



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

KUMADVATHI COLLEGE OF EDUCATION



Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B) & NAAC
Accredited with B Grade (2.70 CGPA)

Shivamogga Road
☎ : 08187 – 222383, 222

Shikaripura – 577 427

Shivamogga Dist
E-Mail:kumadvathibed@gmail.com

Criterion - 01

Curricular Aspects



Criterion – 1.2

Academic Flexibility

Item No: 1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Item No: 1.2.1

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

Index

| Sl No | Title of the Documents |
|--------------|---|
| 1 | TWO YEAR B.Ed. PROGRAMME REGULATIONS - 2018 |



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

KUMADVATHI COLLEGE OF EDUCATION



Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B) & NAAC
Accredited with B Grade (2.70 CGPA)

Shivamogga Road
☎ : 08187 – 222383, 222

Shikaripura – 577 427

Shivamogga Dist
E-Mail:kumadvathibed@gmail.com



TWO YEAR B.Ed. PROGRAMME **REGULATIONS - 2018**

KUVEMPU UNIVERSITY

Jnanasahyadri, Shankaraghatta
Shivamogga District, Karnataka

TWO YEAR B.ED. PROGRAMME REGULATIONS - (SEMESTER SCHEME) (Amendments till 21.08.2018 included)

PREAMBLE

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (Classes VI to VIII), secondary level (Classes IX- X) and senior secondary level Classes (XI- XII). The programme will be offered through the affiliated B. Ed. colleges which are recognized by the NCTE.

In exercise of the powers conferred under Section 44 of Karnataka State Universities Act 2000, the Academic Council of Kuvempu University frames the following regulations.

1. These Regulations shall be called as Kuvempu University Regulations: 2014-2015 governing Two Year B.Ed., Degree Programme (Semester Scheme).
2. B.Ed., Degree Programme shall be offered under the Faculty of Education.

3. DURATION AND WORKING DAYS

3.1 Duration: The programme will be of duration of two academic years (4 semesters) which can be completed in a maximum period of 3 years from the date of admission to the course.

3.2 WORKING DAYS

3.2.1 There will be at least two hundred working days in each academic year, exclusive

of the period of examinations and admission.

3.2.3 The institution will work for a minimum of 36 hours in a week (five or six days),

during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for interaction, advice, guidance, dialogue and consultation as and when needed.

3.2.4 The minimum attendance of student-teachers will have to be 80 % for all course

work and practicum, and 90% for school internship.

4. INTAKE

There will be a basic unit of 50 students, with a maximum of two units.

5. ELIGIBILITY:

5.1 Candidates must be citizens of India and should be candidates from Karnataka for claiming seats under Government quota. "Karnataka candidates" means,

- I. Student who has studied for a least 7 (Seven) full academic years in any one of the Government or Government recognised institutions in Karnataka from first Grade up to II P.U.C/ 12th Grade or qualifying examination, and
- II. Passed either S.S.L.C/10th standard or P.U.C./12th standard examination in Karnataka.
- III. Candidates who have passed either S.S.L.C or student in open schools the period of seven years study shall not be insisted. However such candidates shall produce domicile certificate for 7 years from the Tahasildar of concerned Taluk.

Candidates who have passed either S.S.L.C. or P.U.C. either in open schools or as private candidates shall produce the relevant Marks Card or a certificate from the Karnataka Secondary Education Examination Board/Directorate of Pre-University Education which certifies that he/she is a “Private candidate”. In respect of candidates who have taken more than one year to pass a class/Grade, the years of academic study is counted as one year only for this purpose.

5.2 Candidates must be graduates with 50% marks either in Bachelor’s Degree and/or Masters’ Degree in sciences/social sciences/humanities, Bachelor’s Degree in Engineering or technology with specialisation in science and mathematics with 55% of marks or any other qualifications equivalent there to are eligible for admission to the course.

5.3 Candidates shall have a minimum of 50% of marks in aggregate of all the three years of Degree including electives and languages, including 10% internal assessment marks or shall have 50% of marks in aggregate of all the two years of post-graduate degree. Students of Bachelor of Engineering or technology should have at least 55% of marks in science and mathematics in aggregate in all the years of the above two subjects studied. But SC, ST, C I and Physically handicapped candidates shall have a minimum of 45% of marks in aggregate of all the three years of Degree including electives and languages, including 10% in internal assessment marks. Or 50% of marks in aggregate of all the two years of Post graduate degree. Students of Bachelor of Engineering or technology should have at least 50% of marks in science and mathematics in aggregate in all the years of the above two subjects studied.

