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

2015 -16

BANGALORE UNIVERSITY
Jnana Bharathi, Bangalore 560 056
BANGALORE UNIVERSITY
REGULATIONS OF CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME TWO YEAR B.Ed PROGRAM
Definitions of Key Terms Used In Credit Based Semesters & Grading System

Programme

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

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

Hard core courses

Compulsory subjects of study which support the main discipline.

Soft core courses

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

Optional Courses

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

Enhancing professional Competency (EPC) course

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

Credit

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

Grade

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

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

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

Cumulative Grade Point Average (CGPA)

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

Reflective Journal (RJ)

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

Regulations Governing the Degree of Bachelor of Education, Bangalore University

Title; Bachelor of Education [B. Ed]

Eligibility for Admission

1.1 A citizen of India who has passed any Bachelor’s degree examination of Bangalore University or any University in India or abroad recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed. programme.

1.2 The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed. programme.

1.3 In the case of SC/ST, Category -1 and physically challenged student 45% marks in aggregate of all the subjects he/she has studied for degree course or 45% in post graduation.

1.4 A candidate for the admission to degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Govt. of Karnataka from time to time.

1.5 Eligibility for opting French/German Soft core (Pedagogy)

a) Any Graduate, who has studied any ONE of the following languages:
- B.A French/ or Major French from recognized University. Or
- II language French in Degree Or
- Advance Diploma in French or equivalent from any recognized University Or
- DALF B2 level in French from Alliance Française.
- B.A German / or Major German from recognized University. Or
- II language German in Degree Or
- Advance Diploma in German or equivalent from any recognized University. Or
- Level B2.2 in German from Goethe Institute- Max Muller Bhavan.

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

3 Duration of the course
3.1 The duration of study for B.Ed. CBCS Semester Programme shall extend over a period of two years with four semesters of total 96 credits. The first semester shall be for 24 credits, second semester shall be for 24 credits, third semester shall be for 24 credits and the fourth semester shall be for 24 credits.
3.2 The practice in teaching programme shall be conducted in three phases.
   Phase I - Pre internship programme during the second semester for the duration of four weeks for 04 credits.
   Phase II – Internship programme during third semester for the duration of ten weeks for 12 credits
Phase III - Post internship programme during fourth semester for the duration of six weeks for 08 credits.

4 Medium of Instruction

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

5 Attendance

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

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

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

6. Internship

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

The internship programme runs in three phases:

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

1. Pre internship: It is a college based programme which takes place during the second semester for 4 weeks. During this phase the prospective teachers are exposed to various teaching skills to ensure an understanding of teaching process. The student teachers are also engaged in the practice of teaching skills and its integration in simulated condition.
2. **School internship:** It is a school based programme which takes place in the third semester. During this phase the student teachers are actually placed in a specific school for duration of 10 weeks. They are exposed to the school culture by getting involved in various activities. During this phase prospective teachers are engaged in various curricular and co-curricular activities like teaching (20+20 lessons in each pedagogy subject), administration of achievement tests, remedial teaching, participation and organization of various activities, observation of records maintained in the schools etc. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

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

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

1. 6th to 8th Std., or 9th to 10th
2. 11th to 12th (only for PG qualified students)
### 7. Course Framework & Scheme of Examination

#### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course code</th>
<th>Course Title</th>
<th>Instructional Hrs.</th>
<th>Duration of Exam</th>
<th>Credits</th>
<th>IA</th>
<th>Term end</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HC1</td>
<td>Childhood &amp; Growing up</td>
<td>4 hrs</td>
<td>3hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>HC2</td>
<td>Education in Contemporary India</td>
<td>4 hrs</td>
<td>3hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>HC3</td>
<td>Development and Management in School Education</td>
<td>4 hrs</td>
<td>3hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>HC4</td>
<td>Gender, School &amp; Society</td>
<td>4 hrs</td>
<td>3 hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>HC5</td>
<td>ICT in Education</td>
<td>2 hrs</td>
<td>1½ hrs</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>HC6</td>
<td>Language Across the Curriculum</td>
<td>2 hrs</td>
<td>1½ hrs</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>EPC1</td>
<td>Communication Skills and Expository Writing</td>
<td>4 hrs</td>
<td>..</td>
<td>02</td>
<td>50</td>
<td>..</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>EPC2</td>
<td>Understanding Self, Personality &amp; Yoga</td>
<td>4 hrs</td>
<td>..</td>
<td>02</td>
<td>50</td>
<td>..</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>24</td>
<td>250</td>
<td>350</td>
<td>600</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**EPC 5: Pre internship Programme** -

**Four Weeks/ 35 hrs per week**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Activity</th>
<th>SC- I</th>
<th>SC-II</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching skills (6 Skills- 3 skills in each Pedagogy subject for practice)</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Observation of demonstration lesson / video lesson(one in each method)</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Simulated lessons with integration of skills including instructional materials (one in each pedagogy subject)</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Lesson design(four lessons in each pedagogy subject)</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Simulated lesson with ICT mediation (one in each pedagogy subject)</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>50</td>
<td>100</td>
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</tbody>
</table>
THIRD SEMESTER:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course code</th>
<th>Course Title</th>
<th>Instructional Hrs.</th>
<th>Duration of Exam</th>
<th>Credits</th>
<th>IA</th>
<th>Term end</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>SC1</td>
<td>Content &amp; Pedagogy 1 Part II</td>
<td>4 hrs</td>
<td>3hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>SC2</td>
<td>Content &amp; Pedagogy 2 Part II</td>
<td>4 hrs</td>
<td>3hrs</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>HC9</td>
<td>Action Research</td>
<td>2 hrs</td>
<td>1 ½ hrs</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>EPC6</td>
<td>Action Research Project</td>
<td>2 weeks</td>
<td>..</td>
<td>2</td>
<td>50</td>
<td>..</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>EPC7</td>
<td>School Internship</td>
<td>10 weeks / 35 hrs per week</td>
<td>3 hrs</td>
<td>12</td>
<td>300</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

The student teacher should select any one of the following levels for the internship programme in both pedagogy subjects:
1. 6th to 8th Std., or 9th to 10th Std.,
2. 11th to 12th Std (only for PG qualified students)
FOURTH SEMESTER

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

TOTAL 24 220 280 600

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

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Duration</th>
<th>Theory</th>
<th>EPC</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>24</td>
<td>100 days</td>
<td>500</td>
<td>100</td>
<td>600</td>
</tr>
<tr>
<td>II</td>
<td>24</td>
<td>100 days</td>
<td>400</td>
<td>200</td>
<td>600</td>
</tr>
<tr>
<td>III</td>
<td>24</td>
<td>100 days</td>
<td>250</td>
<td>350</td>
<td>600</td>
</tr>
<tr>
<td>IV</td>
<td>24</td>
<td>100 days</td>
<td>400</td>
<td>200</td>
<td>600</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>400 days</td>
<td>1550</td>
<td>850</td>
<td>2400</td>
</tr>
</tbody>
</table>

8. Soft-core courses

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

II Semester & III Semester

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

9. Optional Courses

Student teacher shall take any one of the following Optional courses during the IV semester.
9.1 Guidance and Counselling
9.2 Value Education
9.3 Education for Peace

10. Internal Assessment

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

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

11. Registration for Examinations

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

12. Conduct of Practical Examination

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

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

13. Community Living Camp & Study Tour

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

13.2 Each student –teacher has to compulsorily participate and submit a report on his participation in a three days community living camp exclusively conducted at a rural place by the college. The CLC should aim at fostering qualities like collective work, co-operative living, fellow feeling, like-mindedness towards rural culture etc., among student- teachers. The college shall arrange to have such activities in CLC that foster the above orientations.
13.3 Institution should conduct an excursion for a minimum period of three days to visit places of educational, historical, cultural and scientific importance. Each student-teacher must compulsorily take part in the excursion and submit a report to the college.

14. Declaration of Results

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

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

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

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

15. Classification of Successful Candidates

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

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class with Distinction</td>
<td>70% and above (A+, A++ or O)</td>
</tr>
<tr>
<td>First Class</td>
<td>60% and above but less than 70% (A)</td>
</tr>
<tr>
<td>Second Class</td>
<td>55% and above but less than 60% (B+)</td>
</tr>
<tr>
<td>Pass Class</td>
<td>50% and above but less than 55% (B)</td>
</tr>
</tbody>
</table>
16.1 Each semester result shall also be declared in terms of grades. A six point grading system which based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

<table>
<thead>
<tr>
<th>% Marks</th>
<th>50-&lt;55</th>
<th>55-&lt;60</th>
<th>60-&lt;70</th>
<th>70-&lt;80</th>
<th>80-&lt;90</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha-sign Grade:</td>
<td>B</td>
<td>B+</td>
<td>A</td>
<td>A+</td>
<td>A++</td>
<td>O</td>
</tr>
<tr>
<td>Grade Point</td>
<td>5-&lt;5.5</td>
<td>5.5-&lt;6</td>
<td>6-&lt;7</td>
<td>7-&lt;8</td>
<td>8-&lt;9</td>
<td>&gt;-9</td>
</tr>
</tbody>
</table>

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

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

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

17. Rejection of Results

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

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

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

17.4 A candidate who rejects the result is eligible for only class and not for ranking.
18. **Academic Monitoring Committee**

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

19. **Power to remove difficulties**

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

20. **Repeal and Savings**

The existing regulations governing one year Bachelors degree in education shall stand repealed. However, the above regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.
## Blueprint of Two Year B.Ed. Course Proposed for Bangalore University, Bangalore

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
<th>SEMESTER III</th>
<th>SEMESTER IV</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Credits</td>
<td>Marks</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td></td>
<td>HC1 – Child hood and growing up</td>
<td>04</td>
<td>100</td>
<td>HC7 – Learning &amp; Teaching</td>
<td>04</td>
</tr>
<tr>
<td>Hard core papers</td>
<td>HC2 – Education in contemporary India</td>
<td>04</td>
<td>100</td>
<td>HC8 – Assessment of learning</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>HC3 – Development and management in School Education</td>
<td>04</td>
<td>100</td>
<td>HC12 – Knowledge and Curriculum</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>HC4 – Gender, school &amp; society</td>
<td>04</td>
<td>100</td>
<td>HC5 – ICT in Education</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>HC6 – Language across the curriculum</td>
<td>02</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft Core papers</td>
<td>SC1 – Content &amp; pedagogy Part I</td>
<td>04</td>
<td>100</td>
<td>SCI – Content &amp; pedagogy Part II</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>SC2 – Content &amp; pedagogy Part I</td>
<td>04</td>
<td>100</td>
<td>SC2 – Content &amp; Pedagogy Part II</td>
<td>04</td>
</tr>
<tr>
<td>Enhancing professional competence</td>
<td>EPC1 – Communication skills, expository writing</td>
<td>02</td>
<td>50</td>
<td>EPC3 – ICT Application</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>EPC2– Understanding self, personality and Yoga</td>
<td>02</td>
<td>50</td>
<td>EPC4 – Fine arts &amp; theatre</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>EPC5 – Pre internship activities</td>
<td>04</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Courses</td>
<td>OC1 – Optional course</td>
<td>04</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>600</td>
<td></td>
<td>24</td>
<td>600</td>
</tr>
</tbody>
</table>
BANGALORE UNIVERSITY

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

SEMESTER SCHEME

SEMESTER: I

CHILDHOOD AND GROWING UP

Paper Code: HC1

Credit: 4

Total No. of Hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

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

UNIT – I: Childhood and Child Development

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

UNIT – II: Adolescent Development

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

(16 Hours)

3.1 Learning: Meaning and characteristic of learning;

3.2 Factors influencing learning-Maturation, Motivation, Attention, Remembering - 

   Meaning and educational implications.

3.3 Thinking skills- concept, types, development of thinking skills

3.4 Domains of learning, cognitive, Affective and psychomotor( Revised Bloom’s 

   Taxonomy)

3.5 Learning skills for 21st century-Critical skills, Creative skills, Communication skills 

   and Collaborative skills

UNIT – IV Learning Theories 

(16 Hours)

4.1. Trial and Error learning- meaning, Thorndike’s experiment, laws of learning, 

   educational implications 

4.2. Operant Conditioning learning-meaning, Skinner’s experiment, educationalimplications. 

4.3. Field theories of Learning- Gestalt learning- meaning; Insight learning-meaning, 

   Kohler’sexperiment, educationalimplications 

4.4. Albert Bandura’s Social learning theory 

4.5. Transfer of learning- Meaning, importance, types and its educational implications

Seminar Topics: (Any one)

Prepare and present seminar paper on the following topic

1. Genetic studies on gifted children

2. Intelligence Quotient Vs Emotional Quotient

3. Education of children with Learning disabilities

4. Thinking skills

5. Learning styles

6. Problems of adolescents in Indian context

7. Student diversity in the classroom

8. Adolescents and media challenges in 21st century

9. Moral development, character formation and education

10. Mental health and hygiene programs in schools
Reference Books

14. Prof. E.G. Parameswaran, C. Beena An Invitation to Psychology
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I
EDUCATION IN CONTEMPORARY INDIA

Paper Code: HC2  Credit: 4
Total No. of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit 1: Essence of Education  (10 Hours)

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

Unit 2: Fundamental thoughts and issues of philosophy in Education  (15 Hours)

2.1. Meaning and importance of philosophy
2.2. Schools of philosophy-Idealism, Naturalism and Pragmatism
2.3. Relationship between Education and Philosophy
2.4. Need of Educational philosophical knowledge to a Teacher
2.5. Contributions of Educational philosophers-Rousseau, John Dewey, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Dr. APJ Abdul Kalam.
Unit 3 Sociological Foundations of Education (15 Hours)
3.1 Meaning and Importance of Sociology of Education
3.2 Socialization-agencies of Socialization-family, Peer group, school and mass media
3.3 Culture- meaning, characteristics and relationship with education, role of school in preservation and promotion of culture
3.4 Social change-meaning, importance, factors affecting, role of education in social change
3.5 Social mobility- meaning &importance, types, role of education in promoting social mobility

Unit 4 Principles and Techniques of teaching (12 Hours)
4.1 Meaning and importance of teaching
4.2 Maxims of teaching
4.3 Devices of teaching-narration, explanation, description, questioning and illustrations
4.4 Strategies of teaching-Meaning, importance and characteristics
4.5 Innovative methods of teaching-Project Based teaching, Team teaching.

Seminar Topics: (Any one)
Prepare and present seminar paper on the following topic

1. Role of Mass Media in Education
2. Vocational Education
3. Modernization and Social Change
4. Teacher as a Nation Builder
5. Impact of Globalization on Education in India
6. Social Responsibilities of youth
7. Strategies of teaching
8. Modern trends in teaching
9. Student unrest- causes and remedies
10. Role of Education in National Economy
Reference Books:
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: I
DEVELOPMENT AND MANAGEMENT IN SCHOOL EDUCATION

Paper Code: HC3  Credits: 4

Total No. of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

UNIT I: Status of Secondary School  (18 Hours)
1.1 Major Objectives of Primary, Secondary, Higher Secondary Education.

1.2 Salient features of Types of Schools: Government / aided / Unaided, Public-Private, Rural-Urban


1.4 Open schooling –National Open schools --objectives, curriculum, methods of instruction, evaluation.

1.5 Structure of Educational Administration in Karnataka.
1.6 Educational ladder including diversification

1.7 National and humanistic identities in school education

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

1.9 Agencies of school education- NCERT, DSERT , IASE, CTE, DIET, -Objectives and functions

1.10 Innovation in examinations- with specific reference to NCF-2005 Systemic Reforms.

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

2.1 Features of Indian Constitution

2.2 Major Provisions and policies for Education, in Indian Constitution—with amendments and special reference to Primary, Secondary and Senior Secondary Education. Access; Education of girls; Education of disadvantage groups (SC, ST, Backward Communities, Linguistic Minorities Religious Minorities).

2.3 Right to education RTE-2009-Major objectives, functions and initiatives.

2.4 Development of School Education –Post independent period:

2.5 Professional growth of secondary and senior secondary teachers-Meaning of profession – code of professional ethics for teachers; teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability, In-service education of teachers, nature and scope of professional organizations.

UNIT – III: Educational Management (12 Hours)

3.1 Concept, principles, purpose and process of Educational Management.

3.2 Time Management: concept, importance, role of head master and teacher.

3.3 Time table: meaning, importance, types and principles and factors

3.4 School records – meaning, types, importance and maintenance.

3.5 Annual Programmes of Work: School calendar, meaning, Importance and factors to be considered

3.6 School discipline: Concept, Importance, causes of indiscipline and measures to overcome indiscipline

3.7 Classroom management:
   Concept and techniques
UNIT IV: School Resources and Programmes (12 Hours)

4.1. Managerial Resources: Office staff- Role and responsibilities.
   Human Resource Management: Concept, importance.
   Head Master: Qualities and Functions
   Teacher- Qualities and functions
   Financial Resources: School Budget- Meaning, Types, Sources of Income and Expenditure, steps in preparing school budget.

4.2. Material Resources: Essential features and components of school plant- Site, building, design, classroom design, laboratory, playground and equipment

4.3. Institutional Planning, meaning, purpose and procedure.

4.4. School Complex

4.5. Management of school Programme: Co-curricular activities, meaning, importance, types and Organization

4.6. Parent teacher Association: Importance, objectives and Activities

4.7. Conduct of test and examinations


4.9. Stress management: Meaning, factors, cause and effect of stress, Management of Stress

Seminar Topics: (Any one)

Prepare and present seminar paper on the following topic

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

8. Kochhar S.K., Secondary School Administration, University Publisher Delhi, 1964.
10. Murthy S.K., Essentials of school organization and administration, Tandon Publisher.
13. Terry and Franklin, Principals of Management 8th edition, AITBS Publishers and
BANGALORE UNIVERSITY
B.Ed. Two Year Course-Semester Scheme
Semester: I
Subject: Gender, School and Society

Paper Code: HC 4
Total Hours: 52 hrs
Total Marks: 100

Objectives:

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

Unit 1: Gender Issues – Key Concepts (12 Hours)

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

Unit 2: Gender Issues in Education (14 Hours)

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

Unit 3: Gender Equality and Women Empowerment (14 Hours)

3.2. Gender inequalities – causes, gender equality & equity.
3.3. Women empowerment – concept, process, indicators and strategies.
3.4 Influence of gender equality and empowerment of women on stabilization of population growth.
3.5 Initiatives of government to promote gender equality and empowerment of women in social, legal, employment & economic spheres.
3.6 Political participation of women – status and initiatives.

Unit 4 School and gender equality (12 Hours)

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

Topics for Seminar:

1. Analysis of Print and Electronic Media from gender perspective.
2. Critical analysis of the status of women in political participation in India.
4. Analysis of selected curricular materials in the view of gender bias and gender stereotyping.
5. Gender equality through life skills education approach.
6. Gender inequality in work and wages-strategies to gender justices.
7. Legal literacy and empowerment of women.
10. Rights of women with special reference to reproductive and sexual rights.

Reference Books.

8. DSERT., Gender Issues-A resource Book, DSERT, Bangalore.
36. ఇమిటేషన్లు, స్టేట్ జేల్ రచనలు శాసనం. స్వతంత్ర, సంస్కారం సమాధానం– 2005.
39. ఇమిటేషన్లు, రాష్ట్రానికి లక్షకం సరస్సు శాసనం సమాధానం, రాష్ట్రానికి లక్షకం సమాధానం, రాష్ట్రానికి లక్షకం సమాధానం– 2006
পংক্ষিত সূত্রায়ণ শিক্ষা

ম.এ.সং. কলেজ অফ গ্রাউঁড অ্যাংল ইনস্টিটিউট
নম্বর: ২০২২-২০২৩
মে: ২০২৩ ফেব্রুয়ারি

ঃঃ তালিকা: ১০০
4 টিমের 4 স্কোর পাশ

শ্রেণী: ৫

total marks: ১০০

বিষয়গুলি:

১০. বিষয় নম্বর শিক্ষার আয়োজক মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১১. মেজর কুমার রামচন্দ্র মথুরা শিক্ষার আয়োজক মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১২. অল্প প্রতিক্রিয়া চিত্রনাট্য - শ্রোতা গুপ্ত, শ্রীমণ্ডলী, শভীতা, মহোষ্ণা মহাবীর এবং শ্রীমণ্ডলী মহাবীর প্রতিক্রিয়া আয়োজিত হয়েছিল।

১৩. জনসাধারণ মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১৪. জনসাধারণ মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১৫. মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১৬. মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১৭. মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

১৮. জনসাধারণ মহানগরী কুমারী ময়নামতি তিলক বিশ্ববিদ্যালয় তে অনুষ্ঠিত হয়েছিল।

পর্লু-১. বিষয় নম্বর শিক্ষার আয়োজক - শিক্ষার সংস্থাগত শিক্ষার আয়োজক

১.০. বিষয় নম্বর (প্রথম) সূত্রায়ণ - মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা মূল ক্ষেত্র।

১.১. বিষয় নম্বর সংস্থাগত শিক্ষার আয়োজক - মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.২. বিষয় নম্বর সংস্থাগত শিক্ষার আয়োজক - মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৩. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা, সংস্থাগত শিক্ষা, সংস্থাগত শিক্ষা, মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৪. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৫. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা, সংস্থাগত শিক্ষা, সংস্থাগত শিক্ষা, মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৬. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা, সংস্থাগত শিক্ষা, সংস্থাগত শিক্ষা, মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৭. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা, সংস্থাগত শিক্ষা, সংস্থাগত শিক্ষা, মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।

১.৮. অল্প প্রতিক্রিয়া চিত্রনাট্য - মূল ক্ষেত্র, মূল শিক্ষা, সংস্থাগত শিক্ষা, সংস্থাগত শিক্ষা, মূল ক্ষেত্র, মূল শিক্ষা এবং সংস্থাগত শিক্ষা।
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3.11 °AUÀvÀé ¸ÀA§A¢ü ¸ÀA±ÉÆÃzsÀ£Á CzsÀåAiÀÄ £ÀUÀ¼ÀÄ ( eÉAqÀgï ¸ÀÖrøï) - ¹ÜwUÀwUÀ¼À ÄgÀ ¥Á¯ÉÆÎ¼ÀÄî«PÉ CzsÀåAiÀÄ £ÀUÀ¼À PÀqÉUÉ.

