BENGALURU CENTRAL UNIVERSITY
Department of Education
Bengaluru, Karnataka-560001

REGULATIONS AND SYLLABUS
4 Year Integrated B.A. B.Ed. Programme

CBCS - SEMESTER SCHEME

With Effect From
2018-19
PREAMBLE

Quality and excellence, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken related to academic reforms in the university and college system. These reforms mainly include introduction of semester scheme, grading system, Choice-Based Credit system, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer and credit accumulation. This has been welcomed by universities and many of them initiated changes in their academic practices.

Choice –based credit system

Choice –based credit system has several unique features. Enhanced learning opportunities, ability to match students’ scholastic needs and aspirations, inter-institution transferability of students, part-completion of the academic programme in institution of enrolment and part-completion in a specialized institution.

The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively-elevating students, institutions and higher education system in the country to newer heights.
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Core Subjects

Part 1: Languages

English ..............................................................................................................................
Hindi ..............................................................................................................................
Kannada ........................................................................................................................

Part 2: Disciplinary Courses

Political Science ...........................................................................................................
Economics .....................................................................................................................
History ...........................................................................................................................
Sociology .......................................................................................................................

Part 3: Educational Courses

Nature and purpose of Education ..................................................................................
ICT in Education .........................................................................................................
Critical Reading and Expository Writing ......................................................................
Childhood, adolescence and growing up ......................................................................
Language Across Curriculum ......................................................................................
Health and Physical Education ....................................................................................
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Pre- Internship Activities

Gender, School and Society

School Internship Programme

Education and National Concern

School Internship Programme

Post-internship Activities

Action Research Project

Part 4: Foundation Course/ Skill Development

Acknowledgements
Regulations governing the Programme

1. Programme and Duration:
The course Integrated Programme of Teacher Education titled ‘Bachelor of Arts Education’ (B.A.B.Ed) degree programme. The programme will be of four years duration organized on the semester pattern with 2 semesters in a year (CBCS Pattern). Each semester will consist of 16 weeks of instruction excluding examination.

1.1 Equivalence:
The course contents related to History/Economics/Political Science/Sociology in B.A.B.Ed. are equivalent to that of respective subjects offered in B.A. (HEP/HES) of Bengaluru Central University. The course contents related to education components in B.A.B.Ed. are equivalent to B.Ed. course of Bengaluru Central University. The degree B.A.B.Ed. is equivalent to B.A. and B.Ed. degrees of the Bengaluru Central University. Students who pass this course are considered eligible to pursue Masters Degree in the respective subjects in the Departments of the Bengaluru Central University.

2. Eligibility for admission to B.A.B.Ed

2.1 Candidates seeking admission to the B.A.B.Ed programme should have passed the two years Senior Secondary examination/ Pre-University examination of Karnataka or any other examination considered as equivalent thereto, with 45% marks in the aggregate. Relaxation upto 5% of marks shall be given to the SC/ST, Category-1 and physically challenged students.

2.2 (a) Candidates should have passed the qualifying examination with the following combinations of subjects – English, Regional Language and any two of the following subjects: History, Economics, Political Science and Sociology.

2.3 Admission shall be regulated through selection on the basis of marks in the qualifying examination or performance in a specially designed selection test or both as per the admission policies of Bengaluru Central University from time to time. The selection test shall consist of Multiple Choice Questions with equal weightage to the three content areas of the combination of subjects at PUC/+2 level/CBSE/ISC.

2.4 A candidate seeking admission for B.A.B.Ed programme must fulfill the eligibility criteria as per the directives of Government of Karnataka from time to time.
3. **Allocation of seats**

3.1 College shall admit all the candidates allotted by the Government of Karnataka.

3.2 For filling the other seats the respective colleges shall select the candidates following eligibility criteria as envisaged in Regulations 2.1 to 2.4.

3.3 The college should get the selected candidates both under Government and Management quota within the last date fixed for admission by the Bengaluru Central University

3.4 The total intake of all colleges shall be as fixed by Bengaluru Central University / Government of Karnataka from time to time.

4. **Scheme of Instruction:**

Details of courses and scheme of study, duration etc, are provided in Table 1& 2.

Courses of Study are organized into five categories:

- a) Disciplinary course
- b) Hard Core
- c) Soft Core
- d) Electives
- e) Enhancing Professional Capacities (EPC)
- f) Foundation, skill development and interdisciplinary courses

4.1 **Disciplinary Course**

For B.A.B.Ed: History/Economics/Sociology or History/Economics/Political Science

4.2 **Hard Core**

Comprises of courses that are mandatory for all students:

- a) Regional Language: Any one of the following languages – Kannada/ Hindi .
- b) English
- c) 14 courses in Education

4.3 **Soft Core**

Two pedagogy courses

One stream offered:

- a) Pedagogy of Language and Pedagogy of Social Science

The programme also includes a comprehensive school attachment programme; the internship in teaching.

4.4 **Electives**

Comprises of one education course (Guidance and Counseling/ Education for Peace/ Education of children with special needs)
4.5 Enhancing Professional Capacities (EPC)
These are mandatory courses and comprise of 8 courses meant for a teaching professional.

4.6 Foundation, skill development and interdisciplinary courses
These are mandatory courses for every student.

5. Attendance:

Every student has to attend a minimum of 75% of the classes conducted in each course. If a candidate has failed to put in a minimum of 75% attendance in a course, she/he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. She/he has to attend the classes of that course in the subsequent years whenever it is offered after registering for the same course.

6. Medium of Instruction
The Medium of Instruction is either English or Kannada. Student Teachers can opt for English or Kannada medium schools for internship. Student teachers are allowed to write theory examination either in English or Kannada.
# 7. Course structure of B.A.B.Ed

## PANORAMA OF THE COURSES OF EIGHT-SEMESTERS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
<th>Instruction hrs per week</th>
<th>Duration of exam</th>
<th>IA marks</th>
<th>Term marks</th>
<th>Total marks</th>
<th>Credits</th>
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<tr>
<td>3 Subjects (HES; HEP)</td>
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<td>3x4+3x3</td>
<td>3x3</td>
<td>3x50</td>
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<tr>
<td>Edcn (HC:6 Courses; SC:2 Courses; EPC:4 Courses)</td>
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<td>1x4+2x2</td>
<td>1x3 + 2X1.5</td>
<td>1X30+2X15</td>
<td>1X70+2 X35</td>
<td>1X100+2 X50</td>
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<tr>
<td>FC/SDC</td>
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<td>1x1</td>
<td>1x1.5</td>
<td>1x15</td>
<td>1x35</td>
<td>1X50</td>
<td>1X1</td>
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</table>

| Total 38                                         | 900    | 18                       |

| **b) V/VI Semester**                              |        |                          |                  |          |            |             |         |
| Part 2                                           |        |                          |                  |          |            |             |         |
| 3 Subjects (HES; HEP)                             | 3      | 3x4+3x3                  | 3x3              | 3X50     | 3x100      | 3x150       | 3x3     |
| Part 3                                           |        |                          |                  |          |            |             |         |
| Edcn (HC:4 Courses; SC:2 Courses; EPC:2 Courses) | 2      | 2x4+1x2                  | 2X3+ 3X1.5       | 2X30+3X15| 2X70+3 X35| 2X100+3 X50| 2x2+3x1 |
| Part 4                                           |        |                          |                  |          |            |             |         |
| FC/SDC                                           | 1      | 1x2                      |                  |          |           |             |         |

| Total 38                                         | 850    | 17                       |

| **c) VII/VIII Semester**                          |        |                          |                  |          |            |             |         |
| Part 2                                           |        |                          |                  |          |            |             |         |
| 3 Subjects (HES; HEP)                             | 3      | 3x3+3x3                  | 3x3              | 3X50     | 3X100      | 3X150       | 3x3     |
| Part 3                                           |        |                          |                  |          |            |             |         |
| Edcn (HC:2 Courses; EPC:2 Courses)               | 2      | 2X2+Internship           | 2x1.5            | 2X15+1X200| 2X35+1 X50| 2X50+(25 0)| 2x1+5   |

| Total 800                                         | 6900   | 138                      |
8. Change of Stream:
Once chosen, change of stream is not permissible under any circumstances during
that or subsequent semesters.

9. Scheme of Examination:
9.1 There shall be a University Examination at the end of each semester.
9.2 Detailed Scheme of Examination along with course titles and break up of marks
course-wise is as given below

B.A-B.Ed.
Scheme of Examination
Table 2

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<th>Course code</th>
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<td>70</td>
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<td>EPC8</td>
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<td>50</td>
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</table>
10. Conduct of Examination

10.1 Internal assessment:
The internal assessment marks shall be based on a variety of assessment, strategies and tools to assess with processes and products.

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

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

10.3 Question Paper setting for external examination

There shall be a separate Board of Examiners for each subject for preparing, scrutinizing and approving the question papers and scheme of valuation for the use at the next examination/s.

11. Minimum for a Pass:

11.1 No candidate shall be declared to have passed the Semester Examination as the case may be under Part I / Part II / Part III unless he/she obtains not less than 35% marks in written examination and 40% marks in the aggregate of written examination and internal assessment put together in each of the subjects, 40% marks in practical examination (in subjects with practicals) and 40% marks in Project work & viva wherever prescribed.

11.2 If a candidate fails in a subject, either in theory or in practicals, he/she shall appear for that subject only at any subsequent regular examination, within the maximum period prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practicals separately) as stated in para (11.1) above.

12. Carry Over:

A candidate who fails in a lower semester examination may go to the higher semester. However, no candidate shall be permitted to take the a) fifth semester examination unless he/she passes all the papers of the first semester examination and b) No candidate shall be permitted to take the sixth semester examination unless he/she passes all the papers of the first and second semester examinations.

13. Grading:

The results of successful candidates at the end of all Four Semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or cumulative grade point average (CGPA) for the award of B.A/B.Ed or B.Sc/B.Ed.
14. Declaration of classes on the basis of Percentage of Aggregate Marks

First Class with Distinction 70 % and above (A+, A++ or O)
First Class 60% and above but less than 70% (A)
Second Class 55% and above but less than 60% (B+)
Pass Class 50% and above but less than 55% (B)

14.1 Each semester result shall also be declared in terms of grades. A six point grading system which based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

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

14.2 The semester Grade point Average shall be computed by dividing the sum of the Grade Point weights (GPW) of all the subjects of study by the maximum credits for the semester. The Grade Point Weights are intern calculated as the product of the grade points earned in the subject and the credits assigned to that subject. The maximum total marks in a subject of study is 100, while the credit assigned is 2.

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

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

15. Rejection of Results

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

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

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

15.4 A candidate who rejects the result is eligible for only class and not for ranking.

16. Provision for Appeal

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized can approach the grievance cell with the written
submission together with all facts, factual and all the assignments, test papers etc. which were evaluated. He/She can do so before the semester-end examination (based on 2 continuous assessment components already completed) or after the semester-end examination. The grievance cell is empowered to review the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend to take disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance Cell is final.

The Registrar (Evaluation) will be the Chairman and Convenor of the Grievance Cell. For every subject there will be one grievance cell. The composition of the Grievance Cell is as follows:

1. Three senior faculty members (other than those concerned with the evaluation of the paper concerned) drawn from the Department/ discipline and /or from the sister departments/ sister disciplines.
2. Three senior faculty members/subject experts drawn from outside the University Department.
3. The Registrar (Evaluation) ex-officio Chairman/Convenor.
4. The Dean of the respective faculty.
5. Additional lady faculty member (in case not covered by 1,2,3,4,6 and 7).
6. Additional faculty member from a minority community (in case not covered by 1,2,3,4,5 and 7) and
7. The Chairman, BoS, Chairman, DoS and Chairman, BoE.

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an appeal to the Grievance Cell.

17. Academic Monitoring Committee

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

18. Marks Cards:

The marks card shall be laminated after affixing the hologram only when a candidate passes (at the time of passing) all papers of a particular semester.

19. Barring of Simultaneous Study

19.1 No student admitted to a degree course in a college under the jurisdiction of this university, shall be permitted to study simultaneously in any other course leading to a degree (regular, evening, morning) offered by this university.

19.2 If a candidate gets admitted to more than one course, the university shall cancel without giving prior notice his/her admission to all the courses to which he/she has joined.
20. **Transfer of Admission**: Transfer of admissions permissible only for III and V semesters for the students of other universities and within the University.

20.1 **Conditions for transfer of admission of students within the University.**

i) His/Her transfer admission shall be within the intake permitted to the college.

ii) Availability of same combination of subjects studied in the previous college.

iii) He/She shall fulfill the attendance requirements as per the University Regulation.

iv) He/She shall complete the programme as per the regulation governing the maximum duration of completing the programme.

20.2 **Conditions for transfer admission of students of other Universities.**

i) A Candidate migrating from any other University may be permitted to join III/V semester of the degree programme provided he/she has passed all the subjects of previous semesters/years as the case may be. Such candidates must satisfy all other conditions of eligibility stipulated in the regulations of Bengaluru Central University.

ii) His/Her transfer admission shall be within the intake permitted to the college.

iii) He/she shall fulfill the attendance requirements as per the University Regulation.

iv) The candidate who is migrating from other Universities is eligible for overall class and not for ranking.

v) He/She shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

21. **Miscellaneous:**

21.1 These revised regulations will apply to the candidates admitted for the academic year 2017-18 and onwards for the courses mentioned in Regulation No.1.0 above.

21.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.

21.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.
Integrated Teacher Education Programme (UG)

Choice Based Credit system (CBCS)
B.A.B.Ed. Four year Syllabus

Sememster Scheme

With effect from 2018-19

BENGALURU CENTRAL UNIVERSITY
Department of Education
Bangalore -560001
Part 1 Languages
I SEMESTER
Language English
1st Semester B A/B Sc

Question Paper Pattern for 1st Semester B A/B Sc- and all other programmes where the text book *Experience and Expression* are prescribed to conform to the changed CBCS adopted by Bangalore University(70[ Semester Examination] + 30[CIA])

DEPARTMENT OF ENGLISH
SYLLABUS UG
ENGLISH- I SEMESTER
(General and Additional English)
FOR THE YEAR 2018-19

List of lessons for I Semester B.A. and other courses coming under the Faculty of Arts.

POETRY

1. Don’t look into the Vanity Bag  Vaidehi
2. A Few words on the Soul  Wislava Szymborska

PROSE

1. The Axe R.K.Narayan
2. Our Teacher Masti Venkatesha Iyengar
3. After Twenty Years  O’Henry
4. The Day My World Changed  Malala Yusuf
5. Three Great Hearts Resolve a Problem  Abdul Kalam
6. A Letter From Her Father  Prakash Padukone

Grammar and Composition.

1. Vocabulary Building: Diminutives OR One-word substitutes, Rearrangement of the Words in a Sentence, Synonyms and Antonyms.

2. Basic Language Skills: Correction of Errors in the Sentences (errors may be pertaining to the use of articles, prepositions, tense of the verb), Question forms: Confirmative questions, Informative questions and Questions Tags, Punctuations.

3. Reading Skills: Reading Comprehension using Unseen Passage.

4. Writing Skills: Describe the Given Picture, Paraphrase a short poem, Translation from English to Kannada and vice versa (as part of suggested activity meant for teaching exercises only, not to be tested in examination. This to encourage students to prepare themselves for competitive examinations which are making space for testing of skills in translation)
QP Pattern

I Semester Integrated B. A. B.Ed Examination, January 2019

(CBCS) (2014-2015 and onwards)

English Paper 1

Time: 3 h

Max Marks: 70

Part A – Literary Component: 40 Marks

Question No I: The student will be required to answer any five out of seven:

5x2 = 10

Question No II: The student will be required to answer any three out of five:

3x5 = 15

Question No III: The student will be required to answer any one out of three:

1x10 = 10

Question No IV: Do as Directed

5 Marks

Part B – Workbook Component: 30 Marks

Question No V: (On Remedial Grammar) 7 Marks

Question No VI (Reading Comprehension) 5 marks

Question No VII (Paragraph Writing – Choice between two exercises)

5 Marks

Question No VIII (Note Making) 05 Marks

Question IX (Do as Directed): 08 Marks
Question Paper Pattern for 2\textsuperscript{nd} Semester B A/BSc and all other programmes where the text books \textit{Experience} and \textit{Expression} are prescribed to conform to the changed CBCS adopted by Bangalore University (70[Semester Examination] + 30[CIA])

\textbf{Part A – Literary Component: 40 Marks}

Question No I: The student will be required to answer any five out of seven: 5x2=10

Question No II: The student will be required to answer any three out of five: 3x5=15

Question No III: The student will be required to answer any one out of three: 1x10=10

Question No IV: Do as Directed 5 Marks

\textbf{Part B – Workbook Component: 30 Marks}

Question No V: (On Remedial Grammar) 7 Marks

Question No VI (Reading Comprehension) 5 marks

Question No VII (Choice between two paragraphs) 5 Marks

Question No VIII (Note Making) 5 Marks

Question IX (Do as Directed): 8 Marks

\textbf{Guidelines for IA marking: 30 marks}

Two tests: 10+10 =20 marks

Attendance: 5 marks

Seminar/Assignment: 5 marks
**3rd Semester B A/BSc**

Question Paper Pattern for 3rd Semester B A/BSc and all other programmes (coming under the Faculties of Arts & Science) where the text books **Experience** and **Expression** are prescribed to conform to the changed CBCS adopted by Bangalore University (70\[Semester Examination \] + 30[IA])

**Part A – Course Book (Literary Component): 40 Marks**

Question No I: The student will be required to answer any five out of seven:  
5x2=10

Question No II: The student will be required to answer any four out of six  
4x5=20

Question No III: The student will be required to answer any one out of three:

**Part B – Workbook Component: 30 Marks**

Question No IV: RTI (Two questions to be set, out which the student will be required to answer one)  
5 Marks

Question No V: (Combine the given sets of sentences to frame shorter and more effective sentences)  
5 Marks

Question No VI: (Reading Comprehension)  
5 marks

Question No VII: Report (Two questions to be set giving students a choice between two types of reports)  
10 Marks

Question No VIII: Two questions to be set giving students a choice between a media transfer exercise and a letter  
5 Marks
Guidelines for IA marking: 30 marks

Two tests: 10+10 = 20 marks
Attendance: 5 marks
Seminar/Assignment: 5 marks

4th Semester B A/BSc

Question Paper Pattern for 4th Semester B A/BSc and all other programmes (coming under the Faculty of Arts & Science) where the text books *Experience* and *Expression* are prescribed to conform to the changed CBCS adopted by Bangalore University( 70[Semester Examination + 30[IA]])

Section A – Drama: 20 Marks

**Text: Vijay Tendulkar: Silence! The Court is in Session**

Question No I: (5 Mark Question) The student will be required to answer any two out of three: 2 \times 5 = 10

Question No II: (10 Mark Question) The student will be required to answer any one out of two: 1 \times 10 = 10

Section B – Poetry: 20 Marks

Question No III: (5 Mark Question) The student will be required to answer any two out of three: 2 \times 5 = 10

Question No IV: (10 Mark Question) The student will be required to answer any one out of two: 1 \times 10 = 10

Section C – Workbook Component: 30 Marks

Question No V: 1 mark question (Answer the given questions in two or three sentences or do as directed) 5 Marks

Question No VI: Dialogue Writing (based on a situation)

Question No VII: Two questions to be set, one on Presentation and one on Project Report writing, of which the student will be required answer any one (i.e choice between Presentation & Report) 10 Marks

Question No VIII: Letter Writing (Application Cover letter and Resume drafting) 5 + 5 = 10Marks

Guidelines for IA marking: 30 marks

Two tests: 10+10 (one test on* Basic Phonetics) = 20 marks

*Basic Phonetics

Articulatory, Acoustics, Stress, Intonation
Attendance: 5 marks
Seminar/Assignment: 5 marks
HINDI
I SEMESTER

DEPARTMENT OF HINDI syllabus modified For B.A, B.F.A/B.Music – modified for B.A.Ed (5% modification based on RIE syllabus)

Language Hindi
I Semester B.A.Ed Language under Part 1 Texts: Max. Marks: 70+30

1. Collection of Prose: “Gadyalochan ” Edited by: Dr. Shekhar
(Printed and published by Prasaranga, Bangalore University, Bangalore)

2. Grammar: Vakya shudh Kijiye, Ling and vachan, sandhi

3. Translation: Terminology

Reference books:
1. Hindi Vyakaran Prabodh Avam Rachana – Dr. Vijaypal Singh
2. Vyavaharik Hindi Vyakaran Anuvad Tatha Rachana – Dr. H. Parameswaran


1. Collection of Poems: “Kavya Sushma” Edited by: Dr. B. Ganesh
Dr. M. Vimala
(Printed and published by Prasaranga, Bangalore University, Bangalore)

2. Comprehension: (Arth Grahan)

3. Translation: Terminology, News reporting and Interview

Reference books:
1. Hindi Vyakaran Prabodh Avam Rachana – Dr. Vijaypal Singh
2. Vyavaharik Hindi Vyakaran Anuvad Tatha Rachana – Dr. H. Parameswaran
III Semester B.A. B.Ed– Language under Part 1 Texts:

Max. Marks: 70+30

1. Drama: Raksha Bhandhan by Shri Hari Krishna ‘Premi’
(Printed and published by Lok Bharathi Prakashan Allahabad)

2. Sahitya Karon ka Parichay: Sarveshwar Dayal Saxena, Kamaleshwar, Mamatha Kaliya, Harivanshrai Bachan

3. Sankshepan
Letter Drafting- Types of letters, E-mail language, letters of famous people

Reference books:
1. Pramanik Alekhan Aur Tippan – Prof. Viraj
2. Prayojanmulak Hindi – Dr. Naresh Mishra
3. Prayojanmulak Hindi Ke Vividh Ayam- Dr. Maya Singh, Dr. Siddeshwar Kashyap

IV Semester B.A.B.Ed – Language under Part 1 for the years 2016-17 and 2017-18
Texts: Max. Marks: 70+30

1. Upanyas: “Pachpan Khambhe Lal Deewaren” - by: Usha Priyamvada
(Printed and published by Rajkamal Prakashan New Delhi)

2. Film Review: 3 Idiots- Dir – Rajkumar Hirani, Bhag Milka Bhag- Dir – Rakeysh Omprakash Mehar, Pakeezah – Dir – Kamal Amrohi, Manthan –Dir – Shyam Benegal,

3. Translation: Passage, Technical writing- Report writing

DIVISION OF MARKS
QP PATTERN
I Semester Integrated B. A. B.Ed Examination, January 2019
(CCBS) (2016-2017 and onwards)
Hindi Paper 1

Time: 3 h
Max Marks: 70

I Semester B.A.Ed– Language Under Part- I
1. Objective type Questions - 10 x 1 = 10
2. 2 Annotations from prose - (2) out of (3) - 2 x 7 = 14
3. 1 main question from prose - (1) out of (2) - 1 x 16 = 16
4. 2 short notes from prose - (2) out of (3) - 2 x 5 = 10
5. Grammar - 10 x 1 = 10
6. Translation (Terminology) - 10 x 1 = 10

II Semester B.A.Ed– Language Under part – I
1. Objective type Questions - 10 x 1 = 10
2. 2 Annotations from poetry - (2) out of (3) - 2 x 7 = 14
3. 1 main question from poetry - (1) out of (2) - 1 x 16 = 16
4. 2 short notes from poetry - (2) out of (3) - 2 x 5 = 10
5. Comprehension - 1 x 10 = 10
6. Translation (Terminology) - 10 x 1 = 10

Theory Total = 70
Internal Assessment Marks = 30
Teaching hours per week – 4 CREDITS- 2 Total = 100

III Semester B.A.Ed– Language Under part – I
1. Objective type Questions - 10 x 1 = 10
2. 2 Annotations from Drama - (2) out of (3) - 2 x 7 = 14
3. 1 main question from Drama - (1) out of (2) - 1 x 16 = 16
4. 2 short notes from Drama - (2) out of (3) - 2 x 5 = 10
5. Sahitya Karo Ka Parichay - (1) out of (2) - 1 x 10 = 10
6. Sankshepan 1 x 10 = 10

Theory Total = 70
Internal Assessment Marks = 30
Teaching hours per week – 4 CREDITS- 2 Total = 100
IV Semester B.A.Ed – Language Under part – I
1. Objective type Questions - 10 x 1 = 10
2. 2 Annotations from Upanyas - (2) out of (3) - 2 x 7 = 14
3. 1 main question from Upanyas - (1) out of (2) - 1 x 16= 16
4. 2 short notes from Upanyas - (2) out of (3) - 2 x 5 = 10
5. Film Review - (1) out of (2) - 1 x 10= 10
6. Translation (Passage) - 1 x 10= 10

Theory Total = 70
Internal Assessment Marks = 30
Teaching hours per week – 4 CREDITS- 2 Total = 100
Question No 1 to 4 comes under part A for 50 marks and question no 5 and 6 comes under part B for 20 marks.
I. निम्नलिखित प्रश्नों के उत्तर एक शब्द या एक कारण में लिखिए : (10×1=10)
1) भविष्यवाणी के लेखक कौन हैं ?
2) किस राष्ट्र को सुश्रुषा दीवान की आवाज क्या थी ?
3) एक मिस्र गाँव का था ?
4) सभी बिहारी भंडार कहाँ एकज हुए थे ?
5) जोशीनी धूम देवी की यात्रा किस में कथा चाहते थे ?
6) ‘अभियोग’ एकांकी के लेखक का नाम लिखिए।
7) जोधपुर कितनी दूरी पर है ?
8) मृत सारिका की स्वामिनी जोते है ?
9) सारां सरोवर पर बकरीवाली गाय धाश को बना कहते हैं?
10) वर्तमान हिन्दी के नजक कोन हैं?

II. कितने चार क्रिया समावेश की जाती : (2×7=14)
1) लेखन मनुष्यों का वह बुद्धि जौहरी आड़ में बैठा हुआ देख रहा था कि इस बुद्धि में हंस कहाँ फिर रहा है।
2) एक दीर्घ में, एक दीर्घ शहर में साहित्य को नई दिशा देने वाले थे जो तथापि एक दूसरे से कितने पुष्कर थे।
3) निस्संदेह महादेव। भी शब्दों को ही अपना लक्ष बनाता हूँ।

III. ‘परिशद’ कहाँ का सारांश रखिए हस्तशिलाओं उलटक क्रिया की विशेषताएं दिखाएं।

अभ्यास:
हिन्दी की सबसे बड़ी आचार्यपीढ़ कहानि काशी में, एकज हुए साहित्यकर्ता का परिचय ‘बेद दिन’ पाठ के आधार पर लिखिए।

P.T.O.
IV. किहीं दो पर टिपणी लिखिए :

1) रामा
2) चार्ल्स वर्डरा
3) सुजनसिंह

V. सूचनांतुसार निम्नलिखित प्रश्नों के उत्तर लिखिए :

1) अन्य सिंग रूप लिखिए :
   अ) स्वी आ) सेर
   इ) अध्यापक

2) सच बदलए :
   अ) खोड़ा
   आ) हिंदु
   इ) विलाज
   ई) मोहित

3) वात्स्य सुदू कीतिए :
   अ) बहुत सा घोड़े खड़े है।
   आ) साहित्य समाज की वर्तमान है।
   इ) लड़का परिवार में उत्तर पुर्ख हुई।

VI. हिंदी में अनुवाद कीतिए :

1) Administration
2) Confidential
3) Document
4) Founder
5) Graduate
6) Assembly
7) Identity card
8) Maximum
9) Promotion
10) Reservation.
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33. ಎಂದು ಎಂದು
34. ಎಂದು ಎಂದು
35. ಎಂದು ಎಂದು
III Semester Kannada

I.  ಕನ್ನಡದ ವಿಭಾಗ
   ಕನ್ನಡದ ವಿಭಾಗದ ವಿಭಾಗದ ತಾಳಗಳು: ದೊಡ್ಡ
   ದೊಡ್ಡ ತಾಳಗಳು: ಕನ್ನಡದ ವಿಭಾಗದ, ಕನ್ನಡದ ವಿಭಾಗದ, ಕನ್ನಡದ ವಿಭಾಗದ,
   ಕನ್ನಡದ

II.  ಕನ್ನಡದ ವಿಭಾಗದ ಕೆಲಸುಗಳು
   ಕೆಲಸುಗಳು ಕೆಲಸುಗಳು: ದೊಡ್ಡ ದೊಡ್ಡ
   ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
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   ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
   ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
   ............
   
III.  ಕನ್ನಡದ ವಿಭಾಗದ ಕೆಲಸುಗಳು
    ಕೆಲಸುಗಳು ಕೆಲಸುಗಳು ಕೆಲಸುಗಳು: ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
    ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
    ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
    ............