5.4 DETERMINATION OF MERIT:

For Admission to B.Ed. programme the aggregate marks obtained in all the three years examination including languages and including 10% of internal marks shall be taken into consideration while preparing merit list. Students who do not possess essential marks required for eligibility for admission to B.Ed. Course the aggregate marks obtained in the two year post graduate degree will be considered for merit. Further the aggregate marks obtained in the Science and Mathematics subjects of the students of Bachelor of Engineering will be considered for merit.

5.5 The reservation of seats will be as per the rules and regulations of the State Government.

- (1) In-service Candidates seeking admission for the Bachelor of Education shall confirm to the eligibility conditions prescribed by the state Government from time to time provided that they satisfy the subject requirements stipulated in regulation.
- (2) Eligibility criteria will be followed as per Government rules mentioned in the Centralized Admission cell prospectus.

5.6 In case a candidate or his/her parents or guardian furnishes false or incorrect information regarding marks card or statement of marks or a certificate or an affidavit along with the application, such application shall be liable to be rejected and the seat, if any, allotted to such candidates shall be liable to be forfeited. Such candidates, his/her parents or guardian as the case may be, shall also render themselves shall be liable to be punished legally. However the University may consider that action should be taken under appropriate rules for rejection of an application and cancellation of a seat and that it shall pass an appropriate order after holding such an enquiry as it deems necessary and after giving reasonable opportunity to the candidates or his/her parents or guardian concerned to make a representation.

6. ALLOCATION OF SEATS:

- A. Colleges shall admit all the candidates allotted by the Government of Karnataka through Centralised Admission Cell (CET) or by any appropriate agency of the Government of Karnataka.
- B. For filling the management seats the respective college shall select the candidates following eligibility criteria as envisaged in regulation 4.
- C. The college shall admit the selected candidates, both under Government quota and management quota, within the last date fixed for admission by the government and Kuvempu University.
- D. The total intake of all B.Ed. colleges shall be 50 per unit or as fixed by NCTE/Government of Karnataka from time to time.
- E. Management seats: The respective institutions shall invite applications from the eligible candidates for admissions in respect of Management seats and fill up such seats in accordance with the eligibility criteria and merit as per regulations. The list of admitted candidates shall be got approved by the University.
- F. The total number of admission of Candidates in the colleges from outside Karnataka State should not exceed more than twenty percent of the total prescribed intake under any circumstance.

7. COURSE STRUCTURE:

A course is the basic component of an academic programme. It is identified by a course name (i.e. like, 'Instructional process').

The duration of one semester is 100 days for teaching-learning process and four hundred days including all the four semesters exclusive of the period of admission and semester-end-examinations.

7.1 The B.Ed. Programme mainly consists of the following courses:**(a) Perspectives in Education**

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalisation in Indian society and the implications for education, with analyses of significant policy debates in Indian, education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development ; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of Language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge

through appropriate pedagogic processes and to communicate meaningfully with children.

7.2 Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- a) Tasks and Assignments that run through all the courses.
- b) School Internship.
- c) Courses on Enhancing Professional Capacities.

The syllabus of this course comprises of the following –

(a) Perspectives in Education –

- Psychology of the learner
- Contemporary India and education
- Information and communication technology
- Learning process and measurement
- Knowledge and Curriculum
- Educational administration and management
- Instructional technology
- Inclusive education
- Gender, school and society

(b) Curriculum and Pedagogic Studies –

- Language across the Curriculum.
- Pedagogy of School Subject-1*
- Pedagogy of School Subject-2*
- Optional Course*

(c) Engagement with the Field –

(The Self, the Child, Community and School)

- **Task and assignment** that run through all the courses as indicated in the year wise distribution of the syllabus.
- **School Internship**
- **Courses on Enhancing Professional Capacities (EPC)**
- Drama and Art in Education (½)
- Understanding the Self (Personality Development)
- Yoga and Health Education

