

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY**



**VINAYAKANAGAR, BELLARY-583 105**

**REGULATIONS & SYLLABUS FOR  
BACHELOR OF EDUCATION  
B.ED. COURSE  
(SEMESTER SCHEME)  
I AND II SEMESTER**

**WITH EFFECT FROM  
2013-2014 AND ONWARDS**



# Vijayanagra Sri Krishna Devaraya University, Bellary.

## B.Ed DEGREE SEMESTER SCHEME REGULATIONS.

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### 1.0. ELIGIBILITY :

1.1. Only those candidates who have obtained 50% (45% in the case of SC/ST and Category-I and Physically handicapped) of the aggregate of all the subjects he/she studied for three years degree examination or the final year examination or the equivalent examination shall be eligible for admission to the B.Ed Course. If any of the seats reserved for candidates belonging to the scheduled castes, scheduled tribes and other categories are not filled due to non-availability of eligible candidates, there would be corresponding increase in the unreserved quota. The reservation of the seats for admission to the B.Ed course in respect of the candidates, belonging to scheduled castes, scheduled tribes and other categories shall be according to the circulars issued by the Government of Karnataka from time to time.

1.2. In respect admission to Bachelor of Education course he/she obtained in any UG/PG degree in with at least any ONE of the following languages :

a) (i) Kannada (ii) English (iii) Hindi (iv) Urdu (v) Marathi (vi) Sanskrit and

b) Any two of the following Electives :

i) History (ii) Political science (ii) Sociology (v) Geography (v) Economics (vi) Philosophy (vii) Psychology (viii) Physics (ix) Chemistry (x) Botany (xi) Zoology (xii) Geology (xiii) Mathematics (xiv) English (xv) Kannada (xvi) Hindi (xvii) Urdu (xviii) Marathi (xix) Sanskrit (xx) Microbiology.

Provided that the minimum marks excluding the internal marks and the marks obtained in class examination for the purpose of qualification specified above shall be

i. 45% of marks in aggregate of their degree in respect of candidate belonging to SC/ST, Physically Challenged and Category -I candidates.

- ii. 50% marks in the aggregate of their degree in respect of other candidates
- iii. If the candidate does not obtain minimum percentage in respect to item (i.) and item (ii), he/she should obtain 50 % in their respective PG degree.

1.3. No person shall be eligible to apply for the admission to the B.Ed. course in any college unless :

- a) He is a citizen of India.
- b) He had studied in one or more government or government recognized educational institutions in the State of Karnataka for minimum period of seven academic years at any time prior to date of inviting applications and should be Karnataka candidate for Government seats. It means a student who has studied for at least seven full academic years in recognized institutions in Karnataka from first standards.

#### **1.0. ALLOCATION OF SEATS :**

- 1.1. College shall admit all the candidates allotted by the Government of Karnataka through Centralised Admission Cell (CAC) or any appropriate agency recognized by the Government of Karnataka.
- 1.2. For filling the other seats, the respective colleges shall select the candidates following eligibility criteria as envisaged in Regulation 1.1 and 1.2.
- 1.3. The college should get the selected candidates, both under government quota and management quota, within the date fixed in the Calendar events of the B.Ed programme by the University for Admission and other purposes.
- 1.4. The total intake of all B.Ed. colleges shall be 100 and or as fixed by NCTE / Government of Karnataka from time to time.
- 1.5. The students ratio in science and Arts disciplines shall be generally 50 : 50. If sufficient numbers of candidates are not available in Science discipline such of seats shall be adjusted from Arts discipline in the ratio of 25:75 and vice-versa.

#### **2.0. DURATION OF THE COURSE :**

- 2.1. The duration of study for B.Ed. (semester system) shall be extended in two semesters over a period of 210 days. The duration of first semester shall be of 17 weeks and second semester shall be of 18 weeks.
- 2.2. The minimum duration for practice teaching shall be of 6 weeks (2+4) which excludes programmes like micro- teaching, unit plan, unit test and resource unit .
- 2.3. The medium of instruction shall be both in English and Kannada, However, candidates shall be permitted to write their answer in the examination in Kannada / English.
- 2.4. A working day shall be of a minimum of six contact hours and fortytwo hours of stay per week in a college.
- 2.5. Student – teachers shall opt English or Kannada medium for teaching practice irrespective of their medium of instruction opted for theory paper in their colleges.

### 3.0. THE COURSE OF STUDY

The B.Ed semester degree course shall consist of the following theory and practicals.

Sl No	Paper Code	Paper Title	Instructional Hours per week	IA	University Exam	Total
<b>SEMESTER-I</b>						
<b>1</b>	<b>Ed1 S1</b>	<b>Philosophical and sociological foundation of education</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>2</b>	<b>Ed2 S1</b>	<b>Fundamentals of educational psychology</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>3</b>	<b>Ed3 S1</b>	<b>Educational technology</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>4</b>	<b>Ed4 S1</b>	<b>Skills and Strategies of teaching</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>5</b>	<b>Ed5 S1</b>	<b>Computer Education</b>	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>6</b>	<b>Ed6/7 MOT-1</b>	<b>Methodology of teaching - 1</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>7</b>	<b>Ed6/7 MOT-2</b>	<b>Methodology of teaching - 2</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>8</b>	<b>Ed-8/9</b>	<b>Practice teaching – 1</b>	<b>5</b>	<b>70</b>	<b>-</b>	<b>70</b>

	<b>PT-1</b>					
<b>9</b>	<b>Ed-8/9 PT-2</b>	<b>Practice teaching – 1</b>	<b>5</b>	<b>70</b>	<b>-</b>	<b>70</b>
					<b>Total</b>	<b>790</b>
<b>SEMESTER-II</b>						
<b>1</b>	<b>Ed1 S2</b>	<b>Contemporary Education</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>2</b>	<b>Ed2 S2</b>	<b>Psychology of learner and personality</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>3</b>	<b>Ed3 S2</b>	<b>Educational administration and management</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>4</b>	<b>Ed4 S2</b>	<b>Curriculum and Evaluation</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>5</b>	<b>Ed5-Opt</b>	<b>Any one of the subjects mentioned below:</b> <ol style="list-style-type: none"> <li><b>1. Educational and vocational guidance.</b></li> <li><b>2. Action Research.</b></li> <li><b>3. Environmental Education.</b></li> <li><b>4. Population Education.</b></li> <li><b>5. Value Education.</b></li> <li><b>6. Health and Physical Education.</b></li> <li><b>7. Special Education.</b></li> </ol>	<b>2</b>	<b>10</b>	<b>40</b>	<b>50</b>
<b>6</b>	<b>Ed6/7 MOT-1</b>	<b>Methodology of teaching - 1</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>7</b>	<b>Ed6/7 MOT-2</b>	<b>Methodology of teaching - 2</b>	<b>4</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>8</b>	<b>Ed-8/9 PT-1</b>	<b>Practice teaching – 1</b>	<b>5</b>	<b>130</b>	<b>-</b>	<b>130</b>
<b>9</b>	<b>Ed-8/9 PT-2</b>	<b>Practice teaching – 1</b>	<b>5</b>	<b>130</b>	<b>-</b>	<b>130</b>
<b>10</b>	<b>S2 Ed-10/11 MOT-1</b>	<b>Methodology of teaching - 1</b>	<b>-</b>	<b>-</b>	<b>50</b>	<b>50</b>
<b>11</b>	<b>S2 Ed-10/11 MOT-2</b>	<b>Methodology of teaching - 2</b>	<b>-</b>	<b>-</b>	<b>50</b>	<b>50</b>
					<b>Total</b>	<b>1010</b>

#### **4.0. METHODS OF TEACHING :**

- 4.1. The following methods of teaching school subjects can be provided in the college.  
(i) Kannada (ii) English (iii) Hindi (iv) Urdu (v) History and Civics (vi) Geography and Economics (vii) Physics (viii) Chemistry (ix) Mathematics (x) Biological Science.
- 4.2. Each student-teacher shall take two methods of teaching school subjects.
- 4.3. Arts graduate shall not be permitted to take science subjects or mathematics under methods of teaching and vice-versa.
- 4.4. Each college shall offer in the first semester there shall be 7 papers (4 Core papers + 2 MOTs + 1 computer education) related to Practice teaching and community oriented activities. In the second semester there shall be 7 papers (4 Core papers + 2 MOTs + 1 optional paper) related to Practice teaching and field activities / field visits. Each paper shall carry 100 marks except the paper computer education and optional paper carries 50 marks (vide Annexure – I).
- 4.5. Every College shall offer at least three optional papers in the second semester.

#### **5.0. ATTENDANCE :**

- 5.1. A student-teacher must have 80% of attendance in each semester in all theory papers and practicals. Attendance shortage to the extent of 5% can be condoned by the University on the recommendation of the Principal of college.
- 5.2. Student trainees who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may keep fresh terms by enrolling themselves in the respective semester following the rules of the University.
- 5.3. Submission of assignments, appearing for class test and participation in the activities conducted by the college in respect of core papers, method of teaching papers, participation in educational tour, citizenship camp and SUPW, CCA, PE / G activities are compulsory. Those who failed to do so are not eligible for appearing first and second semester examinations.

#### **6.0. PRACTISE TEACHING :**

- 6.1. Every student-teacher shall execute 16 lessons in each method (12 (4+8) macro and 4 micro lessons). For micro lessons, micro teaching cycle is to be followed.
- 6.2. All the lesson plans are to be guided and approved by concerned method masters.
- 6.3. Practice teaching shall be in block or spread over or block cum spread over, type depending on the convenience of the college.
- 6.4. Assessment teaching practice I and II shall be based on quality of lesson plans written and student-teacher performance in 12 practice lessons in each subject and related teaching and Instructional materials used during lesson in actual classrooms and micro teaching.

The activities and the allotment of marks for intership in teaching in each method of teaching school subjects (Ed8 & Ed9)

Sl No	Particulars	SEM1		SEM2	
		Quantity	Marks	Quantity	Marks
1	Micro teaching under simulated condition	04	20	-	-
2	Lesson planning	04	12	08	24
3	Execution of lesson	04	28	08	56
4	Unit plan & Unit test	-	-	1	20
5	Resource unit/innovative lesson / (models of teaching or integrating technology in teaching) Working models	-	-	1	20
6	Observation records	Minimum 15 lesson in their concerned method	05	30 lessons in their concerned method	05
7	Special Instructional materials	1	05	1	05

	(related to the lesson taught during practice teaching)				
Total					130

## 7.0. INTERNAL ASSESSMENT :

- 7.1. In case of the theory papers excepting the computer education and optional papers the internal assessment shall be for 20 marks, assessed through a test of 10 marks and one assignment for 10 marks (Fundamentals of Educational Psychology, Psychology of learner and personality 5 marks assignment and 5 marks for journal. For computer education 5 marks for test and 5 marks for journal. For optional papers 5 marks for test and 5 marks for assignment).

The details of the tests and assignment for the theory papers are as follows :

Code No	No. of tests	Marks	No. of assignments	Marks	Total Marks
<b>SEMESTER-I</b>					
Ed1S1	1	10	1	10	20
Ed2S1	1	10	1+Journal	5+5	20
Ed3S1	1	10	1	10	20
Ed4S1	1	10	1	10	20
Ed5S1	1	5	Journal	5	10
Ed6 MOT-1	1	10	1	10	20
Ed6 MOT-1	1	10	1	10	20
Total					130
<b>SEMESTER-II</b>					
Ed1S1	1	10	1	10	20
Ed2S1	1	10	1+Journal	5+5	20
Ed3S1	1	10	1	10	20



Ed4S1	1	10	1	10	20
Ed5-Opt	1	5	1	5	10
Ed6 MOT-1	1	10	1	10	20
Ed6 MOT-1	1	10	1	10	20
Total					130

Consolidated total marks of both first and second semester

Sl No.	Particulars	Semester-I			Semester-II			Total marks (C+F)
		Papers (A)	Marks (B)	Total (C)	Papers (D)	Marks (E)	Total (F)	
1	Theory General	04 *01	80 40	320 40	04 **01	80 40	320 40	720
2	Theory MOT	02	80	160	02	80	160	320
3	I.A General paper	06 *01	20 10	120 10	06 **01	20 10	120 10	260
4	I.A for MOT	02	70	140	02	130	260	400
5	Practical	-	-	-	02	50	100	100
Total (Sem-I)				790	(Sem-II)		1010	
GRAND TOTAL								1800

### 8.0. DECLARATION OF RESULTS :

- 8.1. A student-teacher should obtain minimum of 50% of the marks in the aggregate of all the Core and Optional subjects in the I and II semester examination separately to pass the examination.
- 8.2. For the purpose of declaring Ranks and Classes the aggregate of the marks in both semesters shall be taken into account. However, Ranks shall not be declared in the case the candidate has not successful completed each of his first attempt.
- 8.3. Successful candidates who secure the minimum marks stipulated above in all papers in one attempt in both the semester will be classified as follows :

- 8.3.1. First class with Distinction : 70 percent and above in both theory and practicum separately as well as in aggregates.
- 8.3.2. First class 60 percent and above, but below 70 percent in both theory and practicum aggregate.
- 8.3.3. Second class : 50 percent and above, but below 60 percent in aggregate in both theory and practicum.
- 8.4. A candidate failed in the first semester may be allowed in the second semester to write the first semester failed papers together with second semester examination. But such of the repeaters do not have the benefit of declaring the result in class though the total aggregate marks are equal or more than the marks fixed for first class.
- 8.5. A candidate who fails in the first and / or second semester examination has to clear in three subsequent attempts to have to passing certificate in B.Ed. semester course provide he / she has secured minimum 50% of marks in aggregate of core and optional subject.
- 8.6. A candidate has to submit records in each activity under practiced part failing which he / she will be declared failed in the examination. However, such of the failed candidates can taken another attempt and submit the records to the college, which is final. Principal of the concerned college has to certify and consolidate marks on the basis of improved performance in consultation with the teacher concerned and forwarded the statement of marks to the coordination Board and inturn after the verification with certification submit it to the Register (Evaluation) of the University for declaration of the result.
- 8.7. A candidate who passes theory part or practiced part in both the semester shall be declared to have passed in that par only. A candidate passing in both parts is deemed to have passed the course or deemed to have obtained First class subject to the stipulations aid down in regulation 9.1 and 9.2.
- 8.8. A candidate failing to obtain the prescribed minimum in any subjects or part as stipulated in the scheme of examination 9.1 may be permitted to repeat the examination in that particular subject only. However, internal assessment marks obtained under theory part and practiced part shall be final once for all. The

candidate has to secure a minimum of 25 marks in each optional to pass in the practical examination.

- 8.9. Only candidates completing the first and second semester course in first attempt shall have the benefit of having First class and / or Rank declared in his / her case and / or distinction if he / she is eligible for the same as per the stipulation laid down under these regulations.

**9.0. CO-ORDINATING BOARD FOR B.ED. SEMESTER COURSE :**

- 9.1. The board shall consists of :

1. Dean/Chairman of the faculty of education as Chairman of the board.
2. One principal from the permanent affiliated colleges by rotation.
3. The Principal of the B.Ed. colleges which the board is visiting.
4. One lecturer of affiliated B.Ed. colleges of the university based on the seniority by rotation.
5. A principal of a permanently affiliated B.Ed. college of another university of the state.
6. In the event of members appointed under (2) and (4) failing to attend the Board, the Chairman may be authorized to Co-Opt a senior member from the permanently affiliated / constituent college.
7. In the event of the number of college of Education increasing beyond 20, a second co-ordination board shall be constituted with the Dean/Chairman of the faculty of education, Vijanagara Srikrishna Devaraya University. Further the board consists of new members from (2), (5) and (6) categories.

- 9.2. The co-ordination Board shall visit at the end of each semester and scrutinize Internal Assessment done by the concerned college. The board shall have powers to go through any records or test answer scripts pertaining to internal assessment and after scrutinizing the same, it shall have the power to modify the internal assessment marks in case where fair assessment is lacking. The college shall make available all records of internal assessment and all particulars of the assignments and their valuation to the board for review. The board shall conduct

interviews with 10% of students selected at random in the college to obtain authentic information about their internals.

- 9.3. The range of marks for each college of education in respect of internal assessment for the college as a whole should be between 65% to 90% and the college mean should be between 70% to 80%. The co-ordination Board shall review the assignments submitted by the students and their assessment pattern and would examine whether the range of marks of a college of education is between 65% to 90% and the mean score of the college is between 70% to 80% as stipulated and with standard deviation of the distribution between 5.5% to 6%.
- 9.4. The quorum for the co-ordination board shall be 50% members including the chairman. The decisions of the board shall be final on all college of Education and are binding.
- 9.5. The principal of the college of Education shall send the consolidated marks list within the stipulated period of time after incorporating the modifications of marks suggested by the Board to the Chairman of the Board. The Board shall meet again to securitize the list and the chairman of the co-ordination board forwarded the same to the Register (Evaluation), Vijanagara Srikrishna Devaraya University.
- 9.6. All college of education shall follow the same pattern of internal assessment procedure as decided by the co-ordination board.

#### **10.0. CONDUCT OF PRACTICAL EXAMINATIONS :**

- 10.1. The University shall conduct practical examination with the help of practical examination board prepared and approved by the chairman, board of examiners in consultation with the Chairman Board of Studies in Education.
- 10.2. Each practical examination board consists of 2 examiners one internal in variably a teacher evaluator of that college and one external in variably an Head Master or an Asst. master of the local practicing school of that particular college.

- 10.3. A method master with minimum 3 years of teaching experience at B.Ed. level and H.M. with 5 years an Asst. Master with 10 years of teaching experience is eligible to be an examiner for practical examination.
- 10.4. Marks awarded to the students shall be average of the marks awarded by internal and external examiner.

#### **11.0. COMMUNITY ORIENTED AND CO-CURRICULAR ACTIVITIES :**

In addition to the practice teaching components, each student teacher shall participate / undertake the following activities (Ed10) and submit a report in respect of each item.

1. Socially Useful Productive Work (SUPW) : The student-teacher should prepare the items and submit to the college with its report.
2. Co-curricular Activities (CCA)
3. Physical Education/Games (PE/G)
4. Citizenship Training Camp (CTC): The CTC should aim at fostering qualities like collective work, co-operative living, fellow feeling, like-minded towards rural culture etc., among student teachers. Each student – teacher has to compulsorily participate in a three full days citizenship camp exclusively conducted at a rural place by the college during first or the second semester. The college shall arrange to have such activities in CTC that foster the above orientations.
5. Educational Tour : It is resolved to have minimum three days educational tour is compulsory and the report should be submitted to the college.

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

- A – Excellent
- B – Good
- C – Average
- D – Fair
- E – Poor



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-I**

**S1.ED I: Philosophical and Sociological Foundations of Education**

**(Total No. of Periods of one hour duration = 44 Hrs)**

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**OBJECTIVES OF THE COURSE:**

ON COMPLETION OF THIS COURSE THE STUDENT TEACHER  
UNDERSTAND-----

- 1) The meaning process and aims of education.
- 2) The meaning of philosophy and its relationship with education.
- 3) The meaning and salient features of various schools of philosophy.
- 4) The educational contributions of thinkers.
- 5) The meaning of sociology and its relationship with education.
- 6) The factors influencing social change.
- 7) The meaning and factors influence on cultural change.
- 8) The role of education in transmission and refinement of culture change.
- 9) The agencies of education.
- 10) The concept of freedom and discipline.

## **CONTENT:**

### **Unit 1: Meaning of Education**

**(6 Hours)**

- 1.1 Meaning and Definitions of education.
- 1.2 Education as a process and product. As growth and development, as self realization and initiation.
- 1.3 Aims of education : a. Individual aims b. Social aims

### **Unit 2: Philosophy and Education**

**(18 Hours)**

- 2.1 Concept and characteristics of Philosophy, Concept of Philosophy Education.  
Relationship between Philosophy and education.
- 2.2 Schools of Philosophy: Idealism, Naturalism, Pragmatism, (philosophy, meaning, Principles, aims, curriculum, methods).
- 2.3 Educational thoughts of Indian and Western thinkers.  
a) Mahatma Ghandiji    b) Rabindranatha Tagore  
c) Swamy Vivekanand    d) J. Krishnamurthy  
e) Johan Dewey            f) J. J. Rousseau  
(Each one of the above is to be discussed with special reference to their philosophy, Principles, aims, curriculum, methods and teacher, discipline).

**Unit 3 : Educational and Social Processes****(11 Hours)**

- 3.1 Meaning of sociology, sociology of education, education as process of Socialization, need and importance of sociology of education.
- 3.2 Social change- meaning, factors influencing social change. Role of Education in social change.
- 3.3 Social stratification and social mobility.
- 3.4 Culture- cultural change and cultural lag, factors influencing cultural change, role of education in transmission and refinement of cultural change.

**Unit - : Agencies of Education****(9 Hours)**

- 4.1 Formal, informal, and Non-formal agencies of education.
- 4.2 Interdependence of school and community, strategies and functions of school and community.
- 4.3 Concepts of freedom and discipline.