IV.  ಕನ್ನಡದ ವಿಭಾಗದ ಕೆಲಸುಗಳು
    ಕೆಲಸುಗಳು ಕೆಲಸುಗಳು ಕೆಲಸುಗಳು: ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ,
    ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ ದೊಡ್ಡ
    ............
    
    III Semester Kannada

I.  Kannada Department
   Kannada Department's departmental sources: Big
   Big big sources: Kannada Department, Kannada Department, Kannada Department,
   Kannada

II.  Kannada Department Activities
   Activities activities: Big Big
   Big Big Big Big Big Big
   Big Big Big Big Big Big Big Big
   Big Big Big Big Big Big Big Big
   Big Big Big Big Big Big
   ............

III.  Kannada Department Activities
     Activities activities activities: Big Big Big Big Big Big
     Big Big Big Big Big Big
     Big Big Big Big Big Big
     ............

IV.  Kannada Department Activities
     Activities activities activities: Big Big Big Big Big Big
     Big Big Big Big Big
     ............
IV Semester Kannada

I. ಪ್ರತಿಯೊಂದು ಅಂಕ

II. ಪ್ರತಿಯೊಂದು ಅಂಕ – ಪ್ರತಿಯೊಂದು ಅಂಕ

III. ಪ್ರತಿಯೊಂದು ವಿಷಯ (ಪ್ರತಿಯೊಂದು ಅಂಕ ಹಾಗೆ ಪ್ರತಿಯೊಂದು ವಿಷಯ)

IV. ಪ್ರತಿಯೊಂದು ವಿಷಯ

36
QP Pattern
I Semester Integrated B.A B.Ed January 2019
Kannada Paper I

Time: 3hours Max marks: 70

1. Poem
   a. Summary 1*5 = 5
   b. Short answer 1*5 = 5
   c. Long answer 1*10 = 10

2. Drama
   a. Short note 1*5 = 5
   b. One word or one sentence 5*1 = 5
   c. Short answer 2*5 = 10

3. Short stories
   a. Short answer 1*3 = 3
   b. Long answer 2*6 = 12

4. Passages
   a. Short note 1*5 = 5
   b. Long answer 1*10 = 10
I. e) 6) "ಅನೂಡೊಂದ " ಪಕ್ಷೀ ಸಂಖ್ಯೆಯರು:
   1) ಕೆಸರು
   2) ಮುತ್ತುಗು
   3) ಜೀಲಿ
   4) ಪುನರ್ಗು, ಪರಾಮರ್ಶಿಕ.

   7) ತನ್ನ ಭಾರತೀಯ ಶಾಶ್ವತ ಅಧ್ಯಯನ:
      1) "ಪ್ಯಾಪಿಲ್ಪ್ಯಾಟ" ಎಂದರೆ ಇದು ಅದರಲ್ಲಿ? ಎಂದರೆ?
      2) ಇದು ಎಂದರೆ ಬೈಲ್ಯಾಪಸ್ಟ್ನಲ್ಲಿ? ಎಂದರೆ?

II. 8) 4) ಜೀವನ ದೃಷ್ಟಿಕೋಶ ತಂಡಿಗಳಿಗೆ ಸಾಧನ:
       1) ದೃಷ್ಟಿಕೋಶದಲ್ಲಿ ಗಣ್ಯ ವಿಷಯವನ್ನು ಪ್ರಕಟಿಸಿಕೊಳ್ಳ.
       2) "ಪ್ಯಾಪಿಲ್ ಪ್ಯಾಟ್" ಎಂದರೆ ದೃಷ್ಟಿಕೋಶದಲ್ಲಿ? ಎಂದರೆ?
       3) ಮಿಶ್ರದಿನದ ಕೆಲಸ ಪ್ಯಾಟ್ ಬಿಡುವ ಹೊಂದಿಕೆ.
       4) ಉದಾಹರಣೆಗಳು ಪ್ರಕಟಿಸಿಕೊಳ್ಳುವಂತೆ ಸಾಧನಾಧಿಕಾರ.

P.T.O.
I. e) 1) "ಅನುಮೋದನೆ ಸಿದ್ಧಿಗಳು" ಇಗೆವೆಂದು ಉಪಕೂರ್ತವಾಗಿರಲು ಹೊರತು ಮಾಡಲಾಗುತ್ತದೆ.  
2) ಆರೋಪವಹಣ, ಅಧ್ಯಯನ, ಕೇವಲದ ಕೆಲಸ ಅಥವಾ ವ್ಯವಹಾರ ವಿಸ್ತರಣೆ.

III. e) 1) "ಸಂಭಾಷಣೆ ಸಿದ್ಧಿಗಳು"  
2) ಸಂಭಾಷಣೆ ಸಿದ್ಧಿಗಳು.

IV. e) 1) "ಕನ್ನಡ ಸಂಶೋಧನೆ ಸಿದ್ಧಿಗಳು"  "ಕನ್ನಡ ಸಂಶೋಧನೆ ಸಿದ್ಧಿಗಳು" ಎಂದು ಕನ್ನಡ ಸಂಶೋಧನೆಯಲ್ಲಿ?  
2) ಸಂಶೋಧನೆಯ ವಿಷಯಗಳನ್ನು ಸಾಮಾಜಿಕ ಸೇವೆಗಳು ದೃಢವಾಗಿ ಮಾಡುತ್ತದೆ.

v) 1) "ಸಂಪ್ರದಾಯಕರ ಸಂಶೋಧನೆ" ಇದನ್ನು ನಿರ್ದೇಶ ವಿಷಯಗಳು ಎಂಬುದನ್ನು?  
2) ಆರೋಪಾದಾಧಿಕಾರಿಯು ಸಂಬಂಧಿಸಿದ ಸಂಶೋಧನೆಗಳನ್ನು ವಿಸ್ತರಣೆ.
Part 2: Disciplinary Courses
Political Science

INTRODUCTION TO THE BA CHOICE BASED CREDIT SYSTEM

(SEMESTER SCHEME)

The B.A Political Science Course is a Choice Based Credit System (Semester Scheme) spread over six semesters. The objective of the course is to provide a firm grounding in the subject, imbibe analytical skills and to develop a realistic and pragmatic perspective on the local, national, regional and international issues that figure in the syllabus.

The syllabus has been updated. Many new and innovative papers are being offered in keeping with the changing times and circumstances, as well as the larger societal needs. The titles and detailed contents of the papers are mentioned below. All the Papers in the syllabus are provided with an extensive Reading list.

The goals and objectives of the B.A Political Science Course are as follows:

- To impart quality education to those seeking admission to the B.A Political Science course.
- To equip the students to prepare themselves for careers in teaching and research, the Union and State Civil Services, and the non-governmental sector.
- To increase awareness among students on local, national and international issues, and strengthen their analytical skills and capabilities.
- To train students to be good citizens
## COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS
### B.A. CHOICE BASED CREDIT SYSTEM (SEMESTER SCHEME)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Courses</th>
<th>Instruction hrs/week</th>
<th>Duration of exam(hrs)</th>
<th>Marks</th>
<th>Credits</th>
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<td>IA</td>
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<td>Core Concepts of Political Science</td>
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<td>Understanding Political Theory</td>
<td>4</td>
<td>3</td>
<td>30</td>
<td>70</td>
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<tr>
<td>3</td>
<td>Public Administration: Core Concepts</td>
<td>4</td>
<td>3</td>
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<td>4</td>
<td>Western and Eastern Political Thought</td>
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<td>3</td>
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<td>5</td>
<td>Indian Constitution: Institutional Framework</td>
<td>4</td>
<td>3</td>
<td>30</td>
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<tr>
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<td>Major Constitutional Systems</td>
<td>4</td>
<td>3</td>
<td>30</td>
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<td>7</td>
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<td>4</td>
<td>3</td>
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<td>8</td>
<td>International Institutions and Foreign Policies</td>
<td>4</td>
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### BREAK UP OF CONTINUOUS INTERNAL ASSESSMENT MARKS

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I SEMESTER

Course 1: CORE CONCEPTS OF POLITICAL SCIENCE

Political Science: Nature, Scope and Importance; Approaches to the study of Political Science – Historical and Normative; Behaviouralism and Post- Behaviouralism.

State: Elements of State; Theories of State – Historical, Divine Right, Social Contract Theory; State in the age of Globalisation; State and Civil Society.

Sovereignty: Characteristics; Monistic and Pluralistic theories of Sovereignty; Changing Dimensions of Sovereignty in the age of Globalisation.

Law: Meaning and Sources; Schools of Law – Historical, Philosophical, Comparative, Social and Marxian; Law and Governance.

Power, Authority and Legitimacy: Nature, Kinds and Importance; The Contemporary Debate.

READINGS

1. A C Kapur - Principles of Political Science
2. J.C Johari - Political Theory
3. Harihardas and B.C. Choudhary - Political Theory
4. Amal Ray & Mohit Bhattacharya - Political Theory
6. S.K. Kabburi - Political Theory
7. Ashirvatham - Political Theory
II SEMESTER

Course 2: UNDERSTANDING POLITICAL THEORY

a) **Political Theory**: Nature and Scope; *Traditions of Political Theory*—Liberal, Marxist, Conservative; *Approaches to Political Theory*—Normative, Historical and Empirical

b) **Democracy**: Meaning and Kinds; Theories of Democracy—Classical, Pluralist, Marxist, Elitist; Challenges to Democracy in the Contemporary World.

c) **Rights and Duties**—Meaning and Kinds—Civil, Political, Social, Economic and Cultural; Human Rights with special reference to Rights of Children, Women, Minorities and Disadvantaged Sections; Duties towards the State.

d) **Justice and Equality**—Justice: Meaning, Kinds—Social, Economic, Political and Legal; Rawls and Nozick’s concept of Justice; Equality: Meaning, Kinds and Importance.

e) **Imperialism and Neo-Colonialism**: Meaning and Types, Neo-Colonialism and its Features, Dependency Theory, Modernism and Post Modernism.

**READINGS**

- A.C Kapur - Principles of Political Science
- J.C.Johari - Political Theory
- Amal Ray and Mohit Bhattacharya - Political Theory
- S.K. Kabburi - The concepts of Political Science and Political Theories
  - B.K. Gokhale - Study of Political Theory
  - R.C. Agarwal - Political Theory & Practice
  - Ashirvatham E - Political Theory
III SEMESTER

COURSE 3 : PUBLIC ADMINISTRATION: CORE CONCEPTS

(A) **Public Administration**: Meaning, Scope and Importance of Public Administration; Private and Public Administration - Differences; Organisation – Theories and Principles, Line, Staff, Auxiliary Agencies, Departments.

(B) **Dynamics of Management**: Meaning and Functions of Management, Chief Executive – Powers and Functions; Leadership – Qualities, Communication, Planning and Public Relations.

(C) **Personnel Administration**: Meaning and Importance; Recruitment, Training, Promotion, Morale, Discipline, Retirement.

(D) **Financial Administration**: Budget – Nature and Principles, Budgetary process – Preparation, Enactment and Execution; Reforms in Financial Administration; Performance Budget, Zero based Budgeting.

(E) **Trends in Public Administration**: Comparative Administration, Development Administration, Good Governance, E-Governance, Public-Private Partnership

**READINGS**

1. Avasthi and Maheshwari (2012) Public Administration
9. A.R. Tyagi - Public Administration
10. Sachdeva and Gupta - Public Administration
11. Rumki Basu - Principles of Public Administration
12. Mohit Bhattacharya - Development Administration.
Ancient Greek Political Thought: Greek City States; Plato–Ideal State, Justice, Education, Communism and Philosopher King; Aristotle – State, Citizenship, Classification of Constitutions and Revolution.

Medieval Political Thought – Church and State in Medieval Europe; St. Augustine and St. Thomas Aquinas.

Social Contractualists: Thomas Hobbes, John Locke and J.J. Rousseau

Socialists: Karl Marx and Lenin

Indian Political Thought: Manusmrithi, Kautilya’s Arthasastra, Shanti Parva of Mahabharata

READINGS

6. C.L. Wayper (1979) Political Thought (Bombay: BL Publishers)
7. George Sabine - A History of Political Thought
8. D.R. Bhandari - History of European Political Philosophy
9. P.G. Das - History of Political Thought
V SEMESTER

COURSE 5: INDIAN CONSTITUTION – INSTITUTIONAL FRAMEWORK

1. **Framing of the Constitution and Major Features**: Constituent Assembly at Work, Preamble and Salient Features, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties.


3. **Union and State Executive**: President and Vice-President–Elections, Powers and Functions; Prime Minister and Council of Ministers – Powers and Functions; Governor, Chief Minister and Council of Ministers – Powers and Functions; Debate over Parliamentary and Presidential forms of Government.

4. **Judiciary**: Supreme Court and High Courts–Composition, Jurisdiction and Functions; Judicial Activism.

**READINGS**

6. Rajni Kothari (2013) *Politics in India*
9. J.A. Siwach, *Dynamics of Indian Government and Politics*
10. D.C. Gupta, *Indian Government and politics*
11. J.C. Johari, *Indian Government and Politics*
12. Hans J. Raj *Indian Government and Politics*
VI semester

COURSE 6: INTERNATIONAL POLITICS

1. **International Politics**: Nature, Scope and Importance; Theories - Idealist, Realist theories, World Systems theory and Game theory.
2. **National Power, National Interest and Foreign Policy**: Elements of National Power and National Interest; Formulation and Implementation of Foreign Policy; Role of Diplomacy and Economic Instruments.
3. **International Law and Human Rights**: Nature, Sources and Sanctions; Universal Declaration of Human Rights; Role of Non-Governmental Organisations in the promotion of Human Rights.
4. **Approaches to International Peace**: Balance of Power; Collective Security; Pacific Settlement of International Disputes; Disarmament and Arms Control – Problems and Issues.

**READINGS**

1. Hans Morgenthau, *Politics Among Nations*
8. Bruce Russett and Harvey Starr (1986) *World Politics: The Menu For Choice*
VII SEMESTER

COURSE7 : MAJOR CONSTITUTIONAL SYSTEMS

1. Political System of the United Kingdom: Features; House of Lords and House of Commons - Composition, Powers and Functions; Prime Minister and Council of Ministers - Powers and Functions; The Monarchy and its role; Judicial System – Composition Powers and Jurisdiction; Party system.

2. United States Political System Features of the Constitution; House of Representatives and Senate - Composition, Powers and Functions, President - Powers and Functions; Supreme Court - Composition, Jurisdiction and working; Judicial Review; Party system.

3. Russian Political System: Features of the Constitution; Federation Council and State Duma - Composition, Powers and Functions; President and Prime Minister - Powers and Functions; Supreme Court - Composition, Jurisdiction and Functions; Party System;

4. Political System of Switzerland: Features of the Constitution; National Council and Council of States - Composition, Powers and Functions; Executive - Types, Powers and Functions; Federal Supreme Court - Composition, Powers and Jurisdiction; Direct Democratic Checks; Party System.

READINGS

2. Daniele Caramani (2012), Comparative Politics (Oxford University press, New Delhi)

3. A.C.Kapur, Select Constitutions

4. V.K.Khanna, Comparative Study of Government and Politics

5. J.C.Johari, Major Modern Political systems

6. K.K.Ghai, Select Political Systems

7. K.K.Ghai, Modern Governments
VIII SEMESTER

COURSE 8: INTERNATIONAL INSTITUTIONS AND FOREIGN POLICIES


2. **Major Issues**: New International Economic Order, North-South and South-South Dialogues; Major Issues pertaining to the Working of W.T.O, European Union, ASEAN and SAARC.

3. **Foreign Policies of Major Powers**: United States, Russia and China.

4. **Foreign Policy of India**: Evolution and Principles; India and South Asia, SouthEast and West Asia; India and the United Nations; India and the Non-Aligned Movement.

**READINGS**

7. Vinay Kumar Malhotra *International Relations*
8. V.P. Dutt *Indian Foreign Policy*

For each semester, faculty and students will choose a project to work on.
The project will carry 50 marks (15CIA+35ESE).
QUESTION PAPER PATTERN
1ST SEMESTER-Integrated BA-B.Ed Examination-January 2019

(CBCS) POLITICAL SCIENCE- PAPER I

Time: 3 h  Max Marks: 70

NOTE: Read Instructions carefully. All parts are compulsory.

PART – A

Answer any two from the following in 60 words each. All questions carry equal marks.

2x5=10 marks

1) 
2) 
3) 
4) 

PART – B

Answer any three from the following in 200 words each. All questions carry equal marks.

3x10=30 marks

1) 
2) 
3) 
4) 
5) 

PART – C

Answer any two from the following in 400 words each. All questions carry equal marks.

2x15=30 marks

1) 
2) 
3) 
4)
## Economics

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<td>III b) Monetary Economics</td>
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<tbody>
<tr>
<td>IV a) International Business Environment or</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>1 x 3</td>
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<tr>
<td>IV b) Public Economics</td>
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<td>V Corporate Economics (Compulsory)</td>
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### Electives

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<td>b) Economics of Tourism</td>
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### SIXTH SEMESTER

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**Electives**

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<tr>
<td>a)</td>
<td>Karnataka Economy</td>
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<tr>
<td>b)</td>
<td>Hospitality Economics</td>
<td>30</td>
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</table>

### SEVENTH SEMESTER

| VII | Mathematics for Economists | 30 | 70 | 100 | 1 x 3 |

### EIGHT SEMESTER

| VIII | Statistics for Economists | 30 | 70 | 100 | 1 x 3 |
Department of Economics
I SEMESTER

Business Economics
Module – 1
Module -2
Module – 3
Demand forecasting – Meaning, Objectives, Types of demand forecasting – Survey method and Statistical method. Importance of Demand forecasting.
Module 4 - Consumer Behaviour - Utility Analysis
Cardinal Utility Analysis – Law of DMU and EMU and Consumer Surplus
Ordinal Utility – Indifference Curve analysis – meaning and properties; Consumer equilibrium, Income, Price and Substitution Effect.
Module 5
Module – 6

Reference:
- Business Economics – Sankaran
- Business Economics – Mithani
- Business Economics – M.M.Guptha
- Business Economics –Dhingra
II SEMESTER
Managerial Economics

Module – 1

Module 2

Module – 3
Pricing Policy – Meaning – Objectives – factors & General considerations involved in pricing policy – Methods of pricing – Marginal and full cost pricing – Cost plus, rate of return method, administered price, Skimming Price, Penetration price; Product life cycle.

Module 4

Module – 5

Reference Books:
Managerial Economics – Dean Joel
Managerial Economics - Varshray and Maheshwari
Managerial Economics – Chopra.G.P
Managerial Economics Keat
Managerial Economics Peterson
Essentials of Business Economics by D N Dwivedi
Business Economics by KPM Sundaram and Sundaram E M
Mangerial Economics by Mehta P L; S Chand Publication
Application oriented reference books –
Managerial Economics by Sampat Mukherjee
Managerial Economics by H L Ahuja
Managerial Economics by Atmanand
Managerial economics by Varshney and Maheshwari
Module 1: Introduction
Infrastructure and economic development - Infrastructure as a public good; Social and physical infrastructure; Special characteristics of public utilities. The peak-load, Off Load Problem, Dual Principle Controversy; Economies of scale of Joint supply; Marginal Cost Pricing vs. other methods of pricing in public utilities; Cross-subsidization - free prices, equality and efficiency.

Module 2: Transport Economics

Module 3: Communications

Module 4: Energy Economics

BASIC READING LIST (Common to III and IV semester)

g) Indian Council of Social Sciences Research (ICSSR) (1976), Economics of Infrastructure, Vol. VI, New Delhi.


Module-1: Nature and functions of money


Module-2: Demand and Supply for money

Factors determining supply and demand for money-
Demand for Money – Meaning, Quantity theory;-Fisher’s equation-Cambridge version-Keynesian income and expenditure theory
Supply of Money – Meaning, Determinants, Components of Money Supply.

Inflation: Classification-causes-effects-remedies-Phillip curve-deflation and stagflation, Index numbers: uses-limitations- construction of index numbers in India.

Module -3: Central Banking and policy

Functions-Credit Control-Quantitative and Qualitative methods - Monetary policy-objectives-instruments of monetary policy-uses of monetary policy-limitations-monetary policy lags-effectiveness of monetary policy in India.

Module -4: Commercial Banking

Meaning – Functions of Commercial banks – Structure of Banking system - Role of commercial banks in a developing economy - Balance Sheet-Credit Creation-Portfolio Management.

Banking practices and services: Cheques-drafts-bills-passbook-ATM-E-banking-KYC-RTGS-debit and credit cards-Electronic fund transfer-MICR-IFSC

Money market: Composition- characteristics-working of Indian money market

Capital market – Primary and Secondary Market, History of Indian Stock Markets.
Reference books

“Monetary Economics” by RR Paul

1. Monetary economics : M.L Seth
2. Micro and Macro economics : M.C Vaish
   : Varshiney and Maheshwari
3. Managerial economics : M.C Vaish
4. Macro economic theory : M.C Vaish
5. Indian Economy : KPM Sundaram
6. Indian Economy : I.C Dhingra
   Money Theory and public
7. policy : KuriharaK.K
8. Monetary Economics : Sethi.T.T
9. Monetary Economics : Netra Jain
10. Monetary economics : Suraj B Gupta

Preferably for this paper latest RBI reports should be used as reference
IV SEMESTER
International Business Environment (A)

Module – 1

Module – 2

Module – 3

Module – 4
International and Technological environment, multinational corporations – meaning-merits and demerits - Foreign Collaboration in Indian Business – Foreign direct investment – Merits and Demerits with special reference to India. FIIs – International economic institutions, IMF, IBRD WTO, TRIPS, TRIMS, Dispute settlement in WTO regime, WTO and its impact on Indian Economy.

Module – 5
Balance of Payment vs Balance of Trade, Theory of Balance Payment - disequilibrium in BOP– Methods to correct disequilibrium in the BOP, Purchasing Power Parity theory, Foreign Trade of India – Features, Trade Policy, Indian Balance of Payments, EXIM Bank

Reference :
(A) Adhikary.M – Economic Environment of Business
(B) Ghosh, Biswanathan, Economic Environment of Business
(C) Raj Agarwal and Parag Diwan, Business Environment
(D) Senguptha.N.K., Government and Business in India
(E) Danielrs, International Business Environment and Operations
(F) Michael V.P. Business Policy and Environment
   Semester IV – International Business Environment
   International Economics by Dominick Salvatore
   International Economics by Robert Carbaugh
   International Economics by Paul Krugman

Also please refer to latest EPW articles and regular readings of THE Economist is needed
Module 1: Nature & Scope of Public Economics

Module – 2: Public Revenue
Meaning - Sources of public revenue (Centre, State & Local) - Taxation and non taxation, Direct and Indirect taxes: - Merits and demerits – Cannons of taxation – incidence, Impact and Shifting of taxation – taxable capacity – optimal taxation (Laffer curve) recent tax reforms - VAT & GST – Kelkar Committee recommendation

Module – 3: Public Expenditure
Meaning – Classification of public expenditure- plan and non plan Expenditure – development and non development Expenditure – Wagner law, Role and effects of public expenditure in economic development – causes for increasing public expenditure in recent years in India – recent reforms to control public expenditure.

Module – 4: Public Debt

Reference Books :
Public Finance(2009) – B.P.Tyagi
Modern Public Finance – Musgrave
Public Finance(2009) – Lekhi
Public Finance in theory and practice by Musgrave and Musgrave
Latest EPW and THE Hindu articles on India’s public finance. Articles and research reports especially on India’s Budget analysis needed.
Module -1: Introduction to Corporate Economics

Introduction-meaning-Nature and characteristics of corporate economics- scope of corporate management and administration-principles of corporate management-importance of corporate business houses in economic development of a country.

Module-2: Corporate Planning

Introduction- corporate planning- meaning and definitions -nature-objectives-types of corporate plans-importance of corporate planning-need for corporate planning-corporate budget allocation- government rules and regulations pertaining to corporate sector.

Module-3: Human Resource Management, Recruitment and Risk management


Module-4: Corporate Business and Globalization


Module -5: Corporate Social Responsibility

Introduction –meaning of CSR-approaches-ethical consumerism-Ethics training-Social awareness and education- laws and regulations- management psychology-criticisms and concerns-Recent social security measures under corporate world.
Skill Development

- Prepare charts on corporate houses in India and abroad
- Visit both and small corporate houses
- Present seminar on success stories of corporate houses
- Prepare charts on corporate houses in India and abroad
- Prepare a paper on failure of big corporate houses
- Present a chart on disaster management
- Visit to a corporate house

**V SEMESTER**

**RURAL DEVELOPMENT AND CO-OPERATION**

(OPTIONAL COURSE)

**Module-1: Introduction to Rural Development**


**Module-2: Issues in Rural development**

Agriculture: productivity-yield gap in major crops across the countries-land reforms-national agriculture policy-water resource management-social forestry and forest preservation-rural industrialization-need for rural industrialization-small scale industries –cottage industries-PURA-food security in rural areas through PDS.

**Module-3: Financing Rural development**

Credit needs of rural population: NABARD and rural development-types of credit-district union of farmers service societies-Decentralized credit planning: district credit plans-block level planning-20 point programme and rural development-role of voluntary agencies-training for rural people-role of Gram Panchayat in rural development-future of rural development-Gram
sabha-Grameena banks-micro finance: SHGs case study, Direct Benefit Transfer.

**Module -4: Co-operation**

Meaning-significance-principles-classification-co operation and economic development-partial vie of co operation movement in UK, Germany-origin anddevelopment of co operative movement in India with special reference to Karnataka, problems of co operative movement.

**Module-5: Agricultural and Non Agricultural co operatives**

Co operative v/s collective farming- service co operatives- Co operative agricultural marketing- Co operative marketing- Co operative processing of agricultural produce-consumer- co operatives-co operative housing-urban financial co operative societies-Dairy co operatives-mixed co operative credit (primary, district, state)- co operative education and training.

**Skill Development**

1. A chart on various poverty alleviation and employment guarantee programmes in India.
2. A report on water resource management
3. A chart on rural finance
4. The efficacy of gram Sabah and micro finance
5. Are report on India’s co operative movement
6. A report on co operative education and training.

**Reference Books**

| Rural development | : Vasant Desai |
| Co operation      | : T.N Hajela |
| Agricultural Economics | : B.P Tygi |
| Indian Economy    | : RuddarDutt |
| Indian Economy    | : I.C Dhinra |
| Indian Economy    | : K P M Sundaram |
| Indian Economy    | : A.N Agaral |

Karnataka Economic Survey, Economic journals pertaining to Karnataka Economy Annual Budget documents, Kurukshetra, yojana, etc,
V SEMESTER

ECONOMICS OF TOURISM – content not relevant to economics

(OPTIONAL PAPER)

Module –1: Introduction to Tourism Economics:


Module –2: Demand and Supply aspects of Tourism


Module –3: Infrastructure and Forms of Tourist transportation

Tourism Infrastructure: Types, Forms and Significance - Accommodation:Forms and types - Tourist transportation: Air- Surface- Rail and Water-Karnataka Tourism: Growth and Development of Tourism in Karnataka-Contribution of tourism to state GDP-Role of KSTDC and private agencies.

Module-4: Tourism Marketing


Module-5: Tourism Policy and Planning

Role government-public and private sectors-role of international multinationals-state and local tourism organizations-tourism policy 1982 and 2002-investment opportunities and government policy (hotel and tourism industry) –sources of funding.
**Reference Books**

* Vanhove, N.  The Economics of Tourism Destinations, Oxford: Elsevier Butter worth

Kotler, Philip :  Marketing Management & Hospitality and Tourism Marketing

Sinha, P.C :  Tourism marketing

Vearne,:  Hospitality marketing

Kotler, Philip and Armstrong Philip: Principle of Marketing, , Crough,  Marketing Research for Managers.

Singh Raghubir,  Marketing and Consumer Behaviour.

Patel, S.G., Modern Market Research, Himalaya Publishing..

Bhatia, A.K, - International Tourism

Seth, P.N.,  Successful Tourism Management

Bhatia, A.K Tourism development, principles and practices PranNathSeth , Tourism Practices

Yashodhra Jain,  Tourism development
VI SEMESTER

ECONOMICS OF HUMAN RESOURCE MANAGEMENT

(COMPSULSORY PAPER)

Module -1: Introduction


Module-2: Human Resource planning and Job analysis


Module-3: Recruitment and Human Resource Management

Meaning, Sources of recruitment, Selection process-Test types-Interview types- Career planning Meaning and process- Career development-Career planning v/s Man power planning- Succession planning- Placement and Induction-Performance appraisal and its methods-Transfer-Promotion and Reward policy.

