



ಕ್ರ. ಸಂ. ಗುವಿಗು/ವಿಮವಿ/ಬಿಟಎಸ್/2014-15/೨೪೬

ದಿನಾಂಕ: 17/3/16

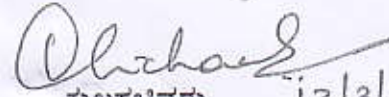
ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಎರಡು ವರ್ಷ ಅವಧಿಯ ಬಿ.ಎಡ್ ಕೋರ್ಸಿನ I ರಿಂದ IV ನೇ ಸೆಮೆಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ: 1) ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ದಿನಾಂಕ: 25.01.2016.
2) ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಗೊತ್ತುವಳಿ ಸಂಖ್ಯೆ 22 ದಿನಾಂಕ 27.01.2016.
3) ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 05.03.2016.

ಉಲ್ಲೇಖ (2) ರಲ್ಲಿನ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್‌ನ ಸಭೆಯ ಗೊತ್ತುವಳಿ ಸಂಖ್ಯೆ 22 ನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತ; ಎರಡು ವರ್ಷ ಅವಧಿಯ ಬಿ.ಎಡ್ ಕೋರ್ಸಿನ I ರಿಂದ IV ನೇ ಸೆಮೆಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು 2015-16 ನೇ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಮೇಲಿನ ಬದಲಾವಣೆಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ. ಪಠ್ಯಕ್ರಮದ ವಿವರವನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ www.gulbargauniversity.ac.in ದಿಂದ ಪಡೆಯಬಹುದು.


ಕುಲಸಚಿವರು 13/3/16

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ

ಗೆ,

- 1) ಮುಖ್ಯಸ್ಥರು, ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗು.ವಿ. ಕಲಬುರಗಿ.
- 2) ಎಲ್ಲಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಂಶುಪಾಲರಿಗೆ ಮಾಹಿತಿಗಾಗಿ.

ಪ್ರತಿ:

- 1) ಡೀನ್‌ರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಗು.ವಿ. ಕಲಬುರಗಿ.
- 2) ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ), ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.
- 3) ಮುಖ್ಯಸ್ಥರು, ವಿಶ್ವವಿದ್ಯಾಲಯ ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ. ಕಲಬುರಗಿ ಇವರಿಗೆ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್ ಸೈಟ್ ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ತಿಳಿಸಲಾಗಿದೆ.
- 4) ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ / ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಮಾಹಿತಿಗಾಗಿ.

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



**GULBARGA UNIVERSITY
Jnana Ganga, KALBURAGI- 585 106
Academic Year: 2015-16**

Semester-I

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min to pass	TEE	Min to Pass	Total
01	PC-I	Childhood and Adolescence Psychology	04	03	20	08	80	32	100
02	PC-II	Philosophical and Sociological bases of Education	04	03	20	08	80	32	100
03	PC-III	Educational Technology	04	03	20	08	80	32	100
04	PM-IV/V	Understanding discipline and Pedagogy (Method-I)	04	03	20	08	80	32	100
05	PM-IV/V	Understanding discipline and Pedagogy (Method-II)	04	03	20	08	80	32	100
06	EPC-I	ICT Basics	01	-	25	10	-	-	25
07	EPC-II	Language across the Subjects	01	-	25	10	-	-	25
08	EF-I	Psycho social tools and Techniques	01	-	25	10	-	-	25
09	EF-II	Microteaching and Integration Video Recording and Reporting	01	-	25	10	-	-	25
			24		200	80	400	160	600

SEMESTER: I

**GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I**

CHILDHOOD AND ADOLESCENCE PSYCHOLOGY

Paper Code: PC-I

Total No. of Hours: 60

Credit: 4

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 0 **Understand the approaches, process of development and domains.**
- 1 **Critically analyze the theoretical approaches with respect to developmental variations among children.**
- 2 **Comprehend adolescence as a period of transition and threshold of adulthood.**
- 3 **Analyze different factors influencing child development.**
- 4 **Facilitating hands on experiences, engage with the field as part.**

Unit 1: Approaches to Human Development.

1.1 Human development as a discipline from infancy to adulthood.

1.2 Concepts and Principles of development.

1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood.)

1.4 Nature vs. Nurture.

1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship).

Unit 2: Theoretical Approaches to Development.

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura).
- 2.2 Psychosocial Theory (Erikson).
- 2.3 Psychoanalytic Theory (Freud).
- 2.4 Ecological Theory (Bronfrenbrenner).
- 2.5 Holistic Theory of Development (Steiner).

Unit 3: Early Childhood Development, (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development.
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR score, Reflexes and responses, neuro-perceptual development.
- 3.3 Milestones and variations in Development.
- 3.4 Environmental factors influencing early childhood development.
- 3.5 Role of play in enhancing development.

Unit 4: Early Adolescence Development, (Nine to Eighteen Years)

- 4.1 Emerging capabilities across domains of physical and social emotional.
- 4.2 Emerging capabilities across domains related to cognition – meta-cognition, creativity, and ethics.
- 4.3 Issues related to puberty.
- 4.4 Gender and development.
- 4.5 Influence of the environment (social, cultural, political) on the growing child.
- 4.6 Transitions into Adulthood.
 - a. Psychological well-being.
 - b. Formation of identity and self-concept.
 - c. Emerging roles and responsibilities.
 - d. Life Skills and independent living.
 - e. Career Choices.

Hands on Experience:

Engage with the field as a part of course.

- Observe children in various settings and identify milestones achieved.
- Seminar on human development.
- Writing Journal for reflection and case study.

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4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
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SEMESTER SCHEME
SEMESTER: I

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Paper Code: PC-II
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 5 **Understand the interrelationship between philosophy and education.**
- 6 **Develop the appreciation of the basics trends of philosophy in education.**
- 7 **Appreciate the roles of schools of philosophy in education.**
- 8 **Understand the relationship between sociological bases for education.**
- 9 **Understand the constitutional provisions for education in state.**

Unit 1: Philosophical Foundation of Education

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

Unit 2: Schools of Philosophy

- 2.1 Idealism, Naturalism, Pragmatism.
- 2.2 Education Implications of these Schools -Aims and objectives and Curriculum Methodology, Teachers Pupil Relationship and Discipline, Meaning of Values.
- 2.3 Contribution of selected philosophers.
- 2.4 Human Values and Education: - Types of Various Spiritual, Moral, Social, Authentic Human Values.

2.5 National Values as Mentioned In the Indian Constitution.

Unit 3: Sociological bases for Education

3.1 Relationship of sociology and education.

3.2 Concept, scope and functions of educational sociology.

3.3 Sociology of education- education has a social sub system.

3.4 Specific characteristics which make for social harmony.

Unit 4: State and Education

4.1 Educations-State Provisions in Indian Constitution.

4.2 Education and Democracy, National Integration through Education.

4.3 Education for International Understanding.

4.4 Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture.

4.5 Changes in India with special reference to changes in Indian education and social change, social stratification and socio-psychological education and its responsibilities for social changes.

Activities:

Engage with the field as a part of course.

- 10 Philosophy and Education.
- 11 Human Values and Education.
- 12 Sociology and education.
- 13 Education-State Provisions in Indian Constitution.
- 14 Education and its responsibilities for social changes.

References:

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

5. Foundation of Education – VP Bokil

6. Educational Sociology – Brown

7. The Schooling Society – Eran Illich

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

EDUCATIONAL TECHNOLOGY

Paper Code: PC-III
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 15 **Understand the basic concepts and scope of Educational Technology.**
- 16 **Understand the place and use of different media of Educational Technology in education.**
- 17 **Acquaint with innovations in Educational Technology.**
- 18 **Integrate ICT into teaching-learning process, administration and evaluation.**
- 19 **Design and develop learning materials and use in teaching-learning process.**

Unit 1: Basics of Education Technology

- 1.1 Educational technology- Meaning, Nature, Scope, objectives, and Importance.
- 1.2 Instructional technology and teaching technology: Meaning, nature and scope.
- 1.3 Approaches of educational technology –Hardware, Software and Systems approach.
- 1.4 Cybernetics: Meaning and use in the development of instructional designs.

Unit 2: Media in Education

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

Unit 3: Educational systems

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

Unit 4: Understanding of ICT in Education

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

Learning Activities

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

References:

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18. Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I

UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGE

Paper Code: PC-IV/V
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1. Understand the meaning of language and its components.**
- 2. Understand the language as a medium of instruction respective English.**
- 3. Understand the Language and Literacy in the Context of School and Language acquisition.**
- 4. Understand the Language as a process with respect to classroom context.**
- 5. Differentiate the Curriculum, Syllabus and Text book.**

Unit 1: General Introduction on Language

- 1.1 Meaning of Language, Various components of language; Functions of language.
- 1.2 Critical analysis of the terms: Dialect, Standard and Non-standard language, classical Language.
- 1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.

Unit 2: Language Policies and Politics

- 2.1 Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction.
- 2.2 The recommendations of NCF-2005 on language education.

Unit 3: Language and Literacy in the Context of School and Language Acquisition.

- 3.1 Language environment of school and the varied nature of Indian classrooms; Language

Learner's profile: language environment at home.

3.2 Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices.

3.3 What is viewed as "right" and "wrong" language in schools and the underlying assumptions; critically understanding "errors" and the insights they provide.

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

Unit 4: Language Processes and the Classroom Context

4.1 Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence.

4.2 Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different Types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading;

4.3 writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 5: Examining the language curriculum

5.1 Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises.

5.2 Moving beyond the textbook: Children's literature for different age groups; Classroom practices in India.

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

UNDERSTANDING DISCIPLINE AND PEDAGOGY: SOCIAL SCIENCE

Paper Code: PC-IV/V

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1. Overview the Foundations of each Discipline with respect to Social Science.**
- 2. Understand the place of Social Science in School Curriculum.**
- 3. Understand the perspectives in Social Sciences.**
- 4. Understand the Pedagogical practices in Social Science Curriculum.**
- 5. Understand the Social as a Science, compare to Social Studies.**

Unit 1: Evolutionary Framework of Social Science

An Overview of the Foundations of each Discipline:

- 1.1 History and Geography- Temporal and Spatial Dimensions.
- 1.2 Political science and Economics – The Systems and Processes of Society.
- 1.3 Specialized Knowledge versus Inter Disciplinary Knowledge.
- 1.4 Trajectory of Social Science Evolutionary Process:
Philosophical and Theoretical discourses.
- 1.5 Concept of Social Science and Social Studies.
- 1.6 Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit 2: Social Science in Schools

- 2.1 Challenges in the development of Social Science Curriculum.
- 2.2 General Approaches in the construction of social science curriculum: thematic organization:
Interdisciplinary, multi-disciplinary and fused frameworks
- 2.3 Cross Cultural perspectives and issues in social science.

Unit 3: Teaching of Social Science

- 3.1 Development of Critical Enquiry, Critical Thinking and Problem Solving in building

perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives.

3.2 Construction of knowledge in Social Science: conceptual schemes, concept maps.

3.3 Addressing Learner-diversity: special need-learners.

Unit 4: Pedagogical practices in Social Science Curriculum

4.1 Social Science and Indian School Curricula in search of new Directions.

4.2 Review different Commissions/Committees Reports.

4.3 National Curriculum Frameworks-1975, 1988, 2000 and 2005.

4.4 Critical Review of Social Science Text books from class 6th to 10th.

4.5 Concerns in Teaching Social Science: Diversity, Gender and Special Needs.

References:

1. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I

UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCE

Paper Code: PC-IV/V
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1. Understand the Nature, Perspective and development of Science.**
- 2. Understand the Science with respect to learner context.**
- 3. Understand the Pedagogical practices in Science Curriculum.**
- 4. Differentiate the Curriculum, Syllabus and Text book.**
- 5. Comprehend critical review of Science Curriculum at the National Level.**

Unit 1: Nature of Science and Science Education.

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

Unit 2: The learner Context

- 2.1 Children's conceptualization of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- 2.2 Understanding children's fear of science addressing their inabilities to correlate the

observed phenomena with micro level processes and with their symbolic/mathematical representations.

2.3 Construction of knowledge in science: conceptual schemes, concept maps.

2.4 Role and limitation of language: its contribution towards expression, articulation and the understanding of science.

2.5 Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit 3: The science curriculum

3.1 The nature and underlying criteria for a science curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

3.2 A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .

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

Unit 4: Pedagogical practices in Science Curriculum

4.1 Science and Indian School Curricula in search of new Directions.

4.2 Review different Commissions/Committees Reports.

4.3 National Curriculum Frameworks-1986, 1992, 2000 and 2005.

4.4 Critical Review of Science Text books from class 6th to 10th.

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

UNDERSTANDING DISCIPLINE AND PEDAGOGY: MATHEMATICS

Paper Code: PC-IV/V
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1. Understand the Patterns, development and Challenges of Mathematics in day today life.**
- 2. Understand the Concept and Process of Mathematics.**
- 3. Understand the Pedagogical practices in Mathematics Curriculum.**
- 4. Differentiate the Curriculum, Syllabus and Text book of Mathematics.**
- 5. Comprehend critical review of Mathematics Curriculum at the National Level.**

Unit 1: Introduction to Mathematical Thinking

- 1.1 Mathematics as study of creating, discerning and generalizing patterns: Identifying and analyzing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
- 1.2 Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
- 1.3 Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.
- 1.4 Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

Unit 2: Learning Mathematics

- 2.1 Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking
- 2.2 Processes of dealing with abstractions, particularization and generalization. Studying

algorithms; what works and how?