**Reference books:**

- 1. Philosophy of Education- A.S.Seetharamu, Ashish Publishing House, New Delhi.
- 2. Yadav & Yadav , Education in Emerging Indian Society. Tandon Publication. 1986.
- 3. Sociology of Indian Society. – C.N.Shankar Rao, S.Chanda and Co., Ltd., New Delhi.
- 4. Theory and Principles of Education – J C Agarwal, Vikas Publication House (p) Ltd.
- 5. Ancient Indian Education – B.C. Rai. R.Lall Book Depot., Merut.
- 6. Philosophical and Sociological Foundation of Education – NR Swaroop Saxena, Merut.
- 7. Education in Emerging India –B.Veeraiah





8. V.R.Taneja, Educational taught and practice, Sterling publishers, New Delhi.
9. Philosophical Heritage of Indian and Education, -H M Shailaja, Rajiv P Gunadli.  
Vidyanidhi Prakashana, Gadag.
10. Educational Philosophy, - C.H. Maridevaru. Udayabanu Prakashana, Tumkur.
11. Education in Emerging India – Dr. S.Shivayya, Pooja Prakashana, Davangere.
12. Shahapur.N.P and More V.R (2012) Tatvika Mattu samajik talahadiya Mele Shikshana, Hubil , PPS Publishers

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-I**

**S1.ED 2: Fundamentals of Educational Psychology**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**B.Ed. FIRST SEMESTER**

**Objectives:**

1. Understanding the relevance of Psychology and Educational Psychology in interaction with learners in the class room.
2. Understand the principles of different schools of Psychology.
3. Apply the knowledge of the methods of Educational Psychology to understanding learners behavior.
4. Identify the characteristics of childhood and adolescent stages.
5. Understanding the needs, problems and developmental tasks of adolescents.
6. Acquire and understanding of learning process, principles and theories of learning.
7. Understand the concept and conditions of transfer of learning.
8. Understand the concept of learning and factors affecting the learning.
9. Acquaint with the factors affecting learning.

### **Unit 1 : Understanding Psychology and Educational Psychology**

- 1.1 Psychology meaning and nature.
- 1.2 Schools of Psychology: Introduction of Behaviorism, Humanism and gestaltism.
- 1.3 Educational Psychology: Meaning, nature, scope and importance to teacher.
- 1.4 Methods of understanding the behavior of learners.
  - a) Introspection.
  - b) Observation.
  - c) Experimental.
  - d) Psychoanalysis.
  - e] case study Meaning, Procedure and Implications.

## **Unit 2 : Understanding Growth and Development**

2.1 Growth and development: Meaning, difference, principles, influence of heredity and environment.

2.2 Stages of growth and development:

Characteristics of childhood and adolescence with reference to

a) Physical Cognitive

b) Emotional and Social Development

2.3 Piagets Stages of Cognitive development.

2.4 Needs and problems of adolescents.

2.5 Role of home, school and society in helping adolescents.

## **Unit 3 : Learning and learning theories**

3.1 Learning: Meaning, nature.

3.2 Types of learning (Robert Gagne)

3.3 Learning theories :

i). S – R learning theories.

(a) Trial-errors learning theory of Thorndike.

(b) Classical conditioning theory of Pavlov.

(c) Operant conditioning theory of BF Skinner.

ii) Cognitive field theory:

(a) Insight learning theory of W.G.Kohler.

3.4 Learning curves: Meaning, types, characteristics and implications.

3.5 Transfer of learning; Meaning, types and favosurable conditions

## **Unit 4 : Factors influencing on learning**

4.1 Motivation : Meaning, types devices and educational implications, Maslow's hierarchy of needs

4.2 Interest and Attention : Meaning, Classification, factors affecting on interest and attention.

4.3 Memory : Meaning, types (STM and LTM) process, methods of improving memory, Forgetting.

## **PSYCHOLOGICAL EXPERIMENTS**

- 1] Rote Vs Logical memory
- 2] Learning Curve
- 3] Distraction of Attention

### References

1. Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing New Delhi,
2. DeCecco, John P., (1987) Psychology of learning and Instruction, Prentice
3. Hall, New Delhi,.
4. Eshwar, H.S. and Nataraj P., (1985) Shaikshanika Manovijnana: Bhaga I and II, Institute of Kannada Studies, Union of Mysore, Mysore,.
4. Goleman, Daniel, (1995) Emotional Intelligence. New York: Bantam,.
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# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

## **Bachelor of Education (B.Ed.) Course (Semester Scheme)**

### **SYLLABUS**

#### **Compulsory Paper - Semester-I**

#### **S1.ED 3: Educational Technology**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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#### **Course Objectives :**

**Upon completion of this course student teachers will be able to ,**

1. To enable the student teacher to understand the concept of Educational Technology.
2. To enable the student teacher to develop and understand Blooms Taxonomy and instructional objectives of Educational Technology.
3. To enable the student teacher to understand the concept of system approach and programmed learning.
4. To enable the student teacher to understand the process of Classroom Communication.

#### **Unit 1 : Concept of Educational Technology**

**( 12 Hours)**

- 1.1 Meaning and definition of E.T.
- 1.2 Objectives of Educational Technology.
- 1.3 Nature and scope of Educational Technology.
- 1.4 Process of Educational Technology.
- 1.5 Approaches of Educational Technology.
- 1.6 Importance of Educational Technology.
- 1.7 Relation between Educational Technology and Instructional Technology.
- 1.8 Trends of Educational Technology – CCTV , Teleconference , INSAT , EDUSAT.

#### **Unit 2 : Taxonomy of Educational Objectives**

**( 12 Hours)**

- 2.1 Need of Framing Educational Objectives.
- 2.2 Bases of Educational Objectives.
- 2.3 Classification of Blooms Taxonomy .
- 2.4 NCERT – Objectives – Instructional as well as Specific Objectives.
- 2.5 Instructional Objectives – Concept , criteria , formulating Instructional Objectives.

### **Unit 3 : System Approach**

**( 12 Hours)**

- 3.1 Meaning of System Approach.
- 3.2 Steps of System Approach.
- 3.3 Types and parameters of System Approach.
- 3.4 Development of Programmed Learning.
- 3.5 Meaning and definition of programmed learning.
- 3.6 Importance of programmed learning.
- 3.7 Nature and characteristics of Programmed learning.
- 3.8 Principles of Programmed Learning.

### **Unit 4 : Communication**

**( 9 Hours)**

- 4.1 Meaning of Communication.
- 4.2 Types of Communication.
- 4.3 Barriers of Communication.
- 4.4 Classroom Communication.
- 4.5 Advantages of Communication.

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**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-I**

**S1.ED 4: Skills and Strategies of Teaching**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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

1. Acquire competency in different teaching skills.
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching.
4. Understand the impact of teacher communication on student's personality development.
5. Understand the various features of models of teaching.
6. Know and understand the correlates of teaching effectiveness.
7. Acquaint with classroom interaction analysis category system.

**Unit 1 : Micro-teaching**

**(15**

**Hours)**

- 1.1 Meaning, definitions and importance of micro-teaching.
- 1.2 Micro-teaching cycle.
- 1.3 Elements of micro-teaching - modelling, setting (simulation/real),  
feed-back, integration.
- 1.4 Planning of micro lesson.
- 1.5 Teaching skills –
  - 1.5.1 Introducing a lesson
  - 1.5.2 Explanation
  - 1.5.3 Fluency in questioning
  - 1.5.4 Stimulus variation
  - 1.5.5 Probing questioning



- 1.5.6 Use of Black board
- 1.5.7 Illustrating with examples.
- 1.5.8 Achieving closure.

(the above skills will be discussed with reference to, meaning, components and observation schedule of the above)

## **Unit 2 : Strategies of Teaching**

**(10**

**Hours)**

- 2.1 Teacher centered methods.
  - 2.1.1 Exposition method-meaning, context of use, features of exposition method.
  - 2.1.2 Demonstration method – meaning, planning and uses
- 2.2 Learner Centered methods.
  - 2.2.1 Discussion-meaning, planning, context, Choice of topic (issue-based), Teacher providing background information to students, discussion in the class – Role of the teacher
  - 2.2.2 Types of small group discussion. Brain Storming, Buzz, Panel discussion

## **Unit 3 : Models of Teaching**

**(10 Hours)**

- 3.1 Meaning, distinction between methods and models
- 3.2 General features in terms of objectives, syntax, social system, principles of reaction, support system and effects.
- 3.3 Families of Models of Teaching
- 3.4 Concept attainment, Role models (any one model to be discussed with respect to objectives, syntax, principles of reaction and effects)

## **Unit 4: Teaching Effectiveness**

**(10 Hours)**

- 4.1 Definition, Distinction among teacher competency
- 4.2 Flanders Interaction Analysis Category System

(description of categories, observation procedures, training in observation, concept of direct/indirect behaviour, relationship between teacher behaviour and teaching effectiveness)

#### 4.3 Correlates of teaching effectiveness.

[i] Clarity [ii] Variability [iii] Enthusiasm [iv] Criticism [v] Teacher indirectness [vi] Student opportunity to learn criterion material [vii] Use of structuring comments [viii] Multiple levels of cognitive discourse

**Note : These topics are to be related to similar topics in the different methods of teaching.**

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# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

## **Bachelor of Education (B.Ed.) Course (Semester Scheme)**

### **SYLLABUS**

#### **Compulsory Paper - Semester-I**

#### **S1.ED 5: Computer Education**

**(Total No. of Periods of one hour duration = 25 Hrs)**

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#### **Objectives:**

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

1. Explain meaning, components, functions of computer, computer system.
2. Operating system.
3. Develop skills in handling computer and using Word, Excel and PowerPoint.
4. Become aware of on – line service of computer.
5. Understand the use of computers through school curriculum.
6. Acquire Knowledge of recent and future trends in using a computer in classroom.

#### **Unit 1 : Fundamentals of Computer**

**(5 Hours)**

- 1.1 History and Generations of computer
- 1.2 Meaning, definition and characteristics of computer.
- 1.3 Basics functions of computer Input – Process – Output concepts (with Block diagram).
- 1.4 Classification of computers
  - 1.4.1 Based on size and capacity (Micro, Mini, Mainframe and Super computer)
  - 1.4.2 Based on working principle (Analog, Digital and Hybrid).

#### **Unit 2 : Computer Organisation**

**(5 Hours)**

- 2.1 Input devices – keyboard, Mouse, Scanner, Digital camera, Mike, Digital Board.
- 2.2 CPU and Memory devices
  - 2.2.1 Primary memory devices – RAM, ROM, PROM, and EEPROM.
  - 2.2.2 Secondary memory devices – Hard disc, CD-Rom, DVD, Optical Disc, and Pen drive.

- 2.3 Output devices – Monitor, Printer, Plotter, Speaker.
- 2.4 Operating System, Programming languages, types of languages-LLL & HLL.
- 2.5 Computer software – Operating system and Application software.
- 2.6 Computer virus and its prevention.

### **Unit 3 : Application Programmes (Microsoft Windows)**

**(10 Hours)**

- 3.1 Introduction to MS – Windows.
- 3.2 MS Word.
  - 3.2.1 Parts of MS – word
  - 3.2.2 Starting MS – Word – opening a new document
  - 3.2.3 Formatting the document.
  - 3.2.4 Editing the document.
  - 3.2.5 Inserting, Tabs and Working with the drawing tools.
  - 3.2.6 Page setting, Printing and mail merge.
  - 3.2.7 Educational based applications – Preparation of lesson plans using MS-Word.
- 3.3. MS Excel
  - 3.3.1 Working with worksheet
  - 3.3.2 Preparation of school time-table, marks card, salary bill etc.,
- 3.4 MS – Power Point
  - 3.4.1 Preparation of slides by using all the features.
  - 3.4.2 Educational based applications and use of power point.

### **Unit 4 : e-Education**

**(5 Hours)**

- 4.1 Introduction to ICT - meaning, need and importance.
- 4.2 Introduction to Multimedia and internet
  - 4.2.1 Meaning and uses of multimedia and internet
  - 4.2.2 Equipment needed Web browsing, surfing, email and its usage.
- 4.3 CAL
- 4.4 Applications of computers in different walks of life
  - 4.4.1 Recent/Future trends in using computers in education – Online instruction, Smart board/digital class, mobile learning and e-tutor.



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## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY

### Bachelor of Education (B.Ed.,) Course (Semester Scheme)

#### SYLLABUS Semester-I

#### S1 ED VI/VII: Methods Of Teaching Kannada

(Total No. of Periods of one hour duration = 40 Hrs)

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#### ಬೋಧನಾ ಉದ್ದೇಶಗಳು ;

- 1) ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಆಸಕ್ತಿ ಹಾಗೂ ಆಭಿರುಚಿಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವುದು.
- 2) ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಅರಿತು ಕೊಳ್ಳುವುದು.
- 3) ಭಾಷಾಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು.
- 4) ವಿವಿಧ ಪಾಠ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸಲು ಸಮರ್ಥರಾಗುವರು.

- 5) ಭಾಷಾ ಕೌಶಲ್ಯಗಳಾದ ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ, ಬರವಣಿಗೆಯಲ್ಲಿ ಪ್ರಭುತ್ವ ಹೊಂದುವರು.

**ಘಟಕ 1 : ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ವಿಕಾಸ.**

(ಅವಧಿಗಳು 8)

- 1.1 ಭಾಷೆ-ಅರ್ಥ,ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ಸಿದ್ಧಾಂತಗಳು.
- 1.2 ಮಾತೃಭಾಷೆಯ-ಅರ್ಥ,ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಭಾವನಾವಾಹಕವಾಗಿ ಭಾಷೆ, ಸಂಸ್ಕೃತಿ, ಸಂವಹನ ಹಾಗೂ ಸಂಪರ್ಕ ಮಾಧ್ಯಮವಾಗಿ ಭಾಷೆ.
- 1.3 ಕನ್ನಡ ಭಾಷೆಯ ಹಿನ್ನೆಲೆ-ಮಾತೃಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ. ಪ್ರಾದೇಶಿಕಭಾಷೆಯಾಗಿ ಕನ್ನಡ,ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ, ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ ಜಾಗತಿಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ ಮತ್ತು ಮಾತೃಭಾಷಾ ಕಲಿಕೆಯ ಪ್ರಯೋಜನಗಳು.
- 1.4 ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಪ್ರಥಮ,ದ್ವಿತೀಯ,ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದ ಸ್ಥಾನ.
- 1.5 ತ್ರಿಭಾಷಾ ಸೂತ್ರ ಹಾಗೂ ವಿ.ಕೃ ಗೋಕಾಕ್ ವರದಿಯ ಅನುಷ್ಠಾನ.

**ಘಟಕ 2 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳು**

(ಅವಧಿಗಳು 10)

- 2.1 ಗುರಿ -ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ, ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳಿಗಿರುವ ವ್ಯತ್ಯಾಸಗಳು.
- 2.2 ಪ್ರೌಢ ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು
- 2.3 ಭಾಷಾ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣ.

1)ಜ್ಞಾನವಲಯ 2) ಭಾವನಾವಲಯ 3) ಮನೋಜನ್ಯವಲಯ.

- 2.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು.-

ಜ್ಞಾನ,ಅರ್ಥಗ್ರಹಣ ಕೌಶಲ, ಅಭಿವ್ಯಕ್ತಿ,[ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ]

ಪ್ರಶಂಸೆ,ಆಸಕ್ತಿ,ಮನೋಭಾವಗಳಲ್ಲಿ ಬರುವ ಕಲಿಕಾ ವರ್ತನಾ ಪರಿವರ್ತನ ರೂಪಗಳು

- 2.5 ಗದ್ಯಬೋಧನೆ - ಅರ್ಥ, ಸ್ವರೂಪ, ಗದ್ಯ ಪ್ರಕಾರಗಳು ಗದ್ಯಬೋಧನೆ ಉದ್ದೇಶಗಳು.
- 2.6 ಪದ್ಯಬೋಧನೆ - ಅರ್ಥ, ಸ್ವರೂಪ, ಪದ್ಯಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪದ್ಯಬೋಧನಾ ಹಂತಗಳು.

ಮಹಾಕಾವ್ಯ, ಭಾವಗೀತೆ, ಮತ್ತು ಜನಪದಗೀತೆ ಪದ್ಯಬೋಧನಾ ಕ್ರಮಗಳು, - ಖಂಡಪದ್ಧತಿ ಮತ್ತು ಅಖಂಡಪದ್ಧತಿ. ಪದ್ಯಬೋಧನೆಯಲ್ಲಿ-ಪ್ರಶಂಸೆ. ಗಮಕ. ಹಾಡುಗಾರಿಕೆ. ಭಾವಾರ್ಥ, ಕಂಠಪಾಠ. ಅಂತರಾರ್ಥ ಮತ್ತು ಭಾಷ್ಯ ಅರ್ಥಗಳ ಪ್ರಾಮುಖ್ಯತೆ. ಗದ್ಯ ಪದ್ಯ ಬೋಧನೆಯ ವ್ಯತ್ಯಾಸಗಳು.

2.7. ವ್ಯಾಕರಣ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ವ್ಯಾಕರಣ ಬೋಧನಾಕ್ರಮಗಳು- ಔಪಚಾರಿಕ ವ್ಯಾಕರಣ ಮತ್ತು ಕ್ರಿಯಾಶೀಲ ವ್ಯಾಕರಣ. ವ್ಯಾಕರಣ ಬೋಧನಾವಿಧಾನಗಳು- ಅನುಗಮನ, ನಿಗಮನ, ಸಂಪೂರ್ಣ ಮತ್ತು ಕ್ರೀಡಾವಿಧಾನಗಳು.

### **ಘಟಕ 3 : ಕನ್ನಡ ಭಾಷಾ ಪಾಠಬೋಧನಾ ಯೋಜನೆಗಳು**

(ಅವಧಿಗಳು 8)

3.1. ಅಣುಪಾಠಯೋಜನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಅಣುಬೋಧನಾ ಚಕ್ರ. ಅಣುಪಾಠಯೋಜನೆಗಳ ರಚನೆ ಮತ್ತು ಬೋಧನೆ.

3.2. ಪಾಠಯೋಜನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಪಾಠಯೋಜನೆಯ ಹಂತಗಳು. [ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ, ಪತ್ರಲೇಖನ ಮತ್ತು ಪ್ರಬಂಧ ಪಾಠಯೋಜನೆಯ ಮಾದರಿಗಳು]

3.3. ಘಟಕಯೋಜನೆ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಘಟಕಯೋಜನೆಯ ಹಂತಗಳು, (ಘಟಕಯೋಜನೆಯ ತಯಾರಿಕೆ)

3.4. ಸಂಪನ್ಮೂಲ ಘಟಕ- ಅರ್ಥ,ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಸಂಪನ್ಮೂಲ ಘಟಕದ ಹಂತಗಳು, [ಮಾದರಿ ಸಂಪನ್ಮೂಲ ಘಟಕದ ರೂಪರೇಷೆಗಳು]

3.5. ಅನ್ವೇಷಣ ಪಾಠಯೋಜನೆ- ಅರ್ಥ,ವ್ಯಾಖ್ಯೆಗಳು,ಮಹತ್ವ, ಹಂತಗಳು. [ಅನ್ವೇಷಣ ಪಾಠಯೋಜನೆಯ ತಯಾರಿಕೆ].

3.6. ಸಾಮಾನ್ಯ ಆಧಾರಿತ ಬೋಧನೆ- ಅರ್ಥ, ಮಹತ್ವ, ಹಂತಗಳು, ಯೋಜನೆ.

### **ಘಟಕ 4 : ಭಾಷಾ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆ**

(ಅವಧಿಗಳು 14)

4.1. ಆಲಿಸುವಿಕೆ -ಅರ್ಥ,ಮಹತ್ವ. ಹಾಗೂ ಉದ್ದೇಶಗಳು. ಆಲಿಸುವಿಕೆಯ ವಿಧಗಳು. ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು. ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು, ಆಲಿಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು,



4.2. ಮಾತುಗಾರಿಕೆ- ಅರ್ಥ, ಮಹತ್ವ, ಮತ್ತು ಉದ್ದೇಶಗಳು, ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಗೊಳಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು, ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು.

4.3. ಓದುಗಾರಿಕೆ- ಅರ್ಥ, ಸ್ವರೂಪ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು, ಓದು ಕಲಿಸುವ ಪದ್ಧತಿಗಳು, ಓದುಗಾರಿಕೆಯ ವಿಧಾನಗಳು, ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರೋಪಾಯಗಳು, ಉತ್ತಮ ಓದುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು, ಮೌನ ಓದು ಮತ್ತು ಗಟ್ಟಿ ಓದಿನ ವ್ಯತ್ಯಾಸಗಳು.

4.4. ಬರವಣಿಗೆ- ಅರ್ಥ, ಸ್ವರೂಪ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು, ಸುಂದರ ಕೈ ಬರಹದ ಲಕ್ಷಣಗಳು, ಬರಹ ರೂಢಿಸುವ ವಿಧಾನಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು, ಕೈ ಬರಹದಲ್ಲಿನ ದೋಷಗಳು, (ಅಕ್ಷರ ಸ್ಥಾಪಿತಗಳು) ನಿವಾರಣೋಪಾಯಗಳು, ಉತ್ತಮ ಕೈ ಬರಹವನ್ನು ರೂಢಿಸುವ ವಿಧಾನಗಳು.