Module -4: Training of Human Resource


Module -5: Human Rights and Human Resource Management

VI SEMESTER
KARNATAKA ECONOMY

(Optional paper)

MODULE- 1: Introduction

Total geographical area-land use pattern-HDI in Karnataka-Features of Karnataka economy- Demographic profile of Karnataka : Trends in population growth-growth rate-density –age- sex and size composition –population policy-rural urban migration-changes in occupational structure-Karnataka as knowledge capital of India -Karnataka as FDI destination

MODULE -4: Poverty and Unemployment in Karnataka


MODULE- 3: Agriculture

Trends in agricultural production: Causes for low Agriculture productivity-dry land farming- cropping pattern -water shed management in Karnataka - irrigation- 2nd green revolution- agriculture marketing- agriculture finance-institutional and non institutional sources-cooperative credit-Role of micro finance in agriculture-interstate water disputes.

MODULE-4: Industry and Tertiary Sector


Recent roads development projects-Status of exports and imports of Karnataka-Karnataka’s trade policy-Health and nutrition in Karnataka.
MODULE-5: Public Finance


Reference Books

Government of Karnataka : Economic Survey
Karnataka Economy : O.D Heggade
Karnataka Economy : Dr.Prasanna and Dr. Shivananda
Karnataka Economy : Planning Commission Report

Indian Economy : A.N Agaral
Karnataka Economic Survey : Economic journals pertaining to Karnataka Economy

Annual Budget documents, Kurukshestra, yojana, etc.,
VI SEMESTER

HOSPITALITY ECONOMICS (Optional paper)

Module -1: Introduction to Hotel economics


Module-2: Growth and Development of Hotel Industry


Module-3: Hotel industry and tourism

Link between tourism and hospitality industry-trends in hospitality industry in India and Karnataka-emerging trends of hospitality industry-issues and challenges-prospects-Quality aspects in hotel industry-health and hygiene.

Module -4: Demand and Supply of hotel industry

Module-5: Policy and Planning

Government policy towards hotel industry – controls-regulations and initiatives towards growth and development of tourism and hotel industry in India and Karnataka- problems of hotel industry - measures (monetary and non monetary)-employment of child labour –Social Security in hotels -Hotel Security: concept- importance- Type- Organization structure- Application of security in Hotels- scope and trends

Reference Books
Hotels for Tourism Development : Dr. Jagmohan Negi

Principles of grading and classification of hotels,
Tourism restaurant & resorts - : Dr. J. Negi

Management Theory & Practice : C.B.Gupta,

Introduction to Hospitality Industry : Bagri SC &Dahiya Ashish,


Hospitality Today : W.Lattin Attn. Rocco; Andrew Vladimir,
Tourism and the hospitalities : Joseph D. Fridgen

Hospitality Mgt. : Kevin Baker, Jeremy Hayton

Text book of Food & Beverage Service : S.N. Bagchi & Anita Sharma –
Food & Beverage Service : Anil sagar& Deepak Gaur- A.
Module-1: Review of Elementary mathematics


Module-2: Differential calculus

Simple rules of differentiation and partial differentiation-Application of differentiation in economics-calculation of marginal cost, average cost, marginal revenue, and average revenue from their respective total cost and revenue functions-Elasticity theorems: types of elasticity-calculation of price-income cost elasticity and cross (partial) elasticity of demand substitutes and compliments-Relationship between AR, MR, and price elasticity of demand.

Module-3: Maxima and Minima of functions

Necessary and sufficient conditions for maxima and minima in single and multivariable functions: Market equilibrium-effect of specific tax-ad valorem tax and specific subsidy on market equilibrium-Walrasian and Marshallian static stability condition-Homogeneous functions: Cobb-Douglas production function and laws of returns-calculation of marginal productivity of labour and capital.

Module-4: Unconstrained and constrained optimization problems

Un constrained optimization: output-revenue and profit maximization under perfect competition-profit maximization under monopoly-oligopoly and duopoly markets.
Constrained optimization: Necessary and sufficient condition for consumer equilibrium-Numerical problems of utility maximization and production maximization.

**Module -5: Integral Calculus,**

Meaning-simple rules of integration-calculation of total revenue and total cost from their respective MR and MC functions-Calculation of consumer’s surplus and producer’s surplus.

**Skill Development**

1. Student s to choose a product, price quantity demand quantity supply and derive the
   demand and supply equations in real situation.

2. Calculate market equilibrium price and quantity for any product

3. Distinguish simple and compound rate of interest, collect data about principal amount, rate interest from any bank and calculate amount, work simple and compound rate of interest in real situation

4. Student to choose product price and quality demand and supply price elasticity in real situation

**Reference Books**

Mathematics and Statistics for Economists G.S Monga
Quantitative methods for Economists R.Veerachamy

Mathematical Analysis for Economists RGD Allen
Theory and Problems of introduction Edward T Dowling

to mathematical economics
An introduction to mathematical economics D.Bose
Module -1: Concept of statistics, collection, classification, tabulation and presentation of data
Meaning- uses and limitations of statistics- collection of primary and secondary data-methods- -framing a questionnaire-sources of secondary data - Samples-meaning-methods of sampling: random(probability) and non random (non probability) sampling methods-Classification of data: types of classification-statistical series-individual discrete and continuous series-frequency table for discrete and continuous series concept of cumulative frequency-Tabulation data: Diagrammatic representation-types of diagrams- Graphical representation-histogram ,frequency curve, frequency polygon-ogives (cumulative frequency curve).

Module -2: Measures of central tendency
Meaning and characteristics of a good average-Types of statistical averages-mean, median and mode- Mean-arithmetic mean-simple and weighted-Arithmetic mean-harmonic mean-geometric mean- relationship between arithmetic -harmonic and geometric mean-relationship between mean median and mode.

Module-3: Measures of dispersion
Meaning and measures of dispersion-Range- quartile –derivation- mean derivation- standard derivation and Lorenz curve –coefficient of variation- the variance -Skewness and kurtosis (concepts)Correlation and regression::-correlation –meaning and types measurement of correlation-karlpearsons coefficient, Regression-Meaning-regression lines- regression equations of X or Y and Y or X-relationship between correlation and regression analysis.

Module -4: Time Series analysis and Index Numbers
Time Series analysis: meaning- components and significance of time series-Methods of estimating trend value-semi average –moving average and least square method-Index numbers: meaning uses and types of index numbers-concept of price relative-Methods of constructing index numbers: un weighted index numbers –simple aggregate method and average of price relative method-weighted index numbers-Laspeyers method- paasche method and fisher’s Idurl index numbers-Tests of index number formula-time reversal test and factor reversal test.
Module-5: Statistical Inference

Estimation: meaning and types of statistical estimation—properties of good estimates—Hypothesis testing—meaning of hypothesis null and alternative hypothesis—type I and type II errors—level of significance—confidence interval—Hypothesis testing methods—Z test—t test—F test and X2 (chi-square) test (concepts only).

Reference books

Mathematics and Statistics for Economists: G. S Monga
Quantitative methods for economists: R. Veerachamy
Quantitative techniques: DR, S Sachdeva
Business Statistics: Wilson
Statistics: Gupta

Fundamental of Statistics by S C Gupta
Statistical Methods by S P Gupta

For each semester, faculty and students will choose a project to work on. The project will carry 50 marks (15CIA+35ESE).
QP Pattern

I Semester Integrated B. A. B.Ed Examination, November / December 2018
(CBCS) (2018-2019 and onwards)
Economics Paper 1
Business Economics

Time: 3 hours
Max Marks: 70

Part A- Objective Type

I. Answer any 10 of the following questions:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15.

10x2=20

Part B- Short Essay

II. Answer any 3 of the following questions:

16. 
17. 
18. 
19.

3x5=15

Part C- Essay

III. Answer any 2 of the following questions:

20. 
21. 
22. 
23.

2x10=20

Part D- Application-based questions

IV. Answer any 1 of the following questions:

24. 
25.

1x15=15
## History

**B.A. B. Ed CBCS- SEMESTER SCHEME- SYLLABUS**

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<td>1</td>
<td>I SEMESTER</td>
<td>HISTORY OF INDIA-I</td>
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<td>COURSE - I</td>
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<td>2</td>
<td>II SEMESTER</td>
<td>HISTORY OF INDIA –II</td>
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<td>III SEMESTER</td>
<td>KARNATAKA – SOCIETY</td>
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<td>COURSE - III</td>
<td>ECONOMY AND CULTURE.</td>
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<td>IV SEMESTER</td>
<td>HISTORY AND TOURISM IN INDIA</td>
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<td>ELECTIVE COURSES</td>
<td>HISTORY OF EUROPE 1500 - 1945</td>
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COURSE - VI (B)  
VI SEMESTER COMPULSORY COURSE  
COURSE - VII  
INDIA AFTER INDEPENDENCE  

ELECTIVE COURSES  
COURSE - VIII (A)  
VIII (B)  
CONTEMPORARY WORLD  
OR  
HISTORY OF WEST ASIA SINCE 1900 A.D.

BREAK UP OF CONTINUOUS INTERNAL ASSESSMENT MARKS

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<td>Assignment/seminar</td>
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FIRST SEMESTER, Course- 1

HISTORY OF INDIA


UNIT-II: - Vedic Period :
(F) Early Vedic Period- Vedic Texts Pastoralism-
Tribal Polity - Social Differentiation- Religious Practices


MAPS: Extent of the Empire:

PLACES OF HISTORICAL IMPORTANCE:

1) Harappa  2) Mohenjadaro  3) Lotha  4) Bodhgaya  5) Sarnath  
6) Pataliputra  7) Taxila  8) Prayag  9) Sanch  10) Purushapura  
16) Thaneshwar  17) Sopara  18) Kaveripattanam  
19) Ganaikondacholapuram  20) Kancheepuram  21) Mahabalipuram  22) Tanjore

Books for Study:

1. D D Kosambi - An Introduction to Indian History
2. Romila Thapar : Ancient India
3. Romila Thapar : Ancient Indian Social History
4. R. S. Sharma : Indian Feudalism
5. R S Sharma : Perspectives in Social and Economic History of Early India
6. R S Sharma : History of Indian Political Ideas and institutions
7. D N Jha : Early India, A Concise History
8. B D Chattopadhyaya : The Making of Early Medieval India
11. A S Altekar : State and Government in Ancient India
12. U N Goshal : History of Indian Political Ideas
13. R G Bhandarkar: Early History of Deccan (Two Vol)
14. A L Bhasyam : The Wonder that was India
15. H V Srinivasa Murthy : History and Culture of South India to 1000AD
16. N. Subramanianm : Sangam Polity
SECOND SEMESTER, Course-II

HISTORY OF INDIA -II

UNIT-I:- Introduction : Source material-- Arab Invasion of Sindh -Founding of the Sultanate - Illtumish, Razia Begum -State Policy. Balban - Theory of Kingship. Turkish Nobility and the Ulema.


UNIT-V: - The Maratha Moment - Shivaji- Administration

MAPS: EXTENT OF THE EMPIRE OF:

1. Mughal Architectural Centers
2. Trade and commercial Centers
3. Extent of Shivaji’s Empire

PLACES OF HISTORICAL IMPORTANCE:

**Books for Study:**

- Iswari Prasad : Medieval India
- Mohd. Habib & K A Nizami : Comprehensive History of India Vol.V&VI
- A L Srivastava : Sultanate of Delhi
- Tapan Ray Chaudhri & Irfan Habib : Cambridge Economic History of India Vol.1
- R C Majumdhar : The Mughal Age
- R S Tripathi : Decline and Fall of Mughal Empire
- Jadhunath Sarkar : The Maratha Polity
- Irfan Habib : Agrarian System in Mughal
- Burton Stein : A History of India
- Richard Eaton : Essays an Islam and Indian History
- C A Bayly : Rulers, Townsmen and Bazaar
- Muzaffar Alam and Sanjay Subramanyam(Ed) : The Mughal State (1526-1750)
- Rekha Pande : Religious Movement in Medieval India
- I H Qureshi : The Administration of the Mughal Empire.
- I H Qureshi : The Sultanate of Delhi.
THIRD SEMESTER, Course – III
KARNATAKA – SOCIETY, ECONOMY AND CULTURE.


UNIT- IV:


B) Architecture - Chalukyas of Badami, Hoysalas, Vijayanagara, Bahamanis - Adil Shahi’s

UNIT- V:


B) Contemporary Issues:

Politics of assertion and Social Justice :- Backward Class Movement, Dalit Movement and Progressive Movements, Gokak Chaluvali, Raitha Sangha

Border Dispute (Mahajan Commission).

River - Water Disputes.

MAPS:

1. Centres of Religious Importance
2. Centres of Art & Architecture
PLACES OF HISTORICAL IMPORTANCE:


Books for Study:

a. R R Diwakar - Karnataka Through the ages
b. R R Diwakar - Kanataka Paramapare (Kannada Two Vol)
c. G S Dikshit - Keladiya Nayakaru 1969
d. Saki - Making History
e. Doreswamy H S - Horatada Ditta Hejjegalu 1972
f. H Thipperudraswamy - Karnataka Samskruti Samekshe (Kannada)
g. Shamba Joshi - Karnataka Samskrutiya Poorva Peetike
h. Chidananda Murthy M - Kannada Shasanagala Samskrutika Adhyayana
i. G M Moras - The Kadamba Kula
j. C. Hayavadana Rao - History of Mysore 3 Vol

k. G S Halappa & Krishna Rao - History of Freedom Movement Two Volumes

l. K. Raghavendra Rao : Imaging the Unimaginable
m. S U Kamat - Karnataka Sankshipta Ithihasa
n. D V Gundappa - Jnapaka Chitrashale
o. S Rajashekar - Karnataka Art & Architecture
p. K R Basavaraj - History and Cultural of Karnataka
FOURTH SEMESTER, Course – IV  
HISTORY AND TOURISM IN INDIA

UNIT – I: Introduction: Tourism - Traveler, Tour, - Meaning - Definition - Scope and Importance Tourism - Types of Tourism - Nature of Travel- Tourist - History as a Tourism Product.

UNIT – II:
A) Tourism Through the Ages: Beginnings to the Medieval Times - Modern Tourism - Sargent Committee
B) Tourism Development - Basic infrastructure - Tourism Resources.


UNIT – IV:
A) Tourism Organizations: International, National and Regional - IAOTO - WTO - PATA - ITDC - KSTDC - Role of Travel Agencies - Indian Tourism Industry
B) Tourism Marketing and Management - Socio Economic Impact of Tourism - Hotel Management - Training Personnel for Tourism


MAPS:
- Heritage Sites in India.
- Wild Life Sanctuaries in India.
- Tourism Circuits in Karnataka.

PLACES OF HISTORICAL IMPORTANCE:

1) Gaya 2) Pataliputra 3) Sanchi 4) Ajanta 5) Ellora 6) Nandi Hills 7) Srirangapatna
Books for study:

1. G S Batra - Tourism in the 21st Century
2. G S Batra and Danguala R C - Tourism promotion and Development
3. Brijindra Punic - Tourism Management programmes and prospects
4. Deems Foster - An Introduction to Travel and Tourism
5. Donald Land Berg E & Carolyn Lund Berg - Interval Travel and tourism
6. Gupta T C Sushma Kashekar - Tourism products in India
7. Chris Cooper and Fletcher - Tourism, Principles and Practices
8. S. Wahab - Tourism Marketing
9. Joan Bakewell - The Complete Traveler
10. Douglas Pierce - Tourism To-day, a Geographical Analysis
11. A.K. Bhatia - Tourism Principles
12. James W Harrison - Travel Agent and Tourism
14. Percy Brown - Indian Architecture
15. A.L. Basham - The Wonder that was India
16. Elliot & Dawson - History of India as Told by its own Historians
17. S.U. Kamat - Karnataka Gazetteer
COMPULSORY PAPER

FIFTH SEMESTER, Course - V

HISTORY OF MODERN INDIA

UNIT-I:
A) Advent of Europeans - Impact – Consolidation and Growth of British power Plassey, Buxar, Carnatic Wars


MAPS:
- Early European Settlement.
- Places Connected to the revolt of 1857.
- Places connected to Indian National Movement.

PLACES OF HISTORICAL IMPORTANCE:

**Books for study:**

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<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Sumit Sarkar - Modern India</td>
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<td>c.</td>
<td>A R Desai - Social Background of Indian Nationalism</td>
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<td>d.</td>
<td>J P Andrews - The Renaissance in India</td>
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<td>e.</td>
<td>Annie Besant - India a Nation</td>
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<td>f.</td>
<td>C Y Chinthamani - Indian Politics since the Mutiny</td>
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<td>g.</td>
<td>Bipan Chandra &amp; Et al. Indian Struggle for Independence</td>
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<td>h.</td>
<td>Bipan Chandra - Freedom Struggle</td>
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<td>i.</td>
<td>Bipan Chandra - Barunde &amp; Amalesh Tripathi - Modern India</td>
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<td>j.</td>
<td>Raj Mohan Gandhi - The Good Boat Man</td>
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<td>k.</td>
<td>Jawaharlal Nehru - Discovery of India</td>
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<td>Ravindra Kumar - Essays on the Social History of India</td>
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<td>Ramachandra Guha - Makers of Modern India</td>
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<td>Stein - A History of India</td>
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<td>Thomas R Metcalf - Ideologies of the Raj</td>
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<td>q.</td>
<td>Bernard S Cohn - Colonialism and its Forms of Knowledge - The British in India.</td>
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VI Semester
ELECTIVE PAPERS

HISTORY OF EUROPE 1500 -1945 Course – VI (A)

OR

HISTORY OF CHINA AND JAPAN SINCE 1900 - Course – VI (B)

SIXTH SEMESTER - Course– VI (A)

HISTORY OF EUROPE 1500 -1945


MAPS:

- Centers of Industrial and French Revolution.
- Unification Movements - Italy and Germany.
- Theatres of World Wars I and II.

PLACES OF HISTORICAL IMPORTANCE:

Books for Study:

- James Edgar Swain - A History of Civilization
- C A Bailey - The Birth of Modern World
- Harman Criz - A People’s History of the World
- Hobsbaum E J - Age of Capital
- Hobsbaum E J - Age of Revolution.
- J A R Marriott - A History of Europe
- W.S.Churchill- The World Crisis 1911-1928
- Hardy G.M. Gathorne-A Short History of International Affairs 1920-1939
- W.C. Ongione- The World Since 1914-1919
- E.H.Carr- The Twenty Years Crisis
- E.H.Carr –International Relations between the Two World Wars
- David Thomplan- Europe Since Napoleon.
- Hartmann Fredick- The Relations of Nations
- Schuman Fredrick-International .Politics
- E.H.Carr-A History of Soviet Russia
- Fisher A.L.- The Soviet in World Affairs
- Pollock.A.-The League of Nations.
- Zin mern.A.- The League of Nation and Rule of Law.
- Lipion .E- Europe 1914-1939
SIXTH SEMESTER, Course – VI (B)

HISTORY OF CHINA AND JAPAN SINCE 1900


MAPS:

- Centers of Western Influence in China.
- Chinese territories under Japanese Occupation in First World War
- Japanese conquests in Asia during Second World War.

PLACES OF HISTORICAL IMPORTANCE:


21) Yokohama.
Books for Study:

- Arthur Tiedmann - Modern Japan
- Shivakumar and S Jain - History of the far East in Modern Times
- M D David - Rise and growth of Modern Japan
- M D David - Rise and growth of Modern China
- D Nelson Rowee - Modern China
- A K Mukherjee - History of Japan
- R K Majumdar - History of the Far East
- R S Chaurasia - History of Modern Japan
- R S Chaurasia - History of Far East
- K M Panikar - Asia and Western Dominance
- P H Clyde and B F Beers - The Far East
- M. Vinacke - A History of the Far East
- Latourette - A Short History of the Far East
- Beckman - Modernization of China and Japan
- Cyrus H Peake: Nationalism and Education in Modern China
- P Bland - China, Japan and Korea
COMPULSORY COURSE

SEVENTH SEMESTER

INDIA AFTER INDEPENDENCE - COURSE – VII


MAPS: LOCATE 10 CENTERS ONLY:

- Union territories and State Capitals of India
- Native States in integrated in to India
- Linguistic States created in 1956.

PLACES OF HISTORICAL IMPORTANCE:

Books for study:

- Narendra Pani : Inclusive Economics - Gandhian Method and Contemporary Policy
- Sangeetha Purushotham : Grassroots Women’s Networks and the State
- Ajay K Mehra & Et.al (Ed) - Political Parties and Party Systems
- Zoya Hasan (Ed) : Politics and the State in India
- Peter Ronald de Souza : Contemporary India - Transactions
- J N Dixit : Indian Foreign Policy 1947 - 2003
- Puniyani : Communal Politics - Facts and Myths
- Sumantra Bose : The Challenge of Kashmir
- Bipan Chandra : Ideology and Politics in Modern India
- Bipan Chandra et. Al : India after Independence 1947
- R P Bhalla : Elections in India - Legacy and Vision
- Paul R Brass : Politics of India Since Independence
- Chaudhar D S : Nehru & Nation Building
- Gore M S : Unity in Diversity : The Indian Experience in Nation Building
EIGHTH SEMESTER COURSE –VIII
CONTEMPORARY WORLD –COURSE VIII (A)
OR
HISTORY OF WEST ASIA SINCE 1900 A.D.COURSE VIII (B)

CONTEMPORARY WORLD – Paper VIII (A)
UNIT – I:-Impact of the II World War–Bi Polar World-UNO–Achievements, Failures and Challenges -Cold War : Meaning , Phases –End

UNIT – II: The Third World–Non Alignment - National Liberation Movements SouthAfrica -Middle East -- Regional organizations : Arab League, OPEC, ASEAN, SAARC, European Union - Afghan Civil War


MAPS:

1. NATO Countries.
2. Communist Block.

PLACES OF HISTORICAL IMPORTANCE:

Books for study:

1. Agosin M (Ed) : Women, Gender and Human Rights : A Global Perspective
2. Simonies J : New Dimensions and Challenges to Human Rights
3. Lobo Nancy : Globalization, Hindu Nationalism and Christians in India
4. Went R : Globalization
5. Vyas V S (Ed) : Poverty Reduction in Developing Countries
6. Evans T : Politics of Human Rights
7. Jogdand & Michael : Global Social Movements
8. Jain and Hexamar : Nuclearization in South Asia
9. S K Ray : Refuges and Human Rights
12. Partha S Ghosh : Co-operation and Conflict in South Asia
13. A C Roy : International Affairs since 1919
14. A K Sen : International Relations since 1919
15. Prakash Chandra, Prem Arora : Comparative Politics and International Relations.
16. Agwani M S - Contemporary West Asia
17. Agwani M S - Politics in the Gulf
18. Cleveland W L A - A History of Modern Middle East
19. Cubban H - Palestine Liberation organization
20. Esposito John L - Voices of Resurgent Islam
21. Lewis Bernard - The Middle East the West
EIGHTH SEMESTER COURSE –VI (B)

HISTORY OF WEST ASIA SINCE 1900 A.D.


MAPS;

1. Turkey after 1919.  
2. Mandates in West Asia after First World War.  
3. Areas of Dispute between Palestine and Israel.

PLACES OF HISTORICAL IMPORTANCE:

Books for Study:

- Agwani M S - Contemporary West Asia
- Agwani M S - Politics in the Gulf
- Ahman Talmiz, Reform in the Arab World
- Antonio George - The Arab Awakening
- Binder Leonard - The Ideological Revolution in the Middle East
- Cubban H - Palestine Liberation Organization
- Fischer S N - A History of the Middle East
- Hawrani Albert - A History of the Arab People
- Lowis Bernard - The Middle East the West
- Peretz Don - The Middle East Today
- Said Edward - The Question of Palestine
- Sharabi Hisham - Nationalism and Revolution in the Arab World

For each semester, faculty and students will choose a project to work on. The project will carry 50 marks (15CIA+35ESE).
Question Paper Pattern
I Semester Integrated B. A. B.Ed Examination, January 2019
(CBCS) (2014-2015 and onwards)
HISTORY OF INDIA –I

Time: 3 hours
MaxMarks :70

Note: Read instructions carefully. All Sections are compulsory.

Section – A

Map :- (1 X 10 = 10)
Marking the Boundary Line - 5 Marks
Explanatory Note - 5 Marks

OR

Marking the Places on Outline Map Provided - 5 Marks
Description of the Places of Historical Importance- 5 Marks

Section – B (Essay)

Answer any two of the following: (2 X 15 = 30)
1.
2.
3.
4.

Section -C (Short Essay)

Answer any two of the following (2 X 10=20)
6.
7.
8.
9.

Answer any two of the following (2 X 5=10)
10.
11.
12.
13.
## Sociology

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BANGALORE UNIVERSITY
BANGALORE

DEPARTMENT OF SOCIOLOGY – UNDER GRADUATE
CHOICE BASED CREDIT SYSTEM
SYLLABUS 2014-15

I SEMESTER

PAPER – I  FUNDAMENTALS OF SOCIOLOGY

Unit I What Sociology is all about?
  a) The Rise & Development of Sociology
  b) Scope & Subject Matter of Sociology
  c) Sociological Perspective & Value of Sociology  12hrs

Unit II Basic Concepts:
  a) Social System: Meaning, Definition & Features
  b) Social Organization:
  c) Social Order
  d) Social Norms
  e) Reference Group  10hrs

Unit III Culture & Socialization
  a) Culture: Definition, Elements of Culture, Cultural Relativity, Ethnocentrism,
    Cultural Universals, Cultural Diffusion, Cultural Lag, Cultural Selection,
    Cultural Focus, Cultural Shock.
  b) Socialization: Meaning, Biological Pre-requisite, Conditions of Successful
    Learning, Theories of Socialization – Sigmund Frued, Emile Durkheim, C.H
    Cooley, Jean Paget.  20hrs

Unit IV Modernization
  Meaning, Factors favorable to Modernization, Obstacles to Modernization,
  Theories of Modernization: Convergence Theory, World System Theory.  08hrs

Unit V Social Inclusion & Exclusion
  Nature, Issues & Problems of Social Exclusion – Scheduled Caste & Class,
  Castes, Tribes, Non-Buddhists  10hrs

Reference Books:
  1. Bottomore, T.B, Sociology – Problems & Prospects
  2. Davis, Kingsley, 1981, Human Society, Indian (Reprint), Surjeet Publications,
    New Delhi.
    Pvt. Ltd. New Delhi.
    Publications, Mangelore.
II SEMESTER

PAPER – II

SOCIAL INSTITUTIONS

Unit I Marriage
Hindu Marriage as sacrament, Muslim Marriage as contract
Christian Marriage – Practices in Christian Marriage
Changing Trends in Marriages, Problems, Issues – Inter-caste, Inter-religious,
Marital dispute: Causes, Desertion, Divorce. Live-in Relationship, Gay-marriage
12hrs

Unit II Family
Meaning, Types – Nuclear Family, Joint Family, (Authority, Decent & Residence)
Issues & Challenges of Modern family system – single parent, the elderly &
working women. 8Hrs

Unit III Issues & Challenges of Marginalised Groups:
Meaning & Importance of the study of Marginalization:
Role of Ideology on Marginalisation; Scheduled Castes and Scheduled Tribes
Views of Jyothi Rao Phule, Pheriyar, Narayana Guru, Dr. B.R Ambedkar,
Mahatma Gandhi;
Protective Discrimination: Sahu Maharaj & Nalwadi Krishna Raja Wodeyar
Constitutional Provisions 15hrs

Unit IV Constitutionally Recognized Minorities
a) Religious Minorities – Muslims, Christians, Buddhists, Jains, Parsis & Anglo-
Indians: Problems of Minorities, Constitutional Provision for the Minorities.
b) Linguistic Minorities: Problems & Constitutional Provisions 15hrs
Unit V Education

Education: Meaning & Definition, Types of Education: Formal & Informal Problems & Prospects of Higher Education

Reference Books:
4. What Congress and Gandhi have done to Untouchables – Dr. Baba Saheb Ambedkar 1919, Popular Prakaashan, Mumbai.
7. G.R Madan, Marriage & Family in India.
8. Giriraj Gupta, Cohesion & Conflict in Modern India – Main Currents in Indian Sociology.
17. Kananakel Joshi :Scheduled Caste and The Struggle Against Inequality, New Delhi, Indian Social Institute, 1963
21. Ghurye, G.S. Caste, Race and Occupation in India, New Delhi, 1969
III SEMESTER

PAPER II: SOCIOLOGY OF MASS MEDIA & COMMUNICATION

Unit I
Meaning, significance & Scope of Communication, types of Communication, Functions of Communication.

Unit II

Unit III
Development of Mass Communication in India – Pre-Independence & Post-Independence Period.

Unit IV

Unit V
Communication as building block for personality & culture – The goal of communication, Man extends himself through media, development of communication in recent times.

