

**REGULATIONS FOR THE B.Ed. (REGULAR)
UNDER CBCS SEMESTER SCHEME**

2014

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

BANGALORE UNIVERSITY

REGULATIONS OF CHOICE BASED CREDIT SYSTEM (CBCS)

SEMESTER SCHEME B.ED. PROGRAM (REGULAR)

DEFINITIONS OF KEY TERMS

Program

One year course of study spread over two semesters with two 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 a several subject matter to be covered in a semester.

Hard core course

Compulsory subject of the study which support the main discipline

Soft core course

An option for the candidate based on his subject of study at UG/ PG 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 2 soft core courses for the B.Ed program from the combinations offered by the respective colleges.

Open Elective Course

A specialized course included to nurture the candidate's proficiency. The candidate has to select any one elective Prescribed by the Bangalore university and & offered by the respective B.Ed colleges.

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

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

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 weighted 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 both the semesters by the total credits for the entire program. 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.

The Reflective Journal can act as a document that carries an analytical account of the daily experiences of student -teacher during Micro Teaching, Simulated Teaching, and Demonstration Lessons & Practice Teaching. The major purpose of the Reflective Journal is reflection on action during Micro Teaching, Simulated Teaching, and Demonstration Lessons & Practice Teaching. The Reflective Journal depicts how different aspects of teaching are inter connected.

REGULATIONS GOVERNING THE DEGREE OF THE BACHELOR OF EDUCATION BANGALORE UNIVERSITY

Title; Bachelor of Education [B. Ed]

1. Eligibility for Admission

- 1.1** A citizen of India Who has passed any Bachelors 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. program.
- 1.2** The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed. program.
- 1.3** In the case of SC/ST, Category -1 and physically challenged students 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 Bachelors degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Govt. of Karnataka from time to time.

2. Allocation of seats

- 2.1** College shall admit all the candidates allotted by the Government of Karnataka through Common Entrance Test (CET) or any appropriate agency recognized 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 1.3.
- 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 100 and/or as fixed by government of Karnataka from time to time.

3. Duration of the course

3.1 The duration of study for B.Ed. CBCS Semester Program shall extend over a period of one year of two semesters. The duration of the first semester shall be 18 weeks and second semester shall be of 22 weeks.

3.2 Minimum duration for practice teaching shall be of six weeks excluding programs like micro teaching, simulated teaching and demonstration lessons.

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 their I & II Semester Theory Examination either in English or Kannada irrespective of medium selected for theory classes and practice teaching.

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 75% of the number of classes actually held till the end of the semester in each of the subjects.

5.2 A student teacher must submit all assignments of first and second semester to qualify himself / herself for appearing for respective semester examination.

5.3 Submission of assignments, participation and completion of college based activities, school based activities and community based activities are compulsory.

6. Course Framework & Scheme of Examination

FIRST SEMESTER

Total Credits: 30

Course No	Course code	Course title	Instructional Hours per week	Duration of Examination	Credits	IA	Term End Examination	Total
1	EDHC1	Philosophical and Sociological Principles of Education	4 hours	3 Hours	4	30	70	100
2	ED HC2	Psychology of Learner and learning	4 hours	3 Hours	4	30	70	100
3	ED HC3	Development of school Education in India	4 hours	3 Hours	4	30	70	100
4	ED HC4	ICT in Education	2 hours	1 ½ Hours	2	15	35	50
5	EDHC5	Evaluation in Education	2 hours	1 ½ Hours	2	15	35	50
6	ED SC6	Soft core course I	4 hours	4 Hours	4	30	70	100
7	EDSC7	Soft core course II	4 hours	4 Hours	4	30	70	100
8	-----	College Based Practicum-I	40 hrs	Report Evaluation	5	125	---	125
9	-----	Community Based Practicum-II	8 hours	Report Evaluation	1	25	---	25
		Total			30	330	420	750

First Semester – Practical activities

A. College based activities - Practicum-I

Total Credits -05

Activity	Marks
1. Teaching skills (Micro Teaching) (6 skills-3 in each methods) 1 week	30
2. Simulated lessons in the college (2 lessons-1 in each methods) 20 minutes duration	30
3. Observation of demonstration or video lessons and discussions (one in each methods)	20
4. Text Book review (any one method (VIII, IX & XI Standard)	25
5. Reflective Journal	20
Total	125

B. Community based activities - Practicum-I I**Total Credit-01**

Activity	Marks
1. Community Living Camp	25

SECOND SEMESTER**Total Credits - 34**

Course No	Course Code	Course title	Instructional Hours per week	Duration of Examination	Credits	IA	Term End Examination	Total
8	ED HC8	Psychology of learner	4 Hours	3 hours	4	30	70	100
9	ED HC9	Management of school Education	4 hours	3 hours	4	30	70	100
10	ED C10	Education and National Concern	2 hours	1 ½ hours	2	15	35	50
11	ED SC11	Soft course I	4 hours	3 hours	4	30	70	100
12	EDSC 12	Soft course II	4 hours	3 hours	4	30	70	100
13	ED OEC13	Open Elective	2 hours	1 ½ hours	2	15	35	50
14	-----	College Based Practicum-I	8 hours	Report Evaluation	1	25	----	25
15	-----	School Based Practicum-I	96 hours	Report Evaluation	12	300	----	300
	-----	Community Based Practicum-III	8 hours	Report Evaluation	1	25	---	25
		Total			34	500	350	850

A. College based activities - Practicum-I**Credit-01**

1. On-line assignment /literary activity	25
---	-----------

B..School based activities - Practicum-II**Credits – 12**

Activity	Marks	
	PI	PII
1.Teaching practice		
a. Lesson plan records(12 lessons in each methods)	15	15
b. Supervision of lessons(4 lessons in each methods)	20	20
c. Criticism lesson	15	15
d. Teaching-learning materials	25	25
e. Achievement test	20	20
f. Practical Examination	50	50
	145	145
2.Reflective Journal (including peer observation)		10
Total		300

C. Community based activities - Practicum-II Credit-01

1.Study Tour	25
---------------------	-----------

7. Soft-core courses

Each student teacher shall take any two soft courses of teaching school subjects for 1st and 2nd semester based on the subjects studied at UG and PG level.

I Semester& II semester

7.1 Content and pedagogy of Kannada

7.2 Content and pedagogy of English

7.3 Content and pedagogy of Hindi

7.4 Content and pedagogy of Urdu

7.5 Content and pedagogy of Social Science

7.6 Content and pedagogy of Biological Science

7.7 Content and pedagogy of Physical Science

7.8 Content and pedagogy of Mathematics

7.9 Content and pedagogy of Commerce

7.10 Content and pedagogy of Computer Technology

7.11 Content and pedagogy of Management and Business studies

7.12 Content and pedagogy of Home Science

8 Open Elective Courses

Student teacher shall take any one of the following open Elective courses during the II semester.

8.1 Guidance and Counseling

8.2 Life skills Education

8.3 Value Education

8.4 Education for peace

8.5 Inclusive Education

9. Internal Assessment

9.1 The internal assessment marks shall be based on attendance, tests, seminars, assignments and practical/ Practicum.

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

10 Registrations 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.

11. Conduct of Practical Examination

11.1 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.

11.2 A Method teacher with a minimum of 3 years of teaching experience at B.Ed. level and Headmaster/Headmistress or a Teacher 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 examiner 1 and 2, for each method of teaching.

12. Community living camp & Study Tour

12.1 Each student óteacher has to compulsorily participate and submit a report on his participation in a 3 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-minded towards rural culture etc., among student- teachers. The college shall arrange to have such activities in CLC that foster the above orientations. Student-teacher must compulsorily participate in CLC.

12.2 Institution should conduct an excursion for a minimum period of 3 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.

13. Declaration of Results

13.1 A student-teacher should obtain a minimum of 50% marks in the aggregate of Hardcore Courses, Soft Core Courses & Open Electives Course in the First & Second semester examination separately to pass the examination.

13.2 A candidate who has failed in the First Semester may be allowed in the Second Semester to write the first semester failed papers together with second semester examination. The candidate who has failed in the Second semester may be allowed to write examination in the First Semester of the next academic year. But, such of the repeaters do not have the benefit of declaring the result in class though the total aggregate marks are equal or more than the marks fixed for the first class.

13.3 A candidate who fails in the first and/ or second semester examination has to clear in 3 subsequent years to obtain the passing certificate in B.Ed. semester course provided he/she has secured minimum 50% of marks in aggregate of Hard Core, Soft Core & Open Electives courses.

14. Classification of Successful Candidates

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

15. Declaration of classes on the basis of Percentage of Aggregate Marks

First Class with Distinction 70.01% and above (A+, A++ or O)

First Class 60.01% and above but less than 70% (A)

Second Class 55.01% and above but less than 60% (B+)

Pass Class 50% and above but less than 55% (B)

15.1 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	55.01-<60	60.01-<70	70.01-<80	80.01-<90	90.01-100
Alpha-sign Grade;	B	B+	A	A+	A++	O
Grade Point	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	>-9

15.2 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 intern 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.

15.3 The Aggregate or Cumulative Grade Point Average (CGPA) at the end of the I and II semester 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 program.

15.4 The candidates who pass First and Second semester examination in the first attempts in one academic year are eligible for ranks provided they secure 60 % and above marks or at least an alpha sign Grade A.

16. Rejection of Results

16.1 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.

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

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

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

17. Academic Monitoring Committee

The university shall constitute an academic committee to monitor curricular and co-curricular activities conducted by the colleges of education affiliated to the Bangalore university. The Vice-Chancellor shall constitute the committee comprising members from colleges of education affiliated to Bangalore 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 both the semesters in an academic year

18 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.

19 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 these regulations.

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, I Semester
EDHC-01: PHILOSOPHICAL AND SOCIOLOGICAL PRINCIPLES OF
EDUCATION

Objectives: The student-teachers are able to understand:-

1. the meaning, importance and various concepts of education.
2. the meaning and types of education.
3. the significance and principles of curriculum construction.
4. the meaning of philosophy and its relationship with education.
5. the influence of various schools of philosophical thoughts on education.
6. appreciate the contributions of Indian and western philosophers to education.
7. relationship of education with sociology and social development like social change and social mobility.
8. the maxims, devices, and principles of teaching.

Unit- 1: Essence of Education

(8 hours)

- 1.1 Meaning and Importance of Education
- 1.2 General aims of Education
- 1.3 Types of Education-Formal, Informal and Non formal
- 1.4 Process and product of Education
- 1.5 Meaning and significance of curriculum and Principles of Curriculum Construction

Unit- 2: Fundamental thoughts and issues of philosophy in Education

(15 hours)

- 2.1 Meaning of philosophy
- 2.2 Relationship between Education and Philosophy
- 2.3 Need of Educational Philosophical Knowledge for a Teacher
- 2.4 Schools of philosophy-Idealism, Pragmatism and Naturalism.
- 2.5 Contributions of educational Philosophers: Rabindranath Tagore, Mahatma Gandhi, Swamy Vivekananda, Rousseau, John Dewey and Froebel

(Both Indian and Western Philosophers)

Unit -3: Sociological Foundations of Education

(15 hours)

3.1 Meaning and need of sociology

3.2 Importance of sociology in Education

3.3 Socialization and agencies of socialization

3.4 Culture- meaning, characteristics and relationship with Education, School as a
Miniature society

3.5 Role of education in Social change and mobility

3.6 Education as investment and consumption

Unit- 4: Principles of teaching

(12 hours)

4.1 Meaning and importance of Teaching

4.2 Maxims of Teaching

4.3 Devices of Teaching

4.4 Mursell's principles of Teaching

4.5 Strategies of Teaching- meaning, importance and types (co-operative,
Collaborative, games and simulation)

4.6 Instructional Design-characteristics

SEMINAR TOPICS

(2 hours)

“ Role of Mass Media in Education

“ Role of NGOs- in promoting Education

“ Women Empowerment in India

“ Implementation of state level schemes in education

“ Vocational education

“ Modernization and social change

“ Teacher as a Nation Builder

“ Visit and Report on: Gandhian foundations, theosophical society, valley schools and Ramakrishna Mission.

REFERENCE

1. Bruner .J.C.(1996). The Culture of education Cambridge M.A. Harward University press.
2. Kneller G.F.(1971) foundation of education. New York. John Wiley.
3. B.N.D. ash. Principles of education & education in emerging Indian society.
4. N.C.E.R.T (2005) National Curriculum frame work New Delhi.
5. N.R.SwaroopSexena. Philosophy and Sociology foundation of education.
6. Taneja V.R-Educational through and practice Sterling publication New Delhi, 1973.
7. Annad, C.L Etal-The teacher and Education in emerging Indian Society (New Delhi, N.C.E.R.T, 1983).
8. NCERT 1986, Teacher and Education óEmerging Indian Society, NCERT Publication New Delhi.

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, I Semester
ED HC 2: PSYCHOLOGY OF THE LEARNER AND LEARNING

Objectives: Student Teachers are able to:-

1. acquire the meaning and methods of educational psychology
2. develop an understanding of the dimensions of development of the learner
3. acquire theoretical perspective of the developmental tasks of the learner
4. develop understanding of learning process, principles and theories of learning
5. acquaint with the factors affecting learning
6. understand the meaning of concept and concept learning among students

Unit - 1: Meaning and Scope of Educational Psychology (10 Hours)

- 1.1 Meaning of Psychology and Educational Psychology: Concept, Nature & Scope, Need of knowledge of Educational Psychology to a Teacher
- 1.2 Methods of studying human behavior: introspection method, Observation method, Case Study method, Experimental method - Meaning, Steps, Uses & Limitations

Unit- 2: Understanding the Development of the Learner (12 Hours)

- 2.1 Growth and Development: Concept, Differences, Principles of Development & Stages of human development
- 2.2 Adolescence: Concept, Characteristics of adolescence, Dimensions of development during adolescence-Physical, Emotional, Social, Moral (Lawrence Kohlberg), Intellectual
- 2.3 Needs of adolescents & Problems of adolescents- Role of teacher in helping adolescents to overcome their problems
- 2.4 Developmental tasks during Adolescence (Robert J. Havighurst)

Unit- 3: Learning and Factors affecting learning (10 Hours)

- 3.1 Learning- meaning and Characteristics of Learning
- 3.2 Factors affecting Learning:
 - Maturation: Concept and its educational implications
 - Attention: Concept, factors influencing attention, educational implications
 - Motivation: Meaning, types, Theory (Abraham Maslow), techniques of motivating students
 - Remembering: Meaning, process, types of memory, techniques to improve memory
 - Thinking: Concept, types of thinking, development of thinking skills
 - Bruner's - three modes of learning- Concept-Meaning and Types; and educational implications

Unit- 4: Theories of Learning

(20 Hours)

- 4.1 Behaviorist theories of Learning
 - a) Classical Conditioning learning- meaning, Pavlov's experiment, educational implications
 - b) Trial and Error learning- meaning, Thorndike's experiment, laws of learning, educational implications
 - c) Operant Conditioning learning-meaning, Skinner's experiment, educational implications
- 4.2 Field theories of Learning
 - Gestalt learning- meaning; Insight learning-meaning, Kohler's experiment, educational implications
- 4.3 Gagne's theory of learning- and eight types of learning
- 4.4 Jean Piaget's Stages of cognitive development and its educational implications
- 4.5 Albert Bandura's social learning theory
- 4.5 Constructivism- Constructivism as a learning theory- Types of constructivism ó Cognitive constructivism (Jean Piaget) Social constructivism (Lev Vygotsky), Implications of constructivism for curriculum, school, pedagogy,
- 4.6 Transfer of learning- Meaning, importance, types and its educational implications

SEMINAR TOPICS

- 1 Genetic studies on gifted children (Terman)
- 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 classroom
- 8 Adolescents and media challenges in 21st century
- 9 Moral development, character formation and education
- 10 Language development (Chomsky)

REFERENCES

1. Aggarawal J C , Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
2. Chauhan S S , Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
3. Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
4. Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. New Delhi, 2000
5. De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
6. Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008

7. George G Thompson, Educational Psychology
8. Hans G Furth, Piaget and Knowledge
9. Hurlock E B , Child Development, Mc Graw hill Book Company, New York
10. Morris L Biggie, Learning Theories for Teachers
11. Prof. E.G. Parameswaran, Dr. C. Beena An Invitation to Psychology
Neel Kamal Publications Pvt. Ltd., New Delhi-2004
12. Skinner B F , The Science of Learning and the Art of Teaching, Harward Educ. 1954
13. S.K Mangal, Advanced Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2008
14. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ. ಡಾ|| ವಾಮದೇವಪ್ಪ ಎಚ್ .ವಿ ಶ್ರೀಯಸ್ ಪಬ್ಲಿಕೇಷನ್ ದಾವಣಗೆರೆ -2013
15. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಎನ್.ಬಿ ಕೊಂಗವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್ 2009
16. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ರ ರಾಜು ಜಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್-2010
17. ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಪ್ರೊ|| ಎಚ್.ಎಂ ಚಂದ್ರಚಾರ್ . ಆಶ್ವಿನಿ ಪ್ರಕಾಶನ ರಾನಿಬೆನ್ನೂರು-2014
18. ಉನ್ನತ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ- ಡಾ|| ಈ ಬಸಪ್ಪ . ರ ಮದಕರಿ ಪ್ರಕಾಶನ ಚಿತ್ರದುರ್ಗ-2011
19. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಎಸ್. ಕೆ ಹೊಳೆಯಣ್ಣವರ್ ವಿಜೇತ ಪ್ರಕಾಶನ- ಗದಗ್ -2008

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, I Semester
EDHC-3: DEVELOPMENT OF SCHOOL EDUCATION IN INDIA

Objectives: student teachers develop a necessary understanding and insight into:

1. the objectives of primary, secondary, higher secondary and higher education
2. the structure of educational administration at the national and state level.
3. the status of secondary education in post independent India.
4. the challenges and strategies related to imparting quality education at the secondary stage.
5. the importance and status of open school, distance education and types of school.
6. the importance and issues related to professional development of teachers,

Unit- I: Status of Secondary school (18 hours)

- 1.1 Nature and Objectives of Primary, Secondary, Higher Secondary and Higher Education. Problems of Secondary Education.
- 1.2 Development of School Education óPost independent period :the Kothari commission -1964-66,the new education policy -1968,the National Policy of Education -1986,the Programme of action- 1992,National curriculum framework for school education -2005.
- 1.3 Types of Schools: Government / aided / Unaided, Public, Kendriavidyalaya, International Sc
- 1.4 hools, Residential Schools, Navodaya, Moraji Desai,Kittur Rani Chennamma, Kasturaba Gandhi Balika Vidyalayas. Streams in secondary level: óSTATE BOARD, CBSC, ICSE, IGCSE
- 1.5 Open schooling óNational and State Open schools --objectives, curriculum, methods of instructions, evaluation.
- 1.6 Structure of Educational Administration óNational level , State level-

Unit- 2: Constitutional Provision for Education in India (10 hours)

- 2.1 Features of Indian Constitution
- 2.2 Provision for Education in Indian Constitution-with amendments and special reference to Secondary and Senior Education. Access; Education of girls; Education of disadvantage groups (SC, ST, Backward communities and minorities); Inclusive Education.
- 2.3 Right to education RTE-2009.

Unit- 3: New Trends and Innovation in school education

(06 hours)

3.1 Central and State sponsored schemes of Education SSA, RMSA, RUSA.

3.3 Innovation in examinations- with specific reference to NCF-2005 systemic Reforms Blend of Technology.

Unit 4: State and National Organizations for Enhancement of Quality (14 hours)

4.1 National level óNAAC, NCTE, NCERT, NUEPA, UGC.

4.2 State level organizations óDIET, CTE, IASE, DSERT and NGO

4.3 School Education committees

4.4 Professional growth of secondary and senior secondary teachers-Meaning of profession ócode of professional ethics for teachers; teacher motivation ófactors affecting teacher motivation; teacher role performance, role conflict, accountability, In-service education of teachers, nature and scope of professional organisations.

