ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY

(Accredited by NAAC with 'A' Grade)

ಕ್ರಮಾಂಕ/ No. : ಮಂವಿ/ಶೈಕ್ಷಣಿಕ/ಸಿಆರ್.34/2015-16/ಎ2

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ – 574 199
Office of the Registrar
Mangalagangothri – 574 199
ದಿನಾಂಕ/Date: 3.05.2017

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಎರಡು ವರ್ಷಗಳ ಬಿ.ಇಡಿ ಪದವಿಯ ತೃತೀಯ ಸೆಮಿಸ್ಟರಿನ ಪಠ್ಯಕ್ರಮದ ಬಗ್ಗೆ
ಉಲ್ಲೇಖ: 1) ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಮ ಸಂಖ್ಯೆ ದಿನಾಂಕ 18.04.2016
2) ಈ ಕಚೇರಿ ಪತ್ರ ಸಮ ಸಂಖ್ಯೆ ದಿನಾಂಕ 6.08.2016
3) ದಿನಾಂಕ 3.2.2017ರಂದು ನಡೆದ ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯ ಕಾರ್ಯಸೂಚಿ ಸಂಖ್ಯೆ 3:6 (2016-17)ರಲ್ಲಿ ಕೈಗೊಂಡ ನಿರ್ಣಯ

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ಉಲ್ಲೇಖ (1) ಮತ್ತು (2)ರ ಮುಂದುವರಿಕೆಯಾಗಿ, ಉಲ್ಲೇಖ (3)ರಲ್ಲಿ ತಿಳಿಸಿದಂತೆ ದಿನಾಂಕ 3.02.2017ರಂದು ನಡೆದ ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯು ಅನುಮೋದಿಸಿರುವ ಎರಡು ವರ್ಷಗಳ ಬಿ.ಇಡಿ ಪದವಿಯ ತೃತೀಯ ಸೆಮಿಸ್ಟರಿನ ಪಠ್ಯಕ್ರಮವನ್ನು ಶೈಕ್ಷಣಿಕ ವರ್ಷ 2015-16ನೇ ಬ್ಯಾಚಿನ ಹಾಗೂ ತದನಂತರದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನ್ವಯವಾಗುವಂತೆ ಈ ಮೂಲಕ ಜಾರಿಗೆ ತರಲಾಗಿದೆ.

ಕುಲಸಚಿವರು.

ರಿಗೆ:

1) ಪ್ರಾಂಶುಪಾಲರು, ಬಿ.ಇಡಿ ಪದವಿಯನ್ನು ನಡೆಸಲಾಗುವ ಸಂಯೋಜಿತ ಕಾಲೇಜುಗಳು, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
2) ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
3) ಅಧ್ಯಕ್ಷರು, ಸಂಯುಕ್ತ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
4) ಸಹಾಯಕ ಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
5) ಅಧೀಕ್ಷಕರು,, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಕುಲಸಚಿವರ ಕಚೇರಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
6) ನಿರ್ದೇಶಕರು, ಅಂತರ್ಜಾಲ ಮಾಹಿತಿ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
7) ರಕ್ಷಾ ಕಡತ.
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MANGALORE UNIVERSITY

TWO YEAR B.Ed: SYLLABUS OF III SEMESTER

Semester-III

Course Code	Course Title	Credits	Int. marks	Ext. marks	Total
3.1 Theory	Inclusive Education	4	20	80	100
3.2 Theory	Knowledge and curriculum	4	20	80	100
3.3 Theory	Education in Contemporary India	4	20	80	100
3.4 Theory	Optional Course (Any one)	4	20	80	100
3.5 EPC	ICT applications	2	50	-	50
3.6 EPC	Understanding Self and Yoga	2	50	-	50
3.7 EF	Simulated ICT based lessons	2	50	-	50
3.8 EPC	Drama and Art in Education	2	50	-	50
		24			600

Please note:

3.4 Optional courses include the following:

3.4.1 Guidance and Counselling

3.4.2 Value Education

3.4.3 Health and Physical Education

3.1 INCLUSIVE EDUCATION

Contact Hours: 60 **Marks: 100**
Credits: 04

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

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

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATRION 15 hrs

1.1 Concept of Inclusive Education, Integrated Education and special Education

1.2 Need, Objectives & scope of Inclusive Education

1.3 Factors responsible for successful inclusion in the mainstream – future vision Understanding the cultures, Policies and practices of Inclusive schools, Policies and programs of Inclusions

1.4 Definition of disability and inclusion in educational framework, Threats of psychological problems of disability, Models of disability, Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT II: DIFFRENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM 15 hrs

2.1 Concept, classification, characteristics, causes, problems and Educational provisions for –

2.2 Physically challenged and visually challenged

2.3 Children with speech and auditory challenges

2.4 Mentally challenged children and children with learning challenges

UNIT III: POLICIES AND PROVISIONS FOR INCLUSION 15 hrs

3.1 International convention: U.N. convention on the rights of persons with Disabilities (PWD) (2006)

3.2 Constitutional Provisions: PWD with amendments National Trust Act (1999), RCI Act (1992), RTE Act (2009)

3.3 Policies, programmes, schemes, Institutes
- National Policy on disabilities (2006)
- SSA (2000), RMSA
- RCI and National institutes accountable for disabilities

3.4 Role of Functionaries (Teachers, Parents, Peer Group, Administrators, Community, NGOs, Govt. and Private organizations, rehabilitation and social Workers)

UNIT IV: ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES 15 hrs

1.1 Barriers and facilitators of inclusion: Attitudinal, Social and Infrastructural

1.2 School and curricular adaptation: Nature of inclusive classrooms, use of ICT in inclusive classrooms, concept of ICT resource room, role of a classroom teacher in relation to the roles of various agencies, functionaries and rehabilitation professionals.

1.3 Teachers Training: need for sensitization of teachers, preparing teachers to work as inclusive teachers, developing teaching learning materials, innovative practices of teaching

1.4 Evaluation procedures: Assessment of knowledge and skills in inclusive classrooms. Revisiting the concept of assessment and evaluation in an inclusive school set up.

SUGGESTED ACTIVITIES (ANY ONE):

1) A case study of the learners with special needs.
2) Preparing a report on a visit to a Rehabilitation Centre/Special school/inclusive classroom
3) Interviewing a few pupils of an inclusive school
4) Preparing a report on the functions and activities of an NGO working in the field of rehabilitation
5) Report on an academic dialogue with a few teachers of an inclusive school.
6) Preparing a report on RCI and its functioning
7) Preparing a paper on educational provisions for differently abled children.
8) Conducting an interview with an expert working in the area of learning disability (a detailed report to be submitted)

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, ―Education and Children with Special

Needs‖ Saga Publications.

2. MaitraKrihna, SazenaVandana – 2008, ―Inclusion Issues and Perspectives‖,

Kanishka Publishers, New Delhi.

3. Dhawan, M.L. – 2007, ―Education of Children with special needs‖, Isha books.

4. Rajkumari. N. Alice – D. Rita SugunaSundariEt. AI, 2006, ―Special Education‖, Discovery publishing House, New Delhi.

5. Dr. Reddy Likanandha – 2005, ―Education of children with special needs‖, Discovery pulblishing House,New Delhi.

6. Kar Chintamani – 1996, ―Exceptional Children‖, Sterling Publishers Private Ltd.

7. Purimadhumitha and Abraham George 2001, ―Handbook of Inclusive Education for educators, administrators and planners‖, Sage publications Ltd.

8. Guha, Aloka (1955), ―Compilation of Reading in Special Education‖, The

Spastics Society of TamilNadu, madras, India.