**ಸೂಚಿತ ಚಟುವಟಿಕೆಗಳು\ ದತ್ತ ಕಾರ್ಯಗಳು ;**

**ಸೂಚನೆ:** ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು.

- 1) ಪ್ರಸ್ತುತ ಪ್ರೌಢಶಾಲಾ ಭಾಷಾ ಪಠ್ಯವಿಷಯಕ್ಕೆ ಪೂರಕವಾದ ಶಬ್ದಕೋಶದ ರಚನೆ.
- 2) ಕನ್ನಡ ಭಾಷಾ ಆಟಗಳ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ನಿರ್ವಹಣೆ.
- 3) ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಆಲಿಸುವಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳನ್ನು ಕಂಡುಹಿಡಿದು ಪರಿಹಾರ ಸೂಚಿಸುವುದು.
- 4) ಗಾದೆಮಾತುಗಳ ಸಂಗ್ರಹಣೆ ಮತ್ತು ಅರ್ಥ ವಿಶ್ಲೇಷಣೆ, (ಕನಿಷ್ಠ 60 ರಿಂದ 80).
- 5) ಪ್ರಸ್ತುತ ಪ್ರೌಢಶಾಲಾ 8 ಮತ್ತು 9 ನೇ ತರಗತಿಯ ಪಾಠಗಳ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಕಾರ್ಯಚಟುವಟಿಕೆ ಪುಸ್ತಕ ತಯಾರಿ.
- 6) ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕನ್ನಡ ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ ವಿಜೇತರ ಜೀವನ ಮತ್ತು ಸಾಧನೆ ಕುರಿತು ವರದಿ ತಯಾರಿಕೆ.
- 7) ಗ್ರಾಮ್ಯ ಮತ್ತು ಗ್ರಾಂಥಿಕ ಪದಕೋಶ ತಯಾರಿಕೆ (ಕನಿಷ್ಠ 300 ರಿಂದ 500 ವರೆಗೆ).
- 8) ರೇಡಿಯೋ ಅಥವಾ ಟಿ.ವಿ.ಯ ಭಾಷಾ ಕಾರ್ಯಕ್ರಮ ವೀಕ್ಷಿಸಿ ವರದಿ ತಯಾರಿಕೆ/ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳ ವರದಿ ತಯಾರಿಕೆ.
- 9) ಸ್ಥಳೀಯ ಅಥವಾ ಭಾರತೀಯ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಬೇಟಿನೀಡಿ ಅಲ್ಲಿನ ಕಾರ್ಯಚಟುವಟಿಕೆ ಕುರಿತು ವರದಿ

ಸಿದ್ಧಪಡಿಸುವಿಕೆ.

- 10) ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಕಂಡು ಬರುವ ಉಚ್ಚರ ದೋಷಗಳನ್ನು ಕಂಡು ಹಿಡಿದು ಪರಿಹಾರ ಸೂಚಿಸುವುದು.
- 11) ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ, ಹಿಂದೂಸ್ಥಾನಿ, ಪೋರ್ಚುಗಿಸು, ಪಾಲಿ ಮತ್ತು ಲ್ಯಾಟಿನ್, ಭಾಷೆ ಪದಗಳು ಕನ್ನಡದಲ್ಲಿ ಬಳಕೆಯಾಗುತ್ತಿರುವ ಬಗ್ಗೆ ಮತ್ತು ವರ್ಗೀಕರಣ.
- 12) ಗ್ರಾಮೀಣ ಜಾನಪದ ಕಥೆಗಳ ದ್ವನಿ ಮುದ್ರಿತ ಹಾಗೂ ಲಿಖಿತ ಮಾಹಿತಿಗಳ ಸಂಗ್ರಹ.
- 13) ಶಾಸ್ತ್ರೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡದಲ್ಲಿ ಜರುಗಬೇಕಾದ ಕಾರ್ಯಗಳು ಹಾಗೂ ಸಂಶೋಧನೆಗಳ ವರದಿ.
- 14) ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಗಣಕ ಯಂತ್ರದ ಬಳಕೆ- ಮಾಹಿತಿ ಸಿಂಧು, ಅಂತರ್ ಜಾಲ, ಯಂತ್ರಾಂಶ ತಂತ್ರಾಂಶ, ವಿದ್ಯುನ್ಮಾನ ಅಂಚೆ, ನುಡಿ, ಬರಹ, ಪ್ರಕಾಶಕಗಳ ಬಳಕೆ ಮತ್ತು ಉಪಯೋಗ ಕುರಿತು ಮಾಹಿತಿ ಸಿದ್ಧಪಡಿಸುವಿಕೆ.
- 15) ಸೂಚನೆ; ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದೇ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾರ್ಗದರ್ಶಿಸಲು ಅಧ್ಯಾಪಕರುಗಳಿಗೆ ಮುಕ್ತ ಅವಕಾಶವಿದೆ.

ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯ ಕೈಗೊಳ್ಳುವಾಗ;

ಗಡ್ಯ- 06

ಪದ್ಯ- 03

ವ್ಯಾಕರಣ- 02

ಪತ್ರಲೇಖನ/ಪ್ರಬಂಧ- 01

ಮೌಲ್ಯಮಾಪನ:

ಕ್ರ ಸಂ.	ಅಂಶ	ಆಂತರಿಕ ಅಂಕಗಳು	ಬಾಹ್ಯ ಅಂಕಗಳು
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01.	ಒಂದು ನಿಯೋಜನೆ/	10	--
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ಸೂಚಿತಚಟುವಟಿಕೆ

02.	ಕಿರುಪರೀಕ್ಷೆ	10	--
03.	ಬಾಹ್ಯ ಪರೀಕ್ಷೆ	--	80
	ಒಟ್ಟು ;	20	80

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು ;**

- 1) ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ-1988- ಪ್ರೋ. ಬಿ.ವಿ. ರಮಣ.ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ವಿರಾಜಪೇಟೆ
- 2) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ-1983-ರಾ. ಅನಂತರಾಮ ಭಾರತೀ ಪ್ರಕಾಶನ ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು,570009.
- 3) ಕನ್ನಡ ಬೋಧನೆ-1983-ಎಸ್.ಕೃಷ್ಣಪ್ಪ ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- 4) ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು-1990-ಡಾ; ಮಹಾಬಲೇಶ್ವರ ರಾವ್. ಹಳೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಘ.ಡಾ; ಟಿ.ಎಮ್.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ. ಉಡುಪಿ.
- 5) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ-1990-ಪಂಡಿತ ಸಿ.ಕೃಷ್ಣ, ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 6) ಮಾತೃಭಾಷೆ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ-2000-ಪರಗಿ ಅನುಸೂಯ ,ವಿ. ಅನುಸೂಯ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ.
- 7) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ-1999 ಡಾ;ಕೊಂಗವಾಡ ಎನ್.ಬಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ. ಗದಗ.
- 8) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮೀಮಾಂಸೆ ಸಂಪುಟ 1-2001- ರಹಮತ್ ತರೀಕೆರೆ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ. ಹಂಪಿ.
- 9) ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ -19951- ರಾ,ಯ,ಧಾರವಾಡ ಕಾರ ಗೀತಾ ಬುಕ್ ಹೌಸ್. ಮೈಸೂರು.
- 10) ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ-ಡಾ;ಕೆ. ಕೆಂಪೇಗೌಡ. ಭಾರತೀಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು.
- 11) ಕನ್ನಡ ಮಾಧ್ಯಮ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾರತೀಯ ಕಾವ್ಯ ಮೀಮಾಂಸೆ- ತಿ.ನಂ.ಶ್ರೀಕಂಠಯ್ಯ.
- 12) ಛಂದೋಮಿತ್ರ-ಅ.ರ.ಮಿತ್ರ.
- 13) ಲೇಖನ ಕಲೆ-ಪ್ರಹ್ಲಾದ ರಾವ್.
- 14) ಓದುವ ಶಕ್ತಿ-ಟಿ.ವಿ.ತಿಮ್ಮೇಗೌಡ.
- 15) ಬರೆಯುವ ದಾರಿ-ಎಮ್.ವೃಶಬೇಂದ್ರ ಸ್ವಾಮಿ.
- 16) ಪತ್ರ ಲೇಖನ-ದಿ.ತಿ.ರಂಗಸ್ವಾಮಿ.



- 17) ಪತ್ರಿಕೆ ಓದಿ ಕನ್ನಡ ಕಲಿಕೆ-ಎನ್.ಸೀತಾಲಕ್ಷ್ಮಿ.
- 18) ಸಂವಹನ ಕನ್ನಡ- ಸತ್ಯನಾರಾಯಣ ಮಲ್ಲಿಪಟ್ಟಣ, ನಾಗರಾಜ್ ರಾವ್ ಜವಳಿ.
- 19) ಕಲಿಕೆಯ ತೊಂದರೆಗಳು-ಪುರುಷೋತ್ತಮ.ಜಿ.
- 20) ಕನ್ನಡ ವ್ಯಾಕರಣ-ಐ,ಎಸ್,ಅರಳಗುಪ್ಪಿ

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-I**

**S1 ED VI/VII: Methods Of Teaching English**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**OBJECTIVES OF THE COURSE**

On completion of this course the student teacher will understand -----

19. The meaning, nature, and scope of English language.
20. The functions, principles, psychology and maxims of teaching English.
21. The aims and objectives, place of English in school curriculum.
22. To acquaint the basic competencies of learning English.

- 23. The meaning and principles of various approaches.
- 24. The various methods of teaching English.
- 25. The meaning, steps and format of lesson planning.
- 26. The differences between L1 and L2.
- 27. The English for global perspective.
- 28. The institutions of teaching English.

### **Unit 1 : Nature of English Language**

**(6 Hours)**

- 1.1 – Language, Meaning, Nature and Scope.
- 1.2 – Linguistic principles, Principles of language learning, Psychology of language Learning.  
Distinguish between First language and Second language.
- 1.3- Bases of language Teaching. Palmer's principles of language learning. Maxims of teaching English.  
[Simple to complex, known to unknown. Concrete to abstract, particulate to General, whole to part, psychological to logic.]

### **Unit 2 : Aims and Objectives of Teaching English**

**(4 Hours)**

- 2.1- Aims and objectives of teaching in India.
- 2.2- Role of English in India and its place in School curriculum with reference to three Language formula.
- 2.3- Functions of English language.
- 2.4- Views of NCF -2005 and 2009 with respect to English language.

### **Unit 3 : Basic Competencies of Language Acquisition**

**(18 Hours)**

- 3.1- Listening – Significance, Skills involved in Listening, Activities for developing the skill.
- 3.2- Speaking- Significance, Skills involved in speaking, brief analysis of phonological Structure, vowels and consonants sound. Activities for development of the Skill-Role play, Role of learning by heart, speeches, debate and language games. Difficulties related to pronunciation-Remedial measures.

3.3- Reading- Significance, Skills, Types of reading [aloud reading, silent reading, Intensive reading and extensive reading] Brief analysis of Morphological and Semantic structure.

Methods of teaching reading. Teaching of vocabulary , types and techniques.

3.4- Writing- Significance, Skills, Brief analysis of syntactic and graphic structure.

Characteristics of good handwriting. Composition , types, Distinguish between Guided and free composition, creative writing, precise writing, and translation.

#### **Unit 4 : Methods and Approaches of Teaching English**

**(12 Hours)**

4.1- Structural approach- Concept, Principles, Steps, Merits and demerits.

4.2- Communicative approach- Concept, Principles, Steps, Merits and demerits Distinguish between structural approach and communicative approach.

4.3- Situational approach- Concepts, Principles, types, steps, merits and demerits.

4.4- Methods of teaching English- Grammar translation method. Direct method. Dr. West's new method, suggestopedia.

4.5- Lesson planning- Meaning and importance. Teaching of prose- Meaning, Objectives, steps in lesson planning. Teaching of Poetry- Meaning, Objectives, steps in lesson planning. Teaching of grammar- Meaning, Objectives, Types, Differences between functional and formal grammar. Methods of teaching grammar.

#### **Unit 5 : English for Global Perspective**

**(5 Hours)**

Communicative English- Notice, Circular, Message, Memo, Application, Profile, Dialogue writing, Description, Letters to mass media, e-letter, Articles. Institutions- RIE, CIEFL, TOFELO, ELT .

#### **References**

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2. David, E (1977): Classroom Techniques – Foreign Languages and English as a second Language , New York , Harcourt Brace.

3. Morris 1<sup>st</sup> Teaching of English as a second language.
4. Teaching English By E.L. Sharma
5. Paluja – Methods of Teaching English
6. Content cum Methodology of Teaching English – M.K.Sri Vastv
7. Sachdev. M.S- A New Approach to Teaching of English Language in free India, Ludiana  
Prakasha Publications(1976)
8. Kohli A – Techniques of Teaching English Language, Dhanpal Rai and Sons Delhi (1984).
9. Teaching of English – A Modern Approach by Dr. M Hariprasad and Prof. V.  
Prakashan
10. Communicative English by Neelkamal Publication, Delhi.
11. The Study of Language – George Yune (3<sup>rd</sup> edition Cambridge University).
12. T.C. Baruah The English Teacher Handbook Sterling Publishers Pvt. ltd. 1984
13. Wilkinson Andrew – Language and Education, Oxford University.
14. Bose K – Teaching of English Language - a Modern Approach Doaba House Book, sellers  
New Delhi 1979.
15. Richards and Rogers(1983) Approaches and Methods in Language Teaching, London,  
CUP
16. B.C.Rai- Methods of Teaching English, Prakashan Kendra, Lucknow.
17. K.Venugopal Rao – Methods of Teaching English, Neelkamal Publications , Hyderabad.
18. Alien Teaching English Language as a Second Language Mc Grow hil Bombay 65.
19. S Vekatswamy Principles of Teaching English Vikas Publishing House, Pvt Ltd.
20. Menon and Patel Teaching of English Language as a Foreign Language , Acharya Book  
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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**  
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**S1 ED VI/VII: Methods Of Teaching Urdu**  
**(Total No. of Periods of one hour duration = 45 Hrs)**

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1. طلباء کو روزمرہ زندگی میں اُردو زبان کی اہمیت سے واقف کروانا۔
2. اُردو زبان کی تدریسی مہارتوں سے واقف کروانا۔
3. تدریسی زبان کے مختلف طریقوں اور اصولوں سے واقف کروانا۔
4. اُردو زبان کی مہارتوں کی جانچ کی صلاحیت پیدا کرنا۔
5. اُردو ادب کی مختلف اصناف سے واقف کروانا۔
6. اُردو مادری زبان کی اہمیت سے واقف کروانا۔
7. مقاصد پر مبنی منصوبہ سبق تیار کرنا اور اس کا اطلاق تدریسی میں کرنا۔
8. اُردو ادب کے مختلف طریقہ تدریس سے آگاہی کرنا اور اس کا اطلاق مشقی اسباق میں کروانا۔
9. اُردو زبان میں علم صرف اور علم نحو سے آگاہی کرنا اور اس کا اطلاق مختلف طریقہ تدریس میں کروانا۔

1. To enable the student to know about the importance of urdu language in their daily life.
2. To enable the students for teaching skills.
3. To enable the students to know about the different types of methodologies and principles.
4. To elicit the ability of evaluating the skills of Urdu language.
5. To enable the students to know the goodness of URDU literature.
6. To know the importance of teaching the mother tongue (First Language).
7. To prepare the objective based lesson plans and to be used in teaching Urdu.
8. To enable the students to know the different methods teaching Urdu literature and it has to be used in teaching practice.
9. To enable the students to know about the grammar of Urdu language and Can used in different methods of teaching.

8 Hrs

اکائی I: زبان کی ابتداء، مفہوم، اہمیت و ماہیت، ماخذ، ارتقاء، بحیثیت مادی زبان، زبانِ اول، ذریعہ تعلیم اور رابطہ کی زبان کی حیثیت سے اُردو کی اہمیت، معنویت، زبان کی خصوصیات، اقسام زبان، روزمرہ زندگی میں زبان کی اہمیت۔

7 Hrs

اکائی II: اُردو ابان کی اغراض:- بحیثیت عملی، ثقافتی اور ادبی، زبان اُردو کی تدریس کے مقاصد، تصریحات، مفہوم اور اہمیت بلوم کی تعلیمی مقاصد کی تقسیم، وضع کردہ اصولوں کے مطابق تدریسی مقاصد اور اہمیت۔

12 Hrs

اکائی III: تدریس زبان کی مہارتیں:- اصول و طریقے:- تدریس اُردو کی لسانی مہارتیں

(الف) سمعی مہارت (سُنا): سمعی مہارت کی اہمیت اور اسکے فروغ کیلئے اقدامات، توجہ کی مرکزیت، سماعت کی خامیاں انکا تدارک، سمعی مہارت کو فروغ دینے کیلئے حکمت عملی، سمعی مہارت کو فروغ دینے کیلئے طریقے۔  
(ب) بولنا (گفتگو) گویائی کے اصول اور طریقے:- گفتگو سکھانے کے طریقے، ابتدائی سطح پر اختیار کئے جانے والے چند طریقے، وسطانوی سطح پر اختیار کئے جانے والے چند طریقے۔  
(ض) عبارت خوانی کی تعریف، عبارت خوانی کے اقسام، بلند خوانی، خاموس خوانی، خوش خوانی کے اوصاف، خاموش مطالعہ کے مقاصد، پڑھنا سکھانے کے تدریسی طریقے۔

(د) لکھنا مضامین نویسی کے مقاصد اور اہمیت، لکھنے کے لئے طریقے زبان کی مہارتوں کو فروغ دینے کیلئے سرگرمیوں کی تیاری۔

10 Hrs

اکائی IV: اُردو ادب کی تدریس

(الف) تدریس نثر کے طریقے (ب) تدریس نظم کے طریقے  
(ج) تدریس قواعد کے طریقے (د) تدریس انشاء، مضمون نویسی، مکتوب نگاری، مکالمہ نگاری، ترجمہ نگاری۔

8 Hrs

اکائی V: تدریسی منصوبہ بندی۔

(الف) منصوبہ اکائی (یونٹ پلان) اہمیت، اقدامات، عمل آوری  
(ب) سالانہ منصوبہ بندی کی تیاری۔ اہمیت و افادیت۔ عمل آوری  
(ج) منصوبہ سبق کی اہمیت۔ اقدامات، عمل آوری  
(د) مائیکرو ٹیچنگ۔ افادیت۔ مہارتوں کی مشق



**Bachelor of Education (B.Ed.) Course (Semester Scheme)**  
**SYLLABUS Semester-I**  
**S1 ED VI/VII: Methods Of Teaching History and Civics**  
**(Total No. of Periods of one hour duration = 45 Hrs)**

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**Course objectives:-**

The student teacher will be able to

- 1) Acquire knowledge of meaning, nature and scope of History and Civics.
- 2) Acquire knowledge of aims and objectives of teaching History and Civics.
- 3) Acquire skills in planning lessons in history and civics.
- 4) Acquire the knowledge of values of teaching history and civics.
- 5) Acquire the knowledge of history and civics and application of them in class room.
- 6) To construct and administer unit test in teaching history and civics.
- 7) Develop proficiency in correlating history and civics with other subjects.
- 8) Acquire the knowledge of principles of curriculum construction in history and civics.
- 9) Cultivate the qualities of a good history and civics teacher.
- 10) To construct and administer unit test.
- 11) Make use of Audio-visual aids about history and civics.
- 12) Understanding and prepare the different types of test items for the evaluation of students performance in history and civics.

**Unit 1 : Introduction to History and Civics**

**(08 hours)**

- 1.1 – Meaning, nature, importance and scope of History & civics.
- 1.2 – Modern concept of history –History is a science or an art.
- 1.3 – Kinds of history based on time and space.
- 1.4 - Concept of Social Science.

**Unit 2 : Aims and objectives of teaching history and civics**

**(12 hours)**

- 2.1 Meaning, importance of aims of teaching history and civics.

2.2 Aims of history:-Moral training, Patriotism, National Integration, International Understanding and Transmission of culture.

2.3 Aims of civics: Democratic citizenship, civic sense, political consciousness, and understanding of structure and functions of government at various levels, Functional awareness of rights and duties of citizen, awareness of human rights.

2.4 Objectives of teaching history and civics:- Knowledge, Understanding, Application, Critical thinking, Skills, Attitude, Interest, analysis of these objectives in terms of specific behavior of learners.

2.5 Values of teaching history and civics: Meaning of values in teaching history and civics.

Importance of teaching values in secondary schools.

Inculcation of values:- Moral, spiritual, social, cultural and aesthetic values.

