

☎ : STD : 08192 242466 (O)

ಶ್ರೀ ಜ.ಪಂ.ವಿ. ವಿದ್ಯಾಪೀಠ (ರಿ.), ಹರಿಹರ
ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

(ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಸಂಯೋಜಿಸಲ್ಪಟ್ಟಿದೆ)
 ಹರಿಹರ - 577601, ದಾವಣಗೆರೆ ಜಿಲ್ಲೆ



ಬಿ.ಇಡಿ. ಪಠ್ಯಕ್ರಮ

2014-2015

B.ED. SYLLABUS

S.J.P.V.V. PEETHA (Regd.), HARIHAR

SRISAILA COLLEGE OF EDUCATION

(Affiliated To Davangere University)

Grant in Aid - Govt of Karnataka

HARIHAR - 577 601

Davangere District, Karnataka

email : srisailaharihara@yahoo.com

DAVANAGERE UNIVERSITY

B.ED PROGRAMME

SEMESTER-I

B.ED CORE COURSE I.1: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES
OF EDUCATION

Objectives:

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

1. Analyze the various concepts of education.
2. Recognize the meaning of philosophy and philosophy of education.
3. Relate philosophy to education.
4. Identify the influence of philosophical thoughts on education.
5. Appreciate the contributions of western and Indian philosophers to education.
6. Identify the various social processes involved in education.
7. Analyze the role of different modes of education.
8. Identify and relate education to various factors of social development like social change, modernization and social mobility.
9. Develop concern for various social issues and relate education to social development.

COURSE CONTENT

MODULE: I- INTRODUCTION TO EDUCATION 12 HOURS

- 1.1 Concept of Education: Meaning, narrow and broader, Aims-Individual and
- 1.2 social, function – as process and product, as growth and development, as self – realization and initiation.
- 1.3 Agencies of Education: Informal, formal and non formal (Home, Community, Mass Media, Museum, School).
- 1.4 Concepts: Teaching, Training, Instruction and Indoctrination.
- 1.5 Changing aims of education in the context of Globalization.
- 1.6 Education as development indicator.

MODULE: II- PHILOSOPHY AND EDUCATION 16 HOURS

- 2.1 Meaning of Philosophy and Philosophy of Education.
- 2.2 Relationship between Philosophy and Education.
- 2.3 Brief outline of – Idealism, Naturalism, Pragmatism, Humanism.
- 2.4 Contributions of Philosophers –
 - 2.4.1 Western Philosophers – Plato, John Dewey, Rousseau.
 - 2.4.2 Indian Philosophers – Rabindranath Tagore, Mahatma Gandhi, Jiddu Krishnamurthy. (Aims, Curriculum, Teacher, Methods, Discipline.)
- 2.5 Epistemology and Education: nature of Knowledge in Education, Concepts,

Statement, View points, Theories.

MODULE: III- SOCIAL PROCESS IN EDUCATION

6 HOURS

3.1 Socialization: Meaning and factors, Role of Education in Socialization.

3.2 Education and Culture:

- Culture – meaning and Characteristics.
- Cultural change and cultural lag: meaning and factors.
- Meaning and factors.
- Role of Education in promoting culture and values.

3.3 Socio – Cultural influences on the aims and organization of Education.

3.4 Education as an instrument of social change – Meaning and factors affecting social change, influence of Education on society, family and their practices.

MODULE: IV- EDUCATION FOR INDIVIDUAL DEVELOPMENT.

6 HOURS

4.1 Education for development of individual Capabilities.

4.2 Education for enhancement of quality of life: Proactive Participation in socio, Political, economic – cultural context.

4.3 Education and Actualization of individual aspirations.

4.4 Education for development of responsible citizens.

4.5 Education for national development.

PRACTICUM/ACTIVITIES

1. A study of the educational, Social and cultural functions of any informal agency of education.
2. A study of functions of the institution which is functioning on the Tagore/Gandhiji, J Krishnamurthy/Western Philosophy.
3. A survey of educational status of at least 25 women from urban and rural area.
4. A study on background of the celebration of National festivals.
5. A study of implementation of value education in secondary education.

REFERENCES

1. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
2. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
3. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
4. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
5. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present*

Day. Routledge Flamer. London. USA. Canada.

6. NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
7. NCERT (2005). *National curriculum framework*, New Delhi.
8. MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
9. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
10. Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
11. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
12. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
13. Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
14. Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
15. Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
16. Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
17. Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
18. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
19. Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

B.ED PROGRAMME

SEMESTER-I

B.ED CORE COURSE -I.2: PSYCHOLOGY OF THE LEARNER AND
LEARNING PROCESS.

Objectives:

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

1. Understand the relevance of psychology and educational psychology in transacting with learners in the class room.
2. Identify the relevance of implications of educational psychology.
3. Develop and understanding of different dimensions and stages of human development and developmental tasks.

4. Analyze the nature and process of learning and to acquire insight into related factors that are influencing on learning.
5. Develop practical skills in administering, analyzing, interpreting and reporting on psychological tests.

COURSE CONTENT

MODULE: I- INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

8 HOURS

- 1.1 Psychology and Educational Psychology – meaning, nature, scope and implications.
- 1.2 Methods of studying learner behavior – Introspection, observation, Experimentation and case study.
- 1.3 Schools/Approaches of psychology – Behaviorism, Gestalt, Humanism, Cognitivism and Constructivism (Principles and Contributions).

MODULE: II- UNDERSTANDING THE DEVELOPMENT OF LEARNER

14 HOURS

- 2.1 Human – Development: Concept, Principles, Factors influencing.
- 2.2 Perspectives of development: Physical, Intellectual, Emotional, Social and their implications to Education(W.r.to Adolescence)
- 2.3 Adolescence – Concept, Characteristics, needs and Problems, catering to their needs and developmental tasks.
- 2.4 Piaget’s concept of cognitive development: stages of cognitive development and their Implications.
- 2.5 Erickson’s stages of psycho social development and their implications.
- 2.6 Moral Development: Piaget and Kohlberg’s perspective.

MODULE: III- UNDERSTANDING THE LEARNING PROCESS

16 HOURS

- 3.1 Learning: concept, Characteristics, relationship with maturation.
Brief discussion on the salient features and educational implication of -
- 3.2 Behaviouristic views of learning – selection and connection, conditioning (Pavlov and Skinner)
- 3.3 Cognitivist views of learning – Insightful learning, meaningful reception

learning, discovery learning.

3.4 Constructivism and its perspectives on learning.

3.5 Social learning – observational learning.

3.6 Mastery learning.

3.7 Gagne’s hierarchy of learning.

MODULE: IV- FACTORS INFLUENCING LEARNING.

10 HOURS

4.1 Biological factors influencing learning.

4.2 Motivation – Concept, Intrinsic, and extrinsic, Achievement, motivation, Strategies of motivating learning.

4.3 Memory – Concept, factors influencing memory, phases of information processing (Atkinson and Schiffrin model), measures to improve retention and retrieval.

4.4 Attention – concept, nature, conditions favorable for attention.

4.5 Transfer of learning – concept, types, significance, theories and implications.

4.6 Sociological factors influencing learning.

SUGGESTED PRACTICUM/ACTIVITIES:

Student teacher has to undertake any two of the following experiments and maintain the records.

1. Directed observation.
2. Division of attention.
3. Restriction of movement on motor learning.
4. Bilateral transfer (Mirror drawing experiment)
5. Retroactive inhibition
6. Memory tests,
 - a. Effects of meaning on retention
 - b. Recall and recognition
7. Conditioning of winking reflex
8. Mental fatigue (adding sheet test)
9. Association test
10. Learning tests,
 - a. Whole and part learning
 - b. Spaced and unspaced learning

REFERENCES :

1. Bruner R F (1978) *Psychology applied to teaching*, Boston: Houghton Mifflin.
2. Bower G H and Hilgard E R (1981) *Theories of learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinehart and Winston.
4. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York Oxford University Press.
5. Dececco "Psychology of learning and instruction – Prentice Hall New Delhi.
6. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
7. Woolfolk A.E. (2009) Educational psychology 11th edition prentice hall publications.
8. Dandapani S. Advanced educational psychology Anmol Publications (2005).
9. Chauhan S.S. Advanced Educational psychology. Vikas Publishing House Pvt Ltd., New Delhi.
10. Mangal S.K. Advanced Educational Psychology. Prentice Hall of India, New Delhi.
11. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
12. NCERT (2005) National Curriculum Framework, New Delhi.
13. Goleman, Daniel, emotional intelligence, Newyork.
14. Chintamanikar, Exceptional children, sterling publications.
15. Skinner C E, Educational psychology (1984) New Delhi, prentice hall.
16. Elizabeth B Hurlock – Developmental psychology a life span approach Vth edition.
17. Panda B N Advanced educational psychology, discovery publishing house, New Delhi-2
18. Somashekhar T V – Educational psychology and evaluation, Nirmala prakashan Bangalore.
19. Umadevi M R – Advanced Educational Psychology, Sathkruthi Prakashana, Davangere.
20. "ÁÁÄzÉÄ"ÁÏÄà °ÉZi.«. '±ÉÊPÄëtÄPÄ "ÄÄËÉ/ÆÄ«eÁÖ&Ä' ±ÉæÄAiÄÄ,ï ¥Ä©èPÉÄµÄ&ï, zÄ"ÄtUÉgÉ (2012).
21. UÉ/ÆÄ"ÄzÄgÄ"i J.«. ²PÄëtZÄ"è "ÄÄËÉ/ÆÄ«eÁÖ&Ä, "ÄÄÄgÄ½ ¥ÄæPÄ±Ä&Ä, "ÉÄÊ,Ä/ÆgÄÄ.
22. G"ÉÄÄ±Ä °ÉZi.J.ï. '±ÉÊPÄëtÄPÄ "ÄÄËÉ/ÆÄ«eÁÖ&Ä' «,ÄÄAiÄÄ ¥ÄæPÄ±Ä&Ä, "ÉÄÊ,Ä/ÆgÄÄ.
23. PÉ/ÆAUÄ"ÄqÄ J&i.© – '±ÉÊPÄëtÄPÄ "ÄÄËÉ/ÆÄ«eÁÖ&Ä' – «ZÄâ□çü ¥ÄæPÄ±Ä&Ä, UÄzÄUÄ.

24. 'ÀÀ°ÁŞÉĀ±ĀégĀgĀ'ī, 'PĀëtzĀ°è 'ĀĀĒÉ/ĒĀ«eĀŌĒĀ', ¥ĒĀgĀ'ĀĀĀUĒĀgĀĀ, ±ĒĒAvĀeĒ ¥ĀæPĀ±ĀĒĀ.
25. zĀAqĀ¥ĀtĀ J.ī. (1998) CĒĀĀ. 'ĀĀ°ÁŞÉĀ±ĀégĀgĀ'ī (2000) 'ĀĀĒĀB±Ā.ĀŪç 'ĀĀvĀĀŪ 'PĀët, G | ĀĒĀPÉ/ĒĀmĒ, 'ĀĀ'ĀĀAvĀ ¥ĀæPĀ±ĀĒĀ.
26. ZĀAzĀæ±ĒĒRgī, 'Dgī. (1996) – 'zĀĀyδUĀ¼Ā 'ĀiĀĒĀ'PĀ 'Ā'ĀĀ,ĒĀUĀ¼ĀĀ'.

B.ED PROGRAMME

SEMESTER-I

B.ED CORE COURSE -I.3: INSTRUCTIONAL TECHNOLOGY.

Objectives:

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

1. Acquire the knowledge of concepts like objectives, curriculum, teaching and communication.
2. Develop an understanding of taxonomy of educational objectives, principles of curriculum construction, principles, maxims, methods, Models of teaching.
3. Develop skills in formulating instructional objectives.
4. Acquire communication skills and core teaching skills.
5. Use appropriate communication media in the class room.

COURSE CONTENT

MODULE: I- EDUCATIONAL OBJECTIVES

8 HOURS

- 1.1 Educational Aims and objectives – concept, and difference, importance of Educational objectives, Aims of present secondary education.
- 1.2 Bloom's Taxonomy of educational objectives, Revised taxonomy.
- 1.3 NCERT version of classification of objectives.
- 1.4 Instructional objectives – concept, Criteria of formulating instructional objectives.

MODULE: II- CURRICULUM

10 HOURS

- 2.1 Meaning, Principles, and components of curriculum.
- 2.2 Types of curriculum construction – subject centered and learner centered, community based, experience oriented, core curriculum.
- 2.3 Approaches to curriculum construction, Models of curriculum development – Dalton plan.
- 2.4 Salient features of National Curriculum Framework for school education 2005.
- 2.5 Curriculum Transaction: Concept, Principles and Materials.

MODULE: III- PROCESS OF TEACHING**12 HOURS**

- 3.1 Teaching – Concept, Principles and maxims.
- 3.2 Meaning and importance of communication, Teaching as communication.
- 3.3 Meaning, importance and components of the following core teaching skills: skills of introducing a lesson, skill of questioning, skill of explaining, skill of Illustrating with examples, skill of using B.B. skill of stimulus variation skill of reinforcement, skill of Achieving closure.
- 3.4 Methods and strategies of Teaching – Use of media in teaching, models of teaching.
- 3.5 Action Research: Meaning, and definition; advantages and limitations; steps of conducting action research: writing report.

MODULE: IV- STRATEGIES OF TEACHING**10 HOURS**

- 4.1 Strategies of teaching: Concept, Characteristics, objectives and importance.
- 4.2 Strategies of teaching small groups – Brainstorming, role play, Dramatization, Discussion, Cognitive quiz, simulation, Mapping.
- 4.3 Strategies of teaching large groups; lecture, Team teaching, Symposium, programme instruction, SIM, Seminars, Project approach.
- 4.4 Approaches to learning: Co-operative, collaborative learning, problem based, inquiry.
- 4.5 Approaches to teaching: Teacher centered, participative and student centered.

SUGGESTED PRACTICUM/ACTIVITIES

1. Prepare a blueprint on a lesson using Bloom's taxonomy of Educational objectives.
2. Prepare instructional objectives for at least 10 lesson in any subject of your interest.
3. Prepare a curriculum or develop a curriculum using Dalton plan in any one subject.
4. Prepare curriculum transaction materials in teaching a subject of your interest.
5. A Critical study of Teaching Skills in Teacher Education Institutions.
6. Draft a research report on Action Research using an illustration.
7. Conduct a brain storming session and report the same.
8. Developing self instructional material (SIM).
9. Elaborate the steps in constructive approaches (Co –Operative, Collaborative, Problem based, and inquiry) to learning.
10. Prepare a quiz programme on general Knowledge for secondary school students.

REFERENCES:

1. Secondary Education Commission Report (1953), Government of India.

2. National Policy on Education 1986, Ministry of Human resources Development, Government of India.
3. National curriculum frame work (2005) for school education (document) NCERT.
4. Mangal S.K – fundamentals of Education Technology.
5. Taba, Hilda – curriculum development: Theory and practice.
6. Bhatia and Bhatia – The Principles and methods of Teaching.
7. Eggen P.D and others o – Strategies for teachers.
8. Bruce Joyce and marshal well – Models of Teaching Dunkin M.J and Biddle B.J – The Study of Teaching.
9. Jangira N.K – Core teaching.
10. Jangira N.K – Core teaching skills.
11. Passi B.K – Becoming Better Teacher: A Microteaching Approach.
12. Dandekar W.N – Evaluation in Secondary School.
13. Gronlund N – Measurement, Evaluation and Teaching.
14. Garrette N.E – Statistics in Psychology and Education.
15. .ÄÄgÉÄ±ī | .J.ī ¥ÄÄlÖ,Áé«Ä, ¥ËæqsÄ±Ä¯Ä ºPÄët ºÄÄvÄÄÜ ºPÄëPÄ&Ä PÄgÄâUÄ¼ÄÄ.
16. ±Ä¯Ä PÄ¯ÉÄdÄUÄ¼ÄÄ°è ¥ÄjuÄªÄÄPÄj ºÉÆÄzsÄ&ÉUÉ C&ÄÄ"ÉÆÄzsÄ&É – JA.JA ¥ÄlÖt±ÉnÖ.

B.ED PROGRAMME

SEMESTER-I

B.ED CORE COURSE -I.4: INFORMATION AND COMMUNICATION TECHNOLOGY.

Objectives:

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

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

COURSE CONTENT

MODULE: I- FUNDAMENTALS OF COMPUTER 8 HOURS

- 1.1 Meaning and characteristics and fundamentals of computer.
- 1.2 Concept of Data, Process and Information
- 1.3 Generation of computer
- 1.4 Anatomy of computer
- 1.5 Classification of Computer.
 - 1.5.1 Based on size and capacity (Micro, Mini, Mainframe and super computers).
 - 1.5.2 Based on working principle (Analog, Digital and Hybrid Computer).

MODULE: II- COMPUTER ORGANIZATION – HARDWARE AND SOFTWARE.

14 HOURS

- 2.1 Input devices – Keyboard and Mouse.
- 2.2 Output devices – Monitor and Printer.
- 2.3 Memory devices – RAM, ROM, EPROM, Hard disk, Compact disk, DVD, Pen drive.
- 2.4 Peripherals – Mike, Speakers, Scanners, Camera, Digital Pen, Printers.
- 2.5 Operating system.
 - 2.5.1 Needs and functions of operating system.
 - 2.5.2 Types of operating system – Single user and multi user.
- 2.6 Application softwares.
- 2.7 Programming languages
- 2.7.1 Types of Languages: Low level Language & High Level Language.
- 2.8 Computer Virus and its prevention.
- 2.9 I Pod, I Pad, I Phone: its features & uses in learning.

MODULE: III- COMPUTER APPLICATION IN LEARNING 8 HOURS

- 3.1 Word Processor – MS Word, Concept, features and advantages.
- 3.2 Spread Sheets – MS Excel, concept, features and advantages.
- 3.3 Presentation – MS PowerPoint, Concept, features and advantages.
- 3.4 Designing and developing self Instruction material for facilitating learning.

MODULE: IV- APPLICATION OF ICT IN EDUCATION. 10 HOURS

- 4.1 Internet: Meaning, Equipments needed, types of Internet connections, Services.
 - 4.1.1 E.Mail: Creating and E-mail ID, Checking and Sending mails, chatting.
 - 4.1.2 LAN, WAN, WIFI, 3G, 2G their use in learning.
- 4.2 Computer Assisted Learning (CAL): Concept, Characteristics, Modes, merits and demerits.
- 4.3 Interactive white board – its features and advantages.
- 4.4 Mobile learning: Gadgets and uses.
- 4.5 Challenges in Integrating ICT in Education.

SUGGESTED PRACTICUM/ACTIVITIES

1. Visit a computer centre and prepare a curriculum for computer training programme.
2. Prepare Curriculum Vitae of yourself using computer and obtain a printout.
3. Create a folder of student marks list and copy to pen drive/burn to CD/DVD.
4. Download computer antivirus software from internet and install it in your computer. Report the steps involved in the same.
5. Prepare a Spread sheet of the B.Ed programme.
6. Prepare a SIM on a lesson for secondary school students.
7. Create an E.Mail ID and send an E.Mail to all B.Ed Colleges regarding examination.
8. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
9. Prepare a PowerPoint presentation for secondary school students.

REFERENCES

1. Rajaraman V: Fundamentals of Computers (1992).
2. Subramanian N: Introduction to Computers Fundamentals.
3. Gupta, Vikas: Rapidex Computer Course.
4. P.K. Sinha: Computer fundaments.
5. R.Ram: Computer Fundamentals.
6. Ran, Mansfield: The Compact Guide to Microsoft Office (1994).
7. O. Chandrashekhar & E. Rudramuni: Computer Education.
8. Neelakantarabanal: Educational Technology.
9. P.B Kottur: Fundamentals of Computer.

B.ED PROGRAMME

SEMESTER-I

B.ED CCM - I.5.1: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH I.

Objectives:

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

1. Acquire knowledge of the nature, structure and components of English language.

2. Appreciate the role of English in India as a second language and library language.
3. Formulate instructional objectives in terms of observable terminal behaviors of learners.
4. Develop an awareness and concern for listening, speaking, reading and writing skills.
5. Transcribe phonetically the content words of 8th and 9th std English text books.
6. Employ different approaches to teach English in secondary classes.
7. Design lesson plans for the teaching of prose, poetry and composition.
8. Employ different approaches for teaching prose, poetry, grammar, vocabulary and composition.

COURSE CONTENT

MODULE: I- ENGLISH LANGUAGE – NATURE, STRUCTURE OF ENGLISH

LANGUAGE.

10 HOURS

- 1.1 Language – meaning, functions.
- 1.2 Structure of English language – Phonological, Morphological, syntactic, semantic and graphical structures. (Brief explanation of different structure).
- 1.3 Principles of language learning and their implications.
- 1.4 Distinction between first language(L1) and second language (L2) learning.
- 1.5 English as a second language and library language in India, place of English language in the school curriculum.
- 1.6 Policies and recommendations of NPE (1986) and NCF (2005).
- 1.7 Aims and objectives of teaching English as enunciated in the text books of Secondary school of Karnataka.
- 1.8 Instructional objectives – Meaning and importance, stating instructional objectives in terms of observable terminal behaviors of learners.
Classifying them into knowledge, comprehension, expression and appreciation to be discussed with reference to present English texts of secondary schools of Karnataka

MODULE: II- SKILLS OF LEARNING ENGLISH

16 HOURS

- 2.1 Basic language skills – meaning and importance (Discuss with reference to secondary text content).
- 2.2 Listening – aims and skills of listening, importance of listening, approaches

of build aural oral comprehension.

2.3 Speaking – Aims and skills, of speaking, importance of speaking skills, the phonetics of English, vowel and consonant sounds in English, phonetic transcription, pronunciation – articulation, juncture, stress, rhythm and intonation. Need for correct pronunciation and ways of developing correct speech habits.

2.4 Reading – Aims and skills of reading, importance of oral and silent reading in English, intensive and extensive reading skimming and scanning, methods of teaching oral reading, ways developing silent reading skills.

2.5 Writing – Aims and skills in writing, importance and characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.

MODULE: III- APPROACHES TO TEACH ENGLISH AS A SECOND LANGUAGE.

10 HOURS

3.1 Structural approach – Meaning and principles, selection and gradation of structures, ways of teaching structures.

3.2 Situational approach – Meaning and principles, ways of creating situations.

3.3 Communicative approach – Meaning and principles, procedure followed in Communicative approach.

3.4 Constructivistic approach – Meaning and procedure.

3.5 Bilingual approach – Meaning, Principles and procedure.

MODULE: IV- METHODS AND TECHNIQUES OF TEACHING DIFFERENT ASPECTS OF ENGLISH
12 HOURS

4.1 Teaching of vocabulary – types of vocabulary, selection and gradation, ways of vocabulary enrichment in support of lexicon (Dictionary)

4.2 Teaching of prose – Objectives of teaching detailed prose, ways and approaches to the teaching of prose, steps in lesson planning.

4.3 Teaching of poetry – Objectives, ways and approaches of teaching poetry, steps in lesson planning.

4.4 Teaching of grammar – objectives, formal and functional grammar with respect to in tutors preparedness, methods of teaching grammar, steps involved in teaching grammar.

4.5 Teaching of composition - guided and free composition, ways of teaching
Composition (Letter writing, essay writing), steps in lesson planning.

REFERENCES:

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988
2. Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and Mc Gregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris : Testing English, Tata Mc Graw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL, Oxford University press, 1987.
9. Menon & Patel : Teaching of English as a Foreign Language, Acharya Book Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew : Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
14. Morris I Teaching of English as a second language.
15. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
16. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
17. Allen Teaching English Language as a Second Language Mc Grow hill Bombay 65
18. Bose K Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
19. N.P. Pahuja Teaching of English Anmol publications pvt ltd, New Delhi.
20. V.K. Nanda Teaching of English Anmol publications pvt ltd, New Delhi.
21. Sathish C Chadha Art and Science of Teaching English Surya publications, Near

Govt Inter College, Meerut.

22. Prem Shankar Teaching of English APH publishing corporation, New Delhi.
23. Menon & Patel, Educational Evaluation.
24. Blom B S Taxonomy of Educational objectives Revised Edition (2004)
25. K Venugopal Rao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
26. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
27. S Venkateswaran Principles of Teaching English Vikas Publishing House, Pvt. Ltd.
28. Kantharaj H.M. – A Modern Approach to Teaching of English, Sri Siddeshwara publications, Davangere.

©.Jqī. PÁAiÄÄðPÀæªÄÄ

É«Ä,ÄÖgi - I

I.5.2: «µÄAiÄiÄzsÁjvÀ PÀ£ÄßqÀ "É/ÆÄzsÄ£Ä «zsÄ£Ä

GzÉYÄ±ÄUÄ¼ÄÄ

CzsÄâAiÄÄ£ÄAvÄázÀ°è/PÉ/ÆÄ,ïðªÄÄV,ÄÄªÄµÄÖgÀ°è ¥Äæw «zÄáyð²PÄëPÄ /²PÄëQ F PÉ¼ÄPÄAqÄ

ªÄvÄð£ÉUÄ¼Ä£ÄÄß vÉ/ÆÄgÄÄvÄÜ£É/¼É

- PÀ£ÄßqÀ "sÄµÉAiÄÄ ÄégÄ/ÆYÄªÄ£ÄÄßªÄÄvÄÄÜ PÀ£ÄßqÄ Ä»vÄázÀ ¥ÄæPÄgÄUÄ¼ÄÄ ÄégÄ/ÆYÄªÄ£ÄÄß «ªÄj,ÄÄªÄÄzÄÄ.
- PÀ£ÄßqÄ "É/ÆÄzsÄ£ÉAiÄÄ "sÄ¶PÄªÄÄvÄÄÜ Ä»vÄâPÄªÄiË®âUÄ¼Ä£ÄÄß «ªÄj,ÄÄªÄÄzÄÄªÄÄvÄÄÜ ¥Äæ±ÄÄ¹,ÄÄªÄÄzÄÄ.
- "sÄ¶PÄªÄÄvÄÄÜ Ä»vÄâA±ÄUÄ¼ÄÄ "É/ÆÄzsÄ£É/ÆÄzÉYÄ±ÄUÄ¼Ä£ÄÄßªÄÄvÄÄÜ ñçðµÄÖUÄ¼Ä£ÄÄß gÄa,ÄÄªÄÄzÄÄ

WÄIPÄ -1 : "sÄµÉªÄÄvÄÄÜ "sÄµÉAiÄÄ «PÄ,Ä 8
WÄAmÉUÄ¼ÄÄ

- 1.1 "sÄµÉAiÄÄ CxÄð,ªÄâSÉâ, ÄégÄ/ÆYÄªÄÄvÄÄÜ "sÄµÄ GUÄªÄÄzÄ¼zÄPÄvÄUÄ¼ÄÄ.
- 1.2 PÀ£ÄßqÄ "sÄµÉAiÄÄ ÄÜ£Ä : ¥ÄæxÄªÄÄ "sÄµÉAiÄiÄV, çéÄwAiÄÄ "sÄµÉAiÄiÄV, vÄÈwÄAiÄÄ "sÄµÉAiÄiÄV – PÀ£ÄßqÄ
²PÄëtZÄªÄiÄzsÄªÄªÄªÄVªÄÄvÄÄÜ DqÄ½vÄ "sÄµÉAiÄiÄV.
- 1.3 wæ"sÄµÄ Ä/ÆvÄæ, UÉ/ÆÄPÄPÄiªÄgÄçAiÄÄ²¥sÄgÄ,ÄÄiUÄ¼ÄÄ °ÄUÄ/Æ EvÄgÉ ¥ÄæªÄÄÄR²¥sÄgÄ,ÄÄiUÄ¼ÄÄ.

WÄIPÄ – 2: Ä»vÄªÄÄvÄÄÜ "É/ÆÄzsÄ£É 16 WÄAmÉUÄ¼ÄÄ

2.1 UAzAa "E/AZsAeE : CxAd aAvAe AUAE UAzAa PAePAgAU1/4A AAQeYAU YAjZAAiAA (PAzAAsj, AtU PAvE, fAaEA

ZAjvEae, YAeAA A xAeA «AAAEEd)

2.1.2 UAzAa "E/AZsAeEiAA GzEYA+AU1/4AA (eAAEA, UAePE, CcuAAQAU YAeAAE).

2.1.3 UAzAa "E/AZsAeEiAA AvAU1/4AA (8 AvAAU 9EA vAgAUwAiAA YAoAAyAA, AUPAU1/4A DzsAjvA)

2.2 YAzAa "E/AZsAeE: CxAd aAvAe AUAE YAzAzA PAePAgAU1/4AA (PAzA, AZAEA, vAeYAc, gAU1/4E, uAIÖc)

2.2.2 YAzAa "E/AZsAeEiAA GzEYA+AU1/4AA (eAAEA, UAePE, CcuAAQAU YAeAAE).

2.1.3 YAzAa "E/AZsAeEiAA AvAU1/4AA (8 AvAAU 9EA vAgAUwAiAA YAoAAyAA, AUPAU1/4A DzsAjvA)

2.3 YAe"sAzA "E/AZsAeE : CxAd AvAAU AvAe.

2.3.2 YAeSAzA "E/AZsAeEiAA AvAU1/4AA.

2.4 AIpA "E/AZsAeE : CxAd AvAAU AvAe AUAE AIQAPAgAt, YAvAe AAPE, AA"sAmuE PAPE, CcuAAiAA,

AIpA «AAAEEd

2.5 AaPAgAt "E/AZsAeE

2.5.1. AaPAgAt "E/AZsAeE CxAd AvAAU GzEYA+A.

2.5.2. AdAAiE : "sAU PAeAA - «AEAmuE.

2.5.3. AA AA PAePAgAt : CAaAiAA

2.5.4. Atcu YAePAgAt

2.5.5. AaiA YAePAgAt

2.6 bAAzA, Aai AUAE CAPAgA "E/AZsAeE

2.6.1. bAAzA, Aai : CxAd AvAA AvAe, CPAgA bAAzA, Aai, AAvAe bAAzA, Aai.

2.6.2. CAPAgAU1/4AA +AAYCAPAgAU1/4AA CxAdCAPAgAU1/4AA.

WAIPa - 3 : "sAmu PE+AU1/4AA AvAAU CAU1/4A AzAdE

WAAmEU1/4AA

3.1. DAAPE

3.1.1. DAAPE CxAd, AvAe AvAAU PAAetU1/4AA.

3.1.2. DAAPEiAA GzEYA+AU1/4AA.

3.1.3. DAAPEiAA PAePAgAU1/4AA.

3.1.4. DAAPEiAAeEA zEAEAmuAU1/4AA, PAgAtU1/4AA AvAAU AgAuE/AEYAAiAAU1/4AA.

3.1.5 DAAPEiAA AzsAgAuEUPEEU1/4AAiA ZAIAAnPEU1/4AA.

3.2 AAvAAUjPE :

3.2.1. AAvAAUjPE : CxAd AvAe AUAE PAAetU1/4AA.

3.2.2. ^aÀiÁvÀÄUÁjPÉAiÄÄ°è&À zÉ/ÆÄµÀUÀ¼ÄÄ, PÁgÀAUÀ¼ÄÄ °ÁUÀÆ, [□]ÁgÀuÉ/ÆÄÏÁiÄÄUÀ¼ÄÄ.

3.2.3. GvÀÛ^aÄÄ ^aÀiÁvÀÄUÁjPÉAiÄÄ&ÄÄß C©ü^aÄÈçPÏÄr,ÄÄ^aÀ ZÀiÄ^aÀnPEUÀ¼ÄÄ.

3.3 NzÄÄUÁjPÉ :

3.3.1. NzÄÄUÁjPÉ – CxÀð, ^aÄÄ°ÁvÀé £ÀvÀÄÛ ®PÄëtUÀ¼ÄÄ.

3.3.2. NzÄÄUÁjPÉAiÄÄ «zsÀ ÏÄæPÁgÀUÀ¼ÄÄ ^aÄÄvÀÄÛ C^aÄÄUÀ¼ÄÄ ^aÄÄ°ÁvÀé.

3.3.3. NzÄÄUÁjPÉAiÄÄ zÉ/ÆÄµÀUÀ¼ÄÄÆ, PÁgÀtUÀ¼ÄÄ ^aÄÄvÀÄ [□]ÁgÀuÉ/ÆÄÏÁiÄÄUÀ¼ÄÄ.

3.3.4. GvÀÛ^aÄÄ NzÄÄUÁjPÉAiÄÄ&ÄÄß ÄÄzsÁj,ÄÄ^aÀ ZÀiÄ^aÀnPEUÀ¼ÄÄ.

3.4 §gÄ^aÀtÄUÉ :

3.4.1. §gÄ^aÀtÄUÉ : §gÄ^aÀtÄUÉAiÄÄ CxÀð, ^aÄÄ°ÁvÀé °ÁUÀÆ ®PÄëtUÀ¼ÄÄ.

3.4.2. PÉÈ §gÄ^aÀzÄ ^aÉÈ²µÀÖöä.

3.4.3. CPÄëgÄ ÄÍ^vÀáUÀ¼ÄÄ ^aÄÄvÀÄÛ PÁgÀtUÀ¼ÄÄ °ÁUÀÆ [□]ÁgÀuÉ/ÆÄÏÁiÄÄUÀ¼ÄÄ.

WÀIPÀ – 4 : PÄ&ÄßqÄ “sÁµÄ ÏÄoÄáÏÄÄ,ÄÜPÄ

WÄAmÉUÀ¼ÄÄ

4.1. PÄ&ÄßqÄ “sÁµÄ ÏÄoÄáÏÄÄ,ÄÜPÄzÄ CxÀð, ÄégÄ/ÆÏÄ ^aÄÄvÀÄÛ ^aÄÄ°ÁvÀé.

4.2. “sÁµÄ ÏÄoÄáÏÄÄ,ÄÜPÄzÄ CxÀð, ÄégÄ/ÆÏÄ ^aÄÄvÀÄÛ ^aÄÄ°ÁvÀé.

