

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

Contact Hours: 60

Marks: 100
4 Credits

Objectives:

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

1. To understand the theory of evaluation.
2. To understand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of Computer/calculator) important statistical estimates and interpret the test scores by applying them.

UNIT-I: Educational Evaluation and measurement.

- a. Concept of Measurement, test, examination and evaluation with their differences.
- b. Functions and importance of evaluation with respect to students teachers, parents and management.
- c. Steps in the processes of evaluation
- d. CCE – Meaning and its importance.
- e. Types of evaluation – formative and summative, NRT AND CRT with their differences.
- f. Major techniques of evaluation – observation, interview, examination and self reporting.
- g. Measurable and non measurable learning out comes
- h. Critical appraisal of existing evaluation system.

UNIT-II: Tools of Evaluation and their uses

- 2.1 Validity, reliability, and objectivity and their interdependency.
- 2.2 Major tools of Evaluation : Oral testing .paper pencil testing, Achievement test, Diagnostic test, Intelligence test, aptitude test Rating scale, checklist, Interview, questionnaire and inventory.

UNIT-III: Standard tests and Teacher made achievement tests.

- 1.1 Standard test , meaning, steps and its uses.
- 1.2 Teacher Made Achievement Test: Essay type, Objective type test and it improving upon essay type questions for efficiency, different tests their characteristics and uses and along with their differences.
- 1.3 Preparation of blue print, and setting a good question paper.
- 1.4 Grading : concept and its relevance, credits-grade and course certification, Transcripts.

UNIT-IV: Data processing and statistics.

- 4.1 Raw scores, Frequency distribution ,
- 4.2 Graphical representation of scores – Histogram, frequency Polygon, Cumulative curves, Ogives,
- 4.3 Percentiles and its uses.
- 4.4 Measures of Central tendency- Mean, Median, Mode and their uses.
- 4.5 Measures of variability-Mean Deviatin, Quartile Deviation, Standard Deviation and Co efficient of variance and their uses.
- 4.6 Correlation – concept, types and finding coefficient of correlation by Rank difference method.
- 4.7 Normal probability distribution and its uses.

REFERENCE BOOKS

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (1998)
8. Dr Satish A Hiremath – Educational Psychology & Statistics – Sidlingeswar Prakashana Kalburgi.
9. Gangadharappa – Shiksanadalli Moulymapana- Vidyanidhi Prakashana.
10. Dr.H.V Vamadevappa-Shaiksanika Sankhyashastra – Shreyas Publications Davanagere.
11. Rajasekharaiah – Shiksanadalli Moulyamapana mattu Sankhyashastra –Vidyanidhi Prakashana Gadag.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60

Marks: 100
4 Credits

Objectives

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

1. To understand the concept of Guidance and Counseling.
2. To assess the strength and learning difficulties of students.
3. To help students in selecting their subjects for future study.
4. To collect data using various tools like case study, achievement test etc.
5. To understand and apply the techniques of Guidance and Counseling.

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

- 1.1 Meaning, Definition, Nature & Need of Guidance and Counseling.
- 1.2 Meaning, Definition, Nature & Scope of Guidance.
- 1.3 Types : Educational, Vocational and Personal,
- 1.4 Aims & Principles of Guidance and Counseling,
- 1.5 Educational Guidance- Meaning, Importance, Nature & Scope
- 1.6 Vocational Guidance- Meaning, Importance, Nature & Scope.
- 1.7 Methods of Counseling: Directive, Non-Directive& Eclectic.

Unit - II: Guidance Personnel and catering Children with Special Needs

- 2.1 Role and responsibilities of teacher as Counselor, Guide, Career Master and organizer.
- 2.2 Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;
- 2.3 Programmes and Provisions for Children with Disabilities Disadvantaged Children.

Unit - III: Tools and Techniques in Guidance and Counseling

- 3.1 Testing Techniques - Intelligence, Aptitude, Achievement Tests, Diagnostic tests.
- 3.2 Non-Testing Techniques: Case Study, Cumulative Records, Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV: Organization of Guidance Service & Career Guidance in Secondary Schools

- 4.1 Constituting school guidance committee and its functions.
- 4.2 Minimum guidance programmes at secondary school stage.
- 4.3 Personal data service , environmental data service , placement service, follow up service.
- 4.4 Group guidance : Meaning and significance over individual guidance.
- 4.5 Group guidance in schools, Orientation, career talk, career conferences , career fairs , exhibitions.
- 4.6 Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference.

Assignment: (Any two of the following.)

- 1) 1. Visit to different Guidance Centre
- 2) Preparation of Cumulative Record
- 3) 3. Case Study of Problem Child
- 4) Administration, Scoring & interpretation of at least two tests

- 5) 5.Job Analysis of a Counselor
- 6) 6.Establishing Career Centre
- 7) Preparation of scrap-book for career Counseling
- 8) Conduct an interview of an High achiever and prepare a report on it.
- 9) Organize career exhibition for secondary school students and submit the Report.
- 10) Visit to a District Employment office and prepare a report.

References:

1. Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counseling Vol-I A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
3. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
4. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
5. Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merill Prentice Hall, 1995.
6. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
7. Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.
8. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
9. Hiremath Satish A. Educational and Vocational Guidance, Siddalingeshwara Prakashana Gulbarga. 2006.
10. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
11. Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.
12. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
13. Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
14. Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
16. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
17. Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.
18. Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
19. Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002.
20. Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.
21. Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.