### **Unit 3 : Instructional Planning for teaching of History and civics (10 hours)**

3.1 Lesson plan: Meaning, importance, characteristics and format of lesson plan.

3.2 Unit plan: Meaning, importance, characteristics and format.

3.3 Unit test: Meaning, importance, and steps for construction.

3.4 Resource unit: Meaning, importance and format.

3.5 Instructional kit – Importance & uses.

### **Unit 4 : Methods, Techniques and Models of teaching History and civics (10 hours)**

4.1. Methods of teaching History:-Discussion, Project, source, storytelling, problem solving.

4.2. Methods of teaching Civics:- Survey, Observation and demonstration.

4.3. Techniques of teaching History and Civics: - Dramatization, Role play.

4.4. Models of teaching History and Civics :- Jurisprudential, Enquiry, Concept Attainment.

4.5. Uses of Technology in teaching History & Civics – Multimedia Packages, Computer Assisted Instruction( CAI).

**Reference books:-**

- 1) Kochhar S.K. (1966) Teaching of History, Sterling publishers Pvt. Ltd., New Delhi
- 2) Kochhar S. K. (1989) Teaching of social studies, sterling Publishers, New Delhi.
- 3) Aggarwal J. C. (2002) Essential of educational Technology: Teaching , Learning Innovations in education, Prakash publishing house Pvt. Ltd. New Delhi.
- 4) Arora K. L. (1990) Teaching of History, prakesh brothers, Ludhiana.
- 5) NCERT (1970) Effective teaching of history in India-A hand book for history teachers, New Delhi.
- 6) K. Thimmareddy - Teaching of History and Civics.
- 7) N C F 2009 towards social science
- 8) Siddiqui M. H.(2009) Teaching of history APH Publishing corporation , New Delhi.
- 9) Siddiqui M. H. (2008) Models of teaching ,A P H Publishing corporation.
- 10)Daxinamurty K (2007)- itihasa mattu pouraniti bodhane,Gadag;Vidyanidhi Prakashana.
- 11)Roddannavar.J.G(2008)- Itihasa & pouraniti bodhane,Gadag ; Vidyanidhi Prakashana.
- 12) ಕೊಂಗವಾಡ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- 13) ಸಭಾಹಿತ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- 14) ಕೆ.ತಿಮ್ಮರೆಡ್ಡಿ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- 15) ರಾಮಚಂದ್ರ ಜೋಯ್ತೆ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- 16) ಎಂ.ಸಿ.ಮೂರ್ತಿ -ಇತಿಹಾಸ ಬೋಧನೆ
- 17) ದಕ್ಷಿಣಾ ಮೂರ್ತಿ -ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ

**Activities:-**



- 1) Preparing a report about international leaders ( freedom fighters,social reformers)
- 2) Preparing a report on implementation of human rights.
- 3) Collection of Patriotic songs related to India
- 4) Collection of different countries flags with information.
- 5) Collection of Historical / political articles.
- 6) Survey of teaching aids available for teaching history in different schools.

Note :- Apart from the above teacher educator can select any other relevant assignment.

## **SYLLABUS Semester-I**

### **S1 ED VI/VII: Methods Of Teaching Geography & Economics**

**(Total No. of Periods of one hour duration = 42 Hrs)**

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**Course Objectives :** Upon the completion of the course student teachers will be able to

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1. Acquire knowledge about the geographical facts, concepts, terms and principles.
2. Acquire knowledge about nature, need scope & importance of geography & Economics in school curriculum.
3. Acquire knowledge and understanding of the aims, objectives and values of Teaching geography & Economics.
4. Understand and employ different methods of teaching of geography & Economics.
5. Develop efficiency in preparing lesson plan, unit plan, and resource unit is teaching geography & Economics.

#### **Unit 1 : Basic concepts of Geography and Economics**

**(14 Hours)**

- 1.1 Evolution of the Earth – Tidal & Planetismal Theory
- 1.2 Motions of Earth and its Effects
- 1.3 Meaning of Solar system – Planets and satellites
- 1.4 Longitudes and latitudes – Local time & Standard time,  
International date line and Greenwich Mean Time
- 1.5 Basic concepts of Economics and forms of Economic systems

#### **Unit 2 : Introduction to Geography & Economics.**

**(10 Hours)**

- 2.1. Meaning and Importance Geography & Economics
- 2.2. Nature, scope & functions of geography
- 2.3. Contributions of great geographers like Van Humboldt, Carl Ritter, Fredrick Ratzel and Vidal-de-la-blache

#### **Unit 3 : Aims and Objectives of Teaching Geography and Economics**

**(6 Hours)**



- 3.1. Aims of teaching geography & Economics at secondary level.
- 3.2. Objectives of teaching geography – knowledge, understanding application, attitude, interest and skill.
- 3.3. Values of teaching geography & Economics.- intellectual, Economical, cultural, utilitarian, Aesthetic.

#### **Unit 4 : Lesson Planning and methods of teaching in Geography and Economics**

**(12 Hours)**

- 4.1. Meaning, importance, characteristics and format of lesson planning.
- 4.2. Unit Plan – Meaning and importance.
- 4.3. Resource Unit – Meaning, steps and importance.
- 4.4. Methods of teaching Geography & Economics – Lecture, demonstration, descriptive, observation, excursion, discussion, & project method.

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-I**

**S1 ED VI/VII: Methods Of Teaching Physics**



**(Total No. of Periods of one hour duration = 42 Hrs)**

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**Objectives:**

Upon the completion of this course Student-Teacher will be able to

1. Acquire knowledge of nature and Values of science in general and physics in particular
2. Correlate physics with other school subjects
3. State behavioural terms for stating objectives
4. Prepare a good lesson plan & unit plan
5. Select suitable teaching method to teach content of physics

**Unit 1: Science Education : An introduction**

**(12 Hours)**

- 1.1. Meaning, Nature and Values of science in general and physics in particular.
- 1.2. Components of Science Knowledge
  - a. Process: Skills, Scientific method (meaning and steps)
  - b. Product: Facts, concepts, principles, theories, Laws, Generalizations (meaning and nature) Scientific attitude (meaning characteristics, development).
- 1.3. Correlation with other school subjects.
- 1.4. Present situation of science education in India.
- 1.5. Eminent Indian Scientists: Sir. C. V. Raman, Savai Man singh-II, Dr. A.P.J Abdul Kalam

**Unit 2 : Aims and objectives of teaching physics**

**(9 Hours)**

- 2.1. Difference between Aims and objectives.
- 2.2. Aims and objectives of teaching physics in schools with reference to RMSA.
- 2.3. Taxonomy of Educational objectives: Cognitive domain, Affective domain, psychomotor domain
- 2.4. Behavioural terms for stating objectives.

**Unit 3: Planning for Teaching Physics**

**(12**

**Hours)**



- 3.1. Lesson Plan: Meaning, Steps, (Herbartian and Modern), format, Tips to prepare a good lesson plan, Merits and Demerits.
- 3.2. Unit Plan: Meaning, Need and Objectives, Steps, Merits and Demerits.
- 3.3. Year plan; Meaning, need & importance.

#### **Unit 4 : Methods and Techniques of Teaching Physics**

**(12 Hours)**

- 4.1. Guiding Principles for selecting teaching methods.
- 4.2. Methods : Demonstration, Project, Heuristic (Discuss with reference to meaning, objectives, steps, merits and demerits).
- 4.3. Model of Teaching: Concept attainment and inquiry thinking model.
- 4.4. Strategies: Concept Mapping, Programmed instruction, computer assisted instruction.

#### **Suggested Activities / Assignments**

1. Identifying different components of scientific knowledge in secondary school physics text book.
2. Organisation of different programs to develop scientific attitude.
3. Preparation of power point presentation-slides.
4. Preparing lesson plan for different models and methods of teaching.

A reports of the contributions of any two eminent Personalities based on interview and discussion with them.

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-I**

**S1 ED VI/VII: Methods Of Teaching Mathematics**

**(Total No. of Periods of one hour duration = 45 Hrs)**

**Objectives : Upon completion of this course student teachers will be able to ,**

1. Recall the meaning , nature and scope of Mathematics.
2. Know the contributions of Mathematicians.
3. Understand aims and objectives of teaching mathematics in secondary school level.
4. Apply different approaches and methods of teaching mathematics in class room situations.
5. Plan teaching in mathematics at micro and macro level.
6. Prepare unit plans , resource unit and organize lesson to meet at different class room situations.

**Unit 1 : Meaning, Nature and Scope of Mathematics**

**(12 Hours)**

- 1.1 Meaning and definitions of Mathematics.
- 1.2 Nature of Mathematics
  - 1.2.1 As a science of number.
  - 1.2.2 As a science of Quantity.
  - 1.2.3 As a science of measurement.
  - 1.2.4 As a science of logical reasoning.
  - 1.2.5 As a sign and symbolic language.
  - 1.2.6 As a tool of science.
  - 1.2.7 As a interpreter of physical phenomenon.
- 1.3 Scope of Mathematics and correlation with other subjects.
- 1.4 Contributions of great Mathematicians.

- ☐ Euclid
- ☐ Pythagoras
- ☐ Aryabhatta
- ☐ Bhaskaracharya
- ☐ Srinivas Ramanujan
- ☐ Mahaveer

- Shakuntala devi
- Leelavathi Bhaskara

## **Unit 2 : Aims and Objectives of teaching Mathematics**

**(10 Hours)**

### 2.1 Aims of Teaching Mathematics.

- 2.1.1 Utilitarian Aim
- 2.1.2 Disciplinary Aim
- 2.1.3 Cultural Aim
- 2.1.4 Intellectual Aim
- 2.1.5 Aesthetic Aim
- 2.1.6 Recreational Aim

### 2.2 Objectives of Teaching Mathematics - Classification

- 2.2.1 Meaning of general and Instructional objectives
- 2.2.2 Writing Instructional objectives with their specification on the basis of Robert Mager's approach.
- 2.2.3 Knowledge
- 2.2.4 Understanding
- 2.2.5 Application
- 2.2.6 Skill
- 2.2.7 Interest

## **Unit 3 : Instructional design in Mathematics**

**(9 Hours)**

- 3.1 Lesson Plan : Meaning ,kinds , Steps , Importance and Format of Lesson Plans
- 3. 2 Unit Plan : Meaning , Steps , Importance and Format of Unit Plan with example
- 3. 3 Resource Unit : Meaning , Importance and Format of Resource Unit

## **Unit 4 : Methods and Techniques of teaching Mathematics**

**(14 Hours)**

- 4.1 Methods of Teaching Mathematics.
- 4.1.1 Analytic and synthetic method
- 4.1.2 Inductive and deductive method

- 4.1.3 Guided discovery method
- 4.1.4 Laboratory method
- 4.1.5 Project method
- 4.1.6 Programme Instruction – Meaning , Principles , characteristics , Linear & Branching Programme Instruction
- 4.2 Techniques of Teaching Mathematics.
- 4.2.1 Oral work
- 4.2.2 Written work
- 4.2.3 Drill work and Review
- 4.2.4 Supervised study
- 4.2.5 Assignment
- 4.2.6 Home work

### **References:**

- Davis, D.R. (1951). The Teaching of Mathematics. London: Addison Wesley Press
- Jain, S.L. (1973). Ganith Shikshan. Jaipur: Hindi Granth Academy.
- Carey, L.M. (1975). Measuring and Evaluating School Learning. Boston: Allyn and Bacon.
- Copeland, R.W. (1979). How Children Learn Mathematics. New York: Mcmillan Publishing Company.
- Butler, C.H. & Wren, K. H. (1980). The Teaching of Secondary Mathematics. New York: McGraw-Hill Book Company.
- Shankaran & Gupta, H.N. (1984). Content-cum-methodology of Teaching Mathematics. New Delhi: NCERT.
- David Wood. (1988). How children think and Learn. Oxford U.K: Blackwell Publishers Ltd
- Kapoor, J.N. (1991). Suggested Experiments in School Mathematics. New Delhi: Arya Book Depot.



- Kulbir Sing Siddu. (2002). Teaching of Mathematics. Bangalore: Sterling Publishers Pvt. Ltd.
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- Henderson, K. et al., (1975) – Dynamics of teaching secondary mathematics, London: Houghton Mifflin.
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- Kuppuswamy Ayyangar, N. (1988) – The Teaching of Mathematics in New education, Bangalore
- R.T Jantli (2000)- Subodha Ganitha Bodhane, Gadag: Vidhyanidi Prakashan.
- S.B.Yadawad And R.T. Rabanal (2000)- Vishayadarit Ganit Bodhane, Gadag : Vidyanidhi Prakashan
- S.K.Mangal (1989) – Teaching of mathematics ,Ludhiyan: Prakash brothers Publishers.
- . S.S.Desai (2000)- Ganitha Bodhane , Gadag: Vidyanidi Prakashan
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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-I**

**S1 ED VI/VII: Methods Of Teaching Chemistry**

(Total No. of Periods of one hour duration = 45 Hrs)

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**Course Objectives:**

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

1. Understand the meaning, nature, and scope of science with special reference to Chemistry in particular.
2. Understand the aims and objectives of teaching chemistry.
3. State the specific and behavioral changes under each objective.
4. Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
5. Prepare objective based lesson plans and use them in their practice teaching.
6. Understand the meaning, importance, steps of different instructional strategies of teaching chemistry.
7. Note the recent trends in the content and curriculum of chemistry in India and realize its significance in teaching.

**Unit 1 : Introduction to teaching of Chemistry**

**(10**

**Hours)**

- 1.1 Concept, Nature and Scope of Science
- 1.2 Meaning, Nature and scope of chemistry
- 1.3 Significance of chemistry in daily life
- 1.4 Scientific attitude – meaning, importance and development

**Unit 2 : Aims and Objectives of teaching Chemistry**

**(12**

**Hours)**

- 2.1 Meaning and importance of aims and objectives
- 2.2 Aims of teaching chemistry
  - 2.2 1) Disciplinary aim
  - 2.2 2) Cultural aim
  - 2.2 3) Utilitarian aim and
  - 2.2 4) Vocational aim

2.3 Blooms Taxonomy of Educational Objectives

2.4 Writing instructional objectives and specifications

**Unit 3 : Planning for effective instruction in Chemistry**

**(13Hours)**

3.1 Meaning, Importance, Characteristics, Steps and format in the preparation of

3.1 1) Lesson plan

3.1 2) Unit plan

3.1 3) Resource unit

**3.2 Instructional strategies - Meaning, steps, merits and demerits of the following**

**should be discussed**

3.2.1) Lecture cum Demonstration method

3.2.2) Heuristic method

3.2.3) Project method

3.2.4) Scientific method

3.2.5) Concept attainment model

**Unit 4 : Chemistry Curriculum**

**(10 Hours)**

4.1 Curriculum – Meaning, Principles of Curriculum construction

4.2 Difference between syllabus and curriculum

4.3 Factors influencing on curriculum

4.4 Historical perspectives of chemistry curriculum

4.4.1) NPE - 1986 (National Policy of Education)

4.4.2) Programme of Action – 1992

4.4.3) National Curriculum Frame work – NCF – 2005

4.5 Curriculum Developments – CHEM Study, Nuffield

4.6 Co-relation of chemistry with other school and science subjects



- Assignments / Practicum are compulsory and colleges are free to assign on any topic of the current issues. And much attention is given to practical oriented topic.

**Assignments: Topics for the Assignments are as follows: (Any One)**

1. Writing of objectives in behavioural terms.
2. Development of scientific attitude among students.
3. A critical study of present chemistry curriculum of either 8<sup>th</sup>/9<sup>th</sup>/10<sup>th</sup> Std.
4. Prepare a one project report on scientific interest.
5. Preparation of model and charts.
6. Preparation of programmed learning material on a unit in chemistry (40 frames).
7. Contribution of scientists towards the field chemistry

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16. Kohli V.K (2003) How to teach science (A Treatise on Methodology of
17. Teaching Physics and Chemistry), Ambala: Viveka Publishers.
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**ಕನ್ನಡ:**

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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-I**

**S1 ED VI/VII: Methods Of Teaching Biological Science**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**OBJECTIVES:** On Completion of the course the student teacher will be able to;

1. Understand the meaning, nature & scope of Biological Science.
2. Understand the aims & objectives of teaching Bio-science & will be able to state the objectives in behavioral terms.
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to preparing Resource Unit, Unit Plan & Lesson plans.
5. Understand the concept , principles of curriculum Construction & trends curriculum revision.
6. Be introduced to various methods, approaches & models of teaching Biological science & implement them in their teaching practice.
7. Understand & prepare the different types of test items for the Evaluation of student's performance in Biology.
8. Plan & execute various curricular & co-curricular activities related to teaching of Bio- Science.

**Unit 1 : Introduction of teaching of Biological Science**

- 1.1 Biological Science: Meaning, Nature & scope.
- 1.2 Co-relation of Biological Science with other branches of science
- 1.3 Aims/Values of teaching biological Science.
  - a) Intellectual aims/ Values
  - b) Utilitarian aims/ Values
  - c) Disciplinary aims/Values
  - d) Cultural aims/ Values

e) Aesthetic aims/Values

1.4 Scientific attitude – a) Concept

b) Characteristics and

c) Development of Scientific attitude

1.5 Contributions of Indian Scientists :- 1.Charaka (Ancient Indian Scientist)

2.Sir Jagadish Chandra Bose (Modern Indian scientist )

## **Unit 2 : Objectives of Teaching Biological Science**

2.1. General objectives of teaching biological science at secondary school level.

2.2. Writing Objectives in terms of behavioral specifications.

2.3. Objectives of teaching science as stated in NPE - 1986 & NCF - 2005 .

## **Unit 3 : Planning and Approches of teaching Biological Science**

3.1 Lesson plan – Meaning , steps and characteristics.

3.2 Resource unit plan - Meaning need and its format.

3.3 Inductive and deductive approaches - Maxims, steps merits and demerits.

3.4 Problem solving method – Steps merits and demerits.

3.5.Laboratory method – Steps, merits & demits.

3.6 Programmed instruction – linear and branched programs discuss with respect to meaning ,principles, planning, merits and demerits.

3.7.Models of teaching :-

1) Advanced organizer model

2) Enquiry training model .

## **Unit 4 : Curriculum study in Biological Science**

4.1 Meaning

4.2 Principles

4.3 Study of Biological Science content of VIII, IX & X standard syllabus of Karnataka state .

4.4. Curriculum development Biological Science Curriculum study (B.S.C.S) Nuffield  
Biology & NCF- 2005.

**SUGGESTED ASSIGNMENTS .**

- 1) Writing behavioral terms and behavioral specifications on a selected units of 8<sup>th</sup> /9<sup>th</sup> / 10<sup>th</sup> standard syllabus of Karnataka state.
- 2) Critically study the biology text book of 8<sup>th</sup> /9<sup>th</sup> /10<sup>th</sup> std syllabus of Karnataka state.
- 3) Preparation of Album on any specified topic of Biological Science.
- 4) Survey of Biology laboratory facilities of any three secondary school with practical suggestion for improvement .
- 5) Preparation of a Biology lesson plan by using any innovative method.
- 6) Preparation of programmed instruction learning material ( prepare at list 10 frames)
- 7) Prepare a report on development of Scientific attitude among five students.
- 8) Prepare 10 Herbarium sheets with brief information .
- 9) Prepare a report on Contributions of any Two Indian Scientists to the field of Biology.
- 10)The college is free to introduce any other solvent activities.

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**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-II**

**S2 ED I: Contemporary Education**

**(Total No. of Periods of one hour duration = 48 Hrs)**

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**OBJECTIVES:**

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

1. Acquire the knowledge about heritage of Indian education
2. Acquire the knowledge of constitutional provisions related to education.
3. Sensitize with issues & challenges in secondary education.
4. Understand the role of education in national development.
5. Develop concern for various educational policies.
6. Develop awareness about trends in education

**Unit 1 : History of Indian Education**

**(16 Hours)**

- 1.1 Ancient-Vedic & Buddhist education.
- 1.2 Medieval - Islamic education.
- 1.3 British - Woods dispatch-Hunter commission-Hartog Commission.
- 1.4 Modern Indian Education Commissions-Secondary Education Commission-(1952-53), National Education Commission (1964-66) ), Knowledge Commission (with reference to aims, pattern of education, curriculum, methods and teacher).
- 1.5 Policy Documents: NPE-1986 (with special reference to Navodaya schools, Teacher Education) - POA-1992 - NCF-2005 & 2009, Karnataka State Curriculum Framework (KCF), Right to Education Act (RTE) -2009.

**Unit 2 : Educational Opportunities**

**(13 Hours)**

- 2.1 Meaning of equality of Educational opportunities.
- 2.2 Measures to promote education equality – gender, caste & class.

2.3 Various Schools: Kasturba Schools, Murarji Residential School, Tribal Schools, Special Schools, Open school, Alternate School (Special Reference to objectives and implementation.

2.4 Constitutional Provisions to Education - Article 16, 17, 19, 21A, 24, 25, 26, 28, 29, 30, 41, 45, 46. 48A, 51A (K), 337, 350A, 350B.

### **Unit 3 : Education & National Development**

**(12**

**Hours)**

3.1 National Integration- historical background, present position, dealing with divisive force. role of education & extended-curricular programmes

3.2 Sarva Sikshana Abhiyana (S S A) – Aims & objectives, interventions with special reference to Karnataka.

3.2 Rashtriya Madhyamika shikshana Abiyana (RMSA) - aims, objectives & Programmes with special reference to ( REMS) Research, Evaluation & Monitoring System)

3.3 CCE (Continuous Comprehensive Evaluation), DISE (District Information about School Education)

3.4 UNESCO – aims & objectives with special reference to education

### **Unit 4 : Current Trends in Education**

**(7 Hours)**

**(With reference to present school context – meaning and importance)**

4.1 Environmental Education -

4.2 Life Skills Education

4.3 Value Education

4.4 Peace Education

4.5 Distance Education

4.6 Continuing Education

4.7 Inclusive Education



## **SUGGESTED LIST OF PRACTICUM / ACTIVITIES: (ANY ONE)**

1. A study of educational problem of any School.
2. Conduct a survey on awareness of human rights among secondary school students.
3. Conduct a study on the implementation of SSA and RMSA programme.
4. Conduct a study on promotion of awareness on environment / RTE.
5. A survey of problem of educationally challenge schools.

Note: Teacher Educators can choose any relevant topic other than the above.

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**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-II**

**S2 ED 2 : Psychology of Learner and Personality**

**(Total No. of Periods of one hour duration = ----- Hrs)**

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**B.Ed. SECOND SEMESTER**

**Objectives:**

1. Understanding the nature, extent and causes of individual differences among children.
2. Acquire knowledge and understanding of meaning, nature, tests of intelligence and creativity.
3. Apply the knowledge of various methods of accessing personality of individuals.
4. Understand the principles and techniques of Educational Psychology in developing an integrated personality.
5. Understanding the group structure and group dynamics.
6. Acquire and understanding the importance of using socio-metric techniques in class room situations.
7. Acquire the knowledge of importance of mental health and hygiene among learners.