4.3. ÏÄoÄáÏÄÄ,ÄÜPÄzÄ UÄÄt®PÄëtUÀ¼ÄÄ.

4.4. ÏÄoÄáÏÄÄ,ÄÜPÄUÀ¼ÄÄ «^aÄÄ±Éð – (8,9,10&ÉÄ vÀgÀUÄw)

ÏÄgÄ^aÄÄ±Äð&Ä ÏÄÄ,ÄÜPÄUÀ¼ÄÄ:

1. C&ÄAvÀgÄ^aÄÄ. gÄ : PÄ&ÄßqÄ “sÁµÄ “É/ÆÄzsÄ&É, “sÁgÄwÄ ÏÄæPÄ±Ä&Ä, ÄgÄ,ÄéwÏÄÄgÄÄ, ^aÉÄÈ,Ä/ÆgÄÄ – 570009.

2. C&ÄÄ,Ä/ÆAiÄÄ «.ÏÄgÄV: PÄ&ÄßqÄ “sÁµÉ – vÀvÀé ^aÄÄvÀÄÛ “É/ÆÄzsÄ&Ä ^aÄiÄUÄð.

3. N&¼ÉÄ±Ä WÄnÖ: “sÁµÉ ^aÄÄvÀÄÛ PÄ&ÄßqÄ “sÁµÄ “É/ÆÄzsÄ&É.

4. PÄÈµÄÛÏÄÄ J,ï : PÄ&ÄßqÄ “É/ÆÄzsÄ&É PÄ&ÄßqÄ CzSÄáAiÄÄ&Ä ÄÄ,ÉÛ, ^aÉÄÈ,Ä/ÆgÄÄ «±Äé«zÄáð®AiÄÄ, ^aÉÄÈ,Ä/ÆgÄÄ.

5. ÏÄArvÄ ¹.PÄÈµÄÛ: ±Ä ÉUÀ¼ÄÄ°è PÄ&ÄßqÄ “É/ÆÄzsÄ&É, VÄvÄ §ÄPi °È,ï ^aÉÄÈ,Ä/ÆgÄÄ.

6. qÄ.azÄ&ÄAzÄ^aÄÄÆwð JA: “sÁµÄ «eÄÖ&ÄzÄ ^aÄÄÆ® vÀvÀéUÀ¼ÄÄ. r.«.PÉ.^aÄÄÆwð ÏÄæPÄ±Ä&Ä, PÄÈµÄÛ^aÄÄÆwðÏÄÄgÄÄ, ^aÉÄÈ,Ä/ÆgÄÄ.

7. n.«.w^aÉÄÄÄUÈqÄ: NzÄÄ^aÄ ±ÄQÛ.

8. ©.«.gÄ^aÄÄt: PÄ&ÄßqÄ &ÄÄr “É/ÆÄzsÄ&É.

9. qÄ.^aÄÄ°Ä&ÉÄ±ÄégÄ gÄ^ai: PÄ&ÄßqÄ “É/ÆÄzsÄ&É PÉ®^aÄÄ «ZÄgÀUÀ¼ÄÄ.

10.gÄ.AiÄÄ.zsÄgÄ^aÄqÄPÄgi: PÄ&ÄßqÄ “sÁµÄ±Ä,ÄÛç.

11.w.&ÄÄ.²æÄ.:PÄ&ÄßqÄ PÉÈ |r, ^aÉÄÈ,Ä/ÆgÄÄ «±Äé«zÄáð®AiÄÄ, ^aÉÄÈ,Ä/ÆgÄÄ.

12.PÄ&ÄßqÄ «±ÄéPÉ/ÆÄ±Ä, ^aÉÄÈ,Ä/ÆgÄÄ «±Äé«zÄáð®AiÄÄ.

13.“sÁµÉ – «±ÄéPÉ/ÆÄ±Ä, PÄ&ÄßqÄ «±Äé«zÄáð®AiÄÄ, °ÄÄ |.

14. PÉ.PÉA¥ÉÄUËqÀ: "sÁµÉ ªÄÄvÄÄÛ "sÁµÁ «eÁÕ&Ä.

15. vÀ.ÄÄ.±ÁªÄÄgÁªi: PÀ&ÄßqÀ „Á»vÄå ZÄjvÉæ.

16. ¥ÄÄrvÄ F±ÄégÄ¥Äà: PÀ&ÄßqÀ ªÄåPÄgÄt PÉË|r.

17. ªÄÄ°Á§ÉÄ±ÄégÄ gÁªi: ¥ËæqsÄ±ÁÉUÄ¼Ä°è PÀ&ÄßqÀ "ÉÆÄzsÄ&É.

B.ED PROGRAMME

SEMESTER-I

B.ED SOFT COURSE -I.5.3: CONTENT CUM METHODOLOGY OF
TEACHING URDU I.

Objectives: Upon Completion of the student –teacher will be able to:

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

COURSE CONTENT

MODULE: I- PLACE, NATURE AND IMPORTANCE OF URDU IN THE CURRICULUM

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

MODULE: II- TECHNIQUE AND DEVICES OF TEACHING URDU.

- 2.1 Maxims of teaching Urdu.

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

MODULE: III- TRANSACTIONAL STRATEGIES.

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

MODULE: IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES.

- 4.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- 4.2 Language, laboratory,
- 4.3 Different Co – Curricular activities which promote learning language.
- 4.4 Use of Computer in Urdu Teaching.

REFERENCES

- 1. Tadrees – e – Jabban – e – Urdu : Prof. Iynamulla Khan Sheervani.
- 2. Urdu Asnaf ki Tadrees, by omakarkol/Masood Siraj.
- 3. Fun – e- Taleem ua Tarbiyat. By Syed Mohd. Afzat.
- 4. Mashqi Tadrees Kayun our Kaise. By Dr.Md.Ikram Khan.
- 5. Urdu Jubban ki Tadrees. By Md. Moinuddin.
- 6. Qawaide Urdu.by Maluvi Abdul Haq.
- 7. Hum Kaise Padhayan by Dr.Salamatulla.
- 8. Usoole Taleem Aur Amale Taleem. Dr.Khalil – uz – Zaman.
- 9. Usoole Taleem by Ziauddin Ulvi.
- 10. Taleem ke Maqasid Aur wasail by Khalid – ul – Zaman.
- 11. Jadeed Taleemi Massail by Ziauddinulvi.
- 12. Adbiyat – e – Shanasi by Mohd. Hussain.

B.ED PROGRAMME

SEMESTER-I

**B.ED SOFT COURSE -I.6.1: CONTENT CUM METHODOLOGY OF
TEACHING HISTORY & CIVICS I.**

Objectives:

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

1. Acquire content knowledge in History & Civics.
2. Develop Proficiency in correlating History with other subjects.
3. Acquire knowledge of Aims, objectives & values of teaching History & Civics at secondary school.
4. Develop necessary skills & application of methods & techniques in the classroom.

COURSE CONTENT

MODULE: I- INTRODUCTION TO HISTORY & CIVICS

- 1.1 Meaning, importance and scope of History.
- 1.2 Modern concept of History – Exploration, criticism, synthesis and exposition.
- 1.3 Kinds of History based on time & space (Time: Pre – Historic, Medieval & Modern. Space: local, provincial, national and world History).
- 1.4 Concept of time and space sense in teaching History(Location, Distance & Duration).
- 1.5 Meaning, importance and scope of civics.
- 1.6 Aspects of History (Political, Economic, Social , Religions).

MODULE: II- CORRELATION OF HISTORY WITH OTHER SUBJECTS.

- 2.1 Meaning, importance and types of correlation.
- 2.2 Correlation of History with Geography, Civics, Literature, Economics and Political science.

**MODULE: III- AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY &
CIVICS.**

- 3.1 Aims of History: Moral training, Patriotism, National Integration, International Understanding and Transmission of culture.
- 3.2 Aims of Civics: Democratic citizenship, Civics Sense, Political consciousness, Understanding of structure and functions of Govt. at various levels, functional awareness of right & duties, awareness of Human Rights.

3.3 Objectives of teaching History & Civics – Knowledge, Understanding, Application, Skill, Attitude & Interest – Analysis of these objectives in terms of specific behaviours of learners.

3.4 Values of teaching History & Civics, importance of teaching values at secondary schools.

3.5 Inculcation of values: Moral, Social, Spiritual, cultural & Aesthetic values.

MODULE: IV- METHODS OF TEACHING AND MODELS OF TEACHING HISTORY & CIVICS.

4.1 Meaning and importance of methods.

4.2 Methods of teaching History: Source, Biographical, Lecture, project, Discussion & Problem solving.

4.3 Methods of teaching civics: Survey, observation, Comparative & Demonstration.

4.4 Models of teaching: Jurisprudential, inquiry training & value attainment model.

4.5 Techniques/ Activities: Role of the following in the teaching of History & Civics, Dramatization, Excursion, Field trips & Programmed instruction.

REFERENCES

1. Teaching of History – Kochhar S.K
2. Teaching of Social studies – Kochhar S.K
3. Teaching of History – Nirmal yadav, Anmol publication Pvt. Ltd, New Delhi.
4. Teaching of History(A Practical approach) – Aggarwal J.C, Vikas publication House Pvt. Ltd, New Delhi.
5. Teaching of History & Civics – Mehta D.D, Tandon Publications, Ludhiyana.
6. Teaching of History & Civics – Thimmareddy K, Vidyanidhi prakashana, Gadag.
7. Teaching of History – Arora K.L, Prakash brothers Educational Publishers.
8. NCERT Evaluation in Social studies – NCERT.
9. Teaching of History – Johnson Herry.
10. Creative teaching of History – Ghosh K.D
11. A Hand book for History teacher – Vajreshwari R
12. Teaching of History – Shaida B D, and sahib singh.
13. Teaching of History – V.D Ghate.
14. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÀ&É – qÁ. JA.¹.ªÄÄ/Æwð.*
15. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÀ&É±Ä,ÀÜç - ¥É/ÆæÄ.F.J.ï.ªÄ,ÀAvÀ PÄÄªÄiÁgï.*
16. *Ew°Á,À ¨É/ÆÄzsÀ&É - ±ÄAPÄgÀUËqÄ J,ï.r.*
17. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÀ&É ¥ÄzÀÝw – qÁ.PÉ/ÆAUªÄqÄ J&ï.©*
18. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÀ&É – qÁ. ²ªÄAiÄÄª.J,ï.*

B.ED PROGRAMME

SEMESTER-I

B.ED SOFT COURSE -I.6.2: CONTENT CUM METHODOLOGY OF TEACHING
GEOGRAPHY & ECONOMICS I.

Objectives:

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

1. Acquire the knowledge of nature, scope, inter relationship and values of Geography and Economics.
2. Understand the different approaches and methods of teaching Geography and Economics.
3. Develop an understanding of the place of Geography in the secondary school curriculum.
4. Acquire the knowledge of conservation of resources.
5. Develop skill of preparing different types of maps, graphs, contour maps etc.
6. Understand the values and objectives of teaching Geography and Economics.
7. Acquire the Knowledge of innovative techniques and views on latest development.
8. Understand the relations for national and international level in teaching of Geography and Economics.

COURSE CONTENT

MODULE: I- INTRODUCTION TO GEOGRAPHY AND ECONOMICS.

- 1.1 Meaning and importance of Geography and Economics.
- 1.2 Importance and aims of teaching geography and economics at secondary school level.
- 1.3 Values of teaching geography and economics – intellectual, aesthetic, vocational, utilitarian and environmental.
- 1.4 International understanding of Geography and Economics.

MODULE: II- APPROACHES AND METHODS OF TEACHING GEOGRAPHY AND ECONOMICS.

- 2.1 Project method
- 2.2 Excursion method.
- 2.3 Descriptive approach
- 2.4 Discussion method
- 2.5 Multi method approach
- 2.6 Models of teaching – Concept, Attainment Model (CAM), Meaning importance and steps.

MODULE: III- CURRICULUM IN GEOGRAPHY AND ECONOMICS

- 3.1 Place of geography and economics in school curriculum.

3.2 Guiding principles of the existing geography and economics syllabus of 8th, 9th and 10th standard.

3.3 Views of NPE(1986) and NCF(2005) regarding geography and economics curriculum.

3.4 Organization of content of curriculum – Psychology, Logical, Spiral and local environment.

MODULE: IV- STUDY TECHNIQUES OF GEOGRAPHY AND ECONOMICS

4.1 Preparation of maps – enlargement and reduction of maps.

4.2 Reading skills of conventional signs and symbols used in atlas and maps.

4.3 Preparation of different types of graphs.

4.4 Physical Geography – Soil formation, Soil Classification, Soil Conservation, Major types of Rocks.

4.5 Conservation of resources like water, soil, forest, animals, and land resources.

4.6 Geographical Information System (GIS).

REFERENCES

1. Zoe A thralls: The teaching of Geography Eurasia Publication House, New Delhi.
2. Arora : Teaching of Geography – Ludhiana, Prakash ISRP.
3. O.P. Verma: Geography Teaching Sterling Publishers, New Delhi.
4. Source Book for Geography teaching – Longmans (UNESCO) Published Longmans Green and Co. Ltd.
5. E.A.Macnes: The teaching of Geography, Oxford University Press.
6. Teaching of Geography and National Integration, NCERT Publication, New Delhi.
7. Sri Krishnappa: Bhoogola Shastra Bodhana.
8. C.S.Bennur: Bhoogola Shikshaka.
9. Gopiel G.H.: Macmillan, Teaching of Geography.

B.ED PROGRAMME

SEMESTER-I

**B.ED SOFT COURSE -I.5.4: CONTENT CUM METHODOLOGY OF
TEACHING PHYSICS –I**

Objectives:

On completion of course the student teacher will be able to

1. Acquire the knowledge of secondary school content in Physics.
2. Understand the nature, scope and importance of Physics.
3. Understand the values of teaching Physics
4. Understand the skill of constructing instructional objectives.
5. Understand the methods of teaching.

6. Understand the models of teaching.
7. Preparing objectives based lesson plan, Resource unit and unit plan.

MODULE: I- MEANING NATURE AND IMPORTANCE OF SCIENCE AND PHYSICS.

- 1.1 Meaning, Nature and scope of science and physics.
- 1.2 Values of teaching physics.
- 1.3 Scientific Attitude: Meaning, Characteristics and development.
- 1.4 Contribution of scientist to the field of physics.

MODULE: II- OBJECTIVES OF TEACHING PHYSICS

- 2.1 Educational objectives of teaching physics: Meaning classification based on Bloom's taxonomy.
- 2.2 Instructional Objectives: Meaning categorizing the objectives in terms of Behavioral terms under the category of knowledge, understanding, Application, skill, appreciation, attitude, interest etc.
- 2.3 Listing of action verbs in different objective.
- 2.4 Defining and prescribing minimum levels of learning.

MODULE: III- PLANNING AND ORGANIZATION OF LESSON TO TEACH PHYSICS

- 3.1 Unit plan: Meaning, importance, steps and format.
- 3.2 Resource unit: Meaning and importance, steps and format.
- 3.3 Lesson plan: Meaning and importance dimensions and format of Micro and Macro lesson plans.

MODULE: IV- APPROACHES AND METHODS OF TEACHING PHYSICS

- 4.1 Teacher centered and learner centered approach.
- 4.2 Teacher centered approach: Lecture, Lecture cum Demonstration, Historical approach and storytelling.
- 4.3 Learner centered approach: Project methods heuristic method, assignment method, Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).
- 4.4 Models of teaching: Suchman's enquiry training model and Bruner's concept attainment model.

REFERENCES

1. Science Teachers Hand book, C.S Rao(ed), American Peace corps.
2. Model of Teaching (1985), Brance joyce and Marsha weil prentice hall of India, New Delhi.
3. Modern Teaching of Science (2004), S.M.Zaidy, Anmol Publication, New Delhi.
4. Teaching Science Today and tomorrow (1998) Siddique and Siddique, Doaba House, New Delhi.
5. Educational Evaluation (1999), Ramabhai N. Patel, Himalaya Publishing House, New Delhi.
6. A Manual of Science club (1994), P.V.Sudharshan, Sushman Publishers.

7. The Impact of Science (1994), Narendra Vaidya, or ford and IBAP Publishing Co.,
8. Science Altitude (1997), Bhaskar Rao, Digbharthy, Discovery Publishers, New Delhi.
9. Science Teaching in Schools – R.C. Das.
10. Teaching Physical science in secondary schools – S.K.Gupta.
11. Scientific Experiments in Physics – Robert L.
12. Modern Methods of Teaching Physics (2001), Shalini Wadhva, saroop and sons, New Delhi.
13. Advanced Physics – Part I & II (1996), Kaith Gibbs, Cambridge University Press.
14. Physics (1995), Gilber Rowell & Sydney Herbert, Cambridge University Press.
15. NCF 2005 Website.
16. «ÁÕ&À "ÉÆÃzs&É – AiÂiÁzÀªÁqÀ.
17. «ÁÕ&À "ÉÆÃzs&É – PÀjUÀtÚªÀgÀ.

B.ED PROGRAMME

SEMESTER-I

B.ED CORE COURSE -I.6.3: CONTENT CUM METHODOLOGY OF TEACHING

MATHEMATICS. I.

Objectives:

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

1. Recall the meaning, nature and scope of Mathematics.
2. Recognise the contributions of Indian and Greek Mathematics.
3. Get acquainted with aims and objectives of teaching Mathematics at Secondary School level.
4. Get comprehended with the planning in Mathematics at Micro and Macro level.
5. Prepare Unit Plans, Resource Unit and Year plan in connection with Mathematics.
6. Understand the designing of mathematics curriculum at Secondary School level.
7. Make use different Methods and Techniques for teaching of Mathematics in class-room situation.
8. Prepare and make use of various instructional materials in teaching Mathematics.
9. Understand the concept of continuous and comprehensive evaluation in Mathematics and prepare different styles of tests.
10. Participate and organize varied kinds of co-curricular activities in teaching Mathematics.
11. Understand characteristics, qualifications and competencies of Mathematics Teacher.
12. Comprehend different types of in-service training programmes need for professional growth and development.

13. Get Acquainted with the role of Mathematics teacher's organization in the field of Mathematics Teaching.

Total number of periods of one hour duration: 100.

COURSE CONTENT

MODULE: I – MEANING, NATURE AND SCOPE OF MATHEMATICS.

1.1 Meaning and definitions of Mathematics.

1.2 Nature of Mathematics.

1.2.1 Mathematics as a Language.

1.2.2 Mathematics as a science of logical reasoning.

1.2.3 Mathematics as an interpreter of physical phenomenon.

1.2.4 Mathematics as an art of all the arts.

1.3 Scope of Mathematics:

1.3.1 Mathematics use in day to day life.

1.3.2 Mathematics use in various fields.

1.3.3 Mathematics use in different vocations.

1.3.4 Relationship of Mathematics with school subjects.

1.3.5 Relationship of Mathematics with other disciplines –
Agriculture, Engineering, Medicine, Economics and Psychology.

1.3.6 Co – relation in Mathematics.

1.4 Contribution of Indian and Greek Mathematicians to the development of Mathematics.

MODULE: II- AIMS AND OBJECTIVES OF TEACHING MATHEMATICS.

2.1 Meaning of aims and objectives of teaching mathematics.

2.2 Importance of aims and objectives in teaching mathematics.

2.3 Aims of teaching mathematics/value of teaching mathematics:

2.3.1 Utilitarian aim/value.

2.3.2 Disciplinary aim/value.

2.3.3 Cultural aim/value.

2.3.4 International understanding aim/value.

2.3.5 Social aim/value.

2.3.6 Aesthetic and Recreational aim/value.

2.4 Objectives of Teaching Mathematics:

2.4.1 Knowledge and understanding objectives.

2.4.2 Application objectives

2.4.3 Skill objectives.

2.4.4 Attitude objectives.

2.4.5 Appreciation and interest objectives

2.5 Formulation of specific/ instructional objectives in behavioral terms or learning out comes.

MODULE: III- PLANNING IN MATHEMATICS.

3.1 Unit plan; Meaning, Importance, steps and format.

3.2 Resource unit: Meaning, importance, steps and format.

3.3 Lesson plan: Meaning and importance, dimensions, Micro lesson plan, Macro lesson plan.

3.4 Year plan.

MODULE: IV- APPROACHES, METHODS, MODELS AND TECHNIQUES OF TEACHING MATHEMATICS.

2.1 Learner – centered approaches – Inductive method, Deductive method, Analytic Method, synthetic method and laboratory method.

2.2 Activity centered approaches – Heuristic method, Problem solving method, Project method, Programmed instruction, oral and written work, Drill work and Review.

REFERENCES

1. Butler and wren (1960) – The teaching of secondary mathematics, Tokyo Mc Graw Hill book company.
2. Kuppuswamy Ayyangar.N.(1988), - The teaching of Mathematics in new education, Banglore.
3. K.S.Sidhu – Teaching of mathematics, sterling publisher, Banglore.
4. S.K.Mangal – Teaching of Mathematics, Ludhiana, Prakash brothers publishers.
5. R.T.Jantli (2000) – Subhoda Bodhane, Vidya nidhi prakashana, Gadag.
6. S.B.Yadawad and R.T.Rabanal (2000) – Vishayadharita ganitha bodhane, Vidyanidhi Prakashana, Gadag.
7. S.S.Desai (2000) – Ganitha Bodhane, Vidyanidhi Prakashana, Gadag.
8. Krulik and Weige – Teaching secondary school mathematics, London, W.B.Saunders(1973).
9. Howard Eras – An introduction to the study of mathematics.
10. Sudhir kumar – Teaching of Mathematics, Anmol publication, pvt ltd, New Delhi(1998).

11. S.S.Packiam – Teaching Mathematics, Douba publishers, New Delhi (1983).
12. J.C.Aggarwal – A Course in Teaching of modern mathematics.
13. NCERT – A Text book of content – cum – Methodology of Teaching mathematics, New Delhi.
14. T.J.Coorey and others – Dynamics of Teaching secondary school mathematics, Boston, Hangton, Miffilin (1975).
15. Wren – Basic Mathematical concepts, Newyour, MC Graw Hill book company (1973).
16. Henderson Ketal – Dynamics of Teaching Secondary mathematics, London Housgton Miffin (1975).

B.ED PROGRAMME

SEMESTER-I

B.ED SOFT COURSE -I.5.5: CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY-I

Objectives:

The student teachers 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, Maintaining laboratory.
6. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
7. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

COURSE CONTENT

MODULE: I- NATURE AND SCOPE OF CHEMISTRY

- 1.1 Meaning and nature of chemistry- inter relationship with other branches of chemistry as well as other sciences.
- 1.2 Scope of teaching chemistry with special reference to Agriculture, Industry and Medicine.

1.3 Contribution of Indian scientists in the field of chemistry.

MODULE:II- OBJECTIVES AND VALUES OF TEACHING CHEMISTRY

1.1 Objectives of teaching chemistry at Secondary school level,
classification of objectives in terms of categories as knowledge,
Understanding, Application, Skill, Appreciation and Interest.

1.2 Values of teaching chemistry-utilitarian, intellectual, scientific attitude
development

1.3 Relating objectives with content units of secondary schools.

MODULE: III- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY

3.1 Need and importance of planning, lesson plan format.

3.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level
and identify the concepts and principles.

3.3 Unit plan and Resource unit: Meaning, Components, Steps & importance

3.4 Planning and use of multimedia materials

MODULE: IV: METHODS AND APPROACHES OF TEACHING CHEMISTRY

2.3 Learner centered and activity centered approaches – difference

2.4 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).

2.5 Models of teaching- concept attainment model.

REFERENCES

1. Source book for the Physical Science – Joseph – Bradwin, etc.
2. Problem Solving in Science – Narendra Vaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – Narendra Vaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.
6. CBSE; ICSE – SCIENCE TEXT BOOKS.
7. Modern science teaching – R.C Sharma.
8. Discovery teaching in science – Columbus, Ohio; chales E.Merrill Books, Inc.,
9. Hand book of Research in teaching – Gage N.L(ed).
10. Research ideas for science project – Goyal K.C. & Swami.P.(RIE – Ajmer).

11. Planning for effective science teaching – R.C.Sharma.
12. Modern teaching of Chemistry – Man Pal Singh.
13. Teaching of Chemistry – Yadav M.S.
14. Modern teaching of Chemistry – Kolasani et.all
15. Teaching of Chemistry – Patil R.S.
16. °É/Æ,À ²PÄetzÀ°è gÀ,ÁAiÄÄ£Ä ±Ä,ÀÛç "É/ÆÄzsÄ£É – PÄjUÄtÜ£ÄªÄgÄ. J.¹
17. gÀ,ÁAiÄÄ£Ä ±Ä,ÀÛç "É/ÆÄzsÄ£É - ¢Ä®PÄAoÄ gÄ§£Ä¼Ä.

B.ED PROGRAMME

SEMESTER-I

**B.ED SOFT COURSE -I.6.4: CONTENT CUM METHODOLOGY OF
TEACHING BIOLOGICAL SCIENCE -I**

Objectives:

On completion of course the student teacher will be able to

1. Understand the Meaning, Nature and scope of science in general and biology in particular.
2. Identify the components of scientific knowledge.
3. Understand general objectives of teaching biological science in secondary schools.
4. Understand the meaning, importance, steps/features of approaches, methods and models of teaching biological science.
5. Understand the meaning and importance of content analysis in biological science.
6. Appreciate the importance of planning for teaching biological science.

COURSE CONTENT

MODULE: I- INTRODUCTION TO TEACHING OF BIOLOGICAL SCIENCE

- 1.1 Biological Science: Meaning, nature, scope and correlation of biology with other branches of science.
- 1.2 Teaching of biology in secondary schools & its values in the present context – intellectual, utilitarian, disciplinary, cultural, aesthetic, training in scientific method and development of scientific attitude.
- 1.3 Contribution of Indian scientists: Ancient, Indian contributors: parasha charaka, sushrutha, modern contributors: J.C Bose, Prof. R. Maheswari, Dr, Swaminathan, Dr. B.G.L. Swamy, Dr. Hargobind Khorana.

MODULE: II- OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

- 2.1 General Objectives of teaching Biological Science at the secondary school level.
- 2.2 instructional Objectives: writing instructional objects in terms of observable terminal behaviors of learners, classifying them in to categories like knowledge, understanding, application skills, attitudes and appreciation.
- 2.3 Objectives of teaching science as stated in NPE1986 and NCF 2005.

MODULE: III- PLANNING FOR TEACHING BIOLOGICAL SCIENCE

- 3.1 Meaning, Importance format and steps in the preparation of
- 3.2 Annual - Plan
- 3.3 Unit – Plan
- 3.4 Resource Unit
- 3.5 Lesson Plan
- 3.6 Planning Laboratory activity/Practical work
(Microscopy, demonstration, observation, experimentation, dissection, collection & Preservation)

MODULE: IV: METHODS AND APPROACHES OF TEACHING OF BIOLOGICAL SCIENCE.

- 4.1 Approaches: inductive, deductive & investigatory approaches
- 4.2 Methods: Lecture cum demonstration, laboratory, project and problem solving
- 4.3 Self instructional techniques: Programmed learning, computer assisted instruction (CIA)
- 2.6 Activity based learning: Chaitanya Programme.
- 2.7 Models of teaching : Biological Science Inquiry Model (BSIM), advanced organizer

model (AOM)

REFERENCES:

1. The Teaching of Biology in tropical secondary schools-T.L. Green
2. Teaching of Life Sciences-K.Yadav
3. Methods and Materials for Teaching Biological Sciences-Miller and Blaydes
4. Modern Science Teaching –R.C Sharma
5. Teaching of Biological Sciences –Chikara & Sharma
6. Teaching of Life Sciences-L.M.Sharma
7. Modern Methods of Teaching Biology-Richa Bhatt
8. Teaching Science-Dr. H.V Shivashankar, Dr. P.Basavakumar & Y.S. Sumangala
9. Teaching Biology- H.S. Umesha.

B.ED PROGRAMME

SEMESTER-II

B.ED CORE COURSE -II.1: CURRENT TRENDS AND CHALLENGES IN
SECONDARY EDUCATION

Objectives:

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

1. Get sensitized with issues and challenges in secondary Education.
2. Acquire the knowledge of constitutional provisions related to education.
3. Understand various issues and challenges of Indian Education.
4. Acquire the Knowledge of Environmental Education and women empowerment.

COURSE CONTENT

MODULE: I- EDUCATION AND CONSTITUTION

10 HOURS

- 1.1 Preamble of constitution.
- 1.2 Constitutional Provisions – Articles 14,15,16,17,19,21,21a,24,25,26,28,29,30.
- 1.3 Directive Principles – Articles 45, 48A, 51.
- 1.4 Articles – 350, 350a.
- 1.5 Karnataka Education Act 1983 – Features related to School Education.
- 1.6 Right to Education Act – 2009 – Salient features and Universalisation of Education.
- 1.7 Disabilities Act.

MODULE: II- RECOMMENDATIONS OF EDUCATION COMMISSIONS

8 HOURS

- 2.1 Historical perspectives of Indian Education Commission.
- 2.2 Kothari Education Commission (1964 –66) (with respect to aims, pattern,

curriculum, methods of teaching and Teacher).

2.3 National Policy on Education (1986) – with special reference to Navodaya schools, Operation Black Board and Teacher Education, POA 1992.

2.4 NCF – 2005.

2.5 Rashtriya Madhyamik Shiksha Abhiyana (RMSA): Its objectives and Programmes.

MODULE: III- TRENDS AND CHALLENGES RELATED TO EDUCATION

14 HOURS

3.1 Equalization of Educational opportunities – Meaning, Meeting the needs of special groups SC/ST/OBC/Women/Disabled.

3.2 Educational for National Integration and International Understanding.

3.3 Human Right Education – Meaning, Significance and Universal declaration of Human Rights.

3.4 Vocationalization of Secondary Education; Strategies, and Methodologies.

3.5 Life skills Education – Meaning, Importance, Components and development.

3.6 Inclusive Education; Meaning, Objectives, Organization & supportive services, Programmes and Challenges.

3.7 Value Education: Meaning and Types of values, approaches and Programmes.

MODULE: IV- ISSUES RELATED TO GLOBAL CONTEXT AND EDUCATION.

8 HOURS

4.1 Education for sustainable development.

4.2 Education and Environment – Causes of environment degradation – Global and local, Global warming & Preventive Measures, , Conservation and protection of environment, Eco – friendly life styles. Role of organization in protection of environment – local and global.

4.3 Women Empowerment – Meaning, Problems and role of education in women empowerment.

4.4 Globalization and its impact on Education.

4.5 Global peace and Harmony: Need, Importance and Measures.

SUGGESTED PRACTICUM/ACTIVITIES

1. A survey of the problem of SC/ST/ Backward/ Minority group of children in the rural and urban areas.
2. Participation in campaigns on promotion of awareness on social concerns like environment
3. Participation in programmes of value education, National Integration and International Understanding.

4. A survey of Educational status of atleast 25 women from urban and rural areas.
5. A Study of the Educational problems of Navodaya Schools.
6. Conduct a survey on equalization of educational opportunities in urban and rural areas.
7. Conduct a study on effectiveness of the implementation of life skills in secondary schools.
8. A study of hurdles in fulfilling the constitutional provisions of articles related to education.
9. Conduct a survey on awareness of human rights among secondary school students.
10. Conduct a study on the implementation of RMSA programme.

REFERENCES:

1. NCERT: The Teacher and Education in Emerging Indian Society, New Delhi, NCERT, 1985.
2. Syed Nurulla and J.P. Naik: History of Education in India. (1800-1965).
3. Narasaiah M.L: Education and Human Rights, Discovery publishing house, New Delhi.
4. Subramanyam K: Value Education, Raman publications, Madurai.
5. Kasinath H.M: Trends and Innovations in Indian Education.
6. Dr.H.V. Shivashankar: Shaikshanika samasyegalu, Hanji Prakashana, Davangere.
7. Dr.Umadevi M.R: Special Education, Neelkamal publications pvt ltd, Hyderabad.

B.ED PROGRAMME

SEMESTER-II

B.ED CORE COURSE -II.2: PSYCHOLOGY OF LEARNING AND EVALUATION

Objectives:

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

1. Gain an insight into individual difference among the learners in terms of the different dimensions of personality and their educational implications.
2. Develop an understanding on continuous and comprehensive evaluation systems.
3. Develop an ability to construct an achievement test.
4. Acquire knowledge of the statistical techniques to analyze data.
5. Gain knowledge of theoretical foundations and practical educational bearing

concerning personality and dynamics of human adjustment.

6. Create suitable instructional setting with the knowledge of classroom structure and dynamics.

COURSE CONTENT

MODULE: I- UNDERSTANDING THE LEARNER

12 HOURS

- 1.1 Individual differences: concept, areas, causes, measures to deal with individual differences.
- 1.2 Intelligence – concept, nature, concept of I. Q. distribution and measurement Guilford’s structure of intellect.
- 1.3 Emotional intelligence – concept, components and role of teacher in enhancing E.Q.
- 1.4 Creativity – concept, factors influencing, fostering creativity, relationship with intelligence.
- 1.5 Aptitudes – Concept, types and measurement
- 1.6 Attitudes – Concept, Components, dimensions, acquisition and change, measurement.
- 1.7 Interest – Concept, nature and measurement.
- 1.8 Values – Concept, nature and measurement.

MODULE: II- ADJUSTMENT AND GROUP DYNAMICS.

12 HOURS

- 2.1 Personality - Concept, factors influencing, measurement, Characteristics of a well integrated personality.
- 2.2 Adjustment – Concept, barriers to adjustment: anxiety, frustration, conflict and stress.
- 2.3 Coping strategies of adjustment, stress management.
- 2.4 Group Dynamics – Characteristics of classroom as a group, Teacher’s role in improving socio – emotional climate, sociometry as a method of studying group relations.
- 2.5 Classroom leadership: types, qualities of successful teacher leader, ways of building teacher leadership.