2.3 Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalization; argumentation and justification

2.4 Socio-cultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice

2.5 Historical evolution of concepts –understanding how concepts evolved, power-play in legitimizing concepts.

Unit 3: The science curriculum

3.1 The nature and underlying criteria for a Mathematics curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

3.2 A critical review of Mathematics Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum.

3.3 Criteria for the analysis of Mathematics textbooks. (Including issues related to gender, the socio-cultural context, etc.)

Unit 4: Mathematics for Equity and Social Justice

4.1 Mathematics to all –Concerns and challenges.

4.2 Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of ‘achievement gap’; construction of learners’ identity in a mathematics classroom.

4.3 Addressing the concerns of societal as well as mathematical equity.

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

UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE

Paper Code: PC-IV/V
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 20 **Understand the Nature and Scope of Commerce in Education.**
- 21 **Understand the Knowledge in Commerce, Commerce and Society.**
- 22 **Develop the skill in preparing and using resources in commerce.**
- 4. Understand the available resources for teaching of commerce.**
- 5. Understand the means for quality improvement in commerce.**
- 6. Acquire the knowledge of extended activities in commerce and their organization.**
- 7. Develop technological skills in teaching and learning Commerce.**

Unit 1: Nature and Scope of Commerce

1.1 Meaning, features, Types, Advantages and limitations of Commerce.

·23 **Entrepreneurship- meaning, Role and importance of entrepreneurship, self-employment schemes.**

·24 **Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education.**

1.4 **Relationship of Commerce with business, trade, industry and economy: A Macro Perspective.**

Unit 2: Understanding Knowledge in Commerce, Commerce and Society

2.1 **Interrelationships within Commerce (Accountancy and Business Studies/ Management)**

2.2 **Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.**

2.3 **Understanding Ethics and Values.**

2.4 **Contemporary Business Environment and Commerce Education.**

Unit 3: Teaching & Learning Resources in Commerce

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

Unit 4: Professional Development of Commerce Teachers

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

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

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

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Paper Code: PC-IV/V
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1. Understand the basic concepts associated with academic disciplines.**
- 2. Comprehend the meaning of interdisciplinary and multidisciplinary learning.**
- 3. Understand different approaches in interdisciplinary learning.**
- 4. Appreciate the different academic disciplines and their place in the school curriculum.**
- 5. Appreciate the role of academic disciplines in facing global challenges**
- 6. Apply the understanding of academic disciplines in curriculum transaction.**

Unit 1: Basics of Academic disciplines

- 1.1 Meaning and characteristics of academic disciplines.
- 1.2 Emergence of academic disciplines.
- 1.3 Relationship between academic disciplines and subjects.

Unit 2: Teaching across disciplines

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

Unit 3: Humanities and Social Sciences in the Curriculum

3.1 Place of Humanities and Social Sciences in present school curriculum.

3.2 Issues and challenges in teaching Humanities and Social sciences.

3.3 Role of Humanities and Social Sciences with respect to the following global issues: promoting peace and respecting diversity.

Unit 4: Natural Sciences and Mathematics in the Curriculum

4.1 Place of the disciplines Science and Mathematics in present school curriculum.

4.2 Issues and challenges in teaching the disciplines Science and Mathematics.

4.3 Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues.

Tasks and Assignments:

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

References:

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3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications.
4. Position Paper of National Focus Group on Teaching of Science, NCERT publication.
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Websites:

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10. <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
11. http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

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

ICT-BASICS

Paper Code: EPC-I

Credit: 1

Total No. of Hours: 15

Total Marks: 25

Objectives

Student-Teacher will be able to:

- 1. Understand the ICT Basics with respect to operating system.**
- 2. Develop the skill of using computer applications and Internet.**
- 3. Develop the skill of preparing computerized lesson plans.**
- 4. Develop the skill of preparing the printed teaching materials using ICT.**
- 5. Develop the skill of preparing PPT slides for classroom usage.**

Unit 1: ICT basics: Operating system and application software

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

Unit 2: Computer Applications and Internet

- 2.1 Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
- 2.2 Characteristics of a good computerized lesson plan.

2.3 Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.

2.4 Internet: Introduction, advantages and disadvantages.

Activities: (Any One)

1. Prepare the printed teaching materials using the MS-Word (In any subject -Any unit to be selected, in any language).Use of self-learning materials for anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation.
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and Google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Survey of educational sites based in India.
9. Use of available software or CDs with LCD projection for subject learning interactions.
10. Generating subject-related demonstrations using computer software.
11. Enabling students to plan and execute projects (using computer based research).
12. Engaging in professional self-development.
13. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.
14. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology).
15. Critical review of UNESCO ICT Competency standards for Teachers-2008.
16. Write a report on INSAT programs.
17. Developing Educational blog in www.blogger.com, www.wordpress.com
18. Develop the news groups and report.
19. Creating an Account in Teacher tube/slide share and sharing your video/power point. 20. Downloading Anti-virus software through internet and installing to the system.

References:

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Publications.

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

LANGUAGE ACROSS THE CURRICULUM

Paper Code: EPC-II
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Objectives:

Student-Teacher will be able to:

- 25 Understand the structure, components and nature of Language across the curriculum.
- 26 Develop the language competency among students across the curriculum.
- 27 Understand the Language background of the Multicultural students.
- 28 Design various strategies in communication across the curriculum.
- 29 Understand the language policy in India.
- 30 Design different materials to improve the language efficiency of the Students.

Unit 1:- Nature, Principles and Classification of Languages

- 1.1 Nature of the language - definition of the language; importance of Languages; characteristics of languages.
- 1.2 Development of language -Stages of development of language in human Society; Development of language of child.
- 1.3 Language and Grammar- Basics and its uses, Language Reference, Dictionary and Thesaurus. Components of language-phonetics, morphology, semantics, syntax.
- 1.4 Classification of languages; need for classification; basis of classification; Classification of world languages with special reference to Indian Languages.
- 1.5 Basic language skills- listening/comprehension vocalization (speaking) Reading and writing skills.
- 1.6 Language and communication- language as a medium of communication-nature of effective communication (vocabulary, expression, pronunciation, Structure fluency, appropriate usage etc.) Language Barriers- Language as a Communication, Problems in presentation with respect to classroom transaction.

Unit 2: Language in the classroom and Language in curriculum

2.1 Language Background of students, individual differences in language of students need to know language background, factors influencing children language.

2.2 Problems of differential language of students-home language, school Language, textual language and spoken language, role of dialects, Deficits, Theory and Diseminticity theory.

2.3 Nature of classroom Discourse-nature of classroom interaction: Questioning, Narration, Explaining, Discussing etc., limitations of classroom discourse.

2.4 Language and School- Language and Student, Improving School Language. Significance of language in subject areas-nature of language in different Subjects. Listening, Speaking, activities to improve these skills across the curriculum, Reading Comprehension -meaning, importance, purpose of reading, types of reading material, reading indifferent subject areas.

2.5 Writing skills, writing as a means of communication, advantages of writing, Process writing, document writing, literary writing or creative writing & Curative writing.

2.6 Communication – meaning, process, components, Influence of language on Communication. Factors involved ineffective communication – Vocabulary, Expression, Pronunciation, Structure, comprehension, fluency, appropriate usages etc. Strategies of Communication- Enriching Language through Communication.

Practicum/Field Work (Any One)

1. Review and analyzing the Student's Write ups (Make a report)
2. Design activities to enrich language efficiency among Secondary school Students.
(Minimum 10 activities)
3. Prepare a multilingual dictionary of important terms and words used in different school subjects.
4. Study the problems of Language teachers through interview of brief survey.
5. Any other relevant activity based on the content.

Note: College is free to assign any other practicum related to the subject.

Reference:

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15. A video, audio, and computing environment. Commune. ACM (Jan. 1993),p. 28-47.
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17. ಕೆ. ಕೆಂಪೇಗೌಡ- ಭೂಮಿ ಮತ್ತು ಭೂಮಿ ವಿಜ್ಞಾನ.
18. ಡಾ.ಎಂ.ಚಿದಾನಂದ ಮೂರ್ತಿ- ಭೂಮಿ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ
19. ಪ್ರಕಾಶನ, ಕುಣಿಗುಂಪೂರ್ತಿಪುರಂ, ಮೈಸೂರು.
20. ಅನಸೂಯಾ ವಿ. ಪರಗಿ- ಕನ್ನಡ ಭೂಮಿಶಾಸ್ತ್ರ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ.
21. ಭೂಮಿ- ವಿಶ್ವಕೋಶ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
22. ಭೂಮಿ- ವಿಶ್ವಕೋಶ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
23. ಓಬಳೇಶ ಘಟ್ಟ - ಭೂಮಿ ಮತ್ತು ಕನ್ನಡ ಭೂಮಿ ಬೋಧನೆ.

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SEMESTER SCHEME
SEMESTER: I

PSYCHO SOCIAL TOOLS AND TECHNIQUES

Paper Code: EF-I

Credit: 1

Total No. of Hours: 15

Total Marks: 25

Objectives:

Student-Teacher will be able to:

- 31 Understand the nature and process of learning and the factors/conditions which facilitate or obstruct the learning process.
- 32 Apply the knowledge and principal of Psycho Social Tools and Techniques to facilitate optimum development of integrated personality.
- 33 Understand the nature, extent and causes of individual differences and using knowledge of strategies and techniques for helping children.
- 34 Understand nature of motivations, group structure and dynamics as relevant to classroom management.
- 35 Identify the children who need special help and provide appropriate services by the help of psycho social tools and techniques.

Unit 1: Psycho Social Tools and Techniques

- 36 Meaning, Concept, Importance.
- 37 Procedure, Tabulation of data and its Educational Significance, Calculation, Interpretation.
- 38 Graphs- Types of graphs and its significance.
- 39 Projective and Non-Projective Techniques.
- 40 Different types of Tests- Intelligence, Aptitude, and Creativity Etc.

Name of the Practical:

- 41 Observation 3. Attitude Test 5. Intelligence Test
- 42 Case Study 4. Adjustment Inventories 6. Creativity Test 7. Interest inventories

Note: Conduct at least four practical, Prepare lab record and submit the same.

References:

1. Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 2010.
2. Bhatia & Bhatia, 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, Brief Introduction to Educational Psychology, Tata- McGraw Hill Pub. Com. Ltd. New Delhi 2000.
5. 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.
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GULBARGA UNIVERSITY
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SEMESTER SCHEME
SEMESTER: I

MICROTEACHING AND INTEGRATION
(VIDEO RECORDING AND REPORTING)

Paper Code: EF-II
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Objectives:

Student-Teacher will be able to:

- 43 Understand the concept of the Micro-teaching.
- 44 Understand the importance of the Micro-teaching.
- 45 Understand the micro-teaching cycle.
- 46 Understand the teaching skills of relevant pedagogy.
- 47 Integrate micro-teaching skills with macro-teaching.

Unit 1: Microteaching and Integration

- 48 Micro Teaching: Meaning and Definitions, Nature and Importance, Scope, Stages, Cycle, Classifications, Differentiation between Macro and Micro.
- 49 Teaching skills of relevant pedagogy.
- 50 Instructional objectives- General and Specific of relevant pedagogy.
- 51 Integration of micro-teaching with macro-teaching.

Skills to be perform/practice:

- 52 Skill of Introduction
- 53 Skill of Probing Questions
- 54 Skill of Explanation
- 55 Skill of Illustrations with Examples
- 56 Skill of Stimulus Variation

·57 Skill of Reinforcement

·58 Skill of Using Black Board

Note: Video Recording and Reporting (Any Two)- Submission of the Micro Teaching record along with CD.

References:

- 59 Allen, D.W. (1966), Micro-Teaching: A Description, School of Education: Stanford University.
- 60 Lalitha, M.S. (1976) An Enquiry into Class Room Instruction: Un-Published Doctoral Dissertation M.S. University Baroda.
- 61 Professor Jagadeesh. A (2004) Micro-teaching theory and practice: Siddanna Educational Society, Mahabubnagar.
- 62 www.google.com – microteaching.
- 63 Jahangira, N.K. and Singh, Ajit (1982) ‘Core Teaching Skills: Micro Teaching Approach; Delhi: NCTE.
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Semester-II

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min. To Pass	TE E	Min. To Pass	Total
10	PC-VI	Learning and Teaching Process	04	03	20	08	80	32	100
11	PC-VII	Knowledge and Curriculum	04	03	20	08	80	32	100
12	PC-VIII	Education in Contemporary India	04	03	20	08	80	32	100
13	PC-IX	Pedagogic tools, techniques and approaches	04	03	20	08	80	32	100
14	EPC-III	Understanding Self (Personality and Yoga)	02	1 1/2	10	04	40	16	50
15	EPC-IV	ICT applications	02	-	50	20	-		50
16	EF-III	Simulated and ICT based Lessons (For Two Methods)	02	-	50	20	-		50
17	EF-IV	School Lessons and Reflective Diary Video Recording and Reporting	02	-	50	20	-		50
			24	-	240	96	360	144	600

SEMESTER: II

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SEMESTER SCHEME
SEMESTER: II**

LEARNING AND TEACHING PROCESS

Paper Code: PC-VI

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 65 **Comprehend the learning and intelligence, theories and their applications in teaching-learning process.**
- 66 **Analyze the learning nature and process of motivation.**
- 67 **Describe the stages of teaching-learning and role of the teacher.**
- 68 **Situate self-learning climate in the teaching learning process.**
- 69 **Analyze the scope and role of assessment in teaching-learning process.**

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviorism: Pavlov, Thorndike, Skinner.
- Cognitivism: Piaget, Bruner.
- Social Constructism: Vygotsky, Bandura.