**Unit 1 : Individual difference**

- 1.1 Meaning and causes of individual difference.
- 1.2 Understanding slow learners.
- 1.3 Understanding gifted learners.
- 1.4 Methods of catering individual differences ability grouping, enrichment, remedial teaching.

**Unit 2 : Intelligence and Creativity**

- 2.1 Intelligence: Meaning and Nature.
- 2.2 Theories of intelligence Guilford SOI model.
- 2.3 Concept of IQ.
- 2.4 Test of Intelligence: Kamat's test of intelligence, Ravens Progressive Matrices (RPM).
- 2.5 Creativity:

- i) Meaning, Process and characteristics.
- ii) Role of teachers in fostering creativity.

### **Unit 3 : Group Dynamics**

- 3.1 Meaning and characteristics of group, Group dynamics, classroom as a group,
- 3.2 Teacher's role in improving socio-emotional conditions of classroom.
- 3.3 Sociometry and sociogram – construction , administration and their implications.

### **Unit 4 : Personality and Mental Health.**

- 4.1 Personality: Meaning, Nature, Factors
- 4.2 Assessment of Personality.
- 4.3 Mental health and Hygiene: Meaning and its importance, role of teachers in promoting Mental Health.
- 4.4 Types of Conflict.
- 4.5 Defense Mechanism:
  - a) Escapism, Regression, Day Dreaming
  - b) Denial: Rationalization and Repression.
  - c) Substitution: Sublimation and Compensation

### **PSYCHOLOGICAL EXPERIMENTS**

- 1] Free Association
- 2] Fatigue
- 3] Imagination

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# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

## **Bachelor of Education (B.Ed.) Course (Semester Scheme)**

### **SYLLABUS**

#### **Compulsory Paper - Semester-II**

#### **S2 ED 3 : Educational Administration and Management**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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#### **Objectives :**

**Upon completion of this course student teachers will be able to**

1. Understand the concept and concern of educational administration and management.
2. Understand the concept and structural frame work of educational administration and management.
3. Understand the educational administration and management of the different levels and their functions.
4. Develop an understanding and management of the sources in the education organizations.
5. Develop the mechanism of Inspection and supervision in schools.

#### **Unit 1 : Educational Administration and Management**

**(10 Hours)**

- 1.1 Concept of organization , administration and management.
- 1.2 Importance & Scope of Administration & Management
- 1.3 Management of Resources : Human resources, Material resources, Idea resources.
- 1.4 Classroom Management.
- 1.5 Personnel Management : Leadership – meaning ,quality, types , Duties of H.M.
- 1.6 Time Management : Concept, Principles & functions, teachers effectiveness.
- 1.7 Office Management : Meetings, Objectives of meetings, types of meetings , planning of meetings , agenda , minutes of meetings.

#### **Unit 2 : Management of School Programmes**

**(13 Hours)**

- 2.1 Institutional Planning : meaning , objectives , procedure to plan.
- 2.2 School time table : Importance , types , principles & problems while constructing it.
- 2.3 School Records : types , importance & maintenance .
- 2.4 School Complex : Meaning , purpose , function & its formation , Parent teacher association - need & function.
- 2.5 Co- curricular activities – concept , types , need , organization , principles , role of teacher in it.

### **Unit 3 : Structural frame work of Educational Administration & Management in India** **(10 Hours)**

- 3.1 Objectives of Educational Management at the central , state & school level.
- 3.2 Structure of Educational Management at the central & state level.
- 3.3 Structure & functions of NCERT , NCTE , DSERT , DIET & CTE.
- 3.4 SDMC – structure and functions.

### **Unit 4 : Supervision as a Monitoring Mechanism** **(12 Hours)**

- 4.1 Need for supervision , meaning , nature & scope.
- 4.2 Difference between Supervision & Inspection.
- 4.3 Types of supervision.
- 4.4 Evaluation of the Supervision programmes.
- 4.5 Defects of supervision in Karnataka and some suggestions.

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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS**

**Compulsory Paper - Semester-II**

**S2 ED 4 : Curriculum and Evaluation**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**OBJECTIVES.**

Upon completion of this course student teachers will able to

1. Understand the need and significance of curriculum in education.
2. Explain the principles of curriculum construction.
3. Understand the nature and types of evaluation.
4. Realize the importance of evaluation.
5. Understand the tools and techniques of evaluation.
6. Know the characteristics of good evaluation.
7. Develop skills in construction of various types of test.
8. Compute the measures if central tendencies.
9. Compute the coefficient of correlation.

**Unit 1 : Curriculum**

**(7 Hours)**

- 1.1 Meaning and definitions of curriculum.
- 1.2 Curriculum development.
  - 1.2.1 Meaning and importance of Curriculum development.
  - 1.2.2 Principles of Curriculum development.
  - 1.2.3 Factors affecting Curriculum development: Philosophical, social and psychological.
- 1.3 Types of Curriculum traditional and progressive.
- 1.4 National Curriculum frame work 2005.

## **Unit 2 : Measurement and Evaluation**

(10

Hours)

- 2.1 Concept of measurement, test and evaluation.
- 2.2 Differences between measurement and evaluation.
- 2.3 Functions and scope of evaluation.
- 2.4 Continuous comprehensive evaluation.
- 2.5 Critical appraisal of existing evaluation system.
- 2.6 Types of evaluation
  - 2.6.1 Formative evaluation.
  - 2.6.2 Summative evaluation.
  - 2.6.3 Their differences.
  - 2.6.4 Norm referenced test.
  - 2.6.5 Criterion referenced test.

## **Unit 3 : Tools and Techniques of Evaluation**

(14

Hours)

- 3.1 Achievement test:
  - Meaning, definition and characteristics of Achievement test.
- 3.2 Classification of Achievement test.
  - 3.2.1 Performance test                      Oral and practical test.
  - 3.2.2 Written tests                              Objective type and essay type.
  - [        Merits, limitations, differences and suggestions for improvement ].
- 3.3 Characteristics of Good test.
  - 3.3.1 Technical criteria.
    - Reliability, validity, objectivity, Utility, Difficulty value, discrimination etc....
  - 3.3.2 Practical criteria. scoring, time, cost, purpose, administration and interpretation etc....
- 3.4 Construction of Achievement test
  - 3.4.1 Planning the test.
  - 3.4.2 Blue print

- 3.4.2.1 Preparation of two dimensional blue print.
  - 3.4.2.1.1 Weightage given according to sub unit.
  - 3.4.2.1.2 Weightage given according to Objectives.
  - 3.4.2.1.3 Weightage given to questions.
  - 3.4.2.1.4 Weightage given according to Level of difficulty.
- 3.4.2.2 Three dimensional blue print.
- 3.4.3 Selection and arrangement of test items.
- 3.4.4 Writing items.
- 3.4.5 Item Difficulty.
- 3.4.6 Preparation of scoring scheme and marking scheme.
- 3.4.7 Time Limit.
- 3.4.8 Item Analysis.
  - 3.4.8.1 Item analysis procedure.
  - 3.4.8.2 Estimating Difficulty value.
  - 3.4.8.3 Estimating Discriminative power.
  - 3.4.8.4 Estimating effectiveness of distracters.
- 3.4.9 Difference between Teacher made test and standardized test.

#### **Unit 4 : Educational Statistics**

**(14 Hours)**

- 4.1 Meaning and definitions of educational statistics.
- 4.2 Importance of educational statistics.
- 4.3 Preparation of frequency distribution table.
- 4.4 Estimation of measures of central tendencies for group data i.e. Mean, Median and Mode.
- 4.5 Uses of measures of central tendencies.
- 4.6 Meaning and definition of Correlation.
- 4.7 Kinds of Correlation.
- 4.8 Estimation of coefficient of Correlation by Spearman's rank difference method.
- 4.9 Uses of Correlation.
- 4.10 Graphical representation of data.
  - 4.10.1 Histogram

- 4.10.2 Frequency Polygon
- 4.10.3 Difference between Histogram and Frequency Polygon.
- 4.11 Normal probability curve Meaning, Characteristics and uses.
- 4.12 Skewness, Meaning and types.
- 4.13 Kurtosis, Meaning and types.

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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2.Ed 5: Optional Paper**

**Educational and Vocational Guidance.**

**(Total No. of Periods of one hour duration = 25 Hrs)**

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**Objectives :** On completion of this course student teachers will understand ,

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1. The concept , need & principles of guidance.
2. The types of guidance.
3. Organization of guidance services in schools.
4. The various tools & techniques of guidance.
5. The concept and types of counselling.
6. The qualities & qualifications of a Counsellor.

**Unit 1 : Guidance and Education**

**( 6 Hours)**

- 1.1 Concept , need and principles of guidance.
- 1.2 Issues and problems of Guidance , Impact of planned utilization of man power.
- 1.3 Types of Guidance.

**Unit 2 : Organisation of Guidance Service in Schools**

**( 8 Hours)**

- 2.1 Constituting school guidance committee and its functions.
- 2.2 Minimum guidance programmes at secondary school stage.
- 2.3 Personal data service , environmental data service , placement service , follow up service.
- 2.4 Group guidance : Meaning and significance over individual guidance.
- 2.5 Group guidance in schools , Orientation , career talk , career visits , career conferences , career fairs , exhibitions.
- 2.6 The role of mass media , Electronic media in guidance services.

### **Unit 3 : Tools and Techniques**

**( 7 Hours)**

- 3.1 Tests for guidance , Intelligence , Aptitude , Personality test
- 3.2 Tools – Personality data bank , cumulative record , Anecdotal record , Rating scale, Questionnaire and Inventories
- 3.3 Techniques – Interview , Sociometry , Case study , Observation , Diary & Autobiography ( to be discussed applications of the above in guidance )

### **Unit 4 : Counselling**

**( 4 Hours)**

- 4.1 Concept , need and characteristics of counseling and types of counselling.
- 4.2 Qualities and Qualifications of Counsellor.

### **Suggested Assignments**

- 1) Prepare a Report on Organisation of Career talk.
- 2) Visit to a guidance or counseling center and write a Report.
- 3) Conduct an interview of a school counselor and submit a report.
- 4) Organise an orientation programmes and submit the report.

Note : Teacher educator can choose and assign any relevant activity as an assignment.

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- 4) ಡಾ|| ಸತೀಶ ಹಿರೇಮಠ : ಶೈಕ್ಷಣಿಕ ಹಾಗೂ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ, ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪಬ್ಲಿಶರ್ಸ್ ಗುಲ್ಬರ್ಗಾ.



# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

## **Bachelor of Education (B.Ed.) Course (Semester Scheme)**

### **SYLLABUS Semester-II**

#### **S2.Ed 5: Optional Paper**

#### **Action Research**

**(Total No. of Periods of one hour duration = 25 Hrs)**

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#### **Objectives:**

#### **On completion of course the student teacher will be able to**

1. To enable the student to acquire the knowledge of concept types of research applied, basic, and Action Research.
2. To understand the meaning of Action Research.
3. To understand the area and steps of the action research.
4. To develop the ability to write an action research report.
5. To develop the skill of writing action research report.
6. To know find out the problems and Findings problems and Findings of Educational implications.

#### **UNIT I- AN INTRODUCTION TO RESEARCH**

- 1.1 Research and Educational Research-Meaning and definition
- 1.2 Action research-Meaning, Nature, and Scope.
- 1.3 Importance of Action Research.
- 1.4 Limitation of Action Research.

#### **UNIT II – PHASES OF ACTION RESEARCH**

- 2.1 Problem identification- discussion analysis of results, valuation of performance of learner.
- 2.2 Defining and analyzing the problem, specifying, identifying the key terms with illustration.
- 2.3 Formulating action hypothesis, statement of hypothesis, selecting and testing the hypothesis.
- 2.4 Preparing the action design.

#### **UNIT III- SAMPLING METHODS AND DATA ANALYSIS**

- 3.1 Meaning and types of sampling method and variables.
- 3.2 Tools for collection of data-achievement test, diagnostic test, questionnaire observation and interview.
- 3.3 Use of descriptive, qualitative and quantitative data.
- 3.4 Presentation and interpretation of data-tables, figures, graphs and writing summary.

#### **UNIT IV- REPORT OF ACTION RESEARCH**



- 4.1 Reporting action research-format and style.
- 4.2 Conclusions and implications of action research.
- 4.3 Follow up Action.

## **PRACTICUM:**

Students are advised to do project on any one of the topic,

- a) The Research Question
- b) Rationale
- c) Sample
- d) Methods of Data Collection
- e) Analysis and Interpretation of Data
- f) Reflection of the Results
- g) Development of Strategic Plan of Action.

## **REFERENCES:**

- 1. Best John W: Research in Education
- 2. Rao Usha: Conducting Educational Research
- 3. Aggarwal, J C: Educational Research: an introduction
- 4. Sukhia S.P.: Elements of Educational Research.
- 5. Lulla B P: Essentials of Educational Research.
- 6. Tharayani: Action Research.
- 7. Usha Rao; Action Research
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- 9. Jean McNiff: Action Research : Principals and Practice
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- 11. Lokesh Kaul, Research Methodology



# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

## **Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

### **SYLLABUS Semester-II**

#### **S2.Ed 5: Optional Paper**

#### **Environmental Education**

**(Total No. of Periods of one hour duration = 30 Hrs)**

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#### **OBJECTIVES :-**

To enable the students to

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

#### **Unit 1 : Introduction of Environment**

**(10 Hours)**

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

#### **Unit 2 : Approaches and Methods of Environmental Education**

**(08 Hours)**

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

### **Unit 3 : Global Environmental Issues**

**(06 Hours)**

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

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

- 4.1 Environmental Movements - Chipko , Appiko, Silent Valley.
- 4.2 Environmental Protection Act-1986.
- 4.3 Centre for Environmental Education (CEE )
- 4.4 World Summit on Sustainable development (WSSD-2001)

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

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



5. Collection of articles published in News papers /Periodicals related to Environment and writing critical comment on them.

6. Organizing and reporting of Environmental activity or competition like Quiz/ Debate/ Discussion/Exhibition /Drawing for school students.

7. Critical appreciation of any one TV, online or offline program related with Environmental Education.

8. Prepare a Model/scrap book/album/posters on relevant Environmental related themes.

9. Make an attitude survey of students/teachers of secondary school teachers regarding Environmental problem.

10. Prepare Checklist/Rating scale to evaluate secondary students Environmental behavior.

#### **REFERENCES :-**

- 1) B.K. Sharma (2001)- An introduction to Environmental pollution. Krishna Prakashan Media Ltd Meerut.
- 2) V.K.Nanda (1997) – Environmental Education. Anmol Publication Ltd New Delhi
- 3) R.A.Sharma (2008) – Environmental Education. R. Lall Book Depot. Meerut (U.P)
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- 7) UNESCO – Environmental Education-Principles of teaching and learning ; Paris
- 8) Dr. J.G. Roddannavar (2008) – Human Rights Education And Environmental Education. Vidyanidhi Prakashan. Gadag.

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**  
**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

## SYLLABUS Semester-II

### S2.Ed 5: Optional Paper

#### Population Education

(Total No. of Periods of one hour duration = 30 Hrs)

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#### OBJECTIVES.

1. To help the student-teachers become aware of population dynamics determinants and consequences of unchecked growth of population in India.
2. To make them understand the meaning, concept, scope and the nature of population education.
3. To enable them to understand the role of a few national and international agencies and programmes in population education.
4. To enable them to acquire abilities and skills needed to teach population education through the integrated and separate subject approaches.

#### **Unit 1: Nature and scope of population education: 5 hours.**

- 1.1 Meaning, concept, need and importance of population education.
- 1.2 Objectives of population education-vis-à-vis family planning, family life education, and sex education.

#### **Unit 2: population situation and dynamics: 8 hours.**

- 2.1 population situation in the world and in India with special Reference to Karnataka :determinants and consequences of over population in India and Karnataka.
- 2.2 Meaning of crude birth rate, crude death rate, fertility, fecundity, Growth rate, population pyramid, sex ratio, infant-mortality rate, Dependency ratio.

#### **Unit 3: population and quality of life: 6 hours.**

3.1 population in relation to: Socioeconomic development, housing Problem,health status,health services,food and nutrition.

3.2 population and environment: Meaning,resources,

**Unit 4: population related policies and programme: 6 hours**

4.1 The National population policy,role of different voluntary, National and International agencies-with specific reference to family planning Association of India (EPAI) National population Education project (NPEP),NCERT and SCERT,International planned parenthood Federation(IPPF),NGO.

4.2 Role of Mass Media in population education related matters,role of teacher,parent and the press in population education,role of population education clubs in school.

**PRACTICUM/ASSIGNMENT**

Each student-teacher shall undertake any one of following activities.

1. Content analysis of existing textbook to find out plug points for population education.
2. Survey of population situation in Karnataka pertaining to a certain locality/district/taluk in respect of population dynamics, and population profile.
3. Survey of the locality inhabited by the disadvantaged sections of the society such as slums, child labour etc.
4. Creating community awareness about social such as superstitions, early marriage,etc.
5. Organisation of population Education clubs.
6. Preparation of the A.V. aids relating to the teaching of population education.
7. Preparation and execution of at least three integrated lesson during practice teaching.



## **BOOKS FOR STUDY AND REFERENCE:**

- 01.Sharma.R.C, Population Trends- Resources and environment,A Hand Book on Population Education, 1975.
- 02.Opulation Education, A Conceptual approach- A teacher manual, NCERT, New Delhi,1979.
- 03.C. Sheshadri and U.S.Madyastha, population education- manual for teacher educator, RCE, Mysore 1984.
- 04.Population Education: A contemporary concern, paris:UNESCO,1978.
- 05.Population Education:A Source book on concept and methodology, UNESCO, Bangkok,
- 06.Cerriculum development in population education, UNESCO, Bangkok, 1984.
- 07.Training manual in population education (for different target group), DSERT Bangalore, 1979.
- 08.Salkar.K.R. Population education for developing countries, Sterling publisher Pvt,Ltd, New Delhi,1981.

## **S2.Ed 5: Optional Paper**

### **Value Education**

**(Total No. of Periods of one hour duration = 28 Hrs)**

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**Objectives :** At the end of the course, the student –teachers will be able to:

1. Understand Meaning, definition and concept of Values.
2. Understand the classification of Values under different types.
3. Understand Aims and objectives of values.
4. Understand Significance of values in Self-development .
5. Understand played by Teacher to inculcation of Values among the student.
6. Understand the approaches & strategies of value education.
7. Adopt Value education in curriculam.
8. Appriciate educational values like Democratic, Secular and Socialistic Values.

#### **Unit 1 : Values**

**(6 Hours)**

- 1.1 Meaning, Definition, nature and concepts of Values. scope and importance of values.
- 1.2 Classification of values- Interinsic values & Extrinsic values.
- 1.3 Sources of values:Socio-cultural tradition, Religion and Constitution.

#### **Unit 2 : Value and Education**

**(8 Hours)**

- 2.1 Aims and Objectives of Value education.
- 2.2 Status of value education in the curriculam.
- 2.3 Need for value education present century.
- 2.4 Organisation of all values under five basic values-truth, righrteous , conduct peace, love and non-violence.
- 2.5 Place of Values in charcetr development.

#### **Unit 3 : Fostering Values and Value Conflict**

**(08Hours)**

- 3.1 Role of parents-Teachers-Society-Peer groups-Religion-Government-Mass media-Voluntary organisation.



- 3.2 Meaning-Resolution of value conflict-Value conflict and Terrorism; Social-Economic status and value.
- 3.3 Attitude towards life and relationship between value and life.

#### **Unit 4 : Approches and Strategies**

(6 Hours)

- 4.1 Approches: Value inculcation;Analysis and Clarification.
- 4.2 Strategies: Direct-Curricular, Indirect Co-curricular,Personal examples .
- 4.3 Activites: Storytelling,Dramatization,Episode writing,Identification of values in teaching learing proces.

#### **ACTIVITY:**

- 1.Findout the different Values among various leaders of India[any ten]
- 2.Value from lessons.
- 3.Find out Values in you.

#### **ASSESSMENT:**

SL.No	Item	Internal Marks	External Marks
1.	One Assignment	05	
2.	One periodic test	05	
3.	Theory Examination		40
	Total	10	40

#### **References :**

1. B.K.Passi & Singh.P (1999),Value education.Agra.
2. Subramanian.K.(1990)Value education,Madurai. Ravan Publication.
3. Venkataiah.N(1998) Value education, New delhi: Aph Publishing Corporation.
4. Kaul.G.N. Value education in independent India A.P. ambala cont.
5. P.O.A.National Policy on Education 1986 Govt. Of India Ministry of HRD.,
6. Indian Education Commission 1964-66.
7. Singh.Y.K. & Natha.R.(2008) Value education, New delhi: Aph Publishing Corporation.

8. Chand.(2007) Value education, New delhi: Anusha Publishing House.
9. Aggarwal .J.C.(2005) Education for value, environment and human rights. New Delhi,Shipra publication.
10. Sharma.R.A.(2008) Human value of education.Meerut:R.Lall Books Depot.