| KUVEMPU UNIVERSITY | | | | | |
|---|-------|---|------------|-------------|-------------|
| MODIFIED CURRICULUM OUTLINE FOR 2 YEAR(4 SEMESTER) B.ED COURSE | | | | | |
| <i>I Semester</i> | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 1. | PEC1 | Knowledge and Curriculum | 25 | 75 | 100 |
| 2. | PEC2 | Psychology of the learner | 25 | 75 | 100 |
| 3. | PEC3 | Information and communication technology | 25 | 75 | 100 |
| 4. | EPC1 | Language across the curriculum | 10 | 40 | 50 |
| | | Optional Courses (any one) | 10 | 40 | 50 |
| 5. | OC1 | Action research | " | " | " |
| 6. | OC2 | Education of Exceptional children | " | " | " |
| 7. | OC3 | Environmental education | " | " | " |
| 8. | OC4 | Guidance and counseling | " | " | " |
| 9. | OC5 | Library and school organization | " | " | " |
| 10. | OC6 | Multimedia and e-learning | " | " | " |
| 11. | OC7 | Population education | " | " | " |
| 12. | OC8 | Physical and Health Education | " | " | " |
| 13. | OC9 | Value education | " | " | " |
| 14. | INT1 | Internship (Two Weeks) | 25 | - | 25 |
| | | Total | 120 | 305 | 425 |
| <i>II Semester</i> | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 15. | PEC4 | Contemporary India and education | 25 | 75 | 100 |
| 16. | PEC5 | Learning process and measurement | 25 | 75 | 100 |
| 17. | PEC6 | Instructional technology | 25 | 75 | 100 |
| 18. | PSS1A | Pedagogy of school subject-1 | 25 | 75 | 100 |
| 19. | PSS2A | Pedagogy of school subject-2 | 25 | 75 | 100 |
| 20. | EPC2 | Understanding the self(personality development) | 10 | 40 | 50 |
| 21. | INT2 | Internship (Two Weeks) | 25 | - | 25 |
| | | Total | 160 | 415 | 575 |
| <i>III Semester</i> | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 22. | PEC7 | Educational administration and management | 25 | 75 | 100 |
| 23. | PEC8 | Inclusive education | 25 | 75 | 100 |
| 24. | PEC9 | Gender, school and society | 25 | 75 | 100 |
| 25. | PSS1B | Pedagogy of school subject-1 | 25 | 75 | 100 |
| 26. | PSS2B | Pedagogy of school subject-2 | 25 | 75 | 100 |
| 27. | EPC3 | Yoga and health education | 10 | 40 | 50 |
| 28. | EPC4 | Drama and art in education | 10 | 40 | 50 |
| 29. | INT3 | Internship (Two weeks) | 25 | - | 25 |
| | | Total | 170 | 455 | 625 |
| <i>IV Semester</i> | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 30. | INT4 | Internship (Sixteen weeks) | 200+175 | - | 375 |
| | | Grand Total | 825 | 1175 | 2000 |

7.3 An option for the candidates to choose a course from a pool of Pedagogy of school subject courses offered by the respective B.Ed. colleges of Kuvempu University. Each candidate should choose a combination of 2 Specialization courses for the B.Ed. programme from the offered combination by the respective colleges. Combination is as follows.

- (a) Language 1 & Language 2
- (b) Language & Social Science
- (c) Language & Biology
- (d) Language & Chemistry
- (e) Language & Physics
- (f) Language & Mathematics
- (g) Chemistry & Biology
- (h) Physics & Mathematics
- (i) Chemistry & Mathematics
- (j) Language & Commerce
- (h) Mathematics & Commerce
- (i) Language & Geography

7.4 OPTIONAL COURSES:

These courses are those which are concerned with the understanding and skills to be acquired by the candidate that will be helpful to the candidate to play an effective role other than classroom teaching. The candidate shall choose any one of the optional course from the list mentioned below:

- (a) Value Education
- (b) Environmental Education
- (c) Population Education
- (d) Multimedia and e-Learning
- (e) Action Research
- (f) Education of Exceptional Children
- (g) Library and school organisation
- (h) Guidance and Counselling

7.5 ENGAGEMENT WITH FIELD, INTERNSHIP AND RELATED ASSIGNMENTS

- a. Each student shall attend internship programme in an allotted school/schools spread over across 4 semesters in a period of totally 20 weeks.
- b. The student shall attend pre-internship programme of two weeks each in I and II semesters, two weeks in III semester and a 14 weeks internship programme divided into eight plus six weeks duration in two different schools, of elementary and secondary, secondary and higher secondary.
- c. The students-teachers who possess a Master's degree in any school subject shall only be allotted to the higher secondary schools after completing the internship in the first six weeks. Other students shall be allotted for elementary school in the first six or eight weeks and secondary schools in the next six or eight weeks.
- d. The student teacher shall be exposed to variety of activities as specified in the schedule and records should be maintained and produced before the **Committee for Monitoring of Evaluation process of Engagement with Field and Internship.** ("Monitoring Committee")

7.6 ENGAGEMENT WITH FIELD AND INTERNSHIP

The Distribution marks and the activities conducted in the Engagement with field internship has been modified.