1.3 Intelligence:

- Concept and definition.
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg).

1.4 Creativity: Concept, Definition and Characteristics.

1.5 Implications for Classroom Teaching and Learning.

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process.

2.2 Attention: Definition and Affecting Factors.

2.3 Perception: Definition and Types.

2.4 Memory, Thinking, and Problem Solving.

2.5 Motivation: Nature, Definition and Maslow's Theory.

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching.

3.2 Stages of Teaching: Plan, Implement, Evaluate, and Reflect.

3.3 Stages of Learning: Acquisition, Maintenance, Generalization.

3.4 Learning Environment: Psychological and Physical.

3.5 Leadership Role of Teacher in Classroom, School and Community.

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective.

4.2 Assessment of Learning 'and _Assessment for Learning': Meaning and difference.

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination.

4.4 Formative and summative evaluation, Curriculum Based Measurement.

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option.

References:

1. Amin, N. (2002). Assessment of Cognitive Development of Elementary School
2. Children: A Psychometric Approach. Jain Book Agency, New Delhi.
3. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
4. King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
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6. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
7. McGraw Hill Education (India) Private Limited, New Delhi.
8. Paul, P. (2009). Language and Deafness. Singular publication.

9. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
10. Inclusive Education. Houghton Mifflin Company, Boston.
11. Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
12. Assessment of Children and Adolescents, Routledge, New York.
13. Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
14. Psychology, (11th edn). Pearson Publication, New Delhi.
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16. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
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19. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
20. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
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SEMESTER SCHEME
SEMESTER: II

KNOWLEDGE AND CURRICULUM

Paper Code: PC-VII
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 70 Understand the meaning, similarities, and differences of Epistemological bases of Education.
- 71 Became familiar with Ideologies related to child centered education.
- 72 Understand the changes in education with respect to society, culture and modernization.
- 73 Understand the various school activities, classroom interaction with reference to multi culture and democracy.
- 74 Understand the National, Global and Secular Paradigms of education.
- 75 Understand the concept, bases, various interpretations, steps and process of curriculum construction.
- 76 Able to differentiate the interrelation among curriculum, syllabus and text book.
- 77 Understand the co-relation among power, principles and curriculum.
- 78 To develop the skill of curriculum evaluation.

Unit 1: Epistemological Basis of Education

- 1.1 Knowledge, Information and Skill: Concept and Differences, Facets of Knowledge; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3. Rational, Belief and Truth: Concept and Differences
- 1.4. Modern child centered education with Following Reference -
 - a) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - b) Discovery - Concept and Importance with reference to Dewey.
 - c) Dialogue - Concept and Importance with reference to Plato.

Unit 2: Social Basis of Education

- 2.1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization.
- 2.2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar.
- 2.3. Conventional school activities and daily routine of school class room with reference to multiculturalism.
- 2.4. Nationalism, Universalism, Secularism and their interrelation with Education.

Unit 3: Process of Curriculum Development

- 3.1. Curriculum: Concept and Importance, Bases of Curriculum.
- 3.2. Stages of Curriculum Construction.
- 3.3. Role of Curriculum in Effective Teaching and Learning Process.
- 3.4. Relationship between aims of education and curriculum.
- 3.5. Teacher's role in curriculum construction.
- 3.6. Curriculum and discipline.

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

- 4.1. Various co-curricular activities and its impact on reconstruction of society
- 4.2. Relationship between power, ideology and curriculum
- 4.3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.
- 4.4. Evaluation of curriculum
- 4.5. Broad determinants of curriculum making: At the national and state level, national

priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Reference:

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
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11. Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno.
12. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store.
13. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi.

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SEMESTER SCHEME
SEMESTER: II

EDUCATION IN CONTEMPORARY INDIA

Paper Code: PC-VIII
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 79 **Understand the nature, process and history of the education in India.**

- 80 **Understand the constitutional provisions and current issues in Indian Education with respect to L.P.G.-Liberalization, Privatization, and Globalization.**

- 81 **Analyze the educational system in the concept of modern ethos, and understand the concept of diversity and its role.**

- 82 **Understand the trends and challenges faced by the contemporary Indian Education in Global context.**

- 83 **Understand the policies, programmes and schemes for enhancement of quality of education in Karnataka.**

Unit 1: Meaning and importance of Education

1.1 Pre independence Education period: Meaning, Importance, Problems, Issues and Efforts (Commissions and Committees).

1.2 Post independence Education period: Meaning, Importance, Problems, Issues and Efforts (Commissions and Committees).

Unit 2: Constitutional provisions and Current Issues in Indian Education

2.1 Education and Four pillars of Indian Constitution.

2.2 Fundamental & derived rights in relation to Education.

2.3 Articles related to Education.

2.4 Education of disadvantage groups (SC, ST, OBC and Minorities)

2.5 Inclusive Education.

2.6 Right to Education – 2009.

2.7 Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage.

Unit 3: Types of School in India

3.1 Types of School In relation to Funding: Government, Aided, Un-aided.

3.2 Other types Schools: Jawahar Navodaya Vidyalaya (JNV), Murarji Desai School, Kithuru Rani Chennamma School, Kasthurabha Gandhi Balika Vidyalaya, Ashrama School, Adarsha School, Sainik School, and Tribal Schools.

3.3 Affiliation Based Types: CBSE, SBSE, ICSE.

Unit 4: Policies, Programmes & Schemes for Enhancement of Quality in Education

4.1 Karnataka Education Act 1983 with reference to primary and secondary education. 4.2 Role and Functions: CRP, BRP, BRC, BEO, DDPI, JDPI, DPI, CPI, DIET, CTE, IASE, DSERT.

References:

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2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
4. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
5. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
6. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.

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26. Mahendru, M., & Roy, S. (2011). *A Handbook on Disability Rehabilitation & Special Education*. Educare Publications, New Delhi.
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Organisation, New Delhi.

28. Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.

29. Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.

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31. Steven, B. (1998). School and Society. Sage Publications, New Delhi.

32. Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.

33. Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.

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SEMESTER SCHEME
SEMESTER: II

PEDAGOGIC TOOLS, TECHNIQUES AND APPROACHES

Paper Code: PC-IX
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 84 **Understand the teaching learning as system.**

- 85 **Differentiate tools, techniques, methods, approaches and familiarize them.**

- 86 **Understand the schematic orientation towards class room transaction.**

- 87 **Understand the role of teacher in various contexts.**

- 88 **Equip with abilities for TLM-Teaching Learning Material preparation.**

Unit 1: Teaching-learning System

- 1.1 Teaching: System approach.
- 1.2 Inputs for the learning-teaching system.
- 1.3 Learning, evaluation and feedback.
- 1.4 Objectives for teaching –learning system, detailed Taxonomy.

Unit 2: Empowering teacher with tools and techniques.

- 2.1 Teaching Competencies: Components, significance and its contextual use.
- 2.2 Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.
- 2.3 Designing teaching learning system in terms of planning class room activities, field activities, evaluation, time management and its relation to curricular transaction and outcomes.

2.4 Short term period based planning, planning for sequel of periods, long term planning and course planning.

2.5 Role of teacher in terms of maintaining records, counseling, and relating to course outcomes.

Unit 3: Teaching and teacher as a facilitator

3.1 Techniques of teaching: Questioning, Discussing, narrating.

3.2 Methods of teaching: Inducting, Deduction, Inducto-deductive processes.

3.3 Approaches of teaching: Expository, Discovery, Enquiry, Dialectical.

3.4 Advanced practices of teaching-learning programme: ICT based Virtual class room etc.

Unit 4: Teaching learning material

4.1 Print material: Text Books, Reference Books, Self Instructional Modules etc.

4.2 Multimedia material: print material, e-material.

4.3 Learning packages.

4.4 Software material.

4.5 Performance tasks and material.

4.6 Exercise and practice materials.

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

UNDERSTANDING SELF (PERSONALITY AND YOGA)

Paper Code: EPC-III
Total No. of Hours: 30

Credit: 2
Total Marks: 40+10= 50

Objectives

Student-Teacher will be able to:

- 1. Appreciate the origin and history of Yoga in India.**
- 2. Understanding the concept and importance of yoga for general health and quality life style.**
- 3. Integrate the practice of yoga and it's asanas for better self-concept and esteem-personality.**
- 4. Understanding the principals of Yoga and its significance.**
- 5. Differentiate the Yoga and Pranayama- Importance and its uses in day to day life.**

Unit 1: Introduction to Yoga and Yogic Practices.

- 1.1 The concept importance and initiation of yoga.
- 1.2 The objectives of learning yoga.
- 1.3 The history of the development of yoga in India.
- 1.4 The schools of yoga: Raja yoga and Hatha yoga.

Unit 2: Yoga Exercises and Health.

- 2.1 Need of yoga for good health.
- 2.2 Yogic principles for healthy living.
- 2.3 Integrated approach of yoga for management of health.
- 2.4 Some selected yoga practices.
 - A. Stress releasing yogasanas.
 - B. Different Asanas: a. Meditation,b. Asana,c. Pranayama,d. Yoga-nidra,
e. Sukhasana,f. Vajrasana,g. Parvatsana,h. Bhujangasana,i. Padmasana,j. Shavasana
k. Niralambasana,l. Daudasana,m. Ardha padmasana,n. Swastikasana,

o. Shashankasana. p. Halasana, q. Chakrasana, r. Shirshasana, s. Sury Namskara,
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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II

ICT APPLICATIONS

Paper Code: EPC-IV
Total No. of Hours: 30

Credit: 2
Total Marks: 50

Note: It is mandatory to complete four ICT based lesson plans (Two in each method) along with one CD and a hard copy of the same must be submitted.

GULBARGA UNIVERSITY
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SEMESTER SCHEME
SEMESTER: II

SIMULATED AND ICT BASED LESSONS
(FOR TWO METHODS)

Paper Code: EF-III
Total No. of Hours: 30

Credit: 2
Total Marks: 50

Sl. No	Components	Activities
1	Simulation (Non-Microteaching) Integration & overall skill with teaching-learning process for 15 min each.	Two lesson per pedagogy subject
2	Simulation Lesson (College Base)	One per pedagogy subject
3	ICT based lesson plans (at least 2+2 lessons)	Two per each pedagogy subject, total 4 lessons
4	School Lessons	Seven lessons per pedagogy subject

GULBARGA UNIVERSITY
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SEMESTER SCHEME
SEMESTER: II

EF-IV:SCHOOL LESSONS AND REFLECTIVE DIARY
VIDEO RECORDING AND REPORTING

Reflective Diary:

It is the diary which contains total reflection of the student about the following activities.

- 89 College Based Activities.
- 90 Pre-Internship Activities.
- 91 School Internship Activities-Immersion.

Semester-III

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min . To Pass	TEE	Min . To Pass	Total
18	PC-X	Inclusive Education	04	03	20	08	80	32	100
19	PC-XI	Educational Evaluation	04	03	20	08	80	32	100
20	PM-XII/XII I	Subject Specific Pedagogy (Method-I)	04	03	20	08	80	32	100
21	PM-XII/XII I	Subject Specific Pedagogy (Method-II)	04	03	20	08	80	32	100
22	PC-XIV	Optional Course (Any one)	04	03	20	08	80	32	100
23	EPC-V	Fine Arts and Theatres	01	-	25	10	-	-	25
24	EPC-VI	Research Project	01	-	25	10	-	-	25
25	EF-V	Field Assignments	01	-	25	10	-	-	25
26	EF-VI	School Lessons and Reflective Diary	01	-	25	10	-	-	25
			24	-	200	80	400	160	600

SEMESTER: III

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

INCLUSIVE EDUCATION

**Paper Code: PC-X
Total No. of Hours: 60**

**Credit: 4
Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

- 92 Understand the concept, needs, objectives and factors of Inclusive Education.
- 93 Understand the concept, identification, causes, problems, prevention and educational provisions of special needs children.
- 94 Understand the policies and provisions for inclusion.
- 95 Understand the issues, challenges, and innovative practices in adopting Inclusive Education.
- 96 Distinguish the concept of special education, integrated education and inclusive education.

Unit 1: Introduction to Inclusive Education.

- 1.1 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.2 Need, Objectives & scope of Inclusive Education.
- 1.3 Factors responsible for successful inclusion in the mainstream – future vision
 - a) Understanding the cultures,
 - b) Policies and practices of Inclusive schools

- c) Definition of disability and inclusion in educational framework
- d) Threats of psychological problems of disability
- e) Models of disability
- f) Policies and programmes of Inclusions.