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

Contact Hours: 60

Marks: 100
4 Credits

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

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

UNIT I- INTRODUCTION TO VALUES

10 Hours

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

UNIT II -SOURCES OF VALUES

10 Hours

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

UNIT III-ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

10 Hours

- 3.1 Family
- 3.3 Religion
- 3.4 Educational Institutions
- 3.5 Communities
- 3.6 Mass Media (print and Electronic)
- 3.7 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

15 Hours

- 4.1 Direct Approach: Meaning and Strategies –Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.
- 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).
- 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.
- 4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.
- 4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.
- 4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - I. Cultural Heritage,
 - II. National Integration
 - III. Secularism
 - IV. Family
 - V. Religion

REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953).
4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
9. Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development
10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
11. Piajet, J. (1948). The Moral Development of the Child, New York; Free Press
12. Rath, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill
13. PullockBasu, (2010). Universal Declaration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication
14. Human Development and Education, New

Vijayanagar Sri Krishnadevaraya University, Ballari

Bachelor of Education (B.Ed) course

ENVIRONMENTAL EDUCATION

Contact Hours: 60

Marks: 100
4 Credits

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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

- 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

- 2.1 Meaning, objectives & Scope of Environmental Education.
- 2.2 Role of teacher in developing Environmental awareness.
- 2.3 Extended curricular and co-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- Genetic 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 and Narmada Bachavo.
- 4.2 Swachh Bharath Abiyana
- 4.3 Environmental Protection Act-1986.
- 4.4 National Policy on Environment in India (2004)
- 4.5 Centre for Environmental Education (CEE)
- 4.6 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

Vijayanagar Sri Krishnadevaraya University, Ballari

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for developing Environmental awareness. 4. Identify any two Local/ National/ Global Environmental issues and suggest measures to conserve

Bachelor of Education (B.Ed) course

- 1.4.1 PÀÈÀßqÀ "sÁµÁ ¶ÀoÀå¶ÀÄ, ÀÛPÀ: ¶ÀjPÀ@àÈÉ, ªÄÄ°ÀvÀé
- 1.4.2 ¶ÀoÀå¶ÀÄ, ÀÛPÀzÀ gÀZÀÈÁ vÀvÀéUÀ¼ÄÄ
- 1.4.3 ¶Àæ, ÄÄÛvÀ 8, 9 ªÄÄvÀÄÛ 10 vÀgÀUÀwUÀ¼Ä ¶ÀoÀå¶ÀÄ, ÀÛPÀUÀ¼Ä «ªÄÄ±Èð: ¶ÀoÀå¶ÀÄ, ÀÛPÀ gÀZÀÈÉAiÄÄ vÀvÀéUÀ¼ÄÈÁßzsÀj¹
- 1.4.4 PÀÈÀßqÀ "sÁµÁ "ÉÆÄzsÀÈÉAiÄÄ°è "ÉÆÄzsÀÈÁ, ÄA¶ÀÈÀÆä©UÀ¼Ä ªÄÄ°ÀvÀé ªÄÄvÀÄÛ ±ÈÈPÀètÂPÀ ªÄiÈ©å
- 1.4.5 "sÁµÁ ¶ÀæAiÉÆÄUÀ©AiÄÄ: ¶ÀjPÀ@àÈÉ, ªÄÄ°ÀvÀé ªÄÄvÀÄÛ "sÁµÁ "ÉÆÄzsÀÈÉAiÄÄ°è EzÀgÀ CÈÀéAiÄÄ

WÀIPÀ: 2 - ªÄiÈ©åªÄiÁ¶ÀÈÁ

- 2.1 ¶ÀjPÀ@àÈÉ, GzÉÝÄ±ÀUÀ¼ÄÄ ªÄÄvÀÄÛªÄÄ°ÀvÀé/¶ÀæAiÉÆÄdÈÀUÀ¼ÄÄ
- 2.2 "sÁµÁ ¶ÀjÄPÉèAiÄÄ gÀZÀÈÉAiÄÄ, ÄªÄiÁÈÀ vÀvÀéUÀ¼ÄÄ
- 2.3 ªÄiÈTPÀ ¶ÀjÄPÉè, °TvÀ ¶ÀjÄPÉè ªÄÄvÀÄÛ PÁAiÄÄð ªÄÄ°ÀuÀ ¶ÀjÄPÉè
- 2.4 WÀIPÀ ¶ÀjÄPÀètUÀ¼ÄÄ: ¶Àæ§AzsÀ¶ÀjÄPÉè, ªÄ, ÄÄÛµÀx ¶ÀjÄPÉè ªÄÄvÀÄÛ, ÄAQè¶ÀÛ GvÀÛgÀ ¶ÀjÄPÉè, ªÄ©ÈÀPÉèvÀAiÄiÁjPÉ(3 DÄiÄiÁªÄÄUÀ¼ÄÄ) : ¶Àæ±Èß ¶ÀwæPÉvÀAiÄiÁjPÉªÄÄvÀÄÛGvÀÛgÀQÄ gÀZÀÈÉ
- 2.5 ÈÈÈzÀ¶PÀ ¶ÀjÄPÉè: ¶ÀjPÀ@àÈÉ, ªÄÄ°ÀvÀé ªÄÄvÀÄÛ, ÀégÀÆ¶À, ÈÈÈzÀ¶PÀ ¶ÀjÄPÉèAiÄÄ gÀZÀÈÁ°ÀAvÀUÀ¼ÄÄ