TOPICS FOR SEMINAR:

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 constricts of secondary school teachers

REFERENCES

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).
4. Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi(1985).
5. Jagannath Mohanthy, Educational Administration supervision and school, Deep and Deep(1990).
6. Kochhar S.K., Secondary School Administration, University Publisher Delhi(1964).
7. Kochhar S.K., Secondary School Administration, Sterling Publishers(1971).
8. Murthy S.K., Essentials of school organization and administration, Tandon Publisher.

9. MHRD Documents ó 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. Pandya S.R., Administration and management of education, Himalaya Publishing House(2001).
11. Sachdeva M.S., School Organization and Administration, Prakash Bros.,(1997).
12. Terry and Franklin, Principals of Management 8th edition, AITBS Publishers and distributors, (1997).

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, I Semester
EDHC-4: ICT IN EDUCATION

Objectives: The student teachers are able to:-

1. acquire the knowledge of communication technologies
2. acquire the knowledge of different form of educational technology
3. understand the use of programmed instruction
4. learn and use multimedia in teaching ó learning process
5. acquaint the skill of using technologies in the process of learning
6. learn to use e- resources in learning school subjects

Unit -1: Communication and Educational Technology (11 Hours)

Meaning, Concept and Definitions of Communication, Process of Communication, Types of Communication Verbal and Non Verbal, Barriers to Communication, Role of Multimedia Approach : Video lessons.

Meaning and Importance of Information Technology, Meaning Objectives and Scope of Educational Technology, Components of Educational Technology ó Hardware Approach, Software Approach and system Approach.

Unit-2: Programmed Learning and Computer Applications (15 Hours)

Meaning and Principles of Programmed Instruction. Types of Programmed Instruction : Linear, Branching and Mathetics- Advantages and Disadvantages.

Computer Assisted Instruction (CAI): Meaning, Characteristics, Modes of CAI: Tutorial, Drill and Practice, Simulation, Gaming and Discovery mode. Power Point Presentation (PPT): Meaning, steps and Advantages, Internet, Web based learning E-learning. E-Publishing, On-line learning.

PRACTICAL ACTIVITIES:

1. MS-office Package (Basics of Computer)
2. Preparation of Self Instructional Materials.
3. Developing of Multimedia Presentation for a topic
4. Preparation of Examination Results using Spread sheet
5. Any activity based on the Content.

REFERENCES

1. Aggarwal (2009) : Essentials of Educational Technology (Innovations in Teaching-Learning), Vikas Publishing House, Noida.
2. Jagannath Mohanty (2004) : Modern Trends in Educational Technology, Neelkamal Publications, Hyderabad.
3. Government of India (2011): National Policy on ICT in School Education-Revised Draft, New Delhi.
4. Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
5. Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
6. Kiran Lata Dangwal(2005): Computer Assisted Teaching & Learning, Vinod Pustak Mandir, Agra.
7. Mangla.S.K (2001): Foundations of Educational Technology. Tandon Publications, Ludhiana.
8. Dr.Suhas.B.M. (2009): Information and communication Technology.
9. Usha Rao (2003): Educational Technology, Himalaya Publishers, Mumbai.
10. Vikas Gupta(2000): Rapidex Computer Course, Pustak Mahal, New Delhi.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
ED HC-05: EVALUATION IN EDUCATION

Objectives: The Student teachers are able to:-

1. understand the concept and the process of Evaluation in Education.
2. understands the concept; nature and uses of different types of Evaluation.
3. understand the nature and use of different tools and techniques of evaluation in Education.
4. develop the skill in constructing tests and techniques of Evaluation in education
5. develop the skills in conducting and reporting Action research in Education
6. develop the skills in computations and interpreting the test scores.
7. use the knowledge of evaluation in their teaching.

Unit-1: Educational Evaluation

(16 Hours)

- 1.1 Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation; Principles and Process of Evaluation.
- 1.2 Types of Evaluation: Formative and Summative ó meaning, purpose, importance and their differences.
- 1.3 Continuous and comprehensive Evaluation (CCE) : Concept and Importance; Grading system ó concept, advantages and disadvantages. Grading system v/s Marking system.
- 1.4 Achievement test: Meaning and Importance - types of achievement test ó oral, written and performance tests - Meaning and Importance.
 - 1.4.1 Written tests: Essay type test, Short Answer type test, and Objective type test ó Meaning, Characteristic and Advantages.
 - 1.4.2 Objective Type Test - Multiple choice, Matching test, Completion True/False and analogy type ó concept, characteristics, construction and advantages.
 - 1.4.3 Action research: Meaning, Importance, Characteristics, Steps, limitations and report writing.

Unit-2: Statistics in Educational Evaluation

(10 Hours)

- 2.1. Statistics-Meaning, importance, frequency distribution ó steps in preparation of frequency distribution and its advantages. Graphic representation of data- advantages-Histogram, frequency polygon (construction and uses)
- 2.2. Measures of central tendency: Meaning, uses and calculation of central tendency ó Mean, Median and Mode for grouped and ungrouped data and interpretation of central tendency
- 2.3 Measures of Variability: Meaning, uses and calculating of Range, Quartile Deviation For grouped and ungrouped data and Standard Deviation for ungrouped data and its interpretation.
- 2.4 Correlation: Meaning, Types of correlation, coefficients of correlation - rank difference method, interpretation.
- 2.5 NPC-characteristics and uses. Skewness ó types and uses

PRACTICAL ACTIVITIES

1. Preparation of any one tools-checklist, questionnaire, rating scale, observation schedule.
2. Preparation of rubrics tool for assessment of classroom activities.
3. Construction of diagnostic test.
4. Preparation of Action Research proposal for any one of the classroom problem.

REFERENCES

1. Robert M.Thorndike and Tracy Thorndike-Christ, *Measurement and Evaluation in Psychology and Education*, 8th Edition, PHI Learning Private Limited, New Delhi, (2011).
2. Rambhai,N.Patel, *Educational Evaluation –Theory and Practice*, Himalaya Publishing House, Ramdoot, Dr.Bhalerad Marg, Girgoan, Bombay
3. S.K.Mangal *Statistics in Psychology and Education*, PHI Learning Private Limited, New Delhi, (2012).
4. Garret,H.E., *Statistics in Psychology and Education*, 6th Indian Edition, Vakils Feffer and Simon, Bombay. (1971)
5. J.P.Verma, Mohammad Ghufam, *Statistics for Psychology*, Tata McGraw Hill Education Private Limited, New Delhi
- 6.R.A.Sharma, *Elementary Statistics in Education and Psychology*, R.Lall Book Depot, Meerut.
8. John W,Best and James V, Kahn, *Research in Education*, 10th Edition, PHI Learning Private limited , New Delhi -1 (2012).
9. Dr.T.V.Somashekar, *Educational Psychology and Evaluation*, Sapna Book House, Gandhinagar, Bangalore 6 9
10. ಎಸ್.ಡಿ.ಪುರಾಣಿಕ್, *ಶಿಕ್ಷಣದಲ್ಲಿ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ*, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು.
11. ಮಹಾಬಲೇಶ್ವರ್ ರಾವ್, *ಸಂಶೋಧನ ಮಾರ್ಗ*, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
12. ಡಾ.ಎಸ್.ಜಿ.ದೇಶಾಯಿ ಮತ್ತು ಜಿ.ಎನ್.ದೇಶಾಯಿ, *ಕ್ರಿಯಾತ್ಮಕ ಸಂಶೋಧನೆ*, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
13. ಡಾ.ಎಸ್.ಪಿ.ಪದ್ಮಪ್ರಸಾದ್, *ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ*, ಡೆಪ್ಯೂಟಿ ಚಿನ್ನಬಸಪ್ಪ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಪ್ರತಿಷ್ಠಾನ, ಉಪಾಧ್ಯಾಯರ ಸರಕಾರಿ ತರಬೇತಿ ವಿದ್ಯಾಲಯ, ದಾರವಾಡ
14. ಎ.ವಿ.ಗೋವಿಂದರಾವ್, *ಶಿಕ್ಷಣದಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ*, ರವಿ-ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
15. ಹೆಚ್.ವಿ.ಶಿವಶಂಕರ ಮತ್ತು ಗಿ.ಸೋ.ಲೋಕೇಶಪ್ಪ, *ಶಿಕ್ಷಣದಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ*, ಹಂಜಿ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ..
16. ಡಾ.ನಾಗಪ್ಪ ಪಿ.ಶಹಾಪುರ, *ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ*, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
17. ಡಾ.ಎಸ್.ಶಿವಯ್ಯ, *ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ಸಂಖ್ಯಾಶಾಸ್ತ್ರ*, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.
18. ಡಾ.ಎಸ್.ಬಿ.ಕೊಂಗವಾಡ, *ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ*, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
19. ಪಿ.ನಾಗರಾಜ, *ಶೈಕ್ಷಣಿಕ ಕ್ರಿಯಾ ಸಂಶೋಧನೆ*, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
20. ಆರ್.ಎಸ್.ಪಾಟೀಲ, *ಶೈಕ್ಷಣಿಕ ಪ್ರಾಯೋಗಿಕತೆ ಹಾಗೂ ಕ್ರಿಯಾ ಸಂಶೋಧನೆ*, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, II Semester
ED HCC 8: PSYCHOLOGY OF THE LEARNER

Objectives: - Student Teachers are able to:-

- 1 acquire the meaning of individual differences and its effect on learning
- 2 acquire knowledge of catering to different types of learners
- 3 explore possibilities of attending to children with learning disabilities
- 4 develop an understanding of theories of personality and crucial role of teacher in developing personality of children
- 5 appreciate the importance of group cohesiveness in creating learning environment
- 6 become aware of the importance of mental health and role of teacher in promoting mental health

Unit- 1: Individual Differences among the learners (18 Hours)

- 1.1 Individual difference- Meaning, Causes- (with special reference to Heredity & Environment), Educational implications
- 1.2 Intelligence- Meaning, Concept of Intelligence Quotient, Distribution of Intelligence, Intelligence tests- Types and Uses
- 1.3 Multiple Intelligence(Howard Gardner) Characteristics of children with each type of intelligence, Learning activities to connect with each type of intelligence
- 1.4 Gifted children, Educationally backward children, Creative children- Meaning, identification, measures to meet their needs
- 1.5 Emotional Intelligence- Meaning, importance and dimensions (Daniel Goleman)

Unit -2: Personality (14 Hours)

- 2.1 Personality-Meaning and definitions, Determinants of Personality- Heredity and Environment
- 2.2 Theories of Personality-
 - a) Sigmund Freud- Structure of Personality
 - b) Erik Erikson's Social Psychoanalysis theory
 - c) Albert Bandura's Behaviorist theory
 - d) Abraham Maslow's Humanistic theory
- 2.3 Assessment of Personality- Subjective, Objective (MMPI, Hans Eysenck) and Projective techniques(Rorschach's Ink blot test, TAT)
- 2.4 Role of teacher in development of Personality

Unit- 3: Group Dynamics

(10 hours)

- 3.1 Meaning of a Group, definitions & Characteristics of a Group, Types of Groups
- 3.2 Classroom as a Group- its impact on learning
- 3.3 Importance of developing Group Cohesiveness
- 3.4 Sociometry- Meaning, its importance, construction of a Sociogram, Uses
- 3.5 Nature and types of interactions

Unit- 4: Mental Health

(10 Hours)

- 4.1 Mental Health- Concept, Characteristics of a mentally healthy person, Factors promoting Mental Health- Attitude and Adjustment
- 4.2 Causes of poor Mental Health- Anxiety, Frustration, Conflict,
- 4.3 Adjustment- Meaning, Maladjustment- Concept, causes of Maladjustment, adjustment disorders-defense mechanisms
- 4.4 Role of teacher in helping children for better adjustment and fostering Mental Health

PRACTICAL ACTIVITIES:

Use any one of the following psychological tool administer it in School and submit a report.

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

REFERENCES

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. Dandapani S , 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. Paul. R. Abramson, Personality, Holt Rinehart & Winston, New York, 1960
11. Prof. E.G. Parameswaran, Dr. C. Beena An Invitation to Psychology
Neel Kamal Publications Pvt. Ltd., New Delhi-2004
12. Skinner B F , The Science of Learning and the Art of Teaching, Harward Educ. 1954
13. S.K Mangal, Advanced Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2008
14. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ. ಡಾ|| ವಾಮದೇವಪ್ಪ ಎಚ್ .ವಿ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ ದಾವಣಗೆರೆ -2013
15. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಎನ್.ಬಿ ಕೊಂಗವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್ 2009
16. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ರ ರಾಜು ಜಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ್-2010
17. ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ -ಪ್ರೊ|| ಎಚ್.ಎಂ ಚಂದ್ರಚಾರ್ . ಆಶ್ವಿನಿ ಪ್ರಕಾಶನ ರಾನಿಬೆನ್ನೂರು-2014
18. ಉನ್ನತ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ- ಡಾ|| ಈ ಬಸಪ್ಪ . ರ ಮದಕರಿ ಪ್ರಕಾಶನ ಚಿತ್ರದುರ್ಗ-2011
19. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಎಸ್. ಕೆ ಹೊಳೆಯಣ್ಣವರ್ ವಿಜೇತ ಪ್ರಕಾಶನ- ಗದಗ್ -2008

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, II Semester
EDHC-09: MANAGEMENT OF SCHOOL EDUCATION

Objectives: To enable the perspective Student Teachers to develop necessary understanding and insight into:-

1. the fundamental concepts of management of school education
2. the various resources of school education
3. the institutional management in school education
4. the management of various programs in school education
5. draw inference and apply the concepts in school management

Unit- 1: Fundamentals of Management **(13 hours)**

- 1.1 Management: Meaning, Objectives, Levels and Functions. Theories of Management: Henry Foyel, Taylor and Peter Drucken.
- 1.2 Educational Management: Meaning, Scope, Purpose and Characteristics.
- 1.3 Time Management: Concept, Importance, Principles and Role of Head Master and Teachers.
- 1.4 Stress Management: Meaning, Factors causing stress, Effects of stress and Management of stress.
- 1.5 e-Management: Meaning, Importance and application.

Unit-2: Management of School Resources **(14 hours)**

- 2.1 Managerial Resources: Human Resource Management-Concept, aspects and process.
- 2.2 Leadership: Meaning, Styles, characteristics and major functions of leader.
- 2.3 Human Resources: Head Master-Qualities and Functions. Teacher-Essential Qualities, Professional Efficiency and Functions. Office Staff-Role and Responsibilities.
- 2.4 Material Resources: Essential Features of School Plant-School site, Building Design, Class Room Design, Laboratory, Play Ground and Equipment.
- 2.5 Financial Resources: School Budget-Meaning, Purpose, Types, Sources of Income and Expenditure and Preparation.

Unit- 3: Institutional Management **(13hours)**

- 3.1 School Discipline: Meaning, need, Types and Foundations of Good Discipline. Causes for Indiscipline and Suggestion to Overcome Indiscipline.

- 3.2 Institutional Planning: Meaning, Definition, Objectives, Need, Scope, Characteristics and Steps. Role of the Govt. Head Master and Teacher. Advantages and Disadvantages.
- 3.3 Educational Records: Importance, Types, Characteristics, Advantages, Maintenance and Responsibilities.
- 3.4 Total Quality Management in Education: Concept, Principles, Strategies and its applications.
- 3.5 Supervision: Meaning, Scope, Types, Importance & Functions.

Unit-4: Management of School Programmes

(12 hours)

- 4.1 Co-curricular Activities: Meaning, Significance, Principles, Types and Organization.
- 4.2 Staff Meeting: Meaning, Types, Objectives and Procedure of Execution.
- 4.3 Class Room Management: Meaning, Significance, Principles, Process and Techniques.
- 4.4 Time Table: Meaning, Importance, Types, Principles and Factors of before constructions and Problems in the Preparations. Annual Programming: Meaning, Importance & Factors to be considered in Programming.
- 4.5 Parent Teacher Association: Importance, Objectives and Activities.

PRACTICAL ACTIVITIES:

Submission of report after the completion of any one of the following;

1. A Survey of measures adopted in the school for professional development of teachers.
2. A Survey of measures taken for safety of children in the school.
3. A study of the functioning of Parent teacher association in a secondary school.
4. A survey of co-curricular activities conducted in a school.
5. A Study of preparation and implementation of Institutional Plan in a school.
6. A Study of various components of school plant.
7. A Survey of traditions adopted to maintain classroom and school discipline.
8. A study of role and responsibilities of Headmaster in a secondary school.
9. A study of role and responsibilities of Teachers in a secondary school.
10. A study of various educational records maintained in a secondary school.
11. A survey of programs adopted to health and nutrition in a secondary school.

REFERENCES

- ಡಾ. ಎನ್ ಬಿ ಕೊಂಗವಾಡ (2002): ಶಾಲಾ ನಿರ್ವಹಣೆ ಹಾಗೂ ಶಾಲಾ ಸಂಘಟನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ಡಾ. ಓಬಳೇಶ ಘಟ್ಟಿ (1999): ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು, ಕೇಂಬ್ರಿಡ್ಜ್ ಪಬ್ಲಿಷಿಂಗ್ ಕಂಪನಿ, ಬೆಂಗಳೂರು.
- ಡಾ. ಐ ಎ ಲೋಕಾಪೂರ (1994): ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ಡಾ. ಎನ್ ಬಿ ಕೊಂಗವಾಡ (1997): ಶಾಲಾ ನಿರ್ವಹಣೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ಎನ್ ಆರ್ ಗಂಗಾಧರ (1997): ಶೈಕ್ಷಣಿಕ ಆಡಳಿತ ಹಾಗೂ ಶಾಲಾ ಸಂಘಟನೆ, ರೇಖಾ ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ.

- ಎ ಎಸ್ ಕುಲಕರ್ಣಿ (1992): ಶೈಕ್ಷಣಿಕ ಆಡಳಿತ ವ್ಯವಸ್ಥೆ, ಭಾರತ್ ಬುಕ್ ಡಿಪೊ ಮತ್ತು ಪ್ರಕಾಶನ ಧಾರವಾಡ.
- ಎನ್ ಎಂ ಗುಡ್ಡಹಳ್ಳಿ (1992): ಶೈಕ್ಷಣಿಕ ಆಡಳಿತ ಮತ್ತು ವ್ಯವಸ್ಥೆ, ಭಾರತ್ ಬುಕ್ ಡಿಪೊ ಮತ್ತು ಪ್ರಕಾಶನ ಧಾರವಾಡ.
- Bush, Tony (1986): Theories of Educational Management, Harper & Row Publishers, New Delhi.
- Bush, Tony (2002): The Principles & Practices of Educational Management, Paul Champan Publishing, London.
- Clegg Brian(2000): Instant Stress Management, Kogan Page.
- Dash.B.N(2003) School organization Administration and Management; Neelkamal Publications, New Delhi.
- Epstein Robert(2007): Stress Management and relaxation Activities for Trainers, Tata McGraw Hill.
- Franklin.G.Stephan and Terry.R.George: Prinples of Management AITBS Publishers New Delhi.
- Kaila H L ; Satish Pai(2002): Stress Management, Himalaya Publishing House.
- Khana.S.D.Saxena.V.K Lamba, T.P.Murthy.V(2000) Educational Administration Planning, Supervision and financing, Doaba House, Delhi.
- Kochhar S.K (1988) Secondary school administration, Sterling publications, New Delhi.
- Mathur.S.S (1990): Educational Administration and Management, the Associated Publishers, New Delhi.
- Mohanthy Jaganath (1990): Educational Administration, Supervision & School Management: Deep & Deep publications, New Delhi.
- Mukhopadhyaya (2005): Total quality Management in Education, Sage Publishers, New Delhi.
- Musaaazi (1982): The Theory and practice of Educational Admistration, Mc Millan Press, London.
- Nagendra H R ; Nagarathan(2010): New Perspective in Stress Management, Swami Vivekananda Yoga Prakashana.
- P.C.Tripathi & P.N.Reddy (2000): Principles of Management, TatatMcGraw-Hill Publishing Company Ltd New Delhi.
- Panda.U.N(1989): School Management, D.K.Publishers (P)Ltd., New Delhi.
- Pandya.S.R Administration and Management of Education, Himalaya Publishing House, New Delhi.
- R.N.Gupta (2005): Principles of Management, S.Chand & Company Ltd. New Delhi.
- Sachdev.M.S (1979) A new Approach to school management:Harpel and Row, New york,
- Stoner Freeman Gilbert (2000): Management, Prentice, Hall of Indi Private Ltd. New Delhi.
- Terry and Franklin (1991): Principles of Management, All India Traveller Books Seller, New Delhi.