3.12. °AUÀvÀézÀ PÀuÉß £Á £ÀzÀæt ªÀÄÄzÀæt ªÀÄvÀÄÛ «zÀÄå£Áä£À ªÀiÁzsÀåªÀÄUÀ¼À «±ÉèõÀuÉ.

3.13. °AUÀ¸ÀªÀiÁ£ÀvÉ ªÀÄvÀÄÛ ¸ÀªÀÄvÉUÁV ªÀiÁ£ÀªÀ ºÀPÀÄÌUÀ¼ÀÄ ºÁUÀÆ ¸ÀA«zsÁ£ÀzÀ CªÀPÁ±ÀUÀ¼ÀÄ.

3.14. °AUÀvÀé ¥ÀPÀë¥ÁvÀ ªÀÄvÀÄÛ °AUÀvÀézÀ ¥ÀrAiÀÄZÀÄÑ gÀÆ¥ÀUÀ¼À£ÀÄß PÀÄjvÀÄ DAiÀÄÝ ¥ÀoÀå¸ÁªÀÄVæUÀ¼À «±ÉèõÀuÉ.

3.15. fêÀ£À P˱À®UÀ¼À ²PÀët G¥ÀPÀæªÀÄzÀ°è °AUÀ¸ÀªÀiÁ£ÀvÉ.
Reference Books.
1. Alkanzi Feisal et al., Gender on the agenda, A Training Manual, PRIYA. New Delhi.
37. ನೀರಾ ದೇಸಾಯ್ ಅಂತರ್ಜಾಲಿಗೆ ತಂದೆ ಕೆಲಸಮುದ್ರ ಕಂಪೆನಿ. ಮಾರ್ತಿ ಗುಳಿಸ್, ಅಂಬೆಮುಖಿಸಿದ. 2005.
38. ಪಂಟ್ ಎಂಪ್ರಾಯ. ಚೆಕ್ಕು ತಂದೆ ಕೆಲಸು – ಲೋಹದ ಕೋಶದ ಅಂತರ್ಜಾಲಿಗೆ. ಪಂट್ ಎಂಪ್ರಾಯ. ಇದರ ದೇಶದ 2005.
40. ಪ್ರಮೆರ ಭಾಷ್ವಾಧಿಕಾರ ಭೂಮ್ಯಾನ್ ಆದರೆ ಶಾಸನ ಕೆಲಸು. ಇದರ ದೇಶದ 2006
BANGALORE UNIVERSITY
TWO YEAR B.ED DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: 1
ICT IN EDUCATION

Paper Code:         HC5
Credit: 2

Total No of Hours: 26
Total Marks: 50

Objectives: After completion of the course student teachers will:

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

Unit -1 Communication and Educational Technology (12 Hours)

1.1 Meaning and Definition of Information and Communication, Process of Communication, Types of Communication- verbal & Non Verbal, Barriers to Communication.

1.2 Role of Multi-media Approach: Meaning and Significance of Video Lessons and Smart Classroom.

1.3 Meaning and Importance of Information technology, Meaning, objective and scope of educational technology, components of educational technology-Hardwares, Softwares, and Systems approach.

Unit -2 Programmed Instruction and Computer Applications (14 Hours)

2.1 Meaning and Principles of Programmed Instruction, Types of Programmed Instruction: Linear, Branching and Mathetics-Meaning, Characterstics, advantages & disadvantages.


2.3 Computer basics with the usage of laboratory:

Meaning and definition of computers, software and its types, hardware and its types, operating systems and its types
Practicum (any one):

A Survey of Educational sites and its significance

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

REFERENCE BOOKS:

7. Suhas, B.M Information and communication technology Bangalore, 2009

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OBJECTIVES: After completion of the course student teachers will:

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

UNIT-1 LANGUAGE ACROSS THE CURRICULUM APPROACH (LAC) (14 Hours)

1.1 Concept, Need and Benefits of LAC approach
1.2 Functions of Language – Inside the classroom and outside the classroom
1.3 Nature of multilingualism: different status of Indian Classroom language.
1.4 Dialect; deficit theory (Eller, 1989) and discontinuity theory.
1.5 Theories of language development and its implementation in teaching. (Skinner’s and Chomsky’s language acquisition theory).
1.6 Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, and understanding of alphabet with reference to pronunciation.
1.7 Speech defects: Lisping, slurring, stuttering and stammering and role of teacher in resolving.
1.8 Importance of oral language in the classroom, the significant role of discourse in the classroom (meaning & medium)
1.9 Role of subject teachers and language teachers in an LAC approach
1.10 Role of language in different subjects (Social Science, Maths, Science)
Unit-2. Reading, writing & Analysis  (12 Hours)

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

Practical Activities: (Any one)
Carry out the following practical activities and submit a report

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

Reference Books:


7. Sinha S, Acquiring Literacy in schools Re designing curricula: A symposium on working a framework for school Education, 2000

WEB LINKS

- PDF on language across curriculum available on http://www.edb.gov.hk
- http://www.earlhamsoociologypages.co.uk/Gender%20and%20Hidden%20Curriculum.html/
- http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/562/2
- http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/617/2
- http://www.ul.ie/graduateschool/course/gender-culture-society-ma
Objectives: After completion of the course, student-teacher will:

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

Activities I: Text and Reading (5 Hours)

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

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

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

Activities II: Reading for comprehension (5 Hours)

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

Teacher Educator will ask student-teachers to:

- a. Take up a reading and follow the comprehension steps.
- b. Narrating/describing a related text and follow the comprehension steps.
c. Discussion of characters and situations sharing interpretations and points of view.

**Activities-III Text and reflection (Reading) (5 Hours)**

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

**Teacher-educator will ask student-teacher to:**

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

**Activities-IV Reflective Reading and writing (5 Hours)**

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

**Teacher-educator will ask student-teacher to:**

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

**Activities-V Reading beyond text (6 Hours)**

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

**Teacher-educator will ask student-teacher to:**

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

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

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

SEMESTER SCHEME

SEMESTER- I

UNDERSTANDING SELF, PERSONALITY AND YOGA

Paper Code: EPC- II  Credits: 2

Total No. Of Hours: 26  Total marks: 50

Practical Activities (No External Examinations)

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

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

Unit-1 Yoga (Practical’s)  (12 Hours)

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

(Individual Performance to be assessed)
Unit-2 Visual Art and Craft  

(14 Hours)

2.1 Visual Art: Clay designing, Making of Posters, wall magazines, collage and paintings.

2.2 Craft: Preparation of paper art and artifacts

2.3 Preparation of Quelling, soft toys and embroidery

2.4 Preparation of materials out of waste for Teaching any one topic

2.5 Conducting team games for personality development.

2.6 Visiting art galleries and preparing a report.

(Material and report to be submitted)

Reference Books:

1. CCERT Official website

2. Das, Varsha, “Traditional Performing Arts-Potentials for scientific temper”, Wiley eastern limited, New Delhi


4. Nagarathna R and Nagendra H.R., “Yoga”, Published by Vivekananda yoga research foundation, Bengaluru


ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
ವಿಭಾಗವಲ್ಲದ ಎರಡು ವರ್ಷದ ಆಯ್ಕೆ ಆಧರಿತ ಮನ್ನಣಯ ವಿಧ್ಯನ್ (ಸಿಬಿಸಿಎಸ್)
ಷಯಣಯಾಸಿಕ ಶಿಕ್ಷಣ ಪದಧತಿ ಷಯಣಯಾಸಿಕ - I
ಷಯಣಯಾಸಿಕ - II

EPC-2
credits-2
Hours-26
Marks- 50

ಅಂಕಿಸಿತ ವಿಷಯಗಳು (ವಿಭಾಗ ಬೇರೆ ಜಾತಿ)

1.1. ದ್ರವ್ಯಸ್ಥಾನ ಸಮಾವೇಶ ಚಿತ್ರಾಣ
1.2. ದ್ರವ್ಯಸ್ಥಾನ- ತೊಣೆ, ಸಂಶೋಧ, ಮೊದಲ ಅಭಿಯಾನ
1.3. ಅಂಕಿಸಿತ ವಿಷಯ-ಈಸ್ಟ್, ಸ್ವಯಂಬು, ಅತ್ಯುನ್ಯತ್, ಮಹಿ್ಯಳ ಬಾರು ಜಾತಿ.
1.4. ಅಂಕಿಸಿತ ವಿಷಯ-ರೈಂದನ್ನು ಸಂಬಂಧಿಸಿದ ಚಿತ್ರಾಣ
1.5. ಅಂಕಿಸಿತ ವಿಷಯ-ರೈಂದನ್ನು.
(ವಿಭಾಗ ಸಮ್ಮುಖವಾರು ಸದ್ಧಾರಣ)

ಘಟಕ-1 ಸ್ವಂತ (ವಿಭಾಗಿತ)
(12 ವಿಚಟ್ಟಾಂಕಿ)

ಘಟಕ-2 ಸೋಮಾಂತ ಸಿತಿ ಸೋಮಾಂತ ಶ್ರೀ
2.1 ದೃಷ್ಟಿಕಲೆ: ಜೋಡಿಹಂದಿಗೆ, ಭಿತ್ತಿಚಿತರಿಗೆ, ಕೊಲಯಝಮತುಿಚಿತಾಕಲೆಗಳು.

2.2 ವೃತ್ತಿಕಲೆ: ಕಯಗದಕಲೆತಯಯರಿಕೆ, ಮತುಿಮಯನ್ವನಮಷತಕಲಯಕೃತಿಗಳು.

2.3 ಕೆಲವೀಂಗ್, ಮೃದುಆಟಿಗೆಮತುಿಕಸ್ೂತಿಸಿದಧಪಡಿಸ್ುವುದು.

2.4 ರಸ್ತಯಯರಿಸ್ುವುದು (ಯಯವುದ್ಯದರೂ ಒೆಂದು ಪಾಕರಣಬೂೋಧಿಸ್ಲು ಬಳಸಿಕೊಳುವುದು).

2.5 ವಾಕ್ತಿವಿಕಯಸ್ನೆಗೆಗೆಂಪುಆಟಗಳನ್ುನನ್ಡೆಸ್ುವುದು.

2.6 ಕಲಯಮೆಂದರಗಳನ್ುನಂದಶಿಷಸ್ುವುದು ಮತುಿವರದತಯಯರಿಸ್ುವುದು.

(ಉಲೆಲೋಖಗಾೆಂರ್ಥಗಳು:

1. ವಾಣಿ, ರೂಪ, "ಒಂದುಳ್ಳಂಗ ಕಬು ತಂತ್ರಸ್ತ-ಚಿತ್ರದ ಸೇರಿಯೊಂದರು ಕಲಾಯಿಕೆ", ವಿ ಕಾಲ್ಪನಿಕ ಹಂಸ್ಮೋ, ಹಲ್ಲಿ.
2. ವಾಸ್ತು ಚಿತ್ರ, "ನಂತರ ಕಾಲ್ಪನಿಕ ಸ್ತೂಪ ಪ್ಫೆಡ್ ಸ್ವರೂಪ, ಕಲ್ಲಿತ್ರಗುಚ್ಛ ಶಿಲಾಯುಕ್ತರಾಗುವಂತೆ, ಮತುಿತಿತ್ರ.
3. ಹೆಂಸ್ವರ ವಿದ್ವಾನ ತಾಂತ್ರಿಕ ಚಿತ್ರ, ಅಂಬ, "ಪ್ರಸತ್ತ, ಮೂಡಮುಖದ ವ್ಯಕ್ತಿಯ ತಾಂತ್ರಿಕ ಲಿಂಗಾಂತರಿಣೆ, ವಿರುದ್ಧ.
4. ಆಧ್ಯಾತ್ಮೀಕರಣ, "ನಂತರ್ ಮುಂದು ವರದ", ಮಂತ್ರದ ಮಂತ್ರಚಿತ್ರ, ಹಲ್ಲಿ.
5. ಹೆಂಸ್ವರ, ನ, " ಈ ತಾಂತ್ರಿಕ ಶಿಲಾಯುಕ್ತರ", ಹಾಗೆಯೂ ಕುತ್ತು ಶಿಲಾಯುಕ್ತ.
6. ಕಲ್ಲಿತ್ರಗುಚ್ಛ, ಅಂಬ, "ನಂತರ ಕಾಲ್ಪನಿಕ ಸ್ತೂಪ", ಹೆಂಸ್ವರ ತಾಂತ್ರಿಕ ಚಿತ್ರ, ಅಂಬ, "ಪ್ರಸತ್ತ, ಮೂಡಮುಖದ ತಾಂತ್ರಿಕ ಲಿಂಗಾಂತರಿಣೆ, ವಿರುದ್ಧ.
8. ಕಲ್ಲಿತ್ರಗುಚ್ಛ, "ನಂತರ್ ಮುಂದು ವರದ", ಮಂತ್ರದ ಮಂತ್ರಚಿತ್ರ, ಹಲ್ಲಿ.)
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
LEARNING AND TEACHING

Paper Code: HC7 Credit: 4
Total No. of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit -I Psychological domains of Teaching & Learning (14 Hours)

1.2. Socio-cultural theory: – Meaning, Importance in teaching and learning, Socio-cultural theory according to Vygotsky (ZPD concept)

Unit –II. Teaching children with diverse needs (14 Hours)

2.1. Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching,
2.2. Gifted , Creative and Educationally backward children-meaning, characteristics and educational programs
2.3. Learning disabilities among children-Dyscalculia, Dyslexia, Dysgraphia- meaning characteristics and remedial measures
Unit –III Learning:  
(12 Hours)

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

Unit -IV Learning and teaching style  
(12 Hours)

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

Practical Activity: (any one)

Carry out the following practical activities and submit a report.

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

Reference Books:


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

Semester II
Assessment of Learning

Paper code: HC-08  Credit :04
Total No. Of Hours: 52  Total Marks: 100

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

UNIT-I: Assessment of Learning  15 Hours
1.1 Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation; Principles and Process of Evaluation.
1.2 Revised Bloom’s Taxonomy of Educational objectives-cognitive, affective and psychomotor domain.
1.3 Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences, Diagnostic and Prognostic Test: concept and uses, Criterion and Norm reference test: concept and uses.
1.4 Areas of Assessment : Scholastic and Co-scholastic.
1.5 Continuous and comprehensive Evaluation (CCE) : Concept and Importance; Grading system – concept, advantages and disadvantages. Grading system v/s Marking system.

UNIT-II: Tools and Techniques of Assessment of Learning  17 Hours
2.1 Characteristics of Good measuring Instrument: validity, reliability, objectives and practicability; Meaning and factors affecting.
2.2 Techniques of Evaluation – observation, questionnaire , checklist, rating scale and interview- nature, construction and uses.
2.3 Rubrics as an assessment tool-construction and uses.
2.4 Achievement test: Meaning and Importance - types of achievement test – oral, written and performance test – Meaning and Importance.
   2.4.1 Written tests: Essay type test, Short Answer type test, and Objective type test – Meaning, Characteristic and Advantages.
   2.4.2 Objective Type Test - Multiple choice, Matching test, Completion True/False and analogy type – concept, characteristics, construction and advantages.
UNIT-III: Statistics in Assessment of Learning


3.2. Measures of central tendency: Meaning, uses and computation of central tendency -Mean, Median and Mode for grouped and ungrouped data and interpretation of measures of central tendency

3.3. Measures of Variability: Meaning, uses and computation of Range, Quartile Deviation for grouped and ungrouped data and its interpretation, Standard Deviation for ungrouped data

3.4. Correlation: Meaning, Types of correlation, coefficients of correlation - rank difference method, interpretation.

3.5. NPC-characteristics and uses. Skewness –types and uses

UNIT-IV: Innovative Trends in Assessment of Learning


4.2. Role of Feedback to enhance the learning process: Parent’s and Teacher’s feedback

Practicum: (any one)

I. Preparation of any one tools- 1) Checklist 2) Questionnaire 3) Rating scale 4) Observation schedule

II. Preparation of rubrics tool for assessment of classroom activities.

III. Administering any one of the standardized test/ like self esteem/interest/educational aspiration ……… for secondary school and prepare a report on it.

IV. Organize online Assessment,

V. Organize and manage the open book assessment.
Paper code: HC-08  Credit :04
Total No. Of Hours: 52  Total Marks: 100

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

Paper Code: HC-08 

Credit: 04
Total No. Of Hours: 52
Total Marks: 100

GzÉÝñÀUÀ¼ÀÄ: ¥Àæ²PÀëuÁyðUÀ¼ÀÄ

1. ²PÀëtzÀ°è PÀ°PÁ ªÀiÁ¥À£À, ªÀiË®åªÀiÁ¥À£ÀzÀ ¥ÀjPÀ®à£É, ªÀÄvÀÄÛ ¥ÀæQæAiÉÄUÀ¼À£ÀÄß CjAiÀÄĪÀ£ÀÄ.
2. ««zsÀ jÃwAiÀÄ ªÀiË®åªÀiÁ¥À£ÀzÀ ¥ÀjPÀ®à£É, ¸ÀégÀÆ¥À ªÀÄvÀÄÛ G¥ÉAiÉÆÃUÀUÀ¼À£ÀÄß CjAiÀÄĪÀ£ÀÄ.
3. ²PÀëtzÀ°è PÀ°PÁ ªÀiÁ¥À£ÀzÀ ¸ÀégÀÆ¥À ªÀÄvÀÄÛ ««zsÀ ¸ÁzsÀ£À ºÁUÀÆ vÀAvÀæUÀ¼À §¼ÀPÉ §UÉÎ CjAiÀÄĪÀ£ÀÄ.
4. ±ÉåPÀëtÂPÀ PÀ°PÁ ªÀiÁ¥À£ÀzÀ ¥ÀjÃPÉë ªÀÄvÀÄÛ vÀAvÀæUÀ¼À gÀZÀ£ÉAiÀÄ P˱À®ªÀ£ÀÄß ¨É¼À¹PÉÆ¼ÀÄîªÀ£ÀÄ.
5. ¥ÀjÃPÁë CAPÀUÀ¼À «±ÉèõÀuÉAiÀÄ£ÀÄß PÉåUÉÆ¼ÀÄîªÀ P˱À®ªÀ£ÀÄß ¨É ¼À¹PÉÆ¼ÀÄîªÀ£ÀÄ.
6. PÀ°PÁ ¥ÀæQæAiÉÄAiÀÄ°è ¥ÀÄ£Àgï¥ÀĶ×AiÀÄ ªÀĺÀvÀé ªÀÄvÀÄÛ G¥ÀAiÉÆÃUÀUÀ¼À£ÀÄß CjAiÀÄĪÀ£ÀÄ.
7. ªÀiÁ¥À£ÀzÀ°è £À«Ã£À «zÀåªÀiÁ£ÀUÀ¼À «±ÉèõÀuÉ ªÀiÉqÀĪÀ£ÀÄ.