9. Pandey R.S and Advaani L. (1955), ―Perspectives in Diability and Rehabilitation‖, New Delhi, VikasPublication.

10. Prasad Lakshman (1994), ―Rehabilitation of the physically handicapped‖, Konark Publisher Pvt. Ltd.

11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.

12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.

13. Kirk, A. Samuel. ―Education Exceptional children.‖

14. Panda B.N Education of Exceptional children.

15. BinodKuamrSahu, Education of Exceptional children.

16. Heward and Oriansky, Education of Exceptional children

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3.2 KNOWLEDGE & CURRICULUM

Contact hours: 60 **Marks: 100**
Credits: 4

OBJECTIVES: On completion of the course the student-teacher will able to

1. To understand meaning of Epistemological terminologies and understand their similarities and differences between them.
2. To become familiar with ideologies related to child cantered education.
3. To understand the changes in education in the context of society and modernisation.
4. To focus on the social and knowledge related bases of education.
5. To understand and accept education in context of various values.
6. To understand various school activities and class room interaction with reference to multi culture.
7. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction.
8. To able to clarify the interrelation among curriculum, syllabus & text book.
9. To evaluate co-curricular activities with reference to new society formation.
10. To understand the determinants of Curriculum Making.

UNIT -1 EPISTEMOLOGICAL BASES OF EDUCATION 20hrs

1.1 Knowledge, Information and Skill: Concept and Differences, Facets of knowledge; local and universal, concrete and abstract theoretical and practical.
1.2 Teaching and Training: Concept and Differences
1.3 Rational , Belief and Truth: Concept and Differences
1.4 Modern child centred education with following reference-
A] Activity – Concept and Importance with reference to Gandhi and Rabindranath Tagore.
B] Discovery- concept and Importance with reference to Dewey
C] Dialogue – concept and Importance with reference to Plato

UNIT: 2 SOCIAL BASES OF EDUCATION. 15 hrs

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

UNIT: 3 PROCESS OF CURRICULUM DEVELOPMENT 15 hrs

3.1 Curriculum: Concept and Importance, Bases of Curriculum
3.2 Stages of curriculum construction
3.3 Teachers role in curriculum construction
3.4 Relationship between aims of education and curriculum
3.5 Role of curriculum in effective teaching and learning process
3.6 Curriculum and discipline.

UNIT: 4 VISIONS, MISSION IN RELATION TO CURRICULUM AND RECONSTRUCTION OF SOCIETY. 10 hrs

4.1 Various co-curricular activities and its impact on reconstruction of society.
4.2 Process/steps of critical analysis of textbook, children literature, hand books and any other TLM.
4.3 Broad determinants of curriculum making: At the national and state level, in terms of national priorities; economic necessities, Technological possibilities; cultural orientations and international contexts.

SUGGESTED ACTIVITIES (ANY ONE):

1. Giving visit to any skill training centers and reporting about the different aspects of education**.**
2. Visiting any cultural centers and reporting about how it contributes to the growth of society.
3. Conducting any co-curricular activity and reporting about the how it helps in reconstruction of society.
4. Analyzing text book or any children literature and report it.

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

REFERENCES:

1. Apple.M,W.[2008] Can schooling contribute to more just society?Education citizen and social justice.
2. Apple M,W. And Denne J,A.[2006] Democratic School: Lessons in Powerful education .
3. Dange. Jagannath K.[2014]Learning and Experiences. LapLambert publications Germany.
4. Dange. Jagannath K [2015] Ambedkar's Philosophy of Education. Published by Centre for Dr. B.R. Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John[1921] Reconstruction in Philosophy, University of London Press, London.
6. Dewey, John[2012] Democracy and Education. Start publishing LLC.