Marks Distribution for Internship Semester-wise

| SEMESTER | DURATION | MARKS |
|----------------|--------------------|-----------------|
| Semester - I | 02 Weeks | 25 |
| Semester - II | 02 Weeks | 25 |
| Semester - III | 02 Weeks | 25 |
| Semester - IV | 08 + 06 = 14 Weeks | 200 + 175 = 375 |

Marks Distribution for Internship Semester-wise

| SEMESTER | DURATION | MARKS |
|--------------|-----------------|-------------|
| Semester -I | 02 Weeks | 25 |
| Semester-II | 02 Weeks | 25 |
| Semester-III | 02 Weeks | 25 |
| Semester-IV | 08+06 =16 weeks | 200+175=375 |

8 SCHEME OF INSTRUCTIONS:

- 8.1** B.Ed. programme is of 4 semesters of two year duration. A candidate can avail a maximum of 3 years to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semesters, he/she has to study the prevailing courses offered by the college when he/she continues his/her studies, by paying the prescribed fees of the University.
- 8.2** Engagement with field activities with internship shall be conducted as per the schedule provided.
- 8.3** Physical Education and Games, SUPW & CCA to be conducted in first three semesters for one period per week in each of the semester.
- 8.4** The course of EPC (Enhancing professional capacities should be conducted and records should be maintained and produced before the Quality Assessment Committee when needed.

8.5 MEDIUM OF INSTRUCTION:

The medium of instruction shall be either in English or in Kannada. Hence the candidates are allowed to write the examination either in English or Kannada.

8.6 ATTENDANCE:

As per UGC guidelines a Candidates shall deemed to have been completed course of Bachelor of Education if he/she has put in attendance of a minimum 80% of the total number of working periods under each subject in theory and practicum. ☑Candidates shall be required to attend additional term if the shortage of attendance exceeds the limit prescribed in the subjects in which the shortage has been recorded. Such students who fail to complete the course with minimum 80% attendance in theory and practicum courses and 90% of attendance in internship shall not be allowed to take the theory examination.

8.7 A Candidate shall appear at the semester end examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be produced before the Monitoring Committee during its visit to the college.

- Participation in a field trip such as visit to schools/special schools, science clubs/Museums may be organised by the college.
- Participation in seminars/symposia/programmes organized by the colleges for professional advancement.

9. CONTINUOUS ASSESSMENTS.

The evaluation of the candidates shall be based on continuous assessment. The structure for evaluation is as follows:

- The performance of a candidate in a course will be assessed for a maximum of 100 marks for perspective and pedagogy of school subjects courses of which 25 marks is for Internal assessment. And 50 marks for EPC courses of which 10 is for internal assessment.
- The internal assessment marks is based on test, practicum and tutorials. In each semester one test will be conducted in each perspective. Pedagogical, EPC and specialisation courses. The test will be conducted after twelfth week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before fifteenth week and assigned a maximum of 10 marks in each course. Tutorials are conducted within fifteenth week and assigned a maximum of 5 marks in each course.
- During the 18th - 20th week of the semester, a semester-end-examination of 3 hours duration shall be conducted for each course. The maximum marks for each course will be 75.

I.A. FOR PERSPECTIVES AND PEDOGOGICAL COURSES

| COMPONENTS | MAX. MARKS. 25 |
|-----------------|----------------|
| Test (One test) | 10 Marks |
| Practicum | 10 Marks |
| Tutorial | 05 Marks |

I.A. FOR EPC AND OPTIONAL COURSES

| COMPONENTS | MAX. MARKS. 10 |
|-----------------|----------------|
| Test (One test) | 05 Marks |
| Practicum | 05 Marks |

GRADES FOR PEG/SUPW/GAMES

| Sl. No | PRACTICUM IN I,II AND III SEMESTER | GRADES AWARDED IN SEMESTER |
|--------|--|-------------------------------|
| 1 | Physical Education and Games | A B C D |
| 2 | Socially Useful Productive Work/ Working with Community (SUPW/WWC) | A B C D |
| 3 | Co-Curricular Activity (CCA) | A B C D |