WÀlPÀ 01 : PÀ°PÁ ªÀiÁ¥À£À 15 Hours

1.1. ªÀiÁ¥À£À, C¼ÀvÉ, ªÀiË®åªÀiÁ¥À£À: CxÀð ªÀÄvÀÄÛ ªÀĺÀvÀé, C¼ÀvÉ ªÀÄvÀÄÛ ªÀiË®åªÀiÁ¥À£ÀUÀ½VgÀĪÀ ªÀåvÁå¸À, ªÀiË®åªÀiÁ¥À£ÀzÀ vÀvÀé ªÀÄvÀÄÛ ¥ÀæQæAiÉÄ.
2.2. GvÀÛªÀÄ C¼ÀvÉAiÀÄ ªÀiÁ¥À£ÀzÀ UÀÄt®PÀëtUÀ¼Ä - ¸ÀªÀÄAd¸ÀvÉ, «±Áé¸À¤ÃAiÀÄvÉ, ªÀ¸ÀÛ¤µÀ×vÉ ªÀÄvÀÄÛ ¥ÁæAiÉÆÃVPÀvÉ – CxÀð ªÀÄvÀÄÛ ¥Àæ¨sÁªÀ ©ÃgÀĪÀ CA±ÀUÀ¼ÀÄ.
2.3. gÀÄ©æÃPÀì - ªÀiË®åªÀiÁ¥À£ÀzÀ vÀAvÀæ : gÀZÀ£É ªÀÄvÀÄÛ G¥ÀAiÉÆÃUÀ, ¤PÀPÀÕ "ÀÕ ¥ÀæwAiÀiÁV CAPÀ ¥ÀzÀÝw.
2.4. ¥ÀoÀå ªÀÄvÀÄÛ ¸ÀºÀ¥ÀoÀå

WÀlPÀ 02 : PÀ°PÁ ªÀiÁ¥À£ÀzÀ°è ««zsÀ ¸ÁzsÀ£À ºÁUÀÆ vÀAvÀæUÀ¼ÀÄ 17 Hours

2.1. GvÀÛªÀÄ C¼ÀvÉAiÀÄ ªÀiÁ¥À£ÀzÀ UÀÄt®PÀëtUÀ¼Ä - ¸ÀªÀÄAd¸ÀvÉ, «±Áé¸À¤ÃAiÀÄvÉ, ªÀ¸ÀÛ¤µÀ×vÉ ªÀÄvÀÄÛ ¥ÁæAiÉÆÃVPÀvÉ – CxÀð, gÀZÀ£ÉAiÀÄ ºÀAvÀUÀ¼ÀÄ ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ; ªÀiÉTPÀ ¥ÀjÃPÉë, °TvÀ ¥ÀjÃPÉë ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ.
2.2. GvÀÛªÀÄ C¼ÀvÉAiÀÄ ªÀiÁ¥À£ÀzÀ UÀÄt®PÀëtUÀ¼Ä - ¸ÀªÀÄAd¸ÀvÉ, «±Áé¸À¤ÃAiÀÄvÉ, ªÀ¸ÀÛ¤µÀ×vÉ ªÀÄvÀÄÛ ¥ÁæAiÉÆÃVPÀvÉ – CxÀð, gÀZÀ£ÉAiÀÄ ºÀAvÀUÀ¼ÀÄ ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ; ªÀiÉTPÀ ¥ÀjÃPÉë, °TvÀ ¥ÀjÃPÉë ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ.
2.2.2. GvÀÛªÀÄ C¼ÀvÉAiÀÄ ªÀiÁ¥À£ÀzÀ UÀÄt®PÀëtUÀ¼Ä - ¸ÀªÀÄAd¸ÀvÉ, «±Áé¸À¤ÃAiÀÄvÉ, ªÀ¸ÀÛ¤µÀ×vÉ ªÀÄvÀÄÛ ¥ÁæAiÉÆÃVPÀvÉ – CxÀð, gÀZÀ£ÉAiÀÄ ºÀAvÀUÀ¼ÀÄ ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ; ªÀiÉTPÀ ¥ÀjÃPÉë, °TvÀ ¥ÀjÃPÉë ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ.
3.   16 Hours

3.1. - CxÀð ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ; DªÀÈwÛ «vÀgÀ不至于, ¥ÀnÖ - vÀAiÀA¢æAiÀÄ ºÀAvÀUÀ¼ÀÄ ªÀÄvÀÄÛ EzÀgÀ ¥ÁæªÀÄÄRåvÉ, ¸ÀASÁåA±ÀUÀ¼À D¯ÉÃR ¤gÀÆ¥À uÉ - G¥ÀAiÉÆÃUÀUÀ¼ÀÄ - DªÀÈwÛAiÀiÁjPÀÈw, DªÀÈwÛ §ºÀĨsÀÄeÁPÀÈw, DªÀÈwÛ §ºÀĨsÀÄeÁPÀÈw

3.2. PÉÃA¢æAiÀÄ ¥ÀæªÀÈwÛ ªÀiÁ¥À£ÀUÀ¼ÀÄ: CxÀð, G¥ÀAiÉÆÃUÀUÀ¼ÀÄ ªÀÄvÀÄÛ PÉÃA¢æAiÀÄ ¥ÀæªÀÈwÛ ªÀiÁ¥À£ÀUÀ¼ÀÄß PÀAqÀÄ»rzÀÄ (CªÀVðÃPÀÈvÀ ªÀÄvÀÄÛ ªÀVðPÀÈvÀ zÀvÁÛA±ÀUÀ½UÉ) CxÉÊð¸ÀĪÀÅzÀÄ.

3.3. ºÀgÀ«£À C¼ÀvÉUÀ¼ÀÄ: CxÀð ªÀÄvÀÄÛ G¥ÀAiÉÆÃUÀUÀ¼ÀÄ, ºÀgÀ«£À C¼ÀvÉUÀ¼ÀÄ -ªÁå¦Û, ZÀvÀÄxÁðAPÀ «ZÀ®£É (CªÀVðPÀÈvÀ zÀvÁÛA±ÀUÀ½UÉ) ªÀÄvÀÄÛªÀiÁ£ÀPÀ «ZÀ®£ÉUÀ¼À (CªÀVðPÀÈvÀ zÀvÁÛA±ÀUÀ½UÉ) CxÀð, ¥ÁæªÀÄÄRåvÉ, ºÀgÀ«£À C¼ÀvÉUÀ¼À£ÀÄß PÀAqÀÄ»rzÀÄ CxÉÊð¸ÀĪÀÅzÀÄ.

3.4. ¸ÀºÀ¸ÀA§AzsÀ - CxÀð ªÀÄvÀÄÛ ¥ÁæªÀÄÄRåvÉ; ¸ÀºÀ¸ÀA§AzsÀzÀ ¥ÀæPÁgÀUÀ¼ÀÄ; ¸ÀºÀ¸ÀA§AzsÀ UÀÄuÁAPÀ – CxÀð ªÀÄvÀÄÛ PÀAqÀÄ»rAiÀÄĪÀÅzÀÄ (¹àÃAiÀÄgïªÀÄ£ï£À ¸ÁÜ£À PÀæªÀiÁAvÀgÀ «zsÁ£À) - ¸ÀºÀ¸ÀA§AzsÀ UÀÄuÁAPÀªÀ£ÀÄß CxÉÊð¸ÀĪÀÅzÀÄ..

3.5. ¸ÁªÀiÁ£Àå ¸ÀA¨sÀªÀ¤ÃAiÀÄ ªÀPÀægÉÃSÉ (J£ï¦¹) - UÀÄt®PÀëtUÀ¼ÀÄ ªÀÄvÀÄÛ G¥ÀAiÉÆÃUÀUÀ¼ÀÄ; «µÀªÀÄvÉ ¥ÀæPÁgÀUÀ¼ÀÄªÀÄvÀÄÛ G¥ÀAiÉÆÃUÀUÀ¼ÀÄ.

WÀlPÀ 04 : PÀ°PÁ ªÀiÁ¥À£ÀzÀ°è £À«Ã£À «zÀåªÀiÁ£ÀUÀ¼ÀÄ 4 Hours

4.   1.  D£ï¯ÉÊ£ï ¥ÀjÃPÉë , vÉgÀzÀ¥ÀĸÀÛPÀ ¥ÀjÃPÉë – CxÀð, GzÉÝñÀUÀ¼ÀÄ, C£ÀÄPÀÆ®UÀ¼ÀÄ ªÀÄvÀÄÛ ¥ÀÄ£Àgï¥ÀĶ×.

4.2. PÀ°PÁ ¥ÀæQæAiÉÄAiÀÄ£ÀÄß ªÀÈ¢üÞ¸ÀĪÀ°è ¥ÀÄ£Àgï¥ÀĶ×AiÀÄ ¥ÁvÀæ - ¥ÉÆÃµÀPÀgÀ ªÀÄvÀÄÛ ²PÀëPÀgÀ ¥ÀÄ£Àgï¥ÀĶ×.

¥ÁæAiÉÆÃVPÀ PÁAiÀÄðUÀ¼ÀÄ : I.  PɼÀV£À AiÀiÁªÀÅzÁzÀgÀÆ MAzÀÄ ªÀiÁ»w ¸ÀAUÀ滸ÀĪÀ ¸ÁzsÀ£ÀUÀ¼À£ÀÄß vÀAiÀiÁj¸ÀĪÀÅzÀÄ – 1. vÀ¥À²Ã® ¥ÀnÖ 2. ¥Àæ±ÁߪÀ½ 3. zÀeÁðªÀiÁ¥À£À 4. «ÃPÀëuÁ ¸ÁjÃtÂUÀ¼ÀÄ.

II. vÀgÀUÀwAiÀÄ ZÀlĪÀnPÉUÀ¼À£ÀÄß ªÀiÁ¥À£À ªÀiÁqÀ®Ä gÀÄ©æPïì vÀAiÀiÁj¸ÀĪÀÅzÀÄ.

III. AiÀÄÆªÀÅzÁzÀgÀÆ MAzÀÄ ¥ÀæªÀiÁt§zÀÝUÉÆ½¹zÀ ¥ÀjÃPÉë/¸ÁzsÀ£À (s¸Àé¥Àæ±ÀA¸É/D¸ÀQÛ/±ÉÊPÀëtÂPÀ C©ü¯ÁµÉ........ ) ¥ËæqsÀ±Á¯Á vÀgÀUÀwUÀ¼À°è ¤ªÀ𻹠ªÀÄvÀÄÛ CzÀgÀ ªÀgÀ¢AiÀÄ£ÀÄßü vÀAiÀiÁj¸ÀĪÀÅzÀÄ.

IV. D£ï¯ÉÊ£ï ªÀiÁ¥À£ÀªÀ£ÀÄß ªÀåªÀ¸ÉÞUÉÆ½¸ÀĪÀÅzÀÄ

V. D£ï¯ÉÊ£ï ªÀiÁ¥À£ ÀzÀ ªÀåªÀ¸ÉÞ ªÀÄvÀÄÛ ¤ªÀðºÀuÉ ªÀiÁqÀĪÀÅzÀÄ

References:

8. Dr.T.V.Somashekar, Educational Psychology and Evaluation, Sapna Book House, Gandhinagar, Bangalore – 9
9. ¹àÃAiÀÄgïªÀÄ£ï£À ¸ÁÜ£À PÀæªÀiÁAvÀgÀ «zsÁ£À - ¹àÃAiÀÄgïªÀÄ£ï£À ¸ÁÜ£À PÀæªÀiÁAvÀgÀ «zsÁ£À

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acement, district and taluk gazetteers.

2. Various gazetteers of the Maharastra and the Gujarat regions.

3. Various gazetteers of the Madhya Pradesh region.

4. Various gazetteers of the Punjab region.

5. Various gazetteers of the Rajasthan region.
1. ಸಂಖ್ಯೆ ಅಂಕೆಗಳ ಭಾಗದ ಪ್ರತಿಯೊಂದು ಕೋಶದ ಪ್ರತಿಯೊಂದು ಕೋಶದ ಬೇಕಾಗುತ್ತದೆ. 
2. ಸಂಖ್ಯೆ, ಸರಣಿ, ಸರಣಿಯ ಅಂಕಿಸಿದ ಬೇಕಾಗುತ್ತದೆ. ಸಂಖ್ಯೆಗಳ ಸುಮಾರು 10% ಎನ್ನುವ ಸಂಖ್ಯೆಯ ಅಂಕಿಸಿದ ರೂಪದ ಅಂಕಿಗಳು, ಅಂಕಿಗಳು ಮತ್ತು ಅಂಕಿಗಳು ಎಂದು ಹೇಳಲಿದೆ. 
3. ಸಂಖ್ಯೆಗಳ ಅಂಕೆಗಳು ಎಂದರೆ ಸಂಖ್ಯೆಗಳ ಅಂಕಿಸಲು ಈಗ ಸಂಖ್ಯೆಗಳ ಅಂಕಿಸಲು, ಸರಣಿಗಳ ಸ್ಥಳದ ಅಂಕಿಗಳು ರುಜು ಸಿಗುತ್ತದೆ. 
4. ಸರಣಿ ಅಂಕೆಯ ಮೇಲೆಯು ಎಂದರೆ ಕಂಡುಬರುತ್ತದೆ 2005 ಸಂಖ್ಯೆಗಳು ಅಕ್ಷರ ಮತ್ತು ಕೆಲಸದ ಅಕ್ಷರಗಳು. 
5. ಸರಣಿ ಅಂಕೆಯ ಸಂಖ್ಯೆಯನ್ನು ಎಂದರೆ ಸರಣಿಯ ಸಂಖ್ಯೆಯ ಮೂಲದಕ್ಷ್ಯಗಳು ಬರೆಯಲು ಎಂದು ಹೇಳಲಿದೆ. 
6. ಸರಣಿದ ಅಂಕೆಗಳ ಮೂಲದಕ್ಷ್ಯಗಳು ಎಂದರೆ ಸರಣಿಗಳ ಸ್ಥಳಗಳು ಸ್ಥಳದ ಅಂಕಿಗಳು ಎಂದು ಹೇಳಲಿದೆ. 
7. ಸರಣಿಗಳ ಅಂಕೆಗಳು ಎಂದರೆ ಸರಣಿಗಳ ಅಂಕಿಗಳು ಅಂಕಿಗಳು ಸರಣಿಗಳ ಅಂಕಿಗಳು. 
8. ಸರಣಿಗಳ ಅಂಕೆಗಳು ಎಂದರೆ ಸರಣಿಗಳ ಅಂಕಿಗಳು ಅಂಕಿಗಳು ಸರಣಿಗಳ ಅಂಕಿಗಳು.
9. ಸರಣಿಗಳ ಅಂಕೆಗಳು ಎಂದರೆ ಸರಣಿಗಳ ಅಂಕಿಗಳು ಸರಣಿಗಳ ಅಂಕಿಗಳು. 
10. ಸರಣಿಗಳ ಅಂಕೆಗಳು ಎಂದರೆ ಸರಣಿಗಳ ಅಂಕಿಗಳು ಸರಣಿಗಳ ಅಂಕಿಗಳು. 

ಸಂಖ್ಯೆ-1: ಸರಣಿದ ಅಂಕೆಗಳ ಪರಮಾಣುಗಳು ಸಮಕೋಶ : (12 ಅಂಕಗಳಿ) 

1. ಸರಣಿದ ಅಂಕೆಗಳು ಸಮಕೋಶಗಳು: ಸ್ವಭಾವದ ಅಂಕಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸಮಕೋಶಗಳು. 
2. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿದ ಅಂಕಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
3. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
4. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
5. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
6. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
7. ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 

ಸಂಖ್ಯೆ-2: ಸರಣಿದ ಅಂಕೆಗಳ ಪರಮಾಣುಗಳು ಸಮಕೋಶಗಳು: (14 ಅಂಕಗಳಿ) 

2.1 ಸರಣಿಗಳ ಅಂಕೆಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
2.2 ಸರಣಿಗಳಿಗೆ: ಸರಣಿಗಳು, ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು. 
2.3 ಸರಣಿಗಳು: ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು ಸರಣಿಗಳು.
2.4 Nurturing: In the 1990s, developmental experiences, including discussions, were organized at the university. Scientific research and teaching were conducted by researchers from various fields, such as biology, education, psychology, and human development. The activities were organized to promote the teaching and learning of the students, and they were grouped by area, such as development problems and child development, and then under the general theme of knowledge and practice.

2.5 Nurturing: In the 1990s, developmental experiences, including discussions, were organized at the university. Scientific research and teaching were conducted by researchers from various fields, such as biology, education, psychology, and human development. The activities were organized to promote the teaching and learning of the students, and they were grouped by area, such as development problems and child development, and then under the general theme of knowledge and practice.

3.1 The constructivist approach, as suggested by Vygotsky, is a pedagogical framework that emphasizes the active role of the learner in constructing knowledge. It posits that learning is a social and cultural process that occurs through interaction with others and the environment.

3.2 The constructivist approach is characterized by the following principles:

3.3 The constructivist approach is characterized by the following principles:

3.4 The constructivist approach is characterized by the following principles:

3.5 The constructivist approach is characterized by the following principles:

4.1 The constructivist approach is characterized by the following principles:

4.2 The constructivist approach is characterized by the following principles:

4.3 The constructivist approach is characterized by the following principles:

4.4 The constructivist approach is characterized by the following principles:
5. ಸೃಷ್ಟಿ ಹೊಂದಿದ್ದು ಸಾಧನ ಸೃಷ್ಟಿಗೊಳಿಸುವ ಮೂಲಕಿತ್ತು ಸಾಧನ.
6. ಸೃಷ್ಟಿ ಸಾಧನವಾದ ಸೃಷ್ಟಿಯಲ್ಲಿ ಸಾಧನಗಿರುವ ಸಾಧನಗಳಿಗೆ.
7. ಸಾಧನವಿನ ಸೃಷ್ಟಿಸೇರುವ ಮೇಲೆ ಸಾಧನ ಸಾಧನವನ್ನು ಸಾಧನಗಳಿಗೆ ಸಾಧನ.
8. ಸೃಷ್ಟಿಯಲ್ಲಿ ಸೃಷ್ಟಿಗೊಳಿಸುವ ಸಾಧನಗಳಿಗೆ, ಸೃಷ್ಟಿ ಸಾಧನವರೊಂದಿಗೆ ಸಾಧನ ಸಾಧನಗಳಿಗೆ.
9. ಸೃಷ್ಟಿ ಸಾಧನವರೊಂದಿಗೆ ಸಾಧನ ಸಾಧನಗಳಿಗೆ ಸಾಧನ.
10. ಸೃಷ್ಟಿಯಲ್ಲಿ ಸೃಷ್ಟಿಗೊಳಿಸುವ ಸಾಧನಗಳಿಗೆ, ಸಾಧನ ಸಾಧನಗಳಿಗೆ ಸಾಧನಗಳಿಗೆ, ಸಾಧನಗಳಿಗೆ ಸಾಧನ.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF ENGLISH

Paper Code: SC (Part – I)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

- To acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching.
- To develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in students teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- To understand the importance of instructional objectives and taxonomy.
- To design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- To develop an insight into the relationship between curriculum and textbooks
UNIT-1: Content –Aspects of language. (Content from 6th, 7th and 8th standard of Karnataka State Syllabus (II Language) (12 Hours)

1.1. Introduction to language –Meaning, definition, functions, linguistic principles of learning language.

1.2. Structure of English language-phonological structure-Mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes vowels and consonants, Stress Intonation, Rhythm, Consonant Clusters, Minimal Pairs, their meaning and practice,

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

1.4: Syntactic structure of English –meaning and importance -basic sentence pattern; phrases and clauses.

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

2.1: Objectives of teaching English –instructional objectives, classification based on Blooms-Anderson taxonomy-stating of instructional objectives and learning outcomes,

2.2. Lesson plan format, regular and unit lesson plan teaching of prose, objectives, steps, (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.

2.2. Teaching of Poetry-Objectives and steps (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks. Figures of speech, Diction and Images.

2.3: Teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition, activities and exercises to develop composition, remedial work (demonstration lesson to be given by the faculty)

2.4: English language teaching situation in India and its historical background

2.5: Need and importance of teaching English.

2.6: Aims-literary, cultural, utilitarian and creativity

2.7: Use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles
UNIT 3: Approaches and Methods of teaching English (12 Hours)

3.1. Bilingual method –meaning– principles–merits and limitations
3.2. Direct method –meaning– principles–merits and limitations
3.5. Eclectic Approach.
3.6. Suggestopedia–meaning, principles, merits and limitations,

UNIT 4: Development of language skills (Linguistics) and Evaluation (14 Hours)

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

Seminar Topics: (any one)
Prepare and present seminar paper on the following topic.

1. Activities to develop linguistic skills –listening, speaking, reading and writing
2. Use of educational technology in teaching and evaluation of English language.
3. Study skills –Gathering, Storage and Retrieval-their importance and use in Language learning
5. Psychological principles of learning language.(Behavioristic and Cognitive Approach)
6. Language. games-(Activity Based learning)(ABL)
7. Constitutional provisions and policies of language education.
8. Different forms of English Literature and their relative importance.
10. Use of library resources in teaching and learning of English.