- g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

Unit 2: Differently able Children in Inclusive System.

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
- a. Physically challenged.
 - b. Visually challenged.
 - c. Children with auditory challenges.
 - d. Children with speech challenges.
 - e. Children adjust with Minority school, Residential Schools (Like Navodaya, Muraragi, and Kastura Bai etc.) and English medium School.
 - f. Mentally challenged.
 - g. Children with learning challenges.

Unit 3: Policies and Provisions for Inclusion

- 3.1. National and state polices – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.
- 3.2 International Polices.
- 3.3 Legal Provisions.
- 3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)
- 3.5 An introduction to Child with Special Needs (CWSN).
- a) NPE 1986 and programme of action 1992.
 - b) UNESCO 1989
 - c) UNESCO 2006
 - d) RTE Act
 - e) Role of Government and local authorities
 - f) S S A

- g) Integration schools and normal schools
- h) Role of teachers in Inclusive schools
- i) Assessment of knowledge and skills in inclusive classrooms
- j) Role of children, parents, community, administrators and policy makers.

Unit 4: Issues and Challenges and Innovative Practices

- 4.1 Early identification.
- 4.2 School and Curricular adaptation.
- 4.3 Teacher's training: developing of teaching materials, innovative practices.
- 4.4 Evaluation procedures.

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

EDUCATIONAL EVALUATION

Paper Code: PC-XI
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 97 **Understand the theory of educational evaluation and measurement.**
- 98 **Understand the quantitative and qualitative tools and techniques of evaluation and its uses.**
- 99 **Develop the skill in preparing, administrating and interpreting achievement test.**
- 100 **Familiarize the new trends in evaluation.**
- 101 **Develop the necessary skill to compute using new technologies in education.**

Unit 1: Educational Evaluation and measurement.

- 1.1 Objectives and its relation to evaluation.
- 1.2 Relationship between objectives, learning experiences and learning out comes.
- 1.3 Steps in the processes of evaluation.
- 1.4 Holistic evaluation.
- 1.5 Major techniques of evaluation.
- 1.6 Test as measurable instrument.
- 1.7 Measurable and non-measurable learning out comes.
- 1.8 Reporting evaluation results.

Unit 2: Tools of Evaluation and their uses

2.1 Validity, reliability, and objectivity and their interdependency.

2.2 Major tools of Evaluation:

- a. Oral testing, paper pencil testing, Achievement test, Diagnostic test,
- b. Intelligence test, aptitude test,
- c. Rating scale, checklist,
- d. Thematic test, word association test, socio metric technique, Interview, questionnaire and inventory.

Unit 3: Standard tests and Teacher made achievement tests.

- 102 Standard test and components and its uses.
- 103 Teacher Made Achievement Test: Essay type, Objective type test and it improving upon essay type questions for efficiency; different tests their characteristics and uses, Preparation of blue print, and setting a good question paper.
- 104 Grading: concept and its relevance, credits-grade and course certification, Transcripts.

Unit 4: Data processing and statistics.

- 105 Raw scores, Frequency distribution ,Graphical representation of scores,
- 106 Central tendency, variability, and standard deviation.
- 107 Normal probability distribution and its uses.
- 108 Cumulative curves, ogives and percentiles and its uses.

Reference:

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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
Subject Specific Pedagogy (Method-I)

ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ: ಕನ್ನಡ

Paper Code: PC-XII/XIII
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

ಉದ್ದೇಶಗಳು:

ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ

- 109 ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಪರಿಚಯ ಸಾಹಿತ್ಯ ವಿಭಾಗ ಕ್ರಮ - ಆಯಾ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣಗಳು ಪ್ರಮುಖ ಕವಿ ಕಾವ್ಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.
- 110 ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಸುವುದು.
- 111 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಸುವುದು.
- 112 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಸುವುದು.
- 113 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- 114 ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
- 115 ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಚಾರಣೆಯ ವಿಧಾನ ತಿಳಿಸುವುದು.
- 116 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವರು.

ಘಟಕ 1 ಕನ್ನಡ ಭಾಷಾ ಪರಿಚಯ

- 117 ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ಬೆಳವಣಿಗೆಯ ಘಟ್ಟಗಳು- ಕಾಲ ವಿಭಜನೆ ಕ್ರಮ - ವಿವಿಧ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯ ಲಕ್ಷಣಗಳು ಮತ್ತು ಪ್ರಮುಖ ಕವಿ ಕೃತಿಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.
- 118 ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಪರಿಚಯ- ಅವುಗಳ ವಸ್ತು, ವಿನ್ಯಾಸ, ಭಾಷಾ ಶೈಲಿ ಇತ್ಯಾದಿ. ಪ್ರಬಂಧ

ಕಾದಂಬರಿ, ಸಣ್ಣಕಥೆ, ನಾಟಕ, ಪತ್ರ ಲೇಖನ, ಹಾಸ್ಯ ಸಾಹಿತ್ಯ, ಆತ್ಮ ಕಥನ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಭಾವ ಗೀತೆ, ಜನಪದ ಗೀತೆ, ವಚನ ಸಾಹಿತ್ಯ, ದಾಸ, ಸಾಹಿತ್ಯ, ದಲಿತ ಹಾಗೂ ಬಂಡಾಯ ಸಾಹಿತ್ಯ, ಶಿಶು ಸಾಹಿತ್ಯ ಮತ್ತು ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ ಇತ್ಯಾದಿ ಪ್ರಕಾರಗಳ ಸ್ಥೂಲ ಪರಿಚಯ ಹಾಗೂ ಪ್ರಮುಖ ಲೇಖಕರ ಕೃತಿಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.

ಘಟಕ 2 ಸಾಹಿತ್ಯ ಬೋಧನೆ

- 119 ಗದ್ಯ ಬೋಧನೆ:ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು,ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ,ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ.
- 120 ಪದ್ಯ ಬೋಧನೆ:ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ,ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು,ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು,ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು,ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ,ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ,ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ.
- 121 ವ್ಯಾಕರಣ ಬೋಧನೆ:ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು,ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ,ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar),ಪ್ರಾಯೋಗಿಕ/ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar),ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು,ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ,ಅನುಗಮನ ಪದ್ಧತಿ (Inductive Method),ನಿಗಮನ ಪದ್ಧತಿ (Deductive Method),ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ,ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ.

ಘಟಕ 3 ಪಠ್ಯಪುಸ್ತಕ

- 3.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ: ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ,ಪ್ರಸ್ತುತ 8,9,ಮತ್ತು 10ನೇ ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ,ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು.
- 3.2 ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ,ದ್ಯುಕ್, ಶ್ರವಣ ಮತ್ತು ದ್ಯುಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ,ಮತ್ತು ಮಹತ್ವ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ.
- 3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ:ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು,ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ.
- 3.4 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು:ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ,ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಚರಣೆ,ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಚರಣೆಯ ವಿಧಾನ,ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಚರಣೆಯ ವಿಧಾನ,ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು,ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ದಿಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ, ಮತ್ತು ಸಂಗೀತ/ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು,ವಿಕಪಾತ್ರಾಭಿನಯ, ಭಾವಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ, ಕರ್ನಾಟಕ ಸಂಘ/ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

ಘಟಕ 4 ಮೌಲ್ಯಮಾಪನ

- 4.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ ಪ್ರಯೋಜನಗಳು:ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳ ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ,ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು

ಪರಿಣಾಮಗಳು,ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು, ಮೌಖಿಕ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ.

- 4.2 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ:ನೀಲನಕ್ಕೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ,ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ,ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transaction)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಸೂಚನೆ: ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯವನ್ನು ಕೈಗೊಳ್ಳುವಾಗ ಕನಿಷ್ಠ ಗದ್ಯ, ಪದ್ಯ, ಒಂದು ವ್ಯಾಕರಣ ಮತ್ತು ಒಂದು ಪ್ರಬಂಧ ಪಾಠವನ್ನು ಬೋಧಿಸುವುದು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)/ ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

- 122 ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
- 123 'ಪದ್ಯ ಬೋಧನೆಯ ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
- 124 ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.
- 125 ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
- 126 ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
- 127 ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.
- 128 ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾಸ್ಪರ್ಧಿಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧಿ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
- 129 ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧಿ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
- 130 8ನೇ ಅಥವಾ 9ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಲಳಸಬಹುದಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
- 131 ನಿಮ್ಮ ಆಯ್ಕೆಯ 8ನೇ ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕಯೋಜನೆ ರಚಿಸಿರಿ.
- 132 ನಿಮ್ಮ ಆಯ್ಕೆಯ 8ನೇ ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು/ಆಕರ ಗ್ರಂಥಗಳು

- 133 ಕುವೆಂಪು - ಕನ್ನಡ ಕೈಪಿಡಿ ಭಾಗ - ೧,೨
- 134 ತೀ.ನಂ.ಶ್ರೀ - ಕನ್ನಡ ಮಾಧ್ಯಮ ವ್ಯಾಕರಣ
- 135 ಡಿ.ಎಸ್.ಕರ್ಕೆ - ಛಂದಶಾಸ್ತ್ರ
- 136 ಟಿ.ವಿ.ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ - ಛಂದಸ್ಸು
- 137 ರಂ.ಶ್ರೀ ಮುಗಳಿ - ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
- 138 ಕೇಶಿರಾಜ - ಶಬ್ದಿಮಣಿ ದರ್ಪಣ
- 139 ಅನುಸೂಯ ಪರಗಿ - ಕನ್ನಡ ಭಾಷೆ - ತತ್ವ - ಬೋಧನಾ ಮಾರ್ಗ
- 140 ಓಟಲೇಶ ಘಟ್ಟ - ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ

- 141 ಮಹಾಬಲೇಶ್ವರ ರಾವ್ – ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ
- 142 ಅನಂತರಾಮು, ರಾ. (1983) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಮೈಸೂರು: ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪೂರಂ.
- 143 ಕೊಂಗವಾಡ, ಎನ್.ಬಿ.(1999) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ; ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.
- 144 ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. (1998) 'ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು: ಮೈಸೂರು: ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಕೃಷ್ಣಪುರಂ.
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GULBARGA UNIVERSITY
TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Acquisition of Language Skills

1.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.

1.2 Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.

1.3 Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopedia etc.,

1.4 Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

Unit 2: Approaches and Techniques of Teaching English as a Second Language

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

Unit – 3: Methods, Ways and Different Aspects of Teaching English

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

Unit 4: Transactional Strategies.

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

Practicum/Field Work:

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

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

PEDAGOGY OF SCHOOL SUBJECT: HINDI

Paper Code: PC-XII/XIII
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Place, Nature and Importance of Hindi in the Curriculum

- 1.1 Importance of Hindi in school Curriculum.
- 1.2 Concept and nature of the Hindi.
- 1.3 Place and History of Hindi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language – Medium of instruction and link language.

Unit 2: Developing of language skills.

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading
- 2.4 Writing.
- 2.5 Role of Hindi as Cultural, Functional and literary.

Unit 3: Technique and Methods of Teaching Hindi.

3.1 Maxims of teaching.

2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

2.3 Dramatization, Explanation etc.

2.4 Lecture method, Inductive and Deductive methods.

2.5 Integration of content and methods.

Unit 4: Transactional Strategies.

4.1 Lesson planning: - Concept, construction and administration.

3.2 Unit plan & Unit test – concept construction & administration.

3.3 Resource Unit.

Practicum/Field Work:

1. Exercises to enrich vocabulary among secondary students.

2. Innovative lesson plans for the teaching of prose, poetry and composition.

3. Biographies of Hindi Poets and writers.

4. Critical analysis of any one of the poem or essay of a great poet or writer.

5. Studying the problems of Hindi teachers through interview or brief survey.

6. Any other relevant activity based on the subject.

References:

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SEMESTER SCHEME
SEMESTER: III

PEDAGOGY OF SCHOOL SUBJECT: URDU

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Place, Nature and Importance of Urdu on the Curriculum

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language – Medium of instruction and link language.

Unit 2: Aims and objectives of teaching Urdu

- 2.1 Aims and general objectives of teaching Urdu at secondary level.
- 2.2 Instructional objectives of teaching Urdu with their specification.
- 2.3 Developing of language skills.
 - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 2.4 Role of Urdu as Cultural, Functional and literary.

Unit 3: Technique and Devices of Teaching Urdu.

- 3.1 Maxims of teaching.
- 3.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

3.3 Dramatization, Explanation etc.

3.4 Lecture method, inductive and Deductive methods.

3.5 Integration of content and methods.

Unit 4: Transactional Strategies

4.1 Lesson planning: - Concept, construction and administration.

4.2 Unit plan & Unit test – concept construction & administration.

4.3 Resource Unit.

Practical Activities :(Any One)

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

References:

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SEMESTER SCHEME
SEMESTER: III

PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

Paper Code: PC-XII/XIII
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Nature, Importance and Place of Sanskrit.

- 153 Nature: Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.
- 1.2 Importance: The language of culture, Heritage, Unity, Spiritual and Religious life, Leadership and Guidance to the humanity, importance as the language of computer.
- 1.3 Place in the Curriculum: Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.4 Aims and objectives of Teaching Sanskrit:

- a. Basic Aims and objectives of teaching language, Classification of Aims and objectives.
- b. Aims and objectives of teaching Sanskrit Receptive, Expressive, Aesthetic / Appreciative cultural, creative, Enjoyment.
- c. Objectives of Sanskrit as given in the present curriculum at the secondary level.
- d. Instructional objectives of teaching Sanskrit and their specifications.