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2.Ed 5: Optional Paper**

**Health and Physical Education**

**(Total No. of Periods of one hour duration = 28 Hrs)**

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

1. Acquire the knowledge about the teaching methods of Physical education and Its activities.
2. Understand the significance of health and physical education for the all round Development.
3. Maintain and promote good health.
4. Develop the understanding of physical education and its related fields.
5. Develop the understanding of the interrelation of Physical, Mental, Social and Emotional aspects of the development of the individual.
6. To know the meaning and importance of yoga and suryanamaskar and asanas.
7. Acquire the knowledge of first aid.
8. Know about the effective organization of physical education activities.

**Unit 1 : Health Education – Food and Nutrition**

**(4 Hours)**

- 1.1 Health education-meaning, definition, aims and objectives & importance
- 1.2 Objectives of healthy school living
- 1.3 Personal care – skin, eyes, ears and teeth
- 1.4 Food and nutrition-nutrients and functions, proteins carbohydrates, fats, vitamins
- 1.5 communicable Diseases: transmission, control

## **Unit 2 : Firstaid, Yoga and Art of Living**

**(6Hours)**

- 2.1 First aid Meaning, significance, prevention and treatment of sports injuries
- 2.2 Fatigue-Meaning, causes and remedies
- 2.3 Balanced DIET-meaning ,and benefits
- 2.4 Medical Inspection-meaning ,procedure and importance
- 2.5 Elementary knowledge of yoga, Suryanamaskar and asanas
- 2.6 Art of living. Objectives and Programmes

## **Unit 3 : Physical Education, Tournament and Camping**

**(8 Hours)**

- 3.1 Physical Education- meaning, definition, aims and objectives
- 3.2 Ground marking and history: kabaddi, kho-kho, volley ball, throw-ball
- 3.3 Commands, Line formation, Marching and ceremonial parade
- 3.4 Tournament-meaning. Types and drawing fixtures
- 3.5 Camp and Hikes- meaning, organization, and benefits
- 3.6 National Integration, Participation in national festival programmes for flag hosting,

## **Unit 4 : Physical Education, Leadership, Discipline, Incentive and Awards** (10 Hours)

### **A PHYSICAL EDUCATION,**

- 4.1 Origin and development of Modern Olympic Games
- 4.2 Physical Education in India Modern Period
- 4.3 Common Wealth Games (CWG)
- 4.4 Asian Game
- 4.5 Y.M.C.A.
- 4.6 National Institute of Sports. (NIS)
- 4.7 Sports Authority of India.(SAI)
- 4.8 School Game Federation of India.(SGFI)
- 4.9 Sports Authority of Karnataka. (SAK)
- 4.10 Qualities of Good Leadership in Physical Education Teacher.

**B Incentives and Awards:**

- 1 Letter Crest
- 2 Cup
3. Trophy
4. Medal
5. Certificate
6. Honors Board

**Following are suggested Practicum:**

1. Participation in any one major game and one sports item.
2. Ground marking for selected games and sports.
3. Commands, Line formation and marching, ceremonial parade.
4. Participation in two national festival programmes for flag hoisting

**ASSESSMENT:**

SL.No	Item	Internal Marks	External Marks
1.	One Assignment	05	
2.	One periodic test	05	
3.	Examination		40
	Total	10	40

**References :**

1. St. Jhon Ambulance: (2010) first aid Associations: Bangalore.
2. NCERT: Physical Education. A Draft curriculum for Classes 1 to 10.
3. L.K.Govind raju:(2009) Camping and Education.New Delhi.Sharma: Publication.
4. Y.M.C.A:(2001) Rules of Games and sports, New Delhi .
5. J.P. Thomas : (2001) Organization of Physical Education. Gnanodaya press: Chennai.

6. Kamalesh M.L.and sangral. M.B. (1997) Principles and History of Physical Education. Ludhiana: Tendon Publication.
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8. Nadgir.K.G.(1998) Sharir Shikshanad Vidhanagalu. Dharwad: Mallasajjan Vyayama Shale.
9. Nadgir. K.G.(1997) Arogya Mattu Arogya Shikshana.Dharwad:Mallasajjan Vyayama Shale.
10. Dr.Latha.S. (2002 ) Yogic Exercise for Health:Bangalore:Jnananidhi Publication.
11. K.K. Varma. (2001) Sports Psychology. Ludhiana :Tendon Prakashan.
12. Basavaraj. vastrad (1997) Philosophy in Physical Education. Bagalkot:Soumya Prakashan.
13. G.S.Shekarappa. (2002) Dhairika Shikshna Mattu Arogya Shikshna. Davanageri: Shreyas: Prakashan.
14. M.Gangappa: (2013) Dhairika Shikshna Mattu Arogya Shikshna. Harapanahalli: Varanu Mattu Taruna Prakashan.
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18. Nadgir, K.G (1997), Arogya Mattu Arogya Shikshana, Dharwad : Mallasajjana Vyayama Shale.



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2.Ed 5: Optional Paper**

**Health and Physical Education**

**(Total No. of Periods of one hour duration = 20 Hrs)**

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**Course Objectives:**

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

1. Trace the historical perspective of Special Education.
2. Distinguish the concepts of Special Education, Inclusive Education and Integrated Education.
3. Understand the meaning, nature, scope and objectives of Special Education.
4. Analyze critically the needs, problems, causes and educational provisions meant for disabled children.
5. Acquaint the different policies and procedures for Special Education.
6. Critically review issues and challenges in Special Education.
7. Appreciate the evaluator procedures adopt in Special Education.

**Unit 1 : Introduction to Special Education**

**(04 Hours)**

- 1.1 Historical perspective of Special Education.
- 1.2 Concept of Special Education, Inclusive Education and Integrated Education.
- 1.3 Meaning, Nature, Scope and objectives of Special Education.
- 1.4 Factors resulting in Special Needs - future vision.

**Unit 2 : Nature and Needs of Various Disabilities**

**(08 Hours)**

- 2.1 Concept, Identification, Classification, Causes, Problems, Prevention and Educational

Provisions for following disabled children

2.1.1 Visual Impairment

2.1.2 Hearing Impairment

2.1.3 Communication Disorder

2.1.4 Physical and Multiple Disabilities

2.1.5 Learning Disabilities

2.1.6 Mental Retardation

### **Unit 3 : Policies and Provisions for Special Education** (04 Hours)

3.1 National and state policies – with special reference to Disability Act 1995,

Convention of Right of Act 1992 and Rehabilitation Council of India 1992

3.2 International Policies

3.3 Legal Provisions

3.4 Role of Agencies (Teacher, Parents, Peers, Administrators, Community, NGO's,  
Government and Private Organizations)

### **Unit 4 : Issues and Challenges and Innovative Practices** (04Hours)

4.1 Need of Early Identification

4.2 Curriculum Adjustment and Adaptation

4.3 Classroom Management

4.4 Evaluation Procedures

4.5 Teacher's Training developing of teaching materials, innovative practices.

□ Assignments / Practicum are compulsory and colleges are free to assign on any topic of the current issues. And much attention is given to practical oriented topic.

**Assignments / Practicum: Topics for the Assignments/Practicum are as follows:  
(Any One)**



1. Identification of Children with special needs
2. Adaptation of curriculum and methods to teach one child with special needs
3. Visit to one institution dealing with disabled
4. Children and prepare a report. Establish the cell to identify children with special needs
5. Planning of two lessons and teaching in special education schools.
6. Visit to Special Educational Institutions and to prepare special educational institutional planning

### **References:**

1. Andrain Ashman and John Elkins (1994), "Educating children with special needs", New Delhi: Sterling Publishers Pvt. Ltd.
2. Bhargava Mahesh (1994)., "Introduction to Exceptional Children" their Nature and Educational provisions, New Delhi: Sterling Publishers Pvt. Ltd.
3. Chintamani Kar (1996), "Exceptional Children their Psychology and Education", New Delhi: Sterling Publishers Private Ltd.
4. Daniel P, Hallahan and James M. Kauffman (1978), "Exceptional Children" Introduction  
To Special Education, New Jersy: Prentice Hall Inc.
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Publication.
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## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY

### Bachelor of Education (B.Ed.,) Course (Semester Scheme)

#### SYLLABUS Semester-II

#### S2 ED VI/VII: Methods Of Teaching Kannada

(Total No. of Periods of one hour duration = 40 Hrs)

#### ಬೋಧನಾ ಉದ್ದೇಶಗಳು ;

1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಪದ್ಧತಿಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಬೋಧಿಸುವ ಕ್ರಮಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವರು.
2. ಕನ್ನಡದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವರು.
3. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ತತ್ವಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ವಿಮರ್ಶಿಸುವರು.
4. ಕನ್ನಡ ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ ಕಾರ್ಯದ ಅಗತ್ಯತೆಯನ್ನು ಅರಿತುಕೊಳ್ಳುವರು.
5. ಭಾಷಾಬೋಧನೆಯಲ್ಲಿ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳಲು ಸಮರ್ಥರಾಗುವರು.
6. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾಮಟ್ಟವನ್ನು ಮೌಲ್ಯಮಾಪನದ ವಿವಿಧ ಸಾಧನ ತಂತ್ರಗಳ ಮೂಲಕ ಗುರಿಸುತ್ತಾರೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಗುಣಗಳು ಹಾಗೂ ಕಾರ್ಯಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.
8. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವವನ್ನು ಹೊಂದುತ್ತಾರೆ.

#### ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು/ಪದ್ಧತಿಗಳು ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶಗಳ ಬೋಧನೆ

(ಅವಧಿಗಳು 14)

- 1.1. ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಮಹತ್ವ.
- 1.2. ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ಪದ್ಧತಿಗಳು- ಕಥನ ಪದ್ಧತಿ, ನಾಟಕೀಕರಣ- ಪಾತ್ರಚಿತ್ರಣ ಮತ್ತು ಸನ್ನಿವೇಶ ಚಿತ್ರಣ ಪದ್ಧತಿ, ಉಪನ್ಯಾಸ ಪದ್ಧತಿ, ಪ್ರಶೋತ್ತರ ಪದ್ಧತಿ, ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ, ರೂಪಸಾದೃಶ್ಯ ಪದ್ಧತಿಗಳು.
- 1.3. ಆಧುನಿಕ ಬೋಧನಾವಿಧಾನಗಳು- ಚರ್ಚಾ ಪದ್ಧತಿ ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಯೋಜನಾ ಪದ್ಧತಿ, ಸಂವಹನ ಪದ್ಧತಿ, ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ, ಸ್ವಯಂ ಅಧ್ಯಯನ ಪದ್ಧತಿ, ಗಣಕೀಕೃತ ಪದ್ಧತಿ, ಪ್ರತಿಯೊಂದು ಪದ್ಧತಿಗಳ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಗುಣಾವಗುಣಗಳನ್ನು ತಿಳಿಸುವುದು.

- 1.4. ಪ್ರಬಂಧ ಬೋಧನೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪ್ರಬಂಧದ ವಿಧಗಳು, ಪ್ರಬಂಧ ರಚನೆಯ ಹಂತಗಳು, ಪ್ರಬಂಧತಿದ್ದುವ ಕ್ರಮಗಳು. ಪ್ರಬಂಧರಚನೆಗೆ ಪೂರಕವಾದ ಚಟುವಟಿಕೆಗಳು- ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ಸಾರಸಂಗ್ರಹ ಮತ್ತು ಸಾರವಿಸ್ತಾರ.
- 1.5. ಶಬ್ದಸಂಪತ್ತು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಶಬ್ದಸಂಪತ್ತನ್ನು ಹೆಚ್ಚಿಸಲು ಕೈಗೊಳ್ಳುವ ಪೂರಕ ಚಟುವಟಿಕೆಗಳು. ದ್ರಾವಿಡಭಾಷೆಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಾನ.
- 1.6. ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು-ಕಾದಂಬರಿ, ಸಣ್ಣಕತೆ, ಆತ್ಮಕಥನ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಹಾಸ್ಯಸಾಹಿತ್ಯ, ಶಿಶುಸಾಹಿತ್ಯ ಮತ್ತು ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ.

### **ಘಟಕ 2 : ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ಹಾಗೂ ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ** (ಅವಧಿಗಳು 08)

- 2.1. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ಪಠ್ಯಪುಸ್ತಕ ರಚನಾತ್ಮಕಗಳು, ಉತ್ತಮಪಠ್ಯಪುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು, ಪ್ರಸ್ತುತ ಎಂಟು ಮತ್ತು ಒಂಬತ್ತನೇ ತರಗತಿಯ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ, ಸವಿಸ್ತಾರ ಮತ್ತು ಅವಿಸ್ತಾರ ಪಠ್ಯಪುಸ್ತಕಗಳು.
- 2.2. ಭಾಷಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ, ತತ್ವಗಳು, ಹಂತಗಳು, ಲಕ್ಷಣಗಳು, ಭಾಷಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು.
- 2.3 ರೂಪಾಂತರ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಹಂತಗಳು, ತತ್ವಗಳು, ರೂಪಾಂತರ ಕಾರ್ಯದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು.

### **ಘಟಕ 3 : ಭಾಷಾ ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ** (ಅವಧಿಗಳು 10)

- 3.1. ಧೃಕ್‌ಶ್ರವಣೋಪಕರಣಗಳು- ಅರ್ಥ ಮತ್ತು ಪ್ರಯೋಜನಗಳು.  
ಅ].ಧೃಕ್‌ಉಪಕರಣಗಳು- ಬರೆಯುವಹಲಗೆ, ಚಿತ್ರಗಳು, ಚಿತ್ರಪಟಗಳು, ಭಾವಚಿತ್ರಗಳು, ಮಾಧರಿಗಳು, ಶಿರೋನ್ನತಪ್ರಕ್ಷೇಪಣ.  
ಆ].ಶ್ರಾವ್ಯ ಉಪಕರಣಗಳು- ರೇಡಿಯೋ, ಗ್ರಾಮಫೋನ್, ಧ್ವನಿಸುರಳಿ. ಇ].ಧೃಕ್‌ಶ್ರವಣ ಸಾಧನಗಳು- ದೂರದರ್ಶನ, ಚಲನಚಿತ್ರ, ಗಣಕಯಂತ್ರ, ಸಿಡಿ ಡ್ರೈವ್, ಪೆನ್ ಡ್ರೈವ್, ನಿಸ್ತಂತುವಾಣಿ(ಮೊಬೈಲ್).
- 3.2. ನಿಘಂಟು- ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು ಮತ್ತು ಬಳಕೆ. ವಿಶ್ವಕೋಶ- ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ವಿಧಗಳು, ಬಳಕೆ.

3.3. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ- ಅರ್ಥ, ಉಪಯೋಗಗಳು.

3.4. ಮೌಲ್ಯಮಾಪನ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಮಹತ್ವ. ನಿರಂತರ ಮತ್ತು ವ್ಯಾಪಕ ಮೌಲ್ಯಮಾಪನ. ಪರೀಕ್ಷೆಯ ವಿಧಗಳು- ಲಿಖಿತ ಮತ್ತು ಮೌಖಿಕ ಪರೀಕ್ಷೆಗಳು. ನೈದಾನಿಕ ಪರೀಕ್ಷೆಗಳು ಮತ್ತು ಪರಿಹಾರ ಬೋಧನೆ.

3.5. ಘಟಕ ಪರೀಕ್ಷೆ- ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಮಹತ್ವ, ಘಟಕ ಪರೀಕ್ಷೆಯ ಹಂತಗಳು, ನೀಲನಕ್ಷೆ ಆಧಾರಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ರಚನೆ. ಉತ್ತಮ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು.

#### **ಘಟಕ 4 : ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು**

(ಅವಧಿಗಳು 08)

4.1. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳು. ಸೇವಾಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.

4.2. ಕನ್ನಡ ಭಾಷಾ ಸಂಘ- ಅರ್ಥ, ಮಹತ್ವ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಚಟುವಟಿಕೆಗಳು, ಶಾಲಾ ವಾರ್ಷಿಕ ಸಂಚಿಕೆ ಮತ್ತು ಬಿತ್ತಿಪತ್ರಗಳು.

4.3. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಇತರ ಶಿಕ್ಷಕರು ಹಾಗೂ ಪಾಲಕರೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ,

4.4. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆ- ವಿಚಾರಸಂಕೀರ್ಣಗಳು, ಸಮ್ಮೇಳನಗಳು, ಕಾರ್ಯಾಗಾರಗಳು,

4.5. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ ಸಾಹಿತಿ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಘಗಳೊಂದಿಗೆ ಹೊಂದಿರುವ ಸಂಬಂಧ, ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ಕವಿಗೋಷ್ಠಿ ಮತ್ತು ಕವಿ ಜಯಂತಿಗಳು.

#### **ಸೂಚಿತ ಚಟುವಟಿಕೆಗಳು\ ದತ್ತ ಕಾರ್ಯಗಳು :**

**ಸೂಚನೆ:** ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು.

1. ಕನ್ನಡ ಸಾಹಿತಿಗಳು, ನಾಟಕಕಾರ, ಚಲನಚಿತ್ರನಟ, ನೃತ್ಯಗಾರ, ಸಂಗೀತಗಾರ, ಜಾನಪದಕಲೆಗಾರರ ಸಂದರ್ಶನ.
2. ಪ್ರಸ್ತುತ ಎಂಟು, ಒಂಬತ್ತನೆ ತರಗತಿಯ ತರಗತಿಯ ಪಠ್ಯ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನಿಷ್ಠ ನಾಲ್ಕು ವಿಶೇಷ ಪಾಠೋಪಕರಣಗಳ ತಯಾರಿಕೆ.
3. ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ರಸ ಪ್ರಶ್ನಕಾರ್ಯಕ್ರಮ ಆಯೋಜಿಸಿ ದಾಖಲುಮಾಡುವುದು(ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ).

4. ಗಣಕಯಂತ್ರ ಆಧಾರಿತ ಕಲಿಕೋಪಕರಣಗಳ ತಯಾರಿಕೆ ಮತ್ತು ಬೋಧನೆ.
5. ಪ್ರಶ್ನಪತ್ರಿಕೆ ಸಿದ್ಧಪಡಿಸುವಿಕೆ.
6. ಮಕ್ಕಳಲ್ಲಿ ಕಂಡುಬರುವ ಮಾತಿನ ದೋಷಗಳನ್ನು ಕಂಡುಹಿಡಿದು ಪರಿಹಾರ ನೀಡುವುದು.
7. ಕನ್ನಡಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ವಿಶ್ಲೇಷಣೆ.
8. ಕನ್ನಡ ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ಹಾಗೂ ಪ್ರತಿಭಾನ್ವಿತ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಧ್ಯಯನ.
9. ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿರುವ ಪಾಠಗಳನ್ನು ನಾಟಕಕ್ಕೆ ರೂಪಾಂತರಿಸಿ ಅಭಿನಯಿಸುವುದು.
10. ಕನ್ನಡ ಭಾಷಾ ಆಟಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುವುದು.
11. ಹತ್ತನೇ ತರಗತಿ ಕನ್ನಡ ಪ್ರಶ್ನಪತ್ರಿಕೆಯ ವಿಶ್ಲೇಷಣೆ.
12. ಜಾನಪದ ಕತೆಗಳ ಧ್ವನಿ ಮುದ್ರಿತ ಹಾಗೂ ಲಿಖಿತ ವರದಿ ತಯಾರಿಕೆ.
13. ಕರ್ನಾಟಕದಲ್ಲಿ ಕನ್ನಡನಶಿಸುತ್ತಿರುವ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ವರದಿ ತಯಾರಿಸುವುದು.
14. ಕನ್ನಡ ಸಾಹಿತಿಗಳ ಸಚಿತ್ರಮಾಹಿತಿಗಳ ಸಂಗ್ರಹ.
15. ಪಂಪ ಪ್ರಶಸ್ತಿ ವಿಜೇತ ಕವಿಗಳ ಸಚಿತ್ರ ಮಾಹಿತಿ ಸಂಗ್ರಹ.
16. ಅಂದ, ಮೂಗ,ಕಿವುಡ ಮಕ್ಕಳಿಗೆ ಭಾಷೆ ಕಲಿಸುವ ವಿಧಾನಗಳ ಮಾಹಿತಿ ಸಂಗ್ರಹ.
17. ಸೂಚನೆ; ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾರ್ಗದರ್ಶಿಗಳು ಅಧ್ಯಾಪಕರಿಗೆ ಮುಕ್ತ ಅವಕಾಶವಿದೆ.

