types of Counseling – Directive, Nondirective, Eclectic -Meaning characteristics and steps.

2.3 – Role and qualities of a counselor. Professional code of ethics in Counseling

2.4- Counseling Skills –Attending behaviors, Building rapport Closed and open ended questioning, Active listening ,Para Phrasing , Summarizing.

2.5 – Common Behavioral problem of Adolescents – Addictions, Aggression, Anxiety and Truancy, ADHD-causes and remedies

Unit 3

Strategies, Tools and Techniques in Guidance And Counselling: (13 Hours)

3.1 Strategies: Individual and group guidance, individual and group counselling

3.2 Non standardized Tests: Observation, Anecdotal records, Case study, Cumulative Records, Autobiography, Interviews, sociometric techniques

3.3 Standardized Tests: Achievement Test, Intelligence Test, Aptitude Tests, Interest Inventory Tests, Diagnostic Tests, Personality Tests, projective techniques, Rating Scales, Questionnaire

Unit 4:

Organization of Guidance And Counselling Services At Educational Institutions (13 Hours)

4.1 Purposes of organization of Guidance and Counselling services, ingredients of guidance and counselling services,

4.2 Basic Components of Guidance and Counselling services- organizational Set-up, Counselling Centre, Counselling Committee, Tools for counselling Services, Requirements of counselling Services

4.3 Types of the organization of Guidance and Counselling services in Educational Institutions; centralization services, Decentralization Services, Combination of Centralized and Decentralized services

PRACTICAL ACTIVITY:

1. Conduct a case study and submit a report (already there but modified little)
2. Conduct a counselling session for any two cases and prepare a cumulative record
3. Establish a guidance and counselling service Centre
4. Visit to a professional counselling center and write a report
5. Organize any one of the following activity and write a report
Career talk, Career Exhibition, Class talk
6. Administer any one of the following Psychological tests on 5 Secondary school children.
Intelligence test, Aptitude test, Personality test
7. Visit any educational institution and write a report on its counselling Centre's nature, organization and services being provided to its stake holders.
8. Job analysis of a counsellor

9. Preparation of scrap book for a career counselling
10. Find out the problems faced by secondary school students by interacting with secondary school teachers and submit a report on it.

Reference Books:

1. Arulmani, G & Arulmani, S.Nag: Career Counselling: A Hand book, New Delhi, Tata Mc Graw Hill Publishing Company Limited, 2004.
2. Asha, Bhatnagar, Guidance and counselling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House, 1999.
3. B.Stanley, School Counselling for the Twenty First Century, New York, 1992.
4. Chauhan, S.S, Principles of Guidance, New York, 1982.
5. Gibson, R.L & Mitchell, M.H, Introduction to Counselling and Guidance, New Delhi, 2003
6. John.S.Koshy, Guidance and Counselling Dominant Publishers and Distributors, New Delhi, 2004.
7. Jonse, R.N: Introduction to Counselling skills: Text and Activities, New Delhi, Sage Publications, 2000.
8. Narayana Rao A.K., Guidance and Counselling. APH Publishing Corporation, New Delhi, 2002.
9. Ramesh Chaturvedi, Guidance and Counselling Techniques – Crescent Publishing Corporation, New Delhi, 2007.
10. Sitaram Sharma, Guidance and Counselling. An Introduction, Shri Sai Printing graphers, New Delhi. 2005.
11. ಶೈಕ್ಷಣಿಕ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಡಾ.ಎನ್.ಪಿ.ಶಹಾಪುರ.
12. ಶೈಕ್ಷಣಿಕ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಐ.ಎ.ಲೋಕಾಪುರ.
13. ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಹ೦ಪಿಹೊಳಿ.
14. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ – ಕೆ.ಎನ್.ಧೀಮಯ್ಯ.
15. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ – ಟಿ.ವಿ.ತಿಮ್ಮೇಗೌಡ.

BANGALORE UNIVERSITY
TWO YEAR B. Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: IV
VALUE EDUCATION

Paper Code: OC- 2

Total No. of Hours: 52

Credit: 4

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Understand the various aspects of values and its dimensions.
- Create awareness about the significance of values in human life.
- Create awareness about the value crisis and value conflicts.
- Inculcate the skills in teacher trainees to develop the values among students through various approaches.
- Develop the skill of assessing values using various techniques.