WÀIPÀ: 3 - PÀÈÀßqÀ" sÁµÁ "ÉÆËzsÀPÀªÀÄvÀÄÜ, À°À¶ÀoÀâZÀiÀªÀnPEUÀ¼ÀÄ

3.1 (C) PÀÈÀßqÀ" sÁµÁ "ÉÆËzsÀPÀÈÀ, ÀªÀiÀÉÀ, ±ÉÈPÀètÀPÀªÀÄvÀÄÜªÀÈwÜ C°ÀðvÉUÀ¼ÀÄ

3.2 À°ÈÆËzÉÆªÀVUÀ¼ÉÆqÀÉÉ, ÀAŞAzsÀ, ÀÈdÉÁvÀäPÀªÀÄvÀÄÜ, ÀA±ÉÆËzsÀÉÁvÀäPÀ PÁAiÀÄðUÀ¼À°è «±ÉÄµÀ D, ÀQÜ

3.3 PÀÈÀßqÀ" sÁµÁ "ÉÆËzsÀPÀªUÉEvÀgÀ "sÁµÉUÀ¼À ¶ÀjZÀAiÀÄzÀ CUÀvÀävÉªÀÄvÀÄÜ, ÀA¶ÀÉÀÆª®ªÀQÜAiÀiÁV PÀÈÀßqÀ" sÁµÁªPÀPÀè

3.4 (§) À°À¶ÀoÀâ ZÀiÀªÀnPEUÀ¼ÀÄªÀoÀâªÀÇgÀPÀZÀiÀªÀnPEUÀ¼ÀÄ

3.5 À°À¶ÀoÀâ ZÀiÀªÀnPEUÀ¼ÀÄ ¶ÀæPÀgÀUÀ¼ÀÄªÀÄvÀÄÜ ¶ÈæqsÀ±Á- ÉAiÀÄ°è CªÀÄUÀ¼À PÁAiÀiÁðZÀgÀuÉ

3.5.1 PÀ«dAiÀÄAwAiÀÄ DZÀgÀuÉAiÀÄ GzÉÝÁ±ÀUÀ¼ÀÄªÀÄvÀÄÜPÁAiÀiÁðZÀgÀuÉAiÀÄ «zsÁÉ À

3.5.2 PÀ«UÉÆË¶xÀiÀÄ GzÉÝÁ±ÀUÀ¼ÀÄªÀÄvÀÄÜPÁAiÀiÁðZÀgÀuÉAiÀÄ «zsÁÉ À

3.5.3 «zÁâ®AiÀÄUÀ¼À°èPÀÈÀßqÀ, ÀAWÀzÀ, ÀAWÀiÉ°ÁUÀÆEªÀÄUÀ¼À, Á»wÀPÀPÁAiÀÄðUÀ¼ÀÄ.

¶ÀæAiÉÆÄVPÀ PÁAiÀÄðUÀ¼ÀÄ/zÀvÀÜPÁAiÀÄðUÀ¼ÀÄ ("ÉÄPÁzÀMAzÀÄ)

1. GvÀÜªÀÄ ¶ÀoÀâªÀÄ, ÀÜPÀzÀgÀZÀÉÁvÀvÀéUÀ½UÉCÉÄUÀÄªÀÄV

¶Àæ, ÀÄÜvÀ8ÉÉ vÀgÀUÀw CxªÀª 9ÉÉ vÀgÀUÀw CxªÀª 10ÉÉ vÀgÀUÀwAiÀÄ PÀÈÀßqÀ¶ÀoÀâªÀÄ, ÀÜPÀUÀ¼ÀÉÄÄß «ªÀÄ²ðj.

2.ªÀÄäDAiÉÄiÀiÀÄ PÀ«AiÉÆËgÀPÀ«dAiÀÄAwAiÀÄ DZÀgÀuÉAiÀÄ GzÉÝÁ±ÀUÀ¼ÀÉÄÄßªÀÄvÀÄÜPÀ« dAiÀÄAwAiÀÄ DZÀgÀuÉAiÀÄ

«zsÁÉÀªÉÄÄß §gÉ-Äj.

DzsÁgÀUÀæAxÀUÀ¼ÀÄ/DPÀgÀUÀæAxÀUÀ¼ÀÄ

1. CÉAAvÀgÀªÀÄ, gÁ. (1983) 'PÀÈÀßqÀ" sÁµÁ "ÉÆËzsÀÈ'ÉªÉÄ, ÀÆgÀÄ "sÁgÀwÁ ¶ÀæPÀ±ÁÉÀ, ÀgÀ, Àéw¶ÀÁgÀA 2. PÉÆAUÀªÁqÀ,

JÉi. ©. (1999) "sÁµÉªÀÄvÀÄÜPÀÈÀßqÀ"ÉÆËzsÀÈ'É UÀzÀUÀ: «zÁâ®çü¶ÀæPÀ±ÁÉ À

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5. ¶ÀArvÀ, PÀÈµÀÜ¹. (1990) '±Á-ÉUÀ¼À°èPÀÈÀßqÀ"ÉÆËzsÀÈ'ÉªÉÄ, ÀÆgÀÄ VÁvÁ §ÄPì °É, ï