Unit 2: Methods of Teaching Sanskrit

2.1 Traditional Methods Brief Review.

2.2 Pathashala Method. Dr.Bhandarkar Method, Translation Method.

2.3 Existing Method- Direct/oral Approach Method, Evaluation Method, Elective Method/ Complete Method, Comparative Method, Inductive – Deductive Method, Project Method. Source Method, Lecture Method.

Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

Unit 3: Learning Experiences, Teaching Material and Support Services for Sanskrit.

- 154 Learning Experiences-Direct and Indirect, Verbal and Non-verbal: Reading, writing, Dramatization, Recitation.
- 155 Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.
- 156 Language Laboratory.
- 157 Planning In Sanskrit.
- 158 Year plan, Unit plan, Lesson Plan, Unit Test planning, Administration.

Unit 4: Curriculum, Syllabus, Text Books and Content

4.1 Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.

4.2 Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, a critical study of the syllabus with reference to the above points in the state of Karnataka.

4.3 Textbooks – A Critical study of the textbook of Sanskrit at secondary and Higher secondary level.

4.4 Content cum methodology - Meaning, Nature and Types of content, structure, content analysis, constituents of content-analysis, integrated lesson plan.

4.5 Teaching of Various Aspects of Sanskrit: Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit importance of teaching reading and writing skills.

4.6 Poetry- Nature of poetry-Definition, characteristics aims and objectives of teaching poetry content analysis, preparation of lesson plan steps, methods of teaching poetry Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching, sources of encouraging the study of poetry.

4.7 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar,

Methods:

Informal, Deductive, Inductive, correlation Traditional, Experimental steps of grammar lesson. Suggestion for the teaching of grammar effectively.

Practicum:

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

References:

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

PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCES

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 1. Understand the nature of Social Sciences as a school subject.**
- 2. Articulate a conception of Social Sciences.**
- 3. Correlate Social Sciences with other subjects.**
- 4. Understand the language of Social Sciences and reconstruction.**
- 5. Apply their knowledge of techniques to reconstruct the past.**
- 6. Understand the different methods and techniques of teaching of Social Sciences.**
- 7. Analyze the Social Sciences textbook and prepare appropriate work schemes and lesson plans.**
- 8. Organization of co-curricular activities in the teaching of Social Sciences.**

Unit 1: Understanding Social Sciences

- 159 Historical thinking concepts (big six historical thinking concepts Peter Sexias and Morton),
- 160 Nature, scope and importance of Geography.
- 1.3 Aims of Teaching Geography
- 1.4 Objectives of teaching Social Sciences at secondary level.
- 1.5 Correlation of Social Sciences: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)

Unit 2: Constructing Social Sciences

- 2.1 Difference between facts and opinions & arguments.
- 2.2 Multiperspectivity vs. Monoperspectivity in understanding Social Sciences.
- 2.3 Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.

2.4 Collingwood's approach to reconstructions of historical imagination

Unit 3: Pedagogies of teaching Social Sciences

3.1 Process, merits and limitations

3.2 Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of Social Sciences: project based learning, social enquiry.

3.3 Specific Approaches of pedagogy in Social Sciences: Regional method, Project method, Journey method, Field visit.

3.4 Cooperative learning strategies (think pair share, round robin, buzz,).

3.5 Learning resources [uses and importance]

Audio-visual Resources: TV, Films, and Documentary Visual: Maps, Models, Timeline, and Artifacts Print Media: Magazine, newspapers, archives on line resources: websites, virtual tour

Unit 4: Transactional Strategies.

4.1 Lesson planning: - Concept, construction and administration.

4.2 Unit plan & Unit test – concept construction & administration.

4.3 Resource Unit.

Practicum/Field Work:

- 161 Choose any topic from a Social Sciences textbook. Design four activities and explain how you will facilitate correlation with different subjects.
- 162 Select any primary source that can be used to teach Social Sciences and analyze the same using the 6C approach.
- 163 Participate in a field visit/ virtual tour of any Social Sciences site and write a report of about 500 words.
- 164 Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach Social Sciences.
- 165 Prepare a plan for a visit to museum, Historical Places and write a report of this visit.
- 166 Prepare a plan for a visit to Planetarium / museum / Nature Park. Visit the place and write a report of this visit.
- 167 Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

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Websites:

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3. http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
4. https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
5. http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwo od.html
Multi perceptivity and Mono perceptivity - the question of the truth in history?
6. http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf
7. <http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldocument.html>
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TWO YEAR B.Ed. DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III

PEDAGOGY OF SCHOOL SUBJECT: PHYSICAL SCIENCES

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 1. Understand the uses of learner centered and teacher centered approaches.**
- 2. Understand the planning for teaching Physical Sciences.**
- 3. Understand the selection of various methods and models of teaching to teach different topics of Physical Sciences.**
- 4. Understand different curricula in Physical Sciences.**
- 5. Develop an understanding of different methods and techniques of teaching Physical Sciences.**
- 6. Acquire knowledge about the nature and scope of Physical Sciences.**
- 7. Know the basic branches and inter- relationship with other science subjects.**
- 8. Acquire the knowledge of modern trends in Physical Sciences.**
- 9. Understand the objectives & values of teaching Physical Sciences in secondary schools.**
- 10. Development skills in: Analyzing the content in terms of concepts and learning experience.**
- 11. Maintaining Physical Sciences laboratory.**
- 12. Applying the knowledge of Physical Sciences to develop scientific thinking and scientific outlook.**

Unit 1: Approaches and Methods of Teaching Physical Sciences

1.1 Teacher centered and learner centered approach.

1.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.

1.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction

1.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps,

merits and demerits).

1.5 Models of teaching: Schumann's inquiry training model and Bruner's concept attainment model.

Unit 2: Curriculum Study of Physical sciences

2.1 Curriculum: Meaning and principles.

2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.

2.3 Recommendations made by NPE - 1986, NCF - 2005.

2.4 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

2.5 Study of the Karnataka state secondary school science curriculum with special reference to Physical Sciences and organization of the curriculum.

2.6 Review of the present Physical Sciences Textbooks.

Unit 3: Resources to Teach Physical Science

3.1 Physical science text book, Teacher hand book.

3.2 Laboratory manuals.

3.3 Student work Books.

Unit 4: Transactional Strategies.

4.1 Lesson planning: - Concept, construction and administration.

4.2 Unit plan & Unit test – concept construction & administration.

4.3 Resource Unit.

Practicum/Field Work:

1. Preparing a report on use of physics day today life.

2. Identifying the laws, principles, facts, concepts etc. in Physical Sciences content of viii, ix, and x, of Karnataka secondary school level.

3. Identifying and writing all possible instructional objectives on any topic of Physical Sciences.

4. Preparation of programmed instruction learning material.

5. Preparing a report on by analyzing curriculum of VIII and IX standard.

6. The college is free to introduce any other relevant and useful activity related to CCM Physical Sciences.

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

PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit1:Planning For Teaching Biological Science

- 1.1 Lesson Planning and Evaluation on the basis of CCE.
- 1.2 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments Meaning, Importance format and steps in the preparation).
- 1.3 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation
- 1.4 Biological Science Curriculum:
 - 1.4.1 Principles of curriculum construction
 - 1.4.2 Historical perspectives of biology curriculum.
 - 1.4.3 NPE (National Policy of Education) – 1986 and Programme of Action - 1992
 - 1.4.4 NCF (National Curriculum Framework) – 2005 and NCFTE – 2009.

Unit 2: Methods and Approaches of Teaching of Biology

- 2.1 Criteria for selection of method/approaches (level of class, strength, time, subject)
- 2.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 2.3 Methods:a. Teachercentered - Lecture cum demonstration. b. Learner centered - Laboratory, Project and Problem solving.
- 2.4 Technique: Specimen method.
- 2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 2.6 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

Unit 3: Resources to Teach Biological Science

- 3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books
- 3.2 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
- 3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

Unit 4: Transactional Strategies.

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

Practicum/Field Work:

1. Making charts improvised apparatus and models.
2. Preparation of laboratory instruction cards.
3. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
4. Preparation of unit test for a unit in Biology.
5. Designing and carrying out of any one simple investigation of Biology.
6. Collecting and preserving biological specimens
7. Preparation and preservation of Herbarium sheets.
8. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

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

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Concept and scope of Mathematics

- 1.1 Meaning, nature, need and scope of Mathematics.
- 1.2 Mathematics education in India (relevance in life and curriculum).
- 1.3 Objectives of teaching of Mathematics at Higher Secondary level (as per NCF 2005)

Unit 2: Mathematics Curriculum Study

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF - 2005.
- 2.4 Organization of curriculum
- 2.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to Mathematics.

Unit 3: Methods and Approaches of Teaching Mathematics.

- 3.1 Learner centered approaches – inductive, deductive, analytic, synthetic, laboratory method.
- 3.2 Activity centered approaches – Heuristic approach, project method, programmed instruction.
- 3.3 Devices in teaching Mathematics- oral work written work, drill work and review.
- 3.4 Models of teaching – Schumann’s enquiry training models - Bruner’s concept attainment model.

Unit 4: Instructional Design for Mathematics.

- 4.1 Lesson plan- meaning definitions, importance, steps, format
- 4.2 Unit plan- steps, format
- 4.3 Resource unit- steps, format
- 4.4 Year plan- meaning, principles, and format.

Practicum/Activities:

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

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

SPECIFIC PEDAGOGY SUBJECT: COMMERCE

Paper Code: PC-XII/XIII

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Concept and scope of Commerce Education

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

Unit 2: Aims and objectives of teaching Commerce

- 2.1 General aims and objectives of teaching Commerce.
- 2.2 Aims of Teaching Commerce –Utilitarian, Cultural, Economic and Social.
- 2.3 Objectives of Teaching Commerce according to Bloom’s Taxonomy of Educational objectives, revised Anderson’s objectives and Objectives according to NCERT.
- 2.4 Writing of Instructional objectives in Behavioral terms.

Unit 3: Bases of Commerce Education

- 3.1 Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping,

organization of commerce and secretarial practice.

3.2 Inter correlation of Commerce with Mathematics, Economics and Geography.

Principles of Teaching Commerce:

- 168 Principle of flexibility, Principle of activity, Principle of individual differences.
- 169 Principle of learner centeredness, Principle of community centeredness.

Unit 4: Latest trend in Teaching of Commerce

4.1 Co-operative learning (meaning, importance and types).

4.2 Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching).

4.3 Simulation (role play, games CAM- organization and execution in teaching of Commerce).

Practicum/Activities:

- 170 Study and compare the commerce education at higher secondary level in India with any one developed country.
 - 171 Critically analyze any one textbook of commerce with reference to intra and inter correlation.
 - 172 Select any contemporary issue related to commerce field and present a paper using seminar method.
4. Prepare and execute a lesson plan by using any one of the following:
- a. e-resources
 - b. Simulation techniques

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

ENVIRONMENTAL EDUCATION

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 1. Develop an awareness of problems or issues of local and global environment.**
- 2. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.**
- 3. Apply the knowledge understanding of the environmental concepts, principles, etc., to**
- 4. Arrive at alternate solutions to the problems of environment and Carry out action-oriented projects.**
- 5. Develop desirable attitudes towards environment and its conservation.**
- 6. Develop skills of a) problem-solving with respect to environmental problems and organization of activities.**
- 7. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.**
- 8. Use appropriate techniques and tools to evaluate the learning outcomes.**

Unit 1: Our Environment

- 1.1 Concept, Importance, Components-living (biotic) and non-living (non-biotic), principles.
- 1.2 Our earth-a miracle planet.
- 1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and Inter-relationships)
- 1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)
- 1.5 Carrying capacity of environment.

Unit 2: Pollution and Environmental Education

2.1 Meaning and definition of Environmental hazards and pollution.

2.1.1 Types of environmental hazards and disaster.

2.1.2 Types of pollution, land, air, water, noise and radiation – greenhouse effect, ozone layer depletion.

2.2 Factors of degradation of environment. Socio-economic and cultural impact of degradation of environment.

2.3 Meaning, definition and characteristics of Environmental Education.

2.3.1 Importance, Objectives, Scope and Principles of Environmental Education.

2.3.2 Approaches, methods and techniques of teaching Environmental Education.

2.3.3 Approaches: Infusion and problem-solving, Innovative approach.

2.3.4 Methods: Discussion, demonstration, project.

2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.

2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

Unit 3: Management and Conservation of Environment

3.1 Environment Management – Need, Function and Characteristics.

3.2 Sustainable Development concept and Need for Sustainable Development.

3.3 Agenda 21-UNESCO

3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.

3.5 Relevant legislative measures.

Unit 4: International Efforts on Environment

4.1 The Stockholm Declaration, 1972

4.2 Brandt Land Commission, 1983

4.3 Rio-Summit 1992 (Earth Summit)

4.4 Kyoto Conference and pact on Global warming 1997

Practicum/Field Work:

1. Study of the utilization of the cooking gas in city households.

2. Study of the utilization of electricity and water at home.

3. Study of the effective utilization of space at home and college.

4. A survey of factors or components affecting environment of a place.

5. A Survey of the relationship between the food habits of people and the environment in which they live.

6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.