BANGALORE UNIVERSITY
B.Ed Degree- Choice based Credit System (CBCS)
Semester Scheme, II Semester
EDHC-10- EDUCATION AND NATIONAL CONCERNS

Objectives: The student teachers are able to:-

1. understand the national concerns of education in the contemporary society / world.
2. understand the importance of universalization of secondary education and get insight on its strategies.
3. develop sensitization on gender equality and understand the role of education in promotion of gender equality.
4. develop insight on the meaning, importance and strategies of population and environmental education.
5. understand the concept and ways of sustainable development and eco friendly life style.
6. understand the meaning, importance and strategies in spreading the peace and multicultural education.

Unit-1: Universalisation of Secondary Education (USE). (12 hrs)

- 1.1 Meaning and importance of Universalisation of Secondary Education(USE).
- 1.2 Obstacles / challenges in attaining the USE.
- 1.3 Gender discriminations in education: causes and measures.
- 1.4 Constitutional provisions to USE.
- 1.5 Measures taken by the government to USE.
- 1.6 Role of community, Panchayath Raj Institutions and schools in USE.

Unit – 2: Contemporary National Concerns and Education. (14 hrs)

- 2.1 Population growth : Factors affecting, consequences of population growth.
- 2.2 Measures to achieve stability in population growth.
- 2.3 Population Education & Environmental Education ó Meaning and objectives.
- 2.4 Environmental Pollution : types, causes, consequences and measures.
- 2.5 Concept and strategies of sustainable development- Eco friendly life style.
- 2.6 Peace and Multi-cultural Education: Meaning, importance and strategies.
- 2.7 HIV/AIDS: Symptoms, causes and prevention. Role of different agencies involving in promoting AIDS awareness education. National Aids Control Organisation(NACO), Karnataka State Aids Prevention Society (KSAPS), National Institute of Mental Health and Neurological Science (NIMHANS).

PRACTICAL ACTIVITIES.

1. Conducting school level survey on students attitude towards Gender Equality.
2. Visit a Gram Panchayath / Taluk panchayath/Literacy centre and review their literacy activities.
3. Conduct HIV/AIDS awareness programme in schools and submit a report.
4. Organize Quiz Programme on contemporary National Concerns in Practice Teaching schools - submit a report.
5. Visit to an NGO and review its functions on Gender quality and Women Empowerment.
6. Preparation and publication of News Letter/ wall calendar on sustainable development and Eco-friendly life style.
7. Conduct a survey in village/slum area regarding awareness among women on Human Rights and legal literacy.
8. Conduct a program to school children regarding Indian Cultural Heritage.
9. Preparation of scrap book population/gender/environmental issues.
10. Conduct a survey on literacy and social mobility aspects of women in Self Help Group(SHG).

REFERENCES

1. Anjan Saikiaetl., 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. Haseen Taj ,Current challenges in Education.,Neelkamal publications pvt., ltd. Hyderabad ó 2005.
9. HaseenTaj., Education and National Concerns,Neelkamal publications pvt., ltd. Hyderabad ó 2008.
10. NCERT., Training and Resource materials in Adolescence Education. NCERT, New Delhi ó 2013.
11. NCERT., Adolescence Education Programme, Training and resource materials. NCERT, New Delhi ó 2012.
12. Sharma R C. Environmental Education.
13. Suryanath Prasad., Peace Education in a new Mellnium
14. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
15. UNESCO, Source Book in Environmental Education, UNESCO Bangkok
16. ಕೋಡಿರಂಗಪ್ಪ., ಶಿಕ್ಷಣ ಮತ್ತುರಾಷ್ಟೀಯ ಕಾಳಜಿಗಳು. ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ2005.
ಕೋಂಗವಾಡ ಎನ್.ಬಿ., ಶಿಕ್ಷಣದಲ್ಲಿ ರಾಷ್ಟೀಯ ಕಳಕಳಿಗಳು. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನಗದಗರ 2010

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಅ:ಅಖ ಬಿ.ಎಡ್. ಪಠ್ಯಕ್ರಮ
ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್
ಇಆಖಅ-06 ಕನ್ನಡ ಭಾಷಾಬೋಧನಾ ಶಾಸ್ತ್ರ

ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ,

1. ಕನ್ನಡದ ವ್ಯಾಕರಣ ಮತ್ತು ಛಂದಸ್ಸಿನ ಮೂಲ ಸ್ವರೂಪವನ್ನು ಅರ್ಥಮಾಡಿಸುವುದು.
2. ಭಾಷೆಯ ಅರ್ಥ, ಸ್ವರೂಪದ ಅರಿವನ್ನುಂಟುಮಾಡುವುದು
3. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾತೃಭಾಷೆಯ ಮಹತ್ವದ ಬಗ್ಗೆ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ ಬೆಳೆಸುವುದು.
4. ಭಾಷಾ ಬೋಧನೆಯ ಬಗೆಗೆ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮಚೌಕಟ್ಟು 2005ರ ಆಶಯಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು ಅನ್ವಯಿಸುವುದು.
5. ಭಾಷಾ ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಹಿನ್ನೆಲೆಯನ್ನು ಅರಿಯುವುದು.
6. ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಹಿನ್ನೆಲೆ ಮತ್ತು ಮಾರ್ಗೋಪಾಯಗಳಲ್ಲಿ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು.
7. ಕನ್ನಡ ಭಾಷಾಬೋಧನೆಗೆ ಸೂಕ್ತ ವಿಧಾನಗಳನ್ನು ಅಳವಡಿಸುವ ಕೌಶಲ ಬೆಳೆಸುವುದು.
8. ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ ಹಾಗೂ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಪಾಠ ಯೋಜನೆಗಳನ್ನು ವಿನ್ಯಾಸಗೊಳಿಸುವ ಕೌಶಲ ಬೆಳೆಸುವುದು.
9. ಭಾಷಾ ಕೌಶಲಗಳ ಕಲಿಕೆ ಹಾಗೂ ಅನ್ವಯಕ್ಕೆ ಸೂಕ್ತ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

ಘಟಕ-1: ಕನ್ನಡ ವ್ಯಾಕರಣ, ಛಂದಸ್ಸು ಮತ್ತು ಅಲಂಕಾರಗಳ ಪರಿಚಯ : (10 ಅವಧಿಗಳು)

- 1.1. ಕನ್ನಡ ವರ್ಣಮಾಲೆ: ವರ್ಣಗಳ ಉತ್ಪತ್ತಿ ಸ್ಥಾನಗಳು. ಗುಣಿತಾಕ್ಷರಗಳು ಮತ್ತು ಸಂಯುಕ್ತಾಕ್ಷರಗಳು.
- 1.2. ಕನ್ನಡ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು: ಹೊಸಗನ್ನಡ ಮತ್ತು ಹಳಗನ್ನಡದ ಪ್ರತ್ಯಯಗಳು, ವಿಭಕ್ತಿ ಪಲ್ಲಟ.
- 1.3. ವಾಕ್ಯರಚನೆ: ವಿಧಗಳು-ಸರಳ ವಾಕ್ಯ, ಸಂಯೋಜಿತ ಮತ್ತು ಮಿಶ್ರ ವಾಕ್ಯಗಳ ಲಕ್ಷಣಗಳು.
- 1.4. ಕನ್ನಡ ಛಂದಸ್ಸಿನ ಅರ್ಥ ಮತ್ತು ಲಕ್ಷಣಗಳು: ಪಾದ, ಪ್ರಾಸ, ಮಾತೃ, ಲಘು-ಗುರು, ಗಣ ಮತ್ತು ಯತಿ.
- 1.5. ಕಂದ ಪದ್ಯ ಮತ್ತು ಷಟ್ಪದಿ : ವಿಧಗಳು ಮತ್ತು ಲಕ್ಷಣಗಳು.
- 1.6. ಅಲಂಕಾರ: ಶಬ್ದಾಲಂಕಾರ-ಯಮಕ ಮತ್ತು ಚಿತ್ರಕವಿತ್ಯ, ಅರ್ಥಾಲಂಕಾರ-ಉಪಮೆ ಮತ್ತು ರೂಪಕಾಲಂಕಾರ.

ಘಟಕ-2: ಭಾಷೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಭಾಷಾ ಕೌಶಲಗಳು

(15 ಅವಧಿಗಳು)

- 2.1 ಭಾಷೆಯ ಅರ್ಥ; ಸ್ವರೂಪ ಮತ್ತು ಭಾಷಾಯ ಉಗಮದ ಸಿದ್ಧಾಂತಗಳು.
- 2.2 ಆಲಿಸುವಿಕೆ: ಪ್ರಕ್ರಿಯೆ ಮಹತ್ವ. ಆಲಿಸುವಿಕೆಯ ದೋಷಗಳು: ಕಾರಣಗಳು, ಉತ್ತಮ ಆಲಿಸುವಿಕೆಯನ್ನು ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 2.3 ಮಾತುಗಾರಿಕೆ: ಮಹತ್ವ ಹಾಗೂ ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯ ಲಕ್ಷಣಗಳು. ಮಾತುಗಾರಿಕೆಯ ದೋಷಗಳು, ಕಾರಣಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆ ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 2.4 ಓದುಗಾರಿಕೆ: ಮಹತ್ವ, ಲಕ್ಷಣಗಳು; ಓದಿನ ಪ್ರಕಾರಗಳು; ಓದಿನಲ್ಲಾಗುವ ದೋಷಗಳು, ಕಾರಣಗಳು, ಉತ್ತಮ ಓದುಗಾರಿಕೆಯನ್ನು ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 2.5 ಬರವಣಿಗೆ: ಮಹತ್ವ, ಉತ್ತಮ ಕೈ ಬರಹದ ಲಕ್ಷಣಗಳು. ಬರವಣಿಗೆಯ ದೋಷಗಳು-ಕಾರಣಗಳು ಮತ್ತು ಉತ್ತಮ ಕೈ ಬರಹ ಪೋಷಿಸುವ ಚಟುವಟಿಕೆಗಳು.

ಘಟಕ-3: ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು, ಉದ್ದೇಶಗಳು-ಬೋಧನಾವಿಧಾನಗಳು

(15 ಅವಧಿಗಳು)

- 3.1 ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು: ಪ್ರಥಮ ಭಾಷೆ, ದ್ವಿತೀಯ ಮತ್ತು ತೃತೀಯ ಭಾಷೆಗಳ ಬೋಧನಾ ಉದ್ದೇಶಗಳು.
- 3.2 ಭಾಷಾ ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳು.
- 3.3 ಭಾಷಾ ಬೋಧನೆ-ಕಲಿಕೆಯ ಬಗೆಗೆ ರಾಷ್ಟ್ರೀಯ ಪಠ್ಯಕ್ರಮಚೌಕಟ್ಟು- 2005 ರ ಆಶಯಗಳು ಮತ್ತು ರಚನಾತ್ಮಕ ಉಪಕ್ರಮ
- 3.4 ಬೋಧನಾ ವಿಧಾನಗಳು: ಕಥನ, ನಾಟಕಾಭಿನಯ, ಕ್ರೀಡಾವಿಧಾನ, ಯೋಜನಾ ವಿಧಾನ, ಪ್ರಶೋತ್ತರ ವಿಧಾನ, ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ ವಿಧಾನಗಳು- ಬೋಧಿಸುವಕ್ರಮ ಹಾಗೂ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವಿಕೆ.
- 3.5 ಗಣಕಯಂತ್ರ ಆಧಾರಿತ ಬೋಧನಾ ವಿಧಾನ- ಅಂತರ್ಜಾಲದ ಮೂಲಕ ಭಾಷಾಕಲಿಕೆ.

ಘಟಕ-4: ಭಾಷಾ ಬೋಧನೆಗೆ ಸಿದ್ಧತೆ

(12 ಅವಧಿಗಳು)

- 4.1 ಭಾಷಾ ಪಾಠಯೋಜನೆ: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ರೂಪರೇಷೆಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು ಹಾಗೂ ಹಂತಗಳು.
- 4.2 ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ಬೋಧನೆಗೆ ಯೋಜನೆಯ ರಚನೆ, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.
- 4.3 ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ಉಪಕರಣಗಳು: ಪ್ರಾಮುಖ್ಯತೆ, ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸುವ ಉಪಕರಣಗಳು. ಕಪ್ಪು ಹಲಗೆ, ಚಿತ್ರ ಪುಸ್ತಕಗಳು, ಮಿಂಚು ಪಟ್ಟಿಗಳು, ಚಾರ್ಟ್‌ಗಳು, ಆಧಾರ ಗ್ರಂಥಗಳು, ರೇಡಿಯೋ, ಧ್ವನಿ ಮುದ್ರಣ ಮತ್ತು ದೂರದರ್ಶನ- ಇವುಗಳ ತಯಾರಿ ಮತ್ತು ಬಳಸುವ ಕ್ರಮ.

ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ ವಿಚಾರ ಸಂಕಿರಣ 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. ಕನ್ನಡದಲ್ಲಿ 'ಇ' ಕಲಿಕೆ-ಅನುಕೂಲಗಳು ಹಾಗೂ ಸಾಧನ ಸಂಪನ್ಮೂಲಗಳ ಬಳಕೆ.
6. ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಷಾ ನೀತಿಗಳ ಬಗೆಗೆ ಒಂದು ಚರ್ಚೆ.
7. ಸಮುದಾಯ ಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಭಾಷಾ ಕಲಿಕೆ.
8. ಕನ್ನಡ ಭಾಷೆ ಹಾಗೂ ಸಾಹಿತ್ಯ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ವಿದೇಶೀಯರ ಕೊಡುಗೆ.
9. ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸೃಜನಶೀಲತೆ ಬೆಳವಣಿಗೆ- ಚಟುವಟಿಕೆಗಳು.
10. ಆಡಳಿತದಲ್ಲಿ ಕನ್ನಡ ಬಳಕೆ-ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಕಾರ್ಯಯೋಜನೆಗಳ ಕುರಿತು ಚರ್ಚೆ
11. ಭಾಷೆಯ ಸೃಜನಶೀಲ ಪ್ರಯೋಗ, ಕನ್ನಡ ದೂರದರ್ಶನ ವಾಹಿನಿಗಳ ಪಾತ್ರ-ಒಂದು ವಿಶ್ಲೇಷಣೆ.
12. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ-ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಮಾನದಂಡಗಳು.
13. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸ್ತ್ರೀ ಸಂವೇದನೆ.
14. ಅಧ್ಯಯನ ಸಂಸ್ಕೃತಿ- ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ಬೆಳೆಸುವ ಬಗ್ಗೆ.

ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಅ:ಅಖ ಬಿ.ಎಡ್. ಪಠ್ಯಕ್ರಮ
ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್
ಇಆಖಅ -11 ಕನ್ನಡ ಭಾಷಾಬೋಧನಾ ಶಾಸ್ತ್ರ

ಉದ್ದೇಶಗಳು: ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ವಿವಿಧ ಘಟ್ಟಗಳು, ಗುಣ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಬಗ್ಗೆ ಒಳನೋಟ ಬೆಳೆಸುವುದು.
2. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಮಹತ್ವ ಹಾಗೂ ರಚನೆಯ ಕ್ರಮ ಹಾಗೂ ಪಠ್ಯಪುಸ್ತಕ ಬಳಸುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು.
3. ಭಾಷಾ ಅಧ್ಯಾಪಕನ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆ ಹಾಗೂ ಬೋಧನಾ ಸಾಮರ್ಥ್ಯಗಳ ಬಗ್ಗೆ ಒಳನೋಟ ಬೆಳೆಸುವುದು.
4. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲದ ಬಳಕೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು.
5. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಬೋಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
6. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ನಿರಂತರ-ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಸಾಧನಗಳಲ್ಲಿ ಪರಿಣಿತಿ ಮೂಡಿಸುವುದು.
7. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಘಟಕ ಪರೀಕ್ಷೆ ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.

ಘಟಕ-1: ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸ.

(10 ಅವಧಿಗಳು)

- 1.1 ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ.
- 1.2 ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ವಿಭಾಗಕ್ರಮ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
- 1.3 ನವೋದಯ ಸಾಹಿತ್ಯಯುಗ: ಲಕ್ಷಣಗಳು.
- 1.4 ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳು
- 1.5 ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ-ಉದ್ದೇಶಿತ ಕಾರ್ಯೋಜನೆಗಳು

ಘಟಕ-2: ಭಾಷಾ ಬೋಧನಾ 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 ಭಾಷಾಅಧ್ಯಾಪಕ: ಅರ್ಹತೆಗಳು ಮತ್ತು ಬೋಧನಾ ಸಾಮರ್ಥ್ಯಗಳು
- 2.4 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಅರ್ಥ, ಪ್ರಯೋಜನಗಳು ಹಾಗೂ ಬಳಕೆ.
- 2.5 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಅಂತರ್ಜಾಲ: ಪ್ರಯೋಜನಗಳು, ಬಳಕೆ

2.6 ಕ್ರಿಯಾ ಸಂಶೋಧನೆ: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಅನುಷ್ಠಾನದ ಹಂತಗಳು.

ಘಟಕ-3: ಸಾಹಿತ್ಯ ಬೋಧನೆ

(14 ಅವಧಿಗಳು)

- 3.1 ಗದ್ಯ ಬೋಧನೆ: ಗದ್ಯದ ಅರ್ಥ, ಲಕ್ಷಣಗಳು, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಹಂತಗಳು ಮತ್ತು ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- 3.2 ಪದ್ಯ ಬೋಧನೆ: ಪದ್ಯದ ಅರ್ಥ, ಲಕ್ಷಣಗಳು, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಖಂಡರಖಂಡ ಪದ್ಧತಿ, ಹಂತಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- 3.3 ವ್ಯಾಕರಣ ಬೋಧನೆ: ಪ್ರಾಮುಖ್ಯತೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಜಿಜ್ಞಾಸೆಗಳು - ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ಪ್ರಾಯೋಗಿಕ ಕ್ರಮ; ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು.
- 3.4 ನಾಟಕ ಬೋಧನೆ: ನಾಟಕ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪ, ಪ್ರಾಮುಖ್ಯತೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- 3.5 ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಉತ್ತಮ ಭಾಷಾಂತರ ಲಕ್ಷಣಗಳು, ಭಾಷಾಂತರದಲ್ಲಿ ಎರಿರಾಗುವ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.