7. Dewey, John[1938] Experience and Education. Kappa delta pi publisher. USA.
8. Freire, T [2000] Padagogy of continue oppressed continue.
9. Krishnamurthy[1992] Education and world peace, in social responsibility.
10. Parekh B,C. Rethinking multi-culturism: Cultural diversity and political theory.
11. Plato[2009] Reason and persuation: Three dialogs [Chepter-6]In J. Holbo edition Neno.
12. Sadyasachi,D[1997] The mahatma and poet; Later and debates between Gandhi and Tagore.
13. Tagore, R [2003] Civilization and progress. In crises in civilization and other essays New Delhi.

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3.3 Education in Contemporary India

Contact Hours: 60 **Marks: 100**
Credits: 4

OBJECTIVES: After completing this course the student –teachers will be able to

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

UNIT – 1 INDIAN EDUCATIONAL HERITAGE AND DEVELOPMENT 20 hrs

1.1 Pre independence education period [Vedic, Buddhist, Muslim, British-Macaulay's minute, Woods dispatch, Sergent commission,]

1.2 Post independence education period [Mudaliyar commission, Kothari commission, NPE 1986, National curriculum framework 2005]

UNIT – 2 CONSTITUTIONAL PROVISIONS AND CURRENT ISSUES IN INDIAN EDUCATION 15 hrs.

2.1 Fundamental & derived rights in relation to education.

2.2 Articles related to education [29,30,45]

2.3 Right to education – 2009

2.4 Issues in relation to universalization of education: Medium of instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage.

UNIT – 3 TYPES OF SCHOOL IN INDIA 15 hrs

3.1 Types of school – State, Aided, Unaided

3.2 In relation to funding : State, Aided, Un- aided

3.3. In relation to philosophy; Aurobindo(Auroville), Rabindranath Tagore; (Shantiniketan), Jiddu Krishnamurthy (Rishi Valley)

3.4 Other types: Jawahar Navodaya Vidyalaya (JNV), Murarji Desai schools, Kithuru Rani Chennamma, Kasthurbha Gandhi, Balika Vidyalaya, Ashrama School, Adarasha School.

3.5 Affiliation Based Types CBSE, SBSE, ICSE

UNIT - 4 POLICIES, PROGRAMMES & SCHEMES FOR ENHANCEMENT OF QUALITY 10 hrs

4.1 Karnataka Education Act 1983: with reference to primary and secondary education.

4.2 Role and functions : BRC,DIET,CTE,IASE,DSERT

SUGGESTED ACTIVITIES (ANY ONE):

1. Conducting survey on educational status of the disadvantage groups[SC,ST,OBC & Minorities]
2. Conducting survey on awareness of promotion of right to education in rural areas.
3. An assignment on different types of school.
4. An assignment on different types of schools in relation to philosophy.
5. An assignment on issues on wastage and stagnation in school.

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

REFERENCES:

1. Guha, R[2007]India
2. National Education Commission [1964-66] Ministry of Education, Govt. of India, New Delhi.
3. National Policy on Education [1986 &92]. Ministry of Human Resource.
4. Development Govt. of India, New Delhi.
5. Right to education Act[2009] Ministry of Human Resource Development, Govt. of India, New Delhi.
6. Aggarwal, J C[1992], Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
7. Ain, L.C.[2010]. Civil Disobedience, Book Review Literary Trust: New Delhi
8. Anand, S.P..[1993]. The teacher and Education in Emerging Indian Society. NCERT, New Delhi.
9. Bhat, B.D.[1996] Educational Documents in India. Arya Book Depot, New Delhi
10. Bhatia K. & Bhatia, B[1997] The philosophical and Sociological Foundations. Doaba House, New Delhi
11. Biswas.A[1992] Education in India, Arya Book Depot, New Delhi

