Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
CHILDHOOD AND ADOLOSCENCE

Contact Hours: 60   Marks: 100
                                                                      4 Credits

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Objectives
After studying this course the student- teachers will be able to……
1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze the developmental variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. Analyze different factors influencing child development.
5. Understand the different theories of human development.

UNIT-I Educational Psychology
1. Psychology- Meaning and Major branches of Psychology
2. Educational psychology-Meaning, Nature and Significance
3. Methods of studying psychology-
   i. Introspection,
   ii case study
   ii. Observation,
   iii. Experimental Method
   iv. Psycho-Analytical method

Unit II: Approaches to Human Development
2.1 Concepts Differences and Principles of growth and development
2.2 Classification of Stages according to Herlock
2.3 Developing Human Stages and characteristics(Childhood and adolescence).
2.4 Role of Hereditary and Environment.
2.5 Domains (Physical, Sensory, Perceptual, Cognitive and Socio emotional)

Unit III:Theoretical Approaches to Human Development
3.1 Cognitive development (Peaget and Bruner)
3.2 Socio Cognitive theories ((Vygotsky, Bandura)
3.3 Psychosocial Theory (Erikson)
3.4 Moral development Theory (Kohlberg's)
3.5 Psycho analytic theory (Freud).

Unit IV: Adolescence as period of Transition.
4.1 Concept, needs and problems of adolescence.
4.1 Genesis of Problems during Adolescence(Physical, Cognitive, Emotional, Social and Moral)
4.2 Mechanism of Adjustment with Special reference to Defense Mechanisms and Holistic development.
4.3 Significance of Life skill Education for Adolescence

Engagement with the field as part of course as indicated below Hands on Experience
- Observe children stages and identify the milestones at various achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Basapur , Jagadeesh.B, Shaikshanika Manovignana – Shreyas publications Hadagali(2008),
4. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
5. Hurlock, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
6. Hurlock, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
7. Hiremath, Satish.A (2006). Educational Psychology and statistics, Siddalingeswara Publications, Kalaburgi.
8. Hiremath, Satish.A (2006). Shaikshanika Manovignana mattu sankhyashastra, Siddalingeswara Publications, Kalaburgi.
9. Hiremath, Satish.A (2006). Shaikshanika Manovignana, , Siddalingeswara Publications, Kalaburgi.
10. Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
11. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
12. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
13. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
14. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.
15. Vamadevappa, H.V.,(2004), Shaikshanika Manovignana, Shreyas Publications, Davanagere.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Contact Hours: 60   Marks: 100
                                                                                  4 Credits
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Objectives of course
1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic tends and principles and development of the major Western and Eastern schools and philosophy.
3. To Develop nationalism and internationalism.
4. To develop human and social values.

UNIT I - Philosophical Foundation of Education
1.1   Meaning and Scope of Philosophy
1.2   Need of Philosophy In Life and for Teaching Practical
1.3   Meaning and various Definitions of Education
1.4   Interrelationship between Philosophy and Education

UNIT - II Schools of Philosophy
2.1   Idealism, Naturalism, Pragmatism. With special reference to Aims, objectives, Curriculum, Methodology, Teachers Pupil Relationship, Discipline, Values and Educational Implications.
2.2   Contribution of selected philosophers – Mahatma Gandhi, Tagore, Swami Vivekananda, John Dewey, Rousseau. with reference to aims, methods, descipline and curriculam.
2.3   Values and Education: Spiritual, Moral, Social, Aesthetic & Human Values.
2.4   National Values as Mentioned In The Indian Constitution.

UNIT – III Sociological bases of Education
3.1   Relationship of sociology and Education
3.2   Concept, scope and   functions of Educational sociology and sociology of Education-.
3.3   Education as a social sub system - specific characteristics which make for social harmony.