Reference Books:
3. Danle Y.B(1955) Communication of Modern Ideas in Indian village
IV SEMESTER

Paper – IV Anthropology

Unit I: Introduction
Meaning and definition of Anthropology – divisions of anthropology – physical, cultural & social, scope and importance of anthropology  10 hrs

Unit II: Physical Anthropology
Man’s place in animal kingdom – higher primates and lower primates – behavior and gregariousness - racial classifications  10 hrs

Unit III: Cultural Anthropology
Meaning & definition of cultural anthropology – culture, cultural change, cultural contact, acculturation, assimilation, cultural conflict  10 hrs

Unit IV: Social Anthropology
Meaning & definition of social anthropology – marriage, types or marriage, rules of marriage. Family – types of family – religion and magic  15 hrs

Unit V: Concepts in the study of socio – cultural processes in India
Folk – urban continuum, tribe - caste continuum, universalization & parochialism, nature – man – spirit complex, nilakanta syndrome.  15 hrs

Reference Books:
1. Beals & Hoijer, Macmillan Publications, An Introduction to Anthropology
2. E E Evans Pritchard, Social Anthropology and Other Essays. New York
4. Lucy Mair, A Introduction to Social Anthropology, 1984
5. John Beattie, 1982, Kegan Paul Publisher, Other Cultures
6. H Kroeber, Physical Anthropology
Fifth Semester

Methods & Techniques of Social Research

Unit I Introduction:
Meaning of research, Qualities of a researcher, Stages of social research, Importance of social research. 10hrs

Unit II Hypothesis & Sampling
Meaning, types & Characteristics. 10hrs

Unit III Techniques of Data Collection
Observation, Interview & Questionnaire – Meaning, Types, Merits & Demerits. 15hrs

Unit IV Statistics & Analysis
Univariate Analysis, Central Tendency & Measures of Dispersion.
Bivariate & Multi-variate Analysis – Correlation & Regression
Introduction to SPSS & MS-Excel, Interpretation & its types. 15hrs

Unit V Report Writing:
Editing Coding & Tabulation Utility of Research Report 10hrs

Reference Books:
3. P.V Young, Scientific Social Survey & Research.
4. Ram Ahuja, Research Methods.
5. Bose Pradeep Kumar, Research Methodology.
PAPER V Elective  
Sociology of Industrial Life  
Total-60 hrs

UNIT-1  
Subject Matter of Industrial Sociology  
Nature, Scope and importance of Sociology of Industrial Life  
Theoretical Development in Industrial Sociology

Scientific Management, Philadelphia Mill Experiment, Hawthorne Studies – Illumination Experiment, RATR (The Relay Assembly Test Room Experiment), BWOR (The Bank Wiring Observation Room), The Interview Programme, The Criticisms.

UNIT: II Rise and Development of Industry  

UNIT:III  

UNIT-4  
INDUSTRIAL RELATIONS, TRADE UNION AND COLLECTIVE BARGAINING  

References

SIXTH SEMESTER

Paper VI – Current Social Problems

Unit I: Social Problem
    Meaning and nature
    Approaches to the study of social problems
    Relativity of Social Problem

Unit II: Corruption
    Causes, Types, Major scandals in India, Role of Governmental agencies in combating corruption – CBI, Lokayukta, COD & others

Unit III: Violence against women
    Rape, kidnap, domestic violence, female foeticide
    The problems of third gender
    The problems of commercial sex- worker

Unit IV: Terrorism
    Meaning and definition, Causes & types, Effects of terrorism, Remedies: American model, Israel model & Indian model

Unit V: Practices of Untouchability
    i) Atrocities on untouchables
    ii) Social disabilities: social boycott, denial of civic amenities in public places
    iii) Religious disabilities: prohibition on temple entry
    iv) Economic disabilities: restriction on choice of occupation
    v) Remedies: legal measures – human rights commission, national – state
        SC/ST commission, violation of human rights & constitutional provisions, special constitutional & legal provisions for eradication of untouchability

Reference Books:
2. Ram Ahuja, Social problems in India.
3. C. B. Mamoria, Social problems and social disorganization in India.
Elective –Paper VI

SOCIOMETRY OF SOCIAL MOVEMENTS (Total 52 hours)

UNIT I: Social Movements 15 hours

Meaning and Definitions of Social Movements, Objectives and Features of Social Movements, The Formation of Social Movements, Types of Social Movements, Theories of Social Movements.

UNIT II: Peasant Movement. 15 hours

Naxalbari and the Left Movements, Telangana Movements, Peasant Movements in Karnataka since 1980

UNIT III: Tribal and Dalit Movements 10 hours

Jharkand and Bodoland Movements.

Dalit and Backward Classes Movements

UNIT IV: Feminism and Women’s Movement 10 hours

Rise and Emergence of Feminism; Types of Feminism; Feminism in India.

Women’s Movement in India, Globalization and Women’s Movement.

UNIT V: Environmental Movement 10 hours

Current Environmental movements- Nuclear power movements Chipko Movement, Silent Valley Project, Narmada Bachao Andolan

References


7th & 8th sem courses
Sociology of health and medicine
Women in India

For each semester, faculty and students will choose a project to work on. The project will carry 50 marks (15CIA+35ESE).
**QUESTION PAPER PATTERN**

I SEMESTER-Integrated BA-B.Ed Examination-January 2019

**(CBCS) SOCIOLOGY - PAPER I**

Time: **3 h**

Max Marks: **70**

NOTE: Read Instructions carefully. All parts are compulsory.

**PART – A**

Answer any two from the following in 60 words each. All questions carry equal marks.

2x5=10 marks

1)  
2)  
3)  
4)  

**PART – B**

Answer any three from the following in 200 words each. All questions carry equal marks.

3x10=30 marks

1)  
2)  
3)  
4)  
5)  

**PART – C**

Answer any two from the following in 400 words each. All questions carry equal marks.

2x15=30 marks

1)  
2)  
3)  
4)  

-----------------------------------------------
Part 3: Educational Courses
Name of the Programme  B.A.B.Ed.

Course Title  Nature and Purposes of Education

Course Number  HC 01

Semester  1

Credits  2

Instructional Hours  52

Total Marks  100

**Rationale for the course:**

This course initiates student-teachers to study and analyse significant educational concepts, engage with theoretical formulations and grapple with philosophical and sociological issues. These range from understanding the knowledge, skills, competences and value orientation gained through the process of schooling to harmonising the dialectics of individual needs and societal needs/preserving culture and transforming it. While drawing from the related disciplines of philosophy, sociology and history, the issues and concepts are positioned in the context of education wherein they acquire meaning for teachers.

This course will also help student-teachers think through issues of aims of education, what is considered ‘good’ or ‘desirable’ for individuals/society at large and who decides these. Student-teachers have to appreciate the complex nature of education and the importance of a critical approach to the study of education. Given the complexity of education, no single thinker’s ideas can provide the basis for formulating educational aims and evolving processes. Student-teachers therefore have to be provided with opportunities to explore a range of perspectives and seek out multiple rather than singular explanations/solutions to issues/problems.

Student-teachers need to revisit what they learn in this course throughout the four year programme so as to gain a more nuanced understanding of nature and purposes of education and how these play out in practice.
Objectives of the course:

- Gaining a broad perspective of education
- Understanding the normative and cognitive aspects of education
- Understanding the aims and purposes of education from multiple perspectives
- Studying different thinkers’ conceptualisations of education
- Engaging with the role of education in promoting values
- Appreciating that education is a complex and contested domain of study and practice

Course Organisation:

UNIT 1: Meaning and nature of education – Normative and cognitive aspects of education; Education as cultural transmission; Education and Development; Sites of education; Processes of education; Conceptual distinction between schooling and education; Education as a right.

UNIT 2: Aims and purposes of education – Individual development, Societal Progress; Place of freedom and discipline; Beliefs about abilities and intelligence; What constitutes common good; Role of schooling in exclusion and oppression; Inclusive education to further the cause of social justice; Aims of education as articulated in Indian policy documents.

UNIT 3: Introduction to thinkers who have influenced education – Rousseau, Dewey, Montessori, Freire, Swami Vivekananda, Tagore, Gandhi, J Krishnmurthy, Gijubhai Badheka, Ambedkar: Study of 4 thinkers - each of the thinkers’ ideas of what is ‘good’ for individual and society. critique of the education system that existed during their time, and the alternatives they offered.

UNIT 4: Education and Values - What are Values; How Values are Acquired; Value Concerns at School Stage; The Whole School Approach; Peace as a value; Education for peace.

Critical questions to reflect:

- What is meant by education? What does education involve? Why is education important?
- Is education a process or a product?
- Who is considered an educated person?
- Why must education, in the form of schooling, needs to be provided to all children?
- What are the structures and processes of schooling?
• What are the aims of education?
• How can education meet aims such as equality, justice, peace, self-reliance and environmental sustainability?
• What are the normative aspects of education? How does this relate to value formation?
• What kind of values does education perpetuate? Do different school contexts have a differential impact on learners’ value formation?
• Does education have the potential to contribute to transformation of values in society?
• How can schools nurture a culture of peace?

Tasks:
1. Compile definitions of education from different sources, such as vachanas, sayings of thinkers, vision statements of schools run by different managements, academic writings of educationists, and analyse them for similarities and differences. What could be the reasons for the differences?
2. In groups, choose a set of 2 critical questions from among the ones listed above. Each group to present their reflections on the questions to the rest of the class.
3. Study the aims of education in the all the National Curriculum Framework documents (1975, 1988, 2000 and 2005). How have they evolved to meet the current societal concerns and political climate of the country?
4. Prepare a module to integrate teaching learning of a value of your choice into a unit of any subject. Pilot this unit while on internship.

Suggested mode of transaction:
Pre-reading exercises to get STs to reflect on some of their own observations and experiences, perceptions and beliefs, around the themes of this course; Sharing and discussing the individual reflections in small groups to be taken up for all four units of study.

Suggested Mode of Assessment:
Participation in reading, reflections and discussing critical questions; Presentation of tasks.

Essential Readings:

Unit 2:

Unit 3:

Unit 4:

Additional Readings:
- Ivan Illich, Deschooling Society, from www.arivindguptatoys.com
QP Pattern
I Semester Integrated B.A/B.Sc. B.Ed. Examination ,January2019
EDUCATION
HC – 1: Nature and Purpose

Time: 3 Hours Max. Marks: 70

Instruction: PART- A (3x10=30)
Answer any three questions. Each answer not exceeding three pages. All questions carry equal marks:

1. a) b) c) (2+4+4)
2. a) b) c) (2+4+4)
3. a) b) c) (1+9)
4. a) b) c) 10
5. a) b) c) (2+5+3)

Part-B
II. Answer any eight questions. Each answer not exceeding one and half pages. All questions carry equal marks:

6. 5
7. 5 (2+3)
8. a) b) 5
9. 5
10. (2+3)
11. a) 
   b) 

12. a) 
   b) 

13. a) 
   b) 

14. a) 
   b) 

15. 5 

16. 5 

17. 5 

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Name of the Programme    B.A.B.Ed.
Course Title             ICT in Education
Course Number            HC 02
Semester                 1
Credits                  1
Instructional Hours      26
Total Marks              50

Rationale for the course:

The material culture associated with the way the information is handled by Human societies have had significant impact on various other aspects of our societies like shared beliefs, attitudes; social organisation, and also the way goods and services are produced and consumed. For instance invention of printing during 15th century democratised learning and triggered the faster propagation of ideas. The technology of printing is historically known to have facilitated many social and cultural movements including India’s independence movement which has since then changed the landscape of social organisation in our society. The nature and changes in material culture has the potential to change our very notion of knowledge and learning. Teachers, who are fundamentally concerned with knowledge and learning should understand the current material culture. The current material culture is associated with information and is popularly labelled ICT (Information and communication technology). ICT includes everything from internet, computers, television, radio, books etc., which help us in storing, retrieving, manipulating and propagating all kinds of information.

Note : Tools for ICTs here should not only be viewed as use of computers but also use of latest digital technologies such as mobile phones, recorders, tabs etc for both collaborative resource creation, assessment, use of technology in classroom etc.
Objectives of the course:

- Situating the role of ICT in education within broader aspirations of the society.
- Developing a critical understanding of ICT in Education in relation to building inclusive societies.
- Appreciating the role of participation and knowledge sharing in virtual communities.
- Understanding the role of ICT in administrative and academic support systems.

Course Organisation:

UNIT 1:
Theory: Understanding children growing up in information age; Rise of the digital society; Education before the information age; Democracy in the digital society; Social inequalities and the digital divide; Gender, race and class in information age; Knowledge sharing in the virtual communities; ICT for everyday problem solving in education

UNIT 2:
Theory: Exploring and showcasing examples of ICT tools and interventions in Education; Harnessing machine translation & speech recognition for inclusive language education and teaching multilingual classroom; Widening the scope for regular feedback on teaching and learning through ICT; Building portfolio for both teacher and students using ICT tools; Taking teaching beyond classroom through social networking sites; Shifting focus of learner assessment from information retention to critical utilisation of information; Resource creation for teaching learning as collaborative a effort.

Critical questions to reflect:
How are children growing up in the information age different from the ones before? What does it mean to teach such children?
What does the digital society mean for the democratic practices? How are identities pertaining to ethnicity, race, religion, gender and language taking shape in the digital society?
How was education before information age? How would this help a teacher?
Can we teach machines to teach humans?
Are the traditional forms of learner assessments relevant for the children growing up in information age?
**Tasks:**

1. Students will read the essential readings suggested, write reviews on them, present their understanding in the class and will hold discussions. Students will also proactively post their writings on the institute’s blog and share that with their friends and community.

2. Students will systematically document their observations in their home or in the neighbourhood about children interaction with ICT and present the same in the class.

3. Students will explore and showcase the finest examples of ICT in education to their peers and faculty.

4. Students will identify the various processes in the educational institute and map the corresponding ICT tools that help in improvising those processes.

5. Students will explore, identify and use relevant ICT tools for building portfolios of themselves and children.

6. Students will join the groups on social networking sites which are created based on ethnicity, race, religion, region, language, gender etc and study the dynamics of such groups over a course of time.

**ICT Practice**

**ICT for connecting and learning**

1. Familiarisation and basic troubleshooting with the ICT infrastructure and various devices - installing operating system on the computer - accessing and adding various software applications, basic troubleshooting

2. Equitable access to ICTs including for learners with special needs - ethical use of ICT - Public digital technologies including Free and Open Source Software (FOSS) and Open Educational Resources (OER)

1. **ICT for connecting** - communicating and forming teacher communities of practice for collaboration and peer learning – web browser for accessing the internet - participation in online, email and mobile-based forums - internet safety and privacy

2. **ICT for self learning** - developing personal digital libraries (PDLs) with different kinds of digital resources – processes of evaluation of digital resources

**ICT for Creating Resources**

1. Handling multiple devices, tools and applications to create and represent resources in multiple digital formats - appreciation of the pedagogic possibilities for a given context and purpose so as to include all learners

2. Creation of concept maps - use of concept mapping as a learning resource

3. Text editors, image editors, screencast recording applications to create resources in text and image formats - learning to organize and present a textual resource - combining to produce an output, extending learning beyond the text book
4. Combining audio, print and images to tell a story - possibilities of digital stories for communicative and learning purposes, using slides to make multimedia presentations

References

QP PATTERN
I Semester -Integrated B.A.B.Ed Examination-January 2019
(CBCS) Education
ICT in education

Time 35 min                                                                 Max Marks 35

Part A
Answer any two questions. Each answer not exceeding three pages. All questions carry equal marks. (2x10=20)
1a
b
c
2.a
b
c
3a
b
c

Part B
Answer any three questions. Each answer not exceeding one and half pages. All questions carry equal marks. (3x5=15)
4
5
6
7
8
I Semester B.Ed. Examination, June 2015
(CBCS) (Semester Scheme)
EDUCATION
ICT in Education

Time: 1 ½ Hours
Max. Marks: 35

Instruction: Answer should be written completely either in English or in Kannada.

PART - A

Answer any two of the following questions. Each answer not exceeding three pages. All questions carry equal marks. (2×10=20)

1. a) Define communication.
   b) Explain briefly the types of communication.
   c) Explain the barriers to effective communication in the classroom.

2. a) What is Programmed Instruction?
   b) Explain briefly the principles of Programmed Instruction.
   c) Enumerate the differences between Linear and Branching programmed Instruction.
3. a) Define Educational Technology.
   b) List the objectives of Educational Technology.
   c) Explain the scope of Educational Technology with suitable examples. (2+4+4)

PART-B

Answer any three of the following questions. Each answer not exceeding one and half pages. All questions carry equal marks. (3x5=15)

4. Explain in brief the modes of Computer Assisted Instruction. 5

5. List the steps of preparing PowerPoint presentation. Mention any four advantages of PowerPoint presentation. (3+2)

6. Explain the role of multimedia approach in a classroom for effective communication. 5

7. What is e-learning and e-publishing? Mention any two advantages of Internet. (4+1)

8. What are the components of Educational Technology? Explain any one of them. (1+4)
Name of the Programme  B.A.B.Ed.

Course Title  Critical Reading and Expository Writing

Course Number  EPC01

Semester  1

Credits  1

Instructional Hours  26

Total Marks  50

**Rationale:**

Being critical, means understanding with careful considerations of facts, opinions, intentions and sources. It entails looking at a text from multiple perspectives. A reading of this kind enhances the meaning making process. This course introduces student teachers to engage in critical reading of a variety of texts.

Critical reading of a text involves analysing the texts one reads. Sharing one’s own understanding helps in putting thoughts together to make it coherent for others and opens it up for multiple perspectives. To initiate student teachers in this journey, opportunities for student teachers to articulate in different forms their *careful judgment or judicious evaluation*. This judgment or evaluation shall be based on evidence, logic and reason for expository texts and for narrative texts it would be a consideration of what the reading 'evokes' when seen from the reader's perspective.

The student-teachers will also write essays and narratives to explore their arguments further and evoked feelings in their own way. This will bring out the essence of their reading. They will put forward what is in the text and take a particular position based on the range of positions available. They will be supporting their position with evidences. This process of trying to articulate their understanding will give clarity into their own thoughts about the topic and will encourage them to go beyond their own personal experience and look at the use of recognised sources of knowledge. All the essays student teachers write will involve reflection on their own style, thinking and research.
Objectives:

After completion of the course, student-teachers will:

- Develop the skill of critical reading by way of engaging with a variety of texts
- Analyse what they read and share the readings in different forms
- Develop the skill of writing for different purposes
- Become aware of their own thinking process

Course Organization:

This course intends to use the essential readings of their education courses and language courses. The course is designed so that reading will act as a springboard for writing projects and writing will be used to understand and interpret reading. The student teachers will be encouraged to critically read their own writing and engage in the process of drafting and re-drafting. They will also be doing peer reviews to support each other’s learning experience.

Unit 1 Critical Reading

Reading of narrative text - Understand that literature is a unique form of human knowledge. Look at the text from the perspectives of the narrative style, tone and imagery. Judge if the elements worked together with the text’s content to make an impression on the reader.

Interpreting the text - understand that the text does not contain the meaning ‘per-se’, but reading is a creative process and meaning is derived by readers based on socio-cultural backgrounds and assumptions. Multiple interpretations do not mean anything “goes”, as each text will have to be read within the frame in which it is set.

Evaluating the text – Critical reading demands that the text needs to be evaluated in terms of rationality, credibility of sources/arguments/analyses and clarity of thinking in what is presented in the text.

Unit 2 Expository Writing

Writing for different purposes

- Vignettes of personal experiences, blogs
- Reports, articles, reviews
- Journal entries
- Presentations/ graphic organisers

Writing for sharing involves thinking about the reader. Writing process involves drafting and revising. The process of revision makes it possible to bring in more clarity and add new perspectives. The iterative process sharpens one’s thinking.
Suggested modes of transaction:

This course has to be co-taught by English language faculty and the concerned discipline faculty.

Each reading assignment in this course will explore questions and issues through response exercises, essay draft, and a finished essay built upon the previous activities. For the first essay, student teachers will read a narrative text and share the feelings that it evoked. They will explore reasons for such a reaction and share an essay critiquing the text based on narrative style, tone and imagery. They will judge if the elements worked together to make an impression on them. The essay draft will be written with their peers as audience. They share each other’s essays, give suggestions for improvement and the final will be submitted to the teacher educator along with a note on the process.

While writing the essay student teachers will provide key information necessary to understand their reading. They put forth their understanding of the subject matter coherently. They support their arguments with evidence and cite sources. Each report will be produced as a draft and then will be made final. Draft is not an outline, incomplete report or notes about the report. It is a complete report with all the arguments made coherently.

The second essay will be based on the expository reading they take up in their field. They can use a graphic organizer to separate facts and opinions for a given essay. They will cross reference information to argue that the information is credible. They will look for clarity in the arguments made in the text and present their understanding. Here again, the student teachers will prepare a draft and present it to the expert in that field viz., a science essay would be submitted to a science teacher educator. Based on their comments a final version should be submitted.

Based on their preference of readings, student teachers create a response to one of the themes discussed in their reading. Student teachers take up this response/concept and consider various forms for presentation. The presentation should consider using a combination of actions, materials and artifacts for communicative purposes, whether produced physiologically (voice modulation, songs, facial expressions and gestures) and/or technologically (with chalk, pen and ink, or computer). Student teachers will come up with ways in which these resources can be organized for effective communication. The aim is to draw the attention of student teachers to the various possible meaning-making resources, and the ways in which specific choices work together to achieve the desired communicative goals.

Note: Teacher educators to give two deadlines – first submission and submission after revision.

Suggested Assessment methods:

Self-assessment, peer assessment, feedback based on the rubrics that are already shared with the students; maintenance of portfolios and journals.
Essential Readings:


Additional Readings:

II SEMESTER

4 Year Integrated Teacher Education Programme

BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme  B.A.B.Ed.
Course Title          Childhood, Adolescence and Growing Up
Course Number         HC 03
Semester              2
Credits               2
No. of instructional hours 52
Total marks          100

Rationale for the course:
This course is meant to provide an introduction to the conceptions of childhoods and adolescence and theories of development from psychological, social and cultural dimensions. The main focus in the course is to enable student teachers to arrive at an understanding of how different socio-cultural realities construct different childhoods, within children’s lived contexts: family, schools, neighbourhoods and community. The course should also engage student teachers in close observation and interaction with children from diverse socioeconomic and cultural backgrounds. The course builds an interdisciplinary framework to interpret and analyse these observations and interactions, drawing from cross-cultural psychology, sociology and anthropology to bring together theories of child development and crucial aspects from the construct of childhoods and adolescence.

Objectives of the course:

● Understanding theories of child development and socio-cultural constructs of childhoods & adolescence

● Appreciating how the identity of a child/adolescent is shaped by representations of gender, class, caste in society

● Interpreting the lived experiences of children and adolescents vis-à-vis the universalistic normative notions of childhood and adolescence

● Developing an understanding of the issues relating to marginalization, difference and diversity

● Evaluating the role of teachers in terms of the needs of diverse learners in school
Course Organisation:

UNIT 1: Perspectives on Childhood and Development - Normative ideas of childhood and child development; Theories of child development; Critical periods in development; Nature-Nurture debate on development; Moral development.

UNIT 2: Socio-cultural constructs of childhoods - Socio-cultural ideas and experiences of childhoods and adolescence; Assumptions of notions of childhood and stereotypes; Children and work.

UNIT 3: Agencies and Processes of Socialisation – State, family, peer group, school and mass media; Lived experiences of children and adolescents; Processes of enculturation and socialization.

UNIT 4: Learner in school - Role of school in preservation and promotion of culture; Learner diversity; Learners with special needs: Learners with disabilities/culturally, socially, economically disadvantaged learners/gifted and talented learners; Hidden curricula; Role of teacher.

Critical questions to reflect:
Do children across different cultures experience adolescence similarly?
How does urbanisation and economic changes impact the construction of childhood and adolescence?
How do representations of gender, class, poverty in media shape our assumptions on the behaviours of children and adolescents?
What are children’s lived experiences in different social, cultural and economic settings? What are the commonalities and what are the differences across settings?
How do schools perpetuate stereotypes in forging identities? How can a teacher be aware of these stereotypes and what can be done to mitigate them?
In what ways can schools cater to diverse learning needs? Why is it important to celebrate learner diversity?

Tasks:

1. Observe two children at play (or in a community setting), and interact with them. Prepare a report relating your observations to the ideas discussed in Units 1 & 2.

2. Refer to http://developingchild.harvard.edu/science/key-concepts/brain-architecture/ for write-up on brain architecture. Discuss in groups the various strands that the article highlights, for example, the importance of providing rich and varied learning experiences at early years of learning to help shape the developing brain; how cognitive, emotional, and social capacities are intertwined and develop throughout one’s life time. Each group to share their reading with the rest of the class.

3. Prepare a photo exhibition of children from different socio-economic backgrounds engaged in activities outside school. Discuss children’s lived experiences.

4. Study the representations of gender, class and poverty in media and prepare a collage. Critically reflect on these representations in terms of breaking or
perpetuating stereotypes.

5. Read any book depicting children from two different historical periods in similar contexts (for example Dickens and JK Rowling or Kipling and RK Narayan) and analyse the constructs of childhood/adolescence depicted in the books.

6. Observe one child each in a Government school, a low-fee private school and an affluent private school, for an entire day. Interpret the role of school in perpetuating stereotypes and compare your observations and interpretations with those of the other student teachers in the class.

Suggested mode of transaction:

Critical reading and discussions of the essential reading texts; Sharing of student teachers’ experiences of their own childhood and adolescence in a non-threatening atmosphere; Readings about childhood from diverse contexts; Engaging with children in different contexts, writing reports on the engagement, sharing with the rest of the class and reflections; Reading and discussing about children’s lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children’s diaries, testimonies and the media.

Suggested Mode of Assessment:

Assessing student-teachers’ capacities to observe, understand and interpret notions about children and childhood; Nature of critique of the universalistic normative notions of childhood and children and adolescents; Ability to interpret how gender, caste and social class may impact the lived experiences of children.

Essential Readings:

Unit 1:

Unit 2:


Unit 3:


Unit 4:

- Meighan, Roland. *A Sociology of Educating*. Oxford University Press. (Chapter 10)

Additional Readings:

Rationale:

"The world in language is half someone else's. It becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention" – Bakhtin

Language across curriculum focuses on the importance of language in everything that the students learn in school. Students come with a diverse set of language experiences. Readiness for learning a ‘subject’ and making better sense of the world through that not only depends on the student’s prior knowledge, understanding and skills in that particular subject but also on her ability to participate in the learning process with the language that she has. To make school knowledge her ‘own’ student has to make sense of what is ‘said’ and what she ‘reads’. She should also be able to use the school language intentionally in her own style to express her understanding.

There is no doubt that the students need to build academic language structures to actively engage in learning. Just memorising the complex structure of a sentence as definition in science neither enhances the language skill nor the understanding of science.

So, it becomes imperative for every teacher to understand the student’s language, recognise the gaps she might have and provide opportunities to bridge the language gap in every subject rather than compartmentalising language learning to the language classroom. In essence, every teacher is a language teacher.

In order to do this, the teacher has to be aware of the distinguishing features of conversational and academic use of the language in terms of structure and elements. This awareness will lead to taking a closer look at the dimensions that have to be considered to set the academic apart from the conversational register.
This in turn will help the teacher to include all children in learning and cope with the language of interaction, textbook and assessment.

Objectives:
After completion of the course, student-teacher will:
- Developing sensitivity towards the language background of students
- Appreciating the nature of classroom discourse and develop strategies for use of oral language
- Develop an understanding of the nature of reading comprehension in different content areas

Unit 1
Understanding language background of learners and the nature of classroom discourse
Multilingualism in the classroom (language and power), home and school language, (understand that languages are different as opposed to deficient).
Nature of classroom discourse – idea of dialogue between teacher and student, strategies to support dialogue; factors that restrict dialogue in the classroom; strategies to include all in the classroom.

Unit 2
Understanding the nature of reading comprehension and writing in different content areas
Academic language – Meaning and nature (elements and patterns); Discipline based language- meaning, nature, variety; Analysis of readings from different subjects.
Critical reading of the language of textbook content; Reading comprehension in the content areas (reading for conceptual understanding) - social sciences, science, mathematics; strategies to develop reading comprehension (summarising, clarifying, generating questions, predicting, skimming, scanning)
Writing in specific content areas; strategies to develop writing with a sense of purpose – writing to learn and understand (note making, diary writing, recording observations/procedures, process writing, graphic organisers); making reading-writing connections; analyzing children’s writings to understand their conceptions
Understand the relation of language of the learner and the requirement in the content; strategies to bridge the gap at multiple levels.
Tasks

1. Review the language in a wide range of texts, learning resources, journals, periodicals, newspaper, bulletins and such other items; Interpretation of pictures, diagrams, graphs, maps, and other illustrative devices
2. Undertake a project involving listening to children’s reading, misuse analysis, developing a reading test and administering it.
3. Analysis of textbooks and other materials used in different subjects from the point of view of registers and styles used in them.

