



**Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005**

Dated:22 JULY 2017

No.AC6/453/2016-17

NOTIFICATION

Sub: Introduction of Optional Papers in B.Ed Programme from the academic year 2017-18.

Ref: 1. Decision of the Faculty of Education Meeting held on 17th March 2017.
2. Decision of the Academic Council Meeting held on 30th March 2017.

The Board of Studies in Education which met on 26th December 2016 and 07th March 2017 and has recommended to Introduce optional papers in B.Ed Program as follows and it shall be implemented from the academic year 2017-18 .

- 1) Health and Physical Education
- 2) Women's Education
- 3) Human Rights Education

The Faculty of Education and the Academic Council at their Meetings held 17th March 2017 and 30th March 2017 respectively have also approved the above said proposal from the academic year 2017-18 and is notified.

The contents is uploaded in the concerned may be downloaded from the University Website i.e., www.uni-mysore.ac.in

Draft approved by the Registrar

Sd/-
DEPUTY REGISTRAR(Academic)

To:

- 1) The Registrar (Evaluation), University of Mysore Mysuru
- 2) The Dean, Faculty of Education, Department of Studies in Education. Manasagangotri, Mysuru.
- 3) The Chairman, Department of Studies in Education, Manasagangotri, Mysuru.
- 4) The Chairman, Board of Studies in Education (UG), Manasagangotri, Mysuru.
- 5) All the Principals of running B.Ed Programs.
- 6) The Director, College Development Council, MoulyaBhavan, Manasagangotri, Mysuru.
- 7) The Deputy Registrar/Assistant Registrar/Superintendent, AB & EB University of Mysore, Mysuru.
- 8) The PA to Vice-Chancellor/Registrar/Registrar (Evaluation), University of Mysore, Mysuru.
- 9) Office Copy.

Health and Physical Education

ELECTIVE - CPS 7- Health and Physical Education

Credits: 4 TOTAL MARKS =THEORY + I A 80+20=100

Hours: 60

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

- Develop awareness towards health and physical education.
- Understand general health, personal health and public health.
- Assist teacher for good conduct of physical education programme
- Contribute for good overall personality development.
- Understand the meaning and importance of yoga and pranayama
- Acquire the knowledge of first aid.
- Develop leadership qualities.
- Understand meaning and importance of recreation.

Unit 1: Health Education & First Aid

- Health Education: Meaning, Definitions, Importance, aims & Objectives
- Communicable Diseases: Mode of Transmission & Control
- First Aid: Meaning, Principles of First Aid, qualities of first aider.
- First Aid:
 - Fracture
 - Dislocation
 - Ankle sprain

Unit 2: Physical Education and Safety Education

- Physical Education: Meaning, Definitions, Importance, Aims & Objectives
- Methodology of teaching Physical Education, steps in Class Management.
General Lesson Plan, Specific Lesson Plan
- Yoga & Pranayama: Meaning & Importance
- Safety education: Home, School, Playground, Road

Unit 3: Camp & Recreation

- Recreation: Meaning, Aims & Objectives
- Need & Importance of recreation in the modern society
- Camping: Meaning, Importance & Organization
- Recreational Activities: Indoor and Outdoor

Unit 4: Tournaments

- Tournament: Meaning, Intramurals and Extramural

- Drawing Fixture: Single Knockout and League
- Olympics: Ancient and modern
- Marking of play field: Volleyball, Throwball, Kabaddi

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

- Giving first aid
- Organizing Intramural activities
- Marking play ground
- Flag hoisting and de-hoisting
- First aid for
 - Fracture
 - Dislocate
 - Sprain
- Component of Physical Fitness
- Benefits of Physical Fitness
- Importance of Camping.
- Indoor recreational activities
- Outdoor recreational activities
- Olympics
- Advantages of yoga, Pranayama
- Safety measures in home, School and playground
- Drawing fixtures

References:

1. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
2. Vannier Fait: Teaching physical education in secondary schools, Sanders.
3. J.P.Thomas: Organization of physical education: Gnanodya Press, Madras.
4. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
5. Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.
6. N.C.E.R.T: Physical Education, a Draft Curriculam for classes 1 to 10.
7. L.K.Govindarajulu and Daily Joseph: Camping and Education, Y.M.C.A.
8. Y.M.C.A: Rules of Games and Sports.
9. Lal D., Padiwala: Manual of Athletic competitions Tardeo, Tardeo Apartments, Bombay.
- 10.St.John's ambulance: Association Manual of First Aid.
- 11.Ministry of Education, Government of India: Hand book of Physical Education.
- 12.Linus Dowell: Strategies for Teaching Physical education, Prentice Hall.