Reference Books:

1. AIELTA-Voices-journal-London
2. BalasubramanyanT.-Introduction to phonetics for Indian students MacMillan publication Hyderabad
3. BansalR.K -Outlines of phonetics -CIEFL Hyderabad
5. Bhatia&Bhatia-Methods of teaching English
6. ELT- (journal) ELTAI-Chennai
10. Gimson, Introduction to pronunciation-OUP
11. Gleason S-Descriptive linguistics-OUP
16. Pitcoder, Introduction to linguistics-CUP
18. Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Paper Code: SC (Part – I)  Credits: 4
Total No. Of Hours:  52  Total Marks:  100

Objectives: After completion of the course student teachers will:

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

Unit 1: Content of Social Science  (14 Hours)

1.1. India and the World

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

Unit 2: Nature, Objectives and Taxonomy (12 Hours)

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

Unit 3 Methods, approaches of Teaching Social science (14 Hours)

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

Unit 4: Lesson Designing and evaluation (12 Hours)

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

Seminar topics: (any one)
Prepare and present seminar paper on the following topic:

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

Reference Books:

8. Rainu Gupta, Methods and Models of Teaching Social Studies.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

Paper Code: SC (Part – I) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

ಉದ್ದೋಶ್ಗಳು
1. ಸ್ಮಯಜವಿಙ್ಯನ್ದವರ ಮಹತ್ವದ್ಂಕಗೆ ಸ್ಮಯಜವಿಙ್ಯನ್ನು ಪಡೆದುಕೊಳ್ಳಲಿಲ್ಲದೆ.
2. ಸ್ಮಯಜವಿಙ್ಯನ್ನು ಬೂಧಿಸ್ತು ಬೂಧನ್ಯ ಉದ್ದೋಶ್ಗಳೊೆಂದಗೆ ಬೂಧನ್ಯವಿಧ್ಯನ್ನು ಹಬುಗೂ ತೆಂತಾಗಳ ಬಳವಣಿಗೆ ಸಯಮರ್ಥಾಷವನ್ನು ಬಳೆಸ್ುವುದು.
3. ಸ್ಮಯಜವಿಙ್ಯನ್ನು ಬೂಧನ್ಯ ಹಬುಗೂ ಕಲಿಕಯ ಪಾಕ್ತಾಯ್ಕಗೆ ಬೋಕಯದ ಪ್ಯಠಯೋಜನಯ ಹಬುಗೂ ಬೂಧನ್ಯ ಸಯಮಗಿಾಗಳನ್ುನ ತಯಯರಿಸ್ುವ ಕೌಶ್ಲಾಗಳನ್ುನ ಬಳಸ್ುವುದು.
4. ಸ್ಮಯಜವಿಙ್ಯನ್ನು ವಿರ್ಯಗಳನ್ುನ ಸ್ಮಪಷಕವಯಗಿ ಅಳವಡಿಸ್ುವುದು ಮಯಗಷಗಳನ್ುನ ಗುರುತಿಸ್ುವುದು.

ಘಟಕ-೧: ಸ್ಮಯಜವಿಙ್ಯನ್ನು-ವಿರ್ಯಗಳು :
- ನೂರಿಯ ಕಾಲಕ ವೈಜ್ಯಾಲ್ಮಿಕ
- ನಂತರದ ಮೇಲೆ ಎರಡು ತಯಾರು-ತಯಾರು ಫೇತನ್, ನೂರಿಯ ಭೂಮ್ಯ, ಫೇತನ್ ಭೂಮ್ಯ-ಭೂಗುಂಡ, ಪ್ರಸ್ಥಕಿ, ಪೂನಾವಣ್ ಖಾಲ, ಮುಂಬಾರಿ, ವಿದೇಶ ಕಾಲಕ ವೈಜ್ಯಾಲ್ಮಿಕ
- ನಂತರದ ಕಲಿಕಯ ಭೂಮ್ಯ-ಭೂಗುಂಡ ನಮ ಕಾಲಕಿತ್ತು, ನೂರಿಯ ನಮ ಕಾಲಕಿತ್ತು, ಸಿಂಹಾಸನಗ್ರಹೆಯ ಕಲಿಕಯ-ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ, ಬಳೆಯವರಾದ ಕಾಲಕ ವೈಜ್ಯಾಲ್ಮಿಕ
- ಜ್ಞಾನದ ಅರುಧ್ಯಶಾಸನ ಎರಡು ಸಂಚಾರ-ಸಂಚಾರ ವಿಧಾನ, ಮೂಲಭೂತ, ಪ್ರಸ್ಥಕಿ, ಪೂನಾವಣ್ ಖಾಲ, ಮುಂಬಾರಿ, ವಿದೇಶ ಕಾಲಕಿತ್ತು, ವಿದೇಶ ಮುಂಬಾರಿ, ವಿದೇಶ ವಿದೇಶ ಕಾಲಕಿತ್ತು
- ಸ್ಮಯಜ್ಯಗೂ ಪ್ರಸ್ಥಕಿ ಪ್ರಸ್ಥಕಿ ೪್ರಸ್ಥಕಿ ಎರಡು ಭೂಮ್ಯ-ಭೂಗುಂಡ, ನಮ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ ಕಾಲಕ ವೈಜ್ಯಾಲ್ಮಿಕ
- ಸ್ಮಯಜ್ಯಾಗೂ ಪ್ರಸ್ಥಕಿ ಪ್ರಸ್ಥಕಿ ಎರಡು ಭೂಮ್ಯ-ಭೂಗುಂಡ, ನಮ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ ಕಾಲಕ ವೈಜ್ಯಾಲ್ಮಿಕ

ಘಟಕ-೨: ಸ್ವಭ್ಯವು/ಸ್ವರೂಪ, ಉದ್ದೋಶ್ಗಳು-ಪಾಭೋದಗಳು :
- ಸ್ಮಯಜ್ಯಪಾಲ್ಮಿಕ ಭೂಮ್ಯ-ಭೂಗುಂಡ, ನಮ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ರಸ್ಥಕಿ ಭೂಮ್ಯ, ಪ್ಯಾಮುಖಾತೆ
ಪಾತಿಯೆಂದು ವಿರ್ಯಗಳ ಆನ್ನೆಂದರೆ ಸೆಂಬೆಂಧಗಳು- ಇತಿಹಾಸ, ಭೂಗೂಳ, ಸ್ಮಯಜ ಶಾಸ್ತ್ರ, ಆರ್ಥಷಶಾಸ್ತ್ರ, ರಾಯಜ ಶಾಸ್ತ್ರ.

- NCF 2005 ಗಳ ಪಾಕಯರ ಸ್ಮಯಜವಿಂದನ್ನು ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು
- ಇವುಗಳು ಮಾಂಸಕರ್ಣ ವಸ್ತೀ ಅಧಿಕಾರಿಯನ್ನು ಕುರುಖೆಂದುಂಟು ಸಮಾನ ಮಾವಳಿಯಲ್ಲಿ ಪರಿರೆರಿ ಬೂಲಮ್ನಲ್ಲಿರುವ ಆರ್ಥಷಶಾಸ್ತ್ರ

ಘಟಕ 3 : ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 4: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 5: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 6: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 7: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 8: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 9: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು

ಘಟಕ 10: ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು - ಪರಿರೆರಿ ಬೂಲಮ್ ನ್ಲೊರಿನ್ ಆಂದರಸ್ನ್ ಪಾಭೋದಗಳನ್ನು ಸ್ಮಯಜವಿಂದ ಬೂಧನ್ನು ಉದ್ದೋಶ್ಗಳು
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF MATHEMATICS

Paper Code: SC (Part – I)  
Credits: 4

Total No. of Hours: 52  
Total Marks: 100

Objectives: After completion of the course student teachers will:

- Sensitize prospective mathematics teachers towards the processes in which mathematics learning takes place in children’s mind.
- Appreciate the nature, characteristics and structure of mathematics and its correlation with other areas.
- Understand the processes in mathematics and their importance.
- Analyze the content categories in mathematics and illustrate with examples.
- Develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level.
- Develop understanding about collaborative learning and cooperative learning strategies.
- Prepare the prospective mathematics teachers as facilitators for effective learning of mathematics.
- Empower prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.

Unit-1: Content in mathematics  (12 Hours)

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

1.2. Commercial mathematics, Data Handling, lines and angles; Triangles - construction and theorem on triangles, congruency of Triangles, Quadrilaterals.
Unit-2 - Nature and scope of Mathematics (12 Hours)

2.1. Nature of mathematics, Meaning and characteristics of mathematics; mathematical reasoning, Geometric thinking (Van Hiele model); Axioms, Postulates and Theorems - converse, inverse and contra positive – proofs and different types of proofs, Difference between proof and verification.

2.2. Content categories of mathematical knowledge – Facts, Concepts, Generalisations and procedures.

2.3. Aims and objectives of teaching mathematics.

2.3.1 Aims of teaching mathematics – disciplinary, utilitarian, cultural, social and recreational.

2.3.2 Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate Geometry.

2.3.3 Anderson’s revised Bloom’s taxonomy of instructional objectives – specifications; task analysis

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

3.1.1 Five E model – Five stages - engage, explore, express, expand, evaluate

3.1.2 Approaches and models of teaching mathematics – Inducto - deductive approach; Analytic – synthetic Approach; Guided discovery approach; Concept Attainment Model.

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

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

Unit-4- Planning for teaching – learning and evaluation in mathematics (12 Hours)

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

4.2 Evaluation in mathematics:

4.2.1 Construction (steps) and use of achievement test in mathematics for summative assessment.
Seminar Topics: (any one).

Prepare and present seminar paper on the following topic.

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

Reference Books:

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

Paper Code:  SC (Part – I)  Credits: 4
Total No. Of Hours:  52  Total Marks:  100

Objectives: After completion of the course student teachers will:

Acquire the knowledge of:

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

Develop an understanding of:

1. Objective of teaching biological science in secondary schools.
2. Approaches and methods of teaching biological science.

Applying the knowledge of:

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

Develop a skill of:

1. Conducting experiments to demonstrate biological concepts at secondary school level.
2. Planning lessons based on various approaches.
3. Selecting & achieving appropriate objectives in teaching Biological Science.
UNIT-1: Content in Biological Science (10 Hours)

1.1 Body organization in organisms (Basic adaptation in fish, Bird, Dolphin, Polar bear), Structure and function of animal and plant body.

1.2 Study of cells – meaning, structure and functions of cell and its organelles, plant and animal cell and their differences, osmosis, Experiments on osmosis and diffusion.

1.3 Food and its constituents – meaning of food, constituents and their sources, functions of different food constituents and their deficiency disorders.

1.4 The world of microbes- classification of microbes, useful and harmful microbes, and microbial diseases.

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

2.1 Meaning and importance of Biological science.

2.2 Branches of Biological science.

2.3 Scientific method – meaning, importance and its steps.

2.4 Scientific Attitude- meaning, characteristics and inculcation of Scientific Attitude.

2.5 Aims and Objectives of teaching Biological Science, Blooms Taxonomy of educational objectives, revised Bloom’s taxonomy, instructional objectives and criteria for writing instructional objectives.

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

3.1 Approaches of teaching Biological Science- meaning, importance and steps of inducto-deductive approach, structural and functional approach, type species approach, critical inquiry approach and problem solving approach. (Maier’s)

3.2 Methods of Teaching Biological Science- meaning, importance and steps of Lecture cum Demonstration method and Project method.

3.3 Models of teaching Biological Science- meaning, importance and steps of inquiry training model and 5’E’- Model.

3.4 Introduction to innovative teaching and learning methods- meaning and importance of Assignments, Discussion, Team teaching, Brain storming, Concept mapping, Co-operative and Collaborative learning, Experiential learning and Constructive learning.
UNIT-4: Lesson Designing and Evaluation.  
(12 Hours)

4.1 Designing-meaning, importance, steps and formats of Annual plan, Unit plan and Lesson plan.
4.2 Evaluation-meaning, steps in construction of Achievement test in Biological Science.
4.3 Continuous and Comprehensive Evaluation (CCE) in Biological Science.

Seminar Topics: (any one)
Prepare and present seminar paper on the following topic.

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

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

Paper Code: SC (Part – I) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

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

1.1. Heat
   1.1.1. Meaning of heat and temperature, difference between heat and temperature,
          Effects and applications of heat
   1.1.2 Laboratory and Clinical Thermometer, Temperature scales and conversions.

1.2. Light
   1.2.1. Meaning of light, Reflection of light and laws of reflection, image formation in
          Concave mirror
   1.2.2. Refraction of light, total internal reflection and its effects, Dispersion of light

1.3. Nature of Matter
   1.3.1. States of matter, Elements, compounds and mixtures-meaning, characteristics,
          Separation of mixtures
   1.3.2. Metals, non-metals, and metalloids- meaning and properties

1.4. Atom
   1.4.1 Meaning of an atom; Structure of an atom; Dalton’s theory, Rutherford-Bohr model
   1.4.2 Chemical bonding; meaning and types
UNIT II: Nature, objectives and taxonomy of Physical Science  (15 Hours)

2.2. Scientific Method- meaning, steps (9 steps) and advantages.
2.3. Scientific Attitude- meaning, characteristics of an individual with scientific attitude, techniques of developing scientific attitude among students.
2.4. Aims and objectives of teaching physical science, differences between aims and objectives, Bloom’s taxonomy of educational objectives, revised taxonomy of educational objectives (Anderson’s), and NCERT objectives, meaning and writing of Learning objectives (Specifications based on revised blooms taxonomy).
2.5. Learning objectives in the constructivist perspectives.

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

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

UNIT IV: Lesson designing and evaluation  (12 Hours)

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

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

Reference Books:

2. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016-Pedagogy of
4. Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016-Pedagogy of


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

Paper Code:  SC (Part – I)  Credits: 4
Total No. Of Hours:  52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit -1: Content  (10 Hours)
1.1 Meaning - Central Processing Unit – generation – classification – Hardware - Input & Output devices
1.2 software – definition, types of software
1.3 computer languages
1.4 storage devices – primary and secondary; RAM & ROM
1.5 Introduction to operating system – DOS, Windows; MS Word, MS Excel, MS power point, MS Access - Definition – Processing – Application
Unit -2: Nature, Aims & Objectives of teaching Computer Science (12 Hours)

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

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

3.1:(a) Methods:


3.2:(b) Techniques:
Brainstorming, Buzz session, Simulation, symposium, Team teaching. – Meaning, organization and importance.

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

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

Prepare and present seminar paper on the following topic.

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

Reference Books:

14. మ్యాష. ఈమ్యా. మాట్స్ట్యూషిల్ మేటితే నీన్నది తండ్రి మాట్స్ట్యూషిల్ మేటితే నీన్నది తండ్రి
15. ಪ್ರಣತ್ಯ: ದುರ್ಬಲ ತಾಂತ್ರಿಕ-સುರಕ್ಷಿತವಾದ ಭವಿಷ್ಯದಲ್ಲಿ
16. ಲೇಖ. ದೃಢಾರು-ಹಿಮಶಿಲ್ಲಾ ನದಿಗಳನ್ನು
17. ಬಾರಿಷ್ಟುಹುದುಗಳ - ಸಂಬಂಧಿಸಿದು ನೀಡಲಾಗುತ್ತದೆ
18. ಬಾರಿಷ್ಟುಹುದುಗಳ - ಮಧ್ಯಮ ನೀಡಲಾಗುತ್ತದೆ
19. ಲೇಖ. ಲೇಖ. ದೃಢಾರು & ಹಾಡಿದರು - ಭೂಮಿಯಿಂದಿನ ನೀಡಲಾಗುತ್ತದೆ
20. ಲೇಖ. ದೃಢಾರು & ಹಾಡಿದರು - ಭೂಮಿಯಿಂದಿಂದು ನೀಡಲಾಗುತ್ತದೆ
21. ಲೇಖ. ಲೇಖ. - ಭೂಮಿಯಿಂದಿಂದಿಂದು ಮಧ್ಯಮ ವರ್ಷಾಳಿಯಾಗಿ ಅಗತ್ಯದ ಪ್ರತಿಭೆಯಲ್ಲಿ
22. ಲೇಖ. ಲೇಖ. - ಸ್ವತ್ತಿಂದಿಂದಿಂದು ಮಧ್ಯಮ ವರ್ಷಾಳಿಯಾಗಿ ಅಗತ್ಯದ ಪ್ರತಿಭೆ
23. ಹಾಡಿದರು ವಸ್ತುವಿ - ಪ್ರವೃತ್ತಿಯಾಗಿ
24. ಲೇಖ. ಲೇಖ. - ಸುರಕ್ಷಿತವಾದ ಭವಿಷ್ಯದಲ್ಲಿ
BANGALORE UNIVERSITY
TWO YEAR B.Ed. DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF COMMERCE
Paper Code: SC (Part – I)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit- 1. Course content in Commerce  (10Hours)

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

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

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

Unit- 2. Perspectives of Commerce & Objectives of Teaching Commerce  (16Hours)

2.1 Meaning and Importance of commerce

Meaning of commerce, History of India’s Freedom Movement in Commerce.
Correlation of Commerce with Economics, Maths, Geography, Social Science.

Importance of Commerce in School Curriculum and in daily life.

2.2 Aims and objectives of teaching Commerce

General aims and objectives of teaching Commerce.

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

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

Writing of Instructional objectives in Behavioural terms.

Unit- 3 Approaches & Methods of Teaching Commerce (12Hours)

Lecture method.

Discussion method

Inductive-deductive method

Survey and Market studies

Analytical method / Single Commodity analysis method

Project method

Problem solving method

Laboratory Method

Techniques: Review, Field work, interview

Unit- 4. Lesson Designing and Evaluation (14Hours)

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

Difference between Unit Plan and Lesson Plan

4.1 Various approaches to Lesson Designing

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

4.2 Assessment in Teaching Commerce

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

Construction of objectives based test items in commerce

Unit test- importance-steps, construction and uses
IOTAQB- meaning & uses
Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce
Critical analysis of commerce question papers

Seminar topics: (any one)
Prepare and present seminar paper on the following topic.
1. Business techniques/ skills in stock markets
2. Comparison of Commerce Education at Secondary and Higher Secondary Level in India with any one of the developed country.
3. Select any contemporary issue related to commerce field and present a report.
4. Vision & objectives of the teaching commerce according to NCF 2005.
5. Role of E-Business in commerce education.
6. Maintenance of records (Academic & Administrative)
7. Commerce and Physical world
8. Importance of technology in Maintenance of records
10. Commerce innovations through advanced information technology

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

Paper Code: SC (Part – I) Credits: 4
Total No. Of Hours:52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit 1: Content (10 Hours)

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


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

3.1 Lecture Method: Meaning, Importance, advantages of Lecture Method.

3.2 Questioning: Purpose of questioning, characteristics of good question and types of questions.

3.3 Discussion Method: Meaning, importance and advantages of Discussion Method.

3.4 Project Method: Meaning, Important, stage and advantages of Project Method.

3.5 Problem Solving Method: Importance, Stages of Problem solving method and advantages.

3.6 Management Games

3.7 Computer Assisted Instruction

3.8 Case Study

3.9 Presentation, Simulation

3.10 Allowing students to organize fairs and exhibitions

3.11 Development of Higher Order thinking Skills (through the following activities)

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

Unit 4: Technology Integration and Evaluation (13 Hours)

4.1 Technology integration: NTeQ model for Business Studies at Senior School Level.


4.3 Developing Achievement test in Business Studies, types of test items.

4.4 Evaluation of Assignment and project work, Remedial Teaching.

4.5 Continuous and Comprehensive Evaluation.

Seminar topics: (any one)

Prepare and present seminar paper on the following topic.

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

Reference Books:

3. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M.E. Sharp, Inc; New York; 2005.
7. Markulis, Peter M; Howe, Harry and Strang, Danisi R; ‘Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF HOME SCIENCE

Paper Code: SC (Part – I)  Credits: 4
Total No. Of Hours:  52  Total Marks:  100

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

UNIT-1: Content of home science  (10 Hours)

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


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

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

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

2.1 Meaning of Home Science
   2.1.1 Meaning, Nature and scope of Home Science
   2.1.2 Philosophy of Home Science; Sociological, Psychological and Economic perspective of Home Science; Home Science- a science as well as an art subject.
2.2 Aims and Objectives of Teaching Home Science

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

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

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

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

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

3.1 Constructivist approach – Five E model


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

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

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

3.6 Cooperative learning strategies - learning together strategy.

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

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

4.2 Evaluation in Home Science:

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

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

Prepare and present seminar paper on the following topic.

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

Reference Books:

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

Paper Code: SC (Part – I) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

➢ Appreciate the importance of teaching Hindi as a second language in India and the aims and objectives of teaching it.

➢ Help pupils acquire the basic skills of language learning.

➢ Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.

➢ Prepare objectives based plans of lesson and teach accordingly.

➢ Appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.

➢ Know the principles of text book construction.

➢ Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.

➢ Know the entire syllabus prescribed for 8th to 10th standards in Hindi.

➢ Develop in himself the special qualities, aptitude and interests of a Hindi teacher.

