

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-II

COURSE-1: LEARNING & TEACHING ASSESMENT

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

After completing this course the student-teachers will be able to.....

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.
6. Understand the meaning and various techniques of personality assessment.

Unit I: Human Learning and learning process.

15 hours

- a. Human learning: Meaning, definition and concept formation
- b. Learning theories: Pavlov, Thorndike, Skinner and Insight learning
- 1.3 Sensation: Meaning and Types
- 1.4 Perceptions Meaning and Types
- 1.5 Attention: Meaning, a types and Factors Affecting
- 1.6 Memory and Thinking and problem solving.

Unit II Intelligence, Creativity and Motivation

15 hours

- 2.1 Intelligence: - Concept, definition, types, test of intelligence, RPM, Batia, Otis
- 2.2 Theories of Intelligence- Two factor, Multifactor, Guilford's SOI model.
- 2.3 Creativity: Concept, Definition, process and Characteristics.
- 2.4 Role of teachers in fostering creativity.

2.5 Motivation: Meaning, Nature and types of motivation Maslow's theory.

Unit III Personality and Assessment.

15 hours

3.1 Personality: Meaning, Nature, Factors

3.2 Tools & techniques of Personality assessment.

3.3 Mental health and Hygiene: Meaning and its importance, role of teachers in promoting Mental Health.

3.4 Assessment conventional meaning and constructivist perspective

3.5 'Assessment of learning' and 'Assessment for learning' – meaning and difference

Unit IV: Teaching Learning Process

15 hours

4.1 Meaning and Principles of teaching.

4.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect Learning Process

4.3 Factors affecting learning - physical, psychological and environmental

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

Assignment

1.1 Seminar on creativity

1.2 Assessment; conventional and constructivist

Essential Readings

- 2.1 Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. Jain Book Agency, New Delhi.
- 2.2 Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- 2.3 King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
- 2.4 Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. McGraw Hill Education (India) Private Limited, New Delhi.
- 2.5 Paul, P. (2009). Language and Deafness. Singular publication.
- 2.6 Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- 2.7 Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th edn). Pearson Publication, New Delhi.
- 2.8 Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin Howell,
- 2.9 Basapur, Jagadeesh.B, Shaikshanika Manovignana – Shreyas publications Hadagali (2008)
- 2.10 Hiremath, Satish.A (2006). Educational Psychology and statistics, Siddalingeswara Publications, Kalaburgi.
- 2.11 Hiremath, Satish.A (2006). Shaikshanika Manovignana mattu sankhyashastra, Siddalingeswara Publications, Kalaburgi.
- 2.12 Hiremath, Satish.A (2006). Shaikshanika Manovignana, , Siddalingeswara Publications, Kalaburgi.
- 2.13 Vamadevappa, H.V.,(2004), Shaikshanika Manovignana, Shreyas Publications, Davanagere.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester – II

KNOWLEDGE AND CURRICULUM

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

Student – Teachers will be able.....

1. To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
2. To become familiar with ideologies related to child centered education
3. To understand the changes in education in the context of society, culture and modernization
4. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
5. To able to clarify the interrelation among curriculum, syllabus & text book
6. To understand the co-relation among power, principles and curriculum
7. To Evaluate co-curricular activities with reference to new society formation

Unit – I Epistemological Basis of Education

10Hrs

- 1.1 Knowledge, Information and Skill: Concept and Differences, Facets of Knowledge; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3 Activitiy based learning –according to primary, secondary
- 1.4. Modern child centred education with following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education

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

Unit - 3 Process of Curriculum Development

- 3.1. Curriculum: Concept and Importance, Basis of Curriculum
- 3.2. Principles of Curriculum Construction
- 3.3 Role of Curriculum in Effective Teaching
- 3.4 Relationship between Aims of Education and Curriculum
- 3.5. Teacher's role in curriculum construction

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

- 4.1 Vision, mission of curriculum construction.
- 4.2 Various co-curricular activities and its impact on reconstruction of society
- 4.3 Relationship between power, ideology and curriculum
- 4.4 Evaluation of curriculum.

4.5 Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Assignment;

1. Seminar on Dewey's concept of discovery
2. Teacher's role in reconstruction of curriculum

Reference

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. Lap Lambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkars philosophy of Education Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnmurthy (1992) Education and world peace, in social responsibility Krishnamurthy foundation
11. Parekh B, C. (2001) Rethinking multi-culturism: Cultural diversity and Political theory.
12. Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester –II

Contemporary Education in India

Contact Hours: 60

Max marks:100

Credits: 04

Objectives:

After completing this course the student-teachers will be able to.....