6. ¶ÀmÉÖÄzÀ, J¹. ©. (2007) 'jUÀÈÀßqÀÉÄÄr "ÉÆËzsÀÈ'É UÀzÀUÀ: «zÁâ®çü¶ÀæPÀ±ÁÉÀ

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zÁªÀtUÉgÉ: AiÀÄÄ.ªÄqì ¶À®èPÉÄµÀÉì

8. ¶ÀgÀV, CÉÀ, ÀÆAiÀÄ. «. (1990) 'ªÀiÁvÀÈ" sÁµÉvÀvÀéªÀÄvÀÄÜ"ÉÆËzsÀÈªÀiÁUÀð'ªÀÄzsÀÄVj ¶ÀÁgÀªÁgÀ: CÉÀ, ÀÆAiÀÄ ¶ÀæPÀ±ÁÄ

9. gÁªÀÄt, ©. «í. (1979) 'PÀÈÀßqÀÉÄÄr "ÉÆËzsÀÈ'É «gÁd ¶ÉÄmÉ: ÀªÉçðÄzÀAiÀÄ §ÄPì r¶ÇÄ, É aPÀi¶ÉÄmÉ

10. Billows, F.L. (1967) 'The Techniques of Language Teaching', London: Longman Green and Company, Ltd. 48 Grosvenar Street

11. Jahangira, N. K. And Singh, Ajit (1982) 'Core Teaching Skills': Micro Teaching Approach', Delhi : NCERT

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30

Marks 50
Credits: 2

Objectives:

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

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

UNIT -I: ACQUISITION OF LANGUAGE SKILLS 09 HOURS

- 1.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural-oral skill, Materials and resources for developing the listening skill.
- 1.2 Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- 1.3 Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.,
- 1.4 Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

UNIT -2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE 8 HOURS

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

UNIT -3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH 8 HOURS

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

UNIT –4: TRANSACTIONAL STRATEGIES.**05 HOURS**

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

PRACTICUM/FIELD WORK :(ANY ONE) 10 HOURS

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of English Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.

5. Studying the problems of English teachers through interview or brief survey
6. Any other relevant activity based on the content.

REFERENCE:

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7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
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- 10 Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
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14. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
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18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi. 19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi. 20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester –III
PEDAGOGY OF SCHOOL SUBJECT :HINDI

Contact Hours :30

Marks 50
Credits:2

Objectives:

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

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM 10 HOURS

- 1.1 Importance of Hindi in school Curriculum.
- 1.2 Concept and nature of the Hindi.
- 1.3 Place and History of Hindi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language –Medium of instruction and link language.
- 1.6 Developing of language Skills.
 - 1.6.1 Auditory
 - 1.6.2 Speaking 1.6.3 Reading 1.6.4 Writing.
- 1.7 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI. 10 HOURS

- 2.1 Maxims of teaching.
- 2.2 Technique –Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, Inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES. 10 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test –concept construction & administration.
- 3.3 Resource Unit.

PRACTICUM/FIELD WORK (Any one): 10 HOURS

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

REFERENCES:

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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PEDAGOGY OF SCHOOL SUBJECT :URDU

Contact Hours :30

Marks 50
Credits:2

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

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM 12 HOURS

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language –Medium of instruction and link language.
- 1.6 Aims and general objectives of teaching Urdu at secondary level..
- 1.7 Instructional objectives of teaching Urdu with their specification.
- 1.8 Developing of language skills. - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 1.9 Role of Urdu as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU. 10 HOURS

- 2.1 Maxims of teaching.
- 2.2 Technique–Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES 8 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test –concept construction & administration.
- 3.3 Resource Unit.

PRACTICAL ACTIVITIES :(ANY ONE) 10 HOURS

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

REFERENCES:

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2. Allabaksh Shaikh, Urdu Ki Tadris
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4. Arun Athreya, A Text Book of Teacher Education, New Delhi; Dominant Publishers and Dest Exhibitags
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

Contact Hours: 30

Max Marks: 50

Credits: 02

OBJECTIVES:

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

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

UNIT-I : NATURE IMPORTANCE AND PLACE OF SANSKRIT.

- 1.1 Nature : Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.
- 1.2 Importance : The language of culture, Heritage, Unity, Spiritual and Religious life, Leadership and Guidance to the humanity, importance as the language of computer.
- 1.3 Place in the Curriculum : Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.4 AIMS AND OBJECTIVS OF TEACHING SANSKRIT.
- 1.5 Basic Aims and objectives of teaching language, Classification of Aims and objectives.
- 1.6 Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.7 Objectives of Sanskrit as given in the present curriculum at the secondary level.
- 1.8 Instructional objectives of teaching sanskrit and their specifications.

UNIT -II - METHODS OF TEACHING SANSKRIT

- 4.4 Traditional Methods Brief Review.
- 4.5 Pathashala Method. Dr.Bhandarkar Method, Translation Method.
- 4.6 Existing Method- Direct/oral Approach Method, Evaluation Method, Eclective Method/ Complete Method, Comparitive Method, Inductive - Deductive Method, Project Method. Source Method, Lecture Method.
- 4.7 Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

UNIT -III- A: LEARING EXPERIENCES, TEACHING MATERIAL AND SUPPORT SERVICES FOR SANSKRIT.