7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
 1. Water pollution
 2. Air pollution
 3. Sound pollution
 4. Soil pollution

Investigatory Projects:

1. Calculation of the mass of carbon-dioxide produced by plants.
2. Study of the samples of water from different sources and areas.
3. Noise pollution
4. Studying plant diversity in a given area.
5. Pollution prevention measures undertaken by a factory
6. Soil erosion and its effects
7. A study to find out generation of solid wastes in houses
8. A study to find out adulteration in food items.
9. Collection of names of insecticides, pesticides and fungicides used locally, details of their composition and effect on the soil. Designing communication materials such as posters, Pamphlets, handbills etc., on the harmful effects of these chemical of soil.

Scrap Books:

Developing scrap books on environment and environmental issues (including bulletin board Cut-outs, newspaper clippings, environmental messages, photographs with captions etc).

Learning Aids in Environmental Education:

- Preparation of teaching aids for teaching environmental concepts-charts, models, albums, preparation of herbarium records, slides and transparencies.
- Preparation of lesson plans: demonstrating infusion of environmental concepts into different subject areas and trying with children in actual classroom situations.
- Preparing audio-cassettes on important environmental issues and assessing its effectiveness.
- Setting up of aquariums, terrariums, herbal garden in the college etc.,

Note: Each student must conduct and complete any two activities and submit a report.

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SEMESTER SCHEME
SEMESTER: III

LIBRARY AND SCHOOL ORGANISATION

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 182 **Understand the Modern Concepts of Library and Education and the role of Library in Secondary Education.**
- 183 **Understanding of Library Organization Management, Finance and Co-operation.**
- 184 **Develop the Skills of Classification, Cataloguing and reference Services.**
- 185 **Develop the skills of selection and use of books and other related reference Materials.**
- 186 **Develop the skills of lending books and other materials.**
- 187 **Develop the skills of Library Automation.**

Unit 1: Library and Education:

- 1.1 Academic Libraries: Meaning, Objectives and Functions, Types of academic Libraries, Role of UGC in academic Library development.
- 1.2 Five Laws of Library Science, Library as a Social agency of education and mass media.
- 1.3 Philosophy and ethics of Librarianship – the teacher librarian and librarian as a teacher.

Unit 2: Various Departments of Library

- 2.1 Brief description of the various departments of Library.
- 2.2 Acquisition, Classification, Cataloguing, Periodicals, Reference and Lending Section.
- 2.3 Processing Services: Importance of Classification, Schemes, Purpose of Classification, Dewey Decimal System and Colon Classification System.
- 2.4 Cataloguing-Purpose and functions of Library Catalogue.

Unit 3: Different types of Library and Library Materials

- 3.1 Types of Libraries-Panchayat, Municipal, City, Central, Mobile, Digital, Virtual etc.,.
- 3.1 Different types of Library Materials-Their Preservation and Maintenance- Book and Non-

Book Materials, Library Binding.

Unit 4: Library Automation

4.1 Definition, Need, Purpose and advantages, Automation of Library Operations.

4.2 Digital Library, Electronic Publishing, E-Journals and E-Books.

4.3 Academic Library networks, Library Co-operation, Resource Sharing, network and Consortia, INFLIBNET and its services and activities.

4.4 Library Publicity: Book Displays, Book Exhibitions.

Practicum/Field Work:

Each student shall undertake TWO of the following practical activities and submit a report.

1. Preparing lists of references for at least three selected themes.
2. Classifying 50 books according to both Dewey Decimal Classification Scheme and the Colon Classification Scheme.
3. Preparing Catalogues of the classified books
4. Prepare E-Accession Register for 100 Books
5. Visit a Library and submit the report about Library Automation.

Note: Each student must conduct and complete any two activities and submit a report.

Reference:

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2. Krishna Kumar-Library Organization. NewDelhi - Vikas Publications-1993
3. Ranganathan S R – Five laws of Library Science- 5th ed. Bangalore-SaradaRanganathan, Endowment for Library Science, 2006
4. Chaudhary G G – Modern Information Retrieval Theory: London: Library Association-1999
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SEMESTER SCHEME
SEMESTER: III

MULTIMEDIA AND E-LEARNING

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 188 **Understand the concept of Multimedia.**
- 189 **Prepare and use a multi-media presentation.**
- 190 **Connecting hardware's for multi-media presentation.**
- 191 **Understand the concept of e-learning and selecting e-learning resource for teaching.**
- 192 **Evaluate E-content material.**
- 193 **Use open source content for instruction.**
- 194 **Initiate online discussion group.**
- 195 **Understand the concept of presentation software.**

Unit 1: Multimedia – An Introduction.

- 1.1 Meaning, nature and scope of multimedia.
- 1.2 Elements of multimedia – Hardware and software. (Text, image, sound, animation, movies. Projectors, Digital Camera, CC Camera, Scanner, Interactive white board)
- 1.3 Audio, Video and photo editing software – Audacity, Format Factory, Photo shop.

Unit 2: Multimedia in Teaching and Learning.

- 2.1 Self-instructional methods – Personalized system of instruction (PSI)
- 2.2 Language Laboratory
- 2.3 Computer Assisted Instruction (CAI)
- 2.4 Planning for multimedia presentation: objectives, tools, Integration of Pedagogy and technology.

Unit 3: Multimedia Approach

3.1 Multimedia Approach- Educational Satellite-Tele and Video conferencing. Radio Programms.

3.2 DSERT- nature, suitability and importance, Radio lessons-scripts.

3.3 Preparation of multimedia presentation-Multimedia-connection, operating and presentation.

3.4 Role of a teacher in educational technology.

Unit 4: E- Learning.

4.1 Concept and elements of E – Learning, E – Learning material.

4.2 Online Learning – meaning, features and there instructional uses.

4.3 M – Learning: features and uses E – Content, E – content development.

4.4 Bluetooth, WhatsApp – features and instructional use, Social networking – Orkut, face book, twitter – Instructional use.

4.5 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.

4.6 Blog discussion group, online forum, online video conference, using in teaching and learning.

Practicum/Field Work:

1. Prepare and plan an educational display on a bulletin board or a felt board or a magnetic board using charts, diagrams, graphs, posters, cartoons and comics.

2. Preparation of a 5 minute presentation using 35 mm camera slides of not less than 10 slides photographed by the trainee. OR Preparation of a 5 minute presentation using Digital camera slides of not less than 10 slides photographed by the trainee.

3. Prepare a 5 minute presentation of a video clip recorded by the trainee using the V.C.R. or V.C.D.

4. Present a paper on any Unit in education solely with the use of the internet with details of the web sites and URL's visited (Email correspondence with experts, Lecturers and teachers may also be included).

5. Preparation of Self Instructional Materials

6. Development of e-content

Note: Each student must conduct and complete any two activities and submit a report.

Reference:

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Pfeiffer, A Wiley Imprint

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7. <https://julietausend.files.wordpress.com/2012/02/effects-of-multimedia-on-elearning.pdf>
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SEMESTER SCHEME
SEMESTER: III

PHYSICAL AND HEALTH EDUCATION

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 196 **Develop the understanding of the interrelation of Physical Education.**
- 197 **Understand the national integration through Physical Education and Sports.**
- 198 **Create awareness on different aspects of health and fitness.**
- 199 **Develop skills in organizing the physical education programme in schools.**
- 200 **Understand the nature of injuries and to take care during emergencies and provide first aid.**
- 201 **Acquire knowledge of common communicable diseases.**

Unit 1: History and Background of Physical Education

- 1.1 Physical Education in Ancient Greece- Sparta and Athens.
- 1.2 Physical Education in Ancient and modern India.
- 1.3 Origin and development of ancient and modern Olympics.

Unit 2: Physical Education

- 2.1 Meaning, definition and scope of Physical Education.
- 2.2 Objectives of Physical Education. Physical Education as an integral part of Education.
- 2.3 Methodology for Teaching Physical Education.
- 2.4 Intramural and Extramural.

Unit 3: Health Education

- 3.1 Meaning, Definition, aims and objectives of Health Education.
- 3.2 Healthful school Environment, Medical inspection.
- 3.3 First aid, Prevention and treatment of sports injuries.
- 3.4 Personal hygiene.

Unit 4: Health Hazards and ways of Prevention

4.1 Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills.

4.2 Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.

4.3 Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-person ship; Need for diet planning; Food and water; Safety and laws.

4.3 Pollution–types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling.

4.4 Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation.

Practicum/Field Work:

1. Asian Games, Olympic Games.
2. CTC, NSS, NCC, Scouts and Guides, National Festivals.
3. Rules and regulations of any two games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
4. Indian National Flag Code and Conducting.
5. Management of stress and strain and life skills.
6. RTI, STI, HIV/AIDS etc.,.
7. Influence of various types of pollution on human health and prevention.

Note: Each student must conduct and complete any two activities and submit a report.

References:

1. Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
2. Kilander, H.F., (1971). School Health Education, New York: Mac Millian Company.
3. Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher.
4. Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
5. Kamlesh. M.L. & Sangral, M.S (1986) Methods in physical Education, Ludhiana :

PrakashBrothers.

6. Kaur, Manjeet,(2003) Health and Physical Education.

7. Ludhiana: Tendon Publications.

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Rathee,NirmaljitKaur,(2003) Essentials of Physical Education, Ludhiana : Kalyani Publishers.

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10. Kamlesh Sangari : History and Principles of Physical Education.

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SEMESTER SCHEME
SEMESTER: III

VALUE EDUCATION

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

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

Unit 1: Introduction to Values

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

Unit 2: Sources of Values

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

Unit3: Role of Social Agencies in Value Education

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

Unit 4: Approaches of Value Education in Secondary Schools

4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.

4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).

4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.

4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

4.6 Prevention and Rehabilitation measures to eradicate evil practices

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Practicum/Activity:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.

2. Organize educational exhibition on any of the following topics:

- I. Cultural Heritage,
- II. National Integration
- III. Secularism
- IV. Family
- V. Religion

Note: Each student must conduct and complete any two activities and submit a report.

References:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.

2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennsylvania Press Havighurst, R. J. (1953).
4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
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10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
11. Piajet, J. (1948). The Moral Development of the Child, New York; Free Press
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14. Human Development and Education, New York; Longman's Green & Co.

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SEMESTER SCHEME
SEMESTER: III

HUMAN RIGHTS AND EDUCATION

Paper Code: PC-XIV
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives:

Student-Teacher will be able to:

- 1. Understand the concept, foundations, historical developments and important issues relating to human rights and their teaching.**
- 2. Interpret the provisions in the Universal Declaration of Human Rights (UDHR) and the Constitution of India.**
- 3. Explain the concept, need and importance of Human Rights Education and incorporate the same in curriculum.**
- 4. Understand the role of –**
 - United Nations High Commission for Human Rights (UNHCHR)**
 - National Human Rights Commission (NHRC)**
 - Human Rights Courts in India and The Press/Media in protecting Human Rights and creating awareness about incidences of violation of human rights.**
- 5. Understand the evolution of rights of children and describe the measures taken by Government of India and other agencies in their protection and promotion.**
- 6. Identify the problems involved in ensuring the human rights of human beings and children and their protection in family, school and community.**

Unit 1: Introduction to Human Rights

- 1.1 Meaning of Rights and Duties.
- 1.2 Human Rights-concept, origin and significance.
- 1.3 Bill of Human Rights in the International context.
 - A. Universal Declaration of Human Rights (UDHR).
 - B. International Covenant on Economic, Social and Cultural Rights (ICESCR).
 - C. International Covenant on Civil and Political Rights.

Unit 2: Human Rights and Children

- 2.1 Crimes against children.
- 2.2 Rights of Children.
- 2.3 Child Labor – Socio-Economic Analysis.
- 2.4 Rights of Girl Child.
- 2.5 Rights of Disabled Children.
- 2.6 Convention on the Rights of Children.

Unit 3: Agencies in Human Rights

- 3.1 National Human Rights Commission (NHRC).
- 3.2 National Commission for Women (NCW).
- 3.3 State Human Rights Commission.
- 3.4 NGO's working in the Area of Human Rights.
 - 3.4.1 Amnesty International.
 - a. Child Relief and You (CRY)
 - b. Peoples Union for Civil Liberties (PUCL)
 - c. UNESCO Recommendations
 - d. World plan of Action on Human Rights
 - e. National Policy on Education (1986) and Human Rights.

Unit 4: Human Rights Education in Schools

- 4.1 Direct Approach
- 4.2 Integrated Approach
 - a. Integrating concept of human rights in Languages and Literature
 - b. Integrating in Social Science Subjects
 - c. Integrating in Science Subjects
- 4.2 Incidental Approaches
- 4.3 Co-curricular Activities- Projects, Field Extension and Outreach Activities
- 4.4 Role of Teacher in Promotion of Human Rights Culture

Practicum/Field Work:

1. Collection of newspaper clippings on various issues/dimensions of Human Rights from different Newspapers and writing a critical report (collection of at least 50 clippings).
2. Development and administration a tool for the assessment of extent of violation of Human Rights in Schools/Community

3. Visit to an NGO working in the area of Human Rights and documenting its history, functions and major contributions.
4. Development of Literature, Posters, Charts, Visuals, Cases, Compact Discs (CDS) on Human Rights.
5. Preparation of an Audio script for a 20 Mts. programme to create awareness in the community regarding rights of child/girl child.

