



# DAVANGERE UNIVERSITY

Shivangangothri - 577007, Davangere

## B.Ed. III SEMESTER

### COURSE: SUBJECT SPECIFIC PEDAGOGY: SOCIAL SCIENCE

Title of the Course	Theory/ Practical	Credits	Instructional hours per week	Total Number of Lecturers/ Hours/ Semester	Duration of Examination	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Subject Specific Pedagogy: Social Science	Theory	02	02	32 hours	2 hours	10	40	50

1) Khulha

[Dr. Chethan Kumar. K.M.]

2) Dr. B. Dr. Prema. P.M.

3) Dr. B. Prof. Thippeswamy. C

4) Prof. B. Prof. Prabha Guddadarveri

5) Dr. B. Dr. K. P. Nagabhushata Setty

Registrar

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Shivangangothri, Davangere

DEAN

Faculty of Education, Davangere University  
Shivangangothri, DAVANGERE-577007  
16/03/2026

## B.Ed. III Semester

### Subject Specific Pedagogy: Social Science

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#### Course Objectives:

By the end of the two year course the student-teachers will be able to:

1. Understand the nature of social science as a school subject
2. Articulate a conception of social science
3. Correlate social science with other subjects
4. Understand the language of social science and reconstruction of past
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for social science and prepare differentiated lesson plan in social science
7. Understanding the potential of social science for development of skills
8. Analyze the social science textbook and prepare appropriate work schemes and lesson plans in social science.
9. Critically analyze the social science textbook.

#### Unit I: Understanding Social Science

Hours: 10

- 1.1 Current events in social science
- 1.2 Social science as a science and an art
- 1.3 Aims of teaching social science in relation to teaching history, civics, political science, geography and economics
- 1.4 Social science text book, social science teacher, social science room and humanity club

#### Unit II: Instructional Design for Social Science

Hours: 10

- 2.1 Lesson plan - meaning, definitions, importance, steps, format
- 2.2 Unit plan - meaning, definitions, importance, steps, format
- 2.3 Resource unit - meaning, definitions, importance, steps, format

#### Unit III: Pedagogies of Teaching Social Science

Hours: 10

- 3.1 Conventional pedagogies: Story-telling, lecture-cum-discussion and source method
- 3.2 Constructivist and critical pedagogies underpinning teaching of social science: project based learning, social enquiry: Process, merits and limitations
- 3.3 Cooperative learning strategies
- 3.4 Learning resources [uses and importance] audio-visual resources: TV, films, and documentary visual: maps, models, timeline, artifacts print media: magazine, newspapers, archives, online resources: websites, virtual tour

1) 2) 3) 4) 5)





### Suggested practicum/content relevant seminar

1. Development of a project on social science room
2. Development of a project new innovation method
3. Development of a project social science exhibition
4. Critical review of 6<sup>th</sup> standard to 10<sup>th</sup> standard social science text book
5. Choose any cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach social science.
6. Project on mock assembly and parliament
7. Survey based assignment related to the syllabus
8. Choose any topic from a social science textbook. Design four activities and explain how you will facilitate correlation with different subjects.
9. Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words
10. Any other activity related to syllabus

### References:

1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Fransisco Tossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
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4. Brandes, D. et. al. (1994). A Guide to Student-centered Learning, Basil Blackwell Ltd. Celtneham. UK
5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
6. Carr, E.H. (1962), What is History? Knopf, London.
7. Diff Block, Mark (1992), The Historian's Craft, M
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
9. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
10. Farrant, J.S. (2004). Principles and Practice of Education London Longman Group Uk Limited, London. UK.
11. Kochar S.K. Teaching of History: Sterling publications.
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13. Kyriakon, C. (1997). Effective Teaching in School: Theory and Practice, Starley Thornes Publishers/Ltd. Cheltenham, UK.
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15. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englewood Cliffs, N. J: Prentice Hall.
16. Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey
17. Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
18. Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
19. Polland, A. et. al: (1997). Reflective Teaching in Secondary Education.Cassell, Wallinton House, London. UK.