- 3.1 Learning Experiences-Direct and Indirect, Verbal and Non-verbal : Reading, writing, Dramatization, Recitation.

- 3.2 Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.
- 3.3 Language Laboratory.
- 3.4 PLANNING IN SANSKRIT: Year plan, Unit plan , Lesson Plan, Unit Test planning, Administration.

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

- 4.1 Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.
- 4.2 Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, A critical study of the syllabus with reference to the above points in the state of Karnataka.
- 4.3 Textbooks –A Critical study of the textbook of sanskrit at secondary and Higher secondary level.
- 4.4 Content cum methodology - Meaning, Nature and Types of content, structure, content analysis, constituents of content-analysis, integrated lesson plan.
- 4.5 TEACHING OF VARIOUS ASPECTS OF SANSKRIT: Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit importance of teaching reading and writing skills.
- 4.6 Poetry- Nature of poetry-Definition, characteristics aims and objectives of teaching poetry content analysis, preparation of lesson plan steps, methods of teaching poetry
- 4.7 Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching, sources of encouraging the study of poetry.
- 4.8 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar,
- 4.9 Methods : Informal, Deductive, Inductive, correlation Traditional, Experimental steps of grammar lesson. suggestion for the teaching of grammar effectively.

PRACTICUM—

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

List of recommended books:

- 1) Apte D.G.Dongre.P.R.(1960) teaching of sanskrit in secondary school, acharya book Depot. Baroda.
- 2) Bokil V.P.Parasnis N.R.(1956) New approach to sanskrit, Chitrashala press, Pune.
- 3) Chaturvedi sitaram (1990) sanskrit shikshan paddhati, Nandkishor, Banaras.
- 4) Huparikar C.S.(1947) problems of sanskrits teaching, Bharat book stall, Kolhapur.
- 5) Safaya R.M.(1962) teaching of sanskrit (Sanskrit shikshan vidhi) Jullender, Punjab.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PEDAGOGY : HISTORY

Total Credits: 2

Total Hours: 30 hours
Total Marks: 50

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

1. Understand meaning, scope and importance of History and Political Science in the school curriculum.
2. Acquire content knowledge of methods of History and Political Science.
3. Acquire knowledge of aims and instructional objectives of teaching History and Political Science.
4. Acquire skills in planning lesson in History and Political Science.
5. Acquire knowledge about local, regional, national and world History.
6. Acquire the knowledge of instructional material and resources in teaching History and Political Science.
7. Cultivate the qualities of a good History and Political Science teacher.
8. Acquire the knowledge of content of History and civics for VIII to Xth standard in Karnataka.
9. Evaluate History and Political Science text books and prescribed courses.

Unit-I Understanding History, and nature of History

10 Hours

- 1.1 Meaning, Nature, scope and importance of History.
- 1.2 Modern concept of History, History is an art or science,
- 1.3 Objectives of teaching History and & political Science.
- 1.4 Correlation of History with Literature, Geography, Economics, and Political Sciences .

Unit-II Constructing History

- 2.1. Evidence based intervention : Difference between primary source and secondary source, Importance of source analysis.
- 2.2. Lesson Planning – Concept, construction and administration.
- 2.3. Unit Plan and Unit Test – concept, construction and administration
- 2.4 Resource Unit – Meaning, Steps and Importance

Unit-III Methods and Techniques of Teaching History, Sociology and Political Science

- 3.1 Methods of teaching History – Excursion, Discussion, Source, Project and Story telling.
- 3.2 Methods of teaching Political Science – Survey, Observation, Demonstration.
- 3.3 Techniques of teaching History and Political science – Dramatization and Role play.
- 3.4 Learning Resources – Importance and Uses.

Suggested list of topics/questions/activities to organize tutorials:

- Debate on History is an Art or Science? And prepare a report on it.
- Visit local Historical places and prepare a report.
- Visit to rural and urban social backward community and prepare a report on it.
- Prepare a report of History club activities
- Organize the Mock Parliament and prepare a report
- Prepare a resource unit on any one topic of History/Political Science/Sociology
- Prepare a lesson plan on Dramatization on any one of the History topic

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

References:

1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
3. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK
5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
6. Carr, E.H. (1962), What is History? Knopf, London.
7. Diff Block, Mark (1992), The Histor
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
9. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
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11. Kochar S.K. Teaching of History: Sterling publications.
12. Kissock, C. et. al (1982) A Guide to Questioning: Classroom Procedures for Teachers, Macmillan Publishers Limited, London. UK.
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14. Larochelle, M. et. al (Ed). (1998), Construction and Education. Cambridge University Press, Cambridge.UK.
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16. Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey
17. Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
18. Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
19. Polland, A. et. al: (1997). Reflective Teaching in Secondary Education.Cassell, Wallinton House, London. UK.
20. Shillington, K. (2004). History of Africa. Macmillan Publishers. London. UK.
21. Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
22. Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
23. Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects. Paper 14.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester –III
SPECIFIC PEADGOGY : GEOGRAPHY AND ECONOMICS.

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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OBJECTIVES:

1. To develop an understanding of Geography & Economics as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography & Economics.

UNIT I: FRAMEWORK OF GEOGRAPHY AND ECONOMICS

- 1.1 Meaning, Nature, importance and scope of Geography
- 1.2 Meaning, Nature, importance and scope of Economics.
- 1.3 Aims of Teaching Geography and Economics.
- 1.4 Physical, Economical, Human And Political Geography.