Suggested mode of Transaction

Reading and discussions, presentations, writing assignments. A small group project to develop strategies to improve reading comprehension and try it out with students.

Suggested mode of Assessment

Self-assessment, peer assessment, feedback based on the rubrics that are already shared with the students; maintenance of portfolios and journals.

Essential Readings:

Name of the Programme: B.A.B.Ed

Course Title: Health and physical education

Course Number: EPC2

Semester: 2

Credits: 1

Instructional hours: 26

Total marks: 50

Rationale

It is well acknowledged that health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. This subject area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental aspects of a child's development. Given the multi-dimensional nature of health, there are many opportunities for cross-curricular learning and integration in other subject areas like science, social science and languages also.

The organisation of activities should ensure a wide range, so that each and every student-teacher can participate according to his/her interest and need. The focus should be on what as a student-teacher should I learn and what should I expect that the children should learn and practise so as to acquire habits of healthy living and participate in games, sports and athletics for maintaining fitness.

Objectives

- Understanding the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health
- Developing positive attitude towards health as individual and be collectively responsible to achieve it
- Ability to identify students’ health status, health problems and take up remedial measures
- Becoming aware of the rules of safety in hazardous situation (illness, accident and injury) and ability to use first aid measures
- Learning to form right habits about exercise, games and sports, sleep, rest and relaxation
- Acquiring skills for teaching physical fitness, correct postural habits and activities for their development
- Creating interest for the practice of yogasanas and meditations
through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life

- Understanding various policies and programmes related to health, physical education and yoga; and
- Understanding the process of assessment of health and physical fitness.

**Course Content**

Given the applied nature of the course, the content should consist of both theory and practical. It should focus on *experiential* learning.

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- *Yoga* — importance of *yoga, yogasanas, kriyas* and *pranayams*
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.
III SEMESTER

4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme          B.A.B.Ed
Course Title                   Creating an Inclusive School
Course Number                  HC 05
Semester                       3
Credits                        1
Instructional Hours            26
Total Marks                    50

Rationale for the course:
The objective of this course will be to bring about an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school, as spelt out by Booth and Ainscow in *The Index for Inclusion* (2000). This course will explore the definition of ‘disability’ and ‘inclusion’ within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. While analysing the policy and programme initiatives in the area of inclusion, the course will look at models of disability as well as the dominant discourse on ‘the other’ in the narratives of all concerned. It will attempt an identification of the ‘barriers to learning and participation’ while formulating a policy of good practice and review.

The National Policy of Education, (GOI, 1986) Article 4.9 stated: ‘The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.’ Shortly thereafter the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) brought in inclusion into the discourse, with a focus on the advantages not just to those with disability but also to the ‘others’, viewing inclusion as a ‘dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.’ (p. 12) However, the RTE Act (GOI, 2009) states that ‘the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools’ (Article 26), while the Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the ‘ultimate aim would be to mainstream all CWSN in neighbourhood schools’ (GOI, 2011, p. 46). While the consequences of this shifting approach in state documents, on
‘integration’ or ‘mainstreaming’ into ‘normal’ schools, confuse the popular understandings of ‘inclusion’, this course will require students to interrogate their own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

**Objectives of the course:**

- Understanding the national commitments towards the education of children with diverse needs.
- Develop an understanding of the concept, principles and models of inclusive education in the context of education for all.
- Identify and address diverse needs of all learners.
- Familiarise with the trends and issues in inclusive education.
- Develop an understanding of the role of facilitators in inclusive education.
- Identify and utilise existing resources for promoting inclusive practice.

**Course Organisation:**

**Unit 1: Introduction to Inclusive School**

Concept and importance of inclusive education—its merits and limitations, Inclusive education strategies for children with diverse needs, school education of the disadvantaged groups and girl’s education, Provisions for Inclusive Education as per RTE, Barriers in Inclusive Education: Attitudinal, Social and Educational.

**Unit 2: Creating Learner friendly Environment**

Universal Design for learning—Multiple means of access, expression, engagement and assessment, Co-teaching methods— one teach one assist, station teaching, parallel teaching, alternative teaching and team teaching; Differentiated Instructions—Content, process and product; Peer mediated instructions—class wide peer tutoring, peer assisted learning strategies; ICT for instructions

**Tasks:**

1. Visit any inclusive school and report about school settings - A study of barrier free environment
2. Conduct survey about barriers in social inclusion
3. Develop teaching learning materials for children with special needs
4. To make a list of available curricular support services for children with special needs
5. Conduct awareness programme for public about early intervention/detection
Essential Readings

Unit 1:


Unit 2:


Additional Readings:

Objectives: After completion of the course student teachers will:

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

UNIT-1: Content –Aspects of language. (Content from 6th, 7th and 8th standard of Karnataka

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

1.2 Structure of English language – phonological structure- mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes, vowels and consonants, stress intonation, rhythm, consonant clusters, minimal pairs - their meaning and practice.

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

1.4 Syntactic structure of English – meaning and importance – basic sentence patterns; phrases and clauses.

Unit 2: Nature, Objectives and Taxonomy

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

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

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

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

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

2.5:Need and importance of teaching English.

2.6:Aims-literary, cultural, utilitarian and creativity

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

3.1. Bilingual method – meaning, principles, merits and limitations
3.2. Direct method – meaning, principles, merits and limitations
3.3. Structural Approach – meaning, principles, criteria for selection and gradation of structures, ways of teaching structures, substitution table, its importance, types, preparation, uses and practice in relation to secondary school texts, merits and limitations
3.4. Communicative Approach – meaning, features, principles, merits and limitations
3.5. Eclectic Approach
3.6. Suggestopedia – meaning, principles, merits and limitations
3.7. Constructivism in ELT (NCF 2005)

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

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

Seminar Topics: (any one)

Prepare and present seminar paper on the following topic.

1. Activities to develop linguistic skills – listening, speaking, reading and writing
2. Use of educational technology in teaching and evaluation of English language
3. Study skills – Gathering, Storage and Retrieval – their importance and use in Language learning

5. Psychological principles of learning language.(Behavioristic and Cognitive Approach)

6. Language. games-(Activity Based learning)(ABL)

7. Constitutional provisions and policies of language education.

8. Different forms of English Literature and their relative importance.


10. Use of library resources in teaching and learning of English.

Reference Books:

1. AIELTA-Voices-journal-London
2. BalasubramanyanT.-Introduction to phonetics for Indian students MacMillan publication Hyderabad
3. BansalR.K -Outlines of phonetics -CIEFL Hyderabad
5. Bhatia&Bhatia-Methods of teaching English
6. ELT- (journal) ELTAI-Chennai
10. Gimson, Introduction to pronunciation-OUP
11. Gleason S-Descriptive linguistics-OUP
16. Pitcoder, Introduction to linguistics-CUP
18. Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press
4 Year Integrated Teacher Education Programme  
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme  B.A.B.Ed  
Course Title  Pedagogical content knowledge – Kannada (Part-1)  
Course Number  SC01  
Semester  3  
Credits  2  
Instructional hours  52  
Total marks  100


Summary: The study revealed that pedagogical content knowledge plays a crucial role in teacher education. It was found that effective pedagogical content knowledge can improve the teaching skills of the students. However, there is a need for more research in this area to understand the impact of pedagogical content knowledge on the teaching skills of the students.
2.1 ಸಾಮಾನ್ಯಚಿತ್ರ: ಗುಂಪಿನ ವಿಧ್ಯಾಮಾನದ ಅನುವಾದಕ.  
2.2 ಹೆಸರು: ವಿಕ್ರಮ್ ಎಂಬ್ರೆನ್ ಅಮೀರಿಲ್ಲಾ, ರಿಸೇರೆನ್: ರಿಕೆಂಟ್ ಚಿತ್ರವು- ಭಿತ್ತಿ ವಿಧ್ಯಾಮಾನ, ರಾಜ್ಯಸೇವಕರ್, ಬಿಡಿಯುಗ್ಮಕ್ಕೆ ಅನುಭವವಾಗಿದ್ದಾನೆ.  
2.3 ಹತ್ತಿರದ ಪ್ರತಿಭೆ: ಹತ್ತಿರ ಅನುವಾದ ಉದ್ದೇಶಗಳು ಸ್ಥಳಾತ್ಮಕವಾಗಿ, ಹತ್ತಿರದ ಪ್ರತಿಭೆಯ ಮೇಲಿನ ಅನುವಾದಿಗಳ ನಿರ್ದೇಶಣೆಗಳು, ಉದ್ದೇಶಗಳು, ಅನುವಾದಕರ್, ಸಾಮಾನ್ಯ ಅಧ್ಯಯನ, ಸಾಮಾಜಿಕ ಅಧ್ಯಯನ ಗುಣ.  
2.4 ಹಿಸ್ಟರಿಗೆ ಕಾಂಡ- ಚಿತ್ರದಲ್ಲಿ ಕಾಂಡಿನ ಹೆಸರು. ಪುಸ್ತಕದಿಂದ. ಹತ್ತಿರದ ಡಿಸೆನ್ಸ್ ಅದ್ಭುತ ಪ್ರತಿಭೆಗಳಿಗೆ ಪ್ರತಿಭೆಗಳ, ವಿದ್ವಾನ್ ಆಧೀನತೆ, ರೋಮನ್ ರಾಜೀ ಇತ್ಯಾದಿ. ಸಾಮಾನ್ಯ ಅಧ್ಯಯಕ್ಕೆ ಮೇಲೆ ಅನುವಾದಿಗಳ ನಿರ್ದೇಶಣ, ಹತ್ತಿರದ ಪ್ರತಿಭೆ.  
2.5 ಹಿಸ್ಟರಿಗೆ ಕಾಂಡ- ಚಿತ್ರದಲ್ಲಿ ಕಾಂಡಿನ ಹೆಸರು. ಹತ್ತಿರದ ಡಿಸೆನ್ಸ್ ಅದ್ಭುತ ಪ್ರತಿಭೆಗಳಿಗೆ ಪ್ರತಿಭೆಗಳ, ವಿದ್ವಾನ್ ಆಧೀನತೆ, ರೋಮನ್ ರಾಜೀ ಇತ್ಯಾದಿ. ಸಾಮಾನ್ಯ ಅಧ್ಯಯಕ್ಕೆ ಮೇಲೆ ಅನುವಾದಿಗಳ ನಿರ್ದೇಶಣ, ಹತ್ತಿರದ ಪ್ರತಿಭೆ.

ಭಾಗ-3: ಮಾಜ್ಯ ಪ್ರತಿಭೆಯನ್ನು ಸಾಂಗಿಸಿ/ ಭಾವುತ್ತಿನ ಪ್ರತಿಭೆಗಳನ್ನು (14 ವರ್ಷಗಳ)

3.1 ಅಭಿವೃದ್ಧಿಯಾಗಿ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳನ್ನು, ಅಪಾರವಾದ ಅನುವಾದವನ್ನು ಸಂಕ್ಷೇಪಿಸಿ ಪ್ರಸ್ತುತಿಸುತ್ತಾರೆ.  
3.2 ಪ್ರತಿಯೊಂದು ಅಭಿವೃದ್ಧಿಯಾಗಿ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳಿಗೆ ತಲುಪಬಹುದಾದ ಅಧ್ಯಯನ ಮತ್ತು ಪ್ರತಿಭೆಗಳು.  
3.3 ಪ್ರತಿ ಕೆಲವು ಕುಸುಂಬಗಳು ಎಂದರೆ ಎಲ್ಲೊಂದು ಪ್ರತಿಭೆಗಳು ಮತ್ತು ಪ್ರತಿಭೆಗಳು ತಾನುಖ್ಯಾತಿಯಾಯಿತು ಮತ್ತು ಸಮಾಧಿಯಾಯಿತು.  
3.4 ಪ್ರತಿ ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು ಕಾಂಡಿನ ಹೆಸರು. ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳಿಗೆ ಪ್ರತಿಭೆಗಳು, ಅಭಿವೃದ್ಧಿಯಾಗಿ ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು.  
3.5 ಪ್ರತಿ ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳಿಗೆ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳಿಗೆ ಪ್ರತಿಭೆಗಳು, ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು.  
3.6 ಪ್ರತಿ ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳು ಉದ್ದೇಶಗಳ ಮತ್ತು ಪ್ರತಿಭೆಗಳು. ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು. ಪ್ರತಿಭೆಗಳು, ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳಿಗೆ ಪ್ರತಿಭೆಗಳು, ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು, ಪ್ರತಿಭೆಗಳು.  

ಭಾಗ-4: ಮಾಜ್ಯ ಪ್ರತಿಭೆಯನ್ನು ಸಾಂಗಿಸಿ (12ವರ್ಷಗಳ)

4.1 ಮಾಜ್ಯ ಪ್ರತಿಭೆಗಳು ಉದ್ದೇಶಗಳು. ಹತ್ತಿರದ ಪ್ರತಿಭೆಗಳು. ಹತ್ತಿರದ ಹೆಸರು ಪ್ರತಿಭೆಗಳು.  ಹತ್ತಿರದ ಪ್ರತಿಭೆಯ ಉದ್ದೇಶದ ಮತ್ತು ಪ್ರತಿಭೆಗಳು.  
4.2 ಹತ್ತಿರದ ಹೆಸರು. ಹತ್ತಿರದ ಹೆಸರು. ಹತ್ತಿರದ ಹೆಸರು. ಹತ್ತಿರದ ಹೆಸರು. ಹತ್ತಿರದ ಹೆಸರು.  

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4.3 ದೊಡ್ಡ ಹಿಂಡುಗಳು, ಸಹ ಹಿಸಾಬದ ಸಂಕೇತಗಳು, ಮಂದಿರದ ಕ್ರಮದರ್ಶನ. ದೊಡ್ಡ ಷಟ್ಟಿಗೆ, ಮಂದಿರದ ಕ್ರಮದರ್ಶನ. ಬೆಳೆದ ಸುದ್ದಿಯನ್ನು. ಸಂಬಂಧಕ, ದೊಡ್ಡ ಷಟ್ಟಿಗೆ(ದೊಡ್ಡ ಷಟ್ಟಿಗೆ) ಮತ್ತು ಸಂಬಂಧಿತವಾದ ಹಿಗುಡನ್ನು ಸರಿಸುಮಾರು ಮಂದಿರದ ಕ್ರಮ.

ಪೂರ್ವಕ ಸಂಪುಟಗಳಿಂದ ಸೇರಿದ ಸೂಚಿತಾರೂರುಗಳು:

(ಹಿಂದಿಯಲ್ಲಿ ಸೇರಿದ ಸೂಚಿತಾರೂರುಗಳು)

1. ಸಂಘಟಕ ಪ್ರತಿ ಸರೋಕಾರ ಮಂದಿರ.
2. ಮತ್ತು ಸಂಪಾದಕರಣದ ಸರೋಕಾರ ಮಂದಿರ.
3. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
4. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
5. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
6. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
7. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
8. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
9. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ ಮಂದಿರ.
10. ಸಂಬಂಧಿತವಾದ ಸರೋಕಾರ.
Name of the Programme: B.A.B.Ed
Course Title: Pedagogical content knowledge – Hindi (Part-I)
Course Number: SC01
Semester: 3
Credits: 2
Instructional hours: 52
Total marks: 100

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

Chapter I: अ) मात्राकार्य, प्रकृति: (Language meaning, Nature, Importance)
(12 Hours)
1. मात्राकार्यमेंप्रकृति
2. मात्राकेंद्रित
3. पाषकेंके विभिन्न रूप
4. मात्राकार्यमेंप्रकृति
5. प्रमाणप्रमाणी
6. मात्रानुसार, व्याकरणात, विद्यालेखाकेंप्रकृति

आ) हिंदीके उद्देश्य:(Objectives of teaching Hindi)
1. मात्राकेंप्रकृतिहिंदीके उद्देश्य
2. हिंदीके उद्देश्यहिंदीके उद्देश्य
Chapter II: अ) भाषाशिक्षणके सामान्यसिद्धान्त एवं सूत्र :  
(General Principles and Maxim of language teaching)

1. विचित्रतशिक्षणकी आवश्यकता ।  
2. भाषाशिक्षणके सामान्यसिद्धांत ।
3. शिक्षणसूत्र ।  
4. भाषाशिक्षणके मुख्यसूत्र । 

आ) हिंदीशिक्षणपद्धतियाँ : (Methods of teaching Hindi)

1. प्रत्यक्षपद्धति  
2. व्याकरणअनुवादपद्धति  
3. गणकतत्वाध्यात्मवेदनाविधि  
4. समन्तपद्धति 

अ. शब्दपरिवर्तनपद्धति  
आ. संरचनात्मकविधि  
5. हिंदीशिक्षण पद्धति

Chapter III: आ) भाषाकोशलीकाशिक्षण : (Teaching of Language Skills)(12 Hours)

1. श्रवणकोशल :  

अ) श्रवणकोशलकामहत्व आ) उद्देश्य  
इ) विधियाँ  
ई) श्रवणकोशलमें ध्यानदेनेवोपयोगाते।

2. वाचनकोशल :  

अ) वाचनकोशलकामहत्व आ) उद्देश्य  
इ) विधियाँ  
उ) वाचनसंबंधी दृष्टियों औरसुझावे।

4. लेखनकोशल :  

अ) लेखनकोशलकामहत्व औरउपयोग आ) उद्देश्य  
इ) विधियाँ  
उ) प्रतिलेख और शृंखलसंग्रहांतर  
ऋ) लिखनासिद्धानेमें ध्यानदेनेवोपयोगातै।

Chapter IV. अ) पाठयोजना : (Lesson Planing) (16 Hours)

1. अ) पाठयोजनाका अर्थ आ) महत्त्व औररूप  
ढ) हिंदीपाठयोजनाकेलक्षण  

2. ग) उपिल प्रोफेसर पाठयोजनाका कार्यक्रम  

आ) सूचभाषिक्षण : (Micro teaching)

अ) सूचभाषिक्षनका अर्थ और अध्यायात्मक  
ढ) सूचभाषिक्षनकेलक्षण  
ऋ) कोशलीकाशिक्षण
1. माध्यमिकविद्यालयों में बोधनाध्यायक के रूप में भाषावाचकता।
2. हिन्दीका अवधारणाओं अथवा निर्देशात्मक उपनिवेश।
3. भाषा-कौशल एवं माध्यमिकविद्यालय के उपक्रम का अध्यापन कार्य।
4. कार्यक्रम न्यूयॉर्क-दीमाथ, साहित्य और सांस्कृतिक विकास परिचय विचार।
5. हिन्दीमाध्यमिकविद्यालय के निर्देशण (उपन्यास) में माध्यम।

आधारण: –
1. दिनेश कुटुब भारद्वाज- हिन्दीमाध्यमिकविद्यालय दुस्तरपुत्र, आगरा।
2. हिन्दीमाध्यमिकविद्यालय- गंगा, जयपुर।
3. नृत्य भाषा-माध्यमिकविद्यालय- नगराञ्चल, जयपुर-3, 1998।
4. डा. की.मोहनदास-नानकचंद-दीमाथ, राजस्थान।

प्रशिक्षण परिवर्तन
5. विजय शुक्ल- हिन्दीमाध्यमिकविद्यालय- दुस्तरपुत्र, लुधियाना।
6. प्रतिवाद-नीमाहिंदी-माध्यमिकविद्यालय- नीमापुर, 1995।
7. सैलोक-पुनः-दीमाथ, बिनोदपुर, अगर।
8. समाहिताकार-भारद्वाज-पी.डी. भारद्वाज, बिनोदपुर, अगर।
9. शिक्षणीशिल्प बच्चों-दीमाथ, बिनोदपुर-भारद्वाज, अगर।

10. भारतीयमाध्यमिकविद्यालय-भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
11. भारतीयमाध्यमिकविद्यालय-भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
12. भारतीयमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
13. भारतीयमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
14. भारतीयमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
15. भारतीयमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
16. हिन्दीमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
17. हिन्दीमाध्यमिकविद्यालय- भारतीयमाध्यमिकविद्यालय-दुस्तरपुत्र, भारद्वाज, अगर।
Name of the Programme  B.A.B.Ed.

Course Title  ICT Mediation

Course Number  EPC 3

Semester  3

Credits  1

Instructional hours  26

Total marks  50

Rationale
Curricular resource creation by teachers has been seen as an important process of teacher professional development (TPD). Such resources are likely to better correspond to the local needs of teachers. ICTs (digital information and communication technologies) offer possibilities for teachers to design and develop digital curricular resources.

During the first year of the program, the ICT in education provided broader perspectives on ICTs in education and equips students with basic computer literacy. In the second year, the course will meet the requirement of developing curricular resources that are specific to each subject, using relevant subject specific software applications. These digital tools can also be used in the transaction of these subjects in the classrooms. Using ICTs for improving classroom pedagogies, along with using digital curricular resources as part of the curricular content, can help support teacher development as well as improve classroom transaction. The integration of the technological, pedagogical and content knowledge, as discussed in the “Technological Pedagogical Content Knowledge” (TPACK) knowledge framework, is an important element of TPD that the course will explore as an extension of the Facilitating Learning of various subjects. The integration of ICTs in the content and pedagogy aspects in the teaching of different subjects has the potential to improve the transaction (including assessment for learning) of the other subjects. An effective implementation of the ICT Mediation course requires that the transaction of other courses facilitate integration of digital resources and tools.

Secondly ICTs are having far reaching socio-cultural, political and economic implications, both positive and negative on our society and the student teacher needs to have a basic awareness and understanding of these.

Note: Tools for ICTs here should not only be viewed as use of computers but also use of latest digital technologies such as mobile phones, recorders, tabs etc for both collaborative resource creation, assessment, use of technology in classroom etc.
Objectives

The course facilitates student teachers in:

1. Learning the use of various educational tools for creating digital resources in different subjects
2. Understanding possibilities of integrating ICT in teaching learning for different subjects and for creating inclusive classrooms.
3. Evaluating the use of ICT resources in various stages of teaching learning in terms of suitability of content, pedagogic appropriateness and facilitating learning
4. Exploring the possibilities of using ICT in assessment activities.

Units

Unit 1: ICT for resource creation

1. Pedagogic possibilities from different educational tools and media (?)
2. Creating resources using various educational tools and integrating them into lessons. An indicative list of application include Geogebra and Turtle Art (for Mathematics), Simulations and Desktop Planetarium (Science), Vocabulary tools and digital stories (Languages), Digital Maps and atlases (Geography), and Timelines for history (Social Sciences). Translating voice overs or subtitles (Video Documentary across subjects)
3. Spreadsheets to capture, process, analyse data - present analysed information in text and graphical formats.

Unit 2: ICT in teaching learning

1. Integrating digital tools into teaching and learning of Mathematics, Science, Social science and Language subjects - (created and accessed)
2. ICTs for creating and using assessment information - conducting formative assessments.
3. TPACK framework of integration of technological-pedagogical-content knowledge for teacher professional development.
4. Evaluation of ICT resources and determining appropriate use of various ICT resources (created and accessed) in transaction as well as student learning.

Requirements

1. Hardware - The course will ideally require a 1:1 computer : student ratio. In case of fewer computers, a ratio of 2 or even 3 students per computer may be required to be managed. Student teachers should be encouraged to buy personal devices. The institution should ramp up the computer availability in a phased manner to ensure 1:1 ratio over time. Lab may be made available at other times to student teachers to continue practice.
2. Encourage students to also use their own digital equipments such as mobile phones, tabs etc
3. Software - Each computer must be loaded with required softwares/educational tools preferably the public (free and open source) with Operating System such as Ubuntu GNU/Linux.
4. Connectivity - Internet connection, ideally, with a minimum speed of 12 MBPS will be needed as well as arrangements for back-up power. In case the
bandwidth is lesser, this will need to be managed by having students rationing downloads of heavy video files. The college can also make available on-line resources through off-line media (pen drives, DVDs) to students to avoid repeated downloads of the same resources. The digital resources required for this course also will be be made available both on-line and off-line media to the institutions.

5. Ideally the practical hours should be in combined slots of 2 hours at a time; this will allow an extended period to get into and complete an activity. Individual colleges may have to come up with time-table adjustments to allow for optimal hands-on time for student teachers.

Tasks:

Guiding principle: EveryICT tool referred here should be critically reviewed by students and faculty against the theories of learning, knowledge, intelligence and administration.

<table>
<thead>
<tr>
<th>S no</th>
<th>Task</th>
<th>Suggestions for implementation</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Resource Creation using ICTs tool 1. Image editing, video editing, editing or adding subtitles to videos, adding annotations on images and videos for instructional purpose. 2. Creating a lesson plan including one of the topic specific simulations on Phet, GeoGebra, Chemcollective, Jmol etc. Familiarising with how simulations are made. Discussion should be held about their educational value and how they can be integrated in classroom transaction. Students will use mind mapping tools to organise the ideas discussed in the above scenarios. 3. Students will build concept maps on content dealt in school textbooks to visualise the relationship between different</td>
<td>1. For this section we would restrain from suggesting any specific tool for these tasks as newer and simpler tools get added every now and then. Students should explore sites like ubuntu software center, sourceforge, github or google play store etc and find the appropriate ones for completing the given tasks. 2. Tasks given for Image, audio or video editing should result in an outcome that can be used for educational purpose. Like creating poster for a classroom, writing subtitles for a video in different language.</td>
<td>Multimedia teaching learning resources are the new norm of the information age. As per Edgar Dale’s Cone of Experience these multimedia resources help extend the learner attention and enhance their meaningful engagement with the content. Teacher’s familiarity with these tools will help a great deal initially to modify the existing resources to suit the unique and diverse classroom needs and then in the later stages to proactively create innovative resources for teaching learning purpose. Currently most multimedia resources come with features that also enable systematic learner assessment.</td>
</tr>
<tr>
<td>concepts</td>
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</table>
| **2. Wikipedia Page creation:** Classroom reading of “Wikipedia: About” page in wikipedia. Students and faculty will appreciate how wikipedia works and how contributors create and edit pages in wikipedia.  
1. Each student will create a wikipedia page about school/institute/library of their choice for which the page does not yet exist.  
2. Each student will create a book using wikipedia book creator on topic of their choice. |
| Wherever appropriate videos are available and can add value to the students understanding should be included in classroom transaction. Students may refer to existing wikipedia pages of popular educational institutes before creating their own.  
1. Students may identify the places of educational value in their neighbourhood for which a wikipedia page is yet to be created.  
2. Students should be encouraged to create wikipedia pages in their home language. |
| Wikipedia represents one the finest example of building a knowledge community where each of us is free to contribute and benefit. These tasks are aimed at empowering students to contribute to the existing knowledge; initially on simpler terms and then gradually getting them to do more complex tasks like creating a book from wikipedia pages. The task of creating a book from wikipedia pages is suggested here keeping in mind existing scenario in rural and poor urban settings where access to computers and internet is yet to reach the satisfactory level. This would enable teachers to create books based on children’s areas of interest and then get it printed for their educational purpose. This can also be done to add needed resources for the school library. |

**Suggested mode of transaction**

1. The theory and practice of ICT will not be split into discrete sections in terms of transaction. Most of the elements of ICT mediation course require practical work, however, the theoretical basis for many of these activities will be introduced through readings, class talks, lectures and group discussions.  
2. Subject based tools will be introduced in the ICT Mediation paper. The institution may identify one teacher-educator who will take responsibility for the course transaction. However, the concerned subject teacher educator will transact Section 2 in Unit 1 and Section 1 in Unit 2 to introduce the tools relevant to their subject, so that the deeper pedagogical aspects are able to be explored while teaching the different subject based tools. This would facilitate the technology integration in all subjects. The evaluation of the lessons created must be assessed by the concerned subject teacher educator to assess whether the lesson demonstrates the pedagogic approaches for the subject. Such a “team-teaching” approach will be needed for ICT mediation paper.  
3. Further, ICT mediation can be a useful way to bring pedagogic integration across subjects; this will be taken up through a holistic project based approach, cutting across different subject areas to explore an idea/ topic. For instance, a group of student teachers can take up a project on ‘Water’ and access, create digital resources on this topic, that has connections to mathematics, science, social science and language.
4. Practical sessions will be conducted in the ICT laboratory, which must be equipped with a laptop connected to a slide projector, white board and student-teachers having access to computers with Internet connectivity. The theory-practical split of transaction time (hours) is as follows for the Units 1 and 2 of Year 1.

**Suggested mode of assessment**

The student teachers will be assessed in three parts with a suggested split as follows:

<table>
<thead>
<tr>
<th>Participation in the class/ course platform/ forum</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>Portfolio of digital outputs</td>
<td>10</td>
</tr>
<tr>
<td>Conducting a class integrating digital tools and resources in one subject (this should pertain to the topic for which the portfolio has been submitted for assessment)</td>
<td>10</td>
</tr>
</tbody>
</table>

The relative weights of these parts can also be determined by the individual institution. The criteria for each are discussed below.