**ಕನ್ನಡದ ಪ್ರತಿಯೊಬ್ಬ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧನಾಕಾರ್ಯ ಕೈಗೊಳ್ಳುವಾಗ;**

ಗದ್ಯ- 06

ಪದ್ಯ- 03

ವ್ಯಾಕರಣ- 02

ಪತ್ರಲೇಖನ/ಪ್ರಬಂಧ- 01

**ಮೌಲ್ಯಮಾಪನ:**

ಕ್ರ ಸಂ.	ಅಂಶ	ಆಂತರಿಕ ಅಂಕಗಳು	ಬಾಹ್ಯ ಅಂಕಗಳು
01.	ಒಂದು ನಿಯೋಜನೆ/ ಸೂಚಿತಚಟುವಟಿಕೆ	10	--
02.	ಕಿರುಪರೀಕ್ಷೆ	10	--
03.	ಬಾಹ್ಯ ಪರೀಕ್ಷೆ	--	80
	ಒಟ್ಟು ;	20	80

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು ;**

- 1) ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ-1988- ಪ್ರೋ; ಬಿ.ವಿ. ರಮಣ.ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ವಿರಾಜಪೇಟೆ
- 2) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ-1983-ರಾ. ಅನಂತರಾಮ ಭಾರತೀ ಪ್ರಕಾಶನ ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು,570009.
- 3) ಕನ್ನಡ ಬೋಧನೆ-1983-ಎಸ್.ಕೃಷ್ಣಪ್ಪ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- 4) ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು-1990-ಡಾ; ಮಹಾಬಲೇಶ್ವರ ರಾವ್. ಹಳೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಘ.ಡಾ; ಟಿ.ಎಮ್.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ. ಉಡುಪಿ.
- 5) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ-1990-ಪಂಡಿತ ಸಿ.ಕೃಷ್ಣ ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 6) ಮಾತೃಭಾಷೆ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ-2000-ಪರಗಿ ಅನುಸೂಯ ,ವಿ. ಅನಸೂಯ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ.
- 7) ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ-1999 ಡಾ;ಕೊಂಗವಾಡ ಎನ್.ಬಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ. ಗದಗ.
- 8) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮೀಮಾಂಸೆ ಸಂಪುಟ 1-2001- ರಹಮತ್ ತರೀಕೆರೆ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ. ಹಂಪಿ.
- 9) ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ, -19951- ರಾ,ಯ,ಧಾರವಾಡ ಕಾರ ಗೀತಾ ಬುಕ್ ಹೌಸ್. ಮೈಸೂರು.
- 10) ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ-ಡಾ;ಕೆ. ಕೆಂಪೇಗೌಡ. ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು.
- 11) ಕನ್ನಡ ಭಾಷಾ ಪರಿಷತ್ತು, ಎಸ್ ರಂಗನಾಥ ಶರ್ಮ, ಚಾಮರಾಜಪೇಟೆ, ಬೆಂಗಳೂರು-1977.
- 12) ಡಾ.ಕೆ.ವಿ.ನಾರಾಯಣ, ಭಾಷೆಯ ಸುತ್ತ ಮುತ್ತ ಕನ್ನಡ ಸಂಘ ಕ್ರೈಸ್ಟ್ ಕಾಲೇಜು, ಬೆಂಗಳೂರು.

- 13) ಪ್ರೊ. ಜಿ.ವೆಂಕಟಸುಬ್ಬಯ್ಯ ಇಗೋ ಕನ್ನಡ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- 14) 'ಕನ್ನಡ ಸಂಪದ'-ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು-2008.
- 15) ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ ಪ್ರಕಾಶನ ಅ)ಮೊದಲ ಹೆಜ್ಜೆ ಆ)ಸರಿ ಹೆಜ್ಜೆ ಇ)ಹೊಸ ಹೆಜ್ಜೆ ಈ)ನಿರಂತರ ಉ) ಸಮಕಾಲೀನ.
- 16) ಕನ್ನಡಕಲಿಕೆ- ಕೆ. ಸಚ್ಚಿದಾನಂದಯ್ಯ.
- 17) ಭಾಷೆ ಮತ್ತು ಶೃಜನ ಶೀಲತೆ- ಮಹೇಶ್ವರಯ್ಯ.ಹೆಚ್.ಎಮ್. ಸಂಹಿತಾ ಪ್ರಕಾಶನ ಧಾರವಾಡ.
- 18) ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ- ಸಾ.ಶಿ.ಮುರಳಯ್ಯ. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ. ಬೆಂಗಳೂರು.
- 19) ಅರವತ್ತು ಹೆಜ್ಜೆಗಳಲ್ಲಿ ಶುದ್ಧ ಕನ್ನಡ- ಎಮ್.ವಿ.ನಾಗರಾಜ.
- 20) ಇಂದಿನ ಕನ್ನಡ ರಚನೆ ಮತ್ತು ಬಳಕೆ- ಶ್ರೀಧರ್.ಎಸ್.ಎನ್.
- 21) ಕನ್ನಡ ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು.ಡಾ.ಎಮ್.ಚಿದಾನಂದಮೂರ್ತಿ.
- 22) ಪ್ರಬಂಧ ಪ್ರಪಂಚ-1990. ನಾಗೇಶ.ಹೆಚ್.ವಿ.
- 23) ಕನ್ನಡ ವಿಶ್ವಕೋಶ ಮೈಸೂರು ವಿ.ವಿ.
- 24) ಭಾಷೆ-ವಿಶ್ವಕೋಶ-ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ.
- 25) ಕನ್ನಡ ವ್ಯಾಕರಣ ಕೈಪಿಡಿ- ಪಂಡಿತ ಈಶ್ವರಪ್ಪ.
- 26) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ- ತಾ.ಸು.ಶಾಮರಾವ್.
- 27) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಕೋಶ- ರಾಜಪ್ಪ ದಳವಾಯಿ.
- 28) ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ-ಡಾ.ಪಟ್ಟೇದ.ಎಲ್.ಬಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.ಗದಗ.





**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2 ED VI/VII: Methods Of Teaching English**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**OBJECTIVES**

On completion of this course the student teacher will understand -----

1. The meaning , significance and criteria of textbook.
2. The reference materials in English.
3. The various resources in English.
4. The social resources in learning languages.
5. The use of e-learning, internet, PPT, etc. in teaching English.
6. The purpose, principles, types of evaluation in teaching English.
7. The tools of evaluation in teaching language.
8. The qualities and qualification of an English teacher.
9. The role of an English teacher as an innovator.
10. The professional growth of an English teacher.

**Unit 1 : Instructional Material in Teaching English**

**(9 Hours)**

\_Text book – Meaning, Significance, Criteria and limitations.

- 1.1 Critical analysis of English language textbooks of secondary stage.
- 1.2 Unit plan- Meaning, Importance and steps.
- 1.3 Teacher handbook and pupils' workbook and their significance.
- 1.4 Reference material in English- Dictionary, Thesaurus, Encyclopedia, Journals.

**Unit 2 : Resources in Teaching English Language**

**(18 Hours)**

2.1 Audio aids- CD/DVD player, online audio streaming, audio CD, narration, Tape Recorder and audio cassettes, language laboratories and their application.

2.2 Visual aids- Chalk board, charts, models, video streaming, picture, substitution table/ OHP,

film projector, multimedia projector.

2.3 Audio-Visual aids- TV, films, CD/DVD, Interactive board.

2.4 Social resources- Debate, Quiz, elocution, field trips, dramatics, symposium, panel discussion, comparing and literary club activities.

2.5 e-learning resources- use of CAT (computer assisted instruction), Internet, role of website, and PPT (power point presentation)

### **Unit 3 : Evaluation in English Language**

**(10 Hours)**

3.1 Evaluation- Meaning, purpose, principles, types of evaluation in English Teaching – learning

process. Concept of CCA (continuous and comprehensive evaluation).

3.2 Tools of Evaluation – unit test – Meaning, stages, objective, diagnostic test – its uses – criteria of a graded question paper.

3.3 Nature and process of auditory comprehension- speaking, reading, writing.

### **Unit 4 : Professional English Teacher**

**(8 Hours)**

4.1 Qualities and Qualification of an English Teacher.

4.2 Professional competencies of an English Teacher.

4.3 Role of Teachers as an innovator (as curriculum developer, material Developer and an evaluator).

4.4 Professional growth of an English teacher. Technology mediated language learning, language teachers association, Optimum use of library.

4.5 The role of CIEFL, RIE and TOFFELO.

### **SUGGESTED TOPIC FOR PRACTICAL/ ASSIGNMENT/ TUTORIALS/SEMINOR:**

1. Preparation and construction of unit test on the lessons taught in the school- Administering, analysis and interpretation of result.
2. Analysis of secondary level English language textbooks in terms of characteristics of a

good textbook.

3. Instructional material to teach language skills/ vocabulary.
  4. Discussion on the differences between the objectives of teaching of prose and poetry Lessons.
  5. Preparing transparencies for teaching of formal or functional grammar.
  6. Visit English laboratories established in other institutions and report on its function.
  7. Planning and execution of language games.
  8. Interviewing an English teacher of secondary school and report on it.
  9. Preparation of dictionary for the content words of 8<sup>th</sup> / 9<sup>th</sup> std. book.
  10. Collecting different types of materials and resources for teaching of English.
- # College is Free to Assign their Own Activity Related to the Subject.

### REFERENCE BOOKS:

1. Sachdev. M.S- A New Approach to Teaching of English Language in free India, Ludiana Prakasha Publications(1976)
2. Kohli A – Techniques of Teaching English Language, Dhanpal Rai and Sons Delhi (1984).
3. Teaching of English – A Modern Approach by Dr. M Hariprasad and Prof. V. Prakashan
4. Communicative English by Neelkamal Publication, Delhi.
5. The Study of Language – George Yune (3<sup>rd</sup> edition Cambridge University)
6. T.C. Baruah The English Teacher Handbook Sterling Publishers Pvt. ltd.1984
7. Wilkinson Andrew – Language and Education, Oxford University.
8. Bose K – Teaching of English Language - a Modern Approach Doaba House Book, sellers New Delhi 1979
9. Richards and Rogers(1983) Approaches and Methods in Language Teaching, London, CUP
10. B.C.Rai- Methods of Teaching English, Prakashan Kendra, Lucknow.
11. K.Venugopal Rao – Methods of Teaching English, Neelkamal Publications , Hyderabad.
12. Alien Teaching English Language as a Second Language Mc Grow hil Bombay 65
13. S Vekatswamy Principles of Teaching English Vikas Publishing House, Pvt Ltd.

14. Menon and Patel Teaching of English Language as a Foreign Language , Acharya Book Depot , Baroda (1975).
15. Daneil Jones , English Pronouncing Dictionary, O U P (2013) Learners Grammar Dictionary, An Organic Approach to the Teaching of Grammar, David Numan (1995) An Introduction to Functional Grammar , Holiday M.A.K (1985) London Arnold, Second Language Grammar Teaching and Learning, Rutherford.W.C (1987) London. Longman.
16. David, E (1977): Classroom Techniques – Foreign Languages and English as a second Language, New York , Harcourt Brace.
16. Morris 1<sup>st</sup> Teaching of English as a second language.
17. Teaching English By E.L. Sharma.
18. Paluja – Methods of Teaching English.
19. Content cum Methodology of Teaching English – M.K.Sri Vastv.



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**  
**Bachelor of Education (B.Ed.) Course (Semester Scheme)**  
**SYLLABUS Semester-II**  
**S2 ED VI/VII: Methods Of Teaching Urdu**  
**(Total No. of Periods of one hour duration = 45 Hrs)**

Objectives	<i>Semester - II</i>	45 Hrs
اُردو کا مواد اور طریقہ تدریس اغراض و مقاصد		
<ol style="list-style-type: none"><li>1. To appreciate importance of suitable teaching materials in language teaching. preparation &amp; application in lesson.</li><li>2. To analyze curriculum, syllabus, text book and content of the subject of urdu.</li><li>3. To know the entire syllabus prescribed for standard V to Xstd in Urdu.</li><li>4. To enable the students to know about taxonomy of educational objectives.</li><li>5. To develop in him/her the special qualities aptitudes and interest in Urdu teacher.</li><li>6. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of his students.</li><li>7. Be acquainted with evaluation procedures used in evaluating urdu knowledge Of the students.</li></ol>		
10 Hrs		

1. اُردو کی تدریس، تدریسی وسائل کی اہمیت، تیاری اور اسباق میں اطلاق سے واقف کروانا۔

2. نصاب تعلیم کا تجزیہ کرنا۔ درسیات اور نصاب کے فرق کو واضح کرنا، اُردو کے نصاب درسی کتب اُردو مضمون سے واقف کروانا۔

3. جماعت پنجم تا دہم کے اُردو درسیات سے واقف کروانا۔

4. طلباء کو اُردو زبان دان کے تعلیمی مقاصد کے مثلث کو واقف کروانا۔

5. اُردو اساتذہ میں اہم خصوصیات، دلچسپی، رجحانات کو ترقی دینا۔

6. جانچ اور اندازہ قدر کے اصولوں، طریقوں اور آلات سے واقف کروانا۔

7. طلباء میں اُردو زبان سے منسلک علم کی جانچ کرنا۔ جانچ کے مختلف طریقوں کا اطلاق کرنا۔

اکائی I: اُردو تدریس کے امدادی ذرائع:-

(الف) تدریسی آلات، ہم نصابی سرگرمیوں کی ضرورت اور اہمیت و افادیت، منصوبہ بندی (سمعی و بصری امدادی ذرائع، استعمالات)، تعلیم و تربیت میں انکی اہمیت، غیر نصابی سرگرمیاں:- بزم ادب، بیت بازی، بحث و مباحثہ، ڈرامہ اور اداکاری، شاعرہ، اسکول میگزین۔ تدریسی آلات:- لسانی تجربہ گاہ، ترسیل کے جدید ذرائع، ریڈیو، ٹیلی ویژن، ٹیلی فون، انٹرنیٹ، ٹیلی کانفرنسنگ، سوشل میڈیا۔ (ب) زبان کی تعلیم میں معاون سرگرمیوں کا اہتمام:- تقاریر، مباحثے، مذاکرے، خطابت، مضمون نویسی، نصاب تعلیم کا مفہوم، بیت بازی وغیرہ۔ اکائی II: اردو نصاب کی تدریس کے اصول و نظریات:- 09 Hrs

طفل مرکوز کا اصول، اصول پکچر، اصول توازن، زندگی کیلئے تیاری کا اصول، انفرادی تفاوت کا اصول، اصول پختگی، اصول فرصت۔ درسیات:- مفہوم، درسیات کی ترقی کیلئے اصول،

درسی کتاب کی خصوصیات اور تنقیدی جائزہ:- عمدہ درسی کتاب کی افادیت و اہمیت، درسی کتاب کی خصوصیات اور تنقیدی جائزہ۔ اکائی III: تعین قدر (Evaluation)، تصور اور اہمیت، امتحان کی ضرورت اور اہمیت 10 Hrs

امتحانات کے طریقے:- تشخیصی جانچ (Diagnostic Test) اچھے امتحان کے معیارات (Qualities of a Goodness) موجودہ امتحان نظام کے نقائص، روایتی سوالات کے پرچوں کے نقائص اور اصلاحات، زبانی امتحان، عملی امتحان خوبیاں اور خامیاں، مسلسل جامع جانچ، استعمالات اور فوائد، جانچ کے آلات و ٹیکنیک سررخی خاکہ، یعنی ابتدائی خاکہ Blue Print۔

اکائی IV: (الف) اردو معلم کی خصوصیات، اردو معلم کی تعلیمی، فنی، علمی، پیشہ وارانہ لیاقتیں، ماقبل ملازمت تربیت اور دوران ملازمت تربیت، اردو معلم کے تدریسی وسائل، ہم پیشہ معلمین سے بہتر تعلقات۔ 08 Hrs

(ب) اردو کی ترقی و ترویج کے حوالے سے درج ذیل کا مطالعہ، اردو اساتذہ کی انجمن

1. قومی کونسل برائے فروغ اردو نئی دہلی 2. ریاستی اردو اکیڈمیاں 3. اخبارات و رسائل۔

اکائی V: مواد کی مطالعہ (Content Study) 08 Hrs

(الف) ریاست کرناٹک کی آٹھویں تا دسویں جماعت کے اردو نصاب کا تنقیدی مطالعہ

(ب) آٹھویں تا دسویں جماعت کے قواعد کے نصاب کا مطالعہ

عملی مشق: خوش خطی کی مشق، ہم نصابی متاعل کا انعقاد سوالات کی تیاری، اردو زبان کی لائبریری کا فروغ، تحریری و تقریری مقابلوں کا انعقاد، ادبی آرکیل، مختصر افسانے، نظم لکھنے کی مشق، سمینار، بحث و مباحثے کا انعقاد تدریس و اندازہ قدر کے جدید طریقوں پر عمل آواری کی مشق، اردو زبان کی فروغ میں معاون تعلیمی و تحقیقی مراکز کا تعلیمی دورہ۔

### Suggested Assignments:-

1. Setting question papers of VIIIstd to Xstd in Urdu language.
2. Astudy of an author/poet.
  - a) Dr Mohd Iqbal
  - b) Sir, Syed Ahmed Khan
  - c) Firakh Gorakhpuri
  - d) Altaf Hussain Hali
  - e) Mirza Asadullah Khan Galib
  - f) Moulana Abdul KalamAzad
  - g) Momin Khan Momin
  - h) Mirtaqi Mir
3. Importance of in other longuage.
4. Developing linguistic skills.
5. Importance of teaching materials for effective teaching.

### Reference Books:-

1. Teaching language : Rybura
2. Teaching of mother tongue : P. Abalhard
3. Expression in speech&writhing : A.G.Lameree
4. Language and linguistic method in the school : S.S.Luari
5. Studies in language&language teaching : Akhtar Ansari
6. Tadrees-e-Urdu Adab : Moinuddin
7. Lisaniyat by : Dr. Zor
8. Khutbat : Dr. Abdul Haque
9. Urdu method of teaching : Mulla Fakrul Hasan
10. Teaching of Urdu language : Inamulla Khan Sharwani
11. How to teach Urdu : SaleemAbdullah
12. Methods of teaching Urdu : Syed Jaleeluddin
13. Language and Urdu Language : Prof Abdul Khadir Sarwari
14. History of Urdu Literature : Dr. Jameel Jalbi
15. Urdu in Panjab : Hafiz Mohd Sherani



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2 ED VI/VII: Methods Of Teaching History and Civics**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**Unit 1 : Curriculum in History and Civics**

**(10 hours)**

- 1.1- Meaning of curriculum.
- 1.2- Principles of curriculum construction of History and Civics with reference to NCF-2005 & 2009.
- 1.3- Organization of content of History curriculum – Chronological, Concentric, Biographical and regressive approaches.
- 1.4- An overview of History and Civics curriculum of standard 8/9/10 of Karnataka in the light of the above. (1.2 , 1.3)

**Unit 2 :Correlation and Teaching Chronology**

**(10 hours)**

- 2.1—Meaning, Importance and Types of correlation.
- 2.2- Correlation of History with other subjects –Literature, Geography, Economics and Civics.
- 2.3- Dimensions & Importance of teaching chronology.
- 2.4- Concept of time & space sense :-Guidelines in developing time & space sense among pupils.

**Unit 3 : Instructional materials and resources in teaching History and civics**

**(10 hours)**

- 3.1- Text book - Need and Importance, Characteristics of good text book in History and Civics.
- 3.2- Collateral reading: - Meaning and importance , types of reading materials –



Historical novels ,Biographies, Auto biographies , Journals , Magazines,  
News papers , Dramas , Songs , Books on Art and Architecture.

### 3.3 Teaching-Learning Materials

- a) Audio Materials: Narration, songs,
- b) Visual materials : Maps, Charts, Models, Real objects.
- c) Audio- Visual materials : Feature Films, Documentaries, Dramas.

3.4 - History room:- Importance, Planning, arrangement & maintenance of equipments.

## **Unit 4 : History & Civics Teacher and Extended curricular activities (10 hours)**

- 4.1 Teacher: Qualifications, qualities and competencies of History and Civics teacher.
- 4.2 Means of Professional growth of History & Civics teacher.
- 4.3 Organizing History clubs, Quiz , Exhibitions, Field trips, Surveys, mock parliament.
- 4.4 History museum-Importance ,planning for equipment, maintenance.

### **Assignments**

- 1. Preparation of unit plan and unit test/resource unit
- 2. Critical study of 8/9/10 standard text book of present Karnataka secondary schools.
- 3. Visit to historical place and submission of report.
- 4. Preparation of working models of freedom fighters and etc.
- 5. Survey of history teaching materials in secondary schools.
- 6. Preparation of teaching aids.
  - Assignments are compulsory and colleges are free to assign any topic related
  - Much attention should be given to practical oriented topic



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2 ED VI/VII: Methods Of Teaching Geography & Economics**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**Objectives of the Course:** Upon the completion of the course the student teachers will be able to

1. acquire the knowledge about the natural regions of India & world, weather, climate and human occupations.
2. develop skills of preparation of models, graphs, globe and charts
3. develop the skill of organizing the geography room, museum and library.
4. acquire the knowledge about the text book and curriculum of geography/Economics
5. develop the qualities of a good geography/Economics teacher
6. develop skills in preparing unit test and diagnostic test.

**Unit 1 : Local and Regional Geography**

**(14 Hours)**

- 1.1 Meaning and importance of local & regional geography
- 1.2 Natural regions of India.
- 1.3 Structure and composition of Atmosphere
- 1.4 Meaning of weather and climate
- 1.5 Human occupations – meaning and types
- 1.6 Earthquake and volcano – causes, types and distribution
- 1.7 Tides & their impact on human activities.

**Unit 2 : Instructional Material in Geography and Economics**

**(10 Hours)**

- 2.1. Teaching Aids – meaning, principles and importance.
- 2.2. Visual Aids : Maps, models, globe, Atlas, O.H.P.
- 2.3. Audio-visual Aids: T.V. Computer.

- 2.4. Geography room : importance, planning, equipment and arrangement.
- 2.5. Geography Museum : need, importance and arrangements.

### **Unit 3 : Geography and Economics Curriculum**

**(12 Hours)**

- 3.1. Meaning and principles of curriculum construction
- 3.2. Text book of geography & Economics – characteristics, need & importance.
- 3.3. Critical study of the present geography & Economics text book of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard.
- 3.4. Need and importance of studying physical, human, political and economic geography
- 3.5. Correlation of geography with History, Economics, Mathematics, Language and science

### **Unit 4 : Geography Teacher**

**(10 Hours)**

- 4.1 Qualifications, qualities & problems of geography/Economics teacher
- 4.2 Professional growth and competencies of geography/ Economics teacher.
- 4. 3 Unit test – Meaning, importance & steps of construction.
- 4.4 Diagnostic Test and Remedial teaching – meaning and importance.
- 4.5 Critical study of present evaluation system in geography & Economics.