ಘಟಕ: 4: ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ

(13 ಅವಧಿಗಳು)

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

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

1. ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ರೂಪಿಸಿ, ವರದಿ ಸಲ್ಲಿಸುವುದು.
2. 9/10/11ನೇ ತರಗತಿಗಳ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆ ಹಾಗೂ ವರದಿ ಬರೆಯುವುದು.
3. ತರಗತಿಯಲ್ಲಿ ಹಳಗನ್ನಡ ಪದ್ಯ, ಗದ್ಯ ಮತ್ತು ನಾಟಕಗಳ ವಾಚನದಲ್ಲಿ ತರಬೇತಿ ನೀಡಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.
4. ಭಾಷಾ ಕೌಶಲ್ಯಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳ ನಿವಾರಣೆಗೆ ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ಕೈಗೊಳ್ಳುವುದು.
5. ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಕೈಬರಹದ ಶಾಲಾ ಸಂಚಿಕೆ ತಯಾರಿಸಿ ಪ್ರಕಟಿಸುವುದು.
6. ಪತ್ರಲೇಖನದಲ್ಲಿ ತರಬೇತಿ ಹಾಗೂ ವರದಿ ಸಲ್ಲಿಸುವುದು.
7. ಗಣಕಯಂತ್ರದ ಮೂಲಕ ಭಾಷಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಂಡು ವರದಿ ಸಲ್ಲಿಸುವುದು.
8. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಪೋಷಕ ಸಂಸ್ಥೆಗಳು/ಅಕಾಡೆಮಿಗಳ ಕಾರ್ಯಗಳ ಸಮೀಕ್ಷೆ-ವರದಿ.
9. ಓದಿನ ಮೂಲಕ ಅರ್ಥಗ್ರಹಿಕೆ ಸಾಮರ್ಥ್ಯ ಉತ್ತಮಗೊಳಿಸುವ ಚಟುವಟಿಕೆಗಳು- ವರದಿ(ಕ್ರಿಯಾಸಂಶೋಧನೆ).

10. ದಿನಪತ್ರಿಕೆ/ ನಿಯತ ಕಾಲಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗುವ ವಿವಿಧ ಸಾಹಿತ್ಯ ಲೇಖನಗಳ ಸಂಗ್ರಹ ಪುಸ್ತಕ ರಚನೆ.
11. ಕವಿ/ಲೇಖಕರೊಂದಿಗೆ ಸಂದರ್ಶನ-ವರದಿ
12. ಸಾಹಿತ್ಯ/ಸಾಮಾಜಿಕ ಲೇಖನವನ್ನು ಓದಿ ವಿಮರ್ಶೆ ಬರೆಯುವುದು.
13. ಭಾಷಣ/ವಿಷಯ ನಿರೂಪಣೆ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಂಡು ವರದಿ ಸಲ್ಲಿಸುವುದು.
14. ಪುಸ್ತಕ ಪ್ರದರ್ಶನ ಮತ್ತು ಪರಿಚಯ ಕಾರ್ಯಕ್ರಮ ವ್ಯಸ್ಥೆಗೊಳಿಸಿ ವರದಿ ನೀಡುವುದು.
15. ಕನ್ನಡ ವಾರ್ಷಿಕ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯನ್ನು ನೀಲ ನಕಾಶೆಯ ಆಧಾರದಲ್ಲಿ ರಚಿಸುವುದು.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. Alderson.J.C., Clapham, C and Wall., D.Language Test Construction and Evaluation. Cambridge University Press, Cambridge: 1995.
2. Allwright, D. and Bailey, K.M., Focus on the Language Classroom. Cambridge University Press, Cambridge:1991.
3. Axelrod, Rise, B., et.al., Reading Critically, Writing Well. St.Martin's Press, New York:1990.
4. Bloom.B.S, Taxonomy of Educational Objectives,. Cambridge University Press, Cambridge: 1956
5. Brown.D.H, Principles of Language Learning and Teaching , Prentice Hall, Inc. New Delhi: 1980.
6. Brumfit, C., Communicative Methodology in Language Teaching, Cambridge University Press, Cambridge:1984.
7. Chomsky. N, Knowledge of Language, Praeger, New York:1986.
8. Chomsky. N, Language and Problems of Knowledge, Praeger, New York:1986.
9. Davis.A Principles of Language Testing. Pergamon Press, Cambridge, Mass MIT: 1980.
10. Emerald V.Dechant., Henry P.Smith., Psychology in Teaching Reading. Prentice-Hall, Inc., Englewood Cliffs, New Jersey:1997.
11. Illich.I., Taught Mother Tongue and Vernacular Tongue. Oxford University Press: Oxford :1981
12. Emerald V.Dechant., Improving the Teaching of Reading. Prentice-Hall, Inc., India, New Jersey:1997.
13. Lokeshkoul., Continuous & Comprehension Evaluation. NCTE,New Delhi.
14. Lado, Rebort., Language Teaching ó A scientific Approach. The McGraw-Hill Publishing Co.Ltd. New Delhi.
15. NCERT., National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
16. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi: 2005.
17. NCERT., National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
18. NCERT., National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
19. NCTE., National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi:2009.
20. Nunan, D., -Understanding Language Class Roomsø Printice Hall, London: 1989.
21. Nunan, D., -Language Teaching Methodologyø Printice Hall, London: 1989.

22. Pattanayak, D.P., Multilingualism and Mother Tongue Education., Oxford University Press, Oxford:1981.
23. Ram.S.K.,et.al, Reading in Language and Language Teaching, NCERT, New Delhi, 1983
24. ಅನಸೂಯ.ವಿ.ಪರಗಿ., ಮಾತೃಭಾಷೆಕನ್ನಡ, ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ, ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ-2011.
25. ಎಚ್‌ಜೆಸ್ಕೆ., ಭಾರತದ ಭಾಷಾ ಸಮಸ್ಯೆ. ಗಾಂಧಿಭವನ, ಮಾನಸ ಗಂಗೋತ್ರಿ, ಮೈಸೂರು: 1973.
26. ಕುವೆಂಪು.,ಕನ್ನಡಕೈಪಿಡಿ-ಸಂಪುಟ-1. ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು: 1988.
27. ಕೃಷ್ಣಪ್ಪ.ಎಸ್.,ಕನ್ನಡ ಬೋಧನೆ, ಕನ್ನಡಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು: 1983.
28. ಕೆಂಪೆಗೌಡ., ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ. ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
29. ಕೃಷ್ಣಯ್ಯ ಮತ್ತು ವೆಂಕೋಬರಾವ್ ಎಂ. ಕನ್ನಡ ವ್ಯಾಕರಣ ದರ್ಶನ. ವಿಕ್ರಮ್ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು 2010.
30. ಗೋಪಾಲ ಕೃಷ್ಣಯ್ಯ., ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಕೈಪಿಡಿ. ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
31. ಪಾಟೀಲ ಪುಟ್ಟಪ್ಪ., ನಾಡು ನುಡಿ, ಹಂಪಿ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ 2007
32. ಚಾಮ್ಲಿ ನೋಮ್., ಮನುಕುಲದ ಮಾತುಗಾರ, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2005
33. ಚಿದಾನಂದ ಮೂರ್ತಿ.ಎಂ., ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು. ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು: 1986.
34. ಮುಗಳಿ ರಂ. ಶ್ರೀ.,ಕನ್ನಡ ಸಾಹಿತ್ಯಚರಿತ್ರೆ. ಗೀತಾ ಬುಕ್ ಹೌಸ್‌ಪ್ರಕಾಶನ, ಮೈಸೂರು-2002.
35. ಮಹಾಬಲೇಶ್ವರ ರಾವ್., ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು. 1996
36. ಜವರೇಗೌಡ ದೇ., ಕುವೆಂಪು ಅವರ ಶಿಕ್ಷಣ ತತ್ವವಿಚಾರ, ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು: 1977.
37. ಜವರೇಗೌಡ ದೇ.,ಕನ್ನಡಚಿಂತನೆ, ಹಂಪಿ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ: 2007.
38. ವೀರಭದ್ರಪ್ಪ.ಬಿ.ಎ., ದ್ವಿತೀಯ ಭಾಷಾ ಬೋಧನೆ., ಕನ್ನಡಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಮೈಸೂರು: 1978.
39. ಶಿವರುದ್ರಪ್ಪ.ಜಿ.ಎಸ್., ಕಾವ್ಯಾರ್ಥಚಿಂತನ. ಶಾರದಾ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1983
40. ಶೇಷಗಿರಿರಾವ್.ಎಲ್.ಎಸ್., ಹೊಸಗನ್ನಡದ ಸಾಹಿತ್ಯ. ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1975.
41. ಶ್ರೀನಾಥ ಶಾಸ್ತ್ರಿ, ಇತರರು., ಶಿಕ್ಷಣದ ಭಾಷೆ ಮತ್ತು ಬುದ್ಧಿವಂತಿಕೆ. ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.-20

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC-06 CONTENT AND PEDAGOGY OF ENGLISH

Objectives: The student teachers are able to:-

1. acquire aspects of language
2. acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching
3. develop core skills and reference skills among them
4. appreciate different forms of literature and inculcate the same in secondary school students teachers
5. prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively
6. develop professional competencies among teachers in the making.
7. learn and use different techniques to design language games in teaching-vocabulary pronunciation ,spelling, grammar and composition
8. use innovative practices in teaching of English
9. learn and use different aspects of testing and E-evaluation

Unit-1: Content –Aspects of language

(10Hrs)

1.1: Introduction to language óMeaning, 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 óvowels and consonants, stress Intonation Rhythm, consonant clusters, minimal pairs, their meaning and practice,

1.3: Morphological structure of English ómeaning and importance ómeaning of morphemes Types- free and bound:-affixes, prefixes and suffixes- derivational suffixes, verb forms, adjectives and adverbs.

1.4: Syntactic structure of English ómeaning and importance -basic sentence pattern; phrases and clauses,

Unit- 2: English language teaching situation in India and its historical background (12 Hrs)

2.1: Need and importance of teaching English.

2.2: Aims-literary, cultural, utilitarian and creativity

2.3: use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles

2.4: Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature-concept and types of literature

2.5: School textbooks in English ócharacteristics and review of present textbooks of class 8th- 9th

2.6: Work books in English, steps and uses,

2.7: Objectives of teaching English óinstructional objectives ,classification based on Blooms-taxonomy-stating of instructional objectives and learning outcomes,

Unit- 3: Approaches and Methods of teaching English (12 Hrs)

- 3.1: Bilingual method ómeaning- principles-merits and limitations
- 3.2: Direct method ómeaning óprinciples-merits and limitations
- 3.3: Structural Approach-meaning óprinciples-criteria for selection and graduation of structures-ways of teaching structures ósubstitution table- its importance, types- preparation, uses and practice in relation to secondary school texts-merits and limitations
- 3.4: Communicative Approach ómeaning features óprinciples -merits and limitations
- 3.5: Suggestopedia
- 3.6: Constructivism in ELT (NCF 2005)

Unit- 4: Development of language skills (linguistics) (14 Hrs)

- 4.1: Listening: components óbarrier in listening, activities to develop listening comprehension
- 4.2: Speaking ócomponents-objectives-barriers to speaking óneed for correct pronunciation ó activities to develop correct speech habits
- 4.3.1: Reading skills-objectives of teaching reading
- 4.3.2: Mechanics of reading
- 4.3.3: Methods of teaching reading
- 4.3.4: Types of reading, reading aloud& silently, intensive &extensive reading.
- 4.3.5: Types of reading comprehension óactivities to develop testing reading comprehension
- 4.4: Writing óits components, objectives of teaching written expression
- 4.5: Hand writing ócharacteristics of good hand writing óMechanics, causes for poor handwriting óways of improving handwriting

TOPICS FOR SEMINAR:

Each Trainee has to make a presentation on any one of the following (3 Hrs)

1. English language teaching situation in India ópresent context
2. Approaches and methods in language writing
3. Activities to develop linguistic skills ólistening, speaking, reading and writing
4. Use of educational technology in teaching English
5. Study skills óGathering, Storage and Retrieval-their importance and use in language learning
6. Latest trends in methods of teaching English Eg.Suggestopaedia, Humanistic approach, Community language learning, teaching English through yoga and meditation, transactional engineering .
7. Psychological principles of learning language.(Cognitive and behaviouristic approach)

REFERENCES

1. H.H. Stern óHistory of teaching of English óOxford university press -London
2. R.N. Gosh-History of teaching English in India-MacMillan Publication Hyderabad
3. Bauruah.T.C-A hand book of English language teacher-Himalaya publication- Calcutta
4. Geetha Nagaraj-Trends in teaching of English- MacMillan publication
5. Bhatia & Bhatia-Methods of teaching English
6. Pitcoder-Introduction to linguistics-CUP
7. Gimson-Introduction to pronunciation-OUP
8. Gleason S-Descriptive linguistics-OUP
9. Dr.T.Balasubramanyan-Introduction to phonetics for Indian students MacMillan publication Hydrabad
10. R.K Bansal-Outlines of phonetics -CIEFL Hydrabad
11. Prof.Krishnaswamy óModern English grammar, Orient longlam publication, Hydrabad
12. H.E.Palmer-Grammar óOxford university press, London
13. English language teaching óJournal London(ELTJ)
14. AIELTA-Voices-journal-london
15. ELT- (journal) ELTAI-Chennai

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC-11 CONTENT AND PEDAGOGY OF ENGLISH

Objectives: The student teachers to:-

1. acquire aspects of language
2. acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching
3. develop core skills and reference skills among them
4. appreciate different forms of literature and inculcate the same in secondary school students teachers
5. prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively
6. develop professional competencies among teachers in the making.
7. learn and use different techniques to design language games in teaching-vocabulary pronunciation ,spelling, grammar and composition
8. use innovative practices in teaching of English
9. learn and use different aspects of testing and E-evaluation

Unit-1: Contents-Aspects of English Language-Part II

(08 Hrs)

- 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: Methods, Techniques and Approaches

(20 Hrs)

- 2.1 lesson plan format, regular & unit lesson plan Teaching of prose, objectives, steps, (Two demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.
- 2.2. Teaching of Poetry-Objectives and steps (Two 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 (one demonstration lesson to be given by the faculty)
- 2.4 Teaching of Vocabulary- Types, importance and techniques of enriching

vocabulary.

2.5 Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.

2.6 Techniques of teaching spellings-Importance peculiarities, different ways of teaching of spellings, common errors and remedies.

2.7 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-3: -E-Learning in English

3.1 Computer assisted learning in English, uses of internet and websites, advantages of using different software in learning of English.

3.2 Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

3.3 Evaluation in teaching of English.

Concept of unit test, blue print, construction of objective based test (practical activity-question paper)

3.4 E-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

3.5 Achievement test and Diagnostic test, meaning, steps, comparison between the two tests, and application.

3.6 Quality improvement in ELT

Professional competencies of an English teacher, programmes for teacher empowerment-workshops, seminars, conference, panel discussion and projects.

Unit-4: Resources in Teaching of English

(08 Hours)

4.1 Audio-aids-lingua phone-Audio cassettes, Radio Broadcasts, Visual aids, charts, three dimension pictures, flash cards, albums, A-V aids-Films, Videos and multimedia, their importance and uses in ELT.

4.2 Literary activities in language teaching-debates, elocution-group discussion-field trips, quiz, seminars and workshops and their importance.

4.3 Workbook-Nature, Steps in preparation & uses.

PRACTICAL ACTIVITIES (Each trainee must make any two presentations from the following)

1. Practice in 46 sounds in English, (common for the group).
2. Case study of low achievers/high achievers.
3. Preparation of passages/lesson on mechanics of reading
4. Preparation of Mini Dictionary.
5. Techniques of teaching vocabulary/spelling through power point presentation.
6. Innovative ways of teaching composition/Grammar (constructivism)
7. Language games
8. Remedial teaching of core skills.
9. Story telling.

REFERENCES

1. Allan Campbell R: Teaching English as a second language, Mc Graw Hill (1971) New Delhi.
2. Bright J A & Mc Gregor C.P. Teaching English as second Language, London: Essex (1970)
3. Brauah T C: The English teachersøHandbook, Sterling Publishers (1984)
4. Brown G: Listening to spoken English. London: Longman (1977)
5. Gordon B.S.: The teaching of English in free India, Madras; Christian literature society (1960)
6. Hornby: Teaching of structural words and sentence patterns stage 1,2,3 and 4. London: ELBS and OUP (1959)
7. Menon and Patel: Teaching of English as a foreign language, Baroda: Acharya Book Department (1957)
7. Ryburn W H and Parkinson J G; The teaching of English, OUP (1961) London:
8. Billows F L: The techniques of language teaching. London: Longman group Limited (1961)
9. Sachdeva M.S.: A new approach to teaching English in free India, Ludiana publications (1976)
10. Widdowson HG; Teaching language as communication. OUP, London (1982)
11. Wilkinson Andrew: Language and education. Oxford University Press (1986)
12. Dr. T.N. Raju: content cum methodology of teaching English, DSERT Publication (2005)
13. Jane Willis: Teaching English through English CUP London (1995)
14. ELT web sites

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC-06 CONTENT AND PEDAGOGY OF HINDI

Objectives: The student Teacher are able to:-

1. appreciate the importance of teaching hindi as a second language in india and the aims and objectives of teaching it.
2. help pupils acquire the basic skills of language learning.
3. know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.
4. prepare objectives based plans of lesson and teach accordingly.
5. appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.
6. know the principles of text book construction.
7. prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.
8. know the entire syllabus prescribed for 8th to 10th standards in hindi.
9. develop in himself the special qualities, aptitude and interests of a hindi teacher.

Chapter I:

अ)भाषा का अर्थ, प्रकृति एवं महत्व : **(Language meaning, Nature, Importance)** (12 hr)

१. भाषा का अर्थ एवं परिभाषा
२. भाषा की प्रकृति
३. भाषा के विभिन्न रूप
४. भाषा का महत्व
५. त्रिभाषा सूत्र और हिन्दी
६. मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी ।

आ)हिन्दी शिक्षण के उद्देश्य : **(Objectives of teaching Hindi)**

१. मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य
२. द्वितीय भाषा के रूप में हिन्दी शिक्षण के उद्देश्य

अ) व्यावहारिक उद्देश्य आ) सांस्कृतिक उद्देश्य इ) साहित्यिक उद्देश्य ई) भाषिक उद्देश्य ।

Chapter II:

अ)भाषा शिक्षण के सामान्य सिद्धांत एवं सूत्र : **(General Principles and Maxim of language teaching)** (12hr)

१. विधिवत शिक्षण की आवश्यकता

२. भाषा शिक्षण के सामान्य सिद्धांत

३. शिक्षण सूत्र

४. भाषा शिक्षण के मुख्य तत्व ।

आ) हिन्दी शिक्षण पद्धतियाँ : **(Methods of teaching Hindi)**

१. प्रत्यक्ष पद्धति

२. व्याकरण अनुवाद पद्धति

३. गणक यंत्र आधारित बोधना विधि

४. समन्वय पद्धति

अ) शब्द परिवर्तन पद्धति

आ) संरचनात्मक विधि

५. द्विभाषिक विधि ।

Chapter III :

आ) भाषा कौशलों का शिक्षण : **(Teaching of Language Skills)**

(12hr)

१. श्रवण कौशल :

अ) श्रवण कौशल का महत्व आ) उद्देश्य इ) विधियाँ ई) श्रवण कौशल में ध्यान देने योग्य बातें ।

२. भाषण कौशल :

अ) भाषण कौशल का महत्व आ) उद्देश्य इ) भाषण कौशल की विधियाँ

ई) मौखिक अभिव्यक्ति ।

३. वाचन कौशल :

अ) वाचन कौशल का महत्व आ) उद्देश्य इ) वाचन के प्रकार

ई) विधियाँ उ) वाचन संबंधी त्रुटियाँ और सुधाए ।

४. लेखन कौशल :

अ) लेखन कौशल महत्व और उपयोग आ) उद्देश्य इ) विधियाँ

ई) लेखन के प्रकार उ) प्रतिलेख और श्रुतलेख में अंतर

ऊ) लिखना सिखाने में ध्यान देने योग्य बातें ।

Chapter IV

अ) पाठ योजना : **(Lesson Planing)**

(16 hr)

१. अ) पाठ योजना का अर्थ आ) महत्व और रूप इ) हिन्दी पाठयोजना के लक्षण

२. गद्य और पद्य बोधन के पाठयोजना कि रचना ।

आ) सूक्ष्म शिक्षण : (**Micro teaching**)

अ) सूक्ष्म शिक्षण का अर्थ एवं परिभाषा

आ) सूक्ष्म शिक्षण के सोपान

इ) सूक्ष्म शिक्षण का स्वरूप

ई) कौशालों का अभ्यास ।

इ) हिन्दी शिक्षक : (**Hindi Teacher**)

अ) हिन्दी अध्यापक की आवश्यकता एवं महत्व

आ) सामान्य और

इ) विशिष्ट गुण

ई) कर्तव्य

उ) हिन्दी शिक्षकों की वर्तमान स्थिति ।

Topics for Seminar (सेमिनार के बिन्दु) :

१. माद्यामिक विद्यालयों में बोधन माध्यम के रूप में मातृभाषा का महत्व ।
२. हिन्दी भाषा शिक्षण में श्रव्य – दृश्य साधनों की उपलब्धियाँ ।
३. भाषा – कौशल एवं साहित्य के विकास में एक अध्यापक का योगदान ।
४. कर्नाटक राज्य में हिन्दी भाषा, साहित्य और संस्कृति के विकास पर विचार विमर्श ।
५. हिन्दी भाषा शिक्षण में निर्धारण (Evaluation) / मूल्यांकन ।

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme IISemester
EDSC-11 CONTENT AND PEDAGOGY OF HINDI

Objectives: The student Teacher are able to:-

1. appreciate the importance of teaching hindi as a second language in india and the aims and objectives of teaching it.
2. help pupils acquire the basic skills of language learning.
3. know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.
4. prepare objectives based plans of lesson and teach accordingly.
5. appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.
6. know the principles of text book construction.
7. prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.
8. know the entire syllabus prescribed for 8th to 10th standards in hindi.
9. develop in himself the special qualities, aptitude and interests of a hindi teacher.