**Participation in class and virtual forums**

1. Participation in class discussions, sharing ideas/experiences,
2. Volunteering for tasks/ responsibilities and helping peers.
3. Quality of interactions on the email forum and evidence of collaboration and participation

**Portfolio submission**

As part of Units 1 and 2, student teachers are to create resources and lessons. Each student teacher will identify a topic for the purposes of portfolio submission. This topic will be part of the core subject chosen by the subject teacher (from amongst mathematics, science, social science and language). The student teacher will be encouraged to also explore (access, create, revise) digital resources that connect this topic to more than one of these subjects. The submission should also include a ‘meta-document’ which will record their observations, analyses, critical evaluation and reflections on the resources collated. The meta-document will also provide a navigation to the resources for the assessor. The student teachers’ ability to evaluate ICT resources and ability to generate meta-knowledge through organizing digital resources is to form the basis of assessment. The resources will be stored by the student-teacher in relevant folder (with sub folders) and the soft copy of the same submitted for assessment at the end of the year.

The resources and lessons will be assessed based on the appropriateness in the given context and for the stated purpose. These resources will be assessed based on clarity and coherence of ideas presented, appropriateness of the choice of resource creation methods, presentation style, complexity of effort and the overall effectiveness of the resource in communicating an idea. The assessment of the portfolio will be done by the teacher teaching this course, working with the teacher teaching the relevant subject(s) to which the topic pertains to. The use of resources in the overall lesson sequence should demonstrate a fit with current pedagogic
approaches and go beyond. The extent of linking the topic to multiple disciplines will also be assessed.

**Conducting a ‘digital class’**

The student-teacher’s ability to integrate the digital tools (both subject-based applications and generic applications) for transacting the lesson will be assessed. Has the use of these tools improved the presentation of the topic, has it helped in employing the 5E approach (or any other approach) in a manner that has aided learning? Is the transaction supporting learners to actively engage with the issue and provoke their thoughts and responses?

How is the student-teacher using these digital tools to assess the understanding of the learners during the transaction processes (formative assessment). How is the student teacher using these tools for improving the class participation, and for inclusion?

Note – the institution may decide to drop the third component ‘conducting a digital class’ and do only the first two components. Also, the student-teacher can be asked to conduct the digital class on the same topic on which she has prepared her portfolio. In such a case, the presentation will provide inputs to the teacher-educator on the understanding of the student-teacher with regard to the portfolio, the topic being presented and the understanding of ICT mediation.

**IV. Special expertise required**

All teacher-educators will be required to develop skills for this paper as per the curriculum. The teacher educators would also need to become familiar in using the different educational applications for their subject teaching.

Teacher educators can explore a team teaching approach for transacting this course, since in the laboratory, more than one person may be required to facilitate the learning. Student teachers who are already comfortable in using ICTs may also be roped in by the teacher-educators as support faculty for facilitating the transaction of this course.

**V. Suggested Readings**


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Rationale for the course:

This course brings together perspectives from other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers student-teachers an opportunity to critically reflect on notions of learning and teaching that they have formed from their own experience, and to move beyond them. They need to appreciate that learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science. Student-teachers will engage theoretically and empirically with the notion of learning as construction of knowledge. Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners’ motivation, and develop analytical tools to understand such learning. Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching. They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning. They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques. They will critically engage with an instructional model to analyse how it can scaffold students’ learning. Student-teachers will evaluate teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth.
Objectives of the course:

- Understanding the processes of learning
- Understanding the needs of the learner
- Appreciating teaching as a complex activity
- Analysing teaching in diverse classrooms
- Evaluating teaching as a profession

Course Organisation:

UNIT 1: Learning and the learner – Conceptual and Procedural Learning; Theories of learning; Learning as construction of knowledge; Constructivism and Conceptual Change; Learning in and out of school; Diverse needs of learners.

UNIT 2: Teaching and the teacher – Teaching as a complex enterprise; Teaching for understanding; 5 E instructional model; Teaching as a profession; Teacher as a reflective practitioner.

Critical questions to reflect:

- How do we learn concepts?
- How do we learn skills?
- What are the insights for teachers from Piaget’s theory of learning in terms of schemas and structures?
- Why is an understanding of ZPD important for teachers?
- How do we teach so every child learns?
- Why is it difficult to reduce teaching to methods and strategies?
- What are the primary factors that influence teaching?
- What does reflection on teaching entail?
- How can one evolve as a reflective teacher?

Tasks

- Observe a classroom and study the following:
  1. What kinds of learning are taking place? Were all children participating? How did the teacher support learning of all children? How was the class organized? Discuss with the teacher what she had planned and what changes she made and why. Write a reflective report.
  2. If you were to teach the same class you observed, how would you do it? What aspects of the teacher’s plan will you retain and what changes would you make, why? Describe your plan.

- Study videos of classroom transactions (either from the collection that the
teacher education institute maintains of teachers/student-teachers/demo classes of teacher educators or the available on the internet). Note how the classroom is organised, how the teacher engages the students, resources used by the teacher, how s/he begins/ends the class/transitions between activities, the examples/metaphors used, the quality of teacher-student interactions, level of engagement of students, the general classroom climate, classroom management techniques used by the teacher and so on. Share your observations in a group and reflect on differences and similarities in your observations. As a group, prepare a report based on your collective observations, without evaluating the transaction or passing judgment on the teacher.

- Study a variety of examples of children’s work. What do they tell you about how children learn and the factors that have a bearing on their learning?
- Study published diaries of teachers (Ex: Hemraj Bhatt’s *The Diary of a School Teacher*, Gijubhai Badheka’s *Divasapna*) and write a report on the insights you gained from the teacher’s experiences.

**Suggested methods of transaction:**

The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children’s work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning, exploration, sharing and reflecting, analytical writing, and studying teachers’ diaries.

**Suggested Assessment methods:**

Participation in class; Participation and Completion of tasks, Quality of reports;

**Essential Readings:**

**Unit 1**


**Unit 2**


Additional Readings:


- Wolfolk, Anitha. (2004). Educational Psychology. Pearson publications. (Chapter 8 & 12 – Classroom Assessment and Grading.)


### 4 Year Integrated Teacher Education Programme

**BENGALURU CENTRAL UNIVERSITY, 2018-19**

<table>
<thead>
<tr>
<th>Name of the Programme</th>
<th>B.A.B.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>PCK of Languages – Kannada - Part2</td>
</tr>
<tr>
<td>Course Number</td>
<td>SC02</td>
</tr>
<tr>
<td>Semester</td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td>2</td>
</tr>
<tr>
<td>No. of Instructional hours</td>
<td>52</td>
</tr>
<tr>
<td>Total Marks</td>
<td>100</td>
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</tbody>
</table>

1. कुठे नावमंजिळ थायुळ काळे अयमेत मठयूळ चाले अयामेत मठयूळ. कोण अग्राहित काळे काठाव, अयामेत मठयूळ नाही करणारे पणहूळ. कोण मठयूळ नाही करणारे पणहूळ?

2. कुठे नावमंजिळ अयामेत मठयूळ काळे अयामेत मठयूळहूळ. कोण अग्राहित काळे काठाव, अयामेत मठयूळ नाही करणारे पणहूळ. कोण मठयूळ नाही करणारे पणहूळ?

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6. कुठे नावमंजिळ अयामेत मठयूळहूळ काळे अयामेत मठयूळ. कोण अग्राहित काळे काठाव, अयामेत मठयूळ नाही करणारे पणहूळ. कोण मठयूळ नाही करणारे पणहूळ?

7. कुठे नावमंजिळ अयामेत मठयूळहूळ काळे अयामेत मठयूळ. कोण अग्राहित काळे काठाव, अयामेत मठयूळ नाही करणारे पणहूळ. कोण मठयूळ नाही करणारे पणहूळ?

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### प्रश्न-1: कुठे नावमंजिळ अयामेत मठयूळ होई?

(10 मार्क्स)

11. कुठे नावमंजिळ अयामेत मठयूळ होई?

12. कुठे नावमंजिळ अयामेत मठयूळ होई?

13. कुठे नावमंजिळ अयामेत मठयूळ होई?

14. कुठे नावमंजिळ अयामेत मठयूळ होई?

15. कुठे नावमंजिळ अयामेत मठयूळ होई?

### प्रश्न-2: कुठे नावमंजिळ अयामेत मठयूळ होई?

(15 मार्क्स)

2.1 कुठे नावमंजिळ अयामेत मठयूळ होई?

2.2 कुठे नावमंजिळ अयामेत मठयूळ होई?
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2.3 ಕ್ರಮಾಂಕಪಟ್ಟು: ಅರಿತ್ತೆಯ ರೈತು ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿಗಳು.
2.4 ಮಹಾತ್ಮ ಮುಂದುಮರುಸ: ಮೂಲಪಾತ್ರದ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ.
2.5 ಮಹಾತ್ಮ ಮುಂದುಮರುಹುದು / ಮೂಲಪಾತ್ರ ಮುಂದುಮರುಗು: ಮೂಲಪಾತ್ರದ ಪದ್ಧತಿ.
2.6 ಮಹಾತ್ಮ ಮುಂದುಮರುಗು/ ಅಪೂರ್ಣ: ಮೂಲಪಾತ್ರದ ಪದ್ಧತಿ.

3.1 ಮಹಾತ್ಮ ಮುಂದುಮರುಗು: ಪ್ರಾಂಶಿಕ, ಇತಿಹಾಸಿಕ, ದೇಶದ ಪ್ರತಿ‌ಪಾದಿಕೆ, ಸಹಿತ ಮಹಾತ್ಮನ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ.
3.2 ಮಹಾತ್ಮ ಮುಂದುಮರುಸ: ಮೂಲಪಾತ್ರದ ಪದ್ಧತಿ, ಮೂಲಪಾತ್ರದ ಪ್ರತಿ‌ಪಾದಿಕೆ, ಕೃಷಿ-ಬೇಕಾರದ ಪದ್ಧತಿ, ಮಹಾತ್ಮನ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ.
3.3 ಮಹಾತ್ಮ ಮುಂದುಮರುಸ: ಮಹಾತ್ಮನ, ಮೂಲಪಾತ್ರದ ಪದ್ಧತಿ, ಮಹಾತ್ಮನ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ.
3.4 ಮಹಾತ್ಮ ಮುಂದುಮರುಗು: ಅವಸಾನದ ಪ್ರಾಂಶಿಕ, ಇತಿಹಾಸಿಕ, ದೇಶದ ಪ್ರತಿ‌ಪಾದಿಕೆ, ಮಹಾತ್ಮನ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ.
3.5 ಮಹಾತ್ಮ ಮುಂದುಮರುಸ: ಅವಸಾನದ ಪದ್ಧತಿ,
3.6 ಮಹಾತ್ಮ ಮುಂದುಮರುಸ: ಅವಸಾನದ ಪದ್ಧತಿ,

4.1 ಮಹಾತ್ಮ ಮುಂದುಮರುಗು/ ಅರ್ಥೀತಿಪದ್ಧತಿ: ಪ್ರತಿ –ಪಾದಿಕೆ ಪದ್ಧತಿ. ಸಹಿತ ಮಹಾತ್ಮನ ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿ - ನಿರ್ದೇಶ.
4.2 ಮಹಾತ್ಮ ನಿರ್ದೇಶಿಸಿದ ನಿರ್ದೇಶ: ಮೂಲಪಾತ್ರದ ಪದ್ಧತಿ, ಇತಿಹಾಸಿಕ, ದೇಶದ ಪ್ರತಿ‌ಪಾದಿಕೆ.
4.3 ಮಹಾತ್ಮ ನಿರ್ದೇಶ: ಪ್ರತಿ‌ಪಾದಿಕೆ, ಇತಿಹಾಸಿಕ, ದೇಶದ ಪ್ರತಿ‌ಪಾದಿಕೆ.
4.4 ಮಹಾತ್ಮ ನಿರ್ದೇಶ: ಪ್ರತಿ‌ಪಾದಿಕೆ, ಇತಿಹಾಸಿಕ, ದೇಶದ ಪ್ರತಿ‌ಪಾದಿಕೆ.

(ನಾಯಕಪಾತ್ರದಬೇರೆಚೆದುಹುದು ಪದ್ಧತಿಯವರಾದುದು)

1. ಕೃಷಿ ಸ್ವತನ್ತ್ರ, ಬೀಜಾರು ನಿರ್ದೇಶಿಸಿದ ಪದ್ಧತಿಯ ಮೂಲಕ ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
2. 1980ಲೆಗೆ ಎರಡನೇ ಕೃಷಿ ಪದ್ಧತಿಯ ಮೂಲಕ ಮಾಹಿತಿ ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
3. ಕೃಷಿ ಸ್ವತನ್ತ್ರ, ಮೂಲಕ ಮಾಹಿತಿ ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
4. ಕೃಷಿ ಸ್ವತನ್ತ್ರ, ಮೂಲಕ ಮಾಹಿತಿ ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
5. ಸ್ವತನ್ತ್ರದೊಂದಿಗೆ ಮೂಲಕ ಪಡೆಯಬಹುದು ಪದ್ಧತಿ.
6. ಕೃಷಿ ಸ್ವತನ್ತ್ರ, ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
7. ಕೃಷಿ ಸ್ವತನ್ತ್ರ, ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
8. ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
9. ಪಡೆಯಲು ಬದಲಾಗಿಲ್ಲದ ಪದ್ಧತಿ.
30. ಕೊಡುಗೆ ಸಂಪೂರ್ಣ, ಸಿಲ್ಲಾಪ್ಪನ್ನು ಪ್ರಕಟಿಸಿಕೆ. ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ, ಸೇರಿಸಿಕೆ.
31. ಸಂಗೀತ ನಿರ್ದೇಶ್ಯ, ಲಿಖಿತ ಕಾರ್ಯ, ವಿಜ್ಞಾನ ಪ್ರತಿಯೋಗಿತೆ. ವಿಜ್ಞಾನ 2007
32. ಹಿಮ್ಚಿಂದ ನಿರ್ದೇಶನ, ನಾಶಕವು ನಾಶಕು. ಹಿಮ್ಚಿಂದ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 2005
33. ಪ್ರಕಟಿಸಿಕೆ ಸಂಪೂರ್ಣ, ಲಿಖಿತ ನಿರ್ದೇಶ್ಯ, ಲಿಖಿತ ಗುಣಚಿತ್ರ. ಹಿಮ್ಚಿಂದ 1986.
34. ಸಂಗೀತ ಕಾರ್ಯ, ಸಿಲ್ಲಾಪ್ಪನ್ನು ಪ್ರಕಟಿಸಿಕೆ, ರೋಹ ಗುಣ ನಿರ್ದೇಶನು. ಸೇರಿಸಿಕೆ-2002.
35. ಕೊಡುಗೆ ಸಂಪೂರ್ಣ, ಸಿಲ್ಲಾಪ್ಪನ್ನು ಪ್ರಕಟಿಸಿಕೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 1996
36. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 1977.
37. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 2007.
38. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 1978.
39. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 1983
40. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 1975.
41. ಸಂಗೀತ ಸಂಸ್ಕರಣ, ಸಂಗೀತ ಸಂಸ್ಕರಣ ನಿರ್ದೇಶಣೆ, ಸಾಮರ್ಥ್ಯ ಗುಣಚಿತ್ರ. ಸೇರಿಸಿಕೆ. 2006
4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme  B.A.B.Ed.
Course Title PCK of Languages – English - Part2
Course Number SC02
Semester 4
Credits 2
No.of Instructional hours 52
Total Marks 100

Objectives: After completion of the course student teachers will:

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

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

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

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

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

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

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

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

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


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

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

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

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

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

3.3. Workbooks in English, steps and uses.

3.4. Teaching of Vocabulary—Types, importance and techniques of enriching Vocabulary.
3.5. Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.
3.5. Techniques of teaching spellings-Importance peculiarities, different ways of teaching of spellings, common errors and remedies.
3.6. Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note making, note-taking, graphic presentation, browsing skills & summarization.

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

4.1. Professional competencies of an English teacher, programmes for teacher empowerment- workshops, seminars, conference, panel discussion and projects.
4.2. Role of NCERT, DSERT, RIE, IEFL, British Council Library, Central Institute of Indian Languages to enhance the professional development of English Language Teachers.

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

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

Reference Books:
   Book Department, 1957.
6. ELT web sites.
    Menon and Patel: Teaching of English as a foreign language, Baroda: Acharya
11. Raju T.N.: content cum methodology of teaching English, DSERT Publication, 2005
Name of the Programme: B.A.B.Ed.

Course Title: PCK of Languages – Hindi – Part 2

Course Number: SC02

Semester: 4

Credits: 2

No. of Instructional hours: 52

Total Marks: 100

Objectives: After completion of the course student teachers will:

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

Chapter 1: गद्य शिक्षण: (Teaching of prose) (15 Hours)

1. विशेषशिक्षणकार्य कार्यार्थ
2. उदेश्य
3. सोपण
4. गद्य पाठके प्रकार
5. गद्य शिक्षणकी योग्यता

आ. व्याकरणशिक्षा(Teaching of Grammar)

1. अर्थप्रमाणा
2. आवश्यकतानमात्र
3. उदेश्य
4. व्याकरणके प्रकारो और प्रणालियो
6. निगमनोरज्ञानमण्डलीमेंअंतर 7. व्यक्तिशिक्षकोशालावनेकेसत्रावः

इ). कविताशिक्षण: (Teaching of Poetry)
1. कविताकीविरामप्रमाणन 2. उद्देष्य 3. सौंपन
4. कविताशिक्षणकीप्रणालियाँ।

Chapter II: अ). रचनाशिक्षण: (Teaching of Composition) (15 Hours)
1. रचनाकारार्थोपभावम 2. अर्थरचनाकीविज्ञापताँ
3. रचनकभेद 4. मौखिकऔरलिपितरचनाकेउद्देष्य
5. प्रणालिया 6. रचनासंबंधीसामाजिकव्युद्ध्याव
7. रचनानंदकीअनुमतियांकेालानेमुख्यावः

आ). नाटकशिक्षण: (Teaching of Drama)
1. नाटककारार्थोपभावम 2. नाटकशिक्षणकेउद्देष्य
3. नाटकशिक्षणकीप्रणालियाँ।

इ). अनुवादशिक्षण: (Teaching of translation)
1. अनुवादरसभ्यता 2. अनुवादशिक्षणकेउद्देष्य
3. अनुवादककार 4. अनुवादशिक्षणकीप्रणालियाँ।

Chapter III. अ). हिन्दीकीपुस्तक : (Hindi Text Book) (10 Hours)
1. पुस्तककोपायकमेंविश्वास 2. पुस्तकोंकेउद्देश्य
3. हिन्दीकीपुस्तकोंकेरूप 4. पुस्तकोंकारण
5. हिन्दीकीसंगोष्ठपुस्तकोंकीसमीक्षा 6. पुस्तकमेंसुसारकेरूपः

आ). हिन्दीशिक्षणकमेंपुकौद्धकन : (Evaluation Hindi Teaching)
1. पुकौद्धककमेंपुकौद्धकनकीआवश्यकता 2. विभिन्नप्रकारकीपुकौद्धकन
3. हिन्दीकपाड़न 4. संविधानतका (मौलिकक्षा) उद्देश्य, रचना
औरप्लान।

Chapter IV. अ). हिन्दीशिक्षणमें श्रव्य-दृष्यसाधन (Hindi teaching and teaching Aids):

(12 Hours)
1. श्रव्य-दृष्यसाधनकीआवश्यकताेंमेरांमहत्त
2. शिक्षाकेलिएउपयोगीप्रमुख श्रव्य-दृष्यसाधन
3. श्रव्य दृष्यसाधनकोचिताकरणयोग
4. गणकपद्धतीएंअन्तरजालकेकेकेयोग।
आ). हिंदीकाशिक्षण और सहायक क्रियाएँ (Hindi teaching and co-curricular activities)

1. काशीशिक्षणकी सहायक क्रियाएँ
2. विद्यालय प्रशिक्षकार्यक्रम
3. विद्यालय कार्यक्रम में एक दिनी एवं एक महीने के चरण
4. विद्यालय प्रशिक्षकीय कार्य
5. काशीशिक्षणकी सहायक क्रियाएँ।

इ) गृहकार्य (Home assignment)

1. गृहकार्यकार्यक्रम एवं विषयक दिनांत
2. हिंदीशिक्षण में पहली पहल
3. गृहकार्यकार्यक्रम

प्रायोगिकता विविधता के बिन्दु :- (Practical Activities)

1. हिंदीपुस्तकों का उपयोग (पर्यटन)
   कक्षा ८, ९, १० की हिंदीपुस्तक के सूचीपत्रों को पढ़ लें और उन्नती प्राप्त करें।
2. उच्च विद्यालयीय कार्यक्रम (पुस्तक) से संबंधित क्रियाएँ के आधार पर सूची बनाएं।
3. हिंदीचार्य की शिक्षण लेखन का कार्य (कोशीश) के विनिर्देश के अनुसार करें।
4. उच्च विद्यालयीय पुस्तक के आधार पर शिक्षण के कार्यक्रम
5. ग्रंथों के साधन नव नवाचार के लिए कार्यक्रम खोजें।
6. विद्यालयों में समस्याओं के साधन के लिए कार्यक्रम करें।

आधारण :-

1. दिनेशचन्द्र भागवान – हिंदीशिक्षण विषयक विस्तार
2. हिंदीशिक्षण – तथा संस्कृत काशी
3. नृत्यशिक्षण – विभिन्न संस्कृत काशी
4. हिंदीशिक्षण – तथा ज्ञानविज्ञान काशी, नागपुर-१, १९३८
5. डा. की. गोपालन – मानक हिंदी वास्तविक एवं अनुसंधान पुस्तक
6. विनम्र पुस्तक – हिंदीशिक्षणविषयों – उद्योगविद्यालय
7. प्रशिक्षक – तीन हिंदीशिक्षण वास्तविक, नीति, काशी
8. भारतीय विद्यालय, अन्तर्राष्ट्रीय विद्यालय, विद्यालयीय कार्यक्रम, तीन हिंदीशिक्षण
मंदिर, आगरा

9. सफलशिक्षणकला-पी.डी.पाठक, विनोदप्रकाशन, आगरा
10. शिक्षकोंकीसंघ-पी.डी. पाठक, टाटालाभी, विनोदपुस्तकमंदिर, आगरा
11. शिक्षणकीविभाग १, २, ओस्पताल-बोजना- डी. लक्ष्मीनारायणशास्त्री, विनोदपुस्तक
    मंदिर, आगरा
12. भाषाशिक्षकविविध-किशोरीलालशास्त्री, मेहराउखण्डकम्पनी, आगरा
13. हिन्दीशिक्षण-के.आर.प्रसाददासनानारायणकुम्भ, दिल्ली
14. भारतमेंमात्र भाषाशिक्षणकेलिएसुझाव-रचना, आर्कलकियर्स, उद्देश्य हप्रेस
15. अय्यरकला-सीताकुमारत्रेश्वरी, राजकोशएडररस्स, बाराणसी
16. हिन्दीभाषाशिक्षण-आईयोग्यता, विनोदपुस्तकमंदिर, आगरा
17. हिन्दीव्याकरण-कमिशनरसादगुप्त, विनोदपुस्तकमंदिर, आगरा
**Rationale**

The National Curriculum Framework-2005 has introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject in every school. It is important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only the Art teachers but every teacher in the school system should be sensitised to understand and experience the use of Arts for holistic development of the learner. The course is meant to equip student-teachers to do this as well as act as a conduit for self-development both as a teacher as well as an individual.

**Objectives of the Course**

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

**Course Outline - Practical**

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Theme-based projects from any one of the curricular areas covering its social, economic,
cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms

**Workshop**

Two workshops of half a day each, of one week duration for working with artists/ artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

**Suggested mode of transaction:**

Every student-teacher must participate and practice different Art forms.

They need to be encouraged to visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars, etc.

Artists and artisans may be invited for demonstrations and interactions from the community.

Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.

Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

**Suggested Mode of Assessment**

The engagement of student-teacher in the above set of experiences should be assessed on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.
V SEMESTER

4 Year Integrated Teacher Education Programme

BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme  B.A.B.Ed.
Course Title       Contemporary India and Education
Course Number     HC 07
Semester         5
Credits          2
No.of Instructional hours       52
Total Marks  100

Rationale
This course is meant to provide an understanding of contemporary realities in India vis-à-vis the current educational scenario in the country. The course involves a study of contemporary concerns in education through key historical, political, sociocultural and economic issues within inter-disciplinary frameworks.

Student-teachers need to appreciate how social diversity in India enriches our life and at the same time poses challenges for universal education. They need to understand that diversity exists at any levels, at the level of the individual, of regions, languages, religions, castes, tribes, etc. Diverse communities and individuals have diverse knowledge and experience bases and thereby place different sets of demands from education. As future teachers, they have to don the role of grooming children to respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully and justly.

Objectives of the course:

- Understanding the concept and context of universalization of school education
- Appreciating the need to maintain the pluralistic fabric of Indian Society
- Recognising that diversity exists at many levels and the need for inclusive education to meet diverse needs
● Understanding the constitutional provisioning, the legal and policy imperatives in meeting the needs of marginalized children
● Understanding the crucial role of teachers in universalization of school education and in making inclusive education a reality

Course Organisation:

UNIT 1: Universal Elementary and Secondary Education – When did UEE & USE evolve; how did it shape up in India: Wardha & Jomtein Education Conferences.

UNIT 2: Diversity, Inequality & Marginalisation – Characteristics of India’s pluralistic society; Inequality, discrimination and marginalisation; Social diversity as enriching; Challenges that diversity poses for universal education; Existence of diversity at multiple levels; Inclusive education to meet diverse needs.


UNIT 4: Role and agency of teachers in the context of universal and inclusive education – Sensitising children to respect diversity, including towards persons with disabilities; establishing frameworks for harmonious living in a diverse community; Educating children on resolving conflicts peacefully and justly; Classroom organisation and resources based on Universal Design Principles.

Critical questions to reflect:

● What does it mean to universalize school education?
● How did the idea of UEE evolve historically? Why is it considered important for all countries to ensure UEE/USE?
● What does the concept of social diversity entail? How does it both enrich our life as well as pose a challenge for universal education?
● What are the primary causes for marginalisation of some groups of children in education? How are these being addressed in contemporary India?
● What are the major impediments to fulfilling the constitutional rights of freedom, justice, equality and fraternity bestowed on all Indians?
● How can teachers don a pro-active role in ensuring inclusive education? What are the opportunities and challenges she would face?
Tasks:

1. Prepare and present seminar paper on the following topic
   - Role of mass media in education
   - Modernisation and social change
   - Impact of globalisation on education in India
   - Social responsibilities of youth
   - Student unrest causes and remedies
   - Role of education in national economy

2. Group project (through reference work, focus group discussions of stakeholders, surveys on one of the topics): Reservation as an egalitarian policy; Aspirations for common neighbourhood schools; Stratification of schools according to localities/class/religious affiliation/school boards; Nature and extent of Implementation of RtE 2009.

3. Study the national education policies of India (1968, 1986 & the proposed new policy). What are the similarities and differences in their articulation of the primary goals of education? Analyse the reasons for the continuities and changes.

Essential Readings:

Unit 1:


PROBE Team (India), & Delhi School of Economics (Eds.). (1999). *Public report on basic education in India.* New Delhi: Oxford University Press.


Unit 2:


**Unit 3:**


**Unit 4:**


Additional Readings:


Suggested mode of transaction:
Reading, discussions and reflections of the suggested readings; Discussions on case studies; Analyses of educational statistics; Field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

Suggested Mode of Assessment:
Participation in classroom discussions; Seminar presentation; Project work.
### Objectives of the course:

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

### Course Organisation:

**UNIT 1: Guidance and Counselling**

- Types of Guidance – Individual and Group Guidance
  Educational, Vocational, Personal guidance meaning, objectives, need and importance.
- Principles and organization of Guidance Services in educational institutions.
- Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center, their importance and organization.
UNIT 2: Counselling

- Meaning, Nature, Objectives and importance of Counselling; differences between Guidance and Counselling.
- Role and qualities of a Counsellor, Professional code of ethics in Counselling.
- Counselling skills – Attending behaviours, Building rapport closed and open ended- Questioning, Active listening, Paraphrasing, Summarizing.
- Common behavioural problem of Adolescents – Addictions, Aggression, Anxiety, Truancy, ADHD, causes and interventions.

Tasks:

Carry out the following practical activities and submit a report.

1. Conduct a case study.
2. Organise any one of the following activity:
   - Career talk, Career Exhibition, Class talk.
3. Administer any one of the following Psychological tests on 5 Secondary school children:
   - Intelligence test, Aptitude test, Personality test.
4. Organise a counselling session for a student or group.
5. Organise a Career Exhibition.