Chapter I: A)pÉÉwÉÉMüÉAjÉï, mÉëM×üìïÉLuÉÇqÉWûiuÉ: (Language meaning, Nature, Importance) (12 Hours)

1. pÉÉwÉÉMüÉAjÉïLuÉÇmÉËUpÉÉwÉÉ 2. pÉÉwÉÉMüÉmÉëM×üíÉ
3. pÉÉwÉÉMâü ïuÉlpÉ³É ÁmÉ 4. pÉÉwÉÉMüÉqÉWûiuÉ
5. ãÉpÉÉwÉÉxÈO§ÉAÉæUÌWûlSÏ 6. qÉÉiÉxpÉÉwÉÉ, ãÉ§ÉiÉrEpÉÉwÉÉ, ïuÉSâzÉîpÉÉwÉÉMâüÁmÉqÉâÇÌWûlSÏ

AÉ)ÌWûlSïlZïÉhÉMâüÉ–ázrÉ:(Objectives of teaching Hindi)
Chapter II: A) pÉÉwÉÉízÉ=ÉhÉMâëuxÉÉqÉÉ×ÉÉrÉÉrÉÉ®ÉÉiÉluÉÇxÉÔSÉ : (12 Hours)

(General Principles and Maxim of language teaching)
1. ùÉÉkÉÉÉiÉÉ=ÉhÉMûdÁÉÉÉÉzÉÉÉÉÉÉÉÉÉ
2. pÉÉwÉÉízÉ=ÉhÉMâëuxÉÉqÉÉ×ÉÉrÉÉrÉÉ®ÉÉiÉ
3. ÍzÉ=ÉhÉxÉÔSÉ | 4. pÉÉwÉÉízÉ=ÉhÉMâëqÉÈÉzÉÉÉÉ iÉ ÉÉ
   AÉ) ÙÉÉlÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ

Chapter III : AÉ) pÉÉwÉÉMûëâëÉÉÉâÇMûÉízÉ=ÉhÉ : (Teaching of Language Skills)(12 Hours)

1. ÉÉÉíÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ
2. uÉÉcÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ
3. ÙÉÉlÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉÉÉ
4. sÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉ ÉÉÉÉÉÉÉÉ


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

1. A) mÉÉPûrÉåæÉEEÉMûtÉAjÉï
   AÉ) qÉWûiuÉAæUÂmÉ
   C) ĮWûlSïÉÉPûrÉåæÉEEÉMûtÉsÉ=ÉhÉ

2. aÉ± AÉæUmÉ± oÉÉkÉlÉMûtÉÉPûrÉåæÉEEÉMûtÉUcÉÎÉÉ | AÉ) xÉÔ=qÉlzÉ=ÉhÉMûtÉAJÉïLuÉÇmÉÉwÉÉ EpÉwÉ É AÉ)
   xÉÔ=qÉlzÉ=ÉhÉMûtÉxuÉAmÉ
   C) xÉÔ=qÉlzÉ=ÉhÉMûtÉxuÉAmÉ
   D) MûtÉæzÉÉsÉEEâÇMûtÉApÉÉxÉ |

   C) ĮWûlSïzÉ=EÉMût : (Hindi Teacher)
   A) ĮWûlSïAkrÉÉmÉMûtÉDAÉuÉzrÉMûtÉÉLÉÉLuÉÇqÉWûiuÉ
   AÉ) xÉÉqÉÉlrÉAæU
   C) ĮuÉlzÉ' aÉNhÉ
   D) MûtÉiurÉ
   E) ĮWûlSïzÉ=EÉMûtÉâÇMûtÉDuÉiÉiqÉÉÎÉÎxjÉlÉ |

Topics for Seminar (xÉâlíqÉIÉÉUMâtîoÉIÎÒ) :

1. qÉÉ±ÉíqÉMûtÉluÉ±ÉsÉrÉÉåÇqÉaÇoÉÉkÉlÉqÉÉkrÉEqÉMûtÉAmÉEqÉaÇqÉÉiÉÉxÉpÉÉwÉ ÉMûtÉqÉWûiuÉ |

2. ĮWûlSïpÉÉwÉÉlzÉ=ÉhÉqÉaÇ 'ÉurÉ-ŠOzrÉxÉÉkÉlÉÉâÇMûtÉDEmÉsésÉiOsÉÉd | pÉÉwÉÉ–
   MûtÉæzÉsÉLuÉÇxÉlÉWûirÉMûtÉluÉMûtÉxÉqÉaÇLMûtÉAkrÉÉmÉMûtÉMûtÉrÉÉâaÉSÉIÉ |

3. MûtÉÉiOûMûtÉérÉqÉaÇĮWûlSïpÉÉwÉÉ,
   xÉÉlÉWûirÉAæUxÉÇxMxûlÉMûtÉluÉMûtÉÉ EMÉlÉUcÉÉUluÉEqÉzÉ |

4. ĮWûlSïpÉÉwÉÉlzÉ=ÉhÉqÉaÇĮlÉkÉÉîUHÉ (Evaluation) / qÉÔsrÉÉÇMûtÉ |
AéKÉEUaëëÇjÉ :-
1. ÌSlÉåzÉcÉÉ ÌsÉÉtÉÉ ÌÉUÉ –
ÌWûSípÉwÉÉÎzÉ=ÉhÉluÉIÉÉàSmÉÑxiÉMüqÉÇISU, AÉaÉUÉ
2. ÌWûSíIzÉ=ÉhÉ–UëÉWÇûxÉmÉëMüÉzÉIÉ, eÉrÉmÉÑU
3. IÉOÍEíWûSíIzÉ=ÉhÉ–mÉëÁà.xÉÈÉlÉU, MÜlÉEiOûMü
4. ÌWûSíIzÉ=ÉhÉ–xÉÇeÉïuÉmÉïosÉMâûzÉIÉ, eÉrÉmÉÑU–3, 1998
5. QûÉ. MüD.aÉÉâmÉÉsÉIÉ–qÉÉIÉMüIwûSíurÉÉMüUhÉAÉæUUcÉÉÉÉ, UÉzOîuÎÉëzéëI=ÉMüAIÉÑxÉÇkÉÉIÉAÉæU mÉëízÉ=ÉhÉmÉÉUwÉS
6. ÌuÉëÉrÉxÉÔS–ÌWûSíIzÉ=ÉhÉluÉkÉrÉÉd–OçëQûÉMÉïosÉMâûzÉIxÉ, sÉOíkÉrÉÉÉÉÉ
7. mÉéíëÎpÉÉ–ÎlíqÉÉÌWûSíurÉÉMüUhÉiÉjÉÉUcÉÉÉÉ, IÉíÉÉmÉëMüÉzÉIÉÉ, 1995
8. pÉÉDrÉÉâaÉâÎIëÎÉÉLuÉÇAlÉjpÉÉDrÉÉâaÉâÎIëÉIÉÉ, ÍzÉ=ÉÉÉzÉkÉsÉÇIÉMüDâmÉUÉZÉÉ–uÉÉIÉÉàSmÉÑxiÉMü
qÉÇISU, AÉaÉUÉ.
9. xÉTüsÉÎzÉ=ÉhÉMüÉçÉ–mÉë.Qû.mÉÉPûMü, ÌuÉÉÉÉàSmÉëMüÉzÉIÉÉ, AÉaÉUÉ
10. ÍzÉ=ÉÉÉMâûxÉkÉsÉÇIÉ–mÉë.Qû.mÉÉPûMü, OûÉóÉëÉrÉÉaÉÉ, ÌuÉIÉÉÉâSmÉÑxiÉMüqÉâISU, AÉaÉUÉ
11. ÍzÉ=ÉhÉMüDÎëÉkÉrÉÈÉ 1,2, AÉæUmÉÉPû–rÉÉaÉÉ–QûÈÈ.
sÉ=qÉÉIÉÉÉUÉrÉhÉzÉqÉÉÉÉÉ, ÌuÉIÉÉÉàSmÉÑxiÉMü qÉÉISU, AÉaÉUÉ
12. pÉÉwÉÉÎzÉ=ÉMüÉëÉluÉkÉ–ÍMüÉÉàUÉÉsÉÉsÉzÉqÉÉÉÉ, qÉâWûUÉÉEqÉÉÉLhQûMüqMÉÉÉÉ, AÉdÉUÉ
13. ÌWûSíIzÉ=ÉhÉ–MâûzÉuÉmÉëxÉÉSÉkÉÉIÉÉmÉIÉÉUÉrÉLhQûxÉÉíXÉ, ÍsÉÉÉÉÉ
14. pÉÉuÉqÉâÇqÉÉÉÉÈxÈpÉÉwÉÉÎzÉ=ÉhÉMâûIÉsÉLxÉÈÉfÉÉÉúÉ–UroÉlÉÉÉ, AÉæMüxÉTÉdQîëûluÉÉEÉ– }ÉsÉrÉmÉêÉxÉ
15. A±ÉmÉlÉMüÉsÉ–xÉlÉÉÉÉÉÉqÉmÉëÎÉuÉáIÉÉS, IÉISÉÎMüzÉÉaULhQûxÉÇxÉ, uÉÉUÉhÉÉxÉÉ
16. ÌWûlSïpÉwÉÉizÉîpÉhÉ–pÉÉDrÉÉàaÉâlSieÉïïÉ, ÌoÉlÉÉàSmÉNxiÉMũqÉîISUAÉaÉUE

17. ÌWûlSïurÉÉMûUhÉ–MũqÉjÉÉmÉëxÉÉSaÉÑÃ, ÌuÉlÉÉàSmÉNxiÉMũqÉîISU, AÉaÉUE
BANGALORE UNIVERSITY
2 Year B. Ed DEGREE SEMESTER SCHEME SYLLABUS
CHOICE BASED CREDIT SYSTEM (CBCS)
CONTENT AND PEDOOGY OF URDU
II SEMESTER

Marks: 70

OBJECTIVES:

The Student - Teacher will:

1. Acquire the knowledge and importance of Teaching the Mother Tongue as first language.

2. Help the pupils to acquire Basic skills of language learning.

3. Know the methods of teaching and different approaches and use them in practice teaching after lesson designing.

4. Learn various techniques and methods of Evaluating performance of learners in the subject of Urdu.

5. Understand the concept of curriculum in teaching Urdu, qualities of a good text book and co-curricular activities.

6. Acquaint them with different teaching skills associated with teaching of Urdu.

7. Prepare the objective based lesson-plan and teach accordingly.

8. Know the different avenues of professional development of teachers.

9. Know the different resources of teaching and learning.
II SEMESTER

12 Hours

I

10 Hours

II

14 Hours

III

16 Hours

IV
II SEMESTER

سیمینار (seminar)

1. ادبیات
نابن کے آکہب مین دوری بادی زبان کے ادب سے استفادہ کی ضرورت

2. ادبیات
نابن کی تدریس مین زبان ابتدہ خیال کا رول

3. ادبیات
اردو بان مین تدریس نظر میں تحقیق

4. ادبیات
گانوی سپری پر ادبیات بان وادب مین تدریس، اس کی ضرورت اور ابتدہ

5. ادبیات
نابن کی تدریس مین کمپیوٹر اور ایکسٹری کا استعمال، اس کے فائدے، دریلشاتن ڈاکت اور

6. ادبیات
کیتیت مین تدریس میں ایکسٹری اور اکشن کا استعمال، ایکسٹری کی خودخواہ، نصبی کتابوں کی تحقیق

7. ادبیات
درس و تدریس مین تدریس اور اس کا استعمال، کمپیوٹر، لپ شر، OHP، ریڈیو، وی،

8. ادبیات
ویڈیو او پینٹ گی کی اسٹریکٹر

9. ادبیات
اردو بان مین اسکلریکی سے استفادہ، میپل سے اکسپیب و استفادہ

10. ادبیات
اردو بان مین ایئر اکسپیب کی اثبات (E-Learning)
Reference Books:

1. Teaching of Mother Tongue  
   P.A. Ballad

2. Urdu Qawaed  
   Dr. Abdul Haq

3. The Techniques of Language Teaching  
   Billows F. L. Longman Group Ltd; London

4. Teaching Language as Communication  
   Oxford University Press Ltd; London

5. Role of Urdu in the Promotion of National Integration  
   Dr. Abdul Ahad

6. Studies in Language and Language Teaching  
   Akhter Ansari

7. Gazal aur Darse Gazal  
   Akhter Ansari

8. Teaching of Poetry  
   Hada

9. Tarik e Urdu Adab  
   Rambabu Saxena
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF SANSKRIT

Paper Code: SC (Part – I) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teacher will:

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

Unit -1

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

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

Unit-2

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

2.1 Aims and objectives of teaching Sanskrit
2.2 Planning- lesson plans in prose, poetry, grammar and composition.
2.3 Micro lesson plan- importance and format
2.4 Unit plan- meaning, importance and preparation.
2.5 Techniques of observation and evaluation of lessons.

Unit-3

**Development of language skills.** (15 hrs)

3.1 Listening meaning and importance. Defects in pupils listening skills and their remedies, factors to be kept in mind while developing listening skills.
3.2 Speaking- meaning and importance of speaking skill, defects in pupils and their remedies, activities to develops speaking skill among the pupils.
3.3 Reading- meaning and importance, types of reading, methods of teaching reading.
3.4 Writing- meaning and importance of legible and beautiful handwriting, characteristics of good handwriting, methods of teaching in skill of writing
3.5 Composition- meaning and importance, objectives of teaching composition, methods of correction.

Unit-4

**Curriculum design** (12 hrs)

4.1 Curriculum- meaning and importance
4.2 Sanskrit text book features and importance
4.3 Principles of text book construction of Sanskrit
4.4 Characteristics of good Sanskrit text book
4.5 Critical analysis of present 8 and 9 text book of Sanskrit.
Suggested list of topics/ practical activities (each trainee must make any two presentations from the following)

1. Arrange a seminar on the topic “Sanskrit is not a dead language”.
2. Language Games.
3. Collection of Sanskrit quotations with explanation.
4. List the language activities to develop speaking among the pupils.
5. Innovative ways of teaching of prose, poetry and grammar.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME
SEMESTER: II
CONTENT AND PEDAGOGY OF GERMAN

Paper Code: SC (Part – I)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

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

Semestereinheiten (42 Zeitstunden)

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

II. Aspekte der deutschen Sprache
• Sprache als Werkzeug zur Kommunikation (das Sprachsystem)
  ➢ Syntax
  ➢ Morphologie
  ➢ Semantik
  ➢ Phonetik und Phonologie
• Alltagsprache und Schriftsprache: Stil und Register
• Non-verbale Kommunikation

III. Didaktik und Methodik des Deutschunterrichts (Teil 1)
• Methodengeschichte des DaF-Unterrichts
• Deutsch als Zweit- oder Drittsprache nach Englisch
• Die Rolle der Lehrkraft
• Gestaltung innovativer Klassenräume
IV. Materialien für den Deutschunterricht

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

Seminar-Themen (6 Zeitstunden)

- Einzelpräsentationen zu den folgenden Themen
  - Bedeutung von Landeskunde im DaF-Unterricht
  - verbale und non-verbale Kommunikation in der deutschen Sprache
  - Kompetenzen und Eigenschaften eines Fremdsprachenlehrers
  - Nutzung von Materialien zur Ergänzung des Unterrichts

- Unterrichtsbeobachtung, vorzugsweise am Goethe-Institut
- Reflexion der beobachteten Unterrichtsstunden

Referenzmaterialien

1. Gedruckte Unterrichtsmaterialien
   a. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 1: Lehrkompetenz und Unterrichtsgestaltung (Learning to teach German, Vol. 1: Competencies of teachers and creation of classes), Klett, 2012.
   b. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 2: Wie lernt man die Fremdsprache Deutsch? (Learning to teach German, Vol. 2: How to learn German as a foreign language), Klett, 2013.
   c. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 3: Deutsch als fremde Sprache (Learning to teach German, Vol. 3: German as a foreign language), Klett, 2014.
   d. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 4: Aufgaben, Übungen, Interaktion (Learning to teach German, Vol. 4: Tasks, Exercises and Interaction), Klett, 2014.
   e. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 5: Lernmaterialien und Medien (Learning to teach German, Vol. 5: Learning Materials and Media), Klett, 2014
   f. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 6: Curriculare Vorgaben und Unterrichtsplanung (Learning to teach German, Vol. 6: Curricular Conditions and Lesson Planning), Klett, 2013.
g. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 1: Grundlagen des Unterrichtens (Fundamentals of teaching), Goyal, 2010.
h. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 2: Die vier Fertigkeiten und ihre Voraussetzungen (the four language skills and their precondition), Goyal, 2010.
i. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 3: Instrumente im Unterricht (tools and resources in the classroom), Goyal, 2010.
j. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 4: Unterrichten (Teaching), Goyal, 2010.

2. URL-Links
http://www.hueber.de/seite/pg_online_uebungen_daf_lern (online exercises and tests)
http://www.aufgaben.schubert-verlag.de/ (grammar and vocabulary trainer)
https://www.deutsch-portal.com/Deutsch-lernen-mit-Materialien.html (worksheets for various intercultural topics concerning Germany)
http://www.dw.de (a rich source of actual audio and video materials concerning Germany)
https://www.goethe.de/en/spr/ueb.html (hints and links for self learning of the German language)
https://www.goethe.de/en/spr/kup/prf.html (a survey of the internationally recognized German language exams)
Les objectifs: Les enseignants peuvent:

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

Unité-1: La sensibilité interculturelle

1.1: L’interrelation entre la langue et la culture d’un pays
1.2: L’importance des questions culturelles dans l’enseignement des langues
1.3: Les différences en termes de comportements culturels et de traditions
1.4: L’inclusion des différences de comportement interculturelles et de sensibilité interculturelle (politesse, langage corporel) dans le cours à l’aide des supports visuels
1.5: Développer la capacité à analyser et discuter les similarités et les différences sociales et culturelles
1.6: Les relations franco-indiennes
Unité-2: Les aspects de la langue française – Partie I (Linguistique)

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

2.2: La langue et la parole, l’énonciation

2.3: La langue parlée, la langue écrite

2.4: La langue et le sujet

2.5: La phonétique et la phonologie

2.6: La structure syntaxique des mots

2.7: La structure syntaxique des phrases

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

2.9: La langue, le style et l’écriture

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

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

3.2: Les données

• Les objectifs, attentes et besoins

• Le rapport entre la langue maternelle et le français

3.3: La progression de la leçon

• Le processus de compréhension – les stratégies à adopter

• Le processus de mémorisation

• Le bilan de la leçon

• L’expression écrite
3.4: Enseigner les <<savoir-faire>>

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

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

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

3.6: Comment exploiter un manuel

- Comment utiliser le guide pédagogique

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

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

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

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

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

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

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

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

4.8: Utiliser dictionnaires et ouvrages de références en complément au manuel
4.9: Proposer des modèles de phrases corrects adaptés aux compétences des apprenants

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

**LES SUJETS POUR LES PRÉSENTATIONS:**

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

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

**REFERENCES**

1. La Documentation française et Ministère des Affaires étrangères (Direction de la presse, de l’information et de la communication) – France
3. Christian Baylan et Paul Fabre - Initiation à la linguistique avec des travaux pratiques d’application et leurs corrigés
4. Françoise Dubois-Charlier - Comment s’initier à la linguistique
5. J. Picoche – Structures sémantiques du lexique français
7. Janine Courtillon – Elaborer un cours de FLE – Hachette
8. P. Cyr – Les stratégies d’apprentisage – CLE International
9. C. Kramsch – Interaction et discours dans la classe de langue, collection LAL, Didier-Hatier
10. E. Simonnot – “Comment les langues vivantes sont enseignées à l’étranger”, Revue Pédagogique
11. P. Roques – “Dix ans de méthode directe”, Revue Universitaire
15. Henri Boyer et Michel Rivera – Introduction à la didactique du français langue étrangère, Paris, CLE International
Objectives:
To enable student teachers to:

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

Unit 1 – M.S. Office Package, Multimedia and Websites. 13 Hours

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

Unit 2 – Internet, Websites & Mobile Applications 13 Hours

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

Note:
Practical Records should be maintained for all the above activities for Evaluation
REFERENCE BOOKS:

1. Intel (2003) Intel innovation in Education Intel, Teach to Future Students work book  
   KaurHeman, Meerut : R Lal Publisher  
   Jailpur 2002  

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Practical Activities (No External Examinations)

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

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

Unit-1 Music and Dance (12 hours)

1.1 Practicing community prayer, community songs,
1.2 Practicing patriotic songs - Lavani and Gigipada etc.
1.3 Practicing folk songs and light music( bhavageethe)
1.4 Recitation of poems and gammaka
1.5 Practicing various types of group dances
   (Performing all the above on different occasions-Evidences-Report with album or CD)

Unit-2 Drama and Theatre Art (14 Hours)

2.1Preparing scripts for drama, dance drama, tableau and street plays.
2.2 performing drama, dance drama, tableau and street plays.
2.3 Preparing properties for the above performance
2.4. Preparing masks and puppets to teach any topic in their subject.
2.4. Conducting interviews of great artists and performers: video recording.
2.5. Watching various theatre shows / performance/ videos on television and internet and listing out the educational benefits.