Chapter I :

अ) गद्य शिक्षण : **(Teaching of prose)**

(15 hr)

१. हिन्दी शिक्षण में गद्य का स्थान २. उद्देश्य ३. सोपान ४. गद्य पाठ के प्रकार
५. गद्य शिक्षण की प्रणालियाँ ।

आ) व्याकरण शिक्षा **(Teaching of Grammer)**

१. अर्थ परिभाषा २. आवश्यकता तथा महत्व ३. उद्देश्य
४. व्यकरण के प्रकार ५. प्रणालियाँ
६. निगमन और आगमन प्रणाली में अंतर ७. व्याकरण शिक्षण को प्रभावी बनाने के सुझाव ।

इ) कविता शिक्षण : **(Teaching of Poetry)**

१. कविता की परिभाषा एवं महत्व २. उद्देश्य ३. सोपान
४. कविता शिक्षण की प्रणालियाँ ।

उ) रचना शिक्षण : (Teaching of Composition)

१. रचना का अर्थ और महत्व २. अच्छी रचना की विशेषताएँ ३. रचना के भेद
४. मौखिक और लिखित रचना के उद्देश्य ५. प्रणालियाँ ६. रचना संबंधी सामान्य अशुधियाँ एवं सुझाव
७. रचना संबंधी अशुधियाँ के कारण एवं सुझाव

Chapter II:

अ) कहानी शिक्षण : (Teaching of Story) (10hr)

१. कहानी का अर्थ एवं परिभाषा २. कहानी के तत्व ३. कहानी शिक्षण का महत्व
४. उद्देश्य ५. कहानी शिक्षण की प्रणालियाँ ।

आ) नाटक शिक्षण : (Teaching of Drama)

१. नाटक का अर्थ एवं महत्व २. नाटक शिक्षण के उद्देश्य
३. नाटक शिक्षण की प्रणालियाँ ।

इ) अनुवाद शिक्षण : (Teaching of translation)

१. अनुवाद और महत्व २. अनुवाद शिक्षण के उद्देश्य ३. अनुवाद के प्रकार
४. अनुवाद शिक्षण की प्रणालियाँ ।

Chapter III

अ) हिन्दी की पाठ्यपुस्तक : (Hindi Text Book) (10hr)

१. पाठ्य पुस्तक का पाठ्यक्रम में स्थान २. पाठ्यपुस्तकों के उद्देश्य
३. हिन्दी की पाठ्यपुस्तकों के गुण ४. पाठ्यपुस्तकों का रचन
५. हिन्दी की वर्तमान पाठ्यपुस्तकों की समीक्षा ६. पाठ्यपुस्तक में सुधार के लिए सुझाव ।

आ) हिन्दी शिक्षण में मूल्यांकन : (Evaluation Hindi Teaching)

१. परीक्षा एवं मूल्यांकन की आवश्यकता २. विभिन्न प्रकार की परीक्षाएँ
३. हिन्दी का प्रश्न पत्र ४. सविधान तत्ता (नील नक्शा) उद्देश्य, रचना और निर्माण ।

Chapter IV

अ) हिन्दी शिक्षण में श्रव्य – दृश्य साधन : (**Hindi teaching and teaching Aids**) (12 hr)

१. श्रव्य – दृश्य साधन की आवश्यकता एवं महत्व
२. शिक्षण के लिए उपयोगी प्रमुख श्रव्य – दृश्य साधन
३. श्रव्य – दृश्य साधनों का उचित प्रयोग
४. गणक तंत्र और अन्तरजाल की उपयोग ।

आ) हिन्दी कक्षा शिक्षण और सहगामी क्रियाएँ (**Hindi teaching and co-curricular activities**)

१. कक्षा शिक्षण की सहगामी क्रियाएँ
२. विद्यालय पत्रिका का महत्व
३. शैक्षणिक पर्यटन का महत्व एवं सीमाएँ
४. वार्तावाद प्रतियोगिता
५. कक्षा प्रतियोगिता ।

इ) गृहकार्य : ()

१. गृह कार्य का अर्थ एवं महत्व
२. सिद्धांत
३. हिन्दी शिक्षण में गृहकार्य
४. गृहकार्य की विशेषताएँ ।

प्रायोगिक गतिविधियों के बिन्दु :- (**Practical Activities**)

१. हिन्दी पाठ्य पुस्तकों का समीक्षा (सर्वे)
कक्षा ८, ९, व १० की हिन्दी पाठ्य पुस्तक के सर्वे पर एक लेख लिखिए
२. उच्च विद्यालय की हिन्दी पाठ्य – पुस्तक से संबंधित कवियों के बारे में सूचना एकत्रित कीजिए ।
३. हिन्दी विद्यालय की पत्र – लेखन कला (कौशल) के विकास पर एक लेख लिखिए ।
४. उच्च विद्यालय की पाठ्य पुस्तक के आधार पर भाषा – कौशल के विकास के लिए गतिविधियाँ तैयार कीजिए ।
५. विद्यार्थियों में सम्पूर्ण वाचन के विकास के लिए एक गतिविधियाँ तैयार कीजिए ।
६. गणकयंत्र का प्रयोग करते हुए क्रियाशील श्रव्य-दृश्य साधनों की बनाईए ।

आधार ग्रंथ :-

१. दिनेशचन्द्र भारद्वाज – हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर, आगरा
२. हिन्दी शिक्षण – रजहंस प्रकाशन, जयपुर
३. नूतन हिन्दी शिक्षण – प्रो.सत्तगिर, कर्नाटक
४. हिन्दी शिक्षण – संजीव पब्लिकेशन, जयपुर – ३, १९९८
५. डा. की.गोपालन – मानक हिन्दी व्याकरण और रचना, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद
६. विजय सूद – हिन्दी शिक्षण विधियाँ – टडन पब्लिकेशन्स, लूधियाना
७. प्रतिभा – नीमा हिन्दी व्याकरण तथा रचना, नीता प्रकाशना, १९९५
८. भाई योगेन्द्रजित एवं अन्ध भाई योगेन्द्र जीत, शिक्षा सिध्दांत की रूपरेखा – विनोद पुस्तक मंदिर, आगरा.
९. सफल शिक्षण कला – पी.डी.पाठक, विनोद प्रकाशन, आगरा
१०. शिक्षा के सिध्दांत – पी.डी. पाठक, टाटा त्यागी, विनोद पुस्तक मन्दिर, आगरा
११. शिक्षण की विधियाँ १,२, और पाठ – योजना- डॉ. लक्ष्मीनारायण शर्मा, विनोद पुस्तक मन्दिर, आगरा
१२. भाषा शिक्षक प्रविधि – किशोरी लाल शर्मा, मेहरा उमा एण्ड कम्पनी, आगरा
१३. हिन्दी शिक्षण – केशव प्रसाद धनपन राय एण्ड सान्स, दिल्ली
१४. भारत में मातृ भाषा शिक्षण के लिए सुझाव – रय्बर्न, आँकसफीर्ड विश्वविद्यालय प्रेस
१५. अद्यापन कला – सीताराम पतुर्वेदी, नन्दा किशोर एण्ड संस, वाराणासी
१६. हिन्दी भाषा शिक्षण – भाई योगेन्द्र जीत, विनोद पुस्तक मन्दिर आगरा
१७. हिन्दी व्याकरण – कमिथा प्रसाद गुरू, विनोद पुस्तक मन्दिर, आगरा

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- 07 CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Objectives: The student teacher will be able to:-

1. acquire knowledge of social sciences with the significance of learning social sciences
2. develop understanding of instructional objectives, various methods, strategies of teaching social sciences
3. develop skills in preparing lesson plans and instructional material for teaching and learning process of social sciences
4. identify the alternative ways of approaching content organization in social studies
5. apply the knowledge of social science in daily life.

Unit-1: Content

(10 hours)

- 1.1 Major religions of the world: Hinduism, Christianity, Islam, Jainism and Buddhism.
- 1.2 World Civilizations: Harappan, Egypt, China and Mesopotamia
- 1.3 Physical features of India
- 1.4 The Earth
- 1.5 Constitution
- 1.6 Fundamentals of Sociology

Unit- 2: Facilitating learning of Social Science

(16 hours)

- 2.1 Concept of Social Science-meaning, nature and relationship among each discipline
- 2.2 Importance of teaching each discipline at secondary school
- 2.3 Interactive verbal learning
- 2.4 Experiential learning through activities and problem solving and decision making,
- 2.5 Strategies of cooperative learning with learning together model- syntax and educational implications
- 2.6 Social Constructivism-Five model

Unit- 3: Instructional Resources in Social Sciences**(10 hours)**

3.1 Text book- importance, characteristics

3.2 library resources- newspaper, books encyclopedias, reference books, journals and magazines.

3.3 Community resources óHuman, Natural, physical, historical,man-made and school based resources.

3.4 E-learning resources-internet, web based tools, blogs, animation and multimedia etc.

3.5 Audio Visual Resources.

Unit -4: Designing objectives and Instructions**(14 hours)**

4.1 Objectives of Teaching Social Sciences according to NCF 2005 & KCF 2012.

4.2 Instructional Objectives in social science based on revised Bloom's taxonomy

4.3 Levels of designing instruction -unit level, lesson level and process level

4.4 Format for lesson designing- evaluation approach

SEMINAR PRESENTATION**(2 hours)****On any one topic**

1. Religions of the world
2. Civilizations of the world
3. Revolutions of the World
4. Constitution and government
5. Natural resources and Environment
6. Sources of social sciences
7. Social Institutions

REFERENCES

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

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- 12 CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Objectives: The student teacher are be able to:-

1. develop skills in preparing and using of resource material in social sciences
2. develop skills in construction and administrating of various assessment tools in social sciences
3. acquire knowledge and skills about extended curricular activities
4. prepare various enrichment activities
5. critically analyze the text book and question papers of secondary school social science

Unit- 1: Content in social science (10 hours)

- 1.1 Major Revolutions of the World- American, French, Russian and Industrial
- 1.2 Medieval Period in India: Moughals, Rajputø,Marathas and Vijayanagar Empire
- 1.3 Atmosphere
- 1.4 Natural Disasters
- 1.5 Forms of Government
- 1.6 Culture and Sociology

Unit -2:

Extended curricular activities in social sciences (10 hours)

- 2.1 Awareness and concern related to contemporary issues in social sciences
- 2.2 Social science club- meaning, importance, objectives, organization and activities
- 2.3 Social sciences Quiz- Importance and organization
- 2.4 Social Sciences Resource room- Importance and organization

Unit- 3: Professional Competencies of social science teacher (14 hours)

- 3.1 Ethics of social science teacher
- 3.2 Qualities and skills of social science teacher
- 3.3 Competencies of social science Teacher

3.4 Enrichment activities to develop professional competencies among social science teacher-interactive sessions, forums, workshops ,seminars, conferences symposiums, projects and research activities

Unit 4- Assessment of social sciences learning (14 hours)

4.1 Importance of CCE in social sciences

4.2 Types of questions for assessing social sciences- Objective type, descriptive & open ended questions.

4.3 Development of criteria for Testing quantitative and qualitative skills in social sciences- questionnaire, checklist, rating scale and Rubrics.

4.4 Preparation of test format in Social sciences

4.5 Critical review of annual examination Question paper of secondary school

PRACTICALACTIVITIESFORREFLECTIVEPRACTICES (2 hrs)

1. Preparation for project based teaching with cooperative learning strategies
(development of plan)

2. Preparation for investigatory filed trip/visit-

3. Preparation of episode, based on five E- model of social constructivism.

4. Preparation for Projects for interdisciplinary relationship
Ex -history and geography 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. Construction of assessment tools órating scales, check list, rubrics. 9. Planning& conducting of Quiz in Social sciences

10. Developing Multimedia Package in social sciences (for any one topic)

11. Conducting action research in school & submitting a report

12. A report on creating student forums for discussion on contemporary issues in social sciences by using social networking.

REFERENCES

10. Ellen Kottler, Nancy P Gallvan, Secrets to success for social studies teachers, Carwin Press, sage publications.

11. Harry Dhand, A handbook for teachers óResearch in teaching of the social studies, APH publishing corporation
12. Ian Phillips, Teaching History-developing as a reflective secondary teacher, Sage publications
13. Kohli. A.S., Teaching of Social Studies, Anmol publications
14. Rainu Gupta ,Methods and Models of Teaching Social Studies
15. SalimBabu S.A. &DigumariBhaskara Rao, Methods of Teaching Geography
16. S.K Kochchar, õTeaching ofSocial studiesö, Sterling publishers pvt. Ltd., 2004
17. Allen J Singer, õSocial studies for Secondary Schools, Teaching to Learn and Learning to Teachö, paperback 2008
18. J.C. Aggrawal, õTeaching of social sciencesö, Neelkamal publications.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE

Objectives: Student teachers are able to:-

- **Acquire the knowledge of**
 1. nature and scope of biological science.
 2. historical development of biological science.
 3. design of lesson plan in biological science.
 4. e- resources in biological science.
 5. continuous and comprehensive evaluation in biological science.
- **Develop an Understanding of**
 6. objectives of teaching biological science in secondary schools.
 7. approaches and methods of teaching biological science.
 8. different resources to teach biological science.
- **Applying the knowledge of**
 9. applying the importance and features of approaches and methods.
 10. appreciate the importance of planning for teaching biological science.
 11. e-resources in teaching biological science.
- **Develop a skill of**
 12. conducting experiments to demonstrate biological concepts at the secondary school level.
 13. planning lesson based on various approaches.

Unit -I: Content in Biological Science

(10 Hours)

1:1 Study of Cells: Plant and animal cell, Cell organelle, Cell division.

1:2 Living World: Classification of plant and Animals. Five kingdom classification, classification of chordates and Non chordates.

1:3 Constitutions of Food: Constituents and their sources, functions of different food constituents, Deficiency disorders.

1:4 Environmental Science: Bio sphere, Ecology, Ecosystem, Bio-magnification, Environmental pollution-Causes, effects and measures to control.

Unit -II: Nature and Scope of Biological Science

(11 Hours)

2.1: Meaning, Nature, Scope with reference to Biology and its branches.

2.2: Historical development of Biological Science.

2.3: Teaching of Biology in secondary schools and its values in the present context óAesthetic, Intellectual, Scientific temper, scientific method and development of scientific attitude among secondary school students.

2.4: Biology in the service of human welfare- Agriculture, medicine, industry and conservation of Environment.

Unit --III: Objectives and Planning for Teaching Biological Science

(12 Hours)

- 3.1: Educational objectives of Teaching Biological Science at secondary School level.
- 3.2: Instructional Objectives- Meaning, Characteristics, Criteria and writing instructional objectives in terms of specific learning outcomes.
- 3.3: Objectives of teaching Biological Science with reference to NCF 2005 and KCF 2012
- 3.4: Planning: Meaning, Importance, Steps and Formats of, Annual Plan, Unit plan, daily lesson Plan and Lesson Plan with reference to CCE format.

Unit–IV: Approaches, Methods, and Resources in Teaching Biological Science (18 Hours)

- 4.1: Approaches of Teaching Biological Science: Inducto__deductive approach, Structural and Functional approach, Type Species approach, Critical inquiry approach, Maier's Problem solving approach.
- 4.2: Methods of teaching Biological Science: Lecture-cum-Demonstration, Project.
- 4.3: Models of teaching: Inquiry Training Model and Five E Model-engage, explore, express, expand, evaluate.
- 4.4: Biological Science Text Book: Characteristics, Importance and Hunter's criteria of evaluating a text book.
- 4.5: Biological Science Laboratory: Importance, Planning, Designing, equipping, maintenance of biological equipment and records.
- 4.6: Visual aids: Charts, Models and Specimens ó meaning & importance.
- 4.7: A-V aids:Radio, T.V., Computer - Meaning and Importance.
- 4.8: e-Resources: Use of Multimedia and Computers in Biological Science: e-learning, software, website, e-boards and biology Blog.

SEMINAR TOPICS:

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.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE

Objectives: Student teachers are able to:-

- **Acquire the knowledge of**
 1. nature and scope of biological science.
 2. historical development of biological science.
 3. design of lesson plan in biological science.
 4. e- resources in biological science.
 5. continuous and comprehensive evaluation in biological science.
- **Develop an Understanding of**
 1. objectives of teaching biological science in secondary schools.
 2. approaches and methods of teaching biological science.
 3. different resources to teach biological science.
- **Applying the knowledge of**
 1. applying the importance and features of approaches and methods.
 2. appreciate the importance of planning for teaching biological science.
 3. e-resources in teaching biological science.
- **Develop a skill of**
 1. conducting experiments to demonstrate biological concepts at the secondary school level.
 2. planning lesson based on various approaches.

Unit- 1: Content in Biological Science

(10 Hours)

1.1: Evolution: organic evolution, Theories on evolution, evidences supporting evolution of man .Genetics_ Grigor mendals experiments, Heredity and Genetic engineering.

1.2: World of Microbes: Classification of Micro-organisms, useful and harmful microbes, microbial diseases.

1.3: Life Process: Respiration, Digestion, Circulation, excretion and Reproduction in plants and animals.

1.4: Natural Resources: Renewable, non-renewable, forest, wildlife, fossil fuels ó conservation of these resources.

Unit-2: Activities in Teaching of Biological Science

(12 Hours)

2.1: School Based Activities: Meaning, Organizing, and importance of Science Club Science exhibition, Science Fair, Science Quiz and Field trips and visits.

2.2 Field Based Activities: School garden, Aquarium, Vivarium, and Terrarium.

2.3 Community Based Activities: Meaning and Importance of Community Resources with special reference to biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Anatomy Museum and Science centre)

Unit-3: Curriculum Construction and Evaluation in Biological Science (22 Hours)

- 3.1: Meaning, Principles and steps of curriculum construction in Biological Science.
- 3.2: Critical analysis of present secondary school Science text-book with reference to Karnataka state.
- 3.3: CCE in Biological Science.
- 3.4: Construction and use of achievement test in Biological Science.
- 3.5: Construction and use of diagnostic test in Biological Science; Preparation of diagnostic chart, identification of difficulties and remedial teaching.
- 3.6: IOTAQB- Meaning and advantages (Instructional Objectives, Task Analysis, Question Bank)

Unit-4: Professional Growth of Biological Science Teacher (08 Hours)

- 4.1: Qualities and skills of a biological science teacher.
- 4.2: Professional growth of biological science teacher, in-service programmes, orientation programme, refresher courses, seminar, symposium, workshop, Projects.
- 4.3: Biology Teacher as a researcher, action research in biological science.