MODULE: III- EVALUATION IN EDUCATION

12 HOURS

- 3.1 Evaluation – Meaning, Principles and functions of evaluation in education.
- 3.2 Process Evaluation: Continuous and comprehensive evaluation, placement, formative and diagnostic evaluation; Product evaluation: Summative.
- 3.3 Tools and Techniques of Evaluation: Oral, written and performance tests.

3.4 Characteristics of good measuring instrument.

3.5 Critical appraisal of present evaluation system.

3.6 Construction of an Achievement test – procedure to be followed.

MODULE: IV- STATISTICS IN EDUCATION.

12 HOURS

4.1 Statistics: Meaning, need of study of statistics for a teacher.

4.2 Preparation of frequency distribution table, preparation of graphs – Histogram, frequency polygon and their uses.

4.3 Measures of central tendency: Mean, Median, Mode – Meaning, Calculation and uses.

4.4 Measures of variability – Q.D and S.D, Meaning, Calculation and uses.

4.5 Measures of Correlation – R.D method: Meaning, calculation and use.

4.6 Normal probability curve: Meaning, Properties and uses

SUGGESTED PRACTICUM/ACTIVITIES :

Administration, Interpretation and scoring of any one of the following psychological tests.

1. Intelligence tests – Verbal, Non-verbal and performance.
2. Aptitude tests – D. A .T (scholastic aptitude test) and teaching aptitude test.
3. Creativity – Baqer- Mehdi's test of creativity, language creativity test.
4. Attitude scales – Mysore attitude scale, science attitude scale, social attitude scale.
5. Interest inventories – Educational interest record, Thurston's interest schedule.
6. Emotional – intelligence tests – Shailendra singh's emotional intelligence test
Mangal's E.I.T Sanjot and Anukool hyde's E.I.T.
7. Personality tests – Eysenck's P.I , cattell's 16 PF questionnaire.
8. Adjustment inventories – A.I. for secondary students (AISS), A I for college students (A I C S) sinha and singh. Bell's adjustment inventory.
9. Sociometry or social distance scale.
10. Achievement – motive test :-
 - II. Dev – Mohan Achievement motive test,
 - III. Achievement motive test by Bhargava.
11. Study habits Inventories :
 - I. Palsane – Sharma's S.H.I
 - II. Mukhyopadhaya's S.H.I
12. Anxiety tests: comprehensive anxiety test, Examination anxiety scale.
13. Self concept Questionnaire:-

Raj Kumar saraswath's self concept questionnaire.

Any other relevant tests.

REFERENCES :

1. Bruner R F (1978) *Psychology applied to teaching*, Boston: Houghton Mifflin.
2. Bower G H and Hilgard E R (1981) *Theories of learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinehart and Winston.
4. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
5. Dececco J P (1977) "Psychology of learning and instruction New Delhi – Prentice Hall New Delhi.
6. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
7. Woolfolk A.E. (2009) Educational psychology 11th edition prentice hall publications.
8. Dandapani S. Advanced educational psychology Anmol Publications (2005).
9. Chauhan S.S. Advanced Educational psychology. Vikas Publishing House. New Delhi.
10. Mangal S.K. Advanced Educational Psychology. Prentice Hall of India Ltd., New Delhi
11. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
12. NCERT (2005) National Curriculum Framework, New Delhi.
13. Skinner C E, Educational psychology (1984) New Delhi, prentice hall.
14. Panda B N Advanced educational psychology, discovery publishing house, New Delhi
15. Somashekhar T V – Educational psychology and evaluation, Nirmala prakashan Bangalore (2005).
16. Dandekar .W.N. – Evaluation in Secondary School.
17. Gronlund.N – Measurement and Evaluation in teaching.
18. Garrett H.E, Statistics in psychology and Education. Vakils Feffer and Simons Pvt Ltd., Bombay.
19. Umadevi M R – Advanced Educational Psychology, Sathkruthi Prakashana, Davangere.

20. ಅನುಸಾರವಾಗಿ ಇಲ್ಲಿ 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು' ಎಂಬ ವಿಷಯವನ್ನು ಕುರಿತು ವಿವರಿಸಿ (2012).
21. ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು, ಅನುಸಾರವಾಗಿ ವಿವರಿಸಿ.
22. ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು', ವಿವರಿಸಿ.
23. ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು - 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು' - 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು, ವಿವರಿಸಿ.
24. ಅನುಸಾರವಾಗಿ ಇಲ್ಲಿ 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು' ಎಂಬ ವಿಷಯವನ್ನು ಕುರಿತು ವಿವರಿಸಿ.
25. ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು (1998) ಮತ್ತು ಅನುಸಾರವಾಗಿ ಇಲ್ಲಿ 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು' (2000) ಎಂಬ ವಿಷಯವನ್ನು ಕುರಿತು ವಿವರಿಸಿ.
26. ಅನುಸಾರವಾಗಿ ಇಲ್ಲಿ 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು' ಎಂಬ ವಿಷಯವನ್ನು ಕುರಿತು ವಿವರಿಸಿ.
27. ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು, ವಿವರಿಸಿ. (1996) - 'ಶಿಕ್ಷಣದ ಮೂಲಭೂತ ಅಂಶಗಳು'.

B.ED PROGRAMME

SEMESTER-II

B.ED CORE COURSE -II.3: EDUCATIONAL MANAGEMENT

Objectives:

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

1. Acquire the knowledge of the changed role of the teacher in the new millennium.
2. Acquire the knowledge of the characteristics and demands of teaching profession and professional ethics of teacher and dimensions.
3. Understand the concept and importance of school management.
4. Understand the significance of the management of different resources – (Material, human and community).
5. Develop the skills in the organization of CCA.
6. Understand the organization of school programmes.
7. Acquire the Knowledge of the types of secondary schools and the administrative set up for school education in Karnataka
8. Understand the role organization and function of DSERT, CTE, DIET & BRC.

COURSE CONTENT

MODULE: I- SECONDARY SCHOOL TEACHER

8 HOURS

- 1.1 Role and functions of the teacher in the millennium – facilitator of learning and diagnostic role, Responsibilities and expectations.
- 1.2 Teaching as a profession, Characteristics and demands of teaching profession.
- 1.3 Professional Ethics – its dimensions:
 - 1.3.1 Teacher in Relationship with students, parents/guardians.
 - 1.3.2 Society, professional colleagues and organization, Community.
- 1.4 Professional Growth – need and programmes, approaches.
- 1.5 Appraisal of Teacher performance; Self reflection; observation & feed back by peers, appraisal by students.

MODULE: II- SCHOOL MANAGEMENT**9 HOURS**

- 2.1 Concept, Scope and importance of school management.
- 2.2 School discipline – concept, maintenance.
- 2.3 Supervision – Meaning, Importance and procedures.
- 2.4 Classroom management; Concept, need, approaches and time management.
- 2.5 Management of material resources – School plant and its maintenance.
- 2.6 Management of human resources – functions of headmaster, leadership styles & its impact on Teacher performance.
- 2.7 Management of community resources – SDMC and Health care programmes, their importance and organization

MODULE: III- SCHOOL FUNCTIONING.**8 HOURS**

- 3.1 Classroom organization; meaning, purpose.
- 3.2 Smart classroom; features and functioning.
- 3.3 Institutional planning – Meaning, Purpose and procedure to plan.
 - 3.4 School Time Table; importance, Principles and procedure, annual school calendar, day to day schedule.
 - 3.5 School Record; Types, Importance and maintenance.
 - 3.6 Co-Curricular activities: Meaning, need and importance organization.
 - 3.7 Parents Teacher association, Alumni Association, need and functions.

MODULE:IV- SCHOOL EDUCATION IN KARNATAKA.**7 HOURS**

- 4.1 Administrative set up for school education – MHRD, Planning commission, and Department of Education.
- 4.2 DSERT, CTE, DIET and BRC – Their organization and functions.
- 4.3 Planning and Budgeting for secondary Education.
- 4.4 Policies and Programmes for Secondary Education.

4.5 Types of secondary schools – Management wise – Government and Private, Aided and Unaided; Syllabus wise – state, CBSE, ICSE.

4.7 Knowledge commission and its role in school education.

SUGGESTED PRACTICUM/ACTIVITIES

1. Conduct a survey on the awareness of professional ethics among secondary school teacher.
2. Conduct a survey in service/professional development programme attended by high school teacher of different length of service.
3. List out the indisciplinary activities observed in the school and suggest remedial measures to overcome them.
4. List out the different types of procedure of supervision and discuss the importance of supervision.
5. List out the material/human/community resources available in any of the practicing school and comment on the extent of their utility.
6. Visit any one of the secondary school and study the functions of the headmaster.
7. Prepare the institutional planning on any one of the secondary school.
8. Prepare different types of time table.

REFERENCES:

1. Bush, Tony (1986): *Theories of educational management*. London: Harper & Row Publishers. 105
2. Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management*. London: Paul Chapman Publishing.
3. Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication house Pvt. Ltd. New Delhi.
4. Musaazi, J.C.S. (1982): *The Theory & Practice of educational administration*. London: The Macmillan Press.
5. Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.
6. Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration*. New York: Teachers College Press.
7. Rao, V.K.R.V. (1966): *Education and Human Resources Developments*. Delhi, Allied Publishers.

B.ED PROGRAMME

SEMESTER - II

B.ED ELECTIVE –II.4.1: ACTION RESEARCH**Objectives:**

On completion of course the student teacher will be able to

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

COURSE CONTENT**MODULE: I- AN INTRODUCTION TO RESEARCH**

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

MODULE: II – PHASES OF ACTION RESEARCH

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

MODULE: III- SAMPLING METHODS AND DATA ANALYSIS

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

MODULE: IV- REPORT OF ACTION RESEARCH

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

REFERENCES:

1. NCERT, Research in Classroom, Volume I to IV, New Delhi 1979.
2. Stephen M. Corey, Action Research to improve school practices, New York, Bureau of Publications, Teachers College, Columbia University 1953.
3. Hilda Taba and Elizabeth Hall, Brady and John T. Robinson.
4. John W. Best, Research in Education, New Delhi, Prentice Hall 1977.
5. Best J.W and Kahn J.V. Research in Education (7th Edition), New Delhi, Prentice Hall Pvt. Ltd.(2002).

B.ED PROGRAMME

SEMESTER - II

B.ED ELECTIVE –II.4.2: VALUE EDUCATION

Objectives:

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.

COURSE CONTENT

MODULE: I- INTRODUCTION TO VALUES

- 1.1 Values: Concept, Nature and significance.
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
- 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
- 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.

MODULE: II – SOURCES OF VALUES

- 2.1 Meaning and importance of value education.
- 2.2 Sources of value education-Autobiography and biography of Great People,

Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings,
Episodes from Real Life, Documents etc.

2.3 Role of teachers in value education.

MODULE: III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

MODULE: IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

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

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

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

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

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

4.7 Prevention and Rehabilitation measures to eradicate evil practices.

REFERENCES:

1. Broudy S Harry(1916): Building a Philosophy of Education, USA, Prentice Hall Inc.
2. Dewey J(1916): Democracy and Education. New York, Macmillan.
3. Doyle T F (1973): Educational Judgment, London, Roulledge and Kegam Paul.
4. Feather T, Norman(1975): Values in Education and Society, New York Division of Macmillan Publishing Co.
5. Gupth N L (1986): Value Education, Theory and Practice, Amjeer, Krishan Johanwilly and sons.
6. Dneller G F(1971): Introduction to the Philosophy of education, New York John willy and sons.
7. Lowenthal F and Vadamme F Eds(1986): Pragmatics and education, New York, Planeum.
8. Marlow A H Ed(1959): New knowledge in Human Values, London, Harper and Row.
9. Peters R S(1963): Authority, Responsibility and Education, London, George Allen and Unwin.

10. Rogers C R (1980): A way of Being, Hongton Mifflin, Boston.
11. Russel B (1972): Education and the Good life, New Yorkm Leveright.
12. Venkataiah N Ed(1998): Value Education, APH Publishing Corporation, New Delhi.

B.ED PROGRAMME

SEMESTER - II

B.ED ELECTIVE –II.4.3: PHYSICAL AND HEALTH EDUCATION

Objectives:

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

1. Develop awareness towards health and physical education.
2. To develop the understanding of the interrelation of physical, mental, social and emotional aspects of the development of the individual.
3. Develop the meaning and importance of yoga and suryanamaskar.
4. Acquire the knowledge of first aid.

COURSE CONTENT

MODULE:I – HISTORY OF PHYSICAL EDUCATION AND CAMP

- 1.1 Origin and development of modern Olympic games.
- 1.2 Physical education in India, Modern period.
- 1.3 Common wealth games.
- 1.4 Asian games.
- 1.5 All India Council of Sports.
- 1.6 School Games Federation of India.
- 1.7 Sports Authority of India.
- 1.8 National integration.
- 1.9 Importance and organization of camp.

MODULE: II- PHYSICAL EDUCATION AND SOCIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION

- 2.1 Meaning and scope of physical education and integral part of general education.
- 2.2 Objectives of physical education and integral part of general education.
- 2.3 Meaning and definition of sociology.
- 2.4 Meaning and definition socialization.
- 2.5 Role of physical education and sports in socialization.
- 2.6 Social tradition.
- 2.7 Social Status.
- 2.8 Social values.

2.9 Social recognition.

2.10 Inter – action of groups and individuals.

MODULE: IV- HEALTH EDUCATION – FOOD AND NUTRITION.

3.1 Health education – meaning, definition and objectives.

3.2 Objectives of health full school living.

3.3 Medical inspection.

3.4 Food and nutrition – Nutrients and functions.

3.4 Proteins, carbohydrates, fats, vitamins.

MODULE: IV- FIST AID AND YOGA & ART OF LIVING:

4.1 First aid – Prevention and treatment of sports injuries.

4.2 Elementary knowledge of yoga and suryanamaskar and asanas.

4.3 Art of living objectives – programme.

REFERENCES:

1. J.P.Thomas: Organization of physical education. Gnanodaya press, Madras.
2. NCERT: Physical Education, A draft Curriculum for classes 1 to 10.
3. L.K.Govindaraju: Camping and Education.
4. Y.M.C.A : Rules of Games and Sports.
5. St.John Ambulance: Manual of First Aid.
6. Ministry of Education, Govt.of India: Hand Book of Physical Education.
7. Kamallesh and Sangral: Methods in Physical Education, Prakash Brothers, Ludhiana.
8. L.M.Sharma: Health and Physical Education.
9. Govt.of India, Ministry of Education of : NCC Book for 1 to 10th standard.
- 10.K.G.Nadigar, MVAS College of : Dehashastra, Gundharama Sastra, Physical Education Kridadhi Karatva.
- 11.Tiruka: Dehaswadhinakkagi yogasanagalu(Raghavendra Swamiji) Mallidihalli.
- 12.Tiruka: Suryanamaskara.
- 13.G.S.Shekharappa: zÉÊ»PÀ ²PÀët ªÄvÄÄÛ DgÉÆÄUÀå ²PÀët, ±ÉæÄAiÄÄ,i ¥ÄæPÄ±À£À, zÄªÄtUÉgÉ.

B.ED PROGRAMME

SEMESTER - II

B.ED ELECTIVE –II.4.4: INCLUSIVE EDUCATION

Objectives:

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

1. Trace the historical perspective of Inclusive Education.

2. Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
3. Justify the need for Inclusive Education.
4. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
5. Interpret the policies and procedures for Inclusive Education.
6. Critically review issues and challenges in Inclusive Education.

COURSE CONTENT

MODULE: I – INTRODUCTION TO INCLUSIVE EDUCATION.

- 1.1 Historical perspective of Inclusive Education.
- 1.2 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.3 Need, Objectives & scope of Inclusive Education.
- 1.4 Factors responsible for successful inclusion in the mainstream – future vision.

MODULE: II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
 - 2.1.1 Physically challenged.
 - 2.1.2 Visually challenged.
 - 2.1.3 Children with auditory challenges.
 - 2.1.4 Children with speech challenges.
 - 2.1.5 Mentally challenged.
 - 2.1.6 Children with learning challenges.

MODULE: III – POLICIES AND PROVISIONS FOR INCLUSION

- 3.1 National and state policies – with special reference to Disability Act 1995, Convention of Right of Act 1992, and Rehabilitation Council of India 1992.
- 3.2 International Policies.
- 3.3 Legal Provisions.
- 3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

MODULE:IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

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

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, "Education and Children with Special Needs" Saga Publications.
2. Maitra Krihna, Sazena Vandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, "Education of Children with special needs", Isha books.
4. Rajkumari. N. Alice – D. Rita Suguna Sundari Et. Al, 2006, "Special Education", Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, "Education of children with special needs", Discovery publishing House, New Delhi.
6. Kar Chintamani – 1996, "Exceptional Children", Sterling Publishers Private Ltd.
7. Puri madhumitha and Abraham George 2001, "Handbook of Inclusive Education for educators, administrators and planners", Sage publications Ltd.
8. Guha, Alok (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.
13. Kirk, A. Samuel. "Education Exceptional children."
14. Panda B.N Education of Exceptional children.
15. Binod Kuamr Sahu, Education of Exceptional children.
16. Heward and Oriansky, Education of Exceptional children.

B.ED PROGRAMME

SEMESTER - II

B.ED ELECTIVE –II.4.5: GUIDANCE AND COUNSELING

Objectives:

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

1. Understand the meaning, scope, needs of guidance and counseling.
2. Develop acquaintance with different techniques of guidance and counseling.
3. Recognize the role of guidance and counseling in attaining the goals of education.
4. Understand the guidance services and programmes.
5. Acquire the skills to administer and interpret standardized tools and techniques.

6. Understand the various approaches and stages involved in the counseling process.
7. Become acquainted with the qualities and qualifications of an effective counselor.
8. Take up minimum guidance and counseling programme at school level.

COURSE CONTENT

MODULE: I – INTRODUCTION TO GUIDANCE.

- 1.1 Meaning, Scope and need of Guidance
- 1.2 Basic principles of Guidance.
- 1.3 Educational Guidance: Meaning, Objective and Procedure.
- 1.4 Vocational Guidance: Meaning, Objective and Procedure.
- 1.5 Personal Guidance: Meaning, Objective and Procedure.
- 1.6 Nature and types of Problems among secondary school students.

MODULE: II – ORGANIZATION OF GUIDANCE SERVICES IN SCHOOLS.

- 3.1 School guidance committee: Formation and functions.
- 3.2 Guidance services: personal data service, Environmental data service, Counseling service, Placement service, Follow – up service.
- 3.3 Group Guidance: Meaning, advantages over individual guidance, Group guidance programmes in schools, Career talk, Career conferences, Career exhibition, Career visit.
- 3.4 The role of headmaster, teacher and mass media in guidance programme.

MODULE: III – DEVICES OF GUIDANCE.

- 3.1 Testing devices: Intelligence tests, Aptitude tests, Personality tests and their uses.
- 3.2 Non – testing devices: Observation, Anecdotal record, Diary, Rating scale, Cumulative record, Sociometry, Autobiography, Case study.

MODULE: IV – COUNSELING.

- 4.1 Meaning, need and objectives of counseling.
- 4.2 Distinction between counseling and interview.
- 4.3 Stages of counseling process.
- 4.4 Approaches of counseling – Directive, Non – Directive and Eclectic.
- 4.5 Qualities and qualifications of a counselor.

REFERENCES:

- 1 Aggarwal J.C.(1991) Educational Vocational Guidance and Counseling, New Delhi, Dubai House.
- 2 Chauhan S.S.(2008) Principles and techniques of guidance U.P.Vikas publishing house Pvt.Ltd.

- 3 Crow and Crow (2008) An Introduction to guidance, Delhi, Surjeet Publications.
- 4 Indu Dave (1983) The basic essentials of counseling, Sterling publication- New Delhi.
- 5 Narayana Rao S(1995) Counseling and Guidance, Tata Mc Graw Hill Publication –New Delhi.
- 6 Parasanna Counseling Centre, A Manual on counseling for lay counselors.
- 7 Sharma R N (2008) Vocational Guidance and Counseling, Delhi Surjeet Publication.
- 8 PÉ.J&I.©üªÄÄiÄÄå (1981) ºPÄëtZÀ°è ªÄiÁUÀðzÀ±Äð&Ä, ªÉÄÊ,ÀÆgÄÄ |æAnAUï CAqï ¥À©è¶AUï°Ë,ª, ªÉÄÊ,ÀÆgÄÄ.
- 9 ¥Àæ”sÄÄ Cgï.f. (2004) ºPÄëtZÀ°è ªÄÈwÛ ªÄiÁUÀðzÀ±Äð&Ä °ÁUÀÆ,À®°É, «zÁå¢ü ¥ÀæPÁ±Ä&Ä, UÄzÀUÄ.
- 10 ¯ÉÆÄPÄ¥ÄÄgÄ L.J.(1997) ±ÉËPÄëtÄPÄ ªÄÈwÛ ªÄiÁUÀðzÀ±Äð&Ä, «zÁå¢ü ¥ÀæPÁ±Ä&Ä, UÄzÀUÄ.
- 11 ¥Àæ”sÄÄ gÄd±ÉÄRgÄÄiÄÄå PÉ.J&I.(2004) ºPÄëtZÀ°è ªÄiÁUÀðzÀ±Äð&Ä ªÄvÄÄÛ,À®°É, ZÉÄvÄ&I §ÄPï °Ë,ª, ªÉÄÊ,ÀÆgÄÄ.

B.ED PROGRAMME

SEMESTER-II

**B.ED CORE COURSE -II.5.1: CONTENT CUM METHODOLOGY OF
TEACHING ENGLISH II.**

Objectives:

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

1. Understand the importance of instructional material in English language teaching.
2. Realize the importance of teacher’s handwork and students workbook.
3. Prepare unit plan/resource UNIT on any unit of 8th /9th English text.
4. Judge, identify, select and use different audio – visual resources in the teaching of English language.
5. Utilize internet and websites in learning of English.
6. Prepare objective based test items to evaluate language skills.
7. Prepare well balanced question paper/unit test.

8. List out the competencies required of an English teacher.
9. Understand the role of English teachers in curriculum and learning materials development and evaluation.
10. Learn the responsibilities of an English teacher in the school community.

COURSE CONTENT

MODULE: I- INSTRUCTIONAL MATERIALS IN ENGLISH LANGUAGE TEACHING.

8 HOURS

- 1.1 Text book in English : Need, principles in the preparation of good textbook, critical analysis of present text books of secondary schools in Karnataka.
- 1.2 Teacher's hand book and students work book – concept, need and importance.
- 1.3 Reference materials – Need, types of reference materials – dictionary, encyclopedia, and thesaurus.
- 1.4 Unit plan - importance and steps involved in the preparation of unit plan.
- 1.5 Resource unit – importance and steps involved in preparation of resource unit.

MODULE: II- RESOURCE AND MATERIALS TO TEACH ENGLISH 10 HOURS

- 2.1 Audio Resource – Linguaphone, audio cassettes and C.D's, language laboratory, radio broadcasts – their importance and use.
- 2.2 Visual resources – The blackboard, charts, flannel board, pictures, flash cards, models, portraits, O.H.P – their importance and use.
- 2.3 Audio Visual resources – Films, T.V programmes, Video cassettes and VCD's, DVD's – their importance and use.
- 2.4 Social resources through practice – debates, dramatics, symposium, declamation, quiz, elocution and other literary club activities.
- 2.5 E – Learning in English – Computer assisted learning in English, use of internet, Role of websites, Advantages of using PowerPoint in teaching English, use of question bank in electronic evaluation, use of Multimedia.

MODULE: III- EVALUATION IN ENGLISH LANGUAGE 8 HOURS

- 3.1 Evaluation in English – purpose and principles.
- 3.2 Types of evaluation in English, construction of objective based tests for evaluation of language skills(LSRW).
- 3.3 Unit test – concept and construction, preparation of unit test based on blue print, administration, scoring, analysis and interpretation.

3.4 Diagnostic test : Importance and uses.

3.5 Criteria of a good English question paper.

MODULE: IV- LANGUAGE TEACHER

6 HOURS

4.1 Characteristics – qualifications and qualities of an English teacher.

4.2 The role of the teacher of English as an innovator – Curriculum developer, evaluator and material developer.

4.4 Need and ways of growing professionally in language teaching.

4.5 Role of language teacher's Association (Club), study groups and journals in teacher's professional growth.

4.6 The role of the teacher of English in the school community – as a mentor, modd, sponsor, supporter and as an educator.

REFERENCES:

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988
2. Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and Mc Gregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris : Testing English, Tata Mc Graw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL, Oxford University press, 1987.
9. Menon & Patel : Teaching of English as a Foreign Language, Acharya Book Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.

11. Wilkinson, Andrew : Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
29. Morris I Teaching of English as a second language.
30. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
31. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
32. Allen Teaching English Language as a Second Language Mc Grow hill Bombay 65
33. Bose K Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
34. N.P. Pahuja Teaching of English Anmol publications pvt ltd, New Delhi.
35. V.K. Nanda Teaching of English Anmol publications pvt ltd, New Delhi.
36. Sathish C Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
37. Prem Shankar Teaching of English APH publishing corporation, New Delhi.
38. Menon & Patel, Educational Evaluation.
39. Blom B S Taxonomy of Educational objectives Revised Edition (2004)
40. K Venugopal Rao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
41. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
42. S Venkateswaran Principles of Teaching English Vikas Publishing House, Pvt. Ltd.
43. Kantharaj H.M. – A Modern Approach to Teaching of English, Sri Siddeshwara publications, Davangere.

**_*_*_*_*_*_*_*_*_*_*_

©.Jqi. PAAiAAdPAAaAA

EAAAggi - II

II.5.2: «uAAiAiAzsjvA PAAsqA "EAAzsaA «zsAA

GzEYA±AU¼AA

CzsAAiAAEAavAAz°è/PEEA, id "AAvAAU AAuAvAA°è YAw «zAyð ²PAèPA / ²PAèQ F
PE¼APAqA

AAvAdEU¼AAAs vEEAgAAvAUÉE/¼E

- «zsA gAEYAzA PAAsqA YAoAU¼A AiEEAdEEAiAAAs vAAiAij, AA°AAzAA.
- YAoAAyAA, AUPA AAvAAU YA±EYAwPEU¼AAAs „AAPEè AAiqAAAAzAA.
- «zsA YAyAAEA@UA¼AAAs §¼AA AA PAaAA «Aj, AA°AAzAA.
- "EAAzsaAEAiAA°è «zsA "EAAzsaA YAzAPwUA¼AAAs „AAxAdAAV §¼A¹PEEAqAA
"EAAzsaEE "sAUAA», AA°AAzAA.
- "sAA ²PAèPA vAAAs AAewU "E¼AAAtAUUE „AEPAAUAzA vAg"EAw, PAAiAiAdUAgAU¼AA°è
AQæAIAAAAV "sAUAA», AA°AAzAA.

WAIPA -1 : "EAAzsaA «zsAAUA¼AA

1.6 "EAAzsaA «zsAAzA CxAd AAvAAU AA°AAvAe.

1.7 AAyAAzA-APAA AAvAAU EA"AA "EAAzsaA «zsAAUA¼AA: UA AA EA YAzAPw,
 CAAUA AA EA YAzAPw,
 YAoAAyAA, AUPA YAzAPw, ZAZAd YAzAPj, GYAA AA, YAzAPw, PAA EA YAzAYw, QAaqA
 YAzAYw, AiEEAdEA YAzAYw,
 RAqA YAzAYw AAvAAU CRAqA YAzAYw.

1.8 DzsAA±PA CxAA AAzsAjvA YAzAPwUA¼AA: QAaqA YAzAPw, AiEEAdEA YAzAPw.

1.9 YAzAA "EAAzsaA «zsAAUA¼AA: CRAqA YAzAPw

WÀIPÀ-2 : "sÁµÁ "É/ÆĀzsÀĚÉAiĀĀ ĄAŸĀĚĀ/ÆĀ@UÀ¼ĀĀ, "AiĀzsĀĀ"ĀĀUÀ¼ĀĀ "ĀĀvĀĀŪ ŸĀoĀ AiÉ/ÆĀdĚÉ

- 2.1 "ĀĀĀĉævĀ ĄAŸĀĚĀ/ÆĀ@UÀ¼ĀĀ (ŸĀoĀĀŸĀĀ,ĀŪPĀ, □WĀAIĀ, «±ĀéPÉ/ÆĀ±Ā,Ā, PĀAiĀĀδŸĀĀ,ĀŪPĀ).
- 2.2 zĀÈPi-±Āæ"ĀuÉ/ÆĀŸĀPĀgĀtUÀ¼ĀĀ : C"ĀĀUÀ¼Ā §¼ĀPÉ °ĀUĀ/Æ CĚĀĀPĀ/Æ@UÀ¼ĀĀ.
- 2.3 "sÁµÁ ŸĀæAiÉ/ÆĀUĀ@AiĀĀ ĄdĀÓUÉ/Æ½ĀĀ«PÉ "ĀĀvĀĀŪ CzĀgĀ ĄĀĀŸĀδPĀ §¼ĀPÉ.
- 2.4 "sÁµÁ "É/ÆĀzsÀĚÉAiĀĀ"è "AiĀzsĀĀ"ĀĀUÀ¼ĀĀ : gĚĀrAiÉ/ÆĀ, zĀ/ÆgĀzĀ±ĀδĚĀ, "Ā,ĀĀŪ,ĄĀUĀĉ"Ā@AiĀĀ, UĀtPĀAiĀĀAvĀæ ĄĀŸĀĉüvĀ.

WÀIPÀ-3 : "sÁµÁ "É/ÆĀzsĀPĀ

- 3.1 C"ĀδvÉUĀ¼ĀĀ : ±ĚÉPĀĉtĀPĀ C"ĀδvÉUĀ¼ĀĀ, "ĀÈwŪŸĀgĀ C"ĀδvÉUĀ¼ĀĀ.
- 3.2 "ĀÈwŪ "É¼ĀĀtĀUÉUÉ ŸĀ/ÆgĀPĀĀzĀ CA±ĀUĀ¼ĀĀ, ĄĚĀĀĉgĀvĀ vĀgĀ"ĚĀwUĀ¼ĀĀ, PĀAiĀiĀδUĀgĀ, «ZĀgĀ ĄĀQgĀt, ĄĀvĀĀ ĄĀĚĀĀ¼ĀĚĀ, PĀ«UÉ/ÆĀĴ×, ŸĀæZĀ"vĀ ĄĀvĀĀPĀ "É¼ĀĀtĀUÉUĀ¼Ā §UÉĪ "ĀiĀ»w.
- 3.3 ««zsĀ ĄĀWĀ ĄĀĄĚŪ, ĄĀĀĀzĀAiĀĀ "ĀĀvĀĀŪ EvĀgĚ «µĀAiĀĀ "É/ÆĀzsĀPĀgĚ/ÆĀĉUÉĚĀ ĄĀŸĀzsĀ.

WÀIPÀ-4 : "sÁµÁ "ĀiĚ@Ā"ĀiĀŸĀĚĀ

- 4.1 CxĀδ - "ĀĀ"ĀvĀé - ŸĀæ"ĀĀĀRĀvÉ.
- 4.2 DAvĀjPĀ - "Ā"ĀĀ - □gĀAvĀgĀ "ĀiĚ@Ā"ĀiĀŸĀĚĀ.
- 4.3 ĚĚĚzĀ□PĀ ŸĀjĀPĚĚ: CxĀδ, "ĀĀ"ĀvĀé "ĀĀvĀĀŪ GŸĀAiÉ/ÆĀUĀUĀ¼ĀĀ.
- 4.4 WÀIPĀ ŸĀjĀPĚĚ: CxĀδ, "ĀĀ"ĀvĀé "ĀĀvĀĀŪ ŸĀæ±ĚŸŸĀwæPĚ gĀZĀĚÉ.

ŸĀgĀĀĀ±ĀδĚĀ ŸĀĀ,ĀŪPĀUĀ¼ĀĀ:

- 1. CĚĀAvĀgĀĀĀĀ. gĀ : PĀĚĀŸqĀ "sÁµÁ "É/ÆĀzsĀĚÉ, "sĀgĀwĀ ŸĀæPĀ±ĀĚĀ, ĄgĀ,ĀĉwŸĀĀgĀĀ, "ĚĀĚ,Ā/ÆgĀĀ - 570009.
- 2. CĚĀĀ,Ā/ÆAiĀĀ «ŸĀgĀV: PĀĚĀŸqĀ "sÁµĚ - vĀvĀé "ĀĀvĀĀŪ "É/ÆĀzsĀĚĀ "ĀiĀUĀδ.
- 3. NŸ¼ĚĀ±Ā WĀnÖ: "sÁµĚ "ĀĀvĀĀŪ PĀĚĀŸqĀ "sÁµÁ "É/ÆĀzsĀĚÉ.
- 4. PĀÈµĀŪŸĀĀ J, i : PĀĚĀŸqĀ "É/ÆĀzsĀĚÉ PĀĚĀŸqĀ CzĀĀAiĀĀĚĀ ĄĀĄĚŪ, "ĚĀĚ,Ā/ÆgĀĀ «±Āé«zĀĀ□@AiĀĀ, "ĚĀĚ,Ā/ÆgĀĀ.
- 5. ŸĀArvĀ ¹.PĀÈµĀŪ: ±ĀĚĚUĀ¼Ā"è PĀĚĀŸqĀ "É/ÆĀzsĀĚÉ, VĀvĀ ŸĀPi °Ě, i "ĚĀĚ,Ā/ÆgĀĀ.
- 6. qĀ.azĀĚĀzĀĀĀĀ/Æwδ JA: "sÁµĀ «ĉĀŌĚĀzĀ "ĀĀ/Æ@ vĀvĀéUĀ¼ĀĀ. r.«.PĚ."ĀĀ/Æwδ ŸĀæPĀ±ĀĚĀ, PĀÈµĀŪĀĀĀ/ÆwδŸĀĀgĀĀ, "ĚĀĚ,Ā/ÆgĀĀ.
- 7. n.«.wĀĚĀĀŪĚqĀ: NzĀĀĀĀ ±ĀQŪ.
- 8. ©.«.gĀĀĀt: PĀĚĀŸqĀ ĚĀĀr "É/ÆĀzsĀĚÉ.
- 9. qĀ."ĀĀ"ĀŸĚĀ±ĀĚgĀ gĀ"i: PĀĚĀŸqĀ "É/ÆĀzsĀĚÉ PĚ@ĀĀ «ZĀgĀUĀ¼ĀĀ.
- 10. gĀ.AiĀĀ.zsĀgĀĀĀqĀPĀgi: PĀĚĀŸqĀ "sÁµĀ±Ā,ĀŪĉ.
- 11. w.ĚĀĀ.²æĀ.:PĀĚĀŸqĀ PĚĚ |r, "ĚĀĚ,Ā/ÆgĀĀ «±Āé«zĀĀ□@AiĀĀ, "ĚĀĚ,Ā/ÆgĀĀ.