1. Explain the history, nature and process and Philosophy of education.
2. Analyze the role of educational system in the context of Modern Ethos.
3. Understand the concept of diversity.
4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.
5. To enumerate Constitutional provisions and Current Issues in Indian Education

Unit –I Meaning and importance of Education

1.1 Meaning and importance of Education

1.2 Pre independence Education period

1.2.1 Education of Vedic Period

1.2.2 Education of Buddhistic Period and

1.2.3 Education of Muslim Period of Education (with reference to aims and objectives, curriculum methods of teaching and teachers students relationship.)

1.3 Post independence Education period- woods, Hunter, Hartog and Sargent

1.3.1 Kothari Commission (1964-66)

1.3.2 National Education policy 1986

Unit –II Constitutional provisions and Current Issues in Indian Education

2.1 Education and Four pillars of Indian Constitution

2.2 Articles related to Education

2.3 Education of disadvantage groups (SC,ST, OBC & Minorities)

2.4 Inclusive Education

2.5 Right to Education – 2009

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

Unit -III Types of Schools in India

3.1 In relation to Funding: State, Aided, un-aided

3.2 In relation to school concepts: Shantiniketan, Montessori and Kindergarten.

3.3 Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani
Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

3.4 Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-IV : Policies, programmes & Schemes for enhancement of quality,

Karnataka Education Act 1983: with reference to primary and secondary education. Role and
Functions: BRC, DIET, CTE, IASE, DSERT

Assignment;

1. Seminar on Right to Education
2. Role and Functions DIET

Essential Readings :

- 1) Guha, R. (2007). India
- 2) National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- 3) National Policy on Education. (1986 & 92). Ministry of Human Resource
- 4) Development Government of India, New Delhi.
- 5) Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
- 6) Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- 7) Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- 8) Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- 9) Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- 10) Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- 11) Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- 12) Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
- 13) Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- 14) Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- 15) Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- 16) Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
- 17) Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- 18) Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi. 19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. 20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf> 21. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm> 22. <http://www.mkgandhi.org/speeches/speechMain.htm>
- 19) Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
- 20) Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
- 21) Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

- 22) Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
- 23) Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- 24) Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- 25) Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- 26) Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
- 27) Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
- 28) Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- 29) Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- 30) Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- 31) Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
- 32) Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -II
Techniques, Methods and Approaches of Pedagogy

Contact Hours: 60

Marks: 100

4 Credits

Objectives:

After completing this course the student-teachers will be able to.....

1. Understand the teaching learning as system.
2. Differentiate tools, techniques, methods and approaches and familiarize
3. Understand the schematic orientation towards class room transaction.
4. explain the role of teacher in various context.
5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

- 1.1 Teaching: System approach
- 1.2 Inputs for the learning-teaching system
- 1.3 Learning, evaluation and feed back
- 1.4 Objectives for teaching -learning system,
- 1.5 Detailed Taxonomy Cognitive, Psychomotor and Affective

Unit 2: Empowering teacher with tools and techniques.

- 2.1 Teaching Competencies: Components, significance and its contextual use
- 2.2 Content analysis: Meaning, Purpose and Uses
- 2.3 Designing teaching learning system in terms of planning class room. Activities, field activities, evaluation, time management and its relation to curricular transaction and outcomes
- 2.4 Teaching as a profession, effective classroom management
- 2.5 Role of teacher in terms of maintaining records, counseling, and relating to course outcomes

Unit 3: Teaching and teacher as facilitator

3.1 Maxims of Teaching

3.2 Techniques of teaching: Questioning, Discussing, narrating,

3.3 Methods of teaching: Induction, Deduction, Inductive-deductive processes,

3.4 Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,

Unit 4: Teaching learning material

4.1 Learning packages

4.2 Software material

4.3 Performance tasks and material

4.4 Exercise and practice materials

Assignment;

1. Seminar on Roll of teacher in terms of maintaining records, counseling and relating to course outcomes
2. Learning packages as teaching learning materials

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B. Ed) course Semester –II

Understanding Self, Personality and Yoga

Credits - 2

Marks : 50

Objections :

On the completion of the course, the Student-Teacher will:

1. Appreciate the origin and history of Yoga in India
2. Understand the concept and importance of yoga for general health and quality life style.
3. Integrate the practice of yoga and it's asanas for better self concept and esteem-personality

The theory needs to be discussed with practices as central aspect. The importance of theory to practice should be 1:1

UNIT-I INTRODUCTION TO YOGA AND YOGIC PRACTICES. 5 Hours

- 1.3 The concept importance and initiation of yoga.
- 1.4 The objectives of learning yoga.
- 1.5 The history of the development of yoga in India.
- 1.6 The schools of yoga: Raja yoga and Hata yoga.

UNIT-II YOGIC EXERCISES

20 Hours

- 2.14 Need of yoga for good health.
- 2.15 Yogic principles for healthy living.
- 2.16 Integrated approach of yoga for management of health.
- 2.17 Some selected yoga practices.