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|--|-----------------------------|
| 1) Dr M.   | Dr Prema. P.M.              |
| 2) Prof.  | Prof Pralaha Guddadanveri   |
| 3) Prof.  | Thippeswamy-C               |
| 4) Prof   | Dr K P. Nag abhushata Setty |
| 5)        | Dr. Chelthan Kumar. K.M.    |

  
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# DAVANGERE UNIVERSITY

Shivangotri - 577007, Davangere

## B.Ed. III SEMESTER

### COURSE: SUBJECT SPECIFIC PEDAGOGY: COMPUTER SCIENCE

Title of the Course	Theory/ Practical	Credits	Instructional hours per week	Total Number of Lecturers/ Hours/ Semester	Duration of Examination	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Subject Specific Pedagogy: Computer Science	Theory	02	02	32 hours	2 hours	10	40	50

- 1) Dr. D. Dr. Prema. P. M.
- 2) Prof. S. Prof. Prabha Guddadarwari
- 3) ~~Dr. S. S.~~ Prof. Thippeswamy. C
- 4) ~~Dr. S. S.~~ Dr. Chelhan Kumar. K.M.
- 5) ~~Dr. S. S.~~ Dr. K P Nagabhushala Seng

  
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**B.Ed. III Semester**  
**Subject Specific Pedagogy: Computer Science**

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**Course Objectives**

By the end of this course, the student-teachers will be able to

1. Understand the nature and scope of computer science as a school subject.
2. Identify and analyze contemporary perspectives in teaching and learning computer science.
3. Apply curricular principles for planning effective instruction in computer science.
4. Develop instructional skills, strategies, and resources appropriate for teaching computer science at secondary level.
5. Evaluate students' learning outcomes in computer science using appropriate tools.
6. Integrate technology meaningfully to enhance teaching and learning processes.
7. Engage in reflective practice and improve teaching through practicum experiences.

**UNIT-I: Foundations of Computer Science Education**

**Hours: 8**

**1.1 Concept, Nature and Scope**

- Meaning and need for computer science in schools
- Computer science as a discipline vs. IT Education

**1.2 Aims and Objectives of Teaching Computer Science**

- General aims at secondary and senior secondary levels
- Objectives with specific behavioral outcomes

**1.3 Learning Theories and Computer Science Education**

- Constructivism
- Experiential learning
- Collaborative learning

**UNIT-II: Curriculum Planning and Instruction in Computer Science**

**Hours: 12**

**2.1 Curriculum and Syllabus**

- Analysis of computer science curriculum
- Competency based approach

**2.2 Place of Computer Science in School Curriculum**

- Policy perspectives (NEP 2020)
- Integration with other subjects
- Curriculum Framework (CBSE / State)

1. (A) (B) By the . Mr D. E Ke Kulark

### 2.3 Lesson Planning and Unit Planning

- Components of a good lesson plan in computer science
- Sample computer science lesson plan (topics like Algorithms, Data Representation etc.)

### 2.4 Instructional Methods and Strategies

- Demonstration Method
- Project/Problem-Based Learning
- Collaborative Learning
- Flipped Classroom
- Use of simulations and virtual labs

### 2.5 Instructional Resources and Technology Integration

- Textbooks, worksheets, PPTs, videos
- E-learning platforms (e-Gurukul, SWAYAM, NPTEL etc.)
- Educational software, IDEs, Programming Tools

## UNIT-III: Assessment, Evaluation and Professional Development **Hours: 10**

### 3.1 Assessment in Computer Science Education

- Formative and Summative Assessment
- Oral, Practical, Project and Written Tests

### 3.2 Tools and Techniques of Evaluation

- Rubrics for projects & programming tasks
- Portfolios
- Performance tasks

### 3.3 Feedback, Remediation and Record Keeping

- Giving constructive feedback
- Remedial teaching strategies

### 3.4 Reflective Practice and Continuous Professional Growth

- Teacher as reflective practitioner
- Use of action research for instructional improvement

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## Practicum / Field Work (Suggested) (Any one)

(Minimum experiential engagement expected from student-teachers)

1. Preparation & Presentation of 2 Lesson Plans in Computer Science
  - One on Conceptual topic (Algorithms/Logic)
  - One on Skill based task (Programming/Problem Solving)
2. Micro-teaching Session
  - Practice at least two micro lessons using different instructional strategies.
3. Design and Evaluation of Assessment Tools
  - Prepare assessments for a unit of Computer Science (worksheets, rubrics, practical test).
4. Use of ICT Tools in Teaching
  - Demonstrate use of a digital tool (Simulator, IDE, interactive presentation, video lesson)

## Suggested Reference Books & Sources

### Books

1. Pedagogy of Computer Science – *Author/Publisher (University Recommended)*
2. Teaching of Computer Science – *Dr. R. P. Singh & S. K. Sharma*
3. Computer Science Education: Perspectives on Teaching and Learning – *H. C. Saltz & N. S. Gullo*
4. Constructivist Learning Design in the 21st Century Classroom – *BCcampus OpenEd*
5. Information Technology for Teachers – *Joyce Cox & Gary Woodward*