Essential Readings:

- B.Stanley, School Counselling for the Twenty First Century, New York, 1992.
Rationale
This course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts.

The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community.

The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.
Objectives of the course:

- Understand the concept of peace education.
- Recognize the significance of peace education in National development.
- Examine the relationship between Peace and Education.
- Appreciate the contributions of great educational philosophers.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.

Course Organisation:

UNIT 1: Nature and concept of peace education

- Concept of Peace Education- Political, Social, Spiritual, Economical and Cultural.
- Role of Education in promoting peace in Indian context.
- Basic principles to promote peace.
- Challenges to peace: Stresses, conflict, crime, terrorism, violence and wars resulting in poor quality of life.

UNIT 2: Methods and approaches of peace education

- Critical reflection on the curricular processes Awareness of opportunities inherent in curriculum for introducing
- (i) healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive;
  (ii) symbols, activities and other structures in the school that reflect a multi-cultural ambience; and
  (iii) experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc.
- Critical pedagogy of peace education
  (i) Challenging the traditional models of learning to constructivist approaches in teaching
  (ii) Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision making
  (iii) Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
  (iv) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
  (v) Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
  (vi) Humanistic approach to evaluation
(a) Belief in worth of all pupils irrespective of academic talents
(b) Adopt broad-based assessment taking in multiple talents, emphasise success rather than failure, enable enemy pupil to experience success in some area
(vii) Educationists view on peace and peace education-Rabindranath Tagore, M.K.Gandhi, Mother Teresa, Dalai Lama.

Tasks:

1. Keep a Reflective journal to record experiences of the day and reflections there on during the training programme, share, discuss and reflect with peers
2. Visit to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
3. Understand and generate creative/alternative ideas to deal with issues and challenges to peace; Topics could be on
   (i) Conflicts experienced at home/in family/in society/in school, etc.
   (ii) Exploring possible strategies of resolving commonly experienced conflicts
   (iii) Healthy discipline among school children
   (iv) Identifying challenges of peace in school and dealing with one such challenge
4. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life
5. Watch and discuss films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.
6. Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them

Essential Readings:

4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme  B.A.B.Ed.
Course Title         Optional Course – Education for Children with special needs
Course Number        HC8
Semester             5
Credits              1
No.of Instructional hours  26
Total Marks          50

**Rationale**

*This course seeks to develop critical perspectives on special education as a theoretical construct and as professional practice. While examining prevalent practices of diagnosing and dealing with disability, students learn to conceptualise and design educational*

**Objectives:** The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
• be aware of laws pertaining to education of children with special needs.

Course Outline

UNIT 1:
Paradigms in education of children with special needs
Historical perspectives and contemporary trends - Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model - Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Legal and policy perspectives

UNIT 2:
Defining Special Needs
• Understanding diversities - concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)
• Special needs in terms of the curriculum in the context of different disabilities and their learning styles
• Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
• Community-based education.

Inclusive Practices in Classrooms for All
• School’s readiness for addressing learning difficulties
• Assessment of children to know their profile
• Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
• Classroom management and organisation
• Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
• Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system,
reflective teaching, multisensory teaching, etc.

- Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor
- Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

Tasks:

1. Visit any inclusive school and report about school settings - A study of barrier free environment. Conduct survey about barriers in social inclusion
2. Write an analysis of your school observation in comparison with the policies on education
3. Effectiveness of SSA on education for all - in context to children with special needs
4. Develop teaching learning materials for children with special needs - for children with specific needs
5. To make a list of available curricular support services for children with special needs in the community and school where you would be doing the internship
6. Create inclusive effective assessment tools mapping the teaching goals

READINGS:

5. NCF 2005, Position Paper on Education of children with special needs
Name of the Programme  B.A.B.Ed.
Course Title  Assessment for Learning
Course Number  HC 09
Semester  5
Credits  1
No.of Instructional hours  26
Total Marks  50

Rationale
The course is designed to reinforce the critical role of assessment in enhancing learning. The course also discusses the relationship of assessment with self-esteem, motivation, and identity as learners, with an emphasis on ‘fixed’ or ‘growth’ mindsets regarding notions of intelligence and ability. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and assessment as a selective and competitive act and achievement as an outcome of individual’s innate factors.

Our current understanding of learning indicates that assessment cannot be an end-of-teaching activity. Rather, it has to be an ongoing process where the teacher closely observes learners during the process of teaching-learning, records progress in learning using a variety of tools and supports them by providing relevant feedback. The need for giving periodic feedback to learners and their guardians has to be stressed and student-teachers must be provided with practical experience of how to record and report progress and create forums for engagement with the community. Student-teachers will thus learn to explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners. This course has to be closely linked with HC 05 “Creating an Inclusive School” where constructs of ‘disability’ and ‘failure’ are seen as the other face of notions of ‘ability’ and ‘achievement’ as promoted by school.
Objectives of the course:
- Appreciating the role of assessment in learning
- Understanding the purposes and forms of assessment
- Analysing ways and means of making assessment inclusive
- Developing a critical understanding of the issues in assessment
- Creating a range of assessment tools and reports on assessments

Course Organisation:

UNIT 1: Learning and Assessment - Role of assessment in learning; Assessment, Measurement & Evaluation: Conceptual and empirical bases; Purposes & Forms of assessment, CCE; Addressing equity issues; No Detention Policy - Philosophical and pedagogic bases; Impact of competitions, ‘high stakes testing’.

UNIT 2: Designing assessment tools and reporting - Questionnaire, schedule, rating scale, checklist, rubrics, portfolio, paper pencil test; Revised Bloom’s Taxonomy; Analysing & drawing inferences from assessment data; Adaptations for children with disabilities; Reporting and providing feedback to different stakeholders.

Critical questions to reflect:
Do we need assessment? Why or why not?
What is the relationship of assessment with learners’ self-esteem, motivation and identity?
How do we adapt assessment for diverse learners?
What are the ways in which we use assessment? What are their implications on learners?

Tasks:
1. Analyse a range of test papers prepared by teachers to determine how much the test items relate to the objectives they set out to test.
2. Design Observe-Predict-Test activities for select objectives.
3. Develop rubrics for assessing non-scholastic areas.
4. Create a range of assessment tools with support from special educators for learners with visual impairment/hearing impairment/learning disabilities.
5. Study a case of effective participatory assessment and community monitoring in your neighbourhood.
6. Use ICT to design assessment tools, capture data, analyse data and prepare a report on the assessment conducted.
Essential Readings:

Unit 1:

- NCERT Position Paper-Learning and Assessment

Unit 2:

- Wolfolk, Anitha.(2004). Educational Psychology. Pearson Publications. (Chapter 15 – Classroom Assessment and Grading.)
- NCERT Manual on Assessment

Additional Readings:

4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme       B.A.B.Ed.
Course Title                PCK of Social Science - Part 1
Course Number               SC 03
Semester                    5
Credits                     2
Instructional hours         52
Total marks                 100

Rationale of the Course

This part attempts to lay foundations for understanding the social science content- pedagogy in general. It aims to build on inputs received from the Nature of Discipline course of Social Sciences. This course also draws upon the inputs the student teachers have received during their previous formal education as well as their everyday life. The historical developments that have influenced the disciplines and particularly their impact on selection of school knowledge have been discussed in the first semester. This part of the course is designed with a view to revisiting and reformulating ideas, practices, influenced by previous learning in order to derive at a nuanced understanding of the discipline of Social Sciences with specific attention to content and pedagogical issues. This is essential not only for preparation for the profession of teaching but also for an active role as a citizen in our democratic polity.

One of the main objective of the course is for student teachers to approach the familiar from a new perspective and develop capacities to transact social sciences in a dynamic manner. Social science content has typical features across the country and students’ responses to teaching of social sciences in schools are also common. That the connect and relevance with the everyday is lost both in what is taught and how it is taught is a commonly expressed view. This course aims at addressing these issues by stressing on relevance and application to life by approaching content and pedagogy in an integrated manner. The aim is that this educational experience based on critical pedagogy and a rounded, integrated understanding will help the student teachers to transfer them in their professional life.

As is recognized the social sciences are expected not only to build knowledge about society but also to critically examine received knowledge. Critical evaluation of received content is at the basis of this process. While doing so it is understood that the value framework underlying this process must also be examined in relation to
the Constitutional tenets, universal human rights and be open to scientific scrutiny.

In order to prepare the student teachers to work with students at upper primary/secondary level it is necessary to understand them in relation to their stage of maturation and cognitive development. Besides this an informed, sensitive understanding about the social context of the learners will also be need to be built. The content of social sciences is in fact replete with possibilities of addressing this need in a dynamic manner.

Equally important is the issue of developing capacities as a teacher to transact social science content in a manner that is engaging, challenging and tangible. As the course title suggests content and pedagogy are approached in an integrated manner. Identification and use of appropriate resources is also part of this understanding. The course is thus designed to invite the student teachers to actively participate in a learning experience which integrates content, pedagogy and indeed assessment. It is hoped that these experiences will enable them to transfer their insights as practicing teachers.

For transacting Social Sciences effectively it will be essential for future teachers to recognize that there are varied realities and cross-cutting strands of understanding a certain phenomenon. At the same time Social Science disciplines maintain close links with positivist traditions. It is essential to strike a balance between these two elements. This understanding is particularly relevant today in context of our country which is replete with its own diversity and is facing increasing complexity as the world comes closer. A balance between scientific rigor and firm grounding in universal values of social justice and environmental sustainability will be essential.

Finally the course recognizes that the student teachers as well as the learners they may work with are young persons at varied level of maturation. They are not a completed product of their circumstances but rather active participants in defining their own trajectories. The course hopes to kindle in them a realization, an unceasing need to play a role in chalking their own path ahead. The course thus relies on aiding meta-cognitive thinking and building a culture of praxis not only in professional domain but in everyday life.

**Objectives of the course:**

- To connect with how historical processes have shaped the disciplines. How these forces have influenced selection and organization of knowledge and their implications.
- To understand the processes influencing ‘children’s’ learning’ of social sciences and scaffold them to develop abilities to probe and analyze in framework of diversity of contexts.
- To appreciate the need to connect everyday experience in an appropriate manner drawing out their relevance to what is taught and how it is taught by approaching content and pedagogy, assessment in an integrated manner.
- To build capacities of the student teachers to approach the familiar from a new perspective and develop in order to transact social sciences in a dynamic manner.
- The course will enable prospective teachers to reflect on the objectives of learning social science and to identify the indicators of such learning. They will learn to make assessment tasks related to different indicators. They will study the range of responses and performance of students to different
assessment tasks and analyse the factors that explain the responses. They will explore ways to give feedback to students, to grade their performance and to use the feedback to improve the teaching learning processes and resources provided to the students. They will analyse the features and requirements of different assessment mechanisms such as terminal examinations, open book tests and CCE.

**Course Organisation:**

**UNIT 1:** Developing an evolutionary understanding of social sciences disciplines as school subjects

- Develop an overview of social science disciplines as school subjects in historical perspective to develop the abilities to critically examine the school subjects and the way they impact knowledge construction.
- Understand the historical conditions leading to the emergence of the positivist approach to examine social phenomenon. Examine the impact of colonialism and economic expansionist processes that framed the discourse within which the disciplines evolved with reference to the Indian subcontinent. Through this process, build an understanding of the trajectories of History, Geography and Political Science from the colonial to the contemporary period.
- Critically examine how the current school subjects are impacted by these histories as also by the movements for alternative paradigm. In post-Independence India for instance, the project of nation building on one hand and regional dynamics on the other has shaped social sciences content.

**Tasks:**

1. Select a theme from any one of the three school subjects for example: History – Gender, Civics (Social and Political Science) – Rights and Duties, Geography – Harnessing Natural Resources’.
2. Discuss the historical trajectories referred to in the readings
3. Reflect with reference to your personal experiences in school if your subject teachers were aware of these issues? What are the implications of such gaps on teaching of the subject?
4. The student teachers to examine the notions of nation-building and regional dynamics in have constructed the social-self with particular reference to History and Geography. The exploratory questions would be: How the economic expansionist forces during colonial period and neo-liberalization phase have shaped the content of school geography? What kind of Social Science shall we do/teach now or in which direction the social science should now go?

**UNIT 2:** Curricular materials in social sciences

- To understand social sciences better not just for oneself but to be able to explain it to students requires an understanding and use of teaching learning resources.
- Student teachers understand the linkages and inter-connections between curriculum, syllabus, pedagogy and teaching learning resources and conceptualise teaching learning resources in Social Sciences.
- Engage with a series of questions regarding resources: What are Learning Resources and why do we need them? Are Learning Resources external to the
teacher, the learner, the classroom process and our experiences? In the context of India; where do textbooks stand vis-a-vis Learning Resources? What distinguishes ‘Teaching Aids’ and Learning Resources? What are the underlying principles for appropriate selection of learning resources?

UNIT 3: Pedagogic planning

● Teacher as a facilitator
  Creating multiple learning contexts, engaging the learner in the learning process, designing activities, questioning, valuing learners’ experiences, encouraging learners inquiry abilities.

● Lesson planning
  Selecting learning/teaching materials, deciding the approach to learning/teaching, writing the lesson plan through creating learning situations for an inclusive classroom.

UNIT 4: Learning in social sciences, its indicators and instruments of assessment

● Student teachers recognise that the abilities of reasoning and inferring along with the relevant knowledge of societies are the indicators of learning in social sciences. Student Teachers learn to appreciate and identify the extent to which the text gives students a model of how to reference, recall, summarise, compare, reason, infer, extrapolate, explain, imagine etc.,

● Study samples of question papers, projects, activities to see which indicators they are able to assess and how well. Prepare assessment tasks. Analyse how creative, reflective and focussed the tasks are- and also see their potential for social inclusion and exclusion.

● Understand the uses and limitations of closed book terminal exams, open book tests and CCE processes and methods.

● Learn to make expected model answers and distribute marks /grades for different components of the answer and different expected responses from students, assess some sample answers/works and give grades/ marks, review the weightage of marks in a test to correspond to learners’ actual profile, write feedback for learners’ appreciation.

● Experience the real process of assessment of social science learning and begin to reflect on their role as teachers and persons engaged with supporting young learners.

Assignments

1. Make three sets of assessment tools based on NCERT’s learning indicators and model answer notes and grading scheme each- for class 6, 9 and 11 - one mid-term open book exam, one formative assessment in a quarter, one annual exam. (Group Activity)

2. Assess the work of 50 students on any one assessment exercise, each for class 6, 9 and 11. Write a report on each- depicting the categories/range of responses, number of students in each category, the kind of appreciation and suggestions offered to students, the kind of appreciation and suggestions that can be offered for the teaching learning process.
Essential Readings:

Unit 1:

- Wellerstein (1996), ‘What kind of Social science shall we now Build?

Unit 2:


Unit 4:

- NCERT, (2012) CCE Exemplar Package for Upper Primary Stage on Social Science
- CBSE CCE Module
• CBSE Proficiency Test Questions
• Blueprint for question papers by state government boards, CBSE, ICSE, IB and other Boards
• Eklavya question papers for open book exams.
• Learning Curve, APF, Special Issue on Social Science, August 2010, number XV.

Additional Readings

Unit 1:
• Jain, Manish (2008). ‘Inflection of Gender: Civics and Citizenship in Colonial India’, Paper presented at the research students seminar organized by the Centre for Women’s Development and Studies, University of Delhi, March7.
• Patwardhan, Anand, (2008), ‘Fishing in the Sea of Greed’ (40 mins)
Drama and Art in Education

Rationale
The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the ‘curricular’ encompasses all, and is not separated from the cocurricular or extra-curricular. This has significant implications for the role of art, music and theatre in education, to nurture children’s creativity and aesthetic sensibilities.

Theatre in Education helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable and unsettling experiences. Theatre in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Theatre in Education is not merely doing theatrics or ‘acting’ in a superficial manner, but is for creating that ‘dramatic pressure’ or tension, where the student would arrive at a problem or an understanding in a new way (Heathcote & Bolton, 1994). The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. In the present context where children are growing up in starkly segregated environments, bounded by
caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of ‘othering’ happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as ‘critical pedagogy’ can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Students-teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action.

The course on Theatre in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching learning (Prasad, 1998). Student-teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

Objectives

- Providing a theoretical background on the relation between education and theatre
- Realising one's own potential for self-enhancement through theatre in education
- Recognising the importance of group work and socialisation
- Developing organisational skills, interpersonal relationships and discipline
- Making linkages among various art forms on the one hand and between theatre and school subjects

Unit 1 : Understanding and Appreciation of theatre

- Importance of theatre in education
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Exploring regional/local forms of theatre and puppetry

Unit 2 : Participation in theatre activities

- Self learning and development (Voice/Body posture/presentation)
- Identifying ways to integrate theatre in classroom planning - performances
Tasks:
The student-teachers must be guided to acquaint with four thrust areas. One is related to developing their own personality and capacity. The second is to help develop the potentialities of school children to the point of driving home the fact that child is the creator of knowledge. The third is to develop communication and interaction capabilities. And the fourth is to find linkages between various art forms and school subjects so as to develop a holistic view about learning.

The practicum can fulfil the objectives only when a series of workshops are organised in continuity and under professional guidance, over the academic year.

Suggested activities are given below.

1. **Theoretical background**: Importance of ‘play’ in general and ‘dramatic-play’ in particular, child drama, creative drama, children’s theatre, theatre in education, drama and theatre, ‘role play’ in social life and on stage, traditional role of drama and theatre in educating people and its modern use, dramatics in relation to other art forms, uses of dramatics in relation to school subjects.

2. **Drama as playful transformation**: Transformation of ‘self’, objects, space and time; transformation for realisation; role of empathy, transcendence.

3. **Enhancement of ‘self’**: The purpose would be to sensitise students about their inherent potentialities. Components-activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection, etc.

4. **Creating space**: The basic idea is to recognise available space and to create one even under most trying conditions. Components - many ideas about space: physical, mental, social, individual, limited and unlimited (example: limited space of classroom and its unlimited use, or limited space on stage where everything is possible); space for oneself and space shared with others; uses of space in classroom, in school and in life.

5. **Taking the floor**: Energetic entry, lively presence and exit on promise of better experience together is common to a teacher and a performer. Each individual style can be sensitised for improvement.

6. **Communication**: Reaching out to others and different means of doing so, *dramatics and related art forms as means of communication, performance as a way Communication.

7. **Verbal communication**: Sound extended to speech (clarity, dictation volume, tonal variation, emphasis, pause, silence), recitations, story telling, mask and puppet play, and lesson transaction.

8. **Non-verbal communication**: Sign and symbol, importance of contact (touch, eye, etc.), gesture, expression, mime movement, child art and craft, arrangement and design.

9. **Improvisation**: Role play, observation and imitation, action-reaction, spontaneity responding to situations.

10. **Problem solving**: Problem solving as an approach to life and work: transcending the problems in classroom school and resources; this also amounts to accepting the
fact that children are intelligent human beings and a capable of solving their own problems, the need is to have confidence in them.

11. Relaxation: Playfulness and enjoyment of work, learning to relax in the midst of intense activity, relation between energy and relaxation, thinking positive and be creative, relaxation of body and mind.

12. Linkage activities: Dramatics incorporates all art forms. The basics of all these can be easily understood and practised by all. These are also language systems, used for communication at various levels and ways. These are also the means to enhance cognitive and affective skills. In addition, linkages can be worked out to enhance organisational skills, human relations, confidence, resourcefulness and self-discipline.

13. Drama and school objects: Dramatics can be and have to be linked to curriculum subjects, simply because drama is also a learning process. One has to find the devises for doing so.

The heads mentioned above may overlap. These are classified more for understanding and a sense of direction.

Record Keeping
Each student will be expected to maintain a reflective journal which will include:

- A detailed record of the sessions
- Reflective analysis of the activities
- Insights gained
- Linkages with school subjects, with examples

Faculty Support
Workshops must be conducted and supervised by a professional (trained drama, theatre, preferably as it applies to education) and coordinated by a teacher educator. Facilitation and supervision will include:

- Planning and conducting the activities
- Maintaining a diary of comments on each day session and on each student
- Initiating discussion and building up an environment for critical and reflective sharing.

While assessing a student, the change in overall personality of each student must find mention in Resource Person’s comments. The diary maintained by the resource person should be submitted to the college authorities at the time of submission of awards.
Assessment

There will be an ongoing internal assessment of each student by the concerned professional and faculty member, using the following basis and criteria.

Basis Criteria

Activities

- Regularity
- Participation and interest
- Self-discipline
- Interpersonal adjustments
- Organisational skill
- Confidence

Performance

- Attitude towards work
- Initiative taking
- Originality and resourcefulness
- Skills acquired
- Flexibility and adaptability
- Problem solving
- Creativity

Reflective journal

- Description of sessions
- Analysis of activities
- Linking dramaties to pedagogy with examples
- Reflections and critical assessment of dramaties in education
- Overall presentation- including the arrangement and look of the journal, as a record for future reference.

READINGS:

### VI SEMESTER

**4 Year Integrated Teacher Education Programme**  
**BENGALURU CENTRAL UNIVERSITY, 2018-19**

<table>
<thead>
<tr>
<th>Name of the Programme</th>
<th>B.A.B.Ed.</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Knowledge and Curriculum</td>
</tr>
<tr>
<td>Course Number</td>
<td>HC 10</td>
</tr>
<tr>
<td>Semester</td>
<td>6</td>
</tr>
<tr>
<td>Credits</td>
<td>2</td>
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<tr>
<td>No.of Instructional hours</td>
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#### Rationale

One of the important role of teachers includes facilitation of, construction, transfer, reinforcement and refining of knowledge during interaction with students. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This paper imparts necessary preparation to student teachers in dealing with various dimensions of knowledge and its transaction in a social environment.  
This course also offers a critical analysis of considerations in curriculum design including the role of social, cultural and ideological factors and helps develop varied perspectives on curriculum organisation, curriculum transaction and evaluation.

#### Objectives of the course:

- Understanding rudimentary epistemological propositions
- Understanding the basic concepts and processes relating to curriculum development
- Appreciating the complexities and the problems of curriculum development
- Analysing text books and related educational materials in the context of aims and objectives of education
- Recognising the impact of hidden curriculum
- Designing culturally sensitive curriculum implementation plans
Course organisation

Unit 1: Knowledge and Knowing
- Knowledge: Meaning and nature
- Difference between opinion, fact, information, knowledge
- Knowing Process: Know-that, know-how, metacognition; Knowledge construction, Processes of Construction of Knowledge
- Facets of Knowledge and their relationships - local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school (With an emphasis on understanding special attributes of school knowledge)

Unit 2: Knowledge and Curriculum
- What is worth teaching: who decides and how
- Forms of knowledge and their characterisation as school subjects
- Aims of education, curriculum framework, curriculum, syllabus and textbooks
- Curriculum visualised at different levels: National-level; state-level; school-level; class-level

Unit 3: Curriculum Development and Issues
- Broad determinants of curriculum development: (At the nation or state-wide level): Socio-political aspirations, including ideologies and educational aims and vision; Cultural orientations; National priorities and International contexts
- Considerations in curriculum development: (At school level): Relevance and specificity of educational aims and objectives for concerned level; Socio-cultural context of students; Teachers' experiences and concerns
- Critical issues: Inclusiveness; Environmental concerns and issues
- Hidden curriculum: nature and impact

Unit 4: Curriculum implementation and Renewal
- Role of school: School’s philosophy, administration (and organisation); Provisioning in terms of infrastructure, curricular sites and resources; School culture, climate and environment as the context for teachers' work
- Teacher’s role in generating dynamic curricular experiences through contextualisation of learning; providing varied and meaningful learning experiences; Selection and development of learning resources; Evolving assessment modes
- Process of curriculum evaluation and revision: Need for a model of continual evaluation; Feedback from learners, teachers, community, and
administrators; Assessing observable incongruencies and correspondence between expectations and actual achievements

**Tasks:**

1. Study a curriculum in action in a primary school in (1) a slum and (2) in a middle class locality
2. Study an innovative curriculum (Basic curriculum as an example of the past and anyone innovative curriculum in the present)
3. Analyse the state curriculum in the light of NCF 2005 and how various issues like gender, inclusiveness are integrated in the curriculum.
4. Debate on the need, role and purposes of a national curriculum framework.
5. Interact with school teachers and principal to understand how they operationalise the prescribed curriculum into an action plan.
6. Analyse of any one textbook with regard to how the objectives of the national curriculum framework are reflected.
7. Study the past 4 national curriculum frameworks prepared by NCERT and identify areas of continuity and change.
8. Discuss on how curriculum can be evaluated and revised.
References

Essential Readings

Unit 1: Knowledge and Knowing


Unit 2: Knowledge and Curriculum


Unit 3: Curriculum Development and Issues


Unit 4: Curriculum Implementation and Renewal


Additional Readings

4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme B.A.B.Ed.
Course Title Development and Management in School
Course Number HC 11
Semester 6
Credits 1
No.of Instructional hours 26
Total Marks 50

Objectives of the course:

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

UNIT – I: Educational Management

- Concept, principles, purpose and process of Educational Management.
- Time Management: concept, importance, role of head master and teacher.
- Time table: meaning, importance, types and principles and factors
- School records – meaning, types, importance and maintenance.
- Annual Programmes of Work: School calendar, meaning, Importance and factors to be considered
- School discipline: Concept, Importance, causes of indiscipline and measures to overcome indiscipline
- Classroom management: Concept and techniques

UNIT II: School Resources and Programmes

- Managerial Resources: Office staff- Role and responsibilities. Human Resource Management: Concept, importance.
- Head Master: Qualities and Functions
- Teacher- Qualities and functions
- Financial Resources: School Budget- Meaning, Types, Sources of Income and Expenditure, steps in preparing school budget.
- Material Resources: Essential features and components of school plant- Site, building, design, classroom design, laboratory, playground and equipment
- Institutional Planning, meaning, purpose and procedure.
- School Complex
- Management of school Programme: Co-curricular activities, meaning, importance, types and Organization
- Parent teacher Association: Importance, objectives and Activities
- Conduct of test and examinations
- Total quality management in education: Concept, principles and strategies.
- Stress management: Meaning, factors, cause and effect of stress, Management of Stress

Tasks:

Prepare and present seminar paper on any 3 of the following topic

- Place of secondary education in the educational ladder.
- Revision of secondary school education as visualized in independent India.
- Policies and programmes of government to improve educational opportunities for disadvantaged groups.
- Examination reforms.
- Problems of out of school children.
- Status of open schools in India.
- Professional code of ethics for teachers.
- Challenges in inclusive education
- Implications of Right to Education
- Role conflicts of secondary school teachers

References:

8. Kochhar S.K., Secondary School Administration, University Publisher Delhi, 1964.
10. Murthy S.K., Essentials of school organization and administration, Tandon Publisher.
Name of the Programme  B.A.B.Ed.
Course Title          Action Research
Course Number         HC12
Semester              6
Credits               1
No.of Instructional hours 26
Total Marks          50

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

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

Unit-1: Introduction to Research  (12 Hours)

• Research and Educational Research: Definition and Importance
• Types of research – Fundamental / Basic research, Applied and Action Research- Meaning and its importance and differences.
• Action Research – definition, importance, limitations.
• Steps of action Research - Identification of the problem, pinpointing the problem, analysis of the problem in terms of probable causes, objectives of Action research, formulation of Hypothesis, Design of Action plan (pre-test, treatment, post-test), Implementation of Action Plan, analysis and Interpretation of data, drawing conclusion, report writing.
Unit-2: Collection and analysis of data:  

(14 Hours)

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

Practical Activities:

Carry out the following practical activities and submit a report.

- Prepare Action Research proposal for any one of the problem selecting from the following fields
  a) Classroom problems
  b) Teaching strategies
  c) Children with special needs.
  - Prepare any one of the following tool to conduct action research
  Rating scale / Questionnaire / Checklist

Reference Books:

- John W. Best : Research in Education
- LokeshKaul: Research Methodology
- Lulla B.P : Essential of Educational Research
- Sukhria S. P: Essentials of Educational Research
- Tharayani : Action Research
- Usha Rao: Action research
- Usha Rao: Conducting Educational Research
- QæAiÀiÁ ,ÀÅ±ÉÆÄzÀÆÉ - ,À³À³²PÁë C©üAiÀiÁ£À, ÒéÀÀÅÀÅÉÀgÀÀ
4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme B.A.B.Ed
Course Title Developing Pedagogical Content knowledge in Social Sciences – Part 2
Course Number SC04
Semester 6
Credits 2
No. of instructional hours 52 hrs
Total Marks 100

Rationale for the course
This course follows Pedagogical Content Knowledge I and therefore, needs to be looked at in a continuum. It examines disciplinary issues impacting the understanding and transaction of social science subject domains particularly; History, Geography and Political Science.