12. Biswas.A., & Aggarwal, J.C.[1992], Education in India, Arya Book Depot, New Delhi
13. Chakravarty, S[1987]. Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra B.[1997] Nationalism and Colonialism, Orient Longman, Hyderabad.
15. Chaudhary. K.C. & Sachdeva, L[1995]. Total Literary by 2000, IAE Association, New Delhi.
16. Deaton A., & Dreze, J.{2008-2009] Pverty and Inequality in India in Raj Kapila and Uma Kapila[Ed.] in Indian Economy since Independence. Oxford University Press, New Delhi.
17. Deshpande, S.[]. Contemporary India: A Sociological view. Penguin, New Delhi.
18. Dubey, S.C.[2001], Indian Society, National Book Trust, New Delhi.
19. Famous Speeches of Gandhiji: Speech on the Eve of the last Fast, January 12, 1948.
20. http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
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25. Jangira, N.K.[2012]NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
26. Kashyap, S.C.[2009].The Constitution of India, National Book Trust, New Delhi.
27. Mahendru, M.m & Roy, S.[2011]. A Handbook on Disability Rehabilitation & Special Education, Educate Publications, New Delhi.
28. Sapra, C.L., & Aggarwal, A.[1987]Education in India some critical Issues, National Book Organisation, New Delhi.
29. Saraswathi, T. S.[1999].Culture, Socialization and Human Development. Sage Publications, New Delhi.
30. Sen, A.n & Dreze,J.[1997]India: Economic Development and social opportunity, Oxford India, Delhi.
31. Speeches of Gandhiji: Speech on the Eve of the Last Fast, January 12, 1948. Government of India, New Delhi.
32. Steven,B.[1998]School & Society, Sage Publications, New Delhi.
33. Suresh, D.,[1998]Curriculum and Child Development. Bharghav, Agra.
34. Taneja, V.R.[1998]Educational Thoughts and Practice, Delhi University Publications
35. Vaidyanathan, A.[1995]. The Indian Economy: Crisis, Response and Prospects. Tracts of the times. Orient Longman Publications, New Delhi.
36. Weber, O.C.[1990]. Basic Philosophies of education. Rinehart and Winston New

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3.4.1: GUIDANCE AND COUNSELLING

Contact Hours: 60 **Marks: 100**
Credits: 4

OBJECTIVES: After completing this course the student –teachers will be able to

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

UNIT - I: FUNDAMENTALS OF GUIDANCE AND COUNSELING 15 hrs

1.1 Nature & Need of Guidance and Counselling with special reference to modern Indian Society.
1.2 Scope of Guidance-Educational, Vocational and Personal.
1.3 Aims & Principles of Guidance and Counselling, Group Dynamics & Group Guidance.
1.4 Methods of Counselling: Directive, Non-Directive, Eclectic

UNIT - II: PERSONNEL ASSOCIATED WITH GUIDANCE AND COUNSELLING

10 hrs.

2.1 School Counsellor; Psychologist, Social Worker, Rehabilitation worker, Career Master Guidance Teacher;

2.2 Teacher as Guidance worker; Organizing Guidance and Counselling Services in Secondary School

UNIT - III: TOOLS AND TECHNIQUES IN GUIDANCE AND COUNSELING

15 hrs

3.1 Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest.

3.2 Non-Testing Techniques: Case Study, Cumulative records, Questionnaire, Anecdotal record, Autobiography, observation.

3.3 Selection of Tests for Placement in Educational and Professional Institutions.

UNIT - IV: CAREER GUIDANCE IN SECONDARY SCHOOLS 20 hrs

4.1 Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference.

4.2 Guidance and Counselling for Children with Special Needs: Meaning, Definition and Characteristics of Exceptional Children, Gifted Children,

4.3 Children with Disabilities; Disadvantaged Children

SUGGESTED ACTIVITIES (ANY ONE):

1. Visit to different Guidance Centre

2. Preparation of Cumulative Record

3. Case Study of Problem Child

4. Administration, Scoring & interpretation of at least two tests

5. Job Analysis of a Counsellor

6. Establishing Career Centre

7. Preparation of scrap-book for career Counselling

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

REFERENCES:

1.Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.

2.Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.

4.Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
5.Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.

6.Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merill Prentice Hall, 1995.

7.Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques.Jaipur: Mangal Deep Publication, 2003.

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9.Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.

10.Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.