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- 2.1 Principles of curriculum construction in Geography and Economics.
- 2.2 Correlation of Geography with other School Subjects —History, Language, science, Mathematics.
- 2.3 Characteristics of a Geography and Economics textbook.

UNIT III: LEARNING RESOURCES

- 3.1 Importance & uses of Maps, travelogues, globe, atlas, models, in Geography and Economics teaching
- 3.2 Geography room (importance and organization)

UNIT IV: METHODS OF TEACHING GEOGRAPHY AND ECONOMICS

- 4.1 Excursion
- 4.2 Discussion
- 4.3 Project

(Discuss above methods with respect to meaning Importance, Steps, Merits and Demerits)

Practical:

Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit.

Choose any one from the following:

Illustrate the use of any two of the following in Geography teaching o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels.

Collect information about any current event, Disaster, Budget, analyze the acquired information and prepare a report.

References:

1. Arora, K.L., Bhugol Shikshan, Teaching of Geography,
2. Gopsill G. H., The Teaching of Geography
3. Macnee E.A. The Teaching of Geography
4. N.C.E.R.T., Practical Geography
5. O.P Varma and E.G. Vedanayaga, Geography Teaching
6. R.P. Singh, Teaching of Geography

7. S.K. Kochhar, Methods and Techniques of Teaching
8. SalimBasha, Teaching of Geography
9. Sanjay Dutta and O.P Garg, Teaching of Geography
10. Shaida and Sharma, Teaching of Geograph,
11. Thralls Z.A., The Teaching of Geography
12. Walker James, Aspects of Geography Teaching in School

Websites:

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<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
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<http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-thebasis-of-which-geography-teaching-is-conducted.html> https://en.wikipedia.org/wiki/Satellite_imagery <http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imageryTaillant-Picolotti.pdf>

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester - III
PEDAGOGY OF SCHOOL SUBJECT: PHYSICS

Contact Hours : 30

Marks 50
Credits: 2

Objectives:

On completion of course the student teacher will be able to –

1. Understand and uses different learner centered and teacher centered approaches
2. Understand the planning for Teaching Biology
3. Understand the selection of various methods and models of teaching to teach different topics of physics.
4. Understand different curricula in Physics

SYLLABUS

UNIT-I Physics & its Correlation

- 3hours

- 1.1 Physics: Meaning Nature Scope & Importance
- 1.2 Relationship between Physics & Human welfare
- 1.3 Correlation of Physics with other School Subjects:

UNIT II- APPROACHES AND METHODS OF TEACHING PHYSICS

- 12 HOURS

- 2.1 Teacher centered and learner centered approach.
- 2.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 2.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction, Laboratory method (methods to be dealt with reference to characteristics steps merits and demerits).
- 2.4 Models of teaching: Suchmann's -inquiry training Model. Bruner's concept attainment model.

UNIT III- PHYSICS CURRICULUM STUDY.8 HOURS

- 3.1 Curriculum: Meaning and principles.
- 3.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 3.3 Recommendations made by NPE - 1986, NCF - 2005.
- 3.4 Organisation of curriculum: Topical, Spiral, Psychological, Logical.
- 3.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

UNIT IV- RESOURCES TO TEACH Physical SCIENCE 10 Hours

- 4.1 Physical science text book, Teacher hand book, Laboratory manuals, Student work Books (Discuss with reference to Physics).
- 4.2 Transactional Strategies.(Discuss with reference to Concept, construction Steps, merits, demerits and administration.)
- 4.3 Lesson planning:
- 4.4 Unit plan & Unit test .
- 4.5 Resource Unit.

PRACTICUM/FIELD WORK

10 HOURS

1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of Karnataka secondary school level.
3. Identifying and writing all possible instructional objectives on any topic of physics.

4. Preparation of programmed instruction learning material.
5. Preparing a report on by analysing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM physics.

REFERENCES:

1. Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhiana
3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
4. Carin/Sund Teaching Science Through Discovery; C.E. Merrill Publishing Co. London.
5. Cleaveland J. M. (1964) Physical Science C.E. Merrill Publishing Co., Ohio.
6. Craig (1958) Science for the Elementary School Teacher; Ginn & Co., New York
7. Das R. C. (1985) Science Teaching in Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
8. Fensham P. J. et. al., (1994) The Content of Science : A Constructive Approach to its Teaching & Learning. The Falmer Press, Washington D.C.
9. Gupta S. K. (1983) Technology of Science Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
10. Gupta S. K. (1985) Physical Science Teaching in Secondary Schools, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Jacobson, David et al., (1985) Methods for Teaching: A Skills Approach. Charles, E. Merrill Publishing Co., Columbus.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester - III
PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

Contact Hours :30

Marks 50 Credits:2

Objectives:

On completion of course the student teacher will be able to -

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects, and
3. Acquire the knowledge of modern trends in chemistry
4. Understand the objectives & values of teaching chemistry in secondary schools.
5. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
6. Maintaining laboratory.
7. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
8. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- CURRICULUM STUDY IN CHEMISTRY 8 HOURS

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbooks.