12. PÀ&ÀßqÀ «±ÀéPÉ/ÆÃ±À, °ÉÄË,À/ÆgÄÄ «±Àé«zÁâð®AiÄÄ.
13. "sÁµÉ – «±ÀéPÉ/ÆÃ±À, PÀ&ÀßqÀ «±Àé«zÁâð®AiÄÄ, °AA |.
14. PÉ.PÉA¥ÉÄUËqÀ: "sÁµÉ °ÄÄvÄÄÛ "sÁµÄ «eÁÖ&Ä.
15. vÀ.ÄÄ.±Á°ÄÄgÁ"i: PÀ&ÀßqÀ „Á»vÄÄ ZÀjvÉæ.
16. ¥ÄArvÀ F±ÄégÄ¥Äà: PÀ&ÀßqÀ °ÄâPÄgÄt PÉÉ |r.
17. °ÄÄ°Á§¯ÉÄ±ÄégÄ gÁ"i: ¥ËæqsÄ±Ä¯ÉUÄ¼Ä°è PÀ&ÀßqÀ "É/ÆÄzsÄ&É.

B.ED PROGRAMME

SEMESTER-II

B.ED SOFT COURSE -II.5.3: CONTENT CUM METHODOLOGY OF
TEACHING URDU II.

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

1. Be acquainted with evaluation procedures used in evaluating Urdu knowledge of the students.
2. To help the trainees acquire a working knowledge of grammatical terminology and grammatical system in Urdu.
3. Analyze curriculum, syllabus, text book and content of the subject of Urdu.
4. Integrate content, method and lesson plans.
5. Prepare various types of lesson same.
6. Be acquainted with qualities and professional growth of Urdu teaching and to help them in acquiring the same.

COURSE CONTENT

MODULE: I- EVALUATION

- 1.1 Aims & objectives of Evaluation.
- 1.2 Importance of Evaluation in Urdu Subject, concept & nature of evaluation.
- 1.3 Tools of evaluation:- Quantitative, Qualitative, Various types of Questions.
- 1.4 Diagnostic Test – pupil's linguistic ability.

MODULE: II- TEACHING OF VARIOUS ASPECTS OF URDU.

- 2.8 Curriculum:- Meaning and nature of curriculum.
- 2.9 Principles of curriculum construction.
- 2.3 Syllabus:-Principles of Syllabus development.

2.4 Relation between curriculum and syllabus, Analysis of syllabus.

C: - Text Book:-

- a) Principles of Syllabus development.
- b) Critically study & analysis of text book for secondary school in Karnataks State.

D:- Content analysis.

MODULE: IV- THE TEACHER.

- a) Qualities & Qualification of Urdu Teacher.
- b) Professional & growth of Urdu teacher, pre Service, in service training.
- c) Urdu teacher organization their role in the professional growth of the teacher.
- d) Recommendation of Kothari Commission about professional training.

REFERENCES

1. Tadrees – e – Jabban – e – Urdu : Prof. Iynamulla Khan Sheervani.
2. Urdu Asnaf ki Tadrees, by omakarkol/Masood Siraj.
3. Fun – e- Taleem ua Tarbiyat. By Syed Mohd. Afzat.
4. Mashqi Tadrees Kayun our Kaise. By Dr.Md.Ikram Khan.
5. Urdu Jubban ki Tadrees. By Md. Moinuddin.
6. Qawaide Urdu.by Maluvi Abdul Haq.
7. Hum Kaise Padhayan by Dr.Salamatulla.
8. Usoole Taleem Aur Amale Taleem. Dr.Khalil – uz – Zaman.
9. Usoole Taleem by Ziauddin Ulvi.
10. Taleem ke Maqasid Aur wasail by Khalid – ul – Zaman.
11. Jadeed Taleemi Massail by Ziauddinulvi.
12. Adbiyat – e – Shanasī by Mohd. Hussain.

B.ED PROGRAMME

SEMESTER-II

B.ED SOFT COURSE -II.6.1: CONTENT CUM METHODOLOGY OF
TEACHING HISTORY & CIVICS II.

Objectives:

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

1. Acquire skills in planning lessons in History & Civics
2. Acquire skills in preparing suitable teaching devices & using them
3. Acquire skills in organizing field trips & Historical excursions.
4. Develop aesthetic sense & appreciation of art & architecture.
5. Develop skill making use of ICT in teaching History & Civics.

6. Construct & administer unit test in History & Civics.
7. Understanding the principles of curriculum construction and organization of subject matter at different levels of school.
8. Cultivate the qualities of a good History & Civics teacher.

COURSE CONTENT

MODULE: I- CURRICULUM IN HISTORY & CIVICS

- 1.1 Meaning and principles of selection of content.
- 1.2 Organization of content: Chronological, Concentric & Biographical, Spiral & cultural epoch.
- 1.3 Principles of Curriculum construction.
- 1.4 Modern trends in curriculum construction- N.P.E (1986) core values, Social needs, National aims & Culture cent red:
- 1.5 Critical review of History & Civics text book of standard 8th , 9th and 10th Karnataka State.

MODULE: II- PLANNING OF LESSONS IN HISTORY & CIVICS.

- 2.1 Format of lesson plan – stages, content, devices & assignment.
- 2.2 Unit plan with unit test – Format, Stages/Steps.
- 2.3 Resource unit plan – Format, Stages/Steps.

MODULE: III- RESOURCES TO TEACH HISTORY & CIVICS.

- 3.1 Characteristics and uses of good History and Civics text book
- 3.2 Need and importance of audiovisual aids and multi-media (TV, Computer, Internet etc)
- 3.3 Current Events: Teaching History.
- 3.4 Qualities and competencies of History and Civics teacher.
- 3.5 History Room – Importance, Equipments.
- 3.6 History museum and exhibitions.

MODULE: IV- EVALUATION IN HISTORY AND CIVICS.

- 4.1 Evaluation in teaching History & Civics.
- 4.2 Types of evaluation based on instructional objectives.
- 4.3 Well balanced question paper in History and Civics.

REFERENCES

1. Teaching of History – Kochhar S.K

2. Teaching of Social studies – Kochhar S.K
3. Teaching of History – Nirmal yadav, Anmol publication Pvt. Ltd, New Delhi.
4. Teaching of History(A Practical approach) – Aggarwal J.C, Vikas publication House Pvt. Ltd, New Delhi.
5. Teaching of History & Civics – Mehta D.D, Tandon Publications, Ludhiyana.
6. Teaching of History & Civics – Thimmareddy K, Vidyanidhi prakashana, Gadag.
7. Teaching of History – Arora K.L, Prakash brothers Educational Publishers.
8. NCERT Evaluation in Social studies – NCERT.
9. Teaching of History – Johnson Herry.
10. Creative teaching of History – Ghosh K.D
11. A Hand book for History teacher – Vajreshwari R
12. Teaching of History – Shaida B D, and sahib singh.
13. Teaching of History – V.D Ghate.
14. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÄ&É – qÁ. JA.¹.ªÄÄ/Æwð.*
15. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÄ&É±Á,ÀÛç - ¥É/ÆæÄ.F.J.ï.ªÄ,ÄAvÄ PÄÄªÄiÁgi.*
16. *Ew°Á,À ¨É/ÆÄzsÄ&É - ±ÄAPÄgÄUËqÄ J.ï.r.*
17. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÄ&É ¥ÄzÄÝw – qÁ.PÉ/EAUÄªÄqÄ J&ï.©*
18. *Ew°Á,À ªÄvÄÄÜ ¥ËgÀ¸Äw ¨É/ÆÄzsÄ&É – qÁ. ²ªÄÄiÄÄä.J.ï*

B.ED PROGRAMME**SEMESTER-II****B.ED SOFT COURSE -II.6.2: CONTENT CUM METHODOLOGY OF TEACHING GEOGRAPHY & ECONOMICS II.****Objectives:**

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

1. Develop skill in preparing lesson plan and unit lesson plan of teaching geography and economics.
2. Prepare the different tools of evaluation in geography and economics.
3. Develop the skill of selecting and using various materials used in geography and economics teacher.
4. Acquire the knowledge of professional growth and competencies of geography and economics teacher.
5. Develop interest in organizing various co – curricular activities in teaching geography and Economics.
6. List the objectives of teaching geography and economics and in secondary school level.
7. Acquire knowledge about the content of T.B of geography & economics.

COURSE CONTENT

MODULE: I- PLANNING FOR TEACHING GEOGRAPHY AND ECONOMICS.

- 1.1 General and instructional objectives of teaching of Geography and Economics, (Knowledge, understanding, application interest and skill).
- 1.2 Annual plan
- 1.3 Unit lesson plan.
- 1.4 Lesson plan
- 1.5 Resource unit

MODULE: II- EVALUATION IN TEACHING GEOGRAPHY AND ECONOMICS.

- 2.1 Meaning and importance of evaluation.
- 2.2 Construction of test items – short answer, objective type question, essay type, map drawing, reading skills.
- 2.3 Preparation of well balanced question paper.
- 2.4 Question Bank-concept and importance
- 2.5 Unit test-steps, preparation if a blue print and administration.
- 2.6 Construction of diagnosis of learning difficulties and planning remedial measures.
- 2.7 Learning difficulties in Geography and Economics.

MODULE: III- RESOURCES TO TEACH GEOGRAPHY AND ECONOMICS

- 3.1 Geography and Economics teacher's qualifications and competencies in service programmes.
- 3.2 Text book- importance, supplementary reading materials.
- 3.3 Audio visual materials – Hard ware/software.
- 3.4 Geography and Economics laboratory museum/room
- 3.5 Using of multimedia resources.

MODULE: IV: CO-CURRICULAR ACTIVITIES IN TEACHING GEOGRAPHY AND ECONOMICS

- 4.1 Geography and Economics-meaning organization activities
- 4.2 Field trips, excursions its importance and organization.
- 4.3 Community resource and its importance
- 4.4 Geography and Economics hobbies-meaning, needs, types, organization.
- 4.5 Organisation of Exhibitions.

REFERENCES

1. Zoe A thralls: The teaching of Geography Eurasia Publication House, New Delhi.
2. Arora : Teaching of Geography – Ludhiana, Prakash ISRP.

3. O.P. Verma: Geography Teaching Sterling Publishers, New Delhi.
4. Source Book for Geography teaching – Longmans (UNESCO) Published Longmans Green and Co. Ltd.
5. E.A.Macnes: The teaching of Geography, Oxford University Press.
6. Teaching of Geography and National Integration, NCERT Publication, New Delhi.
7. Sri Krishnappa: Bhoogola Shastra Bodhana.
8. C.S.Bennur: Bhoogola Shikshaka.
9. Gopiel G.H.: Macmillan, Teaching of Geography.

B.ED PROGRAMME

SEMESTER-II

B.ED SOFT COURSE -II.5.4: CONTENT CUM METHODOLOGY OF
TEACHING PHYSICS –II

Objectives:

On completion of course the student teacher will be able to

1. Identify different curricula in Physics.
2. Organize and maintain science laboratory and put it into efficient use.
3. Organizing co-curricular activities in Physics.
4. Purpose and use of different tools of evaluation.
5. Development of professional growth.
6. Understand the competencies of Physics teacher.

UNIT I- PHYSICS CURRICULUM STUDY.

1.1 Curriculum: Meaning and principles.

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

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

UNIT II – RESOURCES TO TEACH PHYSICS

2.1 Text book: Characteristics and function.

2.2 Work books, Teacher Guide.

2.3 Laboratory – Importance, equipping, maintenance and its management.

2.4 Library: Classification of books based on themes, Role of magazine,
Journals, periodicals, encyclopedia, Newspaper and websites.

2.5 A - V Aids and E – learning resources.

2.6 Community resources.

2.7 Co –Curricular activities

- a. Science club
- b. Science fair and exhibition
- c. Field trips to scientific places (VITM, Planetarium)
- d. Science museum

UNIT III- EVALUATION IN TEACHING PHYSICS

3.1 Concept of evaluation, tools of evaluation.

3.2 Concept of unit Test – Preparation of blue print.

3.3 Preparation of balanced question paper in physics.

3.4 Identifying educationally backward children and organizing remedial teaching

3.5 Identifying talented students and organizing special programmes.

3.6 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH

4.1 Competencies of Physics teacher.

4.2 Professional growth - meaning and importance. Means of professional development: Refresher courses, seminars, workshops, conferences, science talks and publishing articles on science topics.

4.3 Becoming a member of different organization of science.

4.4 Continuation of education of science teachers.

REFERENCES

1. Science Teachers Hand book, C.S Rao(ed), American Peace corps.
2. Model of Teaching (1985), Brance joyce and Marsha weil prentice hall of India, New Delhi.
3. Modern Teaching of Science (2004), S.M.Zaidy, Anmol Publication, New Delhi.
4. Teaching Science Today and tomorrow (1998) Siddique and Siddique, Doaba House, New Delhi.
5. Educational Evaluation (1999), Ramabhai N. Patel, Himalaya Publishing House, New Delhi.
6. A Manual of Science club (1994), P.V.Sudharshan, Sushman Publishers.
7. The Impact of Science (1994), Narendra Vaidya, or ford and IBAP Publishing Co.,
8. Science Altitude (1997), Bhaskar Rao, Digbharthy, Discovery Publishers, New Delhi.
9. Science Teaching in Schools – R.C. Das.
10. Teaching Physical science in secondary schools – S.K.Gupta.
11. Scientific Experiments in Physics – Robert L.
12. Modern Methods of Teaching Physics (2001), Shalini Wadhva, saroop and sons, New Delhi.
13. Advanced Physics – Part I & II (1996), Kaith Gibbs, Cambridge University Press.
14. Physics (1995), Gilber Rowell & Sydney Herbert, Cambridge University Press.
15. NCF 2005 Website.

16. «ÁÕËÀ "ÉÆÄzsÀ&É – AiÄiÄzÀªÄqÄ.

17. «ÁÕËÀ "ÉÆÄzsÀ&É – PÄjUÄtÜªÄgÄ.

B.ED PROGRAMME

SEMESTER-II

B.ED CORE COURSE -II.6.3: CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS. II

Objectives:

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

1. Recall the meaning, nature and scope of Mathematics.
2. Recognise the contributions of Indian and Greek Mathematics.
3. Get acquainted with aims and objectives of teaching Mathematics at Secondary School level.
4. Get comprehended with the planning in Mathematics at Micro and Macro level.
5. Prepare Unit Plans, Resource Unit and Year plan in connection with Mathematics.
6. Understand the designing of mathematics curriculum at Secondary School level.
7. Make use different Methods and Techniques for teaching of Mathematics in class-room situation.
8. Prepare and make use of various instructional materials in teaching Mathematics.
9. Understand the concept of continuous and comprehensive evaluation in Mathematics and prepare different styles of tests.
10. Participate and organize varied kinds of co-curricular activities in teaching Mathematics.
11. Understand characteristics, qualifications and competencies of Mathematics Teacher.
12. Comprehend different types of in-service training programmes need for professional growth and development.
13. Get Acquainted with the role of Mathematics teacher's organization in the field of Mathematics Teaching.

COURSE CONTENT

MODULE: I – CONSTRUCTION OF MATHEMATICS CURRICULUM.

- 1.1 Meaning and definitions of Curriculum and syllabus.
- 1.2 Principles of curriculum construction
- 1.3 Types of Mathematics curriculum
 - 1.3.1 Psychological and logical
 - 1.3.2 Spiral and Topical
- 1.4 New trends of mathematics curriculum in India.

1.5 School Mathematics Study Group (SMSG)

1.6 NPE – 1986, NCF – 2005.

1.7 NCERT, and simple Mathematics Project (SMP)

MODULE: II- INSTRUCTIONAL MATERIALS IN TEACHING MATHEMATICS.

2.1 Text Book

2.1.1 Meaning of Text Book.

2.1.2 Importance of Text Book.

2.1.3 Characteristics of Good Text Book.

2.2 Work Book

2.2.1 Meaning of Work Book.

2.2.2 Importance of Work Book.

2.2.3 Steps of construction of Work Book.

2.3 Hand Book – Teachers

2.3.1 Meaning of Hand Book

2.3.2 Need and importance of Hand Book.

2.4 Learning Aids – Meaning, need and importance, Characteristics hardware –

OHP, LCD, Digital board, slide projector, Television, computers etc,

Softwares – charts, models pictures, CD – Roms etc.

2.5 Professional Growth and Development

2.5.1 Characteristics of a Mathematics Teacher

2.5.2 Qualifications and Competencies of Mathematics Teacher.

2.5.3 In-service Training Programmes.

MODULE: III- EVALUATION IN MATHEMATICS.

3.1 Concept of Evaluation.

3.1.1 Evaluation procedures used in evaluating students performance in Mathematics.

3.2 Classification of tests and test items.

3.3 Unit test in Mathematics.

3.3.1 Meaning of unit test.

3.3.2 Importance of unit test.

3.3.3 Steps of construction and administration of Unit test.

3.4 Format of well balanced question paper – objective based test items

3.5 Question bank in Mathematics – Meaning, importance and construction.

3.6 Diagnostic test in Mathematics – Meaning, need and importance, Preparation and uses.

3.7 Remedial instruction.

3.7.1 Meaning of Remedial Teaching.

3.7.2 Importance of Remedial Teaching.

3.7.3 Follow up work.

MODULE: IV- CO – CURRICULAR ACTIVITIES IN MATHEMATICS

4.1 Mathematics Club – objectives, organization and activities.

4.2 Mathematics Olympiads – objectives and importance.

4.3 Mathematics Quiz – importance and organization.

4.4 Mathematics Museum – importance and organization.

4.5 Mathematics Fairs and exhibition – importance and organization.

4.6 Mathematics Laboratory – importance, equipments and maintenance.

REFERENCES

1. Butler and wren (1960) – The teaching of secondary mathematics, Tokyo Mc Graw Hill book company.
2. Kuppuswamy Ayyangar.N.(1988), - The teaching of Mathematics in new education, Bangalore.
3. K.S.Sidhu – Teaching of mathematics, sterling publisher, Bangalore.
4. S.K.Mangal – Teaching of Mathematics, Ludhiana, Prakash brothers publishers.
5. R.T.Jantli (2000) – Subhoda Bodhane, Vidya nidhi prakashana, Gadag.
6. S.B.Yadawad and R.T.Rabanal (2000) – Vishayadharita ganitha bodhane, Vidyanidhi Prakashana, Gadag.
7. S.S.Desai (2000) – Ganitha Bodhane, Vidyanidhi Prakashana, Gadag.
8. Krulik and Weige – Teaching secondary school mathematics, London, W.B.Saunders(1973).
9. Howard Eras – An introduction to the study of mathematics.
10. Sudhir kumar – Teaching of Mathematics, Anmol publication, pvt ltd, New Delhi(1998).
11. S.S.Packiam – Teaching Mathematics, Douba publishers, New Delhi (1983).
12. J.C.Aggarwal – A Course in Teaching of modern mathematics.
13. NCERT – A Text book of content – cum – Methodology of Teaching mathematics, New Delhi.
14. T.J.Coorey and others – Dynamics of Teaching secondary school mathematics, Boston, Hangton, Miffilin (1975).
15. Wren – Basic Mathematical concepts, Newyour, MC Graw Hill book company (1973).
16. Henderson Ketal – Dynamics of Teaching Secondary mathematics,

London Housgton Miffin (1975).

B.ED PROGRAMME

SEMESTER-II

B.ED SOFT COURSE -II.5.5: CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY-II

Objectives:

The student teachers will be able to

1. Development of skills in construction and administration of unit tests
2. Understanding the resources in teaching chemistry
3. Understand the meaning & importance of content analysis in chemistry
4. Understand the assessment procedure in chemistry
5. Developing the professional teacher competencies

COURSE CONTENT

MODULE: I- CURRICULUM STUDY IN CHEMISTRY

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, Chemistry Curriculum, NCF-2005, Chemistry study materials.
- 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 Textbook.

MODULE: II- RESOURCES OF TEACHING CHEMISTRY

- 2.1 Laboratory- Equipment Planning and organization of practical work, Laboratory manual – maintenance of apparatus, Chemicals and records.
- 2.2 Text Books in chemistry – workbook, Characteristics and uses. Community Resources – Experts in the field, places of interest.
- 2.3 Audio – Visual Aids – Film’s Film strips, Tape (Audio –Video), Models and Mock-up, Transparencies and OHP, Radio, Television and Computers.
- 2.4 Improvised apparatus – Meaning and importance.

MODULE:III- EVALUATION IN CHEMISTRY

3.1 concepts of Unit test – importance – weight ages – format – construction, scoring and interpretation.

3.2 Diagnostic test – uses and importance in chemistry

3.3 Question Bank – Instructional objectives, its importance and uses.

MODULE: IV: PROFESSIONAL GROWTH AND CHEMISTRY TEACHER

4.1 Extended curricular activities – Science club, Science fair and Exhibitions their objectives, organization, importance.

4.2 Organization of study group and Teacher organization.

4.3 Study of Journals, reference books and enrichment materials.

4.4 Competencies of Chemistry teacher – Special skills.

REFERENCES

14. Source book for the Physical Science – Joseph – Bradwin, etc.
15. Problem Solving in Science – Narendra Vaidya.
16. Teaching in the pursuit of science – wood bourn and obern.
17. Impact of Science teaching – Narendra Vaidya.
18. Teaching Chemistry in tropical secondary schools – New burn.
19. CBSE; ICSE – SCIENCE TEXT BOOKS.
20. Modern science teaching – R.C Sharma.
21. Discovery teaching in science – Columbus, Ohio; chales E. Merrill Books, Inc.,
22. Hand book of Research in teaching – Gage N.L(ed).
23. Research ideas for science project – Goyal K.C. & Swami.P.(RIE – Ajmer).
24. Planning for effective science teaching – R.C.Sharma.
25. Modern teaching of Chemistry – Man Pal Singh.
26. Teaching of Chemistry – Yadav M.S.
27. Modern teaching of Chemistry – Kolasani et.all
28. Teaching of Chemistry – Patil R.S.
29. °ÉÆ,À ²PÄetzÀ°è gÀ,ÁAiÄÄ£Ä ±Á,ÄÛç "ÉÆÄzsÄ£É – PÄjUÄtÜ£ÄªÄgÄ. J.¹
30. gÀ,ÁAiÄÄ£Ä ±Á,ÄÛç "ÉÆÄzsÄ£É - ¢Ä®PÄAoÄ gÄ§£Ä¼Ä.

B.ED PROGRAMME SEMESTER-II

B.ED SOFT COURSE -II.6.4: CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCE

-II

Objectives:

On completion of course the student teacher will be able to

2. Note the recent trends in the content and curriculum of biology in India and other countries and realize its significance in teaching.
3. To develop the skill of setting and maintaining biology laboratory.
4. Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
5. Plan and execute various curricular and co – curricular activities related to teaching of biological science.
6. Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
7. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

COURSE CONTENT

MODULE: I- BIOLOGICAL SCIENCE CURRICULUM AND CONTENT ANALYSIS

1.1 Curriculum – Meaning, principles of curriculum construction.

1.2 Historical perspectives of biology curriculum.

1.2.1 NPE – 1986(National Policy of Education)

1.2.2 Programme of Action - 1992

1.2.3 NCF – National Curriculum Framework 2005

1.3 Curriculum Developments:- B.S.C.S., Nuffield and NCF 2005.

1.4 Content analysis of biological science in terms of facts, concepts, theories, laws and generalization.

MODULE: II- RESOURCES TO TEACH BIOLOGICAL SCIENCE.

2.1 Biological science text book, teacher hand book, laboratory manuals, student work books; Need and characteristics.

2.2 Audio Visual aids and improvised materials.

2.3 Field based resources: School Garden, Aquarium, Vivarium, Terrarium.

2.4 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

2.5 Community resources: identification and utilization.

MODULE: III- EVALUATION IN BIOLOGICAL SCIENCE

- 3.1 Evaluation: Concept, continues and comprehensive evaluation.
- 3.2 Construction of unit test with the help of blue print.
- 3.3 Construction of diagnostic test and planning remedial measures.
- 3.4 Question bank: Features, Development and uses.
- 3.5 Identifying talented students and planning special programmes with Reference to NTSE(National Talent Search Exams)

MODULE: IV: PROFESSIONAL GROWTH AND ORGANIZING CO – CURRICULAR
ACTIVITIES IN BIOLOGICAL SCIENCE

- 4.1 Biological science Teacher: Professional competencies, professional growth through seminars, conferences, workshops, action research etc.
- 4.2 Study of journals and role of professional organizations in biological science.
- 4.3 Science Club, science museum, science fairs and exhibitions, science question box, science quiz,- organization and activities.
- 4.4 Field trips, visits, nature study, bird watching – need organization and usefulness.

REFERENCES:

1. Modern methods of Teaching Biology- D .D. Aggarwal
 2. Learn and Teach Biology- R.P Yadav
 3. Teaching Science Creatively – N.S Washton
 4. B.S.C.S –NCERT Series
 5. Models of Teaching-Bruce Joyce & Marsh Well
 6. Methodology of Teaching Science- H.S Mallikarjuna Shashtri
 7. Methodology of Teaching Science-Neelakanta Rabanala
 8. Life Science Education Today-V.K Gupta
 9. Teaching of Biology- Jean Bremner
 10. Methods of Teaching Life Sciences- G.Bhuvaneshwara Lakshmi and D.Bhaskara Rao.
-

S.J.P.V.V. PEETHA (Regd.), HARIHAR
SRISAILA COLLEGE OF EDUCATION
 (Affiliated To Davangere University)

TEACHING STAFF

Sl. No	Name	Qualification	Designation	
1.	Mrs. S.G. Sharadamma	M.A., M.Ed., M.Phil.,	Principal	9901926140
2.	Mr. Gurudev B.R.	M.Sc., M.Ed., NET	Assistant Professor	9448319184
3.	Mrs. Harshalatha M.V.	M.Sc., M.Ed., KSET	Assistant Professor	9491360786
4.	Dr. Venkatesha .K	M.A., M.Ed., KSET, NET	Assistant Professor	944830136
5.	Mr. M.J. Halaswamy	B.A., B.P.Ed.,	Phy.Edn. Dir.	9886930319
6.	Mr. H.M.Hannamagoudar	B.A.Ed., M.A., M.Ed.	Lecturer	99980643284
7.	Mr. D.T. Manjunath	M.A., M.Ed.,	Lecturer	
NON TEACHING STAFF				
8.	Mrs. Arathi	M.A., M.L.I.S.	Librarian	240356
9.	Mr. A.B. Sharanappa	B.Com.	F.D.A.	9844298418
10.	Mr. M.R. Veeresh	M.B.A.,	CCT	8095939735
11.	Mr. B.G. Manjula		S.D.A.	9743173480
12.	Mr. N.S. Badiger		Peon	9343286466
13.	Mr. S.C. Hirmath		Peon	9964005626
14.	Mr. Veerahasappa		Peon	9900433562
15.	Mr. A.M. Garavandadavvor		Watchman	9611914745

ಒಂದು ಮಾತು

ಪೌಢಶಾಲಾ ಶಿಕ್ಷಕರನ್ನು ರೂಪಿಸುವ ಮಹತ್ವದ ಗುರಿಯನ್ನು ಹಾಗೂ ಸ್ವಾತಂತ್ರ್ಯ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಒಳಗೊಂಡು ಪಡೆದಿರುವ ಶ್ರೀ ಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವು ದಕ್ಷಿಣ ಕಾಶಿ ಎನಿಸಿರುವ ಹಲಹದದ ಶ್ರೀ ಜಗದ್ಗುರು ಪಂಚತಾರಾದ್ಯ ಶಿಕ್ಷಣಮ್ ಒದಗಿಸಿರುವ ಅಂಕ ಸಂಸ್ಥೆಯಾಗಿದೆ.

ದೇಶದ ಒಬ್ಬ ಬಾರಗರಗಳ ಸ್ಥಾಪಿತವಾಗಿರುವ ಪಂಚತಾರಗಳ ಒಂದಾದ ಶ್ರೀಶೈಲ ಪೀಠದ ಶ್ರೀ ಮುಖ್ಯಾಲಯ ಸೂರ್ಯ ಸಿಂಹಾಸನಾಧೀಶ್ವರ ಶ್ರೀ ಶ್ರೀ ಶ್ರೀ 1008 ಶ್ರೀಶೈಲ ಜಗದ್ಗುರು ಅಂ|| ವಾಲೇಶ ಪಂಚತಾರಾದ್ಯ ಶಿವಶಾರ್ಯ ಮಹಾಸ್ವಾಮಿಗಳು 1972 ರಲ್ಲಿ ಪ್ರಾರಂಭಿಸಿದ ಈ ನಮ್ಮ ಕಾಲೇಜು : ಶ್ರೀಶೈಲ ಪೀಠದ ಸರ್ವ ಮೂರ್ ಅಧ್ಯಕ್ಷರಾದ ಶ್ರೀ ಮುಖ್ಯಾಲಯ ಸೂರ್ಯ ಸಿಂಹಾಸನಾಧೀಶ್ವರ ಶ್ರೀ ಶ್ರೀ ಶ್ರೀ 1008 ಶ್ರೀಶೈಲ ಜಗದ್ಗುರು ಅಂ|| ಉಪಾಪತಿ ಪಂಚತಾರಾದ್ಯ ಶಿವಶಾರ್ಯ ಮಹಾಸ್ವಾಮಿಗಳ ಕೃಪಾಪಡವಲಿಂದ ಹಾಗೂ ಶ್ರೀಮುಖ್ಯಾಲಯ ಸೂರ್ಯ ಸಿಂಹಾಸನಾಧೀಶ್ವರ ಶ್ರೀ ಶ್ರೀ ಶ್ರೀ 1008 ಶ್ರೀಶೈಲ ಜಗದ್ಗುರು ಅ|| ಜನ್ಮಸಿದ್ಧರಾದ ಪಂಚತಾರಾದ್ಯ ಶಿವಶಾರ್ಯ ಮಹಾಸ್ವಾಮಿಗಳ ಕೃಪಾಪಡವಲಿಂದ ಕುವೆಂಪು ಹಾಗೂ ದಾವಣಗೆರೆ ಜಿಲ್ಲಾಶಾಲೆಯುಗಳ ಮತ್ತು ರಾಜ್ಯದ ಪ್ರತಿಷ್ಠಿತ ಕಾಲೇಜುಗಳಲ್ಲಿ ಒಂದೆಂಬ ಪಟ್ಟಣದ ಪಾತ್ರವಾಗಿದೆ.

ಪ್ರಿಯವಿವರ ಉಪಾಧ್ಯಕ್ಷರಾದ ಐ.ಎಂ. ಕಾಲಸ್ವಾಮಿ, ಕಾರ್ಯದರ್ಶಿಯವರಾದ ಶ್ರೀ ಅ.ಸಿ. ಹಿರೇಮಠರವರ ನನುಕೂಲಿ ನಾಯಕತ್ವ ಮತ್ತು ಗೌರವಾನ್ವಿತ ಅಧೀನ ಮಂಡಳಿಯ ನನುಕೂಲಿ ಮಾರ್ಗದರ್ಶನದ ಮೂಲಕ 43 ವರ್ಷಗಳ ಸಾರ್ವಜನಿಕ ಸೇವೆಯನ್ನು ಸಂಸ್ಥೆಯು ಸಮಾಜಕ್ಕೆ ಸಲ್ಲಿಸಿದೆ. ಈ ಶೈಲಿಯಲ್ಲಿ ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ವರ್ಷ ಸಲುವು ಅಭ್ಯಾಸ ಮಾಡಬೇಕಾಗಿರುವ ಐದರ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ವರದಿಗಳು, ಅಭ್ಯಾಸಕ್ಕೆ ನೆರವಾಗುವ ಮಟ್ಟದಲ್ಲಿ ಸ್ಥಳ, ಅಂತರಗಳ ವಿಚಾರಣೆ, ಸೀಮೆ ವರ್ಗದುದ್ದಕ್ಕೂ ಮಾಡಬೇಕಾಗಿರುವ ಕೆಲಸ ಕಾರ್ಯಗಳು, ಪಾಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಸ್ಥಳೀಯ ವಿವರಗಳನ್ನು ಸೇರಿಸಬೇಕೆಂದು ಇದನ್ನು ಕಾಂಕ್ಷಿಸಿಕೊಳ್ಳಿ, ಉತ್ತಮವಾಗಿ ಅಭ್ಯಾಸ ಮಾಡಿ.

ಪ್ರತೀ ವರ್ಷ ಈ ಶಾಲೆಯವರು ವಿವಿಧವಿಧಗಳು, ಇಲ್ಲಿ ಸೇರುತ್ತಿರುವ ಅತ್ಯುತ್ತಮ ಬೋಧನೆ, ಶಿಕ್ಷಣ, ಶಿಕ್ಷಕ ವಿವಿಧವಿಧಗಳ ಅನುಕೂಲಿ ಸಂಪರ್ಕ, ಶೈಕ್ಷಣಿಕ ಚರ್ಚೆ, ಸಂವಾದ ಮುಂತಾದವುಗಳಿಂದಲೂ ಇದುವರೆಗೆ ಐ.ಇ.ಐ. ಯಲ್ಲಿ ವಿಶ್ವವಿದ್ಯಾಲಯದ 22 ರಾಜ್ಯಕುಗಳನ್ನು ಪಡೆದು ತೀರ್ಪು ಪಡೆಯುವುದು ಎತ್ತರಕ್ಕೆ ಏರಿಕೆಯಾಗಿದೆ.

ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಎಂ.ಐ.ಐ. ಒಬ್ಬರನ್ನು ಪ್ರಾರಂಭವಾದ ಮೊದಲನೆಯ ವರ್ಷದಲ್ಲಿಯೇ ಕುವೆಂಪು ಐ.ಐ.ಯು. ಮೊದಲನೇ ರಾಜ್ಯಕುಗಳಿಗೆ 45 5 ರಾಜ್ಯಕುಗಳನ್ನು ಪಡೆದುಕೊಂಡು, ನಂತರದ ವರ್ಷಗಳಲ್ಲಿ 13 ರಾಜ್ಯಕುಗಳನ್ನು ಪಡೆದು ಇತ್ತೀಚೆಗೆ ದಕ್ಷಿಣ ಕಾಶಿ ವಿವಿಧ ವಿವಿಧವಿಧಗಳ ತಮ್ಮ ಸ್ವಂತವಾಗಿ ಸೇರಿಯಾಗಿರು. ಈ ಎನಿಯಲ್ಲಿ ಸಲುವು ಸಾರಬೇಕೆಂಬುದು ನಮ್ಮೆಲ್ಲರ ಕನಸು, ಅರ್ಥ.

ಕನಸನ್ನು ನನಸುಮಾಡುವ ಪ್ರಯತ್ನ ಸಿದ್ಧವು, ಸಲಹೆ, ಸಹಕಾರ ಮತ್ತು ಪ್ರೋತ್ಸಾಹ ನಮ್ಮದು. ನಿಮ್ಮ ಯಶಸ್ಸೇ ನಮ್ಮ ಗುರಿ.

ಶ್ರೀಮತಿ ಶಾರದಮ್ಮ ಎಸ್.ಜಿ.

ಪ್ರಾಂಶುಪಾಲರು / ಪ್ರಾಧ್ಯಾಪಕರು
 ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಹರಿಹರ

ಎಂ.ಇ.ಡಿ. ಯಲ್ಲಿ ರ್ಯಾಂಕ್ ವಿಜೇತ ವಿದ್ಯಾರ್ಥಿಗಳ ಪಟ್ಟಿ

ಕ್ರ. ಸಂ.	ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು	ರ್ಯಾಂಕ್ ಶ್ರೇಣಿ ಪ್ರಭುಮತಿ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	CGPA
1.	ಶ್ರೀ ಲತಾ ಹಿರೇಮಠ	ವಾಲ್ಮನೇ	2008-09	8.39
2.	ಶ್ರೀ ಶಂಭುಲಿಂಗಸ್ವಾಮಿ ಎಂ.ಪಿ.ಎಂ.	ಬಿಳನೇ	2008-09	8.26
3.	ಶ್ರೀ ಹಲಗೇರಿ ರಾಜು ಸಹದೇವಪ್ಪ	ಓಂಭತ್ತನೇ	2008-09	8.23
4.	ಶ್ರೀ ಮಂಜುನಾಥ ಎಲ್.	ಹತ್ತನೇ	2008-09	8.21
5.	ಶ್ರೀ ಕೃಪಾ ಕೆ.	ಬಿಳನೇ	2008-09	8.20
6.	ಶ್ರೀಮತಿ ಆಶಾ ಜಿ.ಕೆ.	ಹತ್ತನೇ	2009-10	7.59
7.	ಶ್ರೀಮತಿ ಜಿ. ಸಾವಿತ್ರಮ್ಮ	ನಾಲ್ಕನೇ	2009-10	7.56
8.	ಶ್ರೀಮತಿ ಸುಮತಿ ಪಿ.ಕೆ.	ಒಂಬತ್ತನೇ	2010-11	7.81
9.	ಶ್ರೀಮತಿ ರೂಪ ಕೆ.ಹೆಚ್.	ಎಂಟನೇ	2010-11	7.66
10.	ಶ್ರೀ ಕುಮಾರಸ್ವಾಮಿ ಪಿ.ಎಂ.	ಎಂಟನೇ	2011-12	7.81
11.	ಶ್ರೀ ಗಾಯತ್ರಿ ಬಾಯಿ	ಎಂಟನೇ	2012-13	7.28
12.	ಶ್ರೀ ಬೋಕೇಶ ಗೌಡ ಹೆಚ್.ಬಿ.	ಎಂಟನೇ	2013-14	7.28
13.	ಶ್ರೀಮತಿ ಜ್ಯೋತಿ ಎಂ.	ಎರಡನೇ	2013-14	7.76
14.	ಶ್ರೀಮತಿ ಅನ್ನಪೂರ್ಣಾ ಹೆಚ್.	ಮೂರನೇ	2013-14	7.60
15.	ಶ್ರೀಮತಿ ಗೀತಾ ಹಿರೇಮಠ	ನಾಲ್ಕನೇ	2013-14	7.51
16.	ಶ್ರೀಮತಿ ಚೇತನ ವಿನಾ.	ಐದನೇ	2013-14	7.50
17.	ಶ್ರೀ ವಿಣಾ ಚಳಗೇರಿ	ಆರನೇ	2013-14	7.48
18.	ಶ್ರೀ ಕುಮಾರಪ್ಪ ಎಂ.	ಏಳನೇ	2013-14	7.47

ಬಿ.ಇ.ಡಿ. ಯಲ್ಲಿ ರ್ಯಾಂಕ್ ವಿಜೇತ ವಿದ್ಯಾರ್ಥಿಗಳ ಪಟ್ಟಿ

ವಿದ್ಯಾರ್ಥಿಯ	ರ್ಯಾಂಕ್ ಶ್ರೇಣಿ	ವರ್ಷ	ಶೈಕ್ಷಣಿಕ ವರ್ಷ	ಗಳಿಸಿದ ಅಂಕಗಳು	ಶೇಕಡ
೧. ಹೆಸರು	ಶ್ರೀಮತಿ ನಿರ್ಮಲಾ ಡಿ. ತಾಂಬೆ	ಶ್ರೇಣಿ	ವರ್ಷ	ಅಂಕಗಳು	ಶೇಕಡ
	ಶ್ರೀ ಮಜುರ್ ಹುಸೇನ್ ಆರ್.ಜೆ.	ಡಿ.ಶ್ರೀಯ	1977-78	878	73.12
	ಕು. ಜ್ಯೋತ್ಸಾ ಪೈ	ಹತ್ತನೇ	1987-88	541	67.63
	ಕು. ಸುಧಾ ಎಸ್.	ಪ್ರಥಮ	1990-91	607	75.88
	ಕು. ಪ್ರಿಯದರ್ಶಿನಿ ಐ.ಎಂ.ಸಿ.	ಐದನೇ	1993-94	739	73.90
	ಕು. ಶೋಭಾ ಜಿ.ಎಲ್.	ಏಳನೇ	1993-94	733	73.30
	ಕು. ಶಾಲಿನಿ ಪಾಟೀಲ	ಆರನೇ	1995-96	785	78.50
	ಕು. ಲಲಿತಾ ಆರ್ ಮಹಾಜನಶೆಟ್ಟಿ	ನಾಲ್ಕನೇ	1997-98	843	84.30
	ಶ್ರೀಮತಿ ಅನುಪಮಾ	ಪ್ರಥಮ	1998-99	858	85.80
	ಕು. ಪಲ್ಲವಿ ಬಿರುದ್	ಐದನೇ	1998-99	847	84.70
	ಕು. ಜವಳಿ ಸಬೀನಾಬಾನು ಮಹಮ್ಮದ್ ಹನೀಫ್	ಹತ್ತನೇ	1998-99	827	82.70
	ಶ್ರೀ ಪ್ರಕಾಶ ಟಿ.	ಶ್ರೀಯ	1999-2000	871	87.10
	ಕು. ಅನಿತಾ ಸಿ.ಜೆ.	ಎಂಟನೇ	1999-2000	849	84.90
	ಕು. ತಿವರೇಲಾ ಹೆಚ್.ಡಿ.	ಆರನೇ	2001-2002	864	86.40
	ಶ್ರೀ ಫ್ರಾನ್ಸಿಸ್ ಫರ್ನಾಂಡಿಸ್	ಹತ್ತನೇ	2001-2002	858	85.80
	ಕು. ಉಷಾ ಸಿ.	ದ್ವಿತೀಯ	2003-2004	866	86.60
	ಕು. ಭಾಗ್ಯ ಸುಮಂಗಲ	ಐದನೇ	2004-2005	852	85.20
	ಶ್ರೀ ಸ್ವೇಪನ್ 'ಡಿ' ಸಾ	ಏಳನೇ	2004-2005	850	85.00
	ಶ್ರೀ ಮಂಜುನಾಥ ತೀಲ್ಕರ್	ಹತ್ತನೇ	2006-2007	846	84.60
	ರೇಹಮತುನ್ನಿಸ್ ಎ	ಮೂರನೇ	2009-2010	865	86.50
	ಕವಿತನಾಗಪ್ಪ ಮುದುಕಮ್ಮನ್ನವರ್	ಆರನೇ	2011-2012	865	86.5%
	ಕು. ಅಶಾರಾಣಿ ಹೆಚ್.ಎಸ್.	ಏಳನೇ	2011-2012	861	86.10%
			2012-2013		87.00%

ಶ್ರೀ ಜಗದ್ಗುರು ಪಂಜಾಜಾರ್ಯ ವಿಶ್ವಧರ್ಮ
ವಿದ್ಯಾಪೀಠ (೦). ಹರಿಹರ

ವಿದ್ಯಾ ಸಂಸ್ಥೆ

1. ಕನ್ನಡ ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಹರಿಹರ
2. ಶ್ರೀ ಜ. ವಾ. ಪಂ. ಪದವಿ ಸ್ವಾಯತ್ತ ಮಹಾವಿದ್ಯಾಲಯ, ಹರಿಹರ
3. ಎಸ್.ಜೆ.ಯು.ಪಿ. ಡಿ.ಇಡಿ. ಕಾಲೇಜು, ಹರಿಹರ
4. ಶ್ರೀ ಜ. ವಾ. ಪಂ ಪದವಿ ಪೂರ್ವ ಕಾಲೇಜು, ಹರಿಹರ
5. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯ ಪದವಿ ಅಧ್ಯಯನ ಕೇಂದ್ರ
6. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬಿ.ಇಡಿ. ಅಧ್ಯಯನ ಕೇಂದ್ರ
7. ಶ್ರೀ ಶೈಲ ಜಗದ್ಗುರು ಉಮಾಪತಿ ಪಂಡಿತಾರಾಧ್ಯ ಕೈಗಾರಿಕಾ ತರಬೇತಿ ಸಂಸ್ಥೆ.
ಕವಲೆಪ್ಪು, ರಾಣೇಬೆನ್ನೂರು ತಾಲ್ಲೂಕು.
8. ಜಯರುದ್ರ ಮಹಿಳಾ ವಸತಿ ನಿಲಯ, ಹರಿಹರ
9. ಶ್ರೀ ಗಿರಿರಾಜ ಅಂಗ್ಲ ಮಾಧ್ಯಮ ಪ್ರೌಢಶಾಲೆ, ಹರಿಹರ
10. ಮಾತೃಶ್ರೀ ರುದ್ರಮಾಂಬಾ ಬಸವಾರ್ಯ ಪ್ರೌಢಶಾಲೆ, ಹರಿಹರ
11. ಈಶ್ವರೀ ಪ್ರಾಥಮಿಕ ಶಾಲೆ, ಹರಿಹರ
12. ಅಂಬಾ ಶಿಶುವಿಹಾರ, ಹರಿಹರ
13. ಎಸ್.ಜೆ.ವಿ.ಪಿ. ಪಾಲಿಟೆಕ್ನಿಕ್ ಕಾಲೇಜು, ಹರಿಹರ
14. ವಿದ್ಯಾರ್ಥಿ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿನಿಯರ ವಸತಿನಿಲಯ ಸೌಲಭ್ಯ

MASTER OF EDUCATION

SEMESTER-I

Course Code: (MED. Core: I- I)

EDUCATION AS A FIELD OF STUDY

Objectives:

- ❖ On completion of this course the students will be able to:
- ❖ Understand the nature of education as a discipline/an area of study.
- ❖ Examine issues related to education as interdisciplinary knowledge.
- ❖ Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- ❖ Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- ❖ Reflect on the multiple contexts in which the school and teacher education institutions are working.
- ❖ Discuss the emerging dimensions of school and teacher education.

Module-1: Education as a Discipline

- 1.1 Critical Analysis of Education as a Discipline/Area of Study.
- 1.2 Analysis of Concepts, Principles, Theories, Assumptions and Contexts Related to Issues Unique to Education Discipline, such as Schooling, Curriculum, Syllabus, Text Books, Assessment, Teaching and Learning etc. and their Linkage to Pedagogy and Practice.
- 1.3 Aim of Education in the Context of a Democratic, Secular, Egalitarian and a Humane Society.

Module-2: Schools of Thought

- 2.1 Critical Analysis of Different Philosophical Schools of Thought with Reference to Curriculum, Textbooks, Teaching-learning Pedagogy, School/Class-room Environment, Assessment, Management, Role of Teachers;
 - a. Western Schools – Idealism, Naturalism, Pragmatism, Humanism
 - b. Indian Schools - Sankya, Vedantha, Buddhism, Jainism, Veershivism, Islamic tradition.
- 2.2 Thoughts of Mahatma Gandhiji, Tagore, Shri Aurobindo, Swami Vivekananda, J. Krishnamurthy, John Dewey, Rousseau, Frobel.

Module-3: Education as Interdisciplinary Knowledge

- 3.1 Interdisciplinary Nature of Education; Relationships with Disciplines/Subjects such as Philosophy, Psychology, Sociology, Management, Economics, Anthropology etc.
- 3.2 Philosophical Inquiry and Education
 - Metaphysics and Education
 - Epistemology and Education : Epistemological Analysis of Sources of Knowledge, Framework of Major Curricular Areas
 - Axiology and Education; Hierarchy of Values, Types of Values, Value Education

Module-4: Support Systems of Education

- 4.1 Principles and Guidelines in Organising the Support Systems; Government, Private, Community and NGO's
- 4.2 Contemporary Issues as Reflects in NCF (2005, 2010).
- 4.3 Department of Public Instruction, MIIRD and other Government Agencies (NCERT, DSERT, SCERT, DIET etc.), Academic Institute, Universities, Participation of Different Stakeholders in Education, NGO's, Civil Society Groups, Teacher Organisations, Local Community.
- 4.5 Development of Learning Resources – Textbooks, Supplementary Books, ICT, Library etc.

Module -5: Changing Socio-Cultural Context of Education

- 5.1 Social Purposiveness of Education.
- 5.2 Understanding Contemporary Indian Society-with Reference to Multilingual, Multicultural, Gender, Equity, Poverty.
- 5.3 Process of Socialization and Acculturation of Child; Role of School, Parents, Peer Group and Community.
- 5.4 Equality in Education Opportunity - Based on Gender, Locality (Rural/Urban), Socio-economic Status and Different Disabilities.

Module -6: Human Rights and Co-Existence

- 6.1 Universal Declaration of Human Rights (UDHR)
- 6.2 Convention of the Right of Child
- 6.3 Constitutional Provisions for Education
- 6.4 Educational Transformation for National Development
- 6.5 Nations Integration and Communal Harmony
- 6.6 Quality and Excellence in Education to improve the Quality in Life
- 6.7 World Peace

Essential Readings:

1. Bruner, J.S. (1996) **The Culture of Education**. Harvard University Press, Cambridge, M.A.
2. Broudy, H.S. (1977) **Types of Knowledge and Purposes of Education**. In R.C. Anderson,
3. Spiro R.J., and W.E. Montaque (eds) **Schooling and the Acquisition of Knowledge** (PP. Hillsdale, Erlbaum, NJ.
4. Dearden R. F. (1984) **Theory and Practice in Education**. Roulledge K Kegan & Paul.
5. Dewey, J. (1916/1977) **Democracy and Education: An Introduction to the Philosophy of Education**. Macmillan, New York.
6. Palmer, Joy A, (2001). **Fifty Modern Thinkers on Education: From Piaget to the Present Day**. Routledge Flamer. London. USA. Canada.
7. NCTE(2009) **National Curriculum Framework for Teacher Education**, New Delhi.
8. NCERT (2005) **National Curriculum Framework**, New Delhi.
9. MHRD, Gov. of India (1992), **National Policy on Education** (revised) New Delhi.
10. MHRD, (1992), **Programme of Action**. Govt. of India, New Delhi.
11. Naik, J.P. (1975) **Equality, Quality and Quantity: The Elusive Triangle of Indian Education**, Allied Publications, Bombay.
12. Peters, R.S. (ed), (1975) **The Philosophy of Education**. Oxford University Press, London.
13. Peters, R.S. (1967) **The Concept of Education**, Routledge, United Kingdom.

References:

1. Banrs, J.A. (1996), **Cultural Diversity and Education: Foundations Curriculum and Teaching** (4 ed.) Alynand, Becon, Boston.
2. Beyer, L.E. (Ed.) (1996) **Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice**, Teachers College Press, New York:
3. Brubacher, John S.; (1969) **Modern Philosophies of Education**, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
4. Butchvarov, P. (1970) **The Concept of Knowledge**. North Western University Press, Evanston, Illinois.
5. Debra Heyes, Martin Hills, Pam Chistic and Bob Lingard (2007) **Teachers and Schooling: Making a Difference**, Allen and Unwin, Australia.
6. Delors, Jacques, et al; (1996) **Learning: The Treasure within Report of the International Commission on Education for 21st Century**, UNESCO.
7. Freire, P. and Shor, I. (1987) **A Pedagogy of liberation**. Macmillan Education, London.
8. Freire, Paulo (1970) **Pedagogy of the Oppressed**. Continuum, New York.
9. **International Encyclopedia of Education**. (1994) 2nd Edition. Vol.10. Perganon Press.
10. Matheson, David (2004) **An Introduction to the Study of Education** (2nd Ed). David Fulton Publishers.
11. Slattery, Patrick and Dana Rapp. (2002). **Ethics and the Foundations of Education- Teaching Convictions in a Postmodern World**. Allyn & Bacon.
12. Wall, Edmund (2001). **Educational Theory: Philosophical and Political Perspectives**. Prometheus Books.

**MASTER OF EDUCATION
SEMESTER-I**

Course Code: (MEd, Core: 1 - 1)

LEARNER AND THE LEARNING PROCESS

Objectives

- ❖ On completion of this course the students will be able to:
- ❖ Understand the framework for how children learn
- ❖ Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- ❖ Visualize multiple dimensions and stages of learner's development and their implications on learning
- ❖ Understand the learner in terms of various characteristics
- ❖ Learn the factors affecting learner's environment and assessment
- ❖ Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- ❖ Conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005
- ❖ Visualize the brief epistemological frame of major curricular areas.

Module-1: Perspectives of Learner and Learning

- 1.1 Behaviourist Perspective
- 1.2 Psychoanalysis Perspective
- 1.3 Humanist Perspective
- 1.4 Cognitivist Perspective
- 1.5 Constructivism Perspective
- 1.6 Framework of how Children Learn; Knowledge Centeredness, Learner Centeredness, Learner Centeredness, Environment Centeredness, Assessment Centeredness.

Module-2: Understanding Learner and their Development

- 2.1 Holistic Approach in Learner's Development
- 2.2 Language Development and Communication; Strategies Supporting Students Listening, Speaking, Reading and Writing Development, Critical Analysis of Views of Vygotsky and Piaget.
- 2.3 Cognitive Development; Piaget, Bruner
- 2.4 Psycho-social Development, Erickson's Psycho-social Stages, Crisis at Each Stage and Support Required.
- 2.5 Concept Development and Problem-solving
- 2.6 Moral Development-Kohlberg's Stages

Module-3: Understanding the Process of Learning

- 3.1 Behavioural Perspectives of Learning : Skinner, Tolman
- 3.2 Cognitive Perspectives of Learning –Piaget, Bruner, Ausubel, Gagne.
- 3.3 Cognition and Learning: Cognitive Process, Perception, Attention, Reasoning, Thinking, Problem solving.
- 3.4 Constructivism: Meaning, Types, Views of Piaget, Bruner and Vygotsky.
- 3.5 Meta-cognition: Concept, Process and Strategies
- 3.6 Process of Knowledge Construction: Observing, Demonstration, Exploring, Discovering, Analyzing, Discovering, Contextualisation, Collaboration and Reflection.

Module-4: Learning Environment

- 4.1 Physical Environment: Organizing, Planning, Spaces for Learning
- 4.2 Social Environment: Classroom Interaction, Teacher-pupil Relationship, Social Negotiation.

- 4.3 School, Parents and Community Partnership, Constructivist Learning Environment-Authentic Tasks.
- 4.4 Barriers to Learning: Strategies for Overcoming the Barriers
- 4.5 Inclusive Environment in the Classroom for all Learners.
- 4.6 Diversified Learning Paths and Styles
- 4.7 Creating Positive Learning Environments

Module-5: Learner Abilities

- 5.1 Intelligence: Meaning, Background, Single Factor, Two Factor Intelligence
- 5.2 Multiple Intelligence: Gardner, Sternberg, Guilford.
- 5.3 Social Cultural Intelligence: Vygotsky's Views
- 5.4 Emotional Intelligence: Meaning, Components and Development
- 5.5 Creativity: Meaning, Characteristics, Process, Fostering Creativity
- 5.6 Aptitude: Meaning, Types, Characteristics and Grouping.

Module-6: Personality

- 6.1 Personality from Various Perspectives: Psychoanalysis, Behaviouristic, Humanists, Cognitivists, Social Behaviouristic
- 6.2 Concept of Self; Self and Identity, Development of Self Concept.
- 6.3 Social Conformity - Meaning, Characteristics, Factors Influence and its Impact on Education
- 6.4 Social Identity - Meaning, Interrelationship with Social Environment, Impact on School Achievement.

Essential Readings

1. Bruner, J.S. (1990) **Acts of Meaning**, Harvard University Press, Cambridge, M.A
2. Bruner, R.F. (1978). **Psychology Applied to Teaching**, Houghton Mifflin, Boston.
3. Dandapani, S. (2001) **Advanced Educational Psychology, (2nd Edition)**, Anmol Publications Pvt Ltd, New Delhi.
4. Gardner, H. (1983) **Frames of Mind: The Theory of Multiple Intelligence**, Basic Books, NY
5. NCIE (2009) **National Curriculum Framework for Teacher Education**, New Delhi.
6. NCERT (2005) **National Curriculum Framework**, New Delhi.
7. Piaget, J. (1999) **Judgment and Reasoning in the Child**, Routledge, London.
8. Vygotsky. L. (1986) **Thought and Language** (A. Kazulin, Trans). MIT Press, Cambridge,

References:

1. Ambron, S.R (1981) **Child Development**, Holt, Rinehart and Winston, New York.
2. Anderson, J.R. (1983) **The Architecture of Cognition**, Harvard University Press, Cambridge,
- Anderson, J.R. (1983) **Rules of the Mind**, Erlbaum, Hillsdale, NJ
3. Barry and Johnson (1964) **Classroom Group Behaviour**, Macmillan, New York.
4. Bower, G.H. and Hilgard, E.R. (1981) **Theories of Learning**, Prentice Hall, Inc. Englewood Cliffs, NJ.
5. Dececo, J.P. (1977) **The Psychology of Learning and Instruction**, Prentice Hall, Delhi.
6. Eason, M.E. (1972) **Psychological Foundation of Education**, Rinehart & Winston, Inc. Holt, NY
7. Grammage, P. (1990) **Teacher and Pupil: Some Socio-psychological Principles and Applications (3rd Edition)** Pressman Little, Brown Higher Education. Illinois: Scott.
8. Guilford, J.P. (1967) **Nature of Human Intelligence**, McGraw Hill, New York
9. Newell, A. & Simon, H.A. (1972) **Human Problem Solving**. Prentice Hall, Englewood Cliffs, NJ.
10. Segal, J.W. Chipman, S.F., & Glaser, R. (1985) **Thinking and Learning Skills: Relating Instruction to Basic Research**. (Vol. I) Erlbaum, Hillsdale, NJ
11. Synder, C.R. & Shane J. Lopez (2007) **Positive Psychology**, SAGE Publications. U.K.
12. Lieber, G.M. (2002) **Partners in Learning: from Conflict to Collaboration**, Educators for Social Responsibility, Cambridge, M.A.
13. Pintrich, P.R.; and Schunk, D.II. (1996) **Motivation in Education: Theory, Research and Applications**, Merrill. Englewood Cliffs, N.J.

MASTER OF EDUCATION

SEMESTER-I

Course Code: (MED. Core: 1 - 3)

METHODOLOGY OF EDUCATIONAL RESEARCH

Objectives

- ❖ On completion of this course, the students will be able to:
- ❖ Describe the nature, purpose, scope, areas, and types of research in education.
- ❖ Explain the characteristics of quantitative, qualitative and mixed research.
- ❖ Select and explain the method appropriate for a research study
- ❖ Conduct a literature search and develop a research proposal
- ❖ Explain a sampling design appropriate for a research study
- ❖ Explain tool, design and procedure for collection of data
- ❖ Explain the importance of documentation and dissemination of researches in education

Module-1: Research In Education: Conceptual Issues

- 1.1 Meaning, Purpose and Areas of Educational Research
- 1.2 Kinds of Educational Research: Basic and Applied Research, Evaluation Research and Action Research, and their Characteristics
- 1.3 Scientific Methods: Basic Assumptions of Science, Scientific Methods, Theory, Nature and Functions, the Principle of Evidence, Scientific Methods Applied to Researches in Social Science and Education.
- 1.4 Research Paradigms in Education: Quantitative, Qualitative, Mixed and their Characteristics.
- 1.5 Planning the Research Study: Sources of Research Problems, Review of the Literature- Purpose and Resources; Conducting the Literature Search: Using Databases and Internet, Internet Search Tools.
- 1.6 Identification and Conceptualization of Research Problem: Statement of Problem, Purpose, and Research Questions
- 1.7 Formulation of Hypotheses – Types, Forms, Characteristics
- 1.8 Variables-Types
- 1.9 Preparation of a Research Proposal: Framework and Writing Research Proposal

Module-2: Quantitative Methods of Research

- 2.1 Types of Research:
 - Descriptive Research: Survey Studies, Descriptive Studies, Co-relational Studies, Developmental Studies, Comparative Studies, Casual-comparative and Correlation Research
- 2.2 Experimental Research :
 - 2.2.1 Nature, Variables in Experimental Research - Independent, Dependent and Confounding Variables; Ways to Manipulate an Independent Variable, Purpose and Methods of Control of Confounding Variables
 - 2.2.2 Experimental Research Designs: Single-group Pre-test, Post-test Design, Pre-test Post-test Control - Group Design, Post-test Only Control-group Design, and Factorial Design
 - 2.2.3 Quasi-experimental Designs: Nonequivalent Comparison Group Design, and Time-series Design

Module-3: Qualitative Methods of Research

- 3.1 Qualitative Research: Meaning, Steps and Characteristics
- 3.2 Qualitative Research: Nature, Themes.
- 3.3 Data Collection Techniques, Sampling Techniques.
- 3.4 Qualitative Research Approaches-Phenomenology, Ethno- Methodology, Naturalistic Enquiry: Case Studies and Grounded Theory, Ethnography, Heuristics, System Theory.
- 3.5 Historical research: Meaning, Significance, Steps, Primary and Secondary Sources of Information, External and Internal Criticism of the Source
- 3.6 Mixed Research: Meaning, Fundamentals Principles, Strengths and Weaknesses, Types and Limitations

Module -4: Sampling in Educational Research

- 4.1 Concept of Population and its Type, and Sample, Sampling Unit, Sample Size, Sampling Error, Representative and Biased Samples
- 4.2 Random Sampling Techniques: Simple Random Sampling, Systematic Sampling, Stratified Random Sampling, Cluster Sampling, and Multi-stage Sampling
- 4.3 Non- Random Sampling Techniques, Convenience Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling, Theoretical Sampling, Incidental and Critical Case

Module-5: Methods of Data Collection

- 5.1 Construction and Standardization of Tools and Tests in Educational Research: Achievement Test, Attitude Skill, Questionnaire, Interview Schedule.
- 5.2 Questionnaire: Forms, Principles of Construction and their Scope in Educational Research, Administration of Questionnaires
- 5.3 Interview: Types, Characteristics, Guidelines for Conducting Interviews
- 5.4 Qualitative Process and Quantitative Process, Observation : Use of the Checklist and Schedules, Field Notes, Group Discussion
- 5.5 Attitude Scale, Aptitude, Sociometric and Projective Techniques, Characteristics and Administrations.

Module-6: Research Report

- 6.1 Chapterization and Organization
- 6.2 Main Body of the Report
- 6.3 Graphical Representation –Frequency, Polygon Curve, Histogram, Pie Chart, Ogive, Flowchart and Tables-Diagrams
- 6.4 Indexing Use of Abbreviations, Footnote, References/Bibliography and Appendix
- 6.5 Standard Format of Thesis/Dissertation
- 6.6 Typing the Report

References

1. Best J.W. (1999) **Research in Education**, Prentice Hall of India Pvt. Ltd, New Delhi.
2. Borg, W.R. and Gall, M.D. (1983) **Educational Research – An Introduction**, Longman, Inc. New York.
3. Christensen, L. (2007) **Experimental Methodology**, Allyn & Bacon, Boston
4. Clive Opic (2004) **Doing Educational Research- A Guide for First-time Researchers**, Vista Publications, New Delhi
5. Cohen, Lewis and Manion Lawrence (1994) **Research Methods in Education**, Holt Rinchart and Winston Inc. New York.

MASTER OF EDUCATION

9

SEMESTER-I

Course Code: (MED. Elec: I – 5.1)

SCHOOL EDUCATION

Objectives

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

- ❖ Understand the framework for how children learn
- ❖ Critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- ❖ Visualise multiple dimensions and stages of learner's development and their implications on learning
- ❖ Understand the learner in terms of various characteristics
- ❖ Learn the factors affecting learner's environment and assessment
- ❖ Conceptualise a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes
- ❖ Conceptualise the needs of the learners and the process of learning as visualised in NCF, 2005
- ❖ Visualise the brief epistemological frame of major curricular areas.

Module-: Development of Elementary Education

- 1.1. Nature and Focus of Elementary Education after Independence.
- 1.2. Educational Thoughts of Gandhi and Tagore to Elementary Education.
- 1.3. Constitutional Provision for Education and Directive Principles Related to Elementary Education.
- 1.4. Right to Education Act and Related Issues.
- 1.5. Elementary Education as Highlighted in NPE- 1986, POA-1992, NCF-2005.
- 1.6. Types of Schools : Public School, Multipurpose, Technical, National Open School, Jawahar Navodaya Vidyalaya, Kendriya Vidyalaya, Moraji Residential School, Kasturba Gandhi Girls Residential School.

Module-2: Objectives and Programmes in Universalization of Elementary Education

- 2.1 Universalisation of Elementary Education
 - 2.1.1 Concept, Objectives, Meaning, Justification.
 - 2.1.2 Current status of UEE- Access, Enrole, Retention & Dropout- Meaning, Assessment, Issues and Challenges.
 - 2.1.3 Achievement Levels of Different Types of Learner, Disabled Learners- Types, Access, Issues and Challenges.
- 2.2 Panchayat Raj and Community Involvement in Educational Planning and Management.
- 2.3 Participation of NGO's in Achieving UEE.
- 2.4 ECCE programme and Women Empowerment.
- 2.5 DPPE- Goals and Strategies.
- 2.6 SSA – Goals and Programmes.

Module -3: Secondary Education

- 3.1 Nature, Scope, Functions and Systems of Secondary and Senior Secondary Education.
- 3.2 Status of Secondary and Senior Secondary Education - Process of Teaching Learning of Adolescents.
- 3.3 Universalisation of Secondary Education
- 3.4 Problems and Challenges Related to Universalisation of Secondary Education.

- 3.5 Problems, Challenges, Strategies, Intervention in Relation to Access, Enrol, Dropout Achievement, Equality of Educational Opportunity.
- 3.6 Class Room Problems, Discipline, Under Achievement, Lack of Motivation, Delinquency and Maladjustment.
- 3.7 Role of Department of Education, Directorate (DSERT, NCERT) and Private Agencies in Managing Quality in Secondary Education.
- 3.8 Rashtriya Madhyamik shiksha Abiyan: Goals and Objectives.

Module-4: Training of Teachers for Elementary and Secondary Education

- 4.1 Pre-service Training: Need and Importance
- 4.2 In-service Training
 - 4.2.1 Need, Nature and Usefulness
 - 4.2.2 Programmes Organized by DIET, DSERT, NCERT, NCTE, Universities and Pre-University Education Board.
- 4.3 Special Projects
 - 4.3.1 DPEP, SOPT, Chaitanya Programme, Multigrade Teaching, SSA and Madyamika Shiksha Abhiyan.
 - 4.3.2 Their Background Concepts and Programmes.

Module-5: Evaluation at Elementary and Secondary Level

- 5.1 Meaning, Nature and Functions of Evaluation, Difference between Measurement and Evaluation, Assessment and Testing, Appraisal and Examination.
- 5.2 Types of Evaluation - Formative, Summative, Diagnostic, Continuous and Comprehensive Evaluation.
- 5.3 Construction and Standardisation of Achievement Test - Writing Blue Print, Objectivity, Reliability, Validity, Item Analysis.
- 5.4 Norm Referenced Test and Criteria Referenced Tests, Diagnostic Tests - Construction – Steps and Guidelines.