(Evidences for their performances- script and report with album or CD)

Reference Books:

1. CCERT Official website
2. Das, Varsha, “Traditional Performing Arts-Potentials for scientific temper”, Wiley eastern limited, New Delhi
6. NCERT: position paper of National focus group on arts, music, dance and theatre, publications department secretary, NCERT, New Delhi.
ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
ಎರಡು ವರ್ಷದ ಬಿ. ಎಡ್ -ಆಯ್ಕೆ ಆಧರಿತ ಮನ್ನಣಯ ವಿಧ್ಯನ (ಸಿಬಿಸಿ) ಷಯಣಯಾಸಿಕ ಶಿಕ್ಷನ ಪದಧತಿ
ಷಯಣಯಾಸಿಕ - I

ಪತ್ರ ಸಂಕೇತ್: EPC - 4

ಕೋड: 26

ಮಂಶೆ: 50

ಷಯಣಯಾಸಿಕ ಶಿಕ್ಷನ ಪದಧತಿ (ವಿಧ್ಯನ್ ಅಭಿವೃದ್ಧಿ)

ಪಾತ್ರ - 1 ಕೋಡ: 12 ಗಣ

1.1 ಸಾಮಾನ್ಯ ಅಭಿವೃದ್ಧಿ,
1.2 ವಿ ಭಕ್ತಿ ಗಿಳೆಗಳಿಗೆ ಪಂಜಾರಿ ಆರೋಗ್ಯ ಅಭಿವೃದ್ಧಿ
1.3 ಸಾಮಾನ್ಯ ಆಯಾಸ ಮತ್ತು ಉಪಯೋಗ (ಅಭಿವೃದ್ಧಿ)
1.4 ಸಾಮಾನ್ಯ ಆಯಾಸ ಆಯಾಸ
1.5 ಸಾಮಾನ್ಯ ಆಯಾಸ ಸಾಮಾನ್ಯ ಆಯಾಸ

ಪಾತ್ರ - 2 ಕೋಡ: 14 ಗಣ

2.1. ಸಾಮಾನ್ಯ, ಸಾಮಾನ್ಯ, ಸಾಮಾನ್ಯ ಆಯಾಸ ಮತ್ತು ಸಾಮಾನ್ಯ ಆಯಾಸ
2.2 ಸಾಮಾನ್ಯ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ
2.3 ಸಾಮಾನ್ಯ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ ಆಯಾಸ
2.4 ನಯಟಕ, ಸ್ಬಿಧ ಚಿತ್ರಗಳು, ವಿಜ್ಞಾನ ಮತ್ತು ಸಾಮಾಜಿಕ ಆಧಾರಗಳ ಸಹಾಯದಿಂದ

2.5 ನಯಟಕ ಈಸ್ಪತಿ ನಂತರಾದ ಸ್ಬಿಧ ಚಿತ್ರಗಳು, ವಿಜ್ಞಾನ ಮತ್ತು ಸಾಮಾಜಿಕ ಆಧಾರಗಳ ಸಹಾಯದಿಂದ.

2.6 ಸಾಮಾಜಿಕ ಚಿತ್ರಗಳು/ಸ್ಬಿಧ ಚಿತ್ರಗಳನ್ನು ಎಂದರೆ, ನಯಟಕಗಳು, ವಿಜ್ಞಾನ ಮತ್ತು ಸಾಮಾಜಿಕ ಆಧಾರಗಳು ಸಹಾಯದಿಂದ, ಸಾಮಾಜಿಕ ಆಧಾರಗಳು ಸಹಾಯದಿಂದ, ಅಥವಾ ಸಹಾಯದಿಂದ.

(ಹೀರೆಯ ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು/ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು ಸಹಾಯದಿಂದ, ಅಥವಾ ಸಹಾಯದಿಂದ.

ನೂರು ಆಧಾರಗಳು:

1. ಈಸ್ಪತಿ ಆಧಾರಗಳು
2. ಸಂಯೋಜನೆ, ಸಂಬಂಧಿಸಿದ ಪಾಸಿದಧಕಥೆಗಳು / 'ಸಾಮಾಜಿಕ ಆಧಾರಗಳು ಮತ್ತು ವಿಜ್ಞಾನ ಆಧಾರಗಳು', ಮತ್ತು ವಿಜ್ಞಾನ ಆಧಾರಗಳು, ಮತ್ತು ವಿಜ್ಞಾನ ಆಧಾರಗಳು
3. ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು / 'ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು', ಪಾಸಿದಧಕಥೆಗಳು, ಮತ್ತು ವಿಜ್ಞಾನ ಆಧಾರಗಳು
4. ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು / 'ಸಾಮಾಜಿಕ ಪಾಸಿದಧಕಥೆಗಳು', ಪಾಸಿದಧಕಥೆಗಳು, ವಿಜ್ಞಾನ ಆಧಾರಗಳು, ಮತ್ತು ವಿಜ್ಞಾನ ಆಧಾರಗಳು.
ನಾಗರಾಜ್ ಮನುಷ್ಯಸಾಮಗ್ರಿ

ನಾಗರಾಜ್ ಮನುಷ್ಯಸಾಮಗ್ರಿ (SC - Part-II)

Credits: 4

ಮಲ್ಲಿ ಪರಿಗಣಣ: 52

ಮಲ್ಲಿ ವಿಧಯಾ: 100

1. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಮತ್ತು ಮೇಲೆ ಮಾಡಣ ಸಂಬಂಧಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಸಂಖ್ಯೆಗಳು ತಂದಂತೆ.
2. ಮುಂದೆ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಕೆಲಸ ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
3. ಮುಂದೆ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
4. ಮುಂದೆ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
5. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
6. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
7. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
8. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
10. ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು, ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.

ಜಿಪ್-1: ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು (12 ಸಂಖ್ಯೆಗಳು)

1.1 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತೆಗಳು.
1.2 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತಾದಕ್ಕೆ ಮೇಲೆ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು- ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್.
1.3 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
1.4 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು.
1.5 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು- ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್.
1.6 ಸ್ವತಂತ್ರ ಮನುಷ್ಯಸಾಮಗ್ರಿ ಅರ್ಹತೆಯಲ್ಲಿ ಮಾಡಣ ಸಂಖ್ಯೆಗಳು- ರೈಜಾನ್, ರೈಜಾನ್, ರೈಜಾನ್.
3.1  2.1  2.2  2.3  2.4  2.5  2.6  3.1  3.2  3.3  3.4  3.5  3.6  4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8  4.9
3.2  3.3  3.4  3.5  3.6  3.7  3.8  3.9  3.10  4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8  4.9

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23. Ram, S.K., et.al, Reading in Language and Language Teaching, NCERT, New Delhi, 1983
31. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2007
32. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005
33. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2007
34. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005
35. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2007
36. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005
37. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2007
38. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005
39. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2007
40. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005
41. ಬಣ್ಣರಣ ತಾಲೂಕಿ, ಸಮಾಜ ವಿದ್ಯೆ, ವಿದ್ಯಾನ್ಯಾಸದ, ಜನವರಿ 2005.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF ENGLISH

Paper Code: SC (Part – II) Credits: 4
Total No. of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

- Acquire an understanding of the nature and structure of English language and its component skill.
- Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching.
- to Develop core skills and reference skills among them.
- Understands the role and importance of language.
- Appreciate different forms of literature and inculcate the same in students teachers
- Learn and use different aspects of testing and E-evaluation
- Prepare and use different audio-visual aids and e-learning tools and use them in their classroom teaching effectively.
- Develop professional competencies among teachers in the making.
- Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition.
- Use innovative practices in teaching of English.
- to Understand the importance of instructional objectives and taxonomy.
- to Design/write a unit plan and lesson plan based on evaluation approach.
- Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- Understand need and function of language lab.
- Use multilingualism as a strategy in the classroom situation.
- Understand constructive approach to language teaching and learning.
- to Develop an insight into the relationship between curriculum and textbooks
Unit-1. Content-Aspects of English Language (Content from 9th, 10th, 11th and 12th Standard of Karnataka State Syllabus (II Language)) (12 Hours)

1.1. Semantic Structure of English-meaning, components, homonyms, synonyms, Antonyms, Polysemy, connotative and denotative aspects.

1.2. Graphic structure of English-meaning, components unique features of spellings marks of punctuation, hand writing, illustrations are to be drawn from high school English textbooks.

1.3. Verbs-meaning and types-tenses and aspects.

1.4. Transformations of sentences-simple, complex and compound sentences, reported speech, active and passive voices and degrees of comparison.

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

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

2.2. Library as a resource in teaching and learning of English.

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


2.5. Computer assisted learning in English, use of internet and websites, advantages of using different software in learning of English.

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

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

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

3.2. School textbooks in English –characteristics and review of present textbooks of 9th, 10th 11th, 12th.

3.3. Work books in English, steps and uses.

3.4. Teaching of Vocabulary- Types, importance and techniques of enriching Vocabulary.
3.5. Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.

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

3.6. Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note-making, note- taking, graphic presentation, browsing skills & summarization.

Unit-4. Professional development of teachers  
(10 Hours)

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

4.2. Role of NCERT, DSERT, RIE, IEFL, British Council Library, Central Institute of Indian Languages to enhance the professional development of English Language Teachers.

Practical Activities: (any one)

Carry out the following practical activities and submit a report.

1. Practice in 46 sounds in English, (common for the group).
2. Preparation of passages/lesson on mechanics of reading
4. Techniques of teaching vocabulary/spelling through power point presentation.
5. Creating Language games
6. Remedial teaching of core skills.
7. Story telling.

Reference Books:

6. ELT web sites.
    Menon and Patel: Teaching of English as a foreign language, Baroda: Acharya
11. RajuT.N.: content cum methodology of teaching English, DSERT Publication,2005
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Paper Code: SC (Part – II)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit 1: Content of Social Science  (14 Hours)

1.1. Major Revolutions of the world- American, French, Russian and Industrial- causes, effects/ consequences and their contributions

1.2. Medieval Period in India: Mughals, Rajputs, Marathas and Vijayanagara Empire-rise and establishment of these dynasties, military achievements, contributions to administration, art and architecture, religion, literature and society, causes for decline.

1.3. Atmosphere- meaning, importance, composition and components, difference between weather and climate

1.4. Natural Disasters-volcano, earthquake, tsunami and Floods- meaning, causes, types and its effect.

1.5. Forms of Government in India-local self government, state government, union government- formation, objectives, functions, administration, responsibilities and duties.

1.6. Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.

1.7. Infrastructure of Indian economy.
Unit 2: Instructional Resources in Social Sciences (12 Hours)

2.1. Text book- importance, characteristics and critical analysis

2.2. Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.

2.3. Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

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

2.5. Audio Visual Resources- meaning and importance in teaching learning process

Unit 3: Non scholastic Activities (14 Hours)

3.1. Social science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

3.2. Social Science club- meaning, importance, objectives, organization and activities

3.3. Social Sciences Quiz- Importance and organization-steps

3.4. Social Sciences Resource room- Importance and organization, activities organized in resource room

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

4.1. Social science teacher-qualities, skills and Competencies

4.2. Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,

4.3. Forms- Discussions on contemporary issues in social sciences by using social networking.

4.4. Action research in social science-planning, execution and analysis.

Practical Activities: (any one)

Carry out the following practical activities and submit a report

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

2. Preparation for investigatory field trip/visit

3. Preparation of episode, based on five ‘e’ model of social constructivism.
4. Preparation of Projects of interdisciplinary relationship (Ex -history and geography relationship, economics and business study relationship)

5. Preparation of activities for experiential learning Ex- map drawing, chart preparation, album making, script writing.

6. Online poster making, collage making in social sciences

7. Review of question paper and submission of a report

8. Planning & conducting of Quiz in Social sciences

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

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

Reference Books:


8. Rainu Gupta, Methods and Models of Teaching Social Studies

9. SalimBabu S.A. & DigumariBhaskara Rao, Methods of Teaching Geography
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME

Paper Code: SC (Part – II)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

ವಿಧೇಯವನ್ನು
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸ್ಮಾರ್ಕೆ ತಂದೆಂದರೆ ಶಿಲ್ಪವಾದ ಭಾರತದ ಸಮಾಜದ ಸಾಮಾಜಿಕ ಮತ್ತು/ಶಿಲ್ಪವಾದ ಬ್ರಿಂಜುಗಳನ್ನು
- ಮತ್ತು ಸಂವಿಧಾನ ಸಂಸ್ಥಾಪನೆಗಳ ಅಂಗಗಳಿಗೆ ಶಿಲ್ಪವಾದ ಕೇಂದ್ರಗಳು ಸಂಸ್ಥಾನದ ಸಾಮಾಜಿಕ ಸಂಸ್ವರೂಪ - (ಹಿಸ್ಟೋರಿಯಿಂದ ಸ್ವಾರ್ಚ್, ಸಂಸ್ಥಾನ ಸ್ವೈಟ್ಲು ಮತ್ತು ಸಾಮಾಜಿಕ, ಸಂಸ್ಕೃತಿಯಿಂದ ಸಂಸ್ವರೂಪ)
- ವಿಧೇಯವನ್ನು ಸಂದರ್ಭ ಸಂಬಂಧಿಸಿದ್ದು ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಮಯಾಧಿಕಾರ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ ರೇಖೆ - (ರಸ್ಪಾರ್ಷನ್ ತಯಾರಿಸಿ, ಸಾಮಾಜಿಕ ಸ್ವಯಂ ಮತ್ತು ಸ್ವೈಟ್ಲು, ತಿಂಗಳು ಸ್ವಯಂ)
- ಸಂವಿಧಾನ ಸಂದರ್ಭ ಸಂಬಂಧಿಸಿದ್ದು ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಮಯಾಧಿಕಾರ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ ರೇಖೆ

ಪ್ರಭ- I :  ಸಂಸಾರ ವೈವಿಧ್ಯ ಸಾಮಾಜಿಕ
- ಅಧ್ಯಯನ ಸ್ವಾಭಾವಿಕ ಕಾರ್ಯಗಳ
- ಪದ್ಧತಿಯಿಂದ ಪ್ರತಿಬಧಾಮಣ ಸಂಬಂಧಿಸಿದ್ದು ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ
- ದೇಶಪ್ರಧಾನ ಸಂಸ್ಥಾಪನೆಗಳ-ಪರುಸುತನ್ನು, ಜ್ಯಾಮ್ಬ್ರಾಂಟ್, ಸಂಸ್ಕೃತಿಯಿಂದ ಆರ್ಥಿಕ ಮತ್ತು ಜ್ಯಾಮ್ಬ್ರಾಂಟ್, ಸಂಸ್ಕೃತಿಯಿಂದ ಆರ್ಥಿಕ ಮತ್ತು ಜ್ಯಾಮ್ಬ್ರಾಂಟ್, ಸಂಸ್ಕೃತಿಯಿಂದ ಆರ್ಥಿಕ ಮತ್ತು ಜ್ಯಾಮ್ಬ್ರಾಂಟ್, ಸಂಸ್ಕೃತಿಯಿಂದ ಆರ್ಥಿಕ
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಮಯಾಧಿಕಾರ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ

ಪ್ರಭ- II :  ಸಂಸಾರ ವೈವಿಧ್ಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಾಮಾಜಿಕ
- ಯೋಜನೆಗಳು-ಪ್ರಕ್ರಿಯೆಗಳ, ಪ್ರತಿಬಧಾಮಣ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ
- ಸಂಸಾರ ವೈವಿಧ್ಯ ಪ್ರತಿ ಸೇಂಟರ್ ಸಾಮಾಜಿಕ ಹಲವಾರು ಚಟುವಟಿಕೆಗಳ

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- ಘಟಕಗಳು ಪ್ಯಾಯೋಗಿಕ ಚಿತ್ರಣಗಳು-ಪಾವಯಸ್ಗಳು, ಅಭ್ಯಾಸ್ಗಳು, ಅಳವಡಿಸುವಿಕೆ, ಬಳಸಿಕೊಳ್ಳಣ,
- ಅಳವಡಿಸುವಿಕೆ, ಆಧ್ಯಾತ್ಮಕ ರಚಿಸುವಿಕೆ, ಅಚ್ಯುತವಾಹಿನೆಗಳು, ಮಾಡುವಿಕೆ, ಸ್ವರೂಪಮಾಡುವಿಕೆ,
- ಕಲಿಕೆಯರಿಕೆ-ತಯಯರಿಕೆ, ಬಡವಣಿಗೆ,
(ಮಹಾಭರತಕ್ಕೆ ಅನುಸಾರ)
೯೦ ಶಾಸನ ಸಮ್ಮುಖವಾಗಿ ಸಂಸಿಗಿದರು. ಮಹಾತ್ಮಗಳ ಶಾಸನಗಳು ಜನರನ್ನು ಸಾಮಾನ್ಯ ಮತ್ತು ತಾಮ್ರ ಸ್ವಾಧೀನಿಸುತ್ತವೆ, ಈಗ ಅದು ಸುಮಾರು ೧೦ ವರ್ಷದ ವಿಧಾನ.

(ಮಹಾಭರತಕ್ಕೆ ಅನುಸಾರ)
೨೦ ಸಾಲ ಸಮುದಾಯಗಳನ್ನು ಸಂಯುಕ್ತವಾಗಿ ಬೆಂಬಲನ್ನು ಮಾಡಲಾಗುತ್ತದೆ. ಈ ಸಾಲ ಇತಿಹಾಸಕ್ಕೆ ಸೇರಿದೆ. ಈ ಸಾಲ ಪ್ರತ್ಯೇಕವಾಗಿ ಭಾರತೀಯ ಐತಿಹಾಸಿಕ ಕೇಂದ್ರದಲ್ಲಿಯೂ ಕಾರ್ಯವಾಗಿದೆ.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF MATHEMATICS

Paper Code: SC (Part – II) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit-1- Content in mathematics (12 Hours)

1.1 Content of 9th, 10th, and 11th std syllabus - Permutation and combination, probability, sequence and series, simultaneous equations, quadratic equations.
1.2 Trigonometry, co-ordinate, geometry, quadrilaterals, circles, mathematical induction, matrices.
Unit-2 – Teaching and learning resources of Mathematics (20 Hours)

2.1. Teaching – learning materials in mathematics

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

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

   2.1.3. Mass media – Radio, TV and newspaper.

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

2.2. Community and school based teaching –learning resources.

   2.2.1. Concept and importance of community based resources.

   2.3. School based resources – Mathematics lab –need and significance-equipment;

   2.2.3. Mathematics exhibitions/fairs.

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

2.3. e-resources for learning mathematics.

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

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

Unit-3 Extended curricular activities in mathematics (10 Hours)

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

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

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

3.4. Action research in mathematics – meaning and its steps.
Unit-4 Professional development of mathematics teacher (10 Hours)

4.1. Qualities and skills of a mathematics teacher
4.2. Professional growth of mathematics teacher - in-service programs – orientation programs, refresher courses, seminars, workshops and projects
4.3. Mathematics teacher as a reflective practitioner

Practical activities: (any one)

Carry out the following practical activities and submit a report:

2. Critical analysis of mathematics textbooks of 9th, 10th and 11th std.
3. Critical analysis of mathematics workbooks of 9th, 10th and 11th std.
4. Collection and use of newspaper cuttings related to learning of a unit in mathematics
5. Prepare a script for radio lesson or TV lesson in mathematics.
6. Visit a mathematics lab.
7. Constructing diagnostic test paper in mathematics, administering and reporting.
8. Planning and conducting quiz in mathematics and reporting.
10. Preparing and using work sheets (any three) in mathematics and presenting a report.

Reference Books:


12. अबू, ब्रह्म. मान्यताप्राप्त क्रियाः कला। सांस्कृतिक विज्ञान महाविद्यालय मैत्री ग्रंथालय (1990-91).

13. नामदेव, राज. ब्रजस्वामी साहित्य, विज्ञान, मीमांसाध्विकारक परिप्रेक्ष्य, रांची: मीमांसाधि प्रकाशन, 2004.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE

Paper Code: SC(Part – II) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

Acquire the knowledge of:

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

Develop an understanding of:

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

Applying the knowledge of:

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

Develop a skill of:

1. Conducting experiments to demonstrate biological concepts at secondary school level.
2. Setting-up and maintenance of school garden, aquarium, vivarium and terrarium.
3. Constructing teaching learning materials.
Unit -1 Content: (10 Hours)

1.1 Life processes – Photosynthesis and transport in plants. Excretion, circulation, respiration, digestion in animals.

1.2 Cell division – Mitosis and meosis – Stages and significance.

1.3 Ecology and Evolution – Biosphere, Ecosystem, Bio-magnification, and Environmental pollution – Causes, effects and measures to control. Grigormedal’s experiments, Heredity and genetics. Theories of evolution (Lamark and Darwin).

1.4 Bio-technology: Meaning and applications – Recombinant DNA Technology, Genetic engineering, DNA finger printing and cloning.

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

2.1 Biological science laboratory – Importance, planning, designing, equipment’s and records.

2.2 Biological science text book – characteristics, importance, Hunter’s criteria of evaluating a text book.


2.4 E-resources – Use of multimedia and computers in Biological science: E-learning, software, website, e-boards and biology blog.

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

3.1 School Based Activities: Meaning, importance and Organization of Science Club, Science Exhibition, Science Fair, Science Quiz and Field Trips and Visits.