UNIT - IV State and Education:
4.1   Educational provisions for the state in Indian Constitution.
4.2   Education and Democracy, National Integration through Education
4.3   Education for International Understanding.
4.4   Education in relation with human culture, religious polices, modernization, role of culture in provincial development in education and culture. Changes in India with special reference to Indian education, Social change, Social stratification and its responsibilities for social changes.
Assignment: 1. Seminar on sociological bases of education.
                              2. Relationship between philosophy and education.
Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub¬unit

Suggestive Readings:-
1. Sociological Approach In Indian Education –Vinod Pustak Mandira Agra By SS Mathur
2. The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia
3. Ground Work Of Theory Of Education By Ross.
4. Modern Philosophy Of Education –By Brabacher

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

Contact Hours: 60   Marks: 100

Objectives   4 Credits

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Objectives:

After the completion of course, pupil teachers will be able to –
1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Understand and use the different Media in Education
4. Understand the different learning Experiences and use them in the teaching-learning process.
5. Acquaint with innovations in Educational Technology
6. Integrate ICT into Teaching Learning, administration and Evaluation.
7. Develop information Management, communication and collaborative skills.
8. Design and develop and use learning materials in Teaching.
9. Practice safe, ethical ways of using ICT.
10. Use ICT for making classroom processes Inclusive

Course Contents:

Unit- I Basics of Education Technology
1.1 Educational technology- Meaning, Nature, Scope, objectives, and Importance.
1.2 Instructional technology: Meaning, nature and scope.
1.3 Differences between Educational technology and Instructional technology
1.4 Components of educational technology –Hardware, Software.
1.5 Systems approach- Instructional design

Unit-II Media in Education
2.1 Print media- Books, Journals, Magazines and newspapers.
2.2 Digital Media- Documentaries, still pictures, websites, webpage etc,
2.3 A-V materials: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)
2.4 Multi-media: Meaning & concept, scope and importance.
2.5 Dales cone of experience model.

Unit- III Educational systems
3.1 e-learning, cooperative learning, mobile learning- concept, advantages and limitations.
3.2 Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3.3 Web services: e-mail, chat, online forums, blog, wiki, e-library
3.4 Resource centers and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, EDUSAT,NME-ICT,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education
4.1 Concept of ICT and Principles of using ICT in teaching learning process
4.2 Impact of ICT in education (impact of ICT in social, cultural, economical)
4.3 Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
4.4 Issues and concerns related to ICT
4.5 Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI),Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

Learning Activities

1. Visit websites (Khans academy, E-Gyankosh,Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, plans, statistics, scholarships, issue and trends and writing reports.
2. Free website development and usage (Webs.com)
3. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
4. CAI- Development and reporting
5. Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.
6. Blog- development and related activities
7. Login in to You tube-download and upload.
8. Writing a report on TV Lessons and discussions
9. Writing a report on Radio lessons and discussion.
10. List out the content related different learning experiences

References

1) AggawalJ.C.(1972).EssentialsofEducationalTechnology.NewDelhi:VikasPublishingHouse.
2) Apter, Michael, J. (1968). The New Technology of Education.London: MacMillan.
3) Bhatt, B.D. and Sharma, S.R. (2003). Educational Technology: Concept andTechniques. New Delhi: Kanikshka Publishers Distributors.
4) Bhushan, Anand and Ahuja, M. (1992). Educational Technology.Patiala:Bawa Publishers.
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6) Dale, Edgar.(1946). Audio-visual methods in Teaching. New York: TheDryden Press.
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8) Dange. Jagannath, K.(2014). Learning and Experiences. Lap Lambert Publication. Germany.
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14) Mahapatra, B.C. (2006). Education in Cybernatic Age.New Delhi: Sarup Sons.
15) Mangal, S.K. and Mangal, U. (2009). Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.
16) Richmond, W. R. (Ed.) (1900). The Concept of Education Technology: ADialogue with Yourself. London: Weidenfield and Nicolson.
17) Ruhela, S.P. (1973). Educational Technology.New Delhi: Raj Prakashsn.
18) Sampath, K., Pannirselvam, A.and Santhanam, S. (1990). Introduction toEducational Technology. New Delhi: Sterling Publishers Private Limited
19) Saxena, S. (1999).A first course in computers.New Delhi: Vikas PublishingHouse.
20) Sharma, R. A.( ). Technology of Teaching. Meerut: International Publishing House.
21) Sutherland, R., Robertson, S. and Peter John. (2009). Improving ClassroomLearning with ICT. New York: Routledge.

Vijayanagar Sri Krishnadevaraya University,Ballari
Bachelor of Education (B.Ed) course
Semester –I
UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGE

Contact Hours: 30   Marks: 50
Objectives   2 Credits
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OBJECTIVES

1.   Analyse meaning, functions and different related concepts of language (dialect, standard language, mother tongue, biliangual)

2.   Explain language policies and the recommandations of NCF-2005

3.   Understand the process of acquisition of language in the back drop of perspectives of linguists

4.   Explain challenging issues such as no comprehension, disability etc in the teaching of language.

Unit 1: General Introduction to Language
   1.1 Language: Meaning, Concept, Components and Functions
   1.2 Pedagogy of different languages-Critical analysis- Dialect, Standard and Non-standard languages.
   1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.
   1.4 Language Policies and Politics-Power, identity and politics of language; Language as a medium of instruction, debate about English as a medium of instruction;
   1.5 The recommendations of NCF-2005 on language education.