UNIT-1 - Introduction to Values

(12 Hours)

- 1.1 Values: Concept, Nature and Significance.
- 1.2 Classification of values intrinsic and instrumental, personal, social, family, cultural, spiritual democratic, institutional and religious values.
- 1.3 Basic Human values: Truth, Beauty, Goodness, Love, Peace and Non-violence.
- 1.4 Contemporary values: Scientific Temper, Intellectual, Honesty, Social service and Protection of Environment, National integration, Secularism.

UNIT-II– Significance of Value Education

(12 Hours)

- 2.1 Meaning, Importance and objectives 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 literature, socio-cultural practices, constitution and religion
- 2.3 Theoretical models related to Value Development – Piaget’s theory of moral development and Kohlberg’s stages
- 2.4 Role of Social Agencies in Value Education :- Family, Religion, Educational Institutions, Communities, Mass Media (Print and Electronic), Information and Communication and Technology (Computer and Internet).

2.5 Role of Teachers in Value Education.

UNIT-III Value Crisis:

(10 Hours)

- 3.1 Value Crisis in Indian Society:- Social life, Economic life and political life.
- 3.2 Value Conflict: Meaning, resolution of value conflict.
- 3.3 Causes for value deterioration and hindrances for inculcation of values.
- 3.4 Problems interfering at global level:-Regionalism and Fanaticism.

UNIT-IV-Approaches and Assessment of Value Education

(18 Hours)

- 4.1 Direct Approaches: Meaning and Strategies-Sharing reflections on songs, scripture, passages, parables, stories, Case Study, Role play, Photo language.
Brain Storming- Meaning, Importance, Uses, Steps, merits and limitations.
- 4.2 Indirect Approaches- Meaning and Strategies- Identification of Plug points in school subjects for value education (Integration in the teaching of school subjects).
- 4.3 Incidental Approaches- Meaning and Ways-Identification and use of incidental situation to high light values- deliberate and unplanned.
- 4.4 Tools and techniques of value assessment; Self-appraisal, checklist, rating scale, Observation, interaction, situational test and examination.

Practical Activities: (any one)

Carry out the following practical activities and submit a report.

1. Select a story / an episode / an incident from an epic and analyse the values integrated in it.
2. List out the values integrated in any school subject with minimum five illustrations.
3. Prepare an episode using integrated approach to teach values by selecting a topic from school subject.
4. Enact a role play or a skit on value conflict.
5. Prepare an album/wall paper/chart to teach values.
6. Prepare a tool for value assessment (check list / rating scale)
7. Organize a debate competition on value crises.
8. Visit to a school and interact with the teachers about value inculcation strategies and submit a report.
9. Collect five folk songs and five patriotic songs and analyse the values integrated in it.
10. List out any five value conflicts that exists in society and suggest the method of resolving these conflicts,

Reference Books:

1. Education for values in schools- A Framework. NCERT, NEWDELHI.
2. Haseen Taj, Current challenges in Education, Hyderabad, Neelkamal Publications, 2008.
3. Kamala Bhatia & Baldev Bhatia, The Philosophical & Sociological Foundations of Education, Delhi, Doaba House.
4. Kiruba Charles & V. Arul Selvi. Value Education. New Delhi, Neelkamal Publications Pvt Ltd.
5. NCERT, Education in Values, A source book, Editors: C.Seshadri, M.A.Khader, GL Adhya, New Delhi.
6. Rama Rao K, Moral Education A practical approach, RIMSE, Mysore.
7. Shanthinath Gupta, The Indian Concept of Values.
8. Usha Rao, Education for Values , New Delhi. Himalaya Publishing House.
9. Value Education, RIMSE, Yadavagiri, Mysore.
10. Vanaja.M&D.VijayaBharathi. Value Oriented Education, New Delhi, Neelkamal Publications Pvt Ltd.
11. Vatsyayan, Made Easy Ethics, Meerut, KedarnathRamnath.
12. Yogesh Kumar Singh & Ruchika Nath. KulBhushanMangia , Value Education, New Delhi. APH Publishing Corporation.
13. ರಾಮಾರಾವ್. ಕೆ., ನೈತಿಕಶಿಕ್ಷಣ -ಆರ್.ಐ.ಎಮ್.ಎಸ್.ಇ.
14. ಗೋಪಾಲ್. ಆರ್. - ನೈತಿಕಶಿಕ್ಷಣ.
15. ನಂಜುಂಡ ಸ್ವಾಮಿ- ನೈತಿಕಶಿಕ್ಷಣ
16. ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕ -ತ.ಸು.ಶಾಮರಾಯರು
17. ಕೋಡಿರಂಗಪ್ಪ, ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು, ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ, 2011.
18. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು - ಹೆಚ್.ವಿ. ಜಯಣ್ಣ.
19. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು - ಡಾ.ಆರ್.ಓಬಳೇಶಘಟ್ಟಿ.

BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: IV
EDUCATION FOR PEACE

Paper Code: OC-3

Credit: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

- Understand the concept of peace education.
- Recognize the significance of peace education in national development.
- Examine the relationship between Peace and Education.
- Appreciate the contributions of great educational philosophers.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.

Unit 1: Nature and Concept of Peace Education

(14 Hours)

- 1.1 Concept of Peace Education - Concept, Nature and significance of peace education.
- 1.2 Aims and Objectives of Peace education.
- 1.3 Role of Education in promoting peace in Indian context.
- 1.4 Basic principles to promote peace.
- 1.5 Need of peace education in the Era of Globalization.
- 1.6 Challenges to peace: stresses, conflict, crime, terrorism, violence and wars resulting in poor quality of life.

Unit 2: Methods and Approches of Peace Education

(12 Hours)

- 2.1 Methods and approaches for imparting peace education in schools.
- 2.2 Peace Education through yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes
- 2.3 Programs of peace education initiative at various levels of education. Formal, Informal, School Education, Higher Education.

UNIT 3: Philosophy in Peace Education: (12 Hours)

3.1 Highlights of various philosophies of peace: Gandhi, Mother Theresa, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Dalai Lama, initiatives at National and International levels.

UNIT 4: Global Issues and Peace Movements (14 Hours)

4.1 Principles and purposes of peace movement

4.2 Human rights movement: Functions of human rights movement

4.3 Preservation of Ecology: Environmental movements in India

4.4 Population control: Population policy, birth control movement

4.5 Role of world organizations in promoting peace: Objectives and activities of UNO

Practical Activity: (any one):

Carry out the following practical activities and submit a report.

1. Conduct a street play to enact situations on any topic related to peace education.
2. Visit an organization connected with peace and intercultural harmony.
3. Prepare a collage using newspapers, magazines, pictures etc to highlight issues and challenges to peace education.
4. Organize an awareness programme on peace education.
5. Prepare ten slogans related to peace education and exhibit them.
6. Organise debate competition on any topic related to peace education.
7. Conduct an activity in a school to promote peace education and submit a report on it.
8. Prepare an episode using integrated approach to teach peace education by selecting a topic from school subject.
9. Organize a debate competition on initiative taken at national and international level to promote peace education.
10. Illustrate any five activities / practices that restore positive attitude towards society which promotes peace.

Reference Books:

1. Adams.D(ED) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

2. Aber, J.L., J.L.A. Henrich, C.C, Teaching Conflict Resolution: An effective, 1999.
3. HaseenTaj, National Concerns and Education, Neelkamal Publications.pvt.Ltd, 2005.
4. HaseenTaj, Current challenges in Education, Neelkamal Publications.pvt.Ltd, 2005.
5. Mahesh Bhargava and Dr.HaseenTaj, Glimpses of Higher Education. RakhiPrakahan publications Agra-2, 2006.
6. Shireesh Pal Singh, AnjanaKaul and SaritaChauidhara, Peace and Human Rights Education. A.P.H publications cooperation, New Delhi.
7. Website- <http://www.un.org/cyberschoolbus/peace/content.htm>.