11.Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.

12.Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.

13.Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation,1997.

14.Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.

15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.

16. Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.

17.Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.

18.Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.

19.Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002.

20.Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.

21.Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.

22.Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh: Mohindra Capital, 1972.

23.Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

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3.4.2 VALUE EDUCATION

Contact Hours: 60 **Marks: 100**
Credits: 4

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

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

UNIT I- INTRODUCTION TO VALUES **15 hrs**

1.1 Values: Concept, Nature and significance.

1.2 Classification of values: Personal and social, Intrinsic and instrumental

1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.

1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II – SOURCES OF VALUES **15 hrs**

2.1 Meaning and importance of value education.

2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.3 Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION **10 hrs**

3.1 Family
3.2 Religion
3.3 Educational Institutions

3.4 Communities
3.5 Mass Media (print and Electronic)
3.6 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS
20 hrs

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

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

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

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

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

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

SUGGESTED ACTIVITIES (ANY ONE):

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.

2. Organize educational exhibition on any of the following topics:

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

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3.4.3 HEALTH AND PHYSICAL EDUCATION

Contact Hours 60 **Marks: 100**
Credits: 4

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

- Develop awareness towards health and physical education.
- Understand general health and personal health.
- Assist teacher for good conduct of physical education programme.
- Contribute for good overall personality development.
- Acquire the knowledge of first aid
- Develop leadership qualities.
- Acquire knowledge of common communicable diseases.
- To develop the skills of organising Sports, Games and other Physical Education activities

UNIT 1: PHYSICAL EDUCATION 15 hrs

1.1 Physical Education: Meaning, Scope & Objectives, need and importance of physical education. relationship of physical education with general education.
1.2 Methodology of teaching Physical Education, steps in Class Management. General Lesson Plan, Specific Lesson Plan .
1.3 Organisation of physical education programme: Factors of physical education programme, principles for the selection of activities.
1.4 Qualities and qualifications of a physical education teacher.
1.5 Types of physical education activities: indoor and outdoor games - Study of some suggested activities i,e: athletics, gymnastics, yogic exercises, combative, rhythmic, swimming, and indigenous games.
1.6 Tournament: Meaning, Drawing Fixture: Single Knockout and League: Intramurals and Extramural competition.

UNIT 2: HEALTH EDUCATION & FIRST AID

2.1 Concept of Health Education: Meaning, aims, Objectives, importance and principles of health education.
2.2.School health education programme: Importance, objectives and characteristics.
2.3 Healthful school living: meaning and factors.
2.4 Medical examination.
2.5 School Health services: meaning, programmes and agencies.
2.6 School Health instruction: Principles and methods.
2.7 Meaning and functions of family and its importance as a social institution, needs and problems of adolescents and their management.

UNIT 3: COMMUNICABLE DISEASES, CONTEMPORARY HEALTH PROBLEMS AND FIRST AID 15 hrs

3.1 Communicable Diseases: Meaning, common symptoms, Mode of Transmission & Prevention.
3.2 Personal hygiene, Food and Nutrition.
3.3 Abuse of alcohol, tobacco and drugs and effect of abuse on individual, family and community.

3.4 Effect of alcohol, drugs and tobacco on sportsperson.
3.5 Development of desirable health habits and good posture.
3.6 First Aid: Meaning, Principles of First Aid, qualities of first aider.
3.7 First Aid: Fracture, Dislocation, Sprain and strain, Cuts and wounds

UNIT 4: Sports **15 hrs**

4.4 Sports and Recreation: Meaning, Need & Importance of recreation in the modern society.
4.5 Playfields – marking of various playfields, care and maintenance of play fields, purchase and care of equipment.
4.6 Officiating – general principles, pre-game duties, during the game and post game duties.
4.7 Olympics: origin and development of Ancient and modern Olympics.
4.8 Asian Games: origin and development of Asian Games
4.9 Flag hoisting and de-hoisting
4.10 Meaning, Importance of Camping, NSS, NCC, Scouts and Guides.