SUGGESTED PRACTICAL ACTIVITIES:

1. Preparation and maintenance of an Aquarium.
2. Visit to a BWSSB(Bangalore water supply and sewage Board) and write a report on water treatment.
3. Prepare a working model on Alternative sources of energy and a report.
4. Conduct a Science Quiz in Secondary School and submit a report.
5. A survey of laboratory facilities available to teach biological science in a Secondary school.
6. Comparative study of state, CBSC, and ICSC Biology text book for different methods, approaches and models of teaching.
7. A visit to a place of biological importance and write a report.
8. Collect and preserve any ten biological specimens and write a report.
9. Critically analyse secondary school state syllabus science text-book.
10. Visits to an agriculture/horticulture centre and write a report on modern innovative agriculture practices.
11. Preparation of Biological science wall magazine every fortnight/one in every month.
12. Critically analyse 10th standard Science Question Paper.

REFERENCES

1. Das R.C. (1985)-Science Teaching in Schools, Sterling Publication Private Ltd. New Delhi
2. Sood J.K.(1987) ó Teaching Life Science, Kohli Publishers Chandigarh.
- 3.Vaidya N.(1971) ó The Impact of Science Teaching, Oxford and IBH Publication Company, New Delhi.
4. Thurber w. A. and Collette A.T. (1964) óTeaching science in Today's Secondary Schools; Prentice Hall of India Private Ltd. New Delhi.
5. Nair C.R.S. (1971) ó Teaching Science in our Schools, S. Chand and Co., New Delhi.
6. Gupta S.K. (1985) ó Science Teaching in Schools, Sterling Publication Pvt. Ltd., New Delhi.
7. Mangal S.K. (1995) óTeaching of Physical and life sciences, Avg Publication, New Delhi.
8. Siddiqi M.N. and Siddiqui N.N.(1994) óTeaching of Science Today and Tomorrow, Doba House, New Delhi.
9. Sharma R.C. (1995) óModern Science and Teaching, DhanpatRai and sons,New Delhi.
10. NCERT (1982) óTeaching of science in secondary schools.
11. Green T.N.(1971) ó Teaching of Biology in Tropical Schools, Oxford University Press, London.
12. Watson N.S. (1967) ó Teaching Science Creatively. W.B. sounders co;
13. Miller, David F. and Blaydes (1962); Methods and materials for Teaching Biological Science, Mc. Grow Hill Book Co., New York.
14. Miller and Blaydes (1962) ó Methods and materials for teaching the biological science, Mc.Grow Hill Book Co.,New York.
- 15.Patil S.S. and JayashriRakkasagi (1998) ó JeevaVignanaBhodane, VidynidhiPrakshanaGadag.
16. Ameetha P (2004) ó Methods of teaching Biological Science, Neelkamal Publications, New Delhi.
- 17.VishwanathPandey and Kishore Valicha (1984) - Science technology and development, McMillan India Ltd., New Delhi.
- 18.Sumner W.L. (1950), The teaching of Science, Oxford:Basil Black well New Delhi.
- 19.Karmer L.M.J. (1975), Teaching of Life Science, McMillan India Ltd. New Delhi.
- 20.Biology text V the perpetuation of life, Nuffield Foundation óLongmans/Pengu (1967)
21. ವಿಜ್ಞಾನ ಬೋಧನಾ ವಿಧಾನ - ಪ್ರೊ. ಎಚ್.ಎಸ್. ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ, ಶ್ರುತಿ ಲೋಕ ಪ್ರಕಾಶನ, ಮೈಸೂರು 2009.
22. ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ವಿಜ್ಞಾನರಡಾ. ಎಚ್.ಎಸ್. ಗಣೇಶಭಟ್ಟ, ಡಾ. ಎಸ್. ಶ್ರೀಕಂಠ ಸ್ವಾಮಿ, ಡಾ.ಕೆ.ಎಸ್. ಸಮೀರ ಸಿಂಹ, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತುತರಬೇತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು 2003.
23. ವಿಜ್ಞಾನ ಬೋಧನೆರಎನ್. ಎಮ್. ಗುಡ್ಡಳ್ಳಿ, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ 1998.
24. ವಿಜ್ಞಾನ ಬೋಧನೆರಡಾ!! ಹೆಚ್. ವಿ. ಶಿವಶಂಕರ / ಡಾ!! ಪಿ. ಬಸವಕುಮಾರಯ್ಯ, ವೈ.ಎಸ್. ಸುಮಂಗಳಾದೇವಿ - ಹಂಜೆ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ. 1987.
25. ಭಾರತೀಯ ಶಾಲೆಗಳಲ್ಲಿ ಅಧುನಿಕ ವಿಜ್ಞಾನ ಬೋಧನೆರಎ.ಜಿ. ಕರಿಗಣ್ಣವರ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ- 1998.
26. ಡಿ.ಎಡ್. ದ್ವಿತೀಯ ವರ್ಷ, ವಿಜ್ಞಾನರರಾಮಚಂದ್ರ ಕಡಕೋಳ ಸಪ್ತ ಬುಕ್ ಹೋಸ್, ಬೆಂಗಳೂರು ó 2006.
27. ಜೀವಶಾಸ್ತ್ರ ಬೋಧನೆ - ನೀಲಕಂಠರಬನಾಳ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ 2003-04.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Objectives: The student teachers are able to:-

1. understand the nature of physical science.
2. plan the instructional objectives for the teaching concept
3. adopt suitable method of teaching.
4. plan & design the instruction.

Unit-1 content in physics with reference to high school curriculum

- 1) Heat: -**
- a) Differences between heat and temperature.
 - b) Thermometer - its application, meaning, types & why water is not used in thermometer.
- 2) Light: -**
- a). Reflection & laws of reflection
 - b). Refraction & laws of refraction
 - c) Total internal reflection & its application.
 - d) Dispersion.
- 3) Electricity: -**
- a) Meaning of electricity
 - b) Meaning of potential difference.
 - c) Meaning of electro motive force.
 - d) Ohm's law.
 - e) Fuse.
- 4) Chemical Reaction: -**
- a) Meaning of chemical reaction.
 - b) Types of chemical reaction.
 - c) Valence electrons.
 - d) Acid rain & its effect.
 - e) Soaps & detergents.

- f) Sodium bicarbonate & application.
- g) Fertilizers ó meaning, types, characteristics of a good fertilizer.

Unit –2: Nature and Objectives of Teaching Physical Science. (12 hours)

- 1.1 Meaning and Nature of Physical science ó process and product ó scientific facts ó laws , phenomenon and generalizations.
- 1.2 Scientific method ó meaning ó steps.
- 1.3 Scientific attitude ó meaning ó characteristics of an individual with scientific attitude ó Role of teacher in developing scientific attitude among the students.
- 1.4 Classification of objectives- Bloomø Taxonomy (revised).
- 1.5 Educational objectives of teaching physical science.
- 1.6 Writing of instructional objectives in terms of specific learning out comes.

Unit –3: Methods of teaching physical science. (15 hrs)

3.1 Meaning, Procedure, Merits and Demerits of the following methods.

- i) Inducto-Deductive Method
- ii) Question Answer Method
- iii) Lecture-Demonstration Method
- iv) Laboratory Method
- v) Project Method
- vi) Problem Solving Method
- vii) CAI

Unit – 4: Instructional planning in physical science. (15 hrs)

- 4.1 Meaning of lesson plan ó importance ó steps ó advantages of lesson planning.
- 4.2 Method based lesson planning.
 - i) inducto- deductive method.
 - ii) Lecture ó demonstration method.
- 4.3 Basic Teaching Model (Glaser).
- 4.4 Year planning ó meaning ó importance ó format.

SEMINARS.

- 1. Contributions of scientists towards physical science.
- 2. Eradication of superstitions in community.
- 3. Space research programs- presentation through ppt.
- 4. Rain water harvesting and waste water recycling.
- 5. National Talent Search Examinations.
- 6. Technology in schools.
- 7. Use of physical science in the field of medical Science.

8. Science and Astrology.
9. Alternative sources of energy.
10. God particle.

REFERENCES

1. S.M.Zaidy, Anmol Publications, New Delhi - Modern Teaching of Science (2004).
2. Siddique and Siddique, Doaba House, New Delhi -Teaching Science Today and tomorrow (1998).
3. Ramabhai. N. Patel, Himalaya Publishing House, New Delhi - Educational Evaluation (1999).
4. Narendra Vaidya, IBaP publishing Co - The impact of Science Club (1994).
5. R. C. Das - Science teaching in schools.
6. S. K. Gupta - Teaching Physical sciences in secondary schools.
7. Robert. L- Scientific Experiments in physics.
8. Shalini Wadhva, Saroop and sons New Delhi - Modern methods of teaching physics (2001).
9. S. P. Kulshresta - Teaching of physical sciences.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Objectives: The student teachers are able to:

1. utilise the required resources effectively.
2. construct, conduct and interpret a test.
3. gain the knowledge about the different activities to improve professionally
4. develop the skill of organising the extension activities.

Unit – 1 content in Physics with reference High school curriculum

1) Electro Magnetic radiation:-

- a) Meaning of electromagnetic radiation & electromagnetic spectrum.
- b) Meaning, uses & Hazards of: - X-rays, UV-rays, Gamma ó Rays.
- c) Photo electric effect.
- d) Laser.

2) Electro Magnetic induction:-

- a) Faraday's laws of electromagnetic induction.
- b) Principle and working of
 - AC Dynamo
 - DC Dynamo
 - DC motor.

3) Space sciences:-

- a) Asteroids & meteoroids.
 - b) Comets.
- Rockets: -**
- a) Working of rockets system.
 - b) Geostationary satellites.
- Sun: -**
- a) Main features of the Sun.

4) Electronic configuration: -

- a) Meaning.
- b) Shells & orbits.
- c) The atomic orbitals, order of filling orbitals.
- d) Writing electronic configuration for different elements up to atomic no.20.

- e) Chemical bond ó meaning of chemical bond, meaning of ó ion, cation & anion.
- f) Types of chemical bonds ó ionic bond, covalent bond & its types, Hydrogen bond, Pi bond & metallic bond.

Unit –2: Instructional resources in physical science. (10 hrs)

- 2.1 Text book ó Characteristics of a good text book.
- 2.2 Laboratory ó objectives, planning, registers, First Aid.
- 2.3 Library ó Objectives, uses; uses of Journals & Reference books.
- 2.4 Models ó meaning, types & importance.
- 2.5 Improvised apparatus-meaning, importance & steps.
- 2.6 Community resources ó physical & human.
- 2.7 Audio Visual Aids ó Charts, Projectors, Radio, TV, Computer
- 2.8. e-learning resources ó PPT, internet, smart board, You-Tube, Website, Teleconferences.

Unit –3: Evaluation in physical science. (18 hrs)

- 3.1 Question bank ó meaning, development, uses.
- 3.2 Unit test ó meaning, steps, and importance.
- 3.3 e-evaluation ó meaning, advantages.

Unit – 4 extended curricular activities and competencies of science teacher. (12 hrs)

- 4.1 Science club: meaning ó objectives organization ó advantages.
- 4.2 Exhibition: meaning ó objectives organization ó advantages.
- 4.3 Field trips: meaning ó objectives organization ó advantages.
- 4.4 Science Quiz: meaning ó objectives organization ó advantages.
- 4.5 Professional competency ó meaning and importance.
- 4.6 Measures to develop professional competencies.
 - a) In-service training programmes.
 - b) Seminars, workshops, projects.
 - c) Net-working with science teachers organizations
 - d) Up dating technical skills to use
 - i) Internet ii) ppt iii) you ó tube iv) websites. v) multi media.

PRACTICAL ACTIVITIES: Conducting experiments in laboratory: (12 hrs)

Pupil teacher has to conduct any 5 experiments (Two from Chemistry) in the laboratory and submit Lab record. The focus should be on designing the experiments under the steps of Lecture Demonstration Method.

1. Optical bench experiment.
2. Dispersion of light
3. LASER is monochromatic light
4. Simple pendulum
5. Electromagnetic Induction
6. Law of inertia
7. Working of Dynamo
8. Expansion of gases
9. Electrolytic cell
10. Preparation of methane

REFERENCES

1. S.M.Zaidy, Anmol Publications, New Delhi - Modern Teaching of Science (2004).
2. Siddique and Siddique, Doaba House, New Delhi -Teaching Science Today and tomorrow (1998).
3. Ramabhai. N. Patel, Himalaya Publishing House, New Delhi - Educational Evaluation (1999).
4. Narendra Vaidya, IBaP publishing Co - The impact of Science Club (1994).
5. R. C. Das - Science teaching in schools.
6. S. K. Gupta - Teaching Physical sciences in secondary schools.
7. Robert. L- Scientific Experiments in physics.
8. Shalini Wadhva, Saroop and sons New Delhi - Modern methods of teaching physics (2001).
9. S. P. Kulshresta - Teaching of physical sciences.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF MATHEMATICS

Objectives: The student teachers are able to:-

1. sensitise prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
2. appreciate the nature, characteristics and structure of mathematics and its correlation with other areas.
3. understand the processes in mathematics and their importance.
4. analyse the content categories in mathematics and illustrate with examples.
5. develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level.
6. develop awareness about the objectives of teaching mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.
7. develop understanding and skill in preparing lesson episodes based on Five E model; different approaches, methods, models and techniques of teaching mathematics.
8. develop understanding about collaborative learning and cooperative learning strategies.
9. prepare the prospective mathematics teachers as facilitators for effective learning of mathematics.
10. empower prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.
11. develop skill in assessing mathematics learning.
12. develop prospective mathematics teachers as reflective practitioners.

Unit- I: Content in mathematics

(10 hours)

- 1.1 Sets ó representation, types of sets, operations on sets, properties, cardinality of sets, Venn diagrams
Permutation, combination and probability
- 1.2 Sequence and series
- 1.3 Factorisation, HCF & LCM, Division of polynomials
- 1.4 Quadrilaterals ó Types, properties, area, construction and theorems

Unit-2: Perspectives of mathematical knowledge and objectives of teaching mathematics (12 hours)

2.1) Nature of mathematics

2.1.1 Meaning, nature and characteristics of mathematics.

2.1.2 Processes in mathematics ó mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics, creative thinking in mathematics.

2.1.3 Structure of mathematics ó Euclidean geometry -terms (undefined and defined terms), axioms, postulates and theorems; non-Euclidean geometry; validation process of mathematical statements.

2.1.4) Content categories of mathematical knowledge - facts, concepts, generalizations and procedures.

2.2 : Aims and objectives of teaching mathematics

2. 2.1) Aims of teaching mathematics ódisciplinary, utilitarian, cultural, social and recreational.

2.2.2) Anderson's revised Bloom's taxonomy of instructional objectives ó specifications; task analysis

2.2.3) Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate geometry.

Unit-3: Facilitating learning mathematics

(16hours)

3.1) Facilitating learning mathematics

3.1.1) Five E model ó engage, explore, express, expand, evaluate

3.1.2) Approaches and models of teaching mathematics ó Inductive - deductive approach; Analytic ósynthetic approach ; Guided discovery approach; Project method; Concept Attainment Model

3.1.3) Techniques of learning mathematics ó Problem solving technique, Oral work and written work, Drill work and concept mapping.

3.1.4) Collaborative learning and Cooperative learning strategies ó learning together technique, jigsaw technique - steps.

3.2) Pedagogical content knowledge of mathematics

3.2.1) Concept of pedagogic content knowledge (PCK)

3.2.2) Pedagogic content knowledge analysis for selected units of 8th, 9th , 10th and 11th std.

- Content analysis
- Listing pre-requisites, instructional objectives and task analysis
- Analysing and selecting suitable teaching methods, strategies, techniques, models; learning activities
- Analysing and selecting suitable evaluation strategies
- Identifying the misconceptions and appropriate remedial strategies

3.3) Planning and designing instruction in mathematics

3.3.1) Year plan (Programme of work), Unit plan and lesson plan in mathematics ó their need and importance

3.3.2) Preparation of unit plan

3.3.3) Preparation of lesson episodes based on Five E model and the different approaches and models of teaching mathematics as mentioned in 3.2.2 and 3.2.3

Unit -4: Assessment of mathematics learning

(8hours)

4.1) Construction (steps) and use of achievement test in mathematics for summative assessment

4.2) Construction of test items for assessing conceptual understanding, reasoning and problem solving in mathematics; construction of objective based test items ó multiple choice questions, very short answer, short answer and long answer questions.

4.3) Construction and use of diagnostic test in mathematics ó steps; preparation of diagnostic chart(error analysis table), identification of difficulties and remedial teaching

4.4) Portfolio assessment and performance assessment in mathematics.

Seminar topics:

1. Number patterns and geometric patterns.

1. Correlation between the different branches of mathematics in the present syllabus.

2. Correlation between mathematical content in the present syllabus and with other subjects.

3. Recreational activities in mathematics.

4. Different kinds of proofs in mathematics.

5. Vision and Objectives of teaching mathematics according to NCF2005.

6. Developing linear, branching and mathetics programming in mathematics.

7. Contributions of Indian mathematicians to mathematics.

8. Contributions of Greek mathematicians to mathematics.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF MATHEMATICS

Objectives: The student teachers are able to:-

1. revisit the mathematical content of 9th, 10th and 11th std .
2. develop understanding about modern trends in curriculum construction in mathematics.
3. critically analyse the present mathematics syllabus on the basis of principles of curriculum organization.
4. realize the need for teaching-learning materials in mathematics.
5. develop skill in selection, preparation and use of teaching-learning materials in mathematics.
6. develop the skill in using mass media in teaching and learning mathematics.
7. critically analyse the present mathematics text books and workbooks.
8. develop understanding of the concept of community and school based resources and e-resources in mathematics.
9. understand the nature, characteristics and special education of gifted children and slow learners in mathematics.
10. develop skill in planning, conducting and reporting action research in mathematics.
11. analyse the qualities and skills of a mathematics teacher.
12. understand the need for various in-service programmes for professional growth of mathematics teachers.
13. develop skill in carrying on reflective practices and assess them.

Unit 1: Content in mathematics

(10 hours)

- 1.1 Mathematical induction
- 1.2 Simultaneous equations, inequalities and quadratic equations
- 1.3 Trigonometric functions
- 1.4 Straight lines
- 1.5 Circles**

Unit- 2: Curriculum and Resource materials for teaching and learning mathematics

(20hrs)

- 2.1) Curriculum construction and organization in mathematics
 - 2.1.1) Modern trends in curriculum construction ó implications of Piaget and Bruner on curriculum construction, development of curriculum based on constructivism
 - 2.1.2) Principles of curriculum organisation- topic and spiral, logical and psychological, correlation approach, concentric approach , correlation approach
 - 2.1.3) Critical analysis of mathematics curriculum suggested by KCF 2012
- 2.2) Resource materials for teaching and learning mathematics

2.2.1) Need and importance of teaching-learning materials in mathematics; criteria for selection of teaching-learning materials in mathematics

2.2.2) Preparation and use of teaching-learning materials ó charts, boards, models and manipulative materials; use of black board, interactive white boards and smart boards - advantages of each of them

2.2.3) Mass media ó Radio, TV and newspaper

2.2.4) Printed materials ó textbooks ó need , importance and good qualities; critical analysis of 8th, 9th and 10th std mathematics textbooks; workbooks and worksheets ó need and importance.