References:

1. A.E.R.C., (1971) University of Delhi, Primary Education in rural India, Tata Mc Graw Hill Publishing co., Ltd., Bombay.
2. Barry C.H., Tye R., (1973) **Running a School**, Macmillan Company of India, New Delhi.
3. Biyth.A., (1988) **Informal Primary Education Today**, The Flamer Press, London.
4. Chaube S P., (1965) **A Survey of Educational Problems and Experiments in India**, Kital Mahal, Allahabad.
5. Desai S.G, Desai G N., (1999) **Primary Education**, Vidhyanidhi Publishers, Garage.
6. Digumarti Bhaskar Rao., (1998) **District Primary Education Programme**, Discovery Publishers House, New Delhi.
7. Fromberg D P., (1977) **Early childhoods Education: A Perceptual Model Curriculum**, John Wily and Sons, New York.
8. Govind R and Rashmi Diwan., (2003) **Community participation and Empowerment in Primary Education**, Sage Publication, New Delhi.
9. Gordon I J., (1972) **Early childhood Education**, National society for the Study of Education, Chicago.
10. Howson G (Ed) (1972) **Developing a New Curriculum**, ELBS, London.
11. Kashinath H M and Nagaraj P., (1999) **Trends and Innovations in Indian Education**, Vidhyanidhi Prakashan, Gadag.
12. Kaul G.N. (1977) **Non-graded School in India**, Sterling Publishers Pvt, Ltd., New Delhi.
13. Mills B.C., (1972) **Understanding the Young Child and his Curriculum**, The Mac Milan co., New York.

MASTER OF EDUCATION

SEMESTER-I

Course Code: (MED. Elec: I-5.4)

INSTRUCTIONAL TECHNOLOGY

Objectives: Upon completion of the paper, the student will be able to

- ❖ Acquire the understanding of meaning and importance of teaching
- ❖ Compare and synthesize the distinction between teaching competency, teaching effectiveness and teacher performance
- ❖ Gain knowledge on different styles and strategies of teaching and their application in the classroom.
- ❖ Understand the various features and families of models of teaching
- ❖ Understand the concept and use of teaching skills at different levels; and

Module-1: Introduction to Teaching

- 1.1. Teaching – Definitions and Concepts (Scheffler, Smith and Green), Teaching as Art or Science; Distinction between Teaching Competency, Teaching Effectiveness and Teacher Performance.
- 1.2. Relationship of Teaching with Learning, Research and the Teacher's Role in Learning.
- 1.3. Theory of Teaching; Need, Nature and Functions; Teaching Theories and their Bases; Types of Theories and their Development.
- 1.4. Essential Teaching Skills; Teaching for Thinking and Understanding
- 1.5. The Model Approach to Teaching

Module-2: Methods of Teaching

- 2.1 Approaches to Teaching: Teacher – Centered, Participative and Student-Centered
- 2.2 Teaching Large Groups: 'Lecture', 'Symposium', 'Seminar', Team Teaching and Project Approach
- 2.3 Teaching Small Groups: Group Discussion, Simulation Approach, Buzz Group Technique, Brainstorming and Cognitive Mapping.
- 2.4 Individualized Learning: 'Tutorials', Programmed Instruction and Computer Assisted Instruction.
- 2.5 Use of Instruction Media: Radio, Audio Cassettes, Overhead Projector, Television, Video, CD ROM, E-mail, Workwide web, E-learning and Interactive Multimedia.

Module-3: Micro Teaching

- 3.1 Teaching Skill: Meaning and Components
- 3.2 Micro Teaching: Meaning, Definition and Importance Micro Teaching Cycle, Components of Micro Teaching, Modeling, Feedback, Acting and Integration
- 3.3 Planning and Organization of Practice of Micro Teaching Programme
- 3.4 Lecturing Skills: 'Skill of Writing Instructional Objectives', Skills of Introducing a Lesson, Skill of Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variations and Skill of Achieving Closure; Meaning, Components and Observation, Schedule of these Skills
- 3.5 Integration of Teaching Skills: Meaning, Process and Strategies

Module-4: Models of Teaching

- 4.1 Models of Teaching: Meaning, Distinction between Methods and Models, General Features of Model in Terms of Objectives, Syntax, Social System, Principles of Reaction, Support System and Effects
- 4.2 Families of Models of Teaching
 - 4.2.1 Information Processing Model
 1. Inductive Model (Hilda Taba)
 2. Inquiry Training Model (Joseph Scawab)
 3. Concept Attainment Model (Jerome Bruner)
 4. Developmental Model (Piaget)
 5. Advance Organizer Model (Ausubel)
 - 4.2.2 Social Interaction Models
- 4.3 Jurisprudential Model (Oliver Schaner)
 - 4.3.1 Personal Models
 1. Non –Directive Teaching Model (Carl Rogers)
 2. Synetion (Gordon)
- 4.4 Behavioural Systems Model
- 4.5 Contingency- Management Model (B.F. Skinner)
- 4.6 Construct

Module-5: Strategies of Teaching

- 5.1 Information Processing, Meaning, Growth of Information Processing, Cognitive Structure as Conceptual Framework and Schemes, Role of Information Processing in Storing Knowledge.
- 5.2 Contemporary Models of Teaching
 - The integrated Model (teaching organized bodies of knowledge)
 - The Direct-Instruction Model
 - The Lecture –Discussion Model
 - The Co-operatvie Learning Model
- 5.3 Developing Thinking Skills through Inquiry
 - Suchman Inquiry Training Model
- 5.4 Constructive Strategies of Teaching : Collaborative, Problem-based, Inquiry Learning, Cognitive Apprenticeship
- 5.5 Adapting Instruction to Improve Effectiveness

References

1. Aggarwal J.C. (1995) **Essential of Educational Technology: Teaching-Learning**, Vikas Publishing House, New Delhi
2. Kumar, K.L. (2008) **Educational Technology**, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
3. Mukhopadhyay, M. (1990) **Educational Technology – Challenging Issues**, Sterling Publishers Pvt. Ltd., New Delhi.
4. Mukhopadhyay, M. (1990) **Educational Technology – Year Book 1988**, All India Association for Educational Technology, New Delhi.
5. Parmaji, S. (1994) **Distance Education**, New Delhi: Sterling Publishers.
6. Rana, S. (1994) **Open Learning in India**, Commonwealth Publishers, New Delhi
7. Sampath, Pancer Selvam and Santhanam S. (1992) **Introduction to Educational Technology**, Sterling Publishers Pvt. Ltd., New Delhi
8. Sampath, Pancer Selvam and Santhanam S. (1992) **Introduction to Educational Technology**, Sterling Publishers Pvt. Ltd., New Delhi
9. Usha Rao (1991) **Educational Technology**, Himalaya Publishing House, New Delhi

DEPARTMENT OF EDUCATION
 INTER DISCIPLINARY –III
 ECONOMICS OF EDUCATION
 CODE-MED.ID – 03

EDUCATION
 III

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

- ❖ Understand the basic concepts of economics of education.
- ❖ Critically analyse the approaches for measuring the contribution of education to economic growth.
- ❖ Visualise the Constitutional responsibility for providing education.
- ❖ Understand the Educational Financing in India.
- ❖ Understand grant-in-aid system and allocation of grants.

COURSE CONTENT

UNIT I: BASIC CONCEPTS IN ECONOMICS OF EDUCATION

- 1.1 Concept, scope, status of economics of Education
- 1.2 Education as consumption, investment, industry
- 1.3 Rate of return of investment in Education Internal rate of return
- 1.4 Education and Employment
- 1.5 Concept, scope, status of economic growth
- 1.6 Contribution of different levels of education to economic growth
- 1.7 Approaches for measuring the contribution of education to economic growth
 - Cost-benefit analysis approach
 - Correlational approach
 - Residential Approach
 - Wage Differential approach

UNIT II- EDUCATIONAL FINANCE: NEED, SIGNIFICANCE AND PRINCIPLES

- 2.1 Concept of Educational Finance
- 2.2 Need and Significance of Educational Finance
 - 1.2.1 Rising Unit costs and resources constraints
 - 1.2.2 Demand for education
 - 1.2.3 Supply of education
 - 1.2.4 Constitutional responsibility for providing education.
 - Principles of educational finance
 - General theory of public finance:
 - Allocation of resources-economic and social bases for allocation of resources in education.
- 2.3 Financing education for: Equality of education-social justice
- 2.4 Efficiency cost-minimization and quality improvement
- 2.5 Productivity-relevance of education to the world of work and create qualified and productive manpower.
- 2.6 Educational Financing in India: Historical Perspective

UNIT III: FINANCE AND EDUCATIONAL EXPENDITURE

- 3.1 Source of finance :
 - Government Grant (Central, state, local), Tuition fee, Taxes, Endowment, Donation and gifts
 - Foreign aids.

3.2 Grant-in-aid system - School Budgetary and accounting procedure.

3.3 Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and state.

3.4 Monitoring of expenditure control and utilization of funds, accounting and auditing.

3.6 Central-State Relationship in Finance of Education

3.7 Problems and Issues in Educational Management and Finance.

References

- Becker, G.S (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*.
- Chicago, IL National Bureau of Economic Research, 161-227. Blaug, Mark (1972): *An Introduction to Economics of Education*, Allen lane, London, Penguin.
- Cohn E and T. Gaske (1989), *Economics of Education*, Pergamon Press, London.
- Coombs, P.H and Hallak J (1988) *Cost Analysis in Education: A Tool for Policy and Planning*, Baltimore: John Hopkins Press.
- G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press. John, R.L. & Morphet, B.L. (Ed.) (1952): *Problems and Issues in public school finance*. New York: Columbia University.
- Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness: A Premie*, New Delhi,
- Sage. Musgrave, R.A.: *Theory of Public Finance: A study of public Economy*. New York: McGraw Hill.
- Nail J.P (1975) *Equality, Quality and Quantity*. New Delhi, Allied. Saxton, P.G. (1961). *Education and Income*. New York: Viking Press.
- World Bank (1986). *Financing Education in developing Countries: An exploration of Policy option*.

MASTER OF EDUCATION**SEMESTER-II**

Course Code: (MFD. Core: II-1)

TEACHER EDUCATION**Objectives:**

Upon completion of the paper the students will be able to:

- ❖ Acquire the knowledge of historical perspective of teacher Education in India.
- ❖ Understand teaching as a profession.
- ❖ Understand the structure, norms and standards of different teacher education institutions in India.
- ❖ Acquire the knowledge of planning of teaching.
- ❖ Understand curriculum transaction in teacher education
- ❖ Gain insight into professional development of in-service teachers.
- ❖ Understand the assessment and evaluation in pre-service and in-service teacher education.

Module-1: Teachers and Teaching Profession

- 1.1. Teachers Changing Roles and Responsibilities.
- 1.2. Concept of Profession: Teaching as a Profession.
- 1.3. Service Conditions of School Teachers
- 1.4. Professional Ethics for Teachers.
- 1.5. Social Status of Teachers: International Labour Organization (ILO) Version of the Status of Teachers.
- 1.6. Teacher Appraisal and Accountability.
- 1.7. Who is a Teacher Educator?
- 1.8. Roles and Responsibilities of Teacher Educators
- 1.9. Preparation of Teacher Educators
- 1.10. Continuing Education of Teacher Educators: Provisions for the Continuing Education of Teacher Educators and Institutional Mechanism.

Module-2: Nature, Objectives, Structure of Pre-Service Teacher Education

- 2.1 Pre-Service Teacher Education: Concept, Nature, Objectives and Scope.
- 2.2 Development of Teacher Education in India: Pre and Post Independence Period; Recommendations of Various Commissions and Committees Concerning Teacher Education System. Impact of NPE, 1986 and its POA on Teacher Education System.
- 2.3 The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: Roles and Functions of IASEs, CTE, DIETs'.
- 2.4 Roles, Functions and Networking of Institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- 2.5 Components of Pre-service Teacher Education: Foundational Component, Specialization Areas, Practicum Internship, Co-curricular Activities, Working with the Community and Work Experience.
- 2.6 Teacher Education Curriculum at Different Stages. National Curriculum Frameworks for Teacher Education, 2009.

Module-3: Models of Pre-Service Teacher Education

- 3.1 Models of Pre-service Teacher Education at Secondary Level: 4 Years Integrated Model, One Year Model, 2 Years Model, 2 Years Distance Mode.
- 3.2 Models of Pre-service Teacher Education at Elementary Level – 1 Year, 2 Years, 3 Years, B.L.ed. and 2 Years Distance Mode.
- 3.3 Issues, Concerns and Problems of Pre-service Teacher Education

Module-4: Curriculum Transaction in Pre-Service Teacher Education

- 4.1 Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain Storming Seminar, Workshops, Team Teaching, Use of ICT, Case Analysis, Reading and Review of Original Texts, Projects and Assignments.
- 4.2 Planning for Teaching-Learning: Taxonomy Formulating of Instructional Objectives, Unit Planning, Lesson Planning, and Teacher's Diary.
- 4.3 Concept of School Experience Programme (SEP)/Internship
- 4.4 Planning and Organization of SEP.
- 4.5 Monitoring and Supervision of SEP.
- 4.6 Internship: Concept; Planning and Organization.
- 4.7 Critical Reflection as the Central Aim of Teacher Education

Module-5: Continuing Professional Development of the in-Service Teachers

- 5.1 Concept and Importance.
- 5.2 Modes of INSET: Face to Face, Distance Mode, Eclectic Mode.
- 5.3 Planning and Organisation of INSET-Assessment of Training Needs, Formulation of Training Curriculum, Preparation of Course Materials.
- 5.4 Organisation of Training, Appraisal of Course Materials.
- 5.5 Issues, Concerns and Problems of Teachers' In-service Education.
- 5.6 Split Model Followed In-service Training of Teacher under SSA
- 5.7 Concept and Importance of Professional Development
- 5.8 Strategies of Professional Development: Workshops, Seminars, Symposium, Panel Discussion, Conferences, Self Study, Study Groups and Study Circles, Book Clubs, Extension Lectures, Research Colloquium, Refresher Courses, Orientation Programmes
- 5.9 Teacher Learning Resource Centre: Functions.
- 5.10 Provisions made by the States for Professional Development of the Teachers.

Module-6: Assessment and Evaluation in Pre-Service and In-Service Teacher Education

- 6.1 CCE in Teacher Education.
- 6.2 Formative and Summative Evaluation: Norm Referenced and Criterion Reference Evaluation.
- 6.3 Evaluation of School Experience/Internship Programmes.
- 6.4 Assessment of Teaching Proficiency: Criterion, Tools and Techniques.
- 6.5 Organisation and Regulation of Internal Assessment in PSTE: Preparation of Guidelines and Scheme of Internal Assessment.
- 6.6 Portfolio Assessment
- 6.7 Assessment of Higher Order Mental Skills.
- 6.8 Methods and Techniques of Evaluation- Survey, Case Study, Observation, Interview etc.
- 6.9 Tools of Evaluation-Observation, Rating Scales, Testing (Knowledge and Skills) Interview, Focus Group Discussion.
- 6.10 Formative and Summative Evaluation of INSET.
- 6.11 Follow up of In-service Training.
- 6.12 Impact of In-service Training

MASTER OF EDUCATION

SEMESTER-II

Course Code: (MED. Core: II-2)

LEARNER AND RELATED ASPECTS

Objectives

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

- ❖ understand the framework for how children learn
- ❖ critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- ❖ visualize multiple dimensions and stages of learner's development and their implications on learning
- ❖ understand the learner in terms of various characteristics
- ❖ learn the factors affecting learner's environment and assessment
- ❖ conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- ❖ conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005
- ❖ visualize the brief epistemological frame of major curricular areas.

Module-1: Factors Associated to Learning

- 1.1. Motivation
 - 1.1.1 Motivation: Meaning, Nature, Kinds, Types, Strategies to Enhance Motivation
 - 1.1.2 Need Theory and Achievement Motivation Theory of McClelland and Atkinson
 - 1.1.3 Humanistic Approach: Maslow
 - 1.1.4 Wener Attribution and Schuman's Intrinsic Motivation.
- 1.2. Information Processing
 - 1.2.1 Memory: Meaning, Process,
 - 1.2.2 Information Processing Model of Memory –Atkinson, Strategies to Improve Memory
- 1.3. Remembering and Forgetting –Inhibition Theories
- 1.4. Transfer of Learning

Module-2: Learning Types

- 2.1. Learning of Concepts, Principles, Problem-Solving and Skills, Nature, Conditions, Principles and Methods.
- 2.2. Gagne's Hierarchy of Learning Types
- 2.3. Discovery Learning: Bruner
- 2.4. Meaningful Reception Learning: Ausbel
- 2.5. Social, Cognitive, Constructivist Approach to Learning; Meaning and Steps in Observational Learning, Collaborative Learning, Team Learning, Peer Tutoring, Problem-Based Learning, Inquiry Learning, Experiential Learning, Apprentices, Dialogue and Instructional Conversations.

Module-3: Exceptional Learner and their Needs

- 3.1. Gifted Learners: Definition, Characteristics, Learning Strategies, Gifted Underachievers; Meaning, Causes, Remediation, Learning Strategies
- 3.2. Creative Children: Definition, Identification, Learning Strategies
- 3.3. Learning Disabilities: Definition, Characteristics, Types, Learning Strategies
- 3.4. Slow Learners: Definition, Characteristics, Learning Strategies
- 3.5. Learning Difficulties –Reading, Writing and Arithmetic Difficulties and Remediation.

Module-4: Testing Learners Ability

- 4.1 Measurement of Intelligence: Concept of IQ, Classification of Tests, Stanford Binet and Wechsler Scale: WISC and WAIS, RPM-Tests
- 4.2. Measurement of Creativity: Guilford and Torrance Test, Baqner Mehdis, Passi Test of Creativity.
- 4.3. Measurement of Aptitude –Concept, Types -DAT
- 4.4. Measurement of Personality: Trait and Type Approach, 16 Personality Test, MMPI, Eysencks Scale, Projective Techniques.
- 4.5. Measurement of Motivation: Achievement Motivation Test
- 4.6. Testing Problem Solving
- 4.7. Memory Tests
- 4.8. Diagnostic Tests –Norm Referenced and Criterion Referenced Test, Construction, Administration and Interpretation.
- 4.9. Sociometric Techniques

Module-5: Mental Healthy and Adjustment

- 5.1. Mental Health: Concept, Principle of Adjustment and Mental Health –Characteristics of Mentally Healthy People.
- 5.2. Stress : Concept, Sources and Management
- 5.3. Mechanism of Adjustment
- 5.4. Frustration, Conflict and Anxiety Meaning and Management
- 5.5. Therapies; Behavior Therapy, Psycho Therapy, Yoga. Behavior Modification Techniques

Module-6: Positive Psychology

- 6.1. Concept, Dimensions of Positive Psychology
- 6.2. Human Strengths: Meaning and Classification
- 6.3. Dimensions of Well Being
- 6.4. Human Virtues: Wisdom, Courage etc.
- 6.5. Emotional Intelligence: Learning the Skills
- 6.6. Positive Scheduling

Essential Readings

1. Bruner J.S., (1990) **Acts of Meaning**, Harvard University Press, Cambridge, M.A.
2. Bruner R.F., (1978) **Psychology Applied to Teaching**, Houghton Mifflin, Boston.
3. Dandapani S., (2001) **Advanced Educational Psychology**, (2nd Edition), Anmol Publications Pvt Ltd., New Delhi.
4. Gardner H., (1983) **Frames of Mind: The Theory of Multiple Intelligence**, Basic Books, New York.
5. NCTE (2009) **National Curriculum Framework for Teacher Education**, New Delhi.
6. NCERT (2005) **National Curriculum Framework**, New Delhi.
7. Piaget J., (1999) **Judgment and Reasoning in the Child**. Routledge, London.
8. Vygotsky L., (1986) **Thought and Language** (A. Kazulin, Trans), MIT Press, Cambridge, M.A.

References:

1. Ambron S.R., (1981) **Child Development**, Holt, Rinehart and Winston, New York.
2. Anderson J.R., (1983) **Rules of the Mind**, Erlbaum, Hillsdale, NJ.
3. Anderson J.R., (1983) **The Architecture of Cognition**, Harvard University Press, Cambridge, MA.
4. Barry and Johnson, (1964) **Classroom Group Behaviour**, Macmillan, New York.
5. Bower G.H., and Hilgard E.R., (1981) **Theories of Learning**, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
6. Dececo J.P., (1977) **The Psychology of Learning and Instruction**, Prentice Hall, Delhi.
7. Eason M.E., (1972) **Psychological Foundation of Education**, Rinehart and Winston, Inc., Holt, New York.
8. Grammage P., (1990) **Teacher and Pupil: Some Socio-Psychological Principles and Applications** (3rd Edition) Brown Higher Education, Pressman Little, Illinois, Scott.
9. Guilford J.P., (1967) **Nature of Human Intelligence**, McGraw Hill, New York.
10. Lieber C.M., (2002) **Partners in Learning: From Conflict to Collaboration**, Educators for Social Responsibility, Cambridge, M.A.
11. Newell A. and Simon H.A., (1972) **Human Problem Solving**, Prentice Hall, Englewood Cliffs, NJ.
12. Pintrich P.R. and Schunk D.H., (1996) **Motivation in Education: Theory, Research and Applications**, Merrill Prentice Hall, Englewood Cliffs, NJ.
13. Segal J.W., Chipman S.F., and Glaser R., (1985) **Thinking and Learning Skills: Relating Instruction to Basic Research**, (Vol. I), Erlbaum, Hillsdale, NJ
14. Synder C.R., and Shane J. Lopez, (2007) **Positive Psychology**, SAGE Publications, U.K.
15. Umadevi M.R., (2009) **Educational Psychology-Theory and Strategies of learning and Instruction**, Sathya Publications, Davangere-02, Karnataka.

MASTER OF EDUCATION

SEMESTER-II

Course Code: (MED. Core: II-3)

EDUCATIONAL STATISTICS

Objectives:

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

- ❖ Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
- ❖ Computing relevant measures of average and measures of variation.
- ❖ Examine relationship between and among different types of variables of a research study.
- ❖ Explain or predict values of a dependent variable based on the values of one or more independent variables.
- ❖ Estimate the characteristics of populations based on their sample.
- ❖ Data test specific hypotheses about populations based on their sample data use appropriate procedures to analyse qualitative data.
- ❖ demonstrate competence in the use of statistical packages for analysis of data

Module-1: Descriptive Analysis of Quantitative Data

- 1.1 Data Types: Nominal, Ordinal, Interval and Ratio Scale, Data Levels: Individual and Group Graphical Representation of Data
- 1.2 Description and Comparison of Groups: Measures of Central Tendencies and Dispersion, Assumptions, Uses and Interpretation
- 1.3 Normal Distribution: Theoretical and Empirical Distributions, Deviation from Normality and Underlying Causes, Characteristics of Normal Probability Curve and its Applications
- 1.4 Relative Positions: Percentile Rank z-scores.

Module-2: Correlation Analysis

- 2.1 Examining Relationships: Scatter Plots and their Interpretation Product Moment, Rank, Biserial, Point-biserial, Tetra-choric, Partial and Multiple Correlations
- 2.2 Linear Regression Analysis: Concept of Regression, Regression Equation, Regression Line and their Uses, Accuracy of Prediction
- 2.3 Multiple Regression: Correlation.

Module-3: Inferential Analysis of Quantitative Data-1 Parametric

- 3.1. Estimation of a Parameter: Concept of Parameter and Statistics, Sampling Error, Sampling Distribution, Standard Error of Mean
- 3.2. Testing of Hypotheses: Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, Types of Error, Levels of Significance, Testing the Significance of Difference between the following Statistics for Independent and Correlated Samples: Proportions, Means (including Small Samples) and Variances
- 3.3. Analysis of Variance and Co- variance (ANOVA and ANCOVA)-Concept, Assumptions and Uses.

Module-4: Inferential Analysis of Quantitative Data-2 Non Parametric

- 4.1. Non-parametric Statistics: Assumptions and Uses of Sign Test, Rank Test and Median Test
Analysis of Frequencies using Chi-square-Test of Goodness of Fit and Test of Independence, Contingency Co-efficient and its Uses
- 4.2. Interpretation of Qualitative Data

Module-5: Data Analysis in Qualitative and Mixed Research

- 5.1. Data Reduction, Data Display, Conclusion Drawing and Verification, Removing, Categorization and Clarification, Analysis of Visual Data, Enumeration, Identifying Relationship among Categories, Context Analysis, Content Analysis, Corroborating, Establishing Credibility.
- 5.2. Validation: Triangulation, Corroborating, Establishing Credibility.

Module-6: Computer Application in Educational Research and Analysis of Data

- 6.1. Basics of Computer –Hardware and Software
- 6.2. Criteria for Selection of Software
- 6.3. Microsoft Windows – Application of MS-Office (WORD, EXCEL, POWERPOINT, ACCESS) and Application of SSPS Software Package
- 6.4. Internet –Uses, Search Engines, E-mail, Websites, Designing Webpage
- 6.5. Computer Analysis of Data: Data Organization, Descriptive Statistics, Graphs, Multiple Regression, ANOVA.
- 6.6. Qualitative Analysis Using Computer Software.

References:

1. Conover W.J., (1971) **Practical Non-Parametric Statistics**, John Wiley and Sons Inc. New York.
2. Ferguson G., (1981) **A Statistical Analysis in Psychology and Education**, McGraw Hill, New York.
3. Gibbons J.D., (1971) **Non-Parametric Statistical Inference**, McGraw Hill, New York.
4. Glan G.V., and Hopkins K.D., (1996) **Statistical Methods in Education and Psychology**, (3rd Edition), Allyn and Bacon, Boston.
5. Guilford J.P., and B. Fruchter., (1987), **Fundamental Statistics in Education and Psychology**, (Student-Sixth edition), McGraw Hill, Tokyo.
6. Henry G.T. (1995) **Graphing Data: Techniques for Display and Analysis**. Thousand oaks, CA: Sage.
7. Howell D.C., (1997) **Statistical Methods for Psychology**, Duxbury Press, Belmont, CA.
8. Huck S.W., (2007) **Reading Statistics and Research**, Allyn and Bacon, Boston.
9. Miles M.B., and Huberman, A.M., (1994) **Qualitative Data Analysis: An Expanded Sourcebook**, Thousand Oaks, Sage, CA.

MASTER OF EDUCATION

SEMESTER-II

Course Code: (MED. Elec: II-5.1)

HIGHER EDUCATION

Objectives

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

- ❖ Acquire the knowledge of historical perspective of higher education in India.
- ❖ Understand the procedure of planning and Management of Higher Education
- ❖ Gain insight into the structure of University and its Functions.
- ❖ Acquaint with the recent trends in the Quantative and Qualitative developments in Higher Education.
- ❖ Familiarize with the Innovative approaches to instruction in Higher Education.
- ❖ Be aware of the importance and role of Distance Education in Higher Education.

Module-1: Higher Education: Its Development and Prospects

- 1.1 Development of Higher Education during Pre-Independence and Post Independence Periods
- 1.2 Aims of Higher Education
- 1.3 The Constitutional Provisions Regarding Higher Education
- 1.4 The Evolving Policy Perspectives in Higher Education
- 1.5 Higher Education through Five Year Plans
- 1.6 Higher Education in the Changing Context
- 1.7 Higher Education and Society; Higher Education and Other Systems – The State, Economic, Political, Social, Classroom Structure and Culture
- 1.8 Indian Higher Education-The Legacy; History of Higher Education – University-Theory, Concept, the Evolution of the University System, Influence of Science and Technology, Development of Indian Higher Education-Our Heritage, the Ancient University, the Advancement of British and its Impact on Development Indian Higher Education.
- 1.9 Higher Education and Development: Growth, Modernization and Development, Three Paradigms of Development. Development in the Indian Context – Higher Education and Development –Higher Education in the Knowledge Business, Higher Education for Human Resource Development, Higher Education for Leadership and Social Criticism.

Module-2: Planning and Management of Higher Education

- 2.1 Status of the Planning the Management of Higher Education
- 2.2 Structure and Organization of Higher Education in India; Types of Higher Education Institutions, Governance of University, University with Special Functions
- 2.3 University and its Structure: Organizational Structure of Universities-Statutory Bodies of the University, The University Functionaries
- 2.4 Ministries in Higher Education – MHRD, Ministry of Health, Ministry of Law, NCHR, SCIR. Agencies of Higher Education – AICTE, ICMR, ICAR, UGC, NCERT, and NUEPA. Specialized Agencies for Promotion of Research – CSIR, ICSSR, ICHR and ISRO.
- 2.5 University: An Autonomous System – Autonomy with a University, Autonomy in Relation to Outside Agencies.
- 2.6 Accountability: The Management Perspectives.
- 2.7 Administration of Higher Education at the State Level
- 2.8 Management of Institution of Higher Learning.
- 2.9 Financing of Higher Education in India – Source of Funding, Channels of Funding, Types of Grants, Mechanisms for Grants, and Problems of Funding.
- 2.10 Role and Functions of UGC: Structure of UGC.
- 2.11 University - Community Linkages

Module-3: Quantitative and Qualitative Developments In Higher Education

- 3.1 Vocationalisation of Education at the First Degree Level.
- 3.2 Recent Trends in Quantitative Development: Academic Staff Colleges - Objectives & Programmes, Autonomous Colleges – Objectives and Functioning, Emergence of Open and Distance Learning – its Objectives, Functions and Evaluation; Deemed Universities – Objectives, Functions and Evaluation.
- 3.3 Quality Assurance and Accreditation: NAAC –its Objectives and Process.
- 3.4 Internal Quality Control and Assessment.
- 3.5 Planning – Monitoring and Evaluation (PME) boards: its objective and functions in Universities.

Module-4: Instruction in Higher Education

- 4.1 Instructional System: Learning and Instruction, Concept of System, Systems Approach to Instruction, Selection of Instructional Inputs, Effectiveness and Efficiency, Role of the Teacher in the Instructional System, Structure of Annual, Semester and CBCS.
- 4.2 Input Alternatives: Teacher Controlled – Lecture, Demonstration and Team Teaching, Learner Controlled – Self Learning Method, Project Work, Group Controlled, Learning Experiences.
- 4.3 Evolving Instructional Strategies: What is Strategy? Strategies of Teaching, Determining the most Appropriate Strategy Parameters.
- 4.4 Emerging Communication and Information Technology in Higher Education.
- 4.5 Research Trends: Objectives, Scope, Emerging Areas of Research.

Module-5: Distance Education

- 5.1 Distance Education – Significance, Meaning, Concept, and Epistemology.
- 5.2 Goals and Objectives of Distance Education.
- 5.3 Growth of Distance Education Learning in India.
- 5.4 Role of DEC and IGNO in Distance Education.
- 5.5 Mode of Learning in Distance Education; SIM, Contact Programme, Tele-conferencing, ICI.
- 5.6 Distance Education Process.
- 5.7 Evaluation in Distance Education.

References:

1. Amrik Singh, (2004) **Fifty Years of Higher Education in India**, Sage Publications, New Delhi.
2. Association of India Universities, (1995) **Accountability in Higher Education**, New Delhi.
3. Association of Indian Universities, (1998) **Accountability and Autonomy in Higher Education**, New Delhi.
4. Chaube S P., (1965) **A Survey of Educational Problems and Experiments in India**.
5. Kashinath H M and Nagaraj P., (1999) **Trends and Innovations in Indian Education**, Vidhyanidhi Prakashan, Gadag.
6. Manjuka S and Yannagopal Reddy V., (1996) **Distance Education in India**, Vikas Publishers House Ltd., New Delhi.
7. Power K B and Pandu S K., (1995) **Higher Education in India: In Search of Quality**, Association of Indian Universities.
8. Reddy M G. (1997) **Higher Education in India**, A P H publishers Corporation, New Delhi.

MASTER OF EDUCATION

SEMESTER-II

Course Code: (MED. Elec: II-5.4)

INFORMATION AND COMMUNICATION TECHNOLOGY

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

- ❖ Understand the Scope of ICT and its Applications in Teaching Learning.
- ❖ Understand the Means of ICT Integration in Teaching Learning.
- ❖ Understand the Computer Components and Software and Hardware Approach in Education.
- ❖ Know the Instructional Applications of Internet and Web Resources.
- ❖ Understand the Process of Using the Application Software for Creating Documents, Database, Presentation and Other Media Applications.
- ❖ Develop Awareness About Uses of Computer Technology in Teaching Learning Training and Research,
- ❖ Understand the Process of Locating the Research Studies Available in The Internet and Use of On-Line Journals and Books,
- ❖ Understand the Utility of Professional Forums and Professional Associations in Use of Computer Technology.
- ❖ Understanding the Courseware Management System in Intranet and Internet Environments,
- ❖ Understand the Evaluation Procedure of On-Line Courseware and Off-Line Courseware.

Module-1: Information and Communication Technologies – An Introduction

- 1.1 Information and Communication Basics: Nature and Scope of a Communication System – Sender, Receiver, Message and the Medium;
- 1.2 One-to-one, One-to-many, and Many-to-many Communication;
- 1.3 Broadcast and Non-broadcast Applications – Technologies and Prospects;
- 1.4 Information and Communication Technologies in Teaching Learning: Teaching Learning Contexts and the Need for ICT Devices and Applications;
- 1.5 Critical Analysis of Teaching Aids and their Applications in Instruction and Learning;
- 1.6 Applications of Information and Communication Technologies: Classroom and ICT; Professional Development and ICT; School Management and ICT.

Module-2: Computer Fundamentals, Internet and The World Wide Web

- 2.1 Introduction to a Personal Computer: Functional Overview of a Computer (Personal Computer/Laptop/Palmtop) and its Parts and Functions; Standard Computer Accessories – Their Configurations, Connections and Functioning; Common Malfunctions of Computer Connections and Accessories – Their Identification, Troubleshooting and Rectification.
- 2.2 The Internet and the World Wide Web: Information, Services and Functions of the Internet and the Web; Connecting to and using the Web.
- 2.3 Using Search Engines and Web Utilities: Keywords and Search Strategies;
- 2.4 Synchronous and Asynchronous Communication on the Web: E-mail, Chat, Newsgroups and Forums.
- 2.5 Security Concerns Related to Interactive Content: Viewing, Disabling and Managing Interactive Content;
- 2.6 Securing the Computer from Viruses, Worms and Other Internet Attacks; Safe Internet Content.