LANGUAGE ACROSS THE SCHOOL CURRICULUM

Total Hours :15+30 Instructional hours : 15

Learning Hours : 30 Total Marks: 50

Internal Assessment Credit: 02

Instructions:

1. This practicum should complete throughout the semester I
2. Student teachers should be formed in groups. Each group consists 7/8 student teachers and one teacher educator.
3. Teacher educator of each group should make provision to cover all the suggested activities given below under each unit.
4. Each student teacher should select one of the suggested activities for each unit. He should prepare the suggested activities and present it in the group. He should write the report of all the selected activities in two to three pages.
5. Figures into the right side indicate marks.

OBJECTIVES:

To enable the student teacher ----

1. to understand the language background of students.
2. to create sensitivity to the language diversity that exists in the classroom.
3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. to understand the nature of reading in the content areas in different school subjects.
5. to understand the nature of writing in specific content areas in school subjects.

UNIT: 1 MULTILINGUALISM IN THE CLASSROOM (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on different aspects of multilingualism in the classroom
- b) Case study - Comparative study of home language and the school language of the school students
- c) Symposium on difference between language as school subject and language as means of learning and communication

UNIT: 2 CLASSROOM DISCOURSE (06 Hrs)

Suggested Activities: (select any one)

- a) Seminar on the nature of classroom discourse
- b) Seminar on the importance of oral language in the classroom

- c) Classroom observation in the school regarding discussion as tool for learning
- d) Classroom observation in the school regarding the nature of questioning in the classroom and its types

UNIT: 3 READING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

- a) Reflective reading from library on Reading comprehension: Social science, science and mathematics
- b) Reflective reading from library on the nature of expository texts vs. narrative texts
- c) Critical analysis from Languages point of view text structure and content area of any textbook at secondary or higher secondary levels by using Schema Theory
- d) Classroom observation in the school on reading strategies for children - note making, summarizing, making reading writing connections

UNIT: 4 WRITING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on importance of writing in the content area
- b) Classroom observation in the school on Process of writing - Analyzing children's writing to understand their conceptions,
- C) Write an analysis- Take a few passages from Science, Social Science and Maths textbooks of classes VI to X and analysis with the help of the following points
 - i) How the different registers of language have been introduced?
 - ii) Does the language clearly convey the meaning of the topic being discussed?
 - iii) Is the language learner-friendly?
 - iv) Is the language too technical?
 - v) Does it help in language learning?

Assessment:

Teacher educator should assess each student's performance in the group or in the classroom observation and their reports on each activity as suggested in each unit and calculate total marks obtained by each student teacher.

Semester : III

2. Course/Paper : Optional

3. Title of the course/Paper : Human Rights

4. Hours : 60

5. Objectives :

- To understand the Human Rights Concepts
- To understand the issues concerning the rights of citizens in general
- Identifies the problems related to human rights with regard to social customs prevailing in India.
- Develops an awareness for the need of Human Rights
-

UNIT- I Concept of Human Rights; (14 hours)

- i. Meaning, evolution and importance and Characteristics
- ii. Approaches: Western, Marxian and Third World
- iii. Contributions of American and French Revolutions

UNIT- II - Universal Declaration of Human Rights (15 hours)

- i. International Covenant on civil and Political Rights
- ii. Implementation and critical analysis
- iii. United Nations Charter and Universal Declaration of Human Rights

UNIT- III Indian Constitution and Human Rights; (15 hours)

- i. Civil and Political Rights, Socio-economic and cultural Rights.
- ii. Acts of Human Rights : Right to Information Act, Right to Education act
- iii. Human Rights violations - Minorities, Dalits, Adivasis, women and children.

UNIT- IV Agencies for protecting Human Rights; (16 hours)

- i. Judiciary
- ii. National & State Human Rights Commission and Media.
- iii. Public Interest Litigation.

REFERENCES,,

1' Andrew Clapham, Human Rights: A very short Introduction, Oxford University press" New York, 2007.

2, Chiranjeevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.

3' Darren J.B Byrne, (ed), Human Rights : An Introduction, Pearson Education Pvt Ltd, New Delhi, 2004.