3.2 Field Based Activities: Setting up and maintenance of School garden, Aquarium, Vivarium and Terrarium.

3.3 Community Based Activities: Meaning and Importance of Community Resources with special reference to Biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Museum and Science Center)
Unit - 4: Professional development of Biology Teacher. (08 Hours)

4.1 Qualification and qualities of a Biological science teacher.

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

Practical activity: (any one)

Carry out the following practical activities and submit a report:

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

Reference books:

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

Paper Code: SC (Part – II) Credits: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

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

1.1 Motion

1.2 Electromagnetic Induction (EMI)

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

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

UNIT II: TEACHING AND LEARNING RESOURCES (15 Hours)

2.1 Text book—Characteristics of a good text book
2.2 Library resources—uses of references, journals, encyclopedias and e-resources in physical science
2.3 Improvised apparatus—meaning, importance and procedure.
2.4 Physical Science laboratory and its importance—designing of physics and chemistry laboratory, meaning designing and uses of multipurpose laboratory.
2.5 Community Resources—Meaning, uses of Human and Physical resources.
2.6 Electronic Learning (e-learning) — internet, video (including animation) You-Tube and Teleconferences.

UNIT III: NON SCHOLASTIC ACTIVITIES IN TEACHING PHYSICAL SCIENCE (15 Hours)

3.1 Meaning, objective, organization, and advantages of the following:
   Science club, Science Exhibition, Science quiz, Fieldtrips,
3.2 Meaning, establishment and uses of Science Museum.
3.3 Meaning, activities and uses of science centers.

UNIT IV: PROFESSIONAL DEVELOPMENT OF TEACHERS (12 Hours)

4.1 Teaching as a Profession
4.2 Pre-service development Programmes.
4.3 In-service professional development Programmes.
4.4 Role of reflective practices in professional development—questionnaire, Research, maintaining portfolio

Practical Activity: (any one)
Carry out the following practical activities and submit a report:

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

Reference Books:

11. Shalini Wadhva, Saroop and Sons New Delhi- Modern methods of Teaching Physics.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF COMPUTER SCIENCE

Paper Code: SC (Part – II)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

UNIT 1. Content:  (10 Hours)

1.1 Algorithm, flowchart, elements of ‘C’ programming with simple illustrations.
1.2 Elements of database and its applications, Introduction to cloud computing.
1.3 Network of Computers: Network, Types of network, Categories of network.
1.4 World Wide Web - browsing and search engines,
1.5 Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
1.6 E-mail – Meaning & its working;
1.7 Web Design – Meaning & its Creation – HTML – Meaning & Importance.
1.8 Multimedia applications, Fundamentals of mobile computing.
Unit-2: Resources for teaching Computer Science: (14 Hours)


2.2 Computer Science Library – Meaning, organization and importance.

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

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

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

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

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

3.4 E-magazine and Online Journal – meaning and preparation

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

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

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

4.3 Professional Competencies of Computer Science Teacher.

Practical Activities: (any one)

Carry out the following practical activities and submit a report:

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

8. 8. A.S. जहीरुद्दीन – दिल्ली सचिनायु अमृत भवन नवनरी
9. अन्र. त. अरविन्द – अमृत भवन नवनरी
10. A.S. जहीरुद्दीन – दिल्ली सचिनायु अमृत भवन नवनरी
11. अन्र. त. विश्वधर भवन नवनरी
12. अन्र. त. अरविन्द – अमृत भवन नवनरी
13. अन्र. त. नवनरी
14. अन. आ. आमरिन्द्र – अमृत भवन नवनरी
15. अन्र. त. अरविन्द – अमृत भवन नवनरी
16. अन्र. त. अमरिन्द्र – अमृत भवन नवनरी
17. अन. आ. आमरिन्द्र – अमृत भवन नवनरी
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF COMMERCE

PAPER CODE: SC (Part-II) Credits: 4
Total No. of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit- 1. Course content in Commerce (10 Hours)

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

Unit- 2Teaching & Learning Resources in Commerce (14Hours)

2.1 Resources- meaning, types, their uses in the teaching and learning of commerce
2.2 Workbook, source book – meaning and Importance
2.3 Textbook- Meaning, Characteristics, qualities and importance.
2.4 Computer Assisted Instruction, multimedia in learning commerce.
2.5 Instructional Aids - Educational broadcasting and telecasting-interactive video, tele-lecture, video-conferencing, software in commerce.
Unit – 3 Non-Scholastic Activities in commerce (12 Hours)

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

Unit – 4 Professional Development of Commerce Teachers (16 Hours)

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

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

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


OBJECTIVES: After completion of the course student teachers will:

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

UNIT- 1 CONTENT (10 Hours)

1.2. Co-operative societies: Meaning, features, types of co-operative societies, Private and Public sector enterprises, e-business, benefits of e-business
1.3. Concept of social responsibility environment protection and business, wholesale trade, functions of wholesalers, types of retail trade. Difference between Internal and International Business
1.4. Principles of Management: Meaning and features, Fayol’s principles of management planning, importance of planning and planning process,

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

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

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

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

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

4.2 Evaluation of Business Studies: Meaning, Objective test
4.3 3D-Blue Print - Ideal Question Paper
   * Structure of Blue Print
4.4 Professional development programmes for teachers; planning, organizations and report
   Writing on seminar, conference, online sharing membership of professional organization.
   Role of Reflective Practices in professional development of teachers; Teacher as a Researcher.

Practical Activity: (any one)

Carry out the following practical activities and submit a report:

1. Prepare a partnership deed with imaginary details.
2. Visit a Co-operative Society of your area, study the business operation and write a report and submit to your teacher
3. Fix the following industries under the appropriate given below: a) Paddy field b) Business mall c) Banks d) Hospital e) Travelling agency f) college g) technology service (any one can select)

4. Visit any company of your area and discuss with General Manager about the formation of a company and prepare a report.

5. Draft the following documents with imaginary details a) Memorandum of Association b) Articles of Association and c) Prospectus

6. Collect the information about the company that have issued debentures and prepare a list of the type of debentures they have issued.

7. Prepare a list of various financial institution which provide financial assistance to Indian companies

8. Prepare a code to be adopted in a class room. Discuss with your teacher and friends and prepare a standard and submit the report.

9. Make an analysis of News items from News Papers, TV, Radio etc. and write a report on business studies related issues and concern of the present day Indian Society

10. Analyse question papers of any State board/ CBSE and NCERT’s textbooks in the light of the subject specific requirements in terms of understanding and skills.

Reference Books:

3. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M.E. Sharp, Inc; New York; 2005.
7. Markulis, Peter M; Howe, Harry and Strang, Danisi R; ‘Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
BANGALORE UNIVERSITY
TWO YEAR B.Ed. DEGREE- CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF HOME SCIENCE

Paper Code: SC (Part – II)  Credits: 4
Total No. Of Hours: 52  Total Marks: 100

Objectives: After completion of the course student teachers will:

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

UNIT-1: Content of Home Science (12 Hours)

1.1 Savings-Importance and types of savings.
1.2 Fundamentals of Interior Decoration-Elements of arts and colours.
1.3 Consumer Education-Problems of a consumer, Rights and Responsibilities;
meal planning-Factors to be considered in Meal Planning for a family, balanced diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation-common methods of food storage.
1.4 Community Health and Nutrition- Malnutrition, Vitamin A deficiency, Iron deficiency, Iodine deficiency; Programmes combating malnutrition- State, National and International level; Role of extension worker in community development.
1.5 Wet processing for textiles-finishing, dyeing, printing. Traditional textiles of India; Selection of clothing.

Unit 2: Teaching and Learning Resources of Home Science (18 Hours)

2.1 Resources in learning Home Science

2.1.1 School based and community based resources-concept and classification.
2.1.2 Human resources - Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science.

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

**Unit-3: Extended curricular activities in Home Science** (10 Hours)

3.1 Home Science club-objective, organization and activities.
3.2 Home Science quiz- objectives and organization.
3.3 Home Science exhibitions, field trip and excursion, Home Science competitions.
3.4 Community awareness programmes - street plays and demonstrations through mass media- T.V. shows, articles for newspapers and magazines.
3.5 Interior decoration, flower arrangement, rangoli.

**Unit-4: Home Science Teacher** (12 Hours)

4.1 Professional qualities and competencies of a home science teacher; Duties and responsibilities of home science teacher - Home Science teacher’s relation with and contribution to school and community.
4.2 Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research.
4.3 Professional ethics of home science teacher.

**Practical Activity: (any one)**

Carry out the following practical activities and submit a report:

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

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

Paper Code:  SC (Part – II)          Credits: 4
Total No. Of Hours: 52             Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Chapter I: A). ãÉ± ÍzÉ=EhÉ: (Teaching of prose) (15 Hours)

1. ÌwòÌsìizÉ=EhqÉåÇaÉ± MùÉxjÉÉlÉ
2. ë¬åzrÉ
3. xÉÉâmÉÉlÉ
4. aÉ± mÉÉPùMàümÉëMùÉU
5. aÉ± ÍzÉ=EhÉMùDmÉëhÉÉÉísÉrÉÉò |

AÉ). urÉÉMùUhÉizÉ=ÉÉ(Teaching of Grammer)
1. AjÉïmÉËUpÉÉwÉÉ 2. AÉuÉzrÉMüiÉÉjÉÉqÉWûiuÉ
3. E-àzrzÉ
4. urÉMüUhÉMâümÉëMüÉUAÉæUmÉëhÉEÉísÉrÉÉd
6. ìÉaÉqÉIÉAÉæUAÉaÉqÉIÉmÉëhÉEÉsÉíqÉåÇAÇiÉU
7. urÉMüUhÉIÉzÉÉhÉMüÉâmÉëpÉÉuÉIÉIÉIÉaMâüxÉÑfÉÉuÉ

C). MüluÉIÉÉzÉÉhÉ: (Teaching of Poetry)
1. MüluÉIÉÉMüDÉUpÉÉwÉÉLuÉÇqÉWûiuÉ2. E-àzrzÉ
3. xÉÉâmÉÉlÉ
4. MüluÉIÉÉIÉzÉÉhÉMüDÉëhÉÉIÉsÉrÉÉd

Chapter II: A). UcÉIÉIÉzÉÉhÉ: (Teaching of Composition) (15 Hours)
1. UcÉIÉIÉMüÉAjÉÉIÉæUqÉWûiuÉ
2. AcNüÎUcÉIÉIÉMüDÉzuÉzÉâwÉiÉÉLÆ
3. UcÉIÉIÉMâüpÉâS
4. qÉÉæÎZÉMüAÉæUÉsÉIÉUcÉIÉIÉÉMâüE-àzrzÉ
5. mÉëhÉÉIÉsÉrÉÉd
6. UcÉIÉIÉxÉÉÉCÉkÉÉÉÉqÉÉÉÉIrÉAzÉÉÍkÉÉÉÉdLuÉÇxÉÑfÉÉuÉ
7. UcÉIÉIÉxÉÉÉCÉkÉÉÉAzÉÉÉÉZÉÉÉÉrÉÉÉÉdMâüMüÉUhÉLuÉÇxÉÑfÉÉuÉ

AÉ). IÉÉOuMüIÉzÉÉhÉ: (Teaching of Drama)
1. IÉÉOuMüMüÉAjÉÉIÉLuÉÇqÉWûiuÉ
2. IÉÉOuMüIÉzÉÉhÉMâüE-àzrzÉ
3. IÉÉOuMüIÉzÉÉhÉMüDÉëhÉÉIÉsÉrÉÉd

C). AlÉIÉÉSizÉÉhÉ: (Teaching of translation)
1. AlÉIÉÉSSAÉæUqÉWûiuÉ
2. AlÉIÉÉSizÉÉhÉMâüE-àzrzÉ
3. AlÉIÉEÉSMâüMÉëMüÉU
4. AlÉIÉÉSizÉÉhÉMüDÉëhÉÉIÉsÉrÉÉd

Chapter III. A). ÎWûlSÎMüDÉœmÉNxiÉMü: (Hindi Text Book) (10 Hours)
1. mÉœmÉNxiÉMüMüÉmÉÉœçüqÉqÉåÇXjÉÉIÉ
2. mÉœmÉNxiÉMüÉaÇMâüE-àzrzÉ
3. ÎWûlSÎMüDÉœmÉNxiÉMüÉaÇMâüaÉNéHÉ
Chapter IV. A). ÌWûISîzÊ=ÉhÉqÉâÇ´ÉurÉ–SØzrÉxÉÉkÉÉÍÈ(Hindi teaching and teaching Aids):

(12 Hours)

1. ´ÉurÉ–SØzrÉxÉÉkÉÉlÈMüDAêuÉzÈMüiÉÉLuÉÇqÉWûiuÉ
2. ÍzÈÈhÉMâülsÉLEmÉrÉÉÉÉÉaaÈìÉmÈqÉÈÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈÉÉÈ É

C) aÉ×WûMüÉrÉi : (Home assignment)

1. aÉ×WûMüÉrÉiMüÉâµÉéµÉajÉÉÎlÉÇqÉWûiuÉ
2. ÍxÈkSÉÇiÉ
3. ÌWûISîzÊ=ÉhÉqÉâÇaÉ×WûMüÉrÉi
4. aÉ×WûMüÉrÉiMüÉâµÉéµÉéµÉëÇÉwÉiÉÉÉlÈLÈ |
(Practical Activities)

1. ÏWùISîmÉPèrÉmÉÑxiÉMùÉâÇMùÉxÉqÉïîÉÉ (xÉuÉâï)
   Mü°ÉÉ 8, 9, uÉ 10
MùDÌWùISîmÉÉPèrÉmÉÑxiÉMùMâüxÉuÉâaîmÉULMüsÉâZÉïsÉÎZÉL
2. EŠ ìuÉ±ÉsÉrÉMüDÌWùISîmÉÉPèrÉ–
mÉÑxiÉMùxÉaxÉÇıÈkÉiÉMùuÉrÉÉâÇMâüoÉÉUaqÉáÇxÉÖcÉΪÉÉÉLMüÎ§ÉïÉ
   MüDîeÉL |
3. ÏWùISîuÉ±ÉsÉrÉMüDmÉ§É–sÉÂZÉÍÉMüsÉÉ (MùÉæzÉsÉ)
MâüluÉMùÈxÉmÈULMüsÉâZÉïsÉÎZÉL |
4. EŠ ìuÉ±ÉsÉrÉMüDmÉÉPèrÉmÉÑxiÉMùMâüAÉkÉÉUmÉUpÉÉwÉÉ–
   MüÉæzÉsÉmâüluÉMùÈxÉMâüïsÉL
   aÉliÉluÉîkÉrÉÉø   iÉærÉÉUMüDîeÉL |
5. ìuÉ±ÉjÉrÉÉâÇqÉáÇxÉqÉmÔÉhÉîuÉÉÉcÉïLMâüluÉMùÉxÉMâüïsÉLLMüaÉliÉluÉík
   ÉrÉÉdiÉærÉÉUMüDîeÉL |
6. aÉhÉMùrÉÇÉMùÉmÉrÉÉâaÉMùUiÉáWÒuLîçúrÉÉzÉïsÉÉurÉ–
   SØzrÉxÉÉkÉÉÉïÉÉâÇMüDoÉlÉÉDL |

AÉkÉÉUaÉÉÇjÉ :–

1. ÌSlÉåÉcÉIsî pÉÉU°ÉÉ–
ÌWùISîpÉÉwÉÉÎzÉ–ÉhÉîuÉÎÉâaSmÉÑxiÉMùqÉÇÉSU, AÉaÉUÉ
2. ÌWùISîzÉ=ÉhÉ–UëEwÇùxEmÉÉMùÉzÉL, eÉrÉmÉNU
3. ÎÉÔiÉÌWùISîzÉ=ÉhÉ–mÉÉå.xÉÉîaÉU, MüÉÉÈOùMù
4. ÌWùISîzÉ=ÉhÉ–xÉÇOëIÉuÉmÉÉÌsÉMâüZÉL, eÉrÉmÉNU–3, 1998
5. QÛÉ. MüD.aÉÉamÉÉsÉÉí–qÉÉÌÉMùWùISîurÉÉMùUhÉAÉæUUCÉÉÉ, 
   UÉzOîùÉrÉzÉæÎ=ÉMùAIÉNXÉÇkÉÉÉAÉæU 
   mÉÉîzÉ=ÉhÉmÉÉUwÉS
6. ìuÉÉrÉxÉÔS–ÌWùISîzÉ=ÉhÉluÉÎkÉrÉÉø–OçúQùlÉmÉÉlÉosÉMâüZÉlxÉ, 
   sÉÔîkÉÉÉÉÉ
BANGALORE UNIVERSITY
2 Year B. Ed DEGREE SEMESTER SCHEME SYLLABUS
CHOICE BASED CREDIT SYSTEM (CBCS)
CONTENT AND PEDOOGY OF URDU
III SEMESTER

Marks: 70

OBJECTIVES:

The Student - Teacher will:

1. Acquire the knowledge and importance of Teaching the Mother Tongue as first language.

2. Help the pupils to acquire Basic skills of language learning.

3. Know the methods of teaching and different approaches and use them in practice teaching after lesson designing.

4. Learn various techniques and methods of Evaluating performance of learners in the subject of Urdu.

5. Understand the concept of curriculum in teaching Urdu, qualities of a good text book and co-curricular activities.

6. Acquaint them with different teaching skills associated with teaching of Urdu.

7. Prepare the objective based lesson-plan and teach accordingly.

8. Know the different avenues of professional development of teachers.

9. Know the different resources of teaching and learning.
III SEMESTER

12 Hours

لا پنٹ - I

فوٹو تکنیک کے سویا وجوہات میں انسائی کی اہمیت تسلیم کرتے ہیں۔ کئی اور مشاہدات میں ایک بہت طاقتور تعلیمی آلیہ ہے۔ شاخص اور مسافر کا راستا ایک دنوں وہاں ہوتا ہے اور اس کے اسوان کا تعلیمی کام دوسرے پرائمری ہو گیا ہے۔

10 Hours

لائٹ - II

دیپیٹری، ہوائی اور سیکیورٹی سٹاف کا کام۔ مسالہ کا موجب استعمال اور سامی کا آغاز کرتے ہے۔ بہت جلد اختراع کا

14 Hours

لائٹ - III

فوٹو ٹیکنیک کا ایک اہم کام ہےکہ کئی ہدایات کی اہمیت۔ ان کی منصفیت مشہور اور دوسرے فیصلے کے عام اصول۔

16 Hours

لائٹ - IV

اپنی علم کی فائدہ: دوکا پیش کرنا تعلیم کے معاشرے کی معاشرے میں فیصلے کا مطلب پر لگا رہا ہے کہ نہ رہو رہو۔
III SEMESTER
علمی سرگرمیان
(PRACTICAL ACTIVITIES)

1. اردو زبان کی جوہری پیشہ دوھوں جماعت کے نصاب تعلیمی تربیتی جواب جاچ کرنا۔
2. اکائی منصوبہ یافت شدہ مخصوص پیتارکرنا۔
3. جوہری تربیتی بیانات کے لئے سوالات کے پرچم پیتارکرنا۔
4. مشروط معرفت ادبیات کے کے تصنیف کے مختلف ناکام پیتارکرنا。
5. چندر معرفت شعراء کے کام کے مختلف ناکام پیتارکرنا。
6. دری کتابول (جوہری تربیتی بیانات) کا تحریری تربیتی چاہے۔
7. دری کتابول (نوری تربیتی بیانات) کا تحریری تربیتی چاہے۔
8. مدرسکی بچوں زمین سے بنی جانی و معاشرتکاردارہ۔
9. طالب کی تعلیمی شجاعت معلم اساتذہ ورداری کی باکی رشتوں و تعاون۔
10. درس و نذر لئے مذہبی تحقیق کی ضرورت و اہتمام۔
Reference Books:

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

Paper Code: SC (Part – II) Credit: 4
Total No. Of Hours: 52 Total Marks: 100

Objectives: After completion of the course student teacher will:

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

Unit-1

Methods of teaching Sanskrit (20hrs)

1.1 Teaching of prose- Objectives and ways, pathashal method, text book method, direct method and translation method, objectives and ways.
1.2 Teaching of poetry- analytic method, synthetic method and integrated method
1.3 Teaching of drama- Adarshantyanidhi and Abhinayavidhi.
1.4 Importance of memorization in Sanskrit teaching process.
1.5 Teaching of grammar- objectives and ways, formal and functional grammar advantages of the functional approach inductive/deductive approach
Unit-2

**Instructional resources and co-curricular activities** (10 hrs)

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

Unit-3

**Evaluation in Sanskrit language** (12 hrs)

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

Unit-4

**Sanskrit teacher** (10 hrs)

4.1 Special competencies of Sanskrit teaching.
4.2 Characteristics of good Sanskrit teacher.
4.3 Importance and relationships of Sanskrit teacher with other subject teacher.
4.4 Need for in service training programme.
Suggested list of topic/practical activities (each train must make any two presentations for the followings)