2.3) Community and school based teaching ó learning resources

2.3.1) Concept and importance of community based resources

2.3.2) Human resources , natural resources and man ó made resources

2.3.3) School based resources ó Mathematics lab ó need and significance-equipment; Mathematics library ó reference books; Mathematics club ó purpose, organization and activities; Mathematics exhibitions/fairs

2.4) e-resources for learning mathematics

2.4.1) Concept of e- resources ó need and importance

2.4.2) Computer, internet ó websites, educational CDs(multi-media), Concept of online learning-creation of personal e-mail ID and BLOGS

Unit- 3: Mathematics education for special children (12hours)

3.1) Gifted children in mathematics - nature, characteristics and activities, NTSE, mathematics Olympiad

3.2) Slow learners in mathematics - nature, characteristics and remedial programmes

3.3) Construction and use of diagnostic test in mathematics ó steps; preparation of diagnostic chart (error analysis table), identification of learning difficulties and planning remedial programmes

Unit- 4: Professional growth of mathematics teacher (10hours)

4.1) Qualities and skills of a mathematics teacher

4.2) Professional growth of mathematics teacher - in-service programmes ó orientation programmes, refresher courses, seminars, workshops and projects

4.3) Mathematics teacher as a reflective practitioner ó designing and developing tools for evaluating reflective practices in mathematics- posting of reflections in BLOGS, forums etc.

PRACTICAL ACTIVITY: Conduct any one of the following activities and present 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 std.- group activity.
3. Critical analysis of mathematics workbooks of 9th, 10th std.- group activity.
4. Collection of newspaper cuttings related to learning of a unit in mathematics.
5. Preparing a script for radio lesson or T.V. lesson in mathematics.
6. Visiting a mathematics lab in a school and presenting a report.
7. Constructing diagnostic test paper in mathematics, administering and reporting.
8. Planning and conducting quiz in mathematics.
9. Observing and presenting a report on qualities and skills of mathematics teachers.
10. Developing tools for assessing reflective practices in mathematics, using it for assessment and presenting a report.

REFERENCES

- Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhasin, Sonia. (2005). Teaching of Mathematics- A Practical Approach. Mumbai: Himalaya Publishing House.
- Butler H., Charles & Wren F., Lynwood. (1960). The Teaching of Secondary Mathematics. New York: The Maple Press Company.
- Bhasin, Sonia. (2005). Teaching of Mathematics- A Practical Approach. Mumbai: Himalaya Publishing House.
- Ediger, M. & Rao, D.B. (2000). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
- James, Anice. (2006). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Joyce, B. & Weil. M. & Calhoun, E. (2009). Models of Teaching (8th Ed.). New Delhi : PHI Learning Private Limited.
- Kumar, S. & Ratnalikar, D.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana:Prakash Brothers Educational Publishers.

NCERT. (2005). National Curriculum Framework for School Education. New Delhi: NCERT.

Rai, B.C. (1991). Methods of Teaching Mathematics. Lucknow: Prakashana Kendra.

Sidhu, Kulbir Singh. (). The Teaching of Mathematics. Jullundar: Sterling Publishers Pvt. Ltd.

ಜಂತ್ರಿ, ಆರ್.ಟಿ. (1991). ಸುಬೋಧ ಗಣಿತ ಬೋಧನೆ. ಧಾರವಾಡ: ಭಾರತ ಬುಕ್ ಡಿಪೊ ಮತ್ತು ಪ್ರಕಾಶನ (1990-91).

ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಮತ್ತು ರಬನಾಳ, ನೀಲಕಂಠ. (2004). ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನೆ. ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF COMMERCE

Objectives: The student-teacher are able to:-

1. develop an understanding of the content in commerce
2. acquire the knowledge of nature and scope of commerce
3. acquire the knowledge of history of commerce
4. develop an appreciation towards the role of commerce in daily life.
5. develop the understanding of aims and objectives of teaching commerce.
6. develop the understanding of the various methods, approaches and techniques of teaching commerce
7. to develop an understanding of planning daily lessons and unit plan.
8. to apply the knowledge of methodology in their teaching

Unit- 1: Course content in Commerce

(10 hours)

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms ó Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit- 2: Nature and Scope of Commerce

(12 hours)

- “ Meaning and nature of commerce.
- “ History of India& Freedom Movement in Commerce
- “ Constitutional obligation, India& common cultural heritage.
- “ Need and importance of Teaching & Learning of Commerce
- “ Structure of commerce as a subject
- “ Correlation of Commerce with Economics, Maths, Geography, Social Science.
- “ Place of Commerce in school curriculum.
- “ Importance of Commerce in daily life.

Unit –3: Objectives of Teaching & Learning Commerce

(10 Hours)

- “ General aims and objectives of teaching Commerce.
- “ Aims of Teaching Commerce ó Disciplinary, Utilitarian & Cultural.
- “ Objectives of Teaching Commerce according to Bloom& Taxonomy of Educational objectives.
- “ List of Instructional objectives in Behavioural terms.

Unit – 4: Approaches and Methods of Teaching Commerce and lesson planning 20 Hours

- “ Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive-deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing **Techniques:** Review, Field work, interview

Lesson Planning

- “ Unit Analysis, Content Analysis and Task Analysis
- “ Planning daily lesson plan
- “ Difference between daily lesson and stray lesson plan
- “ Unit plan- Steps, format, advantages of unit planning
- “ Difference between Unit Plan and Lesson Plan

SEMINAR

1. Contribution of Commerce in India before & after India's freedom Movement
2. Place of Commerce in school curriculum
3. Business techniques/ skills in stock markets
4. Maintenance of records (Academic & Administrative)
5. Commerce and Physical world
6. Importance of technology in Maintenance of records

REFERENCES

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

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF COMMERCE

Objectives: The student-teacher are able to:-

1. develop an understanding of the content in commerce
2. develop the skill in preparing and using resources in commerce
3. develop the skill in construction and administering unit tests
4. to develop an a understanding of evaluation and its concepts
5. develop the understanding of the available resources for teaching of commerce
6. develop the understanding of the means for quality improvement in commerce.
7. acquire the knowledge of extended activities in commerce and their organization.
8. develop skill in using multimedia in commerce
9. apply the knowledge of resources in different activities.

Unit- 1: Course content in Commerce

(10 hours)

Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types , advantages and limitations; multinational companies- meaning, features advantages and limitations; 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: Resources for Commerce:

(12 Hours)

- “ Resources- meaning, types, their uses in the teaching and learning of commerce-establishing link between school and different types of resources.
- “ Commerce laboratory- teacher’s diary, records and registers to be maintained, equipment, essentials and desirable
- “ Commerce club or association activities school bank-school co-operative society.
- “ Community Resources-Meaning, types and uses

Unit- 3: Evaluation and quality improvement in teaching commerce

(20 Hours)

- “ 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
- “ Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce question papers
- “ **Commerce Teacher**
- “ Qualities of a Commerce teacher, Need of professional development of commerce teacher
- “ Need and Importance of in service teacher training of commerce, Commerce room

Quality improvements in Commerce

- “ Programmes for quality improvement in teaching of commerce- role of seminars, workshops & projects.

Unit- 4: Technology aided learning

(10Hours)

E-learning in commerce

- “ Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
- “ Models-Educational broadcasting and telecasting-interactive video, tele-lecture, video-conferencing, software in commerce, Podcasting

PRACTICAL ACTIVITIES

- “ Visit to banks, insurance house, trade centers, companies & other business house
- “ Collection of business documents, newspaper and magazines articles and analyse.
- “ Conduct a survey and prepare a report on any issues in commerce.
- “ Survey of professional competencies of a commerce teacher.
- “ Prepare a project proposal that has to be submitted to companies regarding business transaction, training
- “ Analysis of Management of a institution (school)
- “ Collection of self prepared e-learning resources in commerce

REFERENCES

1. Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
2. Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
3. Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation

4. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
5. Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.
6. Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
7. Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
8. Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester

EDSC- CONTENT AND PEDAGOGY OF TEACHING COMPUTER TECHNOLOGY

Objectives: Student teachers are able to:-

1. acquire the knowledge of nature and scope of Computer Science
2. acquire the knowledge of history of Computer Science
3. develop an understanding of content of Computer Science at the Secondary School level.
4. develop an understanding of aims and objectives of teaching Computer Science
5. develop an understanding of the various methods, approaches and techniques of teaching Computer Science
6. develop the skill in preparing daily and unit lesson plans using various methods and approaches
7. develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
8. develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
9. develop the appreciation towards the role of Computer Science in daily life
10. Use the knowldgwe of computers in clss room teaching

Unit -1: Computer

1:1 Meaning - Central Processing Unit ó generation ó classification ó Hardware - Input & Output devices

1:2 software ó definition, types of software

1:3 computer languages

1:4 storage devices ó primary and secondary; RAM & ROM

1:5 Introduction to operating system ó DOS, Windows; MS Word, MS Excel, MS power point, MS Access - Definition ó Processing ó Application

Unit -2: Nature and Scope of Computer Science

2.1 Nature of Computer Science ó Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science

2.2 Scope of Computer Science ó Relation with other Sciences and its uses in day to day life.

Unit – 3: Aims & Objectives of teaching Computer Science

3.1: Aims and Objectives of teaching Computer Science at different levels

3.2: Blooms taxonomy of Educational objectives

3.3: Instructional objectives with specifications

Unit – 4: Instructional Methods, Techniques and Planning for Teaching

4.1: (a) Methods:

Lecture cum demonstration, Inductoódeductive, analytic, synthetic, Problem Solving, Project method, Laboratory method ó Meaning, Steps, Merits and limitations.

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

4.3: (b) Techniques:

Brainstorming, Buzz session, Simulation, symposium, Team teaching. ó meaning, organization and importance

4.4: (c) Planning:

Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

TOPICS FOR SEMINARS:

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.

REFERENCES

1. Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
2. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
3. Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.
4. Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
6. Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
7. Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
9. Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
10. Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
11. Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
12. Stone, E. (1996). How to use Microsoft access. Californi: Emery ville.
13. Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
14. Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
15. ಎಚ್. ಎಸ್. ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ ವಿಜ್ಞಾನ ಬೋಧನಾ ವಿಧಾನ
16. ಡಾ. ಗಣೇಶ ಭಟ್ಟ & ರಣಜಿಥಿರ ವಿಷಯಾಧಾರಿತ ಬೋಧಕಾ ಪದ್ಧತಿ
17. ಎನ್. ಎಮ್. ಗುಡ್ಡಳ್ಳಿ ವಿಜ್ಞಾನ ಬೋಧನೆ
18. ನೀಲಕಂಠ ರಬನಾಳ - ರಸಾಮನಶಾಸ್ತ್ರಿ ಬೋಧನೆ
19. ನೀಲಕಂಠ ಜೀವ - ವಿಜ್ಞಾನ ಬೋಧನೆ
20. ಎಸ್. ಎಸ್. ಪಾಟೀಲ & ಜಯಶ್ರೀ ರ ಕೃಷಿ ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ
21. ಎಸ್. ಬಿ. ಯಾದವಾದ & ನೀಲಕಂಠ - ರಚನಗಳಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ
22. ಡಾ! ಎಸ್.ಬಿ. ಯಡವಾಡ್- ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನದ ಮೂಲ ಅಂಶಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ
23. ಕೆ. ಒ. ಚಂದ್ರಶೇಖರ್ & ಇ. ರುದ್ರಮುನಿ - ಶಿಕ್ಷಣ ಮತ್ತು ಗಣಕ ಯಂತ್ರ
24. ನೀಲಕಂಠ ರಚನಗಳ - ಗಣಕ ಯಂತ್ರ
25. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ & ಶೋಭಾ - ನಾಯ್ಕರ ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF TEACHING COMPUTER TECHNOLOGY

Objectives: Students and Teacher are able to:

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

UNIT- 1: Elements of Programming Language:

- 1.1 Algorithm, flowchart, elements of 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 ó Meaning ó Working Principle ó Types ó LAN ó Wi-Fi ó Uses;
- 1.6 E-mail ó Meaning & its working;
- 1.7 Web Design ó Meaning & its Creation ó HTML ó Meaning & Importance.
- 1.8 Multimedia applications, Fundamentals of mobile computing.

Unit-2: Resources for teaching Computer Science:

- 1.1 Text Books ó Qualities of good computer science text book
- 1.2 Use of text book
- 1.3 role of text book in teaching computer science
- 1.4 Criteria for evaluation of computer science text book.
- 1.5 Computer Science Library ó Meaning, organization and importance.
- 1.6 Computer Science Lab ó Need for planning the computer laboratory
- 1.7 special features of computer laboratory
- 1.8 Essential infrastructure ó laboratory management & maintenance of records
- 1.9 Discipline in the laboratory.

Unit-3: Extended Curricular Activities:

- 1.1 Computer Science Club-Meaning, Objectives, Organization, activities & importance;
- 1.2 Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit-Meaning, Objectives-Organization & Importance;
- 1.3 Quality Improvement: Programs for Quality improvement in teaching Computer Science;
- 1.4 Role of Seminars, Workshops and Projects in Quality Improvement;
- 1.5 Professional Competencies of Computer Science Teacher.

Unit-4: Evaluation in Computer Science:

- 1.1 Concept of unit test, construction of unit test, weight ages to the components of unit test,
- 1.2 designing three-dimensional chart/blue print,
- 1.3 construction of items, format of unit test
- 1.4 Question paper, IOTAQB ó meaning, development and importance.
- 1.5 E-evaluation ó meaning and procedure.

PRACTICAL:

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 Few cover pages for Magazines, Books etc.
9. Preparation of MIS Program for an Institution
10. Preparation of e-magazines and e-books using open source software.

REFERENCES

1. Bennet, S., Marsh, D., & Killen, C., (2008). Handbook of online education continuum. New York: International publishing group.
2. Sharma, R. A. (2008). Technological foundation of education. Meerut: R. Lall Books Depot. Allison, L. J., & Chris, P. (2007). Preparing for blended e-learning. UK: Routledge.
3. Srinivasan, T.M. (2002). Use of computers and multimedia in education. Jaipur: Aaviskar Publication.
4. Alexis, M.L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
5. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
6. Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra

7. Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
8. Sharma, R. C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
9. Kumar, K. L. (1997). Educational technology. New Delhi Angel International (P) Ltd.
10. ಎ.ಜಿ. ಕರಿಗಣ್ಣವರ - ಭಾರತೀಯ ಶಾಲೆಗಳಲ್ಲಿ ಆಧುನಿಕ ವಿಜ್ಞಾನ ಬೋಧನೆ
11. ಎಮ್. ಈ. ನಾಗರತ್ನ - ವಿಷಯಾಧಾರಿತ ಬೋಧಕಾ ಪದ್ಧತಿ
12. ಎ.ಜಿ. ಕರಿಗಣ್ಣವರ - ಭಾರತೀಯ ಶಾಲೆಗಳಲ್ಲಿ ಆಧುನಿಕ ವಿಜ್ಞಾನ ಬೋಧನೆ
13. ಪ್ರೊ. ಎಸ್. ವೆಂಕಟೇಶಮೂರ್ತಿ - ರಸಾಮನಶಾಸ್ತ್ರ
14. ಸಲೀಶ್. ಎ. ಹಿರೇಮಠ - ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ
15. ಎಚ್. ಎಸ್. ಉಮೇಶ್ - ಜೀವ ಶಾಸ್ತ್ರ ಬೋಧನೆ
16. ಡಾ! ಎಸ್.ಬಿ. ಯಡ್ವಾಡ್ - ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ
17. ಸಿ.ಜಿ. ಪ್ರಸಾದ್ - ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ
18. ಸಿ. ವಿ. ಮ್ಯಾಗೇರಿ - ಶೈಕ್ಷಣಿಕ ತಂತ್ರಶಾಸ್ತ್ರ
19. ಡಾ! ಆರ್. ಟಿ. ಜಂತ್ಲಿ - ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ ಪರಿಚಯ

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS STUDIES.

Objectives: After completing this course, student- teachers will

1. develop an awareness why management and business studies is taught at +2 ;level,
2. develop an analytical ability to appraise the existing cbse curriculum of commerce meant for +2 students, and compare with other school boards
3. be conversant with the different methods of teaching meant for teaching +2 students,
4. develop positive outlook and skill for the use of modern teaching aids,
5. instill the competence of organizing co ó curricular activities for enriching the subject matter of management and business studies,
6. develop the ability of exploiting good books and other study material in business studies,
7. develop the tools and techniques of evaluation for appraising and enhancing students knowledge in business studies,
8. apply curricular innovations in management and business studies.

Unit -1: Content

(10 Hours)

- Business Studies: Nature & Need of Business Studies, Its scope and rationale of its introduction at senior school level, recent advancements in Business Studies. Evaluation of education for business. Principles and functions of management, management and business environment, Human Resource Development financial markets and instrument, Marketing management.
- Curriculum of Business Studies: Concept of curriculum and syllabus. Comparative analysis of the present syllabus of CBSE with ICSE. Critical appraisal of present syllabus developed by CBSE.
- Integration of Business Studies with other subjects: Concept, objectives and importance of integration. Integration of Business Studies with other subjects- Accountancy, Economics and Social Science.

Unit –2 : Objectives and Planning for Business Studies

(13 Hours)

- Objectives of Teaching Business Studies
Nature of general & specific objectives, behavioral objectives, techniques of writing objectives
Globalization, Privatization and liberalization has changed the way organizations transact Business.
- Learning Planning : Meaning & Nature of Lesson Planning, objectives of Lesson Planning according to Herbertian approach

Unit –3: Methods & Instructional Media for Teaching Business Studies: (17 Hours)

- Methods, techniques and skills of teaching Business Studies.
 - a. Lecture Method
 - b. Question ó answer technique
 - c. Discussion Method
 - d. Project Method
 - e. Problem Solving method
 - f. Management Games
 - g. Computer Assisted Instruction
 - h. Case Study
 - i. Presentation, Simulation
 - j. Allowing students to organize fairs and exhibitions.
- k. Development of Higher Order Thinking Skills (through following activites)
Collaborative group activities, Problem-solving activities and Questioning for higher level thinking.Co-Curricular activities: Business Studies based co- curricular activities and their utility, linkage of school and outside organizations of for strengthening knowledge about business.Instructional Media : a.Meaning, types of Instructional Media, scope of using Instructional Media for the teaching of Business Studies.b.Selection of text books, reference books and professional journals for business studies.

Unit–4: TechnologyIntegrationandEvaluation (12Hours)

- Technology integration : NTeQ model for Business Studies at senior school level
- Evaluation : Concepts of Evaluation, Measurement & tests. Types of Evaluation.
- Developing Achievement test in business studies, Types of test items.
- Evaluation of Assignment and project work, Remedial Teaching.
- Continuous and Comprehensive Evaluation.

Topics for seminar:

Prepare the seminar on one of the topic of M & B and Presentation (Each Student Separate Topic)

REFERENCES

1. B.S Raman Business Studies, United Publishers Mangalore-575002 for first year PUC Text book Karnataka State2011
2. Dr H.R Appannaiech & Prof. R Srinivasa Putty Business Studies, Himalaya Publishing House for first year PUC Karnataka State -2013
3. Business Studies, Text book for II PUC Government of Karnataka Department of Pre ó University Education Malleshwarm Bangalore -12
4. Subashree. S and Renuka Murthy T.P Himalaya Publishing House -2014
5. Bhatia, S.K .(2012). Teaching of Business Studies and Accountancy. New Delhi:Arya Book Depot.
6. Bhatia, S.K (1979), Teaching of Principles of Commerce and Accountancy, CIEPublication, Delhi.