Note: Each student must conduct and complete any two activities and submit a report.

References:

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- 203 Edward Lanson, (1991) Encyclopedia on Human Rights. London : Taylor and Francis Inc.
- 204 Flora Mac Donald, Put our World to Rights – A Report of Non-Government Advisory Group.
- 205 NCERT (1982) Status of Women through Curriculum – Secondary Teachers Hand Book. New Delhi : NCERT.
- 206 NCERT (1993) Universal Primary Education of Rural Girls in India. New Delhi : NCERT.
- 207 NCERT (1996) Human Rights – A Source Book. New Delhi : NCERT.
- 208 NCTE (1998) Self Instructional Modules on Human Rights and Values. New Delhi : NCERT.
- 209 NHRC (1995) Annual Report (1994-95). New Delhi.
- 210 NICEP – The Rights to be Child. New Delhi.

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SEMESTER SCHEME
SEMESTER: III

FINE ARTS AND THEATRES

Paper Code: EPC-II
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Objectives:

Student-Teacher will be able to:

1. Enable learners to have a practical experience with drama and art.
2. Introduce certain concepts to enhance the understanding of drama and art.
3. Make learners acquainted with aspects of theatre management.
4. Understand the functions of drama and art.
5. Learn how to integrate drama and art in the school curriculum.
6. Enable learners to develop their aesthetic sensibilities.
7. Elucidate the role of drama and art in self-realization of learners.

Unit 1: Introduction to Concepts of Drama and Art

- 1.1 Forms of Drama and Art.
- 1.2 Elements of Drama and Art.
- 1.3 Understanding stagecraft and audience etiquettes.

Subunit wise descriptions, activities and assignment:

- a. Forms of Drama and Art
 - i. Visual (Sculpture, Architecture and Painting)
 - ii. Performing (Dance, Drama, Music – vocal and instrumental)

Activities:

Production of educational musicals – Workshop / Presentation(integration of visual and performing arts) Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

- b. Elements of Drama and Art

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

Activities:

- a) Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
- b) Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)

Ref: <http://schools.aglasem.com/26695>

Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Activities:

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

Task/Assignment: (any one)

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

Unit 2: Application of Drama and Art in Academics

- 2.1 Functions of Drama and Art.
- 2.2 Integration of Drama and Art in the school curriculum.
- 2.3 Developing aesthetic sensibility through Drama and Art.

Subunit wise descriptions, activities and assignment:

- a. Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

Activities:

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

Activities:

1. Workshop on techniques of integrating drama and art in teaching.
 2. Develop a song, play, or drama on any of the topic in the curriculum.
 - c. Developing Aesthetic sensibility through Drama and Art
- Special reference to 'Art as an experience' - John Dewey's writings

Activities:

- a. Visit to any center of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play. Group discussion can be conducted on the observation highlighting the aesthetics in art.
- b. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Task/Assignment: (any one)

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

References:

- 1) Axelrod, H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- 2) Boal, A.: Games for actors and non-actors, 2nd Ed., Routledge, London, 2005
- 3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press. CCRT official website
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- 6) Chambers, W&R , Murray J.: Pictorial Representation, Nuffield Mathematics Project,

published Nuffield Foundation, Great Britain, 1967

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11) Doshi, Saryu (Ed.), The Performing Arts, Mumbai: Marg Publications, 1982

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13) Ghose, Santidev, Music and Dance in Rabindranath Tagore's Philosophy, New Delhi: Sangeet Natak Akademi, 1978

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15) Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>

16) International Dance Council – CID – www.cid-unesco.org

17) Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems, Problems & Suggestions. Delhi: B. R. Rhythms.

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22) Lederle, M. : Christian Paintings in India, Gujarat Sahitya Prakash, Anand.

23) Logan, F and others: The World of Arts, Standard Educational Corporation, Chicago, 1983

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SEMESTER SCHEME
SEMESTER: III

RESEARCH PROJECT

Paper Code: EPC-II
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Objectives:

Student-Teacher will be able to:

- 1. Familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.**
- 2. Identify and formulate suitable problems for Action Research.**
- 3. Get acquainted with the various steps of conducting Action Research.**
- 4. Understand and use descriptive statistical techniques in Action Research and**
- 5. Acquire the skills of planning executing evaluating and reporting an Action Research Project.**

Unit 1: Research and Education

1.1 Research in Education and it's Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.

1.2 Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit 2: Descriptive Statistics and Writing Research Report

2.1 Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;

2.2 Measures of Correlation - Rank Difference and Product Moment Method;

Normal Probability curve - Properties and Uses.

2.3 Inferential Statistics: Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

2.4 Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs.

2.5 Difference between Reference and Bibliography, Appendices.

Practicum/Field Work/Assignments:

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

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

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SEMESTER SCHEME
SEMESTER: III

FIELD ASSIGNMENT/PRACTICUM

Paper Code: EF V
Total No. of Hours: 15

Credit: 1
Total Marks: 25

Activities: (Any Two)

1. Visiting schools and generates the socio-metry results through socio-metry software and uses them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc, of school children.
4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
5. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.
6. Test for color blindness and other readability problems of a class students and report the findings to class teacher.

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SEMESTER: III

EF VI: SCHOOL LESSONS AND REFLECTIVE DIARY

Semester-IV

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min. To Pass	TE E	Min . To Pass	Total
27	PC-XV	Gender, School and Society	04	03	20	08	80	32	100
28	PC-XVI	Educational Management and Organization	04	03	20	08	80	32	100
29	PM-XVII/XV III	Advance Pedagogy of Specific Subject (Method-I)	02	1 1/2	10	04	40	16	50
30	PM-XVII/XV III	Advance Pedagogy of Specific Subject (Method-II)	02	1 1/2	10	04	40	16	50
31	EPC-VII	Reading and Reflecting	02	-	50	20	-	-	50
32	EPC-VIII	Field Work and Immersion (Teaching Practice)	06		150	60			150
33		Practical Exam.							
		Method –I	02		50	20			50
		Method-II	02		50	20			50
			24		360	144	240	96	600

SEMESTER: IV

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SEMESTER SCHEME
SEMESTER: IV**

GENDER, SCHOOL AND SOCIETY

**Paper Code: PC-XV
Total No. of Hours: 60**

**Credit: 4
Total Marks: 80+20= 100**

Objectives

Student-Teacher will be able to:

- 211 **Understand the different contracts in gender.**
- 212 **Understand the social construction of gender with respect to identities and localities.**
- 213 **Understand the relation between gender and school.**
- 214 **Understand the constitutional provision and gender.**
- 215 **Understand the place of gender with respect to modern society.**

Unit 1: Key Constructs in Gender

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

Unit 2: Social Construction of Gender

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

gender; discourse of LGBT.

Unit 3: Gender and School

3.1 Girls as a learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender

3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Unit 4: Constitutional provision for girl child education.

4.1 Legal support and provision in various acts and Government support
Government and other agencies for girl child uplift.

4.2 Important legal decisions related to the women protection.

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

1. Women Empowerment: Social Aspect, Political Aspects, Economical Aspects etc.
2. Gender Issues: School attendance, Drop-outs, religious, Socio-cultural biases, Locality, Domestic chores ect.
3. Educational Issues: Inadequate School Facilities, Lack of qualified female teachers, Absenteeism due to sickness, Lack of transport facilities, Lack of hostel facilities for girls, Fear of sexual harassment, fixed schooling hours etc.
4. Indian Government Enactments: The Hindu Widow Re-Marriage Act of 1856, The Child Marriage Restraint Act of 1929, The Hindu Women's Right to Property Act of 1937, The Hindu Marriage Act of 1955, The Hindu Succession Act of 1956 ect.
5. Recommendations of Committees and Commissions.

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SEMESTER SCHEME
SEMESTER: IV

EDUCATIONAL MANAGEMENT AND ORGANIZATION

Paper Code: PC-XVI
Total No. of Hours: 60

Credit: 4
Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 218 **Understand the conceptual framework of educational administration and management.**

- 219 **Understand the difference between administration and management of education at center and state.**

- 220 **Understand the role of management (SDMC), headmaster, teacher in school management, supervision and management.**

- 221 **Acquaint with the quality control measures in school management.**

- 222 **Develop the healthy school climate in the institution.**

Unit 1: Educational Administration and Management: Conceptual Framework. Periods:

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

Unit 2: Administration and Management of Education at Centre and State Periods:

2.1 Centre-State relationships in educational administration and management

Administration and management of Education at Centre:

·223 Ministry of Human Resource Development (MHRD)

b. Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.

2.2 Administration and Management of Education at State.

The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.

2.3 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.

2.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee.

Unit 3: Management of School and Supervision

3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.

3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision

3.3 Institutional Planning: Concept, objectives, importance, preparation and problems

3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.

3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.

3.6 Karnataka State Quality Assessment Organization: Nature, Role and Function.

Unit 4: Maintaining Healthy Education Institutional Climate Periods:

4.1 Institutional organization climate (school): Human resources and school components.

4.2 The Institutional Plant: Physical Surrounding and maintenance

4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.

4.4 School Records: types, Need and maintenance.

4.5 E-records: nature, Need and applications.

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

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

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SEMESTER SCHEME
SEMESTER: IV

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

ADVANCED PEDAGOGY ON SPECIFIC SUBJECT OF STUDY
(Common format for all pedagogies- Method I)

Paper Code: PC-XVII/XVIII
Total No. of Hours: 30

Credit: 2
Total Marks: 40+10= 50

Objectives:

Student-Teacher will be able to:

- 224 **Understand the teaching learning as system advance pedagogy.**

- 225 **Differentiate tools, techniques, methods, approaches and familiarize them specific subject of study.**

- 226 **Understand the schematic orientation towards class room transaction.**

- 227 **Understand the role of teacher in various contexts, especially higher secondary level.**

- 228 **Equip with abilities for Teaching Learning Material-TLM, preparation for higher secondary level.**

Unit 1: Meaning and Concept of TLM, Diagnostic, Unit, Remedial Test at HSL

- 1.1 Teaching Learning Material: Meaning, Concept and uses.
- 1.2 Diagnostic Test with respect to HSC pedagogy.
- 229 Unit Test with respect to HSC pedagogy.
- 1.4 Remedial Teaching with respect to HSC pedagogy.

Assignments are as follows:

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

Unit 2: Types of TLM and Responsibilities of Stakeholders

- 233 Digital software and its use.
- 234 Analyze the XI and XII class in terms of information, concepts, theories and application with respective pedagogy.
- 235 Institutional report writing- Format, performance, inputs, learner study habit, and processes of management.
- 236 Stakeholders and their responsibilities- Meaning, (who are the stakeholders) and their role in Education.

Assignments are as follows:

- 237 Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
- 238 Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for

higher level content, individual assignment. Try out, reflect and report.

- 239 Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.
4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report.
5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

Note: (Any one from two units)

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

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SEMESTER SCHEME
SEMESTER: IV

ADVANCED PEDAGOGY ON SPECIFIC SUBJECT OF STUDY
(Common format for all pedagogies- Method II)

Paper Code: PC-XVII/XVIII
Total No. of Hours: 30

Credit: 2
Total Marks: 40+10= 50

Objectives:

Student-Teacher will be able to:

- 240 **Understand the Profession and its importance.**
- 241 **Understand the Professional growth.**
- 242 **Understand the importance of Pre-service and In-service training.**
- 243 **Understand the Competencies of higher secondary teacher.**
- 244 **Understand the organizations and its role in professional growth.**

Unit 1: Higher Secondary School Teacher

- 245 Qualities and Qualification of Teacher.
- 246 Need for Professional growth and Professional ethics.
- 1.3 Professional growth of teacher: Pre-Service, In-Service Training.
- 1.4 Recommendations of some Committees and Commission for professional growth.

Assignments are as follows:

- 247 Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
- 248 List out the Programmes for Professional growth and Professional ethics, write a report.
- 249 Write a report on Professional growth which was discussed in some Committees and Commission.
- 250 Conduct a Programme for Professional growth in pre-service training: Extension lecture,

Guest Lecture, Personality development programmes etc.

- 251 Visit in-service programme centers, interact with resource persons, discuss and write a report.

Unit 2: Programme for Professional Growth

2.1 Competencies of higher secondary teacher.

2.2 Means of professional development: Orientation Courses, Refresher Courses, seminars, workshops, conferences, talks and publishing articles.

2.3 Becoming a member of different organization.

2.4 Continuation of education for enhancement of Professional growth.

Assignments are as follows:

- 252 Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
- 253 Write a report on Organizations and its functions.
- 254 Conduct a Seminars, Workshops, Talks, Debates, and write a report.
- 255 Prepare articles on different issues of education and publish in College Journal/Magazines.
- 256 Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.

Note: (Any one from two units)

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

References:

- 257 Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
- 258 Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
- 259 NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
- 260 16. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi: 2005.
- 261 NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
- 262 NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.

·263 NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, New Delhi: 2009.