### Curriculum/Policy Documents

1. National Education Policy (NEP) 2020 – School & Teacher Education
2. SCERT / DIET / State Curriculum Frameworks

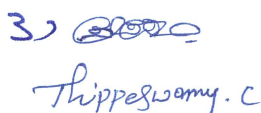
### Web Resources

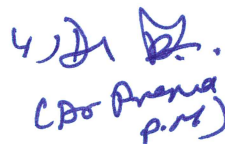
1. SWAYAM Courses (Pedagogy & ICT)
2. NPTEL Lectures on CS Education
3. Google Classroom, Educative, Code.org

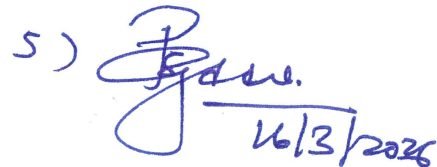
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2) 


D. P. KP Nagabalu  
send

3)   
Thippeswamy. C

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[Dr. Chelvan Kumar K. M.]

  
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# DAVANGERE UNIVERSITY

Shivangothri - 577007, Davangere


## B.A. IV SEMESTER

### COURSE: HISTORY OF EDUCATION (ELECTIVE PAPER)

Title of the Course	Theory/ Practical	Credits	Instructional hours per week	Total Number of Lecturers/ Hours/ Semester	Duration of Examination	Formative Assessment Marks	Summative Assessment Marks	Total Marks
History of Education (EC)	Theory	02	02	32 hours	02 hours	10	40	50

1)   
[Dr. Chethan Kumar. K.M.]

2) Dr.  Dr. Prema. P.M.

3) Prof.  Prof. Prabha Guddadarveri

4)  Prof. Thippeswamy. C

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## B.A. IV SEMESTER

### COURSE: HISTORY OF EDUCATION (ELECTIVE PAPER)

Total instructional hours per week: 2 hours

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**Objectives:** To enable the students

1. To understand the education system in the Vedic period
2. To understand the education system in the Buddhist period
3. To understand the education system in the Medieval period

#### Unit 1: Education in the Vedic period

12 hours

- 1.1 Aims of education
- 1.2 Special features of the system
  - Initiation ceremony (Upanayana)
  - Centres of learning (Gurukulas)
  - Teacher pupil relation
  - Curriculum and approaches/methods
  - Status of women education
  - Discipline
  - Closing ceremony
- 1.3 Merits and limitations of the system
- 1.4 Relevancy of the system to contemporary education

#### Unit 2: Education in the Buddhist period

10 hours

- 2.1 Aims of education
- 2.2 Special features of the system
  - Initiation ceremony (Pabbaja)
  - Centres of learning (Monasteries/Viharas)
  - Teacher pupil relation
  - Curriculum and approaches/methods
  - Status of women education
  - Discipline
  - Closing ceremony
- 2.3 Merits and limitations of the system
- 2.4 Relevancy of the system to contemporary education

(10)

By Dr. S. S. S.

Dr. S. S. S.

Dr. S. S. S.

Dr. S. S. S.

### Unit 3: Education in the Medieval period

10 hours

3.1 Aims of education

3.2 Special features of the system

- Initiation ceremony (Bismillah)
- Centres of learning (Maktabs/Madrasas)
- Teacher pupil relation
- Curriculum and approaches/methods
- Status of women education
- Discipline
- Closing ceremony

3.3 Merits and limitations of the system

3.4 Relevancy of the system to contemporary education

3.5 A comparative study of the Mediaeval education with the Buddhist and the Vedic system of education

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## References:

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2. J C Agarwal, Landmark in the History of Modern Indian Education
3. S N Mukherjee, History of Education in India
4. S R Chaube and A Chaube, Education in Ancient and Mediaeval India
5. D Veeraiah, Education in Emerging India
6. S N Joffer, Education in Muslim India
7. ಹೆಚ್ ವಿ ಶಿವಶಂಕರ್, ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ
8. ಎನ್ ಬಿ ಕೊಂಗವಾಡ, ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರಸ್ತುತ ಸಮಸ್ಯೆಗಳು
9. ನರಸಿಂಹಚಾರ್, ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment	05
Assignment	05
<b>Total</b>	<b>10 Marks</b>
Formative Assessment as per guidelines	

1) Chelthan

[Dr. Chelthan Kumar. K.M.]

2) Wagabhusala

[Dr. K.P. Wagabhusala Seng]

3) Dr. Prema-P.M.

Prof. Thippeswamy.C

4) Pray

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