UNIT: II- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 10 HOURS

- 2.1 Need and importance of planning, lesson plan format.
- 2.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.
- 2.3 Unit plan and Resource unit: Meaning, Components, Steps & importance
- 2.4 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :12 HOURS

- 3.1 Learner centered and activity centered approaches –difference
- 3.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).
- 3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

1. Critically study of Chemistry text book of 8th, 9th or 10th standard.
2. Preparation of diagnostic test in Chemistry.
3. Survey of Chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES:

1. Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project. USA: University of Colorado.
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13. Kolasani et.all () Modern teaching of Chemistry –
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31. Joseph – Bradwin () Source book for the Physical Science
32. New burn () Teaching Chemistry in tropical secondary schools. 33. wood bourn and obern () Teaching in the pursuit of science –.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Contact Hours :30
Credits:2

Marks 50

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

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

SYLLABUS

UNIT-I Biology & its Correlation

- 5 hours

- Biological Science: Meaning Nature Scope & Importance
- Relationship between Biology & Human welfare
- Correlation of Biology with other School Subjects:

UNIT-II Planning for Biology Teaching

- 11 hours

- Objectives of Biology Teaching: General & Specific
- Writing Objectives in Behavioral Terms
- Lesson Planning- Meaning ,steps and characteristics
- Unit Plan: Meaning, steps and format
- Resource Unit Meaning and Importance.

UNIT-III Methods/Approaches and Resources of Teaching Biology

-14 hours

- Lecture-cum-demonstration : Concept,Merits and demerits
- Project Method : Concept,Principles ,Steps,Merits and demerits
- Laboratory Method : Concept,Steps,Merits and demerits
- Inductive : Concept,Steps,Merits and demerits
- Deductive : Concept,Steps,Merits and demerits
- Problem Solving : Concept,Steps,Merits and demerits
- Programmed Instruction : Concept, Principles, Steps, Merits and demerits (Linear and Branched)

Resources

- Meaning, Types and Importance of Teaching Aids
- Text Book, Teacher Hand Book, Laboratory Manual and Student Work Book.
- Field Based Resources; School Garden, Museum, Aquarium-Meaning Importance and Maintenance.

MODE OF TRANSACTION

- Lecture, Group Discussion, Seminar, Project Work.

PRACTICUM/FIELD WORK : (ANY ONE)

1. Making charts, improvised apparatus and models.

2. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
3. Planning and conducting Field Visit to Marine culture, Inland Culture, Poultry Farm Sericulture Farm, Bird Sanctuaries or any suitable places related to Biology.
4. Preparation of unit test for a unit in Biology.
5. Collecting and preserving biological specimens
6. Preparation and preservation of Herbarium sheets.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

REFERENCES:

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4. Gupta, V.K. (1994): Life Sciences Education Today. Arun Publishing House Pvt.Ltd. SCO 49-51, Sector 17-C, Chandigarh.
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7. Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent Trends, Arun Publishing House, Chandigarh.
8. Heller, R. (1967): New Trends in Biology Teaching, UNESCO, Paris.Ltd.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

Contact Hours :30

Marks 50
Credits:2

Objectives:

On completion of course the student teacher will be able to –

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

UNIT I- MATHEMATICS CURRICULUM STUDY.

10 HOURS

- 1.1 Curriculum: Meaning and principles.
- 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and KSSEB,
- 1.3 Recommendations made by NPE - 1986, NCF - 2005.
- 1.4 Organisation of curriculum – Psychological and logical, Topical and Spiral with their differences.
- 1.5 New trends in mathematics curriculum - SMSG, SMP and Nuffield.
- 1.6 Critical Review of present Karnataka state secondary school science curriculum with special reference to Mathmematics.

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

10 HOURS

- 2.1 Approaches of Lesson plan- meaning definitions, importance steps, format
- 2.2 Unit plan- steps, format
- 2.3 Resource unit- steps, format
- 2.4 Year plan- meaning, principles, and format.

UNIT-III:- METHODS / APPROACHES OF TEACHING MATHEMATICS

10 HOURS

- 3.1 Learner centred approaches –inductive, deductive, analytic, synthetic, laboratory method.
- 3.2 Activity centred approaches – Heuristic approach, project method, programmed instruction.- meaning, principles, importance and its types(Linear and Branching) and their differences.
- 3.3 Devices in teaching Mathematics- oral work written work, drill work,Supervised study and review.
- 3.4 Models of teaching –Lesson planning according to -Bruner’s concept attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 HOURS

1. Critically study of mathematics text book of 8th or 9th standard.
2. Preparation of diagnostic test in mathematics.
3. Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of Mathematics club.
5. Preparation of workbook for 1 or 2 units.

6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES

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2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan,London.
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Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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Objectives:

To enable the student teachers-

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

Unit I:: Concept and scope of Commerce Education

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

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

- (a) Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
- b) Inter correlation of commerce with maths, economics and geography.