MA - HISTORY

Gandhi and Ambedkar

Course Code: (Mis.ID:-2)

Module-1. Gandhi and Ambedkar : Views and Strategies of Struggle

Module-2. Gandhian Harjan Movement – Temple Entry – Ambedkar's Struggle and Liberalism – Ambedkar View on Social Reforms among the Depressed classes – Poona Pact and Fast unto death – Debates on Religion, Caste and Gender issue

Module-3. Dalith Movement after Independence – Recent Discourses on Gandhism and Ambedkarism.



REFERENCE:

1. Antony Coplely, "Gandhi Against the Tide"
2. Ved Mehata, "Mahatma Gandhi and his Apostles"
3. Rao R.B., "Bharat Rathua Ambedkar"
4. Dhananjaya Keer, "Dr. Ambedkar-Life and Mission"
5. Verinder Grover, "Bhimarao Ranji Ambedkar: A Biography of his vision and ideas"
6. Kadam K.N., "Dr. Baha Saheb Ambedkar and the Significance of his Movement"
7. Gandhi M.K., "An Auto Biography on the Story of my Experiments with Truth"
8. Bhikhu Parekh, "Gandhi A very short introduction"
9. Subrata Mukharjee(Ed)., "Political Ideas of Mahathma Gandhi"
10. Chandra shekhar S., "Gaudhi and Ambedkar"(Kannada Version)


REGISTRAR
Davangere University
Davangere-577 002
Karnataka State

NATIONAL COUNCIL FOR TEACHER EDUCATION
SOUTHERN REGIONAL COMMITTEE

Certificate of Recognition

In exercise of the powers conferred by Section 14 (3) (a) of the NCTE Act (1993), the SRC-NCTE is pleased to accord recognition for a period of two years to Srisaila College of Education, Harihar, Chitradurga District - 577 601 for the following courses:

Sr.	Course	Duration	Intake
1.	Bachelor of Education	One Academic Year	AS APPROVED BY GOVERNMENT UNIVERSITY FOR 1994-95, SUBJECT TO MAINTAINING STAFF:STUDENT RATIO OF 1:10

subject to fulfilling the following conditions:

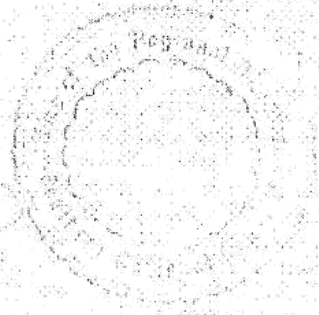
1. Qualified staff on regular pay scales to be appointed before the commencement of this Academic Year @ one for every 10 students
2. Additional norms for staff and lab are desired

The institution should see that these conditions mentioned above are fulfilled and a report submitted to enable SRC-NCTE to review the case.

All future developmental activities and appointment of teaching staff shall be according to NCTE norms.

Bangalore

Date: July 10, 1996



By order and in the name of
Southern Regional Committee,

J.R. Naidu

Regional Director


PRINCIPAL
SRISAILA COLLEGE OF EDUCATION
Vegeesh Nagar, HARIHAR - 577 601

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति

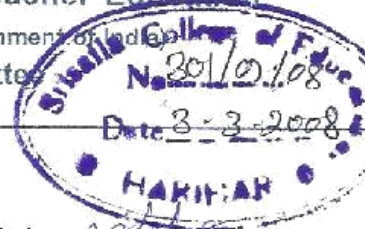


गुरुयुक्तमो वाम
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Southern Regional Committee



F.SRO/NCTE/M.Ed/2006-2007/ 18431

Date : 28/10/08

Code : APS04005

RPAD

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 **S.J.P.V.V. Peetha, Davangere District, Karnataka** has submitted an application to the Southern Regional Committee of NCTE for grant of recognition to **Sri sails College of Education, P.B. Road, Harihar-577601, Davanageri District, Karnataka** for **M.Ed** course of one year duration with an annual intake of **25 (Twenty five)** Students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the said teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratories etc for running the programme and has appointed duly qualified teaching staff as per NCTE norms.

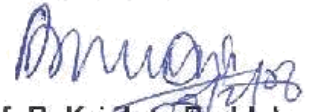
3. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to **Sri sails College of Education, P.B. Road, Harihar-577601, Davanageri District, Karnataka** for conducting **M.Ed** course of one year duration with an annual intake of **25 (Twenty five)** students under clause 7(12) of Regulations dated.13.01.2006. This order of recognition shall be prospective and take effect from the date of issue of this order, subject to fulfillment of the following:

- i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Southern Regional Committee.
- ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- iii) The institution will ensure that **One Professor, One Reader and Three Lecturers** faculty members duly approved by the affiliating University are in position for an intake of **25 students** before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately.

-- 2 --

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University / bodies, State Government etc, as applicable.
5. The institution shall make admissions only after it obtains affiliation from the examining body.
6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.
8. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition under the provisions of Section 17(1) of the NCTE Act

By order,



(Prof. B. Krishna Reddy)
Regional Director

The Manager
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.

To

The Principal
Sri saila College of Education,
P.B. Road, Harihar-577601,
Davanageri District,
Karnataka.

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Secretary Higher Education, Government of Karnataka, M.S. Building, Dr. Ambedkar Veedhi, Bangalore-560001, Karnataka
3. The Director KSEE Board, Malleshwaram, Bangalore, Karnataka.
4. The Registrar, Kuvempu University, Shimoga, Karnataka
5. The Correspondent, Sri saila College of Education, P.B. Road, Harihar-577601, Davanageri District, Karnataka .
6. The Under Secretary(CS), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi – 110002.

By order
6/11/2018
A/3/3

S.J.P.V.V. peetha.(R) Harihar
SRISAILA COLLEGE OF EDUCATION
Calender of events for the year 2013-2014

FIRST SEMESTER

SL. No	DATE	EVENTS
1	20.01.2014	commencement of first semester B.Ed class
2	20.01.2014 to 24.01.2014	Orientation to B.Ed course and first semester curriculum
3	25.1.2014	How to be successful in examination? - skills to be adopted
4	26.01.2014	Republic Day celebration
5	27.01.2014	Commencement of theory class
6	30.01.2014	Sarvodaya day
7	1.01.2014	Student union election
8	28.02.2014	Science day celebration
9	19.03.2014	Student union inauguration
10	8.03.2014	International women's day celebration
11	02.04.2014 to 19.04.2014	Microteaching & communication skills program
12	14.04.2014	Dr.B.R.Ambedkar Jayanthi celebration
13	5.05.2014 to 7.5.2014	Internal assessment test
14	10.05.2014	Co-ordination board visit preparation
15	20.05.2014	Co-ordination board visit
15	24.05.2014	Last working day
16	25.05.2014	Study holidays for 1 st semester B.Ed exam
17	05.06.2014 to 13.06.2014	First semester theory exam


Principal,

SECOND SEMESTER

SL.No	DATE	EVENTS
1	03.07.20014	Commencement of second semester classes
2	03.07.20014	Orientation to second semester B.Ed curriculum
3	04.07.2014 to 05.07.2014	Orientation about practice teaching
4	07.07.2014	Practice teaching school headmasters and teachers meeting
5	08.07.2014	Visit to practice teaching schools to bring units and time table.
6	09.07.2014	Orientation and guidelines to write lesson plans
7	10.07.2014 to 12.07.2014	Demonstration lessons in different methods by teacher educators
8	17.07.2014 to 30.08.2014	Block practice teaching
9	15.08.2014	Independence day celebration
10	01.08.2014	Commencement of theory classes
11	05.09.2014	National teachers day celebration
12	08.09.2014	International literacy day celebration
13	16.09.2014	International ozone day celebration
14	29.09.2014 to 01.10.2014	Citizenship training camp
15	02.10.2014	Mahathma Gandhi Jayanthi celebration
16	08.10.2014	Maharshi valmiki Jayanthi

Principal

Srisaila College of Education
Vasudha Kurnam.

17	28.10.2014 to 31.10.2014	Internal assessment test
18	01.11.2014	Kannada Rajyotsava
19	20.11.2014 to 23.11.2014	Preparation for co-ordination board
20	24.11.2014	Visit of co-ordination
21	29.11.2014	Valedictory programme
22	29.11.2014	Last working day
23	30.11.2014 to 9.12.2014	Study holiday for second semester B.Ed exam
24	10.12.2014 to 24.12.2014	Second semester theory examinations


Principal,
Srisaila College of Education
Vagesha Nagara,
HARIHAR - 577 001.



SRISAILA COLLEGE OF EDUCATION, HRIHAR

B.Ed . RESULT OF THE YEAR-2013-14

Sl.No.	Reg.No.	Name of the Candidate		Marks Scored in I Semester (For)	Marks Scored in II Semester (For)	Aggrigate Marks (For)	Aggrigate Percentage
1	E4530201	AALYA NAIK .L.M.	SC	454	571	1025	73.21
2	E4530202	AISHWARYA .R.L.	3B	445	593	1038	74.14
3	E4530203	AMRINTAJ	2B	429	563	992	70.86
5	E4530205	ANJANEYA C.N.	2A	462	596	1058	75.57
6	E4530206	ARATHIBAI J	SC	493	619	1112	79.43
7	E4530207	ARPITHA S.	2A	514	661	1175	83.93
8	E4530208	ARUNKUMAR K.M.	3B	449	610	1059	75.64
9	E4530209	ASHOKARAJA B.V.	GM	505	661	1166	83.29
10	E4530210	ASHWINI B.N.	GM	529	638	1167	83.36
11	E4530211	ASHWINI MUDDAPPALAVAR	3B	428	589	1017	72.64
12	E4530212	ASIYA PARVEEN Y	2B	500	591	1091	77.93
13	E4530213	AVINASH MUDDANNANAVAR	3B	512	611	1123	80.21
14	E4530214	AYESHA KHANUM	2B	526	664	1190	85.00
15	E4530215	BHAGYASHREE K.M.	3B	489	633	1122	80.14
16	E4530216	BI BI AYESHA	2B	522	633	1155	82.50
17	E4530217	CHANDRAKALA HULAGINAHOLE	ST	499	623	1122	80.14
18	E4530218	CHANDRAPPA HATTIHORI	2A	479	584	1063	75.93
19	E4530219	CHANDRU A.V.	3B	507	650	1157	82.64
20	E4530220	CHANNABASPPA.K.	OBC	453	596	1049	74.93
21	E4530221	DIVYABHARATHI C.	SC	497	615	1112	79.43
22	E4530222	DURGABHARATHI Y	SC	425	579	1004	71.71
23	E4530223	FAKKIRAPPA YALGHOLI	2A	445	591	1036	74.00
24	E4530224	G.MAMATHA	3B	476	645	1121	80.07
25	E4530225	GANGADHARA A.M.	3B	463	603	1066	76.14
26	E4530226	GANGAVVA VENKATESHAPPA KUNNUR	ST	446	575	1021	72.93
27	E4530227	GEETHA P.H.	2A	451	601	1052	75.14
28	E4530228	GIRISH .K.	GM	423	595	1018	72.71
29	E4530229	GIRISHA S.	2A	432	608	1040	74.29
30	E4530230	JYOTI CHOUDAPPALAVAR	3B	479	612	1091	77.93
31	E4530231	KANCHANA S.	SC	461	622	1083	77.36
32	E4530232	KANEKAL SAMEERA BEGUM	2B	493	619	1112	79.43
33	E4530233	KANNAL CHANDRAPPA	SC	422	600	1022	73.00
34	E4530234	KHADEERA IAN URF CHANDNI	2B	471	651	1122	80.14
35	E4530235	KHAMUNNISA A. KATHARI	2B	400	553	953	68.07
36	E4530236	KIRANA GAYAKAWAD	3B	497	623	1120	80.00
37	E4530237	MADHUSHREE N.M.	GM	470	573	1043	74.50
38	E4530238	MAHABOOR F. KOUSER	2B	495	626	1121	80.07
39	E4530239	MALA LAMANI	SC	427	551	978	70.00
40	F4530240	MALATA ERESHIMI	2A	408	572	980	70.00
41	E4530241	MALATESH . GUGRI	3B	494	648	1142	81.57
42	E4530242	MALATESH UDAGATTI	3B	478	627	1105	78.93
43	E4530243	MALLIKARJUNAPPA M.B.	GM	377	539	916	65.43
44	E4530244	MAMATHA K.	3B	484	653	1137	81.21
45	E4530245	MANIULA B.	GM	459	616	1075	76.79
46	E4530246	MANJULA D	SC	390	583	973	69.50
47	E4530247	MANJUNATH P.D.	GM	426	617	1043	74.50
48	E4530248	MANJUNATHA .G.H.	SC	453	644	1097	78.36
49	E4530249	MANNATHA KEM	SC	451	647	1098	78.37

51	E4530251	NAZHAT PARVEEN KHANUM H.N.	2B	459	624	1083	77.36
52	E4530252	NEELAKANTHAPPA	SC	391	512	903	64.50
53	E4530253	NEELAMMA ANVERI	3B	453	569	1022	73.00
54	E4530254	NEELUFAR FATHIMA	2B	415	574	989	70.64
55	E4530255	NIJAGUNAMURTHI	SC	459	640	1099	78.50
56	E4530256	PAVAN KUMAR H.S.	C1	450	573	1023	73.07
57	E4530257	PRAGATHI RAVINDRA PHATAK	GM	505	652	1157	82.64
58	E4530258	PRASHANTHA H.S.	3B	457	616	1073	76.64
59	E4530259	PRATIBHA KOPPAD	3A	444	596	1040	74.29
60	E4530260	PREMA K.	SC	403	556	959	68.50
61	E4530261	RADHAMMA N.	SC	486	616	1102	78.71
62	E4530262	RAMAPPA BARKI	C1	504	621	1126	80.36
63	E4530263	REKHA	SC	491	585	1076	76.86
64	E4530264	RENUKA H.R.	2A	453	557	1010	72.14
65	E4530265	RUHEENA TABASSUM	2B	462	600	1062	75.86
66	E4530266	SAKRAPPA BADIGER	2A	454	587	1041	74.36
67	E4530267	SAMEENA BANU A.	2B	480	619	1099	78.50
68	E4530268	SAMIYA BANU	2B	430	620	1050	75.00
69	E4530269	SANDEEP GODAPATTI	3A	412	539	951	67.93
70	E4530270	SANGEETA LAMANI	SC	434	602	1036	74.00
71	E4530271	SANJAY KUMAR D.T.	GM	449	562	1011	72.21
72	E4530272	SANTHOSHA MUDUKAMMANAVARA	S.T.	500	650	1150	82.14
73	E4530273	SAVITA KALAL	C1	493	602	1095	78.21
74	E4530274	SHABANA BANU K.A.	2B	491	638	1129	80.64
75	E4530275	SHARANAPPA	ST	454	593	1047	74.79
76	E4530276	SHIVAGANGA K.M	3B	495	622	1117	79.79
77	E4530277	SHIVAKUMAR GUTTENAPPANAVAR	3B	419	549	968	69.14
78	E4530278	SHIVARAJ GADIGEPPA KUSAGATTI	2A	502	635	1137	81.21
79	E4530279	SHRUTI ATHADAKAR	GM	476	615	1091	77.93
80	E4530280	SIDDESH. G.H.	3B	484	602	1086	77.57
81	E4530281	SOUMYA V.	GM	501	657	1158	82.71
82	E4530282	SUMA H.D.	2A	500	644	1144	81.71
83	E4530283	SUMA M. MADEGODRA	3B	441	637	1078	77.00
84	E4530284	SUMA M. MALIYAPPANAVAR	GM	529	671	1200	85.71
85	E4530285	SUNITHA B.	3B	513	634	1147	81.93
86	E4530286	SUPRITHA AJARFDY	GM	443	615	1058	75.57
87	E4530287	SWAMILINGAPPA H.P.	3B	482	655	1137	81.21
88	E4530288	TANZEEM BANU	2B	414	548	962	68.71
89	E4530289	TARANNUM BANU M.H.	2B	485	630	1115	79.64
90	E4530290	THASEEN BANU T.	2B	519	586	1105	78.73
91	E4530291	THIPPESH H.M.	2A	471	603	1074	76.71
92	E4530292	UMESHA D.	2A	521	667	1188	84.86
93	E4530293	VANITHA K	GM	425	575	1000	71.43
94	E4530294	VEENA A.C.	3B	473	613	1090	77.86
95	E4530295	VEENA FLIGAR	ST	434	589	1023	73.07
96	E4530296	VEERESH S.B.	GM	431	563	994	71.00
97	E4530297	VIJAYALAKSHMI C.	3B	493	598	1091	77.93
98	E4530298	VISWANATHAYYA SOGIMATH	3B	493	653	1146	81.86
99	E4530299	YASMEEN TAJ . S.	2B	485	597	1082	77.29
100	E4530300	ZARMINA FIRDOSE	2B	508	660	1168	83.43

DEPARTMENT OF P.G. STUDIES IN EDUCATION (M.Ed.)
Srisaila College of Education, Harihar -577 601
M.Ed - (2013-14)

Sl. No.	Register No.	Student Name	Marks Scored in I Semester (for)	Marks Scored in II Semester (for)	Aggrigate Percentage
1	13MED201	Annapoorna.H.	425	485	75.83
2	13MED202	Basavaraja.M.M.	374	453	68.91
3	13MED203	Chethana.N.	430	469	74.91
4	13MED204	Geeta Hiremath.	416	485	75
5	13MED205	Geetha.U.	396	438	69.5
6	13MED206	Hina Kouser.	394	433	68.91
7	13MED207	Jyothi.M.	439	491	77.5
8	13MED208	Kubcrappa.M.	418	477	74.5
9	13MED210	Mamatha.R.	383	412	66.25
10	13MED211	Prashantha.H.D.	345	436	65
11	13MED212	Prathibha.N.	389	452	70
12	13MED213	Sham Sundar.L.S.	311	395	58.8
13	13MED214	Sujatha.H.M.	360	410	64.16
14	13MED215	Suneeta Kusagur.	403	476	73.25
15	13MED216	Veena Chalageri.	401	493	74.5


 /Principal
 M.Ed. COURSE
 Sri Saila College of Education
 HARIHAR-577601.

Sri Saila College of Education, Harihara.
B.Ed. Group & Individual - I SEMESTER - Time Table-2013-14

Periods	1	2	3	4	5	6
Timings	10.15 To 10.30	11.30 to 12.30	12.30 to 1.30	2.30 to 3.30	3.30 to 4.30	4.30 to 5.30
Monday	P	CC.I.3 KM-BRG EM-MVH	CC.I.1 KM-SGS EM- MNM	Chem-BRG/Eng-HMH/ Kan-KV/Phy-MVH	CCMI.6 Bio-BRG/His- SGS/ Math -MVH	SUPW-SGS
Tuesday	R	CC.I.2 KM- MVH EM- BRG	CC.I.3 KM- HMH EM-KV	CCMI.6 Bio-BRG/His- DTM/ Math -MVH	CCMI.5 Chem- BRG/EngHM/Kan -KV/Phy-MVH	Tutorial BRG/MVH/KV/MJH
Wednesday	A	CC.I.3 KM-MNM EM-SGS	CC.I.1 KM-BRG EM-MVH	CC.I.4 -Basavaraj	CC.I Spoken English (HMH)	PT-I-4 (MJH)
Thursday	Y	CC.I.1 KM- HMH EM- BRG	CC.I.1 KM- HMH EM- KV	CCMI.6 Bio-BRG/His- SGS/ Math -MVH	CCMI.5 Chem- BRG/EngHM/Ka n-KV/Phy-MVH	(A)Computer Practical-KV (B)Psychology Practical- MVH
Friday	E	CC.I.3 KM-SGS EM-	CC.I.2 KM- BRG EM- MVH	CCMI.5 Chem-BRG/Eng-HMH/ Kan-KV/Phy-MVH	CCMI.6 Bio-BRG/His- DTM/SGS Math -MVH	(B)Computer Practical (A)Psychology Practical- BRG
Saturday	R	PE-MJH	CCA. (M.J.H)	-----	-----	-----

1. KM-Kannada Medium. 2. EM- English Medium.

- Staff:- 1. SGS:- Smt. Sharadamma .S.G -08
 2. BRG:- Sri.Gurudeva B.R - 15
 3. MVH:- Smt.Harshalatha M.V -15
 4. KV:- Dr. Venkatesha.K - 13
 5. HMH:- Sri. Hanumanagoudar-09
 6. VSH:- Sri. Hiremath, V.S-02
 8. NM - Mis. Madhumati N.M.
 9. DTM - Sri Manjunath .D.T.-02

Group. Roll. No
 A 01to 50
 B 51to 100

Principal,
Sri Saila College of Education,
Vageecha Nagara,
HARIHAR - 577 500

CONFIDENTIAL


Srisaila College of Education, Harihar.
B.Ed. Group & Individual - II SEMESTER Time Table-2013-14

	1	2	3	4	5	6
Monday	10.00 to 10.30 Prayer - MJH	11.30 to 12.30 CC1.2 KM-MVH EM-KV	12.30 to 1.30 CC.1.3 KM-VSH EM-SGS	2.30 to 3.30 CCM-1.5 Chem-BRG/Eng-HMH Kan-KV/Phy-MVH	3.30 to 4.30 CCM-1.6 Bio-BRG/His-MDT Math-MVH	4.30 to 5.30 Tutorial BRG/MVH/KV/MJH
Tuesday	Prayer - MJH	CC1.1 KM-KV EM-HMH	C.C1.2 KM-MVH EM-BRG	CCM-1.6 Bio-BRG/His-MDT Math-MVH	CC.11.4-EVG(KV) P&HE - MJH	Library B-SUPW-KV C-Psychology Practicals-MVH D-PE-MJH
Wednesday	Prayer - MJH	C.C1.2 KM-BRG EM-MVH	CC.1.1 KM-HMH EM-KV	CC11.4-EVG(BRG) P & H.E -(MJH)	CCM1.5 Chem-BRG/Eng-HMH Kan-KV/Phy-MVH	Library A-SUPW-SGS B-Psychology Practicals-BRG C-PE-MJH
Thursday	Prayer - MJH	C.C1.2 KM-MVH EM-BRG	CC.1.3 KM-SGS EM-MNM	CCM-1.6 Bio-BRG/His-SGS Math-MVH	CC.11.4-EVG(KV) P&HE - MJH	Library D-SUPW-KV A-Psychology Practicals-MVH B-PE-MJH
Friday	Prayer - MJH	CC1.1 KM-HMH EM-KV	CC.1.2 KM-BRG EM-MVH	CCM1.5 Chem-BRG/Eng-HMH Kan-KV/Phy-MVH	CC.11.4-EVG(BRG) P&HE - MJH	Library C-SUPW-SGS D-Psychology Practicals-MVH A-PE-MJH
Saturday	8.45 to 09.00 Prayer - MJH	9.45 to 10.00 PE -MJH	10.00 to 11.00 Personality Development (HMH)	11.00 to 12.00 CCA.- MJH	12.00 to 01.00 Chem-BRG/Eng-HMH Kan-KV/Phy-MVH	01.00 to 02.00 Bio-BRG/His-SGS Math-MVH

1. Kannada Medium. 2. English Medium.

- CC-II-1-Current trends and Challenges in Secondary Education.
- CC-II-2:- Psychology of Learning and Evaluation
- CC-II-3:- Educational Management.
- CC-II.4:- EVG/P&HE
- CCM-II.5:- Chemistry/English/Kannada/Physics.
- CCM-II.6:- Biology/Mathematics. /History


Principal
Srisaila College of Education
 Vegeesha Nagar,
 Harihar - 577 006

.....

CONFIDENTIAL

DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION


Srisailla college of Education, Harihar-577601.

TIME TABLE - M.Ed. I SEMESTER(2014-15)

Day/Time	10.30 to 11.30AM	11.30 to 12.30PM	12.30 to 1.30PM	1.30 to 2.30PM	2.30 to 3.30PM	3.30 to 4.30PM	4.30 to 5.30PM	
Monday	Education As A Field of Study - [SK]	Learner and the Learning Process - [MNM]	Methodology of Educational Research - [VVP]	L U N C H B R E A K	Instructional Technology - [MNM]	School Education - [KCS]	SEMINAR - [SK]	
Tuesday	Learner and the Learning Process - [SK]	Methodology of Educational Research - [VVP]	Education As A Field of Study - [SK]		Instructional Technology - [MNM]	School Education - [KCS]	SEMINAR - [MNM]	
Wednesday	Education As A Field of Study - [SK]	Learner and the Learning Process - [MNM]	Methodology of Educational Research - [VVP]		Instructional Technology - [MNM]	School Education - [KCS]	SEMINAR - [KCS]	
Thursday	Education As A Field of Study - [SK]	Learner and the Learning Process - [MNM]	Methodology of Educational Research - [VVP]		Instructional Technology - [MNM]	School Education - [KCS]	Instructional Technology (Practical) - [MNM]	
Friday	Learner and the Learning Process - [SK]	Methodology of Educational Research - [VVP]	Education As A Field of Study - [SK]		Instructional Technology - [MNM]	Elective [SGS]	Learner and the Learning Process (Practical) - [MNM]	SEMINAR - [VVP]
Saturday	Instructional Technology - [MNM]	Elective [SGS]	School Education - [KCS]					

SGS - Smt.S.G.Sharadamma.
SK - Dr.Shivakumar Kabbur.
KCS - Mr.K.C.Shivaraj.

MNM - Miss.Madhu Malathi.M.N.
VVP - Mr.Venkatesh.V.Pujar.


Principal,
Srisailla College of Education,
Vagecocha Nigera,
HARIHAR - 577 601

DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION

Srisailla college of Education, Harihar-577601.

TIME TABLE - M.Ed. II SEMESTER(2014-15)

Day / Time	10.30 to 11.30AM	11.30 to 12.30PM	12.30 to 1.30PM	1.30 to 2.30PM	2.30 to 3.30PM	3.30 to 4.30PM	4.30 to 5.30PM	
Monday	Learner And Related Aspects [MNM]	Higher Education [SKC]	Information & Communication Technology [MNM]	L U N C H B R E A K	Teacher Education [SK]	Seminar [SGS/MNM]	LIBRARY	
Tuesday	Learner And Related Aspects [SK]	Educational Statistics [VVP]	Higher Education [SKC]		Teacher Education [SGS]	Seminar [SK/VVP]	Dissertation Guidance	
Wednesday	Information & Communication Technology [MNM]	Educational Statistics [VVP]	Learner And Related Aspects [MNM]		Teacher Education [SK]	Higher Education [SKC]	LIBRARY	
Thursday	Information & Communication Technology [MNM]	Teacher Education [SK]	Learner And Related Aspects [MNM]		Higher Education [SKC]	Educational Statistics [VVP]	Dissertation Guidance	
Friday	Educational Statistics [VVP]	Learner And Related Aspects [SK]	Teacher Education [SGS]		Information & Communication Technology [MNM]	Higher Education [SKC]	SPORTS	
Saturday	10.30 to 11.30AM	11.30 to 12.30PM	12.30 to 1.30PM		Inter Disciplinary Elective Paper [HSR]	Inter Disciplinary Elective Paper [HSR]	Inter Disciplinary Elective Paper [HSR]	
	Information & Communication Technology [MNM]	Educational Statistics [VVP]	Dissertation Guidance					

SGS - Smt.S.G.Sharadamma.
SK - Dr.Shivakumar Kabbur.
VVP - Mr.Venkatesh.V.Pujar.

MNM - Miss.Madhu Malathi.M.N.
KCS - Mr.K.C.Shivaraj.

HSR - Dr.Rakesh.H.S.


Principal,
Srisailla College of Education,
Vageechu Nagar,
HARIHAR - 577 601

ಪ್ರತಿಕ್ರಮಣ ಪ್ರತಿ

ವೇಳಾ ಪತ್ರಿಕೆ

ಶಾಲೆ : Shri Lakshya English medium High School

ದಿನಾಂಕ 17-7-2014

ಕ್ರ. ಸಂ.	ವಿದ್ಯಾರ್ಥಿ-ಶಿಕ್ಷಕರ ಹೆಸರು	ಅವಧಿ	ತರಗತಿ ಮತ್ತು ವರ್ಗ	ವಿಷಯ	ಶಿಕ್ಷಕ	ಷರಾ
1	MAHABOOB E. KOUBER	7 th	8 th A	English	Sr. C.V. Ramana	<u>Shri Lakshya</u>
2	KHADEERA JAN URF CHANDNI	5 th	9 th A	Social	India from 9 th to 14 th Century	<u>Shri Lakshya</u>
3	NEELUFAR FATHIMA	4 th	9 th B	English	My Beginnings	<u>Neel</u>
4	KHATMUNNISA A. KATHARI	5 th	8 th B	Social	Ancient civilisations of the world	<u>Khatmunnisa</u>
5	TARANNUM BANU M.H	5 th	9 th A	Maths	Square roots	<u>Tarannum</u>
6	NAZHAT PARVEEN KHANUM HN	5 th	9 th B	Maths	Factorisation	<u>Nazhat</u>
7	RUHEENA TABASSUM	5 th	8 th A	Physics	Energy & its forms	<u>Ruf</u>
8	YASMEEN TAJ-S	6 th	8 th A	Maths	Factorisation	<u>Yasmeen</u>
9	PAVAN KUMAR H.S	2 nd	9 th B	Physics	Nature light	<u>H.S.</u>
10	BANTAY KUMAR. DT	3 rd	8 th B	Maths	Square roots	<u>B.T.</u>
11	ARATHI BAZ J	6 th	9 th B	Chemistry	Study of chemicals in our daily life	<u>Arathi</u>
12	SAMEENA BANU A	3 rd	8 th A	Biology	Study of cells	<u>Sameena</u>
13	BHAGYASHREE K.M	4 th	9 th A	Biology	Classification of living organisms	<u>Bhagya</u>

Principal

Srisaila College of Education
Vijaynagar, HARIHAR

ಶಿಕ್ಷಕರು / ಮುಖ್ಯೋಪಾಧ್ಯಕ್ಷರು ಸಹಿ

ಶಿಕ್ಷಕರು

ಶಿಕ್ಷಕರು / ಉಪನಾಯಕರು ಸಹಿ



SRISAILA COLLEGE OF EDUCATION, HARIHAR

(Affiliated to Davangere University)

ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಹರಿಹರ
(ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜಿತಗೊಂಡಿದೆ)

Scheme of Evaluation

ಪಾಠ ವಿಚಕ್ಷಣೆಯ ಮೌಲ್ಯಮಾಪನ

Name: Tarannum Banu . M.H. Date: 17/7/14
ಹೆಸರು: ದಿನಾಂಕ:
School: Giriraj . H.S Standard: 9th
ಶಾಲೆ: ತರಗತಿ:
Subject: Mathematics * Topic: Perfect and Non perfect
ವಿಷಯ: ಬೀಜಗಣಿತ:

1. Lesson Plan
ಪಾಠ ಯೋಜನೆ (ಅಂಕ 01) All the steps are followed by the teacher. ^{Squares}
2. Introduction
ಪೀಠಿಕೆ (ಅಂಕ 01) Ask questions according to the level of students.
3. Dev. of the Lesson
ಪಾಠ ಬೆಳವಣಿಗೆ (ಅಂಕ 02) Too simple. Tg aids were used different concept. Discussion was done.
4. Content
ಪಠ್ಯವಸ್ತು (ಅಂಕ 01) Content was well organised.
5. Teaching Aids
ಬೋಧನಾ ಉಪಕರಣಗಳು (ಅಂಕ 01) Tg aids were good in number and attractive. (cardboard must be stiff)
6. Pupil-Teacher Interaction & Class Management
ವಿದ್ಯಾರ್ಥಿ-ಶಿಕ್ಷಕರ ಅನ್ವೇಷಣಾ ಕ್ರಿಯೆ ಮತ್ತು ತರಗತಿ ನಿರ್ವಹಣೆ (ಅಂಕ 01) P-T Interaction was good. Class must be managed well. Dont allow students to talk.
7. Evaluation
ಮೌಲ್ಯಮಾಪನ (ಅಂಕ 01) Evaluation was done at regular intervals.
8. Personality
ಪ್ರಶಿಕ್ಷಕರ ವ್ಯಕ್ತಿತ್ವ (ಅಂಕ 02) Personality was good. Voice was clearly audible.

Principal
Srisaila College of Education
(Giriraj, Harihar)
Yagachha Nagar
HARIHAR - 577 001

8/10

ವಿಚಕ್ಷಕ ಸಹಿ.



SRISAILA COLLEGE OF EDUCATION, HARIHAR

(Affiliated to Davangere University)

ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಹರಿಹರ
(ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜಿತಗೊಂಡಿದೆ)

Scheme of Evaluation

ಪಾಠ ವಿಚ್ಛೇದನೆಯ ಮೌಲ್ಯಮಾಪನ

Name: Pawan Kumar H.S. Date: 17/7/14
 ಹೆಸರು: Pawan Kumar H.S. ದಿನಾಂಕ: 17/7/14
 School: Girisraj H.S. Standard: 9th
 ಶಾಲೆ: Girisraj H.S. ತರಗತಿ: 9th
 Subject: 9th physics Topic: Theories of light.
 ವಿಷಯ: 9th physics ತೀರ್ಪು: Theories of light.