**Practicum :** Submission of a report after conducting survey/practical/ visit to a geographically/Economically important place (any one of the following).

- 1. Preparation of software on geographical/Economical concepts or events.
- 2. Preparation of a report on the planning, organization and outcome of an Excursion in geography.
- 3. Preparation of unit test along with scheme of evaluation.
- 4. A critical study of present geography/Economics text book of VIII/IX/X<sup>th</sup> Standard.

5. Preparation of maps – local and regional.
6. Preparation of albums of different countries – flags, stamps, currency, language and human race.
7. A collection of natural specimens like rocks, minerals, soils, food grains and other finished products.
8. Preparation of programmed learning material on any one unit (about 60 frames)
9. A survey or visit to an industry, port, cultivated land or agricultural farms nearby.

**Note:** The College/Lecturer is Free to Introduce any other relevant or suitable activity related to the subject.

### **Reference Books:**

- O.P. Verma (2000) Geography Teaching – Sterling Publishers, New Delhi.
- Gravees, N.J. ((1971) Geography in Secondary Education, London, Geography Association
- Haggettt, P., (1972) Geography : A Modern Syntheses, New York, Harper and Row.
- Indian National Committee for Geography, (1968) Indian Regional Studies, Calcuta, 21st IGU Publication
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- Lake Philip. (1974), Physical Geography, Madras, Macmillan Co. of India Ltd
- Long and Robertson, (1968) , Teaching of Geography, London, Heinemann Educational Books Ltd.
- E.A. Macne (1953) – The Teaching of Geography - Oxford University Press.
- Standing Sub-committee in Geography, (194), Handbook for Geography Teacher, London, Methuen Educational Ltd.
- UNESCO (1965) Source Book for Geography Teaching. London, Longman, Longman Co

- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), Regional Geography of the World, New York: Holt, Rinehart and Winston, Inc
- Woolridge, S.W. and W.G.East, (1951) The Spirit and Purpose of Geography, New York, Hutchinson.
- Arora (2000) Teaching of Geography :, Ludhiana Prakash ISRP
- Das Gupta & A N Kapoor (1990) Principles of physical Geography.
- G.C.Leong (2001) Physical & Human Geography.
- Sharma & Cutinou (2000) A text book of geography.
- Long .M.L.(Edg) 1974 – Handbook for Geography Teachers, London Methuen Educational Ltd.
- Zoe A Thralls (2001) The Teaching of geography – Eurasia Publication House, New Delhi.
- R.P. Singh (2005) Teaching of Geography – R. Laal, Book Depot, Meerut.
- B.C. Rai (1995) Methods of teaching of geography – Prakashana Kendra, Lucknow.
- M.S. Rao (2006) Teaching of Geography – Anmol Publications, New Delhi.
- R. L. Singh, Rana B.B. Singh (2010) Elements of Practical Geography – Kalyani Publications, New Delhi.
- ನಾಗಭೂಷಣ ಆರಾಧ್ಯ-ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲ ತತ್ವಗಳು - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- S. S. ನಂಜಣ್ಣವರ & ಒ.ಃ.ಸಜ್ಜನರ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಭೋಧನೆ - ಶಿವಪ್ರಕಾಶ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಗದಗ.
- ಅ.ಖ.ಇ.ಖ.ಖಿ. - ಭೂಗೋಳ ಸಂಗಾತಿ - ಸಂಪುಟ, I, II & III.
- ವಿ.ಎಸ್. ಎಕ್ಸಂಬಿ & ಸದಲಗಿ - ಭೂಗೋಳಶಾಸ್ತ್ರ ಭೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ರಂಗನಾಥ - ಪ್ರಾಕೃತಿಕ ಭೂಗೋಳಶಾಸ್ತ್ರದ ಮೂಲತತ್ವಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ರಂಗನಾಥ - ಮಾನವ ಭೂಗೋಳಶಾಸ್ತ್ರ - ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.) Course (Semester Scheme)**

**SYLLABUS Semester-II**

**S2 ED VI/VII: Methods Of Teaching Physics**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**Objectives:**

Upon the completion of this course Student-Teacher will be able to

- 1) Understand innovative science curriculum projects.
- 2) Prepare trend report on innovative science curriculum project.
- 3) Critically evaluate 8<sup>th</sup>/9<sup>th</sup> standard physics text book .
- 4) Use laboratories properly.
- 5) Organize science club /Fairs /Quiz in science.
- 6) Associate with science teacher associations.

**Unit 1 : Transacting science curriculum**

(12 hours)

- 1.1) Curriculum:- Meaning, principles,
- 1.2) Approaches :-Topical, Process, Concentric and integrated with reference to Meaning merits and demerits)
- 1.3) Some innovative Science curriculum projects.
  - i) International science curriculum projects .
    - a) PSSC b) Nuffield c) UNESCO planning
  - ii) National science curriculum projects.
    - a) NCERT b)NPE-1986 c) NCF-2005 and 09.
- 1.4) Text book, syllabus and work book (Discuss with references to meaning, Need characters)
- 1.5) Critical evaluation of 8<sup>th</sup> and 9<sup>th</sup> standard physics syllabus of Karnataka state.

**Unit 2 : Resource for teaching physics**

(12 Hours)

- 2.1) Laboratory:- Design, characteristics, equipments and their maintenance, Records to be maintained, use of lab manual and precautionary measures. Guidelines for students and teachers.
- 2.2) Improvised apparatus:- Meaning, objectives, preparation.
- 2.3) Teaching aids:- a) Projective:- Film projector, OHP, LCD, Smart/Digi boards.  
T.V, yoy-tubes.
- b) Non-projective:-Charts, pictures, Models, Satellite Radio.
- 2.4) Internet, Websites, Journals, Magazines, Reference. Mobile Science vans, virtual lab.

**Unit 3 : Organisation of co-curricular activities.**

(11hours)

- 3.1) Scienceclub:- Meaning, organization, need and functioning
- 3.2) Science faires, exhibitions, Museum, olympiod, Science quiz, excursion.
- 3.3) Workshops, Seminars:- Meaning differences and organization.
- 3.4) Science games and poems
- 3.5) National Talent Search examination and NMMS(National Means cum ment  
Scholarship).

**Unit 4 : Professional development of science teacher**

(10 hours)

- 4.1) Competencies and qualities of science teacher
- 4.2) Associating with science teacher association.

4.3) Awareness of science institutions like

a) NASA b) ISRO c) BARC d) NSC e) DST (with reference to Historical perspective and functions)

4.4) Action Research in physics.

**Practicum:-**

- 1) Preparation of a report of critical analysis of 8<sup>th</sup> /9<sup>th</sup> text book by interview and discussion with two experienced Secondary school physics teacher.
- 2) Preparation of trend report on innovative science curriculum project.
- 3) Preparation of OHP transparencies on any topic of physics with brief report.
- 4) Preparation of report on functioning and organization of science club in practice teaching schools/other Secondary schools.
- 5) Collection and maintenance of a dairy on science games and poems.
- 6) Preparation of modules in creating awareness of NTSE among secondary school students and teachers.
- 7) Preparation of trend report on programmes of NASA/ISRO/BARC/NSC.

**References:**

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2. Bhandula.N: Teaching of Science, Prakash Brothers (Ludhiana).
3. Bhatia & Bhatia the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.
4. Bhatnagar, AD, Teaching of Science (2004), Surya publications, Meerut.
5. Frost Jenny & Turner Tony, Learning to teach Science in the Secondary School (201 Edition). Routledge Palmer, N . York. (2005).
6. J.C.Agarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000.
7. Kohli, V K: How to teach science.



8. Korde and Sawant; Science and Scientific Method, Himalaya publishing house, 1980.
8. Mangal. S.K., Teaching of Science.
9. Narendra Vaidya: Science teaching in schools for the 21st century. Deep and deep publications Pvt Ltd.,
10. New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70.
11. Prasad Janardhan, Practical aspects in Teaching of Science, Kanishka Publication, N. Delhi 1999.
12. R.C Sharma: Modern Science teaching, Dhanpat Rai Publishing Company, 2003.
13. Ravikumar S.K, Teaching of Science, Mangadeep Publications.2000.
14. S. Venkataih (Ed): Science Education, Anmol publications Pvt. Ltd., 2000.
15. S.K. Kochhar: Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003.
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17. Sharma Jagdish, model of Science Teaching, Raj Publishing House, Jaipur. (2006).
18. Sharwan Kumar Gupta: Teaching physical Science in Secondary Schools, Sterling publishers Pvt Ltd., 1981.
19. Vaidya and Rajput (Eds): Reshaping our school Science Education, Oxford & ISH Publishing Co.1977.
20. Veena Pani Pandey: major issues in science teaching, Summit Enterprises, 2004.
21. Washton Nathan S, Teaching science: In Elementary & middle School, David McKenny Co., N York (1974).
22. Yadav M S Teaching of Science, Mangaldeep Publication, N. Delhi 1992.
23. Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India (Pvt.Ltd.) New Delhi

## WEBSITES :



1. <http://www.pbs.org/teachers/earlychildhood/articles/integratedunits.html>
2. <http://www.nwre1.org/sepd/sirs/8/co16.html>
3. <http://education.masfield.ohio-state.edu/>
4. <http://www.stanfordedu/~marcelo/teaching/papers/teachint.pdf>
5. <http://www.ee/cityu.edu.hk/~rtbrad/mmee1996-2.pdf>
6. [http://www.angelfire.com/star5/integrated\\_teaching/interation.html](http://www.angelfire.com/star5/integrated_teaching/interation.html)
7. <http://www.staford.edu/deptJCTL1romprof7postings/230.html>
8. [http://itsnpsy.york.ac.uk/LTSNPpsych/webdocs\\_not\\_nof/r2p.pdf](http://itsnpsy.york.ac.uk/LTSNPpsych/webdocs_not_nof/r2p.pdf)
9. <http://www.carnegiefoundation.org/publications/sub.asp?key=452&subkey=610>

## **SYLLABUS Semester-II**

### **S2 ED VI/VII: Methods Of Teaching Mathematics**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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#### **Objectives :**

**Upon completion of this course student teachers will be able to,**

1. Develop an Understanding about different resources for teaching Mathematics.
2. Critically Analyze current mathematics text books.
3. Acquire the knowledge of Curriculum design of teaching mathematics
4. Acquire the knowledge of Professional competencies of a mathematics teacher
5. Develop skill of constructing Achievement and diagnostic tests
6. Develop skill of organizing co-curricular activities

#### **Unit 1: Resources for Teaching Mathematics**

**(10hours)**

##### **1.1 TEXT BOOK**

- 1.1 .1 Meaning of text book
- 1.1.2 Characteristics of a good mathematics text book.
- 1.1.3 Importance of textbook.
- 1.1.4 Critical study of secondary school mathematics text – book of Karnataka state using a format.

##### **1.2 WORK BOOK**

- 1.2.1 Concept of work book
- 1.2.2 Guidelines for preparing work book, hand book in mathematics and meaning, need and importance of teachers manual.
- 1.2.3 Reference books – meaning, need and uses.

##### **1.3 HARDWARES AND SOFTWARES.**

- 1.3.1 Hardware – OHP, LCD, digital board, computers, smart mobiles.

1.3.2 Software – charts, models, pictures, websites related MATHEMATICS education.

1.3.3 Geometrical instruments – types and importance.

1.3.4 Multi media for teaching mathematics.

## **Unit 2 : Curriculum Design in Mathematics**

**(14 Hours)**

### **2.1 CONCEPT OF CURRICULUM.**

2.1.1 Principles of curriculum construction.

2.1.2 Organization of content of the curriculum.

2.1.3 Psychological and logical.

2.1.4 Spiral and topical.

2.1.5 Comparing CBSE, ICSE AND KSSEB curriculum.

2.1.6 Revising mathematics curriculum.

2.1.7 Critical analysis of Karnataka state secondary school mathematics curriculum keeping in view the curriculum principles.

### **2.2 NEW TRENDS OF MATHEMATICS CURRICULUM IN INDIA.**

2.2.1 School mathematics study group (MSG).

2.2.2 NCERT

2.2.3 NCF – 2005 AND 2009.

### **2.3 CO-CURRICULAR ACTIVITIES IN MATHEMATICS.**

2.3.1 Mathematics club: objectives of maths club, organization and activities (GAMES, PUZZLES, RIDDLES,)

2.3.2 Mathematics Olympiads: objectives, importance and organization.

2.3.3 Mathematics quiz: organization and importance.

2.3.4 Mathematics museum: organization and importance.

2.3.5 Mathematics laboratory: objectives, importance, uses, equipments and its maintenances.

2.3.6 Ethno mathematics.

### **Unit 3: The Mathematics Teacher**

**(8Hours)**

- 3.1 Professional competencies and responsibilities.
- 3.2 In-service education and training programmes.
- 3.3 Orientation and content enrichment programme.
- 3.4 Mathematics teacher association - state, national and international level - need and importance.
- 3.5 Role of NCERT, DSERT, CTE AND IASE in continuing education for mathematics teacher.
- 3.6 Seminars, workshops and conferences.
- 3.7 Teaching mathematics to – gifted, slow learners and under achiever.

### **Unit 4 : Evaluation in Mathematics**

**(13 Hours)**

#### **4.1 UNIT TEST IN MATHEMATICS**

- 4.1.1 Meaning, importance and steps for construction.
- 4.1.2 A sample unit test in mathematics
- 4.1.3 Format of well balanced question paper.
- 4.1.4 Objective based test items.
- 4.1.5 Question bank in mathematics – meaning, construction and importance.

#### **4.2 DIAGNOSIS IN MATHEMATICS**

- 4.2.1 Diagnostic test – its types and uses.
- 4.2.2 Construction of diagnostic test in mathematics.



4.2.3 Identification of difficulties/errors in mathematics made by students.

### 4.3 REMEDIAL INSTRUCTION

4.3.1 Meaning and importance of remedial teaching.

4.3.2 Follow up work.

#### References:

- Davis, D.R. (1951). The Teaching of Mathematics. London: Addison Wesley Press
- Jain, S.L. (1973). Ganith Shikshan. Jaipur: Hindi Granth Academy.
- Carey, L.M. (1975). Measuring and Evaluating School Learning. Boston: Allyn and Bacon.
- Copeland, R.W. (1979). How Children Learn Mathematics. New York: Mcmillan Publishing Company.
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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BELLARY**

**Bachelor of Education (B.Ed.,) Course (Semester Scheme)**

## **SYLLABUS Semester-II**

### **S2 ED VI/VII: Methods Of Teaching Chemistry**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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#### **Course Objectives:**

Upon Completion of course, the student teacher will be able to:

1. Understand the plan, use and maintain the chemistry laboratory systematically.
2. Use advanced and creative techniques, resources and improvised apparatus in their chemistry lessons.
3. Get mastery in chemistry content and imbibe the special qualities of chemistry teacher.
4. Plan and execute various curricular and co-curricular activities related to teaching of chemistry.
5. Gain an insight into the skills of evaluating the outcomes of teaching chemistry and prepare different tools of evaluation to assess the achievement of students in chemistry.
6. Appreciate and inculcate the competence and commitments needed for a chemistry teacher.
7. Apply the knowledge of chemistry to develop scientific thinking and scientific outlook.

#### **Unit 1 : Resources to teach Chemistry**

**(12 Hours)**

- 1.1 Chemistry text book – Meaning, importance, good characteristics, and their evaluation.
- 1.2 Chemistry laboratory – Planning, equipment, use of manual, safety and maintenance.
- 1.3 Development of improvised apparatus.
- 1.4 Science library – Journal, magazine, reference books.

#### **Unit 2 : Multimedia Approach in teaching Chemistry**

**(12 Hours)**

- 2.1 Meaning and scope of multimedia
- 2.2 Elements of multimedia – Text, image, sound, animation, movies, their

preparation and presentation.

2.3 Introduction to presentation software – Power point, video conference.

2.4 Concept of E-Learning, M-Learning.

2.5 Web source content – Wikipedia, wiki educator, school education, using in teaching and learning.

2.6 Concept of smart classes.

### **Unit 3 : Evaluation in Chemistry**

**(10 Hours)**

3.1 Evaluation: Concept, continues and comprehensive evaluation.

3.2 Construction of unit test with the help of blue print.

3.3 Construction of diagnostic test and planning remedial measures.

3.4 Question bank: Features, development and uses.

3.5 Identifying talented students and planning special programmes with reference to NTSE (National Talent Search Examination)

3.6 Critical evaluation of “Present day evaluation system”.

### **Unit 4 : Professional Growth and Organizing Co-curricular activities in Chemistry**

**(11 Hours)**

7.1 Chemistry teacher: Professional competencies, professional growth through seminars, conferences, workshops, action research etc.

7.2 Organization of study groups and team teaching.

7.3 Co-curricular activities like science club, science museum, science exhibitions, science quiz, field trips - meaning, importance, organization and usefulness.

- Assignments / Practicum are compulsory and colleges are free to assign on any topic of the current issues. And much attention is given to practical oriented topic.

**Assignments: Topics for the Assignments are as follows:**

**(Any One)**



1. Planning and conducting innovative experiments.
2. Improvisation of low cost equipment and tools.
3. Preparation of models and charts.
4. Preparation of chemistry projects.
5. Critical analysis of chemistry text book.
6. Preparation of design, blue print for teacher made test.
7. Development of self-instructional material on any one topic of chemistry.
8. Organization of science quiz in school.
9. Preparation of Animation technique on any one topic in chemistry
10. Organization of smart classes in secondary school.

### **References:**

1. Bhat, B.D. and Sharma, S.R. (1993), *Methods of Science Teaching*, New Delhi: Kanishka Publishing House.
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17. Das R.C. (1985) Science Teaching in Schools, New Delhi: Sterling Publishers, Pvt. Ltd.
18. Gupta S.K. (1985), Physical Science Teaching in Secondary Schools, New Delhi: Sterling Publishers, Pvt. Ltd.
19. Kohli V.K (2003) How to teach science (A Treatise on Methodology of
20. Teaching Physics and Chemistry), Ambala: Viveka Publishers.
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**ಕನ್ನಡ:**

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## **S2 ED VI/VII: Methods Of Teaching Biological Science**

**(Total No. of Periods of one hour duration = 45 Hrs)**

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**OBJECTIVES:** On Completion of the course the student teacher will be able to;

1. Acquaint with the information communication technology for Teaching Biology and their effective utilization .
2. Plan & Execute Varies Curricular & Co-Curricular activities related to teaching Bio-science.
3. To develop the skill of setting & maintaining Biology laboratory.
4. Appreciate and Inculcate the competencies & commitments' needed for A Biology Science Teacher
5. Plan & execute various curricular & co-curricular activities related to Teaching of Bio- Science.
6. Gain an insight in to the skills of Evaluating the outcomes of teaching Biological science.

### **Unit 1 : Multimedia Approache of teaching Biological Science**

- 1.1.Multimeadia - Concept ,Importance & Scope.
- 1.2.Elements of multimedia - Text, image & sound animation .
- 1.3.Uses of Multimedia tools – LCD Projectors, com-card, scanner, Bluetooth & Interactive white board.
- 1.4 Preparation of multimedia presentation- Steps ,merits & de-merits.

### **Unit 2 : Resources to teach Biological Science**

- 2.1 Unit plan - Steps & Characteristics.
- 2.2 Text book - Characteristics and criteria of evaluating text book
- 2.3 Biology laboratory - Design and importance
- 2.4 Biology Museum - Design maintenance and importance.
- 2.5 Natural ecosystem - School garden - maintenance and importance.
- 2.6 Artificial ecosystem - Aquarium - maintenance and importance  
Vivarium - maintenance and importance  
Terrarium - maintenance and importance

- 2.7 Field trip - Organization & importance
- 2.8 Bird watching Special reference to beaks and nesting behavior.

### **Unit 3 : Evaluation in teaching Biological Science**

- 3.1 Evaluation - Concept & Continuous and comprehensive Evaluation.
- 3.2 Unit Test - Blue print.
- 3.3 Diagnostic Test - Construction, Planning & remedial measures.
- 3.4 Question bank - Meaning, Development & Uses.
- 3.5 National Talent Search Exams- Identifying talented students and special programmes.

### **Unit 4 : Professional Growth of Biology Teachers**

- 4.1 Biological Science Teacher : -Qualities and qualifications .
- 4.2 Opportunities for Professional Growth :-(a) Seminars  
(b) Conferences  
(c) Work shops  
(d) Action research

(Discuss above concepts with respect to organization and importance)

### **SUGGESTED ASSIGNMENTS.**

- 1) Prepare a report on nesting behaviors of birds
- 2) Preparing power point slides of any selected units of secondary School Biology
- 3) Prepare and submit at least five preserved bottle specimens of plant or animal.
- 4) Prepare and submit report on any Ten medicinal plants
- 5) Present and submit multimedia based lesson .
- 6) A report on maintenance of School garden.
- 7) Prepare a report of field trip with reference to specific concepts
- 8) Preparation of Diagnostic Test in Biological Science.
- 9) Setting up Aquarium & its maintenance .

10) The college is free to introduce any other selected activities

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