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

REFLECTIVE READING AND WRITING

Paper Code: EPC-VII
Total No. of Hours: 30

Credit: 2
Total Marks: 50

Objectives:

Student-Teacher will be able to:

- 264 **Understand the reflective and expository writings.**
- 265 **Develop the skill of revisiting the text.**
- 266 **Develop the skill of reading beyond text.**

Unit 1: Expressive Reflections

- 1.1 Reflective and expository writings - reflecting journal, creating visual and Word texts, compare and contrast.
- 1.2 Critical Appreciation of the text- Note taking, critically reviewing the text.
- 1.3 Revisiting the text- impact of the text on the reader, recreating the text for new perspectives.

Activities:

- 267 Explore different reflecting journal writings, developing a common reflective Journal.
- 268 Write based on the text – e.g. Summary of a scene, extrapolation of story, Converting a situation into a dialogue etc. (individual task).
- 269 Write a review or a summary of the text, with comments and opinions (Individual task).
- 270 Write from reader's perspective, getting into the role of the characters or the writer, developing a new angle to the text.
- 271 Presentations of selected papers, questions and answers (large group).

Unit 2: Reading beyond Text

- 2.1 Making Connections with the text- Text with Self, Text with Text and Text

with World.

2.2 Reading for Change – Multicultural Perspective (regional, folk literature and the like).

2.3 Inclusive Perspective (gender, class, caste, differently able and the like).

2.4 Educational Perspective(Policies, documents, journals).

Activities:

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

Suggested tasks and Assignments:

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

Note:(Any Two)

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

groups.

Suggestions for the development and transaction of the paper:

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

Sample Recommended Headings for Reading Material.

Ethnographies:

- 288 Meenakshi Thapan's *Life at school: an ethnographic study* & *Ethnographies of Schooling in contemporary India* & other research studies.

Extracts-

- 289 *Teacher Man* by Frank McCourt & extracts from *The Prophet* by Kahlil Gibran
Macaulay's Minutes.
- 290 Extracts from Rousseau's *Emile*, Dewey's writings, Plato's Dialogues, books of Krishnamurthy, Aurobindo, Tagore, Vivekananda, Gandhi and like.
- 291 Books *Letter to a Teacher*.
- 292 *De-schooling Society*.
- 293 *Silenced Dialogue*.
- 294 *Para Teachers*.
- 295 Plays *Autobiographies/biographies/Journals/Documentaries Fiction*.

References:

Reflective Reading:

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

tive_questioning_ADE_Sample

- 306 http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
- 307 <http://mrsbrogley.com/blog/?p=3009>
- 308 <https://prezi.com/erhgpaokppsj/copy-of-chapter-5-mentor-texts/>

Collaborative Reader:

- 309 http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
- 310 <http://www.ericdigests.org/1999-3/reading.html>
- 311 <https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling>
(Interactive reader)
- 312 <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>

Reflective Writing:

- 313 http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
- 314 <http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshoppresources/confidenceinreflection/Reflective-Writing-for-Assignments---Workshop-Booklet.pdf>
- 315 <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- 316 <http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf>
- 317 <http://www.writingforward.com/creative-writing/creative-writingreflective-journaling>

Reflective Journal Rubric:

- 318 http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm
- 319 <http://www.bothell.washington.edu/wacc/teaching/reading/journals>
- 320 <http://edtech.boisestate.edu/connectionacademy/rubrics/reflection.html>
- 321 http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf
- 322 http://classclit.about.com/od/forstudents/ht/aa_readinglog.htm
- 323 Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from
- 324 <http://www.uwstout.edu/art/artedportfolios/reflection/index.html>.
- 325 Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.
- 326 Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).
- 327 AACTE 2006 Proposal: How Reflection Impacts Instructional Change.

·328 AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from

·329 http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

GULBARGA UNIVERSITY
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SEMESTER SCHEME
SEMESTER: IV

EPC VIII: Field Work and Immersion/Internship (Teaching Practice)

Field Work:

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

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

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

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

Immersion and Internship:

It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

EPC VIII: PRACTICAL EXAM. (Final Lesson)**METHOD –I****METHOD-II**

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

QUESTION PAPER PATTERN FOR TWO YEAR B.Ed. COURSE

(For Perspective Paper and Pedagogy Subject)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered and pattern of answering.
A	Out of eight questions four questions to be answer with internal choice.	10	40	Application, Analyses, Evaluate type Question. Each question should be answered in two to three pages.
B	Out of ten questions five questions to be answer with internal choice.	5	25	Understanding/Comprehensive Type Questions. Each question should be answered in one and half pages.
C	Out of eight questions five questions to be answer with internal choice.	3	15	Knowledge/Understand Type of Questions. Each should be answered in one page.
	Total		80	

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

FORMAT FOR TWO YEAR B.Ed. COURSE QUESTION PAPER

(For Perspective Paper and Pedagogy Subject)

Section-A

- 330 **Section ‘A’ consists of eight questions with internal choice.**
- 331 **The candidate is expected to answer four questions by availing internal choice at about two to three pages.**
- 332 **Each question carries ten marks.**

Unit-1

·333 A)

Or

B)

Unit-2

·334 A)

Or

B)

Unit-3

·335 A)

Or

B)

Unit-4

·336 A)

Or

B)

Section-B

- 337 **Section ‘B’ consists of ten questions with internal choice.**
- 338 **The candidate is expected to answer five questions by availing internal choice at about one and half page.**
- 339 **Each question carries five marks.**

Unit-1

·340 A)

Or

B)

Unit-2

·341 A)

Or

B)

Unit-3

·342 A)

Or

B)

Unit-4

·343 A)

Or

B)

Applied type of questions (Practicum/Assignment related)

A)

Or

B)

Section-C

- 344 **Section ‘C’ consists of eight questions with internal choice.**
- 345 **The candidate is expected to answer any five questions by availing internal choice at about one page.**
- 346 **Each question carries three marks.**

Unit-1

·347

·348

Unit-2

·349

·350

Unit-3

·351

·352

Unit-4

·353

·354

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

QUESTION PAPER PATTERN FOR TWO YEAR B.Ed. COURSE

(For EPC and Advance Pedagogy Paper)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered and pattern of answering
A	Out of six questions three questions to be answer with internal choice.	10	30	Application, Higher level type Question. Each Question should be Answered in Two to Three Pages.
B	Out of four questions two questions to be answer with internal choice.	5	10	Knowledge/Comprehensive Type Questions. Each question should be Answered in One and half pages.
	Total		40	

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

FORMAT FOR TWO YEAR B.Ed. COURSE QUESTION PAPER

(For EPC and Advance Pedagogy Paper)

Section-A

- 355 **Section ‘A’ consists of six questions with internal choice.**
- 356 **The candidate is expected to answer three questions by availing internal choice at about two to three pages.**
- 357 **Each question carries ten marks.**

Unit-1

·358 A)

Or

B)

Unit-2

·359 A)

Or

B)

Applied type of questions (Practicum/Assignment related)

A)

Or

B)

Section-B

- 360 **Section 'B' consists of four questions with internal choice.**
- 361 **The candidate is expected to answer two questions by availing internal choice at about one and half page.**
- 362 **Each question carries five marks.**

Unit-1

·363 A)

Or

B)

Unit-2

2. A)

Or

B)

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

FORMAT OF REFLECTIVE DIARY

Objectives

Student-Teacher maintains a Reflective Diary which helps to:

- 364 **Assess the nature of activities initiated by the student.**
- 365 **Assess the effectiveness of the classes undertaken by them.**
- 366 **Assess the organizational capacity of them in conducting activities.**
- 367 **Assess the commitment of them in terms of punctuality, regularity and sincerity.**
- 368 **Assess the overall reflection of the student during College Based Activities, Pre-Internship Activities, and School Internship Activities.**

Date:

Day:

Classes/Lessons taught:

Fore-noon:

After-noon:

Activities taken up on the day:

Fore-noon:

After-noon:

Total reflection of the day:

·369 **Punctuality**

·370 **Regularity**

·371 **Sincerity**

4. Reporting Time

5. Departure Time

6. Any other

Reflections mentioned above: (Reasons)

Student-teacher Signature

Teacher-Educator/Head Master Signature

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

CASE STUDY FORMAT

Objectives:

- 372 **Understand the case in the overall context.**
- 373 **Collect multidimensional information about the case under study.**
- 374 **Explore the developmental history of the case.**
- 375 **Understand the socialization processes and social history and behavior the case.**
- 376 **Acquire skills of conducting case studies in educational institutions.**

I-General information:

- 377 **Case name:**

- 378 **Gender: Male/Female**

- 379 **Date of Birth:**

- 380 **Parents/Guardian Name and Address:**

- 381 **Information about Parents/Guardian:**

Details	Father	Mother	Guardian
Education			
Profession			
Income			

II-Physical Development:

- 382 **Height:** _____ cm (Below Avg./Avg./Above Avg.)
- 383 **Weight:** _____ kg ((Below Avg./Avg./Above Avg.)
- 384 **Vision:** **Normal/Problem**
- 385 **Hearing:** **Normal/Problem**
- 386 **Teeth:** **Normal/Problem**
- 387 **Hands and Legs:** **Normal/Problem**
- 388 **Speaking:** **Normal/Language Problem/If any**

III-Family and Environment:

- 389 **Father:** Living/Dead
- 390 **Mother:** Living/Dead
- 391 **Birth order:**
- 392 **Family Climate:** Satisfactory/Happy/Neglected
- 393 **Discipline:** Caring/Controlled/Democratic/Neglected
- 394 **Reading:** Separate Arrangements/Time table/Observation

IV-Health:

- 395 **Suffering from fever periodically**
- 396 **Lack of nutrition food**

·397 **Lack of good water**

·398 **Good environment**

·399 **General health situation**

V-Scholastic Achievement:

(Collect marks of different Tests and Examinations since from last one year)

·400 **Subject:**

Sl. No	Marks	Percentage	Rank

·401 **Average Percentage of the Attendance:**

·402 **Reasons for not attending school:**

VI-Personality Tracts:

Characteristics of Personality (Observed)		Rating
·403	Confidence	More/Average/Less
·404	Nature of Effort	More/Average/Less
·405	Emotional Stability	More/Average/Less
·406	Respect	Follows/Not Follows
·407	Social Character	More/Average/Less
·408	Leadership	Leader/Follower
·409	Sincerity	Yes/No
·410	Attitude	
·411	Home	Satisfactory/Not-satisfactory

·412	School	Satisfactory/Not-satisfactory
·413	Self	Positive/Negative
·414	If any	Positive/Negative

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

INSTITUTIONAL SURVEY FORMAT

Objectives:

- 415 **Understand different aspects of the complexities of schooling processes.**
- 416 **Reflect on formation of images, symbols, and cultures of schooling.**
- 417 **Know various school records designed for specific purpose.**
- 418 **Understand the relationship between school and community.**
- 419 **Acquire knowledge about the physical, infrastructural and human resources
available in the school.**
- 420 **Understand the curricular and co-curricular process in the school.**

·421	Head	Details/Checklist
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Type of the school	·422 Govt./Aided/Un-aided/Medium/Boys/Girls/Co-education.
Headmaster	·423 Name and Qualification of HM
Staff	·424 Total no. of staff
Students/Section	·425 Total strength/total no. sections
Fee structure	·426
·427 History of the school	·428 Establishment ·429 Progress over a period of year ·430 School welfare programme ·431 If any
·432 Infrastructural facilities	·433 Building: Area, Plinth area, Safety ·434 Classrooms/adequacy/B.B/ furniture/light and ventilation ·435 School Library ·436 School Laboratory ·437 Principal office ·438 Staff room ·439 Office ·440 Games room ·441 Water ·442 Play ground
·443 Special Service Provided	School bus, midday meal programme, School health programme, Book bank, Scholarship, First aid, Remedial teaching, School welfare trust etc.
·444 Co-curricular activities	Student council, School band, Mock parliament, Quiz programme, Yoga

		class, Science club, Games and Sports, Debates, etc.
·445	Records to be maintained	Cash book, Ledger, Service register, Register of admission and withdrawal, Log book, T C files, Annual result register, Scholarship register, Acquaintance rolls, Stock register, DFRCR, Leave records, Attendance registers- Staff and Students, Census register, Syllabus Record etc.
·446	Details of Dropouts	7 th and 10 th standard only
·447	Gender wise	
·448	Caste wise	
·449	Result (at least 5 years)	
·450	Special achievements (If any)	·451 Local/District/State/National (Participation by Students/Staff, if any) ·452 Any award/Reward from external agencies. ·453 State Ranks at SSLC level.
·454	Teacher Resources	Number of Teacher ·455 Qualification ·456 Background ·457 Training background ·458 Deputation ·459 Achievements ·460 Contribution
·461	School-Community	·462 Community involvement in decision making ·463 Community Contribution ·464 Meetings with

		community members
	·465	Organizations structure of SDM/Parent committee etc.
	·466	Number of visits
	·467	Purpose of visits
	·468	School response
·469	Any other dimensions	
·470	Conclusion	

Common Format for all the Report:

- 471 **Cover page**
- 472 **Title Page**
- 473 **Certificate**
- 474 **Declaration**
- 475 **Content/Index**
- 476 **Introduction**
- 477 **Importance**
- 478 **Objectives**
- 479 **Methodological Procedure**
- 480 **Conclusion**
- 481 **References**