Principles of Teaching of Commerce:

- Principle of flexibility, Principle of activity, Principle of individual differences
- Principle of learner centeredness, Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation. Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit III Latest trend in Teaching of Commerce

- (a) Co-operative learning (meaning, importance and types)
- (b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- (c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

- a. e-resources
- b. Simulation techniques

References:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi

3. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
5. Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana Tandon Publications Ludhiana
6. Teaching of Commerce Dr. R.P Singh Vinay Rakheja C/o R. Lall Book Depot- Meerut.
7. Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
8. Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
9. Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
10. Teaching of Commerce. Vinty Monga, Twenty First Century Publications, Patiala.
11. Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

WEBSITES:

e-commerce

<http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm>

<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>

e-business-meaning

<http://searchcio.techtarget.com/definition/e-business>

Benefits of e business

<http://smallbusiness.chron.com/advantages-e-business-2252.html>

<http://skills.business.qld.gov.au/planning/269.html>

Social networking

<http://chronicle.com/article/How-Social-Networking-Helps/123654>

<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network%20in%20Education%20Challenges%20and%20Opportunities.pdf>

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course Semester -III
UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50
2 Credits

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(Needs to be viewed as Collection source material and References) Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART Objectives:

1. To enable learners to have a practical experience with drama and art.
2. To introduce certain concepts to enhance the understanding of drama and art.
3. To make learners acquainted with aspects of theatre management.

Concept note: Every child can benefit from drama and art in their education.

Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.

The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

Content:

- a. Forms of Drama and Art.
- b. Elements of Drama and Art.
- c. Understanding stagecraft and audience etiquettes. Subunit wise descriptions, activities and assignment:
 - a. Forms of Drama and Art
 - i. Visual(Sculpture, Architecture and Painting)
 - ii. Performing (Dance, Drama, Music –vocal and instrumental)

Activities:

Production of educational musicals –Workshop / Presentation(integration of visual and performing arts)

Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

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

Activities:

- a) Workshop to be conducted on Kinesthetic movements to develop theatric skills –use of body language, voice, speech, and movement,
- b) Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)
Ref: <http://schools.aglasem.com/26695>
- c. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Activities:

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

Task/Assignment: (any one)

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

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS**Objectives:**

1. To understand the functions of drama and art .
2. To learn how to integrate drama and art in the school curriculum.
3. To enable learners to develop their aesthetic sensibilities.

Concept note:The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

- a. Functions of Drama and Art
- b. Integration of Drama and Art in the school curriculum
- c. Developing aesthetic sensibility through Drama and Art Subunit wise descriptions, activities and assignment: 10 periods
 - a. Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

Activities:

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

Activities:

1. Workshop on techniques of integrating drama and art in teaching.
2. Develop a song, play, or drama on any of the topic in the curriculum. c. Developing Aesthetic sensibility through Drama and Art

Special reference - Johnto_ArtDewey'sasanwritingsexperience'

Activities:

Visit to any centre of art (museums, ar NCPA) and observe pieces of art/play .
Group discussion can be conducted on the observation highlighting the aesthetics in art.
Workshop on pottery and its decoration can

Task/Assignment: (any one)

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

Unit 3: DRAMA AND ART FOR PEDAGOGY

Objectives:

1. To elucidate the role of drama and art in self realization of learners.
2. To sensitize learners on the use of drama and art for special learners.
3. To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

- a. Drama and Art for self realization
- b. Drama and Art for children with special needs
- c. Drama and Art for creative expression

Subunit wise descriptions, activities and assignment:

- a. Drama and Art for self realization.

Activities:

1. Workshop on Drama Games –Games(Suggested for actors and non actors) or Drama for catharsis, where participants are able to discover themselves.
2. Workshop –Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.
b. Drama and Art for children with special needs.

Activities:

1. Review the position paper National Focus Group on Arts, Music, Drama
2. and Theatre by NCTE on Drama for children with special needs.
3. Visit a centre for children with special needs and observe the use of drama
4. and art in the activities conducted. c. Drama and art for creative expression

Activities:

Develop art material/poster through waste expressing an innovative idea.
Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

1. Create a Drama derived from stimuli –photographs, paintings, music, poetry, story, newspapers, television, films, real life events.
2. Review studies on effectiveness of drama and art on education and present the same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Objectives:

To enable learners to perceive the social and environmental issues through drama and art.
To develop understanding of the local culture through drama and art.
To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could leads to social change when put in the right perspective. The social intervention

of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach.

Content:

- a. Understanding social and environmental issues through drama and art
- b. Understanding local culture through drama and art
- c. Understanding global culture through drama and art

Subunit wise descriptions, activities and assignment: 10 periods

- a. Understanding social and environmental issues through Drama and Art

Activities:

- Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- b. Understanding local culture through Drama and Art.

Activities:

- Perform a drama or dance or music of local culture
Visit to a local theatre show/performance and write its appreciation and evaluation.
- c. Understanding global culture through Drama and Art

Activities:

Develop a tableau to depict any two of the global cultures.
Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

Akademi South Asian Dance, UK –<http://www.southasiandance.org.uk/>
Andrewes, E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
Armstrong, M. (1980): The practice of art and the growth of understanding.
In *Closely observed children: The diary of a primary classroom* (pp. 131–170).

Writers & Readers.

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

Contact Hours: 30

Marks: 50
2 Credits

Objectives

To enable the teacher trainees:

1. To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research and
5. To acquire the skills of planning executing evaluating and reporting an Action Research Project.

Unit - I: Research and Education

- A) Research in Education and it's Cla Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.
- B) Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses. Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - III: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Assignments:

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

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

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Gender, School and Society

Contact Hours: 60

Marks: 100

4 Credits

Unit I: Key Constructs in Gender

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

Unit II: Social Construction of Gender

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

Unit III: Gender and School

- 3.1 Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Unit IV :

Constitutional provision for girl child education.
Legal support and provision in various acts and Govt support
Govt and other agencies for girl child uplift.
Important legal decisions related to the women protection

References:

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