Unit 2: Language Acquisition
   2.1 Language learning in early childhood
   2.2 Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;
   2.3 Second language acquisition

Unit 3: Challenges in Language Learning
   3.1 Issues of non-comprehension
   3.2 Lack of independence in language use
   3.3 Examining the role of school context in creating difficulties for language learners
   3.4 Understanding language "disability" and the language teacher's role in dealing with it

Practicum/Assignment :
1.   A Classroom seminar on 'Power Politics of language in India' or 'The Recommandations of NCF-2005'.
2.   Construction of remedial teaching programme for disable students

Readings
   1. Agnihotri, R. K. (1996). KaunBhasha KaunBoli. Sandarbh 13, 37-43
   2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
   3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
   4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

5. Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.

6. Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36

7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.

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Vijayanagar Sri Krishnadevaraya University,Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30   Max marks :50

Credits: 2

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Objectives of the Course
1. To enable the prospective teachers to address the following questions:
2. To understand the meaning, nature and philosophy of Social Science
3. To understand contemporary society and the relevance in teaching of social science in schools.
4. To explain the status of learning social science at secondary school level.
5. To understand the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices.
6. To evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.
7. To understand the meaning, nature, scope, principles and Approaches of social Sciences.
8. To evaluate the present social studies textbook critically.
9. To know the objectives and framework of NCF 2005 and 2009.

Unit I Evolutionary Framework of Social Science:
1.1   Meaning, significance, Nature and Scope of Social Sciences
1.2   Aims and objectives of teaching Social Sciences
1.3   History of social science as a discipline in the curriculum
1.4   Distinction between social sciences and social studies
1.5 Study of human life in time and space dimension
1.6 Need for social science as a discipline in the curriculum

Unit II Social Science in Schools
2.1 Role of social science in understanding current contemporary problems..
2.2 Qualities and characteristics of good social science textbook.
2.3 Critical Review of Social Science Text books from class 6th to 10th State Board.
2.4   perspectives in Social Sciences: Social, Historical, Environmental, Economic   and Constitutional.
2.5   Concerns in Teaching Social Science: Diversity, Gender and Special Needs
2.6 The importance of critical enquiry, critical thinking and problem solving in building social, historical, environmental and economic perspective in social science.

Unit III Social Science Curriculum
3.1 Curriculum-Meaning, nature and scope
3.2 Principles of social sciences curriculum construction
3.3 Approaches of organizing social studies curriculum- Concentric, Chronological and correlation
3.4 New Trends in Social Studies curriculum.
3.5 Review of different Commissions/Committees Reports
3.6 National Curriculum Framework for social science (NCF 2005)

Assignments: (Any one)
1.   Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.
2.   Critical Review of Social Science Text books of 8th or 9th std. of Karnataka state

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

Suggested Readings

1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
8. Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
9. George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
10. Hamm, B. (1992).Europe –A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
11. Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
12. Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
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17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
18. UNESCO-World Social Science Report (2013)
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20. Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
21. Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
22. Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
23. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Sciences

Contact Hours: 30   Marks: 50

                                                                                                      2 Credits

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Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I : Nature of Science and Science Education
a) The nature of science-
   • science as a process
   • science as a body of knowledge,
   • science as a social enterprise;
   • Science-Technology-Society-Environment (STSE) Interface.
b) A historical perspective:
   • The development of science as a discipline
   • Awareness of the contributions of Popper and Kuhn.
c) A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
d) Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context
• Children's conceptualization -Pre-conceptions of science and their significance in knowledge constructions (with linkages to learning at the primary level); frameworks' in science.
• Understanding children's fear of science, correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
• Construction of knowledge in science: conceptual schemes, concept maps.
• Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
• Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The science curriculum
• The nature and underlying criteria for a science curriculum and content organization.
• Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
• A critical review of Science Curriculum
   * At the National Level i.e. NCERT curriculum,
   * At the State Level i.e. SCERT curriculum,
   * Hoshangabad Science Teaching Programme (HSTP) ;
   * An awareness about science curricula at international level such as Nuffield Science,