4. Janusz Symonides (ed), New Dimensions and Challenges for Human Rights, Rawat publications, Jaipur, 2006.

5. Johari J.C Human Rights and New world Order, Anmol Publications. New Delhi, 1998.

6. Shasi Motilal & Bijaya Laxmi : Human Rights, Gender and Environment Allied Publishers, New Delhi, 2000.

7. South Asia Human Rights Documentation Centre : University Press, New Delhi, 2007.

8. Upendra Baxi : In human wrongs and Human Rights.

9. ಮಂಗಳ ಮೂರ್ತಿ- ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು

10. ಡಾ. ಟಿ.ಡಿ. ದೇವೇಗೌಡ, ಡಾ. ಕೆ.ಜಿ.ಸುರೇಶ್, ಶ್ರೀ ಲೋಹಿತಾಶ್ವ ಹೆಚ್.ಸಿ - ಮಾನವ ಹಕ್ಕುಗಳು

11. ಶ್ರೀ ಪಿ.ಎಸ್. ಗಂಗಾಧರ - ಭಾರತದ ಸಂವಿಧಾನ ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು

- Semester** : **III**
- 2. Course/Paper** : **Optional**
- 3. Title of the course/Paper** : **WOMEN'S EDUCATION**
- 4. Hours** : **60**
- 5. Objectives :**

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

- Recognizes the social-cultural factors affecting women's education in India.
- Identifies the problems related to women's education with regard to social customs prevailing in India.
- Recognizes the need to reform the curriculum to promote women's education.
- Develops an awareness for the need for inclusive education of women.
- Develops positive attitude towards women empowerment.
- Actively involves in the women empowerment programmes and campaign.

6. Content :

Unit 1 : Perspectives of women's Education in India (12 Hours)

- 1.1 Need for women's Education in Indian context.
- 1.2 Status of women in Indian Society – Changing, perspectives.
- 1.3 A brief account of women's education in India (till independence).
- 1.4 Progress of women's education after independence.

Unit 2 : Education and Women Empowerment (18 Hours)

- 2.1 Women Empowerment – meaning and need.
- 2.2 Measures for women's empowerment.
- 2.3 Constitutional Provisions.
- 2.4 Government Policies : State/Centre.
- 2.5 Acts safeguarding women's interests.
- 2.6 Government programmes for women empowerment.
- 2.7 Role of non-profit organizations in women's education.
- 2.8 Role of schools/colleges in women's empowerment.

Unit 3 : Inclusive approach to women education (16 Hours)

- 3.1 Encouragement of women's studies.
- 3.2 Role of Universalization of Education in women's educations.
- 3.3 Education of girls in rural and tribal areas.

3.4 Maintaining gender equality in curricular transaction.

Unit 4 : Problems and challenges (facing women's education) (14 Hours)

- 4.1 Gender sensitization.
- 4.2 Socio-economic insecurity.
- 4.3 Religious traditions/customs.
- 4.4 Gender related stereo types and prejudices.
- 4.5 Personal security.
- 4.6 Media and women.

7. Suggested list of topics/questions/activities to organise tutorials :

- Women empowerment is possible only by enacting laws for women's reservation (Debate).
- Lectures by women entrepreneurs on opportunity open for them.
- Group discussion on various women issues.
- Skit to develop awareness on the misconception about girls.
- Undertake a survey on literacy among women.
- Inviting successful women in different fields in society to share their experiences.
- Arranging discussion on the role of Modern women with regard to her contribution to the society.
- Economic independence and adjustment in women do not go together – debate.
- Women empowerment is possible only by women (debate).
- Do you think women empowerment is possible only by constitutional remedies? Why?
- Men have a Major role to play in women empowerment? Is it true? Why?

10. References :

1. Ram Sharma S. (1996) Education and Modernization of Women, Discovery publishing House, New Delhi.
2. Ram Sharma S. (1996) women's Education. Publishing House, New Delhi.
3. Ashok Kumar (2004) current trends in Indian Education, Ashish publishing House, New Delhi.
4. Aikava J. (1980) Schedule Caste and Higher Education, Dastana Ramachandra and Co. Poona.

5. Bhatnagar S. (1983) Indian Education : Today and Tomorrow, Royal Book Depot, Meerut.
6. Victor Jesunadan, (1981) Non-Formal Education for Rural Women, Allied Publishers, New Delhi.
7. Leena N. Joy (1994) Women pioneers of Catering Educatin and Soncumer Movement, Baratiya Vidya Bhavan, Bombay.
8. Dave, P.N. (1992) Out-of-school Education : A scenario. NCERT, New Delhi.
9. Dr. Raghunatha Safaya (1981) New strategies and Experiment in Education. The Indian publication, Ambala, Culcutta (India).
10. Apple M.W. (1995) Education and power second Edition New Delhi.
11. Apple M.W. (1996) Cultural politics and Education, Open University, New York.
12. Sujatha, K. (1995) Educational Development Among Tribes, Asian pub New Delhi.