SUGGESTED ACTIVITIES (ANY ONE):

1. Asian Games, Olympic Games.
2. First Aid-Laceration, Dislocation, Cuts and Wounds.
3. Rules and regulations of some major games.
4. Indian National Flag Code and Conduct.

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

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14. Health and Physical Education- S.K.Mangal.

15. Health and Physical Education – L.M.Sharma.

16. Organization, administration and recreation in physical education-Prakash Brothers.

17. Athletics for Schools – Dennis watts and Bill marlow.

18. Health Education – C.V.Myageri

19. ಆರೋಗ್ಯ ವಿಜ್ಞಾನ ಮತ್ತು ಆರೋಗ್ಯ ಶಿಕ್ಷಣ – ಸಿ.ವಿ ಮ್ಯಾಗೇರಿ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

20. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೧ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ

21. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೨ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ

22. ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ – ರಾಜಶೇಖರ ಎಸ್.ಹಿರೇಮಠ

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3.5 ICT APPLICATIONS

Contact hours - 30

Credits - 2 **Marks: 50**

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation		20			
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission					
4	Examination for in lab work		20			
5	Viva-voce on lab works		10			
	Total	2	50		25	50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis software's, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)

a. Orientation for 15 to 20 minutes.

b. Demonstration of the activity.

c. Presenting the details of the exercise by the student.

d. Exercise practice and output print if necessary.

e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

a. Orientation for 15 to 20 minutes.

b. Demonstration of the activity.

c. Presenting the details of the excursive by the student.

d. Working out the excessive and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies: (opt out which is completed in I semester)

1. Use of Word, spread sheet and related office applications

2. Development of Power point presentation.

3. Nudi Kannada soft ware keying.

4. Web search and email use.

5. Video recording, audio editing and providing back ground voice adding

6. Using still camera for creating of picture files and use for teaching.

7. Use of graphic soft ware.

8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com
6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wiki educator/wiki spaces and adding/editing content.
11. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (free mind, VUE) and write a report.
13. Use one of the E-book Tool(Sigel, calibre) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

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3.6 UNDERSTANDING SELF THROUGH YOGA

Contact hours - 30
Credits - 2 **Marks: 50**

OBJECTIVES: On the completion of the course, the Student-Teacher will be to

1. Appreciate the origin and history of Yoga in India

2. Understand the concept and importance of yoga for general health and quality life style.

3. Integrate the practice of yoga and it's asana for better self concept and esteem-personality

(The theory needs to be discussed with practices as central aspect)

UNIT 1: INTRODUCTION TO YOGA & YOGIC PRACTICES 10 hrs.

1.1 Yoga: Meaning, definition, Importance & yoga to Education.
1.2 The objectives of yoga Education.
1.3 The history of the development &yoga in India (veda,purana,Upanishad, patanjala yoga sutra , Hatha yoga,) (brief history.)
1.4 The Schools of Yoga: Rajayoga, Karmayoga, jnanayoga, Hathayoga (In brief with respect to educational point of view)

UNIT 2: YOGIC PRACTICES AND HEALTH 20 hrs

2.1 Health: concept, definition, yoga for Mental, physical and emotional health of an individual.

2.2 Yogic principles of healthy living: concept of yogic diet, life style.

2.3 Integrated approach & yoga for management of Health, yoga as preventive measure, curative measure, promotive measures; difference between yoga & physical Exercise.