Harvard Science project 2016 etc .
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. Part one , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
2. Barba, H.R. (1997).Science in Multi-Cultural Classroom: A guide to teaching and Learning. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). Socio-Cultural Perspectives on Science Education. London: kluwer Academic Publisher.
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8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. Teachers College Record, 105 (3), pp 465-489.
9. Lynch, S. J. (2000). Equity and Science Education Reform. Mahwah, NJ: LawrenceErlbaum Associates, Inc.
10. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi
11. National Curriculum Framework, (2005), NCERT: New Delhi 12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), Examining Pedagogical
12. Content Knowledge: The Construct and its Implications for Science Education. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory. New York: Continuum. pp. 1-12.
14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.

15. Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi 16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging
16. Students' Prior Knowledge and Exper
17. Middle School Science, In Journal of Research in Science Teaching, Vol. 45, No. 1, pp 79-100.
18. Sears, J. and Sorensen, P. (Eds.). (2000) Issues in Science Teaching. Routledge Falmer, The Netherlands.
19. Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
20. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. Journal of Research in Science Teaching, 38(2), 137-158, February
21. Wallace J. and Louden W. (eds.). Dilemmas of Science Teaching: Perspectives on Problems of Practice. London: Routledge Falmer. pp. 191-204

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30   Marks: 50
                                                                                                        2 Credits
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Objectives:
To enable the pupil teachers :
1.   Understand mathematics as a discipline.
2.   Get insights into the nature of mathematics.
3.   Concerns and challenges of teaching of mathematics.

UNIT 1: Introduction to Mathematics
   1.1 Meaning, Nature and Scope of Mathematics.
   1.2 Aims & objectives of teaching Mathematics
   1.3 Language and Symbolism of Mathematics
   1.4 Axioms and Postulates- definition and Examples
   1.5 Proofs : Meaning, Different Methods (Direct and Indirect Methods) and Examples
   1.6 Contributions of Mathematicians: S Ramanujan, Aryabhata, Newton and Euuklid.
   1.7 Multicultural Mathematics : Understanding of fundamental Mathematcs like
        Number system, Arithmatics, Algebra and Geometry.

UNIT 2: Learning Mathematics
   2.1 Developmental Progression in the Learning of Mathematical Concepts: Piaget and Bruner.
   2.2 Processes of Mathematics: Reasoning, Logical thinking, Problem Solving and Connecting
   2.3 Socio-cultural Perspectives in Mathematics Learning: Situated Learning: Social
        Construction of Knowledge, Social Interaction and Community of Practice.

UNIT 3: Mathematics for Equity and Social Justice
   3.1 Need, Importance and Problems related to Mathematics
   3.2 Issue of Gender, and Culture in Mathematics Learning
   3.3 Construction of Learner's Identity in a Mathematics Classroom.

   Assignments:
   1. Language and symbolism of mathematics

Readings and resources
   1)   Bishop, A. J. (1988). The interactions of mathematics education with culture.Cultural
        Dynamics, 1(2), 145–157.
   2)   D'Ambrosio, U. (1985). Ethnomathemati pedagogy of mathematics.For the Learning of
        Mathematics, 5(1), 44–48.
   3)   Devlin K. (2011). Introduction to Mathematical thinking.
   4)   Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education.
        In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), Culturally responsive
        mathematics education (pp. 43–64). Routledge.
   5)   Gutstein, E. (2007). "And that's just developing student agency. Teachers College Record,
        109(2), 420–448.
   6)   Kazemi, E., &Stipek, D. (2001).Promoting conceptual thinking in four mathematics

classrooms.The Elementary School Journal, 102(1), 59–80.

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8) Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

9) Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

10) Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

11) Wheeler D (1983). Mathematisation matters. For the Learning of Mathematics, 3(1).

12) Boaler, J. (2010). The elephant in the classroom. Helping children love and learn maths. Souvenir Press Ltd

13) Boaler, J. & Staples, M. (2005). Transformi equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/

14) Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In Forum (Vol. 55, No. 1, pp. 143-52).Symposium Journals.

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16) Gray, E, &Tall, D (1994). Duality,ual"viewam of simple arithmetic. Journal for Research in Mathematics Education, 25(2),116-140.

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a. Arithmetic Teacher26 (3), 1-16.