1. Collect 25 Subhasthitas of Sanskrit and analyze them.
2. Prepare 3 charts in Sanskrit teaching and explain their use in Sanskrit teaching.
4. Preparations of mini dictionary.
5. Techniques of Teaching Vocabulary In Sanskrit

Reference Books:

1. Apte D.G 200 : Teaching of Sanskrit
   - Bombay padmaPublications
   - Kolhapur bharat book depot
   - Mysore C.H.L Publications.
4. Patnayak P 1997 : Language curriculum mysore
   - C.H.L Publications
5. Ramashakalpadpdeya 2000 : Sanskrit shikshan
   - Agra Pustakamandir
6. Ramavarmaraju K 2000 : The teaching of Sanskrit
   - Madras Sanskrit Education Society
7. S.K Rao 2006 : Effective methods of teaching Sanskrit
   - Cyber tech publications
   Ansari road New Delhi-02
8. Krishnamachand N : History of Sanskrit language
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE- CHOICE BASED CREDIT SYSTEM(CBCS)
SEMESTER SCHEME
SEMESTER: III
CONTENT AND PEDAGOGY OF GERMAN

Paper Code: SC (Part – II)

Credits: 4
Total No. Of Hours: 52
Total Marks: 100

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

Semestereinheiten (42 Zeitstunden)

V. **Entwicklung der Fertigkeiten in der deutschen Sprache**
- Die reproductiven Fertigkeiten: Lesen & Hören
- Die produktiven Fertigkeiten: Schreiben & Sprechen
- Grammatik als funktionales Mittel der Sprache

VI. **Didaktik und Methodik des Deutschunterrichts (Teil 2)**
- Interaktion
- Lerneraktivitäten im Klassenraum
- Erstellung von Übungen und Aufgaben
- Lernstrategien und Schritte zum eigenständigen Lernen

VII. **Planung von Unterrichtseinheiten und Kursen**
- Einführung in die Struktur einer Unterrichtseinheit
- Lernziele: Formulierung und Bewertung
- Schritte zum Aufbau einer kohärenten Unterrichtseinheit
- Verschiedene Techniken zur Unterrichtsplanung
VIII. Evaluation und Bewertung
- Die Funktion von Leistungsbemessung
- Kriterien zur Herstellung von Tests
- Verschiedene Werkzeuge zum Testen
- Korrekturverfahren
- Einführung in die international anerkannten Deutschprüfungen

Seminar-Themen (6 Zeitstunden)
- Einzelpräsentationen zu den folgenden Themen:
  - Lehren der reproduktiven und produktiven Fertigkeiten
  - Integration grammatischer Strukturen
  - Gestaltung einer interaktiven Klassenraumlandschaft
  - Strukturen kohärenter Unterrichtseinheiten
  - Angemessene Bewertung von Teilnehmerleistungen

- aktives Microteaching am Goethe Institut mit erfahrenen Lehrkräften

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

Referenzmaterialien

1. Gedruckte Unterrichtsmaterialien
a. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 1: Lehrkompetenz und Unterrichtsgestaltung (Learning to teach German, Vol. 1: Competencies of teachers and creation of classes), Klett, 2012.
b. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 2: Wie lernt man die Fremdsprache Deutsch? (Learning to teach German, Vol. 2: How to learn German as a foreign language),
Klett, 2013.
c. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 3: Deutsch als fremde Sprache (Learning to teach German, Vol. 3: German as a foreign language), Klett, 2014.
d. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 4: Aufgaben, Übungen, Interaktion (Learning to teach German, Vol. 4: Tasks, Exercises and Interaction), Klett, 2014.
e. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 5: Lernmaterialien und Medien (Learning to teach German, Vol. 5: Learning Materials and Media), Klett, 2014.
f. Goethe-Institut (Hg.) Deutsch Lehren Lernen, Bd. 6: Curriculare Vorgaben und Unterrichtsplanung (Learning to teach German, Vol. 6: Curricular Conditions and Lesson Planning), Klett, 2013.
g. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 1: Grundlagen des Unterrichtens (Fundamentals of teaching), Goyal, 2010.
h. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 2: Die vier Fertigkeiten und ihre Voraussetzungen (the four language skills and their precondition), Goyal, 2010.
i. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 3: Instrumente im Unterricht (tools and resources in the classroom), Goyal, 2010.
j. IGNOU, Goethe-Institut, Universität Wien (Hg.), Diploma in teaching German as a Foreign Language 4: Unterrichten (Teaching), Goyal, 2010.

2. URL-Links
http://www.hueber.de/seite/pg_online_uebungen_daf_lern (online exercises and tests)
http://www.aufgaben.schubert-verlag.de/ (grammar and vocabulary trainer)
https://www.deutsch-portal.com/Deutsch-lernen-mit-Materialien.html (worksheets for various intercultural topics concerning Germany)
http://www.dw.de (a rich source of actual audio and video materials concerning Germany)
https://www.goethe.de/en/spr/ueb.html (hints and links for self learning of the German language)
https://www.goethe.de/en/spr/kup/prf.html (a survey of the internationally recognized German language exams)
Les objectifs: Les enseignants peuvent:-

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

Unité 1: Les aspects de la langue française- Partie II (L’enseignement des compétences langagières)

1.1: L’enseignement de la grammaire
1.2: L’enseignement du vocabulaire
1.3: L’enseignement de la prononciation
1.4: L’enseignement de la production écrite
1.5: L’enseignement du processus de compréhension
1.6: L’enseignement de la traduction
Unité-2: L’enseignement des genres différents de littérature

2.1: L’enseignement de Prose
2.2:L’enseignement de Poésie
2.3: L’enseignement de Drame
2.4: L’enseignement de Conte

Unité 3: Evaluation

3.1: Mener et corriger des tests de fin de séquence en se basant sur le manuel
3.2: Concevoir des activités d'évaluation pour l'ensemble des compétences et connaissances langagières, à tous les niveaux. :Dictée, QCM, QRC (questions à réponses courtes), réponses en détail
3.3:Concevoir des supports et des activités pour évaluer la progression orale et écrite
3.4: Mener des tests de progrès réguliers, incluant un volet oral
3.5: Evaluer des tests de progrès réguliers, incluant un volet oral
3.6: Préparer et mener des activités de révision appropriées
3.7: Identifier, à partir des résultats aux tests et aux activités d'évaluation, les domaines que les apprenants doivent approfondir
3.8: Donner des retours clairs sur les points forts et les points faibles identifiés et établir des priorités pour le travail individu
3.9: Créer un code de correction standardisé pour les productions écrites afin de faire ressortir différents types d'erreurs

Unité-4: MédiaNumérique

2.1: Utilisation d’une variété de logiciels (Windows, Mac)
2.2: Recherche des ressources pédagogiques sur internet
2.3: Téléchargement des ressources à partir d'internet et l’utilisation des ressources à enseigner
2.4: Classification des fichiers dans des dossiers de manière cohérente

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

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

2.7: Coordonner des projets pédagogiques intégrant des médias numériques (utilisation de photos/vidéos, d’internet, des réseaux sociaux, etc.)

2.8: Former les apprenants à l'utilisation efficace des nouvelles technologies (tableaux numériques interactifs, tablettes, smartphones) dans le cadre de l'apprentissage linguistique

**TRAVAUX PRATIQUES/ACTIVITES PRATIQUES**

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

2. Techniques de travail en grand / petit groupe

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

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

5. Comment exploiter efficacement le manuel pour enseigner le français

6. Comment enseigner la grammaire utilisant les méthodes innovantes

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

8. Comment utiliser les équipements numériques pour enseigner le français

**REFERENCES**

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


3. M. Bistos – “Comment peut-on enseigner les formes de la conjugaison ?”, Les Langues Modernes
4. François Bresson – “Acquisition et apprentissage des langues vivantes”, Langue Française
5. Henri Besse – “Les exercices de conceptualisation ou la réflexion grammaticale au niveau 2”, Voix et Images du CREDIF
6. J. Dubois – Grammaire structurale du français
13. T. Todorov – Littérature et signification
15. Website: digitalunite.com
Objectives:

After completion of the course student teachers will:

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

Unit-1: Introduction to Research (12 Hours)

1.1 Research and Educational Research: Definition and Importance
1.2 Types of research – Fundamental /Basic research, Applied and Action Research- Meaning and its importance and differences.
1.3 Action Research – definition, importance, limitations.
1.4 Steps of action Research-Identification of the problem, pinpointing the problem, analysis of the problem in terms of probable causes, objectives of Action research, formulation of Hypothesis, Design of Action plan(pre-test, treatment, post-test), Implementation of Action Plan, analysis and Interpretation of data, drawing conclusion, report writing.

Unit-2: Collection and analysis of data: (14 Hours)

2.1 Tools for collection of data-Achievement test, diagnostic test, questionnaire, observation schedule and interviews-meaning and their importance in Action Research.
2.2 Measures of central tendency-computation and interpretation of mean for grouped and ungrouped data.
2.3 Graphical representation of the data: Bar graph, Frequency polygon-meaning, construction and uses.
2.4 Formatting of proposal and report-meaning of proposal and report and its importance. Format-preface, acknowledgment, index, tables, graphs, bibliography and appendix.
Practical Activities:

Carry out the following practical activities and submit a report.

1. Prepare Action Research proposal for any one of the problem selecting from the following fields
   a) Classroom problems
   b) Teaching strategies
   c) Children with special needs.

2. Prepare any one of the following tool to conduct action research
   a) Rating scale
   b) Questionnaire or Checklist

Reference Books:

2. John W. Best : Research in Education
3. Lokesh Kaul: Research Methodology
4. Lulla B.P : Essential of Educational Research
5. Sukhria S. P: Essentials of Educational Research
6. Tharayani : Action Research
7. Usha Rao: Action research
8. Usha Rao: Conducting Educational Research
9. ಸುಖ್ರೀಯ ಎಸ್‌ಟ್ರೆನ್ಸ್‌ ಐಲೆನ್ಸ್ ಎಡುಕೇಶನಲ್ ರೇಷ್ಮ್ಯೂಲೆ, ಸುಖ್ರೀಯ -  ಡಿಸ್ಕ್‌ವೆಜ್‌ ಆಫ್‌ ಇಂಡಿಯನ್‌ ಎಡುಕೇಶನಲ್ ರೇಸ್ ಕುಲ್ಡ್‌ ಸ್ಪೆರ್ ಗ್ರೇಟ್‌
BANGALORE UNIVERSITY
B.Ed. Two Year Course-Semester Scheme
IV semester
Subject: HC 10- Education and National Concerns

Paper code: HC10
Total Hrs. : 52 Hrs
Total Marks: 100

Objectives : The student teachers are able to

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

Unit 1: Universalization of Secondary Education(USE) 12 Hour

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

Unit 2: Human Rights Education 14 Hours

2.11. Historical backdrop of Universal Declaration of Human Rights.
2.13. Rights & provision of women & children- violation & measures to protect.
2.15. Human Rights Education-meaning and objectives.
2.16. Promotion of Human Rights culture and values among children - scholastic and co-scholastic programmes.
Unit 3- Contemporary National Concerns and Education 14 Hours

3.2 Population Education-meaning and objectives, measures to achieve stability in population growth.
3.3 Environmental Education- meaning and objectives. Environmental pollution-types, causes, consequences and measures.
3.5 Multi-culture Education- meaning, importance and strategies.

Unit 4 Life skills & Adolescence Education 10 Hours

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

Topics for Seminar:
2. Literacy programmes and Non- Formal Education in India- status and programmes.
3. Role of school and community in promoting environmental concern & values among students.
5. Critical analysis of the human rights policies and programmes in India.
6. Life skills education for personality development.
8. Disaster Management in India – status, hazards, policies-procedure and implementation strategies.

Reference Books.

13. NCERT., Adolescence Education. NCERT New Delhi.
15. Sharma R C., Environmental Education.
17. Suryanath Prasad., Peace Education in a new Mellnium
18. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
20. शर्मा र.स., स्वभाविक जीवनसाधनों को प्रेरणा. वैयक्तिक ओषधि, वैयक्तिक जीवनसाधनों।
21. शर्मा र.स., शर्मा विश्वविद्यालय, शार्मा र.स., वैयक्तिक जीवनसाधनों।
34. NCERT., Adolescence Education Programme, Training and resource materials. NCERT, New Delhi – 2012.
35. NCERT., Adolescence Education. NCERT New Delhi.
36. NCERT., Training and Resource materials on Adolescence Education programme. NCERT, New Delhi – 2013
37. Sharma R C., Environmental Education.
38. Sharma R C., Population Education.
39. Suryanath Prasad., Peace Education in a new Millennium
40. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
42. शर्मा रामचandra., अंतरराष्ट्रीय विविधता शिक्षण. पुस्तक प्रकाशन, नई दिल्ली – 2005.
43. शर्मा रामचandra., अंतरराष्ट्रीय विविधता शिक्षण. पुस्तक प्रकाशन – 2010.
44. आंदोलन आंदोलन., आंदोलन विश्वविद्यालय. भारतीय, भारत, और दुनिया, आंदोलन आंदोलन, भारतीय. 
BANGALORE UNIVERSITY

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

SEMESTER SCHEME

SEMESTER: IV

CREATING AN INCLUSIVE SCHOOL

Paper Code: HC-11 Credits: 4
Total No. of Hours: 52 Total Marks: 100

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

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

Unit I: Introduction to Inclusive Education (12 Hours)

1. Concept and importance of inclusive education-its merits and imitations.
3. School Education of the Disadvantaged Groups and Girl’s education
4. Provisions for Inclusive Education as per RTE
Unit II: Special Educational Needs (SEN) of Learners in Inclusive School  
(14 Hours)

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

Unit III: Adaptations Accommodations and Modifications  (12 Hours)

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

Unit IV: Inclusive Academic Instructions  
(14 Hours)

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

Practicum/Field Work
Conduct the following practical activities and submit a report:

1. Visit any Inclusive school and Report about School Settings
2. A study of barrier free environment
3. Conduct Survey about barriers in social inclusion
4. Develop teaching learning materials for Children With Special Needs (CWSN)
5. Curricular support services for Children With Special Needs (CWSN)
6. Conduct Inclusive Education Programme (IEP)
7. Visit and report the functions of sign language department
8. Conduct awareness programme for public about early intervention/detection
9. Community Based Rehabilitation (CBR) programme for Children With Special Needs (CWSN)
10. Effectiveness of SSA on education for all – in context to Children With Special Needs (CWSN)

Reference Books:


BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE - CHOICE BASED CREDIT SYSTEM (CBCS)
SEMMESTER SCHEME
SEMESTER: IV
KNOWLEDGE AND CURRICULUM

Paper Code: HC 12  Credits: 4
Total No. of Hours: 52  Total Marks: 100

Objectives:

After completion of the course, student-teachers will:

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

Unit I: Knowledge Generation  (13 Hours)

1.1 Meaning of education, Distinction between knowledge and skill, Knowledge and information, belief and truth. Logical based knowledge, sources of knowledge and types of knowledge.
1.2 Society and Knowledge – Society as an agent in generating and disseminating knowledge.
1.3 Education in relation to modern values, equity, equality, individual opportunity, social justice and dignity with reference to samskar (Rodiguer 2002). Education as a tool of modernization and democratic citizenship.
1.4 Knowledge commission: National and state- recommendations for knowledge society.
Unit II Curriculum and society (13 Hours)

2.1 Curriculum – meaning, characteristics and types. Learner centred, community centred, environmental centred and humanistic curriculum.

2.2 Knowledge management and curriculum construction in school education.

2.3 Social re-constructivist curriculum – meaning, characteristics and role of teacher

Unit III. Determinants of curriculum (13 Hours)

3.1 Epistemological basis of curriculum: concept-and forms of knowledge, structure of a discipline, characteristics and levels of understanding.

3.2 Sociological basis - societal needs and aspirations, culture and values, social change, knowledge explosion, National concerns and goals.

3.3 Cultural context of students: - multi-cultural, multi-lingual aspects and critical issues: Environmental concerns, gender differences, value concerns and issues, social sensitivity. Political, Geographical, technological and economic diversity and necessity.

Unit-IV: Features of Curriculum framework (13 Hours)

4.1 Curriculum framework: -meaning, need and importance; understand the relationship between curriculum, syllabus, and text book.


4.3. Analyse the school education curriculum centre and state with respect to their priorities, concerns to National goals.

Practical Activity: (any one)

Conduct the following activity and submit a report.
1. Organize skit on educational thought of Swami Vivekananda/Mahatma Gandhi/Rabindranath Tagore.

2. Collect 5 Folk songs and find out contemporary values integrated in it.

3. Organize a debate competition on Social issues.

4. Organize a quiz program on Indian cultural heritage, National movement, constitutional values.

5. Organize cleanliness campaign.

6. Organize environment awareness programme in the community and submit a report.

7. Select a unit from a text book of 8th, 9th & 10th std., and find out the contemporary values integrated in it.

8. Organise a cultural activity to depict multicultural aspect and submit a report.

9. Conduct a survey on gender issue and submit a report.
10. Analyze the curriculum of secondary school (8th, 9th & 10th std) any one and identify the topic which have concerned to national goals.

Reference Books:

7. Shulman L. S, those who understand: knowledge growth in teaching, 1986. educational researcher, 4-14
Objectives: After completion of the course student teachers will:

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

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

1.2 – Types of Guidance: Educational, vocational, personal guidance-their meaning, objectives, need and importance.
1.3 – Principles and organization of Guidance Services in educational institutions
1.4 – Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center their importance and organization.

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

2.3 – Role and qualities of a counselor. Professional code of ethics in Counseling
2.4- Counseling Skills –Attending behaviors, Building rapport Closed and open ended questioning, Active listening ,Para Phrasing , Summarizing.
2.5 – Common Behavioral problem of Adolescents – Addictions, Aggression, Anxiety and Truancy, ADHD-causes and remedies
Unit 3

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

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

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

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

Unit 4:

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

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

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

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

PRACTICAL ACTIVITY:

1. Conduct a case study and submit a report (already there but modified little)

2. Conduct a counselling session for any two cases and prepare a cumulative record

3. Establish a guidance and counselling service Centre

4. Visit to a professional counselling center and write a report

5. Organize any one of the following activity and write a report
   - Career talk, Career Exhibition, Class talk

6. Administer any one of the following Psychological tests on 5 Secondary school children.
   - Intelligence test, Aptitude test, Personality test

7. Visit any educational institution and write a report on its counselling Centre’s nature, organization and services being provided to its stake holders.

8. Job analysis of a counsellor
9. Preparation of scrap book for a career counselling

10. Find out the problems faced by secondary school students by interacting with secondary school teachers and submit a report on it.

**Reference Books:**


5. Gibson, R.L & Mitchell, M.H, Introduction to Counselling and Guidance, New Delhi, 2003


Objectives: After completion of the course student teachers will:

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

UNIT-1 - Introduction to Values (12 Hours)

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

UNIT-II– Significance of Value Education (12 Hours)

2.1 Meaning, Importance and objectives of value education.
2.2 Sources of Value Education: autobiography and biography of great people, parables, vedas, bhagavadgita, shlokas, poems, newspaper clippings, episodes from real life, documents literature, socio-cultural practices, constitution and religion
2.3 Theoretical models related to Value Development – Piaget’s theory of moral development and Kohlberg’s stages
2.4 Role of Social Agencies in Value Education; - Family, Religion, Educational Institutions, Communities, Mass Media (Print and Electronic), Information and Communication and Technology (Computer and Internet).
2.5 Role of Teachers in Value Education.

UNIT-III Value Crisis: (10 Hours)

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

UNIT-IV Approaches and Assessment of Value Education (18 Hours)

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

Practical Activities: (any one)

Carry out the following practical activities and submit a report.

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

1. Education for values in schools- A Framework. NCERT, NEWDELHI.
7. Shanthinath Gupta, The Indian Concept of Values.
11. Vatsyayan, Made Easy Ethics, Meerut, Kedarnath Ramnath.
13. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£ .
14. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
15. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
16. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
17. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
18. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
19. PÁ£ÁÈÁ£Á£, KÁ£Á£Á£Á£.
BANGALORE UNIVERSITY
TWO YEAR B.Ed DEGREE-CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME
SEMESTER: IV
EDUCATION FOR PEACE

Paper Code: OC-3
Credit: 4
Total No. of Hours: 52
Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Unit 1: Nature and Concept of Peace Education (14 Hours)

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

Unit 2: Methods and Approaches of Peace Education (12 Hours)

2.1 Methods and approaches for imparting peace education in schools.

2.2 Peace Education through yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes

2.3 Programs of peace education initiative at various levels of education. Formal, Informal, School Education, Higher Education.
UNIT 3: Philosophy in Peace Education: (12 Hours)

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

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

4.1 Principles and purposes of peace movement

4.2 Human rights movement: Functions of human rights movement

4.3 Preservation of Ecology: Environmental movements in India

4.4 Population control: Population policy, birth control movement

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

Practical Activity: (any one):

Carry out the following practical activities and submit a report.

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

Reference Books:


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