The Social Sciences have a dual personality. The different disciplines are highly integrated with each other because social phenomenon is integrated. Social Sciences are also integrated with Physical Sciences because human societies are part of the natural world and actively work with natural phenomenon, changing it and interpreting it on basis of values, philosophies and, ideas etc. Along with this characteristic of integration each specific branch of Social Science has its distinct identity and has contributed substantially to the understanding of social world. The interplay of these domains of knowledge has created our world and the student teachers need to be supported in developing this understanding. This is important not only for teaching of social sciences but also for directions that Social Sciences takes in future.

A balance needs to be struck between the positivist and empiricist methods and subjective and normative nature of content of the Social Sciences. Accepting the deep-rooted presence of subjectivity, which is an integral part of its nature, is the key task set before the educators to be. The learners (children in schools and young adults training to become educators) need to be assisted in building an understanding that what we study and analyse in Social Sciences is part of our own lives which are shaped by where we live and what happened in the past. These spatial and temporal dimensions are continuously influenced by events in our present life which becoming increasingly complex and mediated in today’s world. The omnipresent Information Technology and mass-media have a power to turn arguments and opinions into theories and ‘truth’. What happens outside the formal classrooms is thus as much a subject of study as what the formal course offers.
The choice of pedagogy at pre-service level substantially informs the way social science teaching is carried-out in schools. The student-teachers need to be exposed to a plethora of learning experiences that are dynamic, bringing everyday reality into the classroom to be examined. However; it will be necessary to remember that the subject-matter of study often are persons like ourselves both capable of impacting the process of inquiry and being impacted by it. The process of such inquiry thus will need to be ethnically sensitive and responsible.

The diverse ‘Approaches to Teaching’ each with an underlying perspective and their implications on learning need to be understood to form a backdrop for teaching of Social Sciences. Besides this each branch of Social Science demands certain pedagogical framework aimed at developing special ways of thinking and practice. The specific content knowledge selected for teaching inherently suggests a pedagogical strategy. Each branch of Social Science also requires building an understanding about certain essential tools. These ‘tools’ are sometimes evident; for example ‘mapping’ in Geography – however the primary reasons behind its existence and related key concepts are never dwelt-upon. In History it is even more challenging as the awareness that the process of ‘writing History’ is highly mediated, subjective and continuously layered by the present is never discussed till completion of Higher Secondary education. In Political Science emphasis is merely on ‘systems and their functions’ rather than the principles and rationale behind them. Systems are discussed as if they are removed from us – either as individuals or groups. Economics is introduced at Secondary school stage merely in a theoretical manner; as if it is removed from people’s aspirations, political processes, vision, its impact on people and earth. While it is introduced as an independent discipline; arrangement of economic content within the subject taught in school is often haphazard and uncritical.

The gaps resulting in opaqueness and confusion in understanding social science is therefore, often blamed on its apparently dense, ‘irrelevant’ content. While overpopulation of unconnected content is admittedly the situation; lack of efforts built-into understanding why we study what we study also becomes a hindrance. For this vicious cycle to break the student-teachers will need the experience of a pedagogical framework that creates a culture of learning rather than mastering the content in isolation. Hands-on experiences, going beyond prescribed Resources/References, interweaving self-reflection, guided investigation of social phenomenon based on collection and interpretation of field-evidence, analysis of prescribed syllabus and teaching-learning material, debates, critical examination mass-media including ‘popular culture’ and ‘social’ media’ will need to be invoked.

Finally; it is hoped that the course teachers understand that all stages of this course, with each of their elements are seen to be related to each other. It will no doubt be useful to be generally aware of what the entire syllabus is offering.

**Objectives of the course:**

- To develop a conceptual understanding about the notion of "structure of discipline" and its essential components.
- To understand diverse pedagogical perspectives, how social science teaching can benefit from these and implications of their application in classroom.
- To connect with each branch of social Science (History, Geography and political science) explored here with their historical trajectories as detailed in PCK 1 and examine the way they have impacted our school subjects, as well
as our individual and collective understanding today.

- To understand the placement of each of the three Social Science disciplines in relation to their need, the specific contribution they make to learning and knowledge creation.
- To understand the rationale behind subject-specific concepts and pedagogy.
- To support integrated, reflective learning that is rooted in experience and respondent to diverse contexts.
- To develop and apply an understanding of teaching-learning resources to its selection and use.

**Course Organisation:**

**UNIT 1: Nature, Objectives and Taxonomy**

- What is 'social' about various Social Sciences?
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society
- Aims and Objectives of Social Science
- Instructional Objectives- Bloom and Loraine Anderson.

**UNIT 2: Pedagogy of history**

- An examination of the nature of History as discipline and nature of History teaching in School.
- The diversity in approaches to teaching of History along with addressing the questions - “whose history?” “Is there just one history?”
- Comparative analysis of textbook/teaching material to engage with History such that she/he can teach the subject in the class.

**Tasks**

1. Take up a theme (example; social stratification/gender/ideas and discovery) or events in a period (example; Pre-independence India/Renaissance) from secondary school History syllabus and examine the purpose of its selection, structuring, pedagogy while using a comparative axis of student’s contemporary life.
2. The interplay of past events and their representation in current socio-political dynamics and the impact on school History (for example in relation to conception of nationalism) to form an important part of classroom discussions.

**UNIT 3: Pedagogy of geography**

- Understanding different branches of Geography – Human, Physical and Cartography - their specific nature and interdependence on each other.
Understand the diversity in approaches to teaching of Geography in school.

- The appropriate stage at which learners can be introduced to geography - understand dependence of concept formation in geography on concept formation in other disciplines of Math and Science
- Understanding of geographical imagination and approaches to assist learners to geographical imagination.
- Use of maps in geography - approaches, pedagogies appropriate to understanding the basic concepts behind map-making, map-reading and use of maps, use of globes and understanding the variety of maps.
- Understanding of the impact of human actions on nature and vice-versa, of how people occupy and use space and other elements in nature. (Social interactions, migration, distribution of physical resources.
- Issue of how economic policies in India have impacted the relationship between humans and nature, within people, occupations (agriculture) with 1990 as watershed will be discussed and debated.
- Concepts specific to geography such as space-society relationship, ‘resources’ etc. to be examined. Student teachers to develop an understanding of appropriate resources for transacting the subject of Geography. They take up comparative analysis of various resources (such as different textbooks, maps etc.)

Tasks:

1. To understand the nature of Geography, the student teachers will engage with the basic question, why is Geography taught in schools? (Indeed why is the discipline of Geography a branch of formal education?) An engagement with this question is important for understanding the discipline of Geography and for understanding too whether Geography is a social science or part of physical/natural sciences.
2. Student-teachers to go on a field and record their observations of the physical features.
4. Compare Eklavya ‘Khushi-Khushi’ chapter x, class 5 on Maps with State board textbooks.
5. With help of Parita, M. (1994), Upholding the Common life: The Community of Mira Bai,’ Oxford University Press, Delhi and Punjabi, Anjali ‘A Few Things I know about Her’, Documentary film Produced by; Films Division, Government of India. 28 minutes how geographical imagination is rooted in historical, socio-cultural issues and lends nuanced meaning to the way ‘Space’ or ‘Habitat’ is looked at.
UNIT 4: Pedagogy of political science

- Reflect on the nature of Political Science as well as the practice of teaching it. Questions for guided reflection: In the Indian context, what distinguishes ‘Political Science’ from ‘Social and Political Life’ and ‘Civics’? What is meant by ‘citizenship education’? What are the varied forms it takes? What is the dominant form reflected in Indian context? What pedagogical principles can be invoked in transacting political science? Does the age of the learners matter? In what way?

- Understanding of concepts related with Political science, concepts such as Governance, power, authority, State, Nation-state, citizen, subject. Student teachers to reflect on the question of what variety of axis of political power do we see at play in Indian context? Does the formal educational content represent the realities of division of power?

- Understanding the concept of the constitution of a Nation-State and the special features and vision of Indian Constitution. Understand how the State functions - the different arms of the State; their relationship/independence from each other and rationale behind it; the nature of Indian Democracy; the role do civil society, media, and people’s groups, play in democratic polity.

- Analysis of textbook/teaching-learning resources with reference to at least one phenomenon/function related to Political Science. (Example; Reservations for women and socio-economically marginalized sections, Right to Education, Freedom of Thought and Expression, Secularism, Federalism, Relationship between legislature, executive and judiciary).

Tasks:

1. Discuss ways in which issues of Governance or entitlements or implementation of rights like Right to Education or ‘Working with Opposition parties/Forming Consensus for policy formulation’.
2. Student teachers to write personal accounts of their conception of Sarkar during their school years.

Essential Readings:

Unit 1:

- Ellen Kottler, Nancy P Gallvan, Secrets to success for social studies teachers, Carwin Press, sage publications.
Unit 2:

- Dhanraj, Deepa ‘Young Historians’, A seven part documentary series by KSCERT, Part 2 Village History.

Unit 3:

- Ahemad, A (1999), Social Geography, Rawat Publications, Jaipur and New Delhi, pp 13-37. (Chapter 1: Social Geography: An Introduction)
- Patwardhan, A. ‘Fishing in the Sea of Greed’, documentary film, 40 minutes
- Punjabi, Anjali ‘A Few Things I know about Her’, Documentary film Produced by; Films Division, Government of India. 28 minutes
- Sunny Y (2015), Sprout, Eklavya
Unit 4:


Additional Readings

Unit 2:

- Text materials – NCERT History Textbooks from 2005-2010.
- Avehi Abacus Project, Mumbai, Sangati Kit 3 ‘How Societies Developed’
- Eklavya, Samajik Adhhyann....... 
- Islam, Shamsul. Muslims Against Partition

Unit 3:

- Avehi Abacus Project, Mumbai, Sangati Kit 4 ‘The Way We Live Session 6, 10, 16. &Manthan Year 2, Session xx

Unit 4:

### VII SEMESTER

**4 Year Integrated Teacher Education Programme**  
**BENGALURU CENTRAL UNIVERSITY, 2018-19**

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<td>Course Title</td>
<td>Gender, School and Society</td>
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<tr>
<td>Course Number</td>
<td>HC 13</td>
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<td>Semester</td>
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**Rationale**

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines. Education has the inbuilt potential of formulating interlinkages between gender and education. Discourses on gender and education require critical engagements with the deep questions on the nature of socialization. It needs to reflect and focus on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. In order to eliminate the hierarchies on such social constructions, gender debates and discourses have to be operationalised within the overarching concern for democratic education. This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and femininity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.
Objectives:

The course will enable the student teachers to -

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

Course Organisation

Unit 1: Gender Issues: Key Concepts

1. Gender, Social construction of Gender
2. Gender socialization and Gender Roles
3. Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

Unit 2: Gender socialization processes in India: Family, School and Society

1. Gender identities and socialization practices in different types of families in India.
2. Gender concerns related to access, enrolment, retention, participation and overall achievement.
3. Gender Issues in Curriculum –
   - Gender, Culture and Institution: Intersection of class, caste, religion and region
   - Construction of gender in curriculum frameworks since Independence: An Analysis – Gender and the hidden curriculum
   - Gender in text and classroom processes – Life skills and sexuality.
4. Gender Jurisprudence (in Indian Context)
   - Prenatal diagnostic Technique Act, 1994
   - The draft sexual Law Reforms in India, 2000
   - Domestic Violence Act, 2005
   - Reservation for Women
   - Supreme Court Verdict about transgender.

The below exercise shall be part of internship course: Creating Gender Inclusive Classroom

1. Developing positive self concept and self esteem among girls
2. Teaching Learning Materials
3. Classroom transaction
4. Teacher as an agent of change

Suggested Tasks:

1. Students share their own experience of growing up as female or male in comparison with the other sex.
2. Watch films such as Gejje Pooje, Shara Panjara, Dweepa etc. Write your
3. Choose a TV Serial of the regional languages. Write an analysis of the female characters represented in the serial.
4. Analyse Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
5. Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
8. Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools Public and Private-Aided and managed by Religious Denominations and prepare a report.
9. Field visits to Schools, to observe the Schooling Processes and Transactional Strategies from a Gender Perspective.
12. Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report
13. Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
14. Organise poster competition on Gender Equality And Empowerment.

Suggested mode of transaction:

Critical reading and discussions of the essential reading texts; movies and documentaries. Sharing of student teachers’ experiences of their own experience of growing up as a female or male in a comfortable, trusted and non-threatening atmosphere
Readings about growing up belonging to particular gender from diverse contexts; Engaging with children in different contexts, writing reports on the engagement, sharing with the rest of the class and reflections;

Reading and discussing about children’s lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children’s diaries, testimonies and the media.

Suggested Mode of Assessment:
Assessing student-teachers’ capacities to observe, understand and interpret notions about sex and gender. Nature of critique of the universalistic normative notions of gender; Ability to interpret how gender, caste and social class may impact the lived experiences of children at home and in schools.
Readings

Unit 1:

1. Rokeya, Sakhawat Hossain, 1905. ‘Sultana’s dream’ First published in The Indian Ladies magazine
4. Butalia U, 2011, Mona’s Story, Granta, (Online Magazine)

Unit 2:

- Kirk Jackie (ed), (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, „Women Pioneers in India’s Renaissance, National Book Trust, New Delhi, India.
- Education for Women, in Women in Modern India, Cambridge University
- NCERT 2005 Report of the National Focus Group on Gender Issues in Education (www.ncert.org)
- UNESCO – Methodological Guide – Promoting Gender Equality through textbooks

Additional Readings

1. Salma, The hour past midnight, Zubaan Books, Translated to English by Lakshmi Holmstorm
3. https://www.edge.org/3rd_culture/debate05/debate05_index.html
4. Documentary - Bioscope,Non-Binary Conversations on Education and Gender, Directed by Samreen Farooqui and Shabani Hassanwalia,
Name of the Programme       B.A.B.Ed.
Course Title               School Internship Programme
Course Number              SC 05
Semester                   7
Credits                    6
No.of Instructional hours  170
Total Marks                300

Note: In Semester 7 student-teachers can intern in higher primary schools, engaging with classes 6 to 8.

Rationale:
This course is visualised as an essential part of the B.Ed programme as it will provide opportunities to the student teachers to gain field experiences by engaging with students, teachers, parents, schools and community at large. It will equip the student teachers to link the tasks they have to perform with the theoretical knowledge acquired through various courses included in practical situation. This shall be done through three different components viz, Tasks and Assignments in different courses, School Internship, and Courses on Enhancing Professional Capacities.

Objectives of the course:
This course will enable the student teachers
- to facilitate student learning by creating authentic learning situations;
- prepare school development plan in collaboration with local community;
- to use local resources, including material and local knowledge in teaching learning process;
- to integrate ICT in teaching learning process;
- to respect diversity among learners and seek to promote learning of all;
- to use alternative assessment tools and involve students in assessment process;
- to adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and
learning needs;
- To promote holistic approach to student assessment and organization of learning environments; and bring out pedagogical innovations in promoting quality of learning

**Activities that should be undertaken by Students during School Internship (for classes 6 to 8)**

1. Planning and Facilitating Teaching Learning
   - Unit/ Lesson planning
   - Classroom teaching
   - Lesson observation
   - Developing and Using Teaching Learning Resources
   - ICT integration

2. Assessment, Remediation and Action Research
   - Preparation of CCE activities including unit tests
   - Preparation of diagnostic tests and identifying learning difficulties
   - Planning and executing remediation
   - Assessing effectiveness of remediation through action research

3. Understanding School Context
   - Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
   - Analyze Learner Performance(One class)

4. Understanding Learner
   - Collecting information about a student(Case Study)

5. Participation in School Activities
   - Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

6. Community and school
   - Survey of households
   - Interaction with SDMC/SMC members  Interacting with parents

**Records to be submitted for assessment**

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Diagnostic testing, remediation
- Report of action research
- Case study of a student
- Assessment record (CCE)
- School time table
- Reflective Journal

**Assessment:**

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers.
### Rationale:

This course aims at encouraging students to appreciate the coherence in their individual aspirations and concerns with that of their Nation. Every citizen of this nation is affected by environmental pollution, health risks, poverty, and inefficient economy due to low productivity, violation of Human rights etc in one or the other form. But most often we end up blaming our individual fate for these and do not situate the problem in the larger context to seek collective solution. Seeing the coherence in our individual concerns and aspirations with that of our nation would help us cooperate and work harmoniously to solve these problems.

### Objectives of the course:

- Develop insight and strategies about the process of Population and Environmental Education.
- Develop knowledge and skills on the concept, process, ways & means of sustainable development.
- Understand the concepts of HIV/AIDS, clarify the myths and misconceptions related to HIV/AIDS.
- Understand the meaning, importance and develop strategies of Peace & Multicultural Education.
- Understand the historical backdrop of Universal Declaration of Human Rights.
- Develop sensitivity and skills in conducting appropriate scholastic and co-scholastic activities to promote human rights culture among students.

**Course Organisation:**

**Unit 1: Contemporary National Concerns and Education**

- Population Education-meaning and objectives, measures to achieve stability in population growth.
- Environmental Education- meaning and objectives.
- Environmental pollution-types, causes, consequences and measures.
- Sustainable Development – Concept, importance and strategies. Eco-friendly lifestyle.
- Multicultural Education- meaning, importance and strategies.

**Unit 2: Life skills & Adolescence Education**

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

**Tasks:**

Prepare and present seminar paper on the following topic

1. Status of literacy programmes and Non- Formal Education in India.
2. Role of school and community in promoting environmental concern & values among students.
4. Critical analysis of the human rights policies and programmes in India.
6. Disaster Management in India – status, hazards, policies-procedure and implementation strategies.
7. Sustainable Development through Eco – Friendly lifestyle.
**Unit 1: Essential Readings**

3. Sharma R C., Environmental Education

**Unit 2: Essential Readings**


**Additional Readings**

7. Sharma R C., Population Education.
# 4 Year Integrated Teacher Education Programme

**BENGALURU CENTRAL UNIVERSITY, 2018-19**

<table>
<thead>
<tr>
<th>Name of the Programme</th>
<th>B.A.B.Ed.</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>School Internship Programme</td>
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<tr>
<td>Course Number</td>
<td>SC06</td>
</tr>
<tr>
<td>Semester</td>
<td>8</td>
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<tr>
<td>Credits</td>
<td>4</td>
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<tr>
<td>No.of Instructional hours</td>
<td>140</td>
</tr>
<tr>
<td>Total Marks</td>
<td>200</td>
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</tbody>
</table>

**Note: In Semester 8 student-teachers can engage classes 9 & 10.**

**Rationale:**

This course is visualised as an essential part of the B.Ed programme as it will provide opportunities to the student teachers to gain field experiences by engaging with students, teachers, parents, schools and community at large. It will equip the student teachers to link the tasks they have to perform with the theoretical knowledge acquired through various courses included in practical situation. This shall be done through three different components viz, Tasks and Assignments in different courses, School Internship, and Courses on Enhancing Professional Capacities.

**Objectives of the course:**

This course will enable the student teachers

- to facilitate student learning by creating authentic learning situations; prepare school development plan in collaboration with local community;
- to use local resources, including material and local knowledge in teaching learning process;
- to integrate ICT in teaching learning process;
- to respect diversity among learners and seek to promote learning of all;
- to use alternative assessment tools and involve students in assessment process;
- to adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs;
- To promote holistic approach to student assessment and organization of learning environments; and bring out pedagogical innovations in promoting quality of learning.
Activities that should be undertaken by Students during School Internship (for classes 9 & 10)

1. Planning and Facilitating Teaching Learning
   - Unit/ Lesson planning
   - Classroom teaching
   - Lesson observation
   - Developing and Using Teaching Learning Resources
   - ICT integration

2. Assessment, Remediation and Action Research
   - Preparation of CCE activities including unit tests
   - Preparation of diagnostic tests and identifying learning difficulties
   - Planning and executing remediation
   - Assessing effectiveness of remediation through action research

3. Understanding School Context
   - Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
   - Analyze Learner Performance (One class)

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   - Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

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   - Survey of households
   - Interaction with SDMC/SMC members Interacting with parents

Records to be submitted for assessment
- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Diagnostic testing, remediation
- Report of action research
- Case study of a student
- Assessment record (CCE)
- School time table
- Reflective Journal

Assessment:
The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers.
Number of Instructional hours   26
Total Marks   50

**Introduction:**
This is a final phase of internship programme which takes place in the last semester. For the most part it will be based on the various records submitted by the student teachers as part of their school internship. It will also include peer evaluation of each other’s records and discussions based on that. These records should be consolidated and an exhibition should be held at the end for which School Heads and mentor teachers will be invited for review.

**Post Internship Activities**
The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Students in their reflections will profusely draw relationships or inconsistencies if any between the courses that they went through as part of the B.Ed programme and the experiences of the field.
- Exhibition of teaching aids and consolidated reports. Inviting feedback from cooperating schools.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.
4 Year Integrated Teacher Education Programme
BENGALURU CENTRAL UNIVERSITY, 2018-19

Name of the Programme B.A.B.Ed.
Course Title Action Research Project
Course Number EPC08
Semester 8
Credits 1
No.of Instructional hours 26
Total Marks 50

Rationale
One of the major preoccupations of quality education has been promoting reflective practices among all practitioners. A truly reflective professional can contextualise his/her knowledge to attend to issues that arise in his/her workplace. Maintaining journals, teacher development groups, peer interactions, reflections over student portfolios, or any feedback obtained through continuous and comprehensive evaluation could be facilitating reflective practices.

Action research is one such tool that facilitates reflections among teachers. Action research perhaps subsumes all other tools because it is a way of thinking; it is an attitude and makes use of all available resources for addressing problems. It is desirable that a student teacher is prepared with action research know-how so that when entering the profession he/she is competent enough to take on the challenges.

Hence this paper deals exclusively with action research. It is designed with a view to expose the student teachers to the concept of action research as well as provide some practical experience in conducting action research during their internship. The theoretical and practical inputs given is hoped to enhance the professional competence of the would be teachers.
Objectives

The course facilitates student teachers in:

- Gaining practical experience in conducting action research
- Relating action research to their professional development.

Unit 1: Conducting action research in school

This unit is to be taken up in the school where the student-teachers undergo their internship. They observe classes, prepare a proposal, discuss the proposal, prepare appropriate tools, implement the plan and collect data.

- Identifying a problem for action research
- Preparation of a proposal
- Preparing appropriate tools
- Implementing the plan
- Data collection and encoding for analysis
- Analysis of data and interpretation
- Preparing action research report

Unit 2: Reflections, sharing and further initiatives

- Presentation of the report to the class and discussion, sharing insights
- Teacher educators can choose some of the reports and after due editing student-teachers can share them in the classroom.

Assessment

- 15 marks for the action research proposal prepared. (Both process and products are to be assessed).
- 20 marks for involvement in conducting action research, tools and support material used - to be assessed using a checklist.
- 15 marks for report and presentation (10 marks for the quality of report submitted, 5 marks for presentation)

Suggested mode of transaction

Discussions – could be held on preparations to be done – identification of a problem while in school, finalising the problem, preparation of a proposal, discussion with the teacher educator and implementation.

Presentation – The following topics could be briefly discussed by the teacher educator focusing on tools of data collection and preparation of tools.

- Tools of data collection – tests, observation schedules, diaries etc.
- Collection of data through various sources – observation, tests, interviews
- Analysis of data and interpretation. (Only up to descriptive statistics covering the mean, SD, kurtosis, skewness is sufficient to describe the composition of the group.)
- The student-teachers practice in the school where they undergo internship. They observe classes, prepare proposal, discuss the proposal, prepare appropriate tools using WORD PROCESSORS, implement the plan and collect data. Use of spreadsheet (available in any computer – preloaded along with Office Tools) for keying in data and its analysis.

**References**

SSA, Karnataka (2006). *Kriya Samshodhane Tarabethi Kaipidi (Action Research Training Manual).* This book is a comprehensive handbook for teachers conducting action research. It deals with theoretical aspects along with examples. This book has been supplied to all government schools and almost all working teachers in government schools in Karnataka have been trained in Action Research. [http://rmsa.karnatakaeducation.org.in/?q=forum](http://rmsa.karnatakaeducation.org.in/?q=forum) The Subject Teacher Forums that have been started under RMSA provide space for teachers to share their experiences and problems faced. The discussions are quite beneficial to all teachers. Anyone can become a member of these forums.
Part 4
Foundation Course/
Skill Development Course

1. Constitution of India
2. Computer Literacy
3. Yoga
4. Environmental Studies
5. Life Skills
6. Indian History, Culture and Diversity
Acknowledgements

We gratefully acknowledge the constant support and encouragement we received from Prof. Haseen Taj, Department of Education, Bangalore University throughout the curriculum development process.

Our heartfelt gratitude to Sr. Dr. Arpana, Principal of Mt. Carmel College and Dr. Snehalatha Nadigar, Principal of NMKRV College for their leadership and all the help they rendered.

We thank the advisory group for anchoring the process and all the members of the curriculum development team but for those support this exercise could not have been possible.

We also thank the management of Rashtreeya Sikshana Samithi Trust for their support and and the team from RVEC: Asha.P, Asha.Y, Kavya C.V, Ramya V.S, Naveenkumar B.P, Annapurna S for help with compiling the curriculum document.

We acknowledge with thanks Tata Institute of Social Sciences for permission to adopt pedagogical content knowledge courses that they have developed for their proposed two year B.Ed programme, IT for Change for the ICT Mediation course, Azim Premji University and Rishi Valley Education Center for sharing their faculty pack. The curriculum for art and craft education course and Theatre in Education draws from 4 year B.El.Ed curriculum of Delhi University. Curriculum for Health and physical education based on NCERT’s 2-Year B.Ed curriculum

Advisory group members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
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<tbody>
<tr>
<td>Prof. Haseen Taj</td>
<td>Chairperson, Board of Studies, Department of Education, Bangalore University</td>
</tr>
<tr>
<td>Dr. Padma Sarangapani</td>
<td>Professor &amp; Chairperson, Center for Education Innovation and Action Research Tata Institute of Social Science</td>
</tr>
<tr>
<td>Dr. Indira Vijayasimha</td>
<td>Faculty, Azim Premji University</td>
</tr>
<tr>
<td>Mr. Alok Mathur</td>
<td>Director, Rishi Valley Education Center</td>
</tr>
<tr>
<td>Dr. TKS Lakshmi</td>
<td>Formerly Dean, Dept of Education, Banasthalli Vidhya Peetha, Banasthalli</td>
</tr>
<tr>
<td>Dr. C.S Nagaraj</td>
<td>Formerly Principal of Regional Institute of Education, Mysore</td>
</tr>
<tr>
<td>Mr. Vikas Maniar</td>
<td>Faculty, Azim Premji University</td>
</tr>
<tr>
<td>Dr. Amman Madan</td>
<td>Professor, Azim Premji University</td>
</tr>
<tr>
<td>Mr. Madusudan</td>
<td>Scientist, Jawaharlal Nehru Planetarium</td>
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<tr>
<td>Dr. Raghavendra</td>
<td>Faculty, Indian Institute Of Science</td>
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## Curriculum Compilation Team

### Disciplinary Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Participants</th>
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<tbody>
<tr>
<td>History</td>
<td>Ms. Ashwini S, NMKRV Degree College&lt;br&gt;Ms. Elizabeth, Mount Carmel College</td>
</tr>
<tr>
<td>Economics</td>
<td>Mr. Mahantesh, NMKRV Degree College&lt;br&gt;Ms. Kavyashree, Mount Carmel College</td>
</tr>
<tr>
<td>Political Science</td>
<td>Ms. M.B. Havani, NMKRV Degree College&lt;br&gt;Ms. Alice Mathew, Mount Carmel College</td>
</tr>
<tr>
<td>Sociology</td>
<td>Ms. Soumya, NMKRV Degree College&lt;br&gt;Ms. Sophia Sharon, Mount Carmel College</td>
</tr>
<tr>
<td>Kannada</td>
<td>Smt. Meenavathi K, NMKRV Degree College&lt;br&gt;Sr. Jessie, Mount Carmel College</td>
</tr>
<tr>
<td>English</td>
<td>Ms. Sujay Sundaram, Mount Carmel College&lt;br&gt;Ms. Sneha Martin, Mount Carmel College</td>
</tr>
<tr>
<td>Educational Courses</td>
<td>Dr. Mythili R, R V Educational Consortium&lt;br&gt;Dr. Shantha Maria, Mount Carmel College&lt;br&gt;Dr. Indira Vijayasimha, Azim Premji University&lt;br&gt;Ms. Brinda U. Rao, RV VSEI Resource Centre&lt;br&gt;Dr. Vijaya Kumari, Vijaya Teachers’ College&lt;br&gt;Ms. Geetha M, R V Educational Consortium&lt;br&gt;Mr. Narasimha Swamy, R V Educational Consortium</td>
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Dr. Mythili R  
R V Educational Consortium
Dr. Shantha Maria  
Mount Carmel College