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21) Boaler, J. & Humphreys, C. (2005).Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).

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27) Kazemi, E. (1998). Discourse that promotes conceptual understanding. Teaching Children Mathematics, 4(7), 410- 414.

28) Knuth, E., Choppin, J., &Bieda, K. (2009). Proof: Examples and beyond.

29) Mathematics Teaching in the Middle School, 15(4), 206-211.

30) Lampert, M. (2001). Teaching problem and problems for teaching.Yale University.

31) Lockhart, P., & Devlin, K. J. (2009).A mathematician's.NewYork: lam Bellevue Literary Press.

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34) Parish, S. (2014).Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections. Math Solutions.

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Understanding Discipline and Pedagogy: Commerce

Contact Hours: 30   Marks: 50
                                                                                                    2 Credits

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Objectives:
This paper is aimed at encouraging
1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.
2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce
a) Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education
b) Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce
a) Interrelationships within Commerce (Accountancy and Business Studies/ Management)
b) Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3 Commerce and Society
a) Understanding Ethics and Values
b) Contemporary Business Environment and Commerce Education

Suggested Readings
1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). Business Environment. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education. III (2), 52-59

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)
UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours   Total Marks: 50
                                                                           Total Credits: 2

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Objectives:
1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction
7. Module One: Academic Disciplines and Interdisciplinary Approach (17 lectures)

Unit I: Basics of Academic disciplines   (4 lectures)
a) Meaning and characteristics of academic disciplines
b) Emergence of academic disciplines
c) Relationship between academic disciplines and subjects

Unit II: Teaching across disciplines
a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit III: Humanities and Social Sciences in the Curriculum
a) Place of Humanities and Social Sciences in present school curriculum
b) Issues and challenges in teaching Humanities and Social sciences
c) Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit IV: Natural Sciences and Mathematics in the Curriculum
a. Place of the disciplines Science and Mathematics in present school curriculum
b. Issues and challenges in teaching the disciplines Science and Mathematics
c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:
1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.
3. Interview four professionals from different disciplines. Identify their perceptions,attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications
4. Position Paper of National Focus Group on Teaching of Science, NCERT publication
5. Position Paper of National Focus Group on Teaching of Mathematics,NCERT publication
6. Position Paper of National Focus Group on Social Sciences, NCERT publication
7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication
8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
9. What are Academic Disciplines? Working Paper by Armin Krishnan Websites:

- www.ivorgoodson.com/curriculum-studies

- http://serc.carleton.edu/econ/interdisciplinary/index.html

- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41 - http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf - http://www.thirteen.org/edonline/concept2class/interdisciplinary/

-   http://apcentral.collegeboard.com/apc/public/repository/AP-InterdisciplinaryTeaching-and-Learning-Toolkit.pdf

-   http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai

-    http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf

 http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearning Re port.pdf

-http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Vijayanagar Sri Krishnadevaraya University, Ballari
Bachelor of Education (B.Ed) course
Semester –I
Course for lab work: ICT-BASIC

Contact Hours: 60   Total Marks: 50
(Internal Assessment)   Credits: Two
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Aims of the Course

This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.

Course Contents

Unit I. ICT basics: Operating system and application software
1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
   a. Features of different operating system(Ex: Obantu, etc)
   b. Files and directory operations
   c. Windows Explorer and desktop
4. Introduction to Application Software
   a. Word Processor
   b. Spreadsheets
   c. Presentations
   d. Database Management System

Unit II Computer Applications and Internet
1. Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Activities :
1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India
10. Use of available software or CDs with LCD projection for subject learning interactions
11. Generating subject-related demonstrations using computer software
12. Enabling students to plan and execute projects (using computer based research)

13. Engaging in professional self-development
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc
15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers-2008
17. Write a report on INSAT programs.
18. Developing Educational blog in www.blogger.com, www.wordpress.com
19. Develop the news groups and report.
20. Creating an Account in Teacher tube/slideshare and sharing your video/powerpoint.
21. Downloading Anti-virus software through internet and installing to the system.