1. Lesson Plan (ಅಂಕ 01) *Lesson plan is good.*
2. Introduction (ಅಂಕ 01) *It was done by asking questions on previous knowledge of students.*
3. Dev. of the Lesson (ಅಂಕ 02) *B.B work was o.k.*
4. Content (ಅಂಕ 01) *Improve handwriting. Content organisation was good.*
5. Teaching Aids (ಅಂಕ 01) *R.R.B - avoid spelling mistake. Show T9 aids at right time. Examples, distance.*
6. Pupil-Teacher Interaction & Class Management (ಅಂಕ 01) *be bold, manage class room properly.*
7. Evaluation (ಅಂಕ 01) *Probing was done to get answers.*
8. Personality (ಅಂಕ 02) *Personality of the student tr. was o.k, body language voice - to be improved.*

Principal
 Srisaila College of Education
 ಪಾಠ ವಿಚ್ಛೇದನೆಯ ಮೌಲ್ಯಮಾಪನ
 HARIHAR - 571 304

6/10

ವಿಚ್ಛೇದಕರು

CONFIDENTIAL

Sample Questionnaires for Feedback from Students
 Affiliated / Constituent Colleges

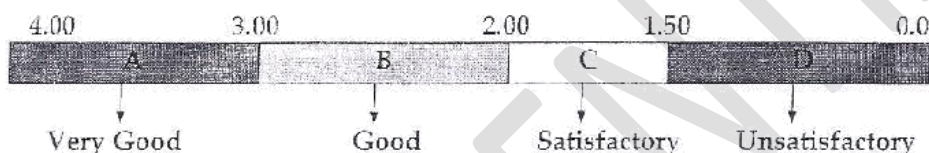
Questionnaire No. 1
 College XYZ

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material (Library)		✓		
7. Extent of effort required by students		✓		
8. Overall rating		✓		

27/5/15
Principal,
 Srisaila College of Education
 Harihar, Karnataka

CONFIDENTIAL

SRISAILA COLLEGE OF EDUCATION, HARIHAR.

STUDENTS' ASSESSMENT OF THE FACULTY

Name of the Teacher: Mr. Gurudev B.R.

Date:

Dear students!

We would like to have your sincere and honest opinion on some of the aspects of our teachers' Subject Knowledge, Course Planning and Organisation, Presentation and Communication skills, Classroom Management, Assessment practices, Personal and Professional qualities. Kindly express your opinion on a 5 point scale by putting a tick mark (✓) against your choice.

Sl. No	Item	Always	Often	Sometimes	Rarely	Never
I	Planning and Organisation					
1	Are the teacher's lectures well organized?	✓				
2	Is the subject matter presented in a logical sequence?		✓			
3	Does the teacher enter the class well-prepared?	✓				
4	Is the teacher clear about the plans while teaching?	✓				
II	Presentation/Communication					
1	Does the teacher motivate the students?	✓				
2	Does the teacher speak clearly and audibly?		✓			
3	Does the teacher relate the importance of content taught with real life situations?	✓				
4	Does the teacher show resourcefulness in teaching?		✓			
5	Does the teacher make use of innovative techniques (as and when required) apart from lecturing in the class?		✓			
6	Does the teacher give current information related to the content in the class?	✓				
7	Does the teacher ask thought provoking questions?		✓			
8	Does the teacher ensure learners' understanding?	✓				
9	Does the teacher appreciate learners' responses?	✓				
10	Does the teacher summarize the topic before moving on to the next topic?		✓			
11	Does the teacher make the teaching interesting?	✓				
III	Assessment					
1	Does the teacher evaluate the students continuously?		✓			
2	Is the feedback given after evaluation?		✓			
3	Does the teacher take up any remedial measures accordingly?	✓				

Santhappa & Co.,
Chartered Accountants

'Ganesh Complex', Behind Hotel Darshan,
P. B. Road, DAVANGERE - 577 002.
Tel. Off : 08192-231672, 231673. Fax : 231674

AUDITOR'S REPORT

We have audited the attached Balance Sheet of **SRISAILA COLLEGE OF EDUCATION, HARIHAR** as at 31st March 2013 and also the annexed Income & Expenditure Account and Receipts and Payments Account for the year ended on the date incorporating the accounts of the **COLLEGE**. These financial statements are the responsibility of the management of the College. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted the audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We further report that:

- a) We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for the purposes of the audit;
- b) The Balance Sheet, Income and Expenditure Account and Receipts and Payments account dealt with by this report are in agreement with the books of accounts;
- c) In our opinion proper books of accounts have been kept by the College so far as it appears from our examination of those books.
- d) In our opinion and to the best of our information and according to the explanations given to us, the statement together with the schedules attached and read with the Accounting Policies and Notes Forming Part of Accounts give a true and fair view:
 - I) In the case of Balance Sheet, of the state of affairs as at 31st March 2013
 - and
 - II) In the case of Income & Expenditure Account, of the excess of **EXPENDITURE OVER INCOME (DEFICIT)** for the year ended on that date.

for **SANTHAPPA & CO.,**
Chartered Accountants,
CAI FR No. 03564S

**SRISAILA COLLEGE OF EDUCATION
HARIHAR
BALANCE SHEET AS ON 31.03.2013**

SCHEDULE REF NO	PARTICULARS		AS ON 31.03.2013	AS ON 31.03.2012
1	A - SOURCE OF FUNDS:			
	FUND ACCOUNT:			
	As per last Balance sheet	7,890,606.28		
	Add: Development fee	191,000.00		
	U G C Womens Building Hostel	487,500.00		
	UGC Grants additional Assistances	1,350,000.00		
	Ugc Income (Sale of Tender forms)	1,500.00	9,920,606.28	7,890,606
	SJPVV PEETHA (R)			
	As per last Balance sheet	8,385,918.46		
	Less: Paid during the Year	210,000.00	8,175,918.46	8,385,918
	CURRENT LIABILITIES:			
	Sundry Liabilities:(D.E)		345,447.25	325,713
D C E ACCOUNT:				
As per Last Balance Sheet	3,352.66			
Add: Salary Grant received	6,669,719.00			
Interest	7,450.00			
	6,680,521.66			
Less: Salary Paid	6,108,523.00			
Bank Commission	28.00	571,970.66	3,353	
	TOTAL SOURCE OF FUNDS		19,013,942.65	16,605,591
2	B - APPLICATION OF FUNDS:			
	FIXED ASSETS:			
	GROSS BLOCK		9,432,274.90	8,955,988
	LESS: Depreciation to Date		3,163,942.38	3,034,631
			6,268,332.52	5,921,357
	CURRENT ASSETS:			
	Cash on hand	151.35		1
	Cash at Bank			
	State Bank of Mysore 14/3132	55,907.94		135,731
	SBIC & 10611328600 -DCE	571,970.66		3,353
DHUC Bank SB A/C NO 1279	478,930.02		382,225	
Corporation Bank A/c No 12481	218,674.50		346,682	
Canara Bank S.B A/c No 42088	1,638,191.00	2,963,825.47	244,743	
3	DEPOSITS & ADVANCES:			
	SUNDRY ADVANCES:		1,217.35	1,217
	Telephone Deposit	2,600.00		2,600
	Electricity Deposit	3,560.00	6,160.00	3,560
	INCOME & EXPENDITURE ACCOUNT			
	As per last Balance sheet	9,564,122.31		
	Add: Deficit for the year	210,285.00	9,774,407.31	9,564,122
	TOTAL APPLICATION OF FUNDS		19,013,942.65	16,605,591

**SRISAILA COLLEGE OF EDUCATION
HARIHAR
RECEIPTS & PAYMENTS FOR THE YEAR ENDED 31.03.2013**

SCHEDULE REF NO	PARTICULARS		YEAR ENDED 31.03.2013
	A: RECEIPTS		
	OPENING BALANCE:		
	Cash on hand	1.35	
	Cash at Bank		
	State Bank of Mysore 14/3132	135,730.94	
	SBI S B A/C NO 10611328600	3,352.66	
	DHUC Bank SB A/C NO 1279	382,225.02	
	Corporation Bank A/c No 12481	346,681.50	
	Canara Bank S.B A/c No 42088	244,743.00	1,112,734.47
	Development Fee		191,000.00
4	FEE COLLECTIONS:		498,375.00
	Salary Grants		6,669,719.00
7	OTHERS ACCOUNTS:		1,679,660.00
	UGC Grants additional Assistances	1,350,000.00	
	U G C Womens Building Hostel	487,500.00	
	Ugc Income (Sale of Tender forms)	1,500.00	1,839,000.00
	Interest on S B	38,120.00	
	Interest on S B D C E	7,450.00	45,570.00
	TOTAL RECEIPTS		12,036,058.47
	B-PAYMENTS:		
	SALARY		6,108,523.00
	From Grant		
	From Management	191,873.00	
	Admission Fee Remitted to Govt	2,000.00	
	Audit fee	10,643.00	
	Bank commission	2,200.00	
	Citizenship Training Camp.	36,800.00	
	Contingency	280.00	
	Electrical charges	44,920.00	
	E-TDS Service Charges	3,400.00	
5	Interest on S B Accumalated Remitted To Govt	16,645.00	
	Miscellaneous Expenses	120,407.00	
	Post & Telegraph	2,500.00	
	Post box Renewal expenses	150.00	
	Printing & Stationery	5,848.00	
	Professional Tax	2,800.00	
	Reading Room	12,618.00	
	Records and Registers	19,812.00	
6	Repairs & Maintenance	12,372.00	
	Sports Expenses	132.00	
	Telephone Charges	9,569.00	
	Tuition Fee Remitted to Govt	122,500.00	617,469.00
	Bank Commission D C E		28.00
	Library Books	13,057.00	
	UGC Womens Hostel Building, Costruction	483,230.00	476,207.00
7	OTHERS ACCOUNTS:		1,659,926.00
	S J P V V PEETHA @		210,000.00
	CLOSING BALANCE:		

SRSAILA COLLEGE OF EDUCATION
HARIHAR

SCHEDULE -2

DETAILS OF FIXED ASSETS AND DEPRECIATION FOR THE YEAR ENDED 31.03.2013

Sl. No.	ASSETS	AS ON 01.04.2012	COST		DELETIONS FOR THE YR.	TOTAL 31.03.13
			BEFORE SEPT.	AFTER SEPT.		
1	Wall Clock	250.00				250.00
2	Furniture	1,042,505.85				1,042,505.85
3	Typewriter	9,964.30				9,964.30
4	Photophone Projector	12,751.03				12,751.03
5	Stencil Machine	520.00				520.00
6	Psycho Lab Equipment	46,363.20				46,363.20
7	Fan	23,185.00				23,185.00
8	Cycle	762.00				762.00
9	Library Books	367,905.72	13,057.00			380,962.72
10	Library Automation	50,000.00				50,000.00
10	Duplication Machine	115,500.00				115,500.00
11	Television	78,812.00				78,812.00
12	Computers & Accessories	753,978.80				753,978.80
13	Xerox	76,400.00				76,400.00
14	Ups	56,172.00				56,172.00
15	Equipment	340,551.00				340,551.00
16	Water Purifier	12,240.00				12,240.00
17	Bicycle	1,600.00				1,600.00
18	Vacuum Cleaner	9,200.00				9,200.00
19	Maps & Charts	14,216.00				14,216.00
20	Video Projector & Accessory	127,500.00				127,500.00
21	Aircon Refrigerator	67,600.00				67,600.00
22	Building	126,234.00				126,234.00
23	Water cooler	19,467.00				19,467.00
24	Digital Camera	28,918.00				28,918.00
25	Laboratory Building (UGC Grant)	314,225.00				314,225.00
26	Sports Materials(UGC Grant)	306,454.00				306,454.00
27	Fax Machine(U GC Grant)	10,000.00				10,000.00
28	Womens Hostel Building-(UGC Grant)	3,767,155.00	463,230.00			4,230,385.00
29	Library Books (UGC GRANTS)	273,075.00				273,075.00
30	Mikset	5,200.00				5,200.00
31	UGC Canteen Building	344,915.00				344,915.00
32	Generator	105,489.00				105,489.00
33	Utensils	1,000.00				1,000.00
34	Computers & Accessories-UGC GRANT	182,500.00				182,500.00
35	C CT V Video Camera-UGC GRANT	5,500.00				5,500.00
36	Ups- UGC GRANT	39,000.00				39,000.00
37	Equipment-UGC GRANT	218,879.00				218,879.00
	TOTAL	8,955,987.90	476,287.00	-	-	9,432,274.90

Sl. No.	PARTICULARS	RATE OF DEPN.	DEPRECIATION				
			AS ON 31.03.12	FOR THE YEAR	AS ON 31.03.13	AS ON 31.03.2012	AS ON 31.03.2013
1	Wall Clock	-	-	-	-	250.00	250.00
2	Furniture	15%	747,893.48	44,192.00	792,085.48	294,812.37	250,420.37
3	Typewriter	15%	9,839.74	19.00	9,858.74	124.56	105.56
4	Photophone Projector	20%	12,734.86	3.00	12,737.86	18.17	13.17
5	Stencil Machine	10%	509.40	1.00	510.40	10.60	9.60
6	Psycho Lab Equipment	20%	27,372.45	3,798.00	31,170.45	18,990.75	15,192.75
7	Fan	10%	7,105.99	1,608.00	8,713.99	16,079.01	14,471.01
8	Cycle	20%	759.93	-	759.93	2.07	2.07
9	Library Books	10%	237,791.72	14,317.00	252,108.72	130,114.00	128,854.00
	Library Automation	50%	42,000.00	4,800.00	46,800.00	8,000.00	3,200.00
10	Duplication Machine	10%	83,023.62	5,248.00	88,271.62	52,476.38	47,228.38
11	Television	20%	65,726.23	2,617.00	68,343.23	13,085.77	10,468.77
12	Computers & Accessories	25%	680,462.05	18,379.00	698,841.05	73,516.75	56,137.75
13	Xerox	10%	55,901.82	2,060.00	57,961.82	66,690.46	16,690.46
14	Equipment	10%	30,266.73	2,591.00	32,857.73	25,905.27	23,014.27
15	Water Purifier	10%	279,845.55	12,141.00	291,986.55	60,705.45	48,564.45
16	Bicycle	10%	8,782.95	346.00	9,128.96	3,457.04	3,111.04
17	Vacuum Cleaner	10%	1,098.10	50.00	1,148.10	501.90	451.90
18	Maps & Charts	20%	8,212.23	198.00	8,410.23	987.77	789.77
19	Video Projector & Accessory	15%	9,755.18	446.00	10,201.18	4,460.82	4,014.82
			95,067.31	4,865.00	99,932.31	32,432.69	27,567.69

**SRISAILA COLLEGE OF EDUCATION
HARIHAR**

YEAR ENDED:31.03.13

SCHEDULE NO: 1
DETAILS OF SUNDRY LIABILITIES:

Particulars	Amount Rs
Techno Craft Automation A/c, Nagpur	15,000.00
Staff TBS	1,183.85
Provident fund	33.40
Contractor F S D	158,383.00
S.W.F. FEES	705.00
T.W.F. FEES	405.00
NFTW Fees	105.00
Extraboarding & Lodging	29,400.00
Eligibility fees.(Refundable)	10,310.00
Profession Tax.	150.00
Karnataka Minority Devl.Co.,B'I.	19,900.00
G.S.L.I.Premium-Payable.	6,731.00
Labour Welfare Scholarship A/c.	2,200.00
	345,447.25

SCHEDULE NO: 3
DETAILS OF SUNDRY ADVANCES

Particulars	Amount Rs
TBS at Post Office	1,183.85
PF at Post Office	33.50
TOTAL	1,217.35

SCHEDULE NO 4
DETAILS OF FEE COLLECTIONS:

Particulars	Amount Rs
Tuition fee	318,500.00
Admission Fee	1,900.00
Reading Room	9,100.00
Library	13,650.00
Medical	4,550.00
Examination Fee(College level)	9,100.00
Arts & Drawings	6,825.00
Records & Register	18,200.00
Laboratory Fee	4,620.00
Sports Fee	6,825.00
Citizen Training. Camp Fee	36,400.00
Magazine Fee	4,550.00
Maintenance of Equipment Fee	45,500.00
Education Technology Fee	7,280.00
SUPW Fee	11,375.00
Total	498,375.00

SCHEDULE NO:5
DETAILS OF MISCELLANEOUS EXPENDITURE

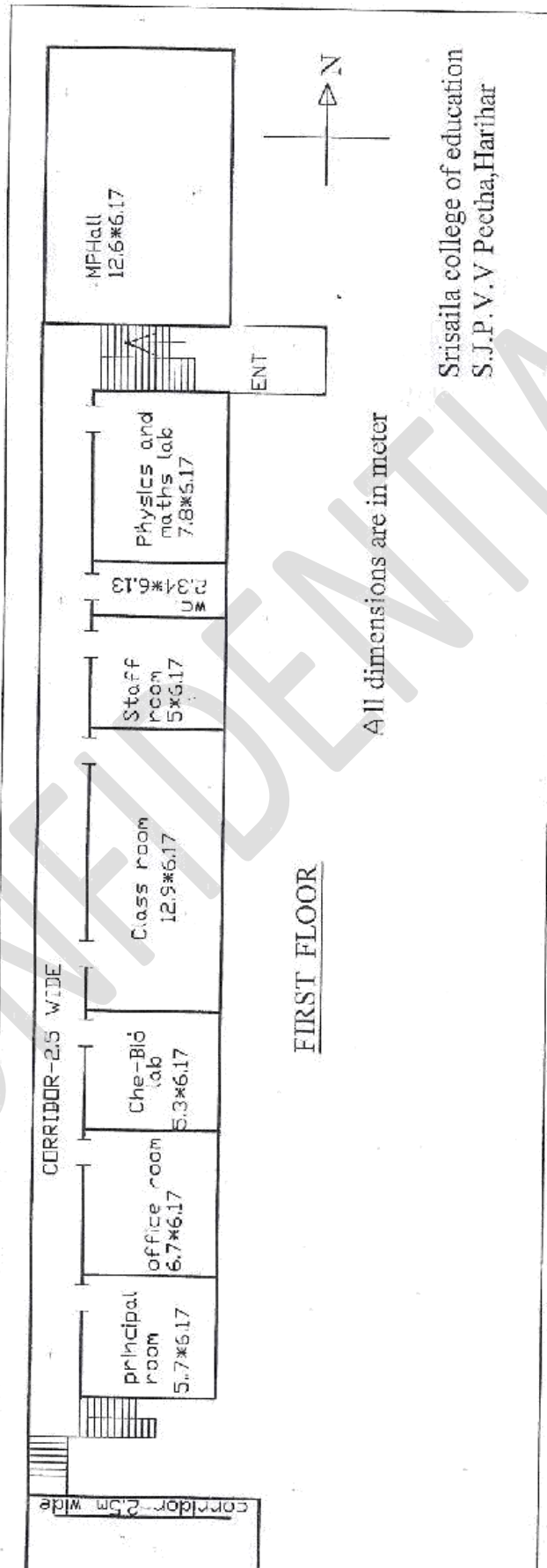
Particulars	Amount Rs
Medical Examn., Fees.	2,860.00
Internet Charges	2,940.00

SRISAILA COLLEGE OF EDUCATION
HARIHAR

YEAR ENDED:31.03.13

SCHEDULE NO 7
DETAILS OF OTHERS ACCOUNTS

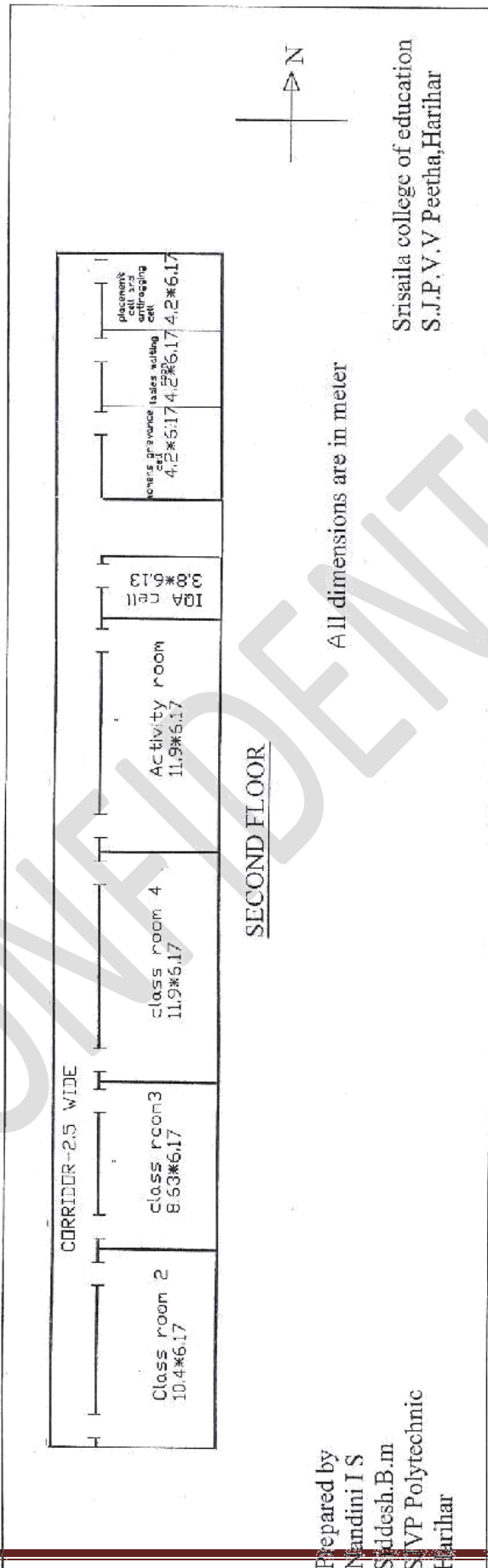
Particulars	RECEIPTS	PAYMENTS
	Rs	Rs
S.W.F. FEES	570.00	735.00
T.W.F. FEES	570.00	735.00
Extraboarding & Lodging	68,200.00	41,200.00
Sc S T Scholarship	132,882.00	166,184.00
Income Tax	358.00	358.00
M.J. Halaswamy.	4,000.00	4,000.00
Dr:Shivakumar Kabbur	36,800.00	36,800.00
B.Ed., Examination Fees.	114,355.00	114,355.00
Smt.S,G,Sharadamma.	6,500.00	6,500.00
Uni Content Fee	13,510.00	13,510.00
Uni Registration fee	42,750.00	42,750.00
Uni Admission Fee	29,815.00	29,815.00
Uni E C A	9,500.00	9,500.00
Uni Carrer Guidance	1,425.00	1,425.00
Uni Devepment fee	14,250.00	14,250.00
Red Cross	4,750.00	4,750.00
Scouts and Guides	1,425.00	1,425.00
Poor Students Fund	1,425.00	1,425.00
Student Safety Insurance	1,900.00	1,900.00
Penalty	600.00	600.00
Eligibility fees.(Refundable)	16,900.00	18,350.00
VAT A/c	522.00	522.00
Loss of fee Income.	131,180.00	131,180.00
Income Tax	250,542.00	250,542.00
Pratical Examn.Remuneration.A/c.	1,040.00	1,040.00
B.Ed., Examination Remuneration	1,900.00	1,900.00
L.I.C. Premium	291,916.00	291,916.00
Profession Tax.	31,250.00	31,100.00
Family Welfare Fund.	1,560.00	1,560.00
G.S.L.I.Premium	14,220.00	14,220.00
Karnataka Minority Devl.Co.,B'l.	79,650.00	59,750.00
Karnataka Minority Devl.Scholarship.	21,800.00	21,800.00
G.S.L.I.Premium-Payable.	19,666.00	12,935.00
Centralised Admission Cell	237,485.00	237,465.00
Labour Welfare Scholarship A/c.	2,200.00	-
Income Tax	9,977.00	9,977.00
Sales Tax	17,817.00	17,817.00
TOTAL	1,679,660.00	1,659,926.00



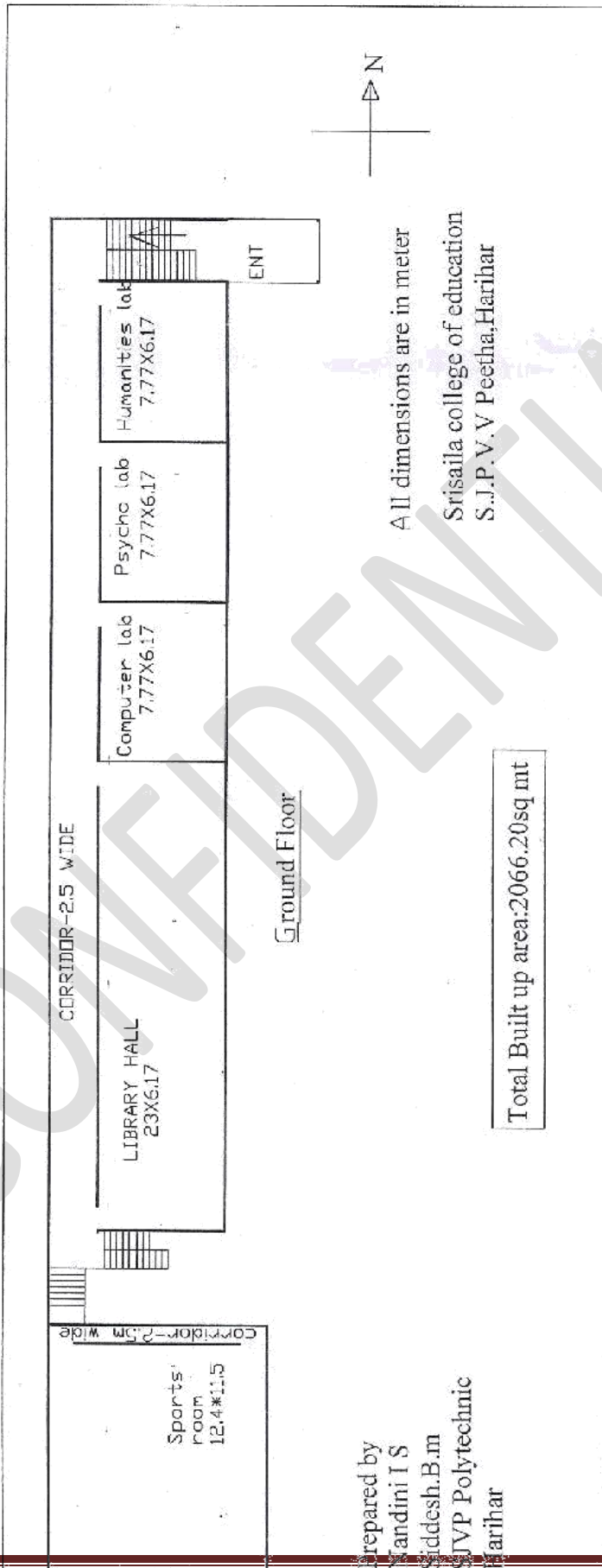
Srisaile college of education
S.J.P. V. V Pectha, Harihar

Principal
Srisaile College of Education
Vageesha Nagar
HARIHAR - 577 208

CONFIDENTIAL



27/5/15
Principal,
Srisaile College of Education
Vaggechu Hagar
S.J.P. V. V Peetha



Prepared by
Tandini I S
Siddesh.B.m
SVP Polytechnic
Harihar

Siddesh 19/5
Head of The Department
Dept. of Civil Engg.
S.J.V.P. Polytechnic
HARIHAR-577601.

Pandine 19/5

27/5/15
Principal,
Srisailla College of Education
Vengalaha Nagar,
HARIHAR - 577601

College



CONFIDENTIAL

Principal Chamber



Staff Meeting



CONFIDENTIAL

Conference Hall



CONFIDENTIAL

Library



CONFIDENTIAL

Biometric



Journals



Rank Holders

ಶ್ರೀ.ಜಿ.ಪಂ.ವಿ.ವಿದ್ಯಾಪೀಠ (ಲಿ)
ಶ್ರೀಶೈಲ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಹರಿಹರ.
ಪ್ರತಿಭಾ ಫಲಕ

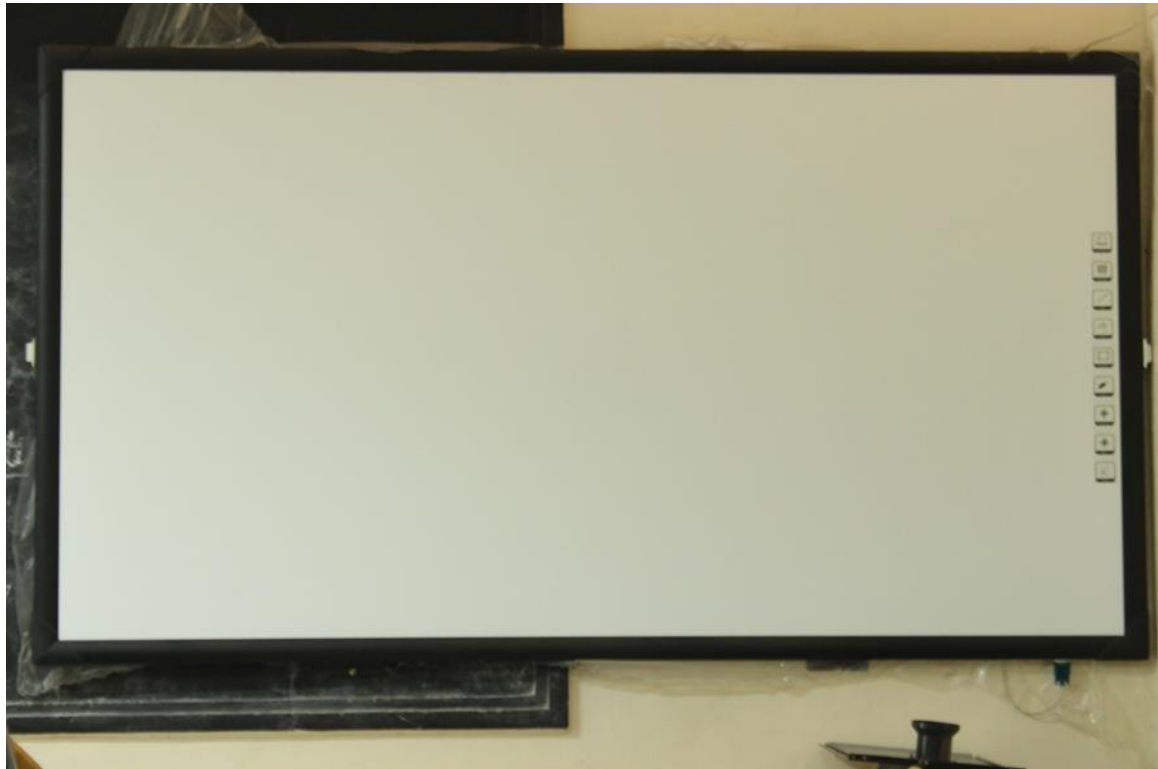
ಕ್ರ.ಸಂ/ ಸ್ನಾತಕೋತ್ತರ ವರ್ಷ	ಅಧ್ಯಾಪಕರ ಹೆಸರು.	ಗ್ರಾಂ ಶಿಕ್ಷಣ	ಸೇವಾಬಲಕವಳಿ	ಶೇಷವಾತು.
1. 1977-78	ಶ್ರೀಮತಿ ನಿರ್ಮಲಾ ಕೆ.ತಾಂಬೆ.	ಗ್ರೀಷ್ಮ	878	73-12.
2. 1987-88	ಶ್ರೀ ಮಜೆರ್ ಫುಸೇನ್ ಆರ್.ಜಿ.	ಹತ್ತು	541	67-63.
3. 1990-91	ಕು.ಜ್ಯೋತ್ಸಾ ವೈ.	ಪ್ರಭಮ	607	75-88.
4. 1993-94	ಕು.ಸುಧಾ ಎನ್.	ಬಿದು	739	73-90.
5. 1993-94	ಕು.ಪ್ರಿಯದರ್ಶಿನಿ ಐ.ಎಂ.ಸಿ.	ಏಳು	733	73-30.
6. 1995-96	ಕು.ಶೋಭಾ ಜಿ.ಎಲ್.	ಆರು	785	78-50.
7. 1997-98	ಕು.ಲಾಲಿಣಿ ಪಾಟೀಲ್.	ನಾಲ್ಕು	843	84-30.
8. 1998-99	ಕು.ಲಲಿತಾ ಆರ್.ಮಹಾಜನ ಶಿಬಿ.	ಪ್ರಭಮ	858	85-80.
9. 1998-99	ಶ್ರೀಮತಿ ಅನುಪಮಾ	ಬಿದು	847	84-70.
10. 1998-99	ಕು.ಪಲ್ಲವಿ ಬಿರುದ	ಹತ್ತು	827	82-70.
11. 1999- 2000	ಕು.ಜಿವಳಿ ಸಬಾನಾಬಾನು ಮಹಮ್ಮದ್ ಹನಿಫ್.	ತೃತೀಯ	871	87-10.
12. 1999- "	ಶ್ರೀ ಪ್ರಕಾಶ್ ಬಿ.	ಎಂಟು	849	84-90.
13. 2001-02	ಕು.ಅನಿತಾ ಸಿ.ಜಿ.	ಆರು	864	86-40.
14. 2001-02	ಕು.ಶಿವಲೀಲಾ ಹೆಚ್.ಡಿ.	ಹತ್ತು	858	85-80.
15. 2003-04	ಶ್ರೀ ಫ್ರಾನ್ಸಿಸ್ ಫರ್ನಾಂಡಿಸ್.	ದ್ವಿತೀಯ	864	86-40.
16. 2004-05	ಕು.ಲಜ್ಜಾ ಸಿ.	ಐದು	852	85-20.
17. 2004-05	ಕು.ಭಾಗ್ಯ ಸುಮಂಗಲ .	ನೈಟು	850	85-00.
18. 2006-07	ಶ್ರೀ ಸ್ಟೀವನ್ ಪಿ. ಸಾ.	ಪತ್ತು	643	64-03.

Computer Lab



CONFIDENTIAL

Smart Board



CONFIDENTIAL

CTC- Inaguration





CONFIDENTIAL

Guest Speech





Yoga Class









Jaadhu





Actives









Students Speech



Guest Lecturer



Dinner



CONFIDENTIAL