2.4 Yoga for stress the concept of stress among students, effect of stress on body & mind.

2.5 Different Asanasas

1. Swastikasana
2. Vajrasana
3. Supta Vajrasana
4. Tadasana
5. Trikonasana
6. Parsva Konasana
7. Purvottanasana
8. Pavana Muktasana
9. Bhujangasana
10. Shalabhasana
11. Dhanurasana

12. Shavasana

2.6 Pranayama: Ujjaye ,Anuloma , Viloma

2.7 Meditation: Various Meditations Techniques like so-ham, (Or any other)

ASSESSMENT:

Sl.No.	Items	Internal Marks	External Marks
1	Yogic practice Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
4			
	Total	50	00

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3.7 SIMULATED ICT BASED LESSONS

Credits - 2 **Marks: 50**

(As per page no. 27 of state syllabus)

Activities/Assessment:

1. Simulation with ICT- 5 lessons per pedagogy , total 10 lessons
2. Each lesson 5 marks

3.8 DRAMA AND ART IN EDUCATION

Contact Hours: 30 **Marks: 50**
Credits: 2

OBJECTIVES:

1. To enable learners to have a practical experience with drama and art.

2. To introduce certain concepts to enhance the understanding of drama and art.

3. To make learners acquainted with aspects of theatre management.

4. Every child can benefit from drama and art in their education.

5. To learn how to integrate drama and art in the school curriculum.

6. To enable learners to develop their aesthetic sensibilities To enable learners to perceive the social and environmental issues through drama and art.

(Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.)

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

1.1 Forms of Drama and Art.
1.2 Elements of Drama and Art.
1.3 Understanding stagecraft and audience etiquettes
1.4 Forms of Drama and Art: Visual(Sculpture, Architecture and Painting)
1.5 Performing (Dance, Drama, Music – vocal and instrumental)
1.6 Integration of Drama and Art in the school curriculum

Unit 2: DRAMA AND ART FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

2.1 Drama and Art for self realization
2.2 Drama and Art for creative expression
2.3 Understanding social and environmental issues through drama and art
2.4 Understanding local culture through drama and art

ASSESSMENT: 10 marks for each activity x 5 = 50 marks

ACTIVITY NO. 1: FIELD VISIT (ANY CULTURAL CENTRES)

ACTIVITY NO. 2: OBSERVATION OF ART RELATED SHOWS AND REPORTING

ACTIVITYNO.3: DEVELOPING AN ART MATERIAL RELATED TO CURRICULUM

ACTIVITY NO.4: PREPARATION OF CRAFT MATERIAL FROM WASTE RELATED TO ART.

ACTIVITY NO.5: PARTICIPATION IN STAGE PERFORMANCE

The following activities can be taken into consideration.

1. Production of educational musicals – Workshop / Presentation(integration of visual and performing arts)
2. Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.
3. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement..
4. Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)
5. Workshop on theatre games and improvisations (as given in the position paper NCTE)
6. Participate in a stage presentation and observe the stagecraft and audience etiquettes.
7. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
8. Review the different dances in India, identifying their significance to the context of origin.
9. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
10. Review the different dances in India, identifying their significance to the context of origin.
11. Display the educative function of drama and art through a street play
12. Write an essay on how drama and art fulfill their persuasive and development functions.
13. Workshop on techniques of integrating drama and art in teaching.
14. Develop a song, play, or drama on any of the topic in the curriculum.
15. Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play. Group discussion can be conducted on the observation highlighting the aesthetics in art.
16. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

17. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
18. Developing masks and puppets to teach any topic in their methods

19. Workshop on Drama Games (Suggested Augusto Boal's –Games for actors and non actors) or Drama for catharsis, where participants are able to discover themselves.

20. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

21. Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.

22. Visit a centre for children with special needs and observe the use of drama

23. Develop art material/poster through waste expressing an innovative idea.

24. Workshop on Film reviewing as a technique of teaching and reflection.

25. Create a Drama derived from stimuli – photographs, paintings, music,poetry, story, newspapers, television, films, real life events.

26. Review studies on effectiveness of drama and art on education and present the same.

27. Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues

28. Understanding local culture through Drama and Art.

29. Perform a drama or dance or music of local culture

30. Visit to a local theatre show/performance and write its appreciation and evaluation.

31. Develop a tableau to depict any two of the global cultures.

32. Observe a drama/art work highlighting the global culture.

33. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)

34. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

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