Meditation ,Asana ,Pranayama ,Yoga-nidra, Sukhasana ,Vajrasana Parvatasana,Bhujasana ,Padmasana,Niralambasana, Daudasana, Ardha padmasana, Swastikasana ,Shashankasana. Tadasana, Vrukshasana, Shavasana, vakrasana, Gomukhasana, Ardha Matsendriyasana, Matyasana, Kandarasana, Setubandhasana Chakrasana, Mandukasana, Shasakasana, Yogamudrasana, Ustrasana, Ardha Chandrasana, Supta Vajrasana.Markatasana, Pavanamuktasana, Noukasana, Uttanapadasana, Sarvangasana, Halasana, Pada Vruttasana. Makarasana, Bhujangasana, Dhanurasana, Shalabhasana, Balasana

Unit III: Healthy Practices.

5 hours

2:4:3 first aid Meaning, significance, prevention and treatment of sports injuries.

2:4:4 National Integration, Participation in national festival programmes for flag hoisting,

2:4:5 Objectives of healthy school living.

REFERENCES:

1. NCTE[2014] yoga education(Bachelor of education program);NCW Delhi:NCTE,Hans Bhawan,wing-II,1,Bahadar shah zafar marg.
2. Anantharaman,T.R(1996)_Ancient yoga in modern science Delhi nushiram narohavalal publishers pvt Ltd.
3. Bhugal,R.S(2011) Yoga and modern psychology, Lonavla: kaivalyadhama, swym samiti.
4. God,A(2007)Yoga Education,philosophy & Practice - Delhi:Deep and deep publications.
5. Devi,I(1987) _yoga,The techniques happiness',Bombay:jaico publishing house.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester – III

INCLUSIVE EDUCATION

Contact Hours: 60

Marks: 100

Objectives

4 Credits

Objectives:

Hours 75

On completion of the course the student- teachers will be able to:

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
4. Trace the historical perspective of Inclusive Education.
5. Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
6. Justify the need for Inclusive Education.
7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
8. Interpret the policies and procedures for Inclusive Education.
9. Critically review issues and challenges in Inclusive Education.

UNIT I –INTRODUCTION TO INCLUSIVE EDUCATION. 10 Hours

- 1.1 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.2 Need, Objectives & scope of Inclusive Education.
- 1.3 Factors responsible for successful inclusion in the mainstream –future vision
 - a) Understanding the cultures,
 - b) Definition of disability and inclusion in educational framework
 - c) Psychological problems of disability with reference to learning.
 - d) Models of disability.
 - e) Policies and programs of Inclusive Education.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM. 10 Hours

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
- 2.1 Physically challenged.
 - 2.2 Visually challenged.
 - 2.3 Children with auditory challenges.
 - 2.4 Children with speech challenges.
 - 2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.
 - 2.6 Mentally challenged.
 - 2.7 Children with learning challenges.

UNIT III –POLICIES AND PROVISIONS FOR INCLUSION

10 Hours

- 3.1. National and state polices –with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.
- 3.2 International Polices – Salmanca declaration.
- 3.3 Legal Provisions.
- 3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's Government and Private Organizations)
- 3.5 An introduction to Child With Special Needs (CWSN).

a) NPE 1986

b)
UNESCO
1989 c)
UNESCO
2006

d) RTE Act – 2009.

e) Role of Government and local
authorities f) SSA

g) Integration schools and normal
schools h) Role of teachers in
Inclusive schools

i) Assessment of knowledge and skills in inclusive
classrooms j) Role of children, parents, community
and administrators.

UNIT IV –ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES 10 Hours

4.1 Early identification.

4.2 Adaptation of curricular activities in schools.

4.3 Teacher's training: developing of teaching materials, innovative practices.

4.4 Evaluation procedures.

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, –Education with Special and Ch Needs|| Saga Publications.
2. Maitra Krihna, Sazena Vandana –2008, –Inclusion Issue Kanishka Publishers, New Delhi.
3. Dhawan, M.L. –2007, –Education of Children books.
4. Rajkumari. N. Alice – D. Rita Suguna Sundari Et. A Education||, Discovery publishing Hous
5. Dr. Reddy Likanandha –2005, –Education of child Discovery publishing House, New Delhi.

6. Kar Chintamani –1996, –Exceptional Sterling Publishers Children ||Private Ltd.
7. Purimadhumitha and Abraham George(2001)- Handbook of inclusive Education for educators, administrators and planners. Sage Publications Ltd.
8. Guha, Aloka (1955), – Compilation of reading in special education, The Spastics Society
of Tamil Nadu, madras, India.
9. Pandey R.S and Advaani L. (1955 Perspectives in disability and Rehabilitation||, New Delhi,
Vikas Publication.
10. Prasad Lakshman (1994), –Rehabilitation of the physically handicapped- Konark Publisher
Pvt. Ltd.
11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated
disabilities, 23-A, Shivaji Marg, New Delhi.
12. Rehabilitation Council of India. Status of Disability in India –2009, Ministry of SJ & E.
Kirk, Acaton.Samuel Exceptional.–Edu children