Assessment :

Sl. No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
	Total	50	00

Working hours per week:

Sl. No.	Work	Periods
1	Laboratory	4
	Total	4

Suggestive Readings

1) Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia
2) Intel (2003). Intel innovation in Education Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.
3) Kumar, Khushvinder and Kumar, Sunil (2004). Computer Education. Gurusar Sadhar: GBD Publications.
4) Kumar, Khushvinder and Kumar, Sunil (2004). ICT Skill Development. Gurusar Sadhar: GBD Publications.
5) Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
6) Rajaraman, V. (2004). Fundamental of Computers. New Delhi: Prentice Hall of India Pvt. Ltd.
7) Sharma, Lalit (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
8) Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tandon Brothers.
9) Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications. Strawbridge S., Natiquette (2006). Internet - etiquette in the age of Blog. Software Reference Limited, UK
10) Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
11) Thomas B.(1991) Digital Computer Fundamentals .Tata Mcgraw Hill edition. New York.
12) Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
13) Wang J., Lau R.(2013). Advances in Web-based Learning. Springer Publication London.

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
Semester – I
EPC – II : LANGUAGE ACROSS THE SUBJECT

Contact Hours: 30   Max marks;50
(Internal Assessment)   Credits: 02
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Objectives:
   To enable the pupil teacher:
   1. To understand the learning language
   2. To understand the Cognitive development in language learning
   3. To understand the communication

Unit I. Learners Background – 10 Hrs
   1. Background of a learner in Learning language
   2. Home language & School language: Effect of language environment of a school and class room on the learner
   3. Concept formation, Cognitive development and language
   4. Factors affecting language development

Unit II. Language and Communication – 10 Hrs
   1. Meaning and concept of communication
   2. Language as a tool of communication
   3. Verbal and non-verbal communication-meaning and uses
   4. Barriers of communication

Unit III. Basic language Competencies – 10 Hrs
   1. Listening: Need , Types and Strategies to Enhance Listening
   2. Speaking: Need and strategies for enhancing
   3. Reading: Importance and Strategies of reading
   4. Writing: Importance and Types –Note making, Summarizing and creative writing

Assignments:
   1. Keeping the records of Note making, Summarizing and creative writing
   2. Study of common errors in pronunciation and construction of remedial exercises for students.
   3. View any film on multilinguism and write a review of the same.
   Note: Any other related activities can be undertaken.

Suggestive Readings:
   • Agnihotri, R. K.(1995). Multilingualism as classroom resource. In K. Heugh,
   A. Siegruhn, and P. Pluddemann (Eds). Multilingual Education for South Africa (pp.3-7). Heinemann educational books.
   • Eller, R.G. (1989). Johnny can't talk, either: The Perpietuation of the deficit theory in classroom. The reading teacher, 670-674.
   • Erlwanger,S. H. (1973). Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1(2), 7-26
   • Grellet. F. (1981). Developing reading Skills : A practical guide to reading comprehension exercise. Cambridge University press

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-I
EF – I : PSYCHO-SOCIAL TOOLS AND TECHNIQUES

Contact Hours: 30   Total Marks: 50
(Internal Assessment)   Credits: Two
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Part A : Lab Assignments (class room experiments) – 20 Hrs

Every student teacher has to undergo following experiments and to write Lab report
1.   Learning Curve
2.   Transfer of Learning
3.   Division of Attention
4.   Distraction of Attention

B. Field Assignments   - 10 Hrs

Every student teacher has to administer one intelligence test (verbal/ non- verbal) on three students of age group 12-18 years and reporting with the scope to use the results for the beneficiary.

Or

Visiting schools and generate the socio metry result through socio metry technique and use them for interpretation.

Or

Case study on Differently Abled children(Any One)

Or

Administering and Reporting Personality Inventory –TAT/ Cattel'S 16 PF

References:

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.

2. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.

3. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.

4. Kongawad N.B (2011). Educational Psychology. Gadag : Vidya nidhi Prakashan

VIJAYNAGAR SRI KRISHNADEVARAY UNIVERSITY, BALLARI
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-I
EF – II : MICRO TEACHING AND INTEGRATION

Contact Hours: 30   Total Marks: 50
(Internal Assessment)   Credits: Two
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Part A : Micro Teaching Practice - 25 Hrs

Every student teacher has to practice the following skills (Any Six) in a Micro Teaching setting and write report

1.   Skill of Introduction

2.   Skill of questioning

3.   Skill of probing questions

4.   Skill of explanation

5.   Skill of Illustration with examples

6.   Skill of stimulus variation

7.   Skill of reinforcement

8.   Skill of Blackboard

Part B. Integration   - 5 Hrs

Simulation (non micro teaching) Integration of overall skills with teaching learning processes for 15 minutes each –One Lesson per Pedagogy