7. 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.
8. Business education and Emerging Market Economics: Perspectives and Best Practices, Alon, Iian and McIntyre, John R Kluwer Academic Publishers, Boston;2004.
9. Calfrey C. Alhon (1988), Managing the Learning Process in Business Education, Colonial Press USA
10. 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; Feb2005
11. Markulis, Peter M; Howe, Harry and Strang, Danisi R; -Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
12. Megary, J. (1989). Simulation and Gaming. The international Encyclopedia of Educational Technology, Oxford Pergamon Press.
13. Musselman Vernon A. and Mussleman Donald Lee. (1975). Methods in Teaching Basic Business Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers
14. Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati South Western Publishing Company
15. Schrg & Poland (1987). A System for Teaching Business Education. Mc Graw Hill Book Company. New York.
16. Siddique, M. Akhtar and Khan, R.S. (1995). Handbook for Business Studies Teachers, Jamia Millian Islamia, New Delhi.
17. Support material for PGT (Commerce) (2011). 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/>
18. Tonne, Herbher & Lovies C. Nancy. (1995). Principles of Business education.McGraw Hill, New York
19. Verma, D.P.S.; Commerce Education in Rajput, J.S (Ed.) Encyclopedia of india Education, Vol. I; NCERT; 2000.
20. Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections: on MERI Journal: New Delhi: Vol. III; No. II; October 2008.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester

EDSC- CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS STUDIES

The Student Teacher are able to:-

1. develop interest for the betterment of m & b in higher secondary school
2. develop attitudes to be a competent and committed m & b teacher.
3. apply evaluation techniques most appropriate to assess the progress and achievements of students.
4. acquire the knowledge of current higher secondary syllabus of m & b.
5. understand the aims and objectives of teaching of m & b.
6. understand the nature of m & b.
7. define the specific objectives of teaching m & b in terms of learning outcomes.
8. understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
9. understand the place of m & b in higher secondary syllabus.

Unit-1: Content

(10Hours)

Nature and purpose of business: Concept, Characteristics of Business, Business, Profession and Employment, Industry, types, Firm, Industry, types, Objectives of Business, Role of Profit in Business,
Business Risk, principles of management: Meaning and Features, Fayol's Principles of Management, Taylor's Scientific Management ó Meaning and Principles

Unit-2 Unit Lesson Planning & Correlation

(15Hours)

- 2.1 Unit Lesson Planning, Difference between Unit & Stray Lesson planning
- 2.2 Meaning, importance & Types of Co- relation
- 2.3 Correlation with different Subject: Economics, Accountancy, social Science Computer Science
- 2.4 Co-relation with the daily life activity

Unit -3 M & B Method, Club, Teacher

(15Hours)

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

Unit -4 Evaluation

(12Hours)

4.1 Evaluation of Textbook : Measurement of evaluation, Evaluation & Review of current textbook-11&12

4.2 Evaluation of M&B : Meaning, Objective testes

4.3 3 D- Blue Print- Ideal Question Paper

* Ideal Question Paper- Meaning, Characteristics.

* Structure of Blue Print

PRACTICAL ACTIVITIES:

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 heading given below:
a) Paddy field b) Business Mall C) Banks D) Hospital E) College F) Traveling Agency 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. Visit a shop near by your house, discuss with the owner regarding how he manages His business finance and prepare a small report.
8. Prepare a list of various financial institution which provide financial assistance to Indian companies.
9. Prepare a code of ethics to be adopted in a class room. Discuss with your teacher and friends and prepare a standard code and Submit the report.

REFERENCES

1. B.S Raman Business Studies, United Publishers Mangalore-575002 for first year PUC Text book Karnataka State 2011
2. Dr H.R Appannaiech & Prof. R Srinivasa Putty Business Studies, Himalaya Publishing House for first year PUC Karnataka State -2013
3. Business Studies, Text book for II PUC Government of Karnataka Department of Pre ó University Education Malleshwarm Bangalore -12
4. Subashree. S and Renuka Murthy T.P Himalaya Publishing House -2014
5. Bhatia, S.K .(2012). Teaching of Business Studies and Accountancy. New Delhi:Arya Book Depot.
6. Bhatia, S.K (1979), Teaching of Principles of Commerce and Accountancy, CIEPublication, Delhi.

7. 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. 2
8. Business education and Emerging Market Economics: Perspectives and Best Practices, Alon, Iian and McIntyre, John R Kluwer Academic Publishers, Boston;2004.
9. Calfrey C. Alhon (1988), Managing the Learning Process in Business Education, Colonial Press USA
10. 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; Feb2005
11. Markulis, Peter M; Howe, Harry and Strang, Danisi R; -Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
12. Megary, J. (1989). Simulation and Gaming. The international Encyclopedia of Educational Technology, Oxford Pergamon Press.
13. Musselman Vernon A. and Mussleman Donald Lee. (1975). Methods in Teaching Basic Vusiness Subjects, 3rd ed Dannirl III. The Interstate Printers and Publishers
14. Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati South Western Publishing Company
15. Schrg & Poland (1987). A System for Teaching Business Education. Mc Graw Hill Book Company. New Yark.
16. Siddique, M. Akhtar and Khan, R.S. (1995). Handbook for Business Studies Teachers, Jamia Millian Islamia, New Delhi.
17. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from:
<http://delhi.gov.in/wps/wcm/connect/doiScert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/>
18. Tonne, Herbher & Lovies C. Nancy. (1995). Principles of Business education.McGraw Hill, New Yark
19. Verma, D.P.S.; Commerce Education in Rajput, J.S (Ed.) Encyclopedia of india Education, Vol. I; NCERT; 2000.
20. Wadhwa, Toolika; Commerce Education at Senior- Secondary Level: Some Reflections:on MERI Journal: New Delhi: Vol. III; No. II; October 2008.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme I Semester
EDSC- CONTENT AND PEDAGOGY OF HOME SCIENCE

Objectives: The student teachers are able to:-

1. understand the concept of home science
2. acquire the knowledge of nature and scope of home science
3. acquire the knowledge of aims and objectives of teaching home science
4. understanding the various learning theories for teaching home science
5. understand the approaches, models and techniques of teaching home science
6. develop skill in planning lessons by using various approaches
7. 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; Principles and 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 perspective of Home Science; 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: Facilitating learning Home Science (22 hours)

3.1 Methods and Approaches of Teaching Home Science

3.1.1 Constructivist approach ó Five E model

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

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

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

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

3.1.6 Cooperative learning strategies - learning together strategy.

3.2 Planning for Teaching Home Science

Yearly plan, Unit Plan and Planning for lesson episodes based on Five-E-Model

Unit- 4: Assessment and Evaluation in Home Science (8 hours)

4.1 Continuous and comprehensive evaluation - Formative and Summative evaluation

4.2 Construction and use of Achievement tests, diagnostic tests, check lists, rating scales, and rubrics in Home Science.

4.3 Portfolio assessment and performance assessment.

SEMINAR TOPICS:

1. Role of Home Science education in the well being 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 use

REFERENCES

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

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF HOME SCIENCE

Objectives: The student teachers are able to:-

1. acquire the knowledge of curriculum development.
2. acquire the knowledge of resource in learning home science.
3. acquire the knowledge of development of professional competencies of home science teacher.
4. understand the assessment and evaluation procedures in home science.
5. develop the skill of preparing assessment tools in home science.
6. develop the skill of organization of extended curricular activities in home science.
7. develop the skill of utilizing community resource in the teaching of home science.
8. realize the professional qualities and ethics of home science teachers.

Unit-1: Content of home science

(10 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: Resources and curriculum in 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 resource-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.

2.2 Curriculum in Home Science.

2.2.1 Principles of curriculum construction in Home Science; Approaches to curriculum organization-Topic vs. concentric/spiral, Integrated; Modern trends in curriculum construction.

2.2.2 Correlation in Home Science-need, types and correlation with other subjects.

2.2.3 Critical analysis of Karnataka State curriculum for Home Science (2014)

Unit-3: Extra curricular activities in Home Science (12 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 ACTIVITIES:

(Conducting any one of the following activities and presenting a report of the same)

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. Preparing and implementing lesson episodes based on Five-E-Model, Inducto-Deductive Approach, Problem-Solving Approach.
9. Constructing achievement tests in Home Science.

REFERENCES

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

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDOEC-13 - GUIDANCE AND COUNSELLING

Objectives: The student teachers are able to:-

1. understand the need and importance of guidance & counseling
2. familiarize student teachers with types of guidance & counseling
3. develop awareness among the student teachers about the tools & techniques of guidance
4. acquaint the student teachers about the guidance & counseling services in the educational institutions.
5. develop counseling skills in the student teachers
6. develop understanding about the role & professional ethics of the counselor

Unit-1: Guidance and Counseling (13 Hours)

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

1.2 ó Types of Guidance ó Individual and Group guidance
Educational, vocational, personal guidance .Their meaning, objectives, need and importance.

1.3 ó Principles and organization of Guidance Services in educational institutions

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

Unit- 2: Counseling (13Hours)

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

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

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

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

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

PRACTICAL ACTIVITIES

The student teacher has to carry out one of the following practical activities and submit a report.

1. Conduct a case study.
2. Organize any one of the following activity
Career talk, Career Exhibition, Class talk
3. Administer any one of the following Psychological tests on 5 Secondary school children.
Intelligence test, Aptitude test, Personality test
4. Visit to a Guidance center and write a report.
5. Organize a Counseling session for a student or Group guidance session.
6. Organise a Career exhibition and write a report.

REFERENCES

1. Asha, Bhatnagar(1999). Guidance and Counselling : Theoretical Perspective, Vol. 1, New Delhi : Vikas Publishing House.
2. Chauhan, S.S(1982). Principles of Guidance, New York.
3. Baker, B. Stanley (1992) school Counselling for the Twenty First Century, New York.
4. A.K. Narayana Rao (2002) Guidance and Counselling, APH Publishing Corporation, New Delhi.
5. Sitaram Sharma (2005) Guidance and Counselling . An Introduction, Shri sai Pringing graphers, New Delhi.
6. Ramesh Chaturvedi (2007) Guidance and Counselling Techniques ó Crescent Publishing Corporation, New Delhi.
7. John S. Koshy (2004) Guidance and Counselling Dominant Publishers and Distributors, New Delhi.
8. Arulmani,G & Arulmani, S.Nag(2004) : Career Counselling : AHandbook, New Delhi, Tata Mc Graw hill Publishing Company Limited.
9. Gibson, R.L & Mitchell, M.H (2003) : Introduction to Counselling and Guidance New Delhi:
10. Jonse, R.N (2000) : Introduction to Counselling skills : Text and Activities, New Delhi, Sage Publications.
11. ಶೈಕ್ಷಣಿಕ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಡಾ.ಎನ್.ಪಿ.ಶಹಾಪುರ
12. ಶೈಕ್ಷಣಿಕ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಐ.ಎ.ಲೋಕಾಪುರ
13. ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ – ಹ೦ಪಿಹೊಳೆ
14. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ – ಕೆ.ಎನ್.ಧೀಮಯ್ಯ
15. ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ – ಟಿ.ವಿ.ತಿಮ್ಮೇಗೌಡ

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDOEC-13 - LIFE SKILL EDUCATION

Objectives: The Student-Teacher are able to:-

1. to initiate participatory learning among the students related with life skills.
2. to enhance positive in adoptive behavior among the individual students.
3. to develop and primitive psychological skills and function effectively in social environment.
4. to channelize an essential terms of minimizing risk and minimizing preventive factors related with the aspects of individuals.
5. to promote healthy and conductive social environment.

Unit –1: Introduction to Life skill education

(12 Hours)

- 1.1** Concept of life skill, formation of life skills.
- 1.2** Meaning and Importance of life skill education.
- 1.3** Components of life skill- Meaning and Concepts of 10 core life skills.
(According to WHO)

1. 1.Self Awareness.
 2. Empathy.
 3. Critical thinking.
 4. Creative thinking.
 5. Decision making.
 6. Problem solving.
 7. Effective communication.
 8. Inter personal relationship.
 9. Coping with stress
10. Coping with emotions.

1.4 Life skill approaches:

- i) Critical thinking skills.
- ii) Decision making skills.
- iii) Interpersonal / Communication skills
- iv) Coping with & self management skills.

1.5 Educational Implications of Life Skills.

Unit –2: Learn to live

(14 Hours)

2.1 a) Skill of knowing and living with oneself, self awareness, self-esteem, Assertiveness, Positive thinking, coping with emotions, stress and self evaluation.

b) Skill of knowing with each others:

Relating with others, Negotiations, Managing our group, effective communication skill.

c) Personal and social skills:

Behavioural skills, Physical & Sociological needs, Citizenship.

2.2 Family life education:

- i) Scope of Parenthood and Peer education.
- ii) Adolescent care & Counselling.
- iii) Career guidance.
- iv) Leadership qualities.
- v) Personal Health and Hygiene

PRACTICAL ACTIVITIES:

(Submit a Report with Photographs for the following Activities)

1. Visit to Public Health Centers and Rehabilitation Centers
2. Street plays,
3. Group discussions,
4. Projects
5. Brain Storming
6. Games and Simulations

REFERENCES

1. Allen, Davis 2001. Getting things done: the Art of Stress Free productivity New York: Viking
2. Lakein, Alan (1973), How to get control of your Time and Your Life. New York: P.H. Wyden.
3. Morgenstern, Julie (2004). Time management from the Inside Out: The foolproof System for / Taking Control of your schedule ó and Your life, 2nd ed, New York: Henry Holt/ Owl Books.
4. Rosenberg, M.(1965) Society and the Adolscent Sekf image Priceton, NJ: Princeton University press.

5. Siwela Sheila. 1994. Outreach Gender Sensitation. Gender Awareness. Office of the Presodent Department of Women Affairs. Windhoek. Namibia.
6. UNESCO. 2002. Gender Sensitivity A training Mannual United Nations Educational, Scientific and Cultural. Paris.
7. Van Vuuren S.J.Levin N.R. et al, 1997. Life skills education and Furthering Education. Kagiso Publishers Pretoria. South Africa.
8. ಶ್ರೀ ರವಿಶಂಕರ್ (ಠಡೀಣ ರಜಿ ಟುತುಟಿರ) -ಜೀವನ ಕೌಶಲಗಲು.
9. ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ- ಬದುಕಲು ಕಲಿಯುವುದು.
10. ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ - ಬಿಜ್ಜು ಮಾತು - ಶಾಲಾ ಏಡ್ಸ್ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDOEC13 - VALUE EDUCATION

Objectives: The Student-Teacher are able to:-

1. give information on various aspects of values and its dimensions.
2. create an awareness about the significance of values in human life.
3. inculcate the skills in teacher trainees to develop the values among students through various approaches.
4. develop the skill of assessing values through using various techniques.

Unit-1: Introduction to Values

(12 Hours)

1.1 Concept and types of values.

1.2 Classification of values - Personal, social, family, cultural, democratic, institutional and religious values.

1.3 Sources of values- Literature, socio-cultural practices, philosophy, religion, mass media, events, experience and Constitution.

1.4 Meaning, need and objectives of value education. Theoretical models related to Value development ó Piaget's theory of moral development and Kohlberg's stages of moral development.

Unit-2: Approaches and Assessment of Value Education

(14 Hours)

2.1 Approaches: Direct, Indirect and Incidental- Meaning and Strategies. Teacher and classroom level practices.

2.2 Value conflict in social life, value analysis model.

2.3 Causes for values deterioration, hindrances for inculcation of values, role of social agencies in value education ó family, religion, educational institution, community, mass media. Role of teacher in inculcation of values.

2.4 Tools and techniques of value assessment; Self appraisal, checklist, rating scale, observation, interaction, situational test and examination.

PRACTICAL ACTIVITIES:

Submit a report on any *one* of the following suggested activity/ any other relevant activity related to value education.

1. Select a story / an episode / an incident from an epic and analyse the values integrated in it.
2. Submit a report by listing out the values integrated in the celebration of religious

festivals.

3. List out the values integrated in any school subject with minimum five illustrations.
4. Submission of a report on value that are taught or caught by visiting a school / Organization.
5. Preparation of a checklist (rubric) for value assessment in school children.
6. Preparation of a video lesson to teach value with activity.
7. Preparation of strategy/method/approach to teach values with illustrations.
8. Preparation of a role play or a skit on value conflict.
9. Prepare an album/wall paper/chart to teach values.
10. Select a value conflict situation, using value analysis model in class room resolve the value conflict and submit a report on it.

REFERENCES

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

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDOEC-13 EDUCATION FOR PEACE

Objectives: **The students teachers are able to:-**

1. to understand the concept of peace education.
2. to acquire the knowledge about peaceful mind makes peaceful world.
3. to understand the philosophical thoughts for peace.
4. understand the nature of conflicts and their resolution.
5. to develop the ability to use various methods and techniques for teaching peace education.
6. adopt peace education in the curriculum.
7. imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
8. understand the dynamics of transformation of violence into peace.

Unit -1: Introduction of Peace Education

(12 Hrs)

- 1.1 Meaning, Concept and need of Peace Education.
- 1.2 As a universal value
- 1.3 Aims and Objectives of Peace Education .
- 1.4 Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGOø, Government Agencies in promoting peace education.
- 1.5 Current Status of Peace Education at Global Scenario.

Unit-2: Peace In The Indian Context

(14 Hrs)

- 2.1 Role of Religion in propogation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.
- 2.2 Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.2.3 Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.
- 2.4 Democracy and Peace, Secularism and Peace, Culture and Peace.

PRACTICALS / TUTORIALS

Submit a report on any one of the following suggested activity/ any relevant activity related to Peace Education.

1. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
2. Organize an activity in schools to promote Peace.
3. Preparation of Video lesson to teach Peace Education with activity.
4. Write a report on Gandhi and Peace.
5. Write about the contribution of any two Noble prize winners for Peace.
6. Prepare an album of Indian Philosophers and write their thoughts on peace.
- 7.

REFERENCES

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2
7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

BANGALORE UNIVERSITY
B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester
EDOEC-13 INCLUSIVE EDUCATION

Objective The student teachers are able to:-

1. understand the global and national commitments towards the education of children with diverse needs.
2. develop an understanding of the concept, principles and models of inclusive Education in the context of education for all.
3. identify and address diverse needs of all learners.
4. familiarize with the trends and issues in inclusive education.
5. develop an understanding of the role of facilitators in inclusive education.
6. understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
7. analyze special education, integrated education, mainstream and inclusive education practices.
8. identify and utilize existing resources for promoting inclusive practice.

Unit- 1: Introduction to Inclusive Education

(10 Hours)

1. Definition, concept and importance of inclusive education-its merits and demerits.
2. Inclusive Strategies and Education for children with Diverse Needs.
3. School Education of the Disadvantaged Groups and Girls education
4. Inclusive Education a rights based model
5. Barriers in Inclusive Education: Attitudinal, Social and Educational.

Unit –2:Special Educational Needs (SEN) of Learners in Inclusive School

(16 Hours)

1. Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children (scholastic backwardness, underachievement , slow learners , children with special health problems (HIV), environmental/ecological difficulties and children belonging to other marginal groups.
 2. Importance of early detection, Functional assessment of SEN.
 3. Role of teachers working in inclusive settings and resource teacher /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. National and international initiatives -
 - The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- Salamanca Framework of Action UNCRPD2007

- Integrated Education for Disabled Children (IEDC, 1974), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan- 2002 with reference to Inclusive Education
- The Persons with Disabilities Act (PWD Act, 1995) and National Policy for Person with Disabilities 2006 with reference to Inclusive Education.
- Educational Concessions and Facilities

PRACTICAL ACTIVITIES.

1. Visit any Inclusive school and report about school settings
2. A study of barrier free environment
3. Conduct a survey about barriers in social inclusion
4. Develop teaching learning materials for CWSN
5. Adapt any one lesson for CWSN
6. SSA effectiveness on EFA
7. Visit one sign language department
8. Curricular support services for CWSN
9. Conduct IEP
10. Conduct awareness programs for public ó Early intervention / Early detection

REERENCES

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 ResearchNUEPA. 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
15. Puri, M. & Abraham, G. (Eds) (2004), *Handbook of Inclusive Education –for Educators, administrators and planners*. New Delhi: Sage Publications.
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).
20. Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, *IDS Bulletin*, 34(1).

Dr HASEEN TAJ
CHAIRPERSON, BOS (UG)