10. Semester End Written Examination Question pattern:**Perspectives in Education and Pedagogy of School Subject courses***Duration: 3 hours,**Maximum marks: 75*

| Section | Type of Questions | Marks | Total |
|--------------|--|--------|-----------|
| A | Three long answer type with internal choice | 3 x 10 | 30 |
| B | Five short answer type questions out of 7 (At least one question from each unit to be set) | 5 x 6 | 30 |
| C | Five very short answer type questions out of 7 (At least one question from each unit to be set) | 5 x 3 | 15 |
| Total | | | 75 |

Optional and EPC Courses*Duration: 2 hours,**Maximum marks: 50*

| Section | Type of Questions | Marks | Total |
|--------------|--|--------|-----------|
| A | Two long answer type questions with internal choice (one question from each unit to be set) | 2 x 10 | 20 |
| B | Three short answer type questions out of five (At least one question from each unit to be set) | 3 x 5 | 15 |
| C | Five very short answer type questions out of 7 | 5 x 3 | 15 |
| Total | | | 50 |

11. Monitoring Committee

There shall be a **Committee for Monitoring of Evaluation process of Engagement with Field and Internship** called as "**Monitoring Committee**" to review, advice and monitor the Evaluation process of Internship and Engagement with Field Activities conducted by the Colleges of Education

The Constitution of the Committee is as Under:

2 Chairman:

Dean, Faculty of Education, Kuvempu University shall be the Chairman of the Monitoring committee

3 Convener:

Senior most faculty from affiliated colleges of education of Kuvempu University on seniority cum rotation in gradation list shall be the convener of the monitoring committee

4

Three senior most faculties from the College of Education affiliated to Kuvempu University with minimum 10 years' experience as per the gradation list on seniority cum rotation; (one from science pedagogy faculty, one from Social Science pedagogy faculty and one from language pedagogy faculty) shall be the members of the Committee. In case the convener is from any one of the three pedagogy faculty then one member should be from the other unrepresented pedagogy faculty.

5

In the event of number of colleges of Education increasing beyond 10, additional Monitoring Committee shall be constituted by Kuvempu University. Further the

additional committee will consist of the convenor and the members as per the procedure mentioned in Sl.no. 2 and 3

- 6 The conveners and members of the committee shall visit each college to carry out the functions assigned as in 9(b).
- 7 Each candidate of the visiting college has to appear before the Monitoring Committee and submit all the records during the first attempt for verification and evaluation. There is no provision for submission of records in the forth coming visits of the Monitoring Committee
- 8 The Monitoring Committee constituted shall visit the B.Ed. colleges of Kuvempu University during even semesters. The duration of the committees will be for one academic year.

9 The Evaluation Process:

- 9.1 The details of marks pertaining to Engagement with Field and internship shall be as per the regulations. All the tasks prescribed for Internship and Engagement with field in the two year B.Ed., Curriculum of Kuvempu University for all the semesters are mandatory to all the candidates. There is no choice for leaving any of the task.
- 9.2 The marks related to Internship and engagement with field is a field based continuous comprehensive evaluation. These marks are to be assigned by the teacher educators of the college/Mentor teachers and should be mentioned for each candidate separately in the evaluation profile provided by the University. These marks should be supplemented by related records and documents of the concerned candidate.
- 9.3 No marks should be assigned to any candidate without submission of related records. In such case the marks assigned to the candidate by the teacher educators/mentor teachers of the concerned college will not be considered for evaluation for the concerned component and other components related to that component.
- 9.4 The Monitoring Committee members shall upload the same marks to the Registrar (Evaluation) section immediately after completing the evaluation process of all the candidates of the visiting college.

10 Responsibilities and Functions of Committee for Monitoring of Evaluation process of Engagement with Field and Internship (Monitoring Committee)

10.1 Responsibilities of the Dean ,Faculty of Education

10.1.1 The Dean, Faculty of Education shall prepare the visit schedule of the **Monitoring Committee** and circulate it to the colleges at least one week before the scheduled visit starts. The Dean also provides the templates of statement of Engagement with field and Internship related marks to every college with necessary directions and monitors the overall activities of the monitoring committees by surprise visits to the Colleges where- ever essential.

10.1.2 A joint meeting of the **Monitoring Committees** will be convened before the start of scheduled visit and the members will be informed about the process of evaluation and the Performa of evaluation will be provided to the members.

10.1.3 After the completion of scheduled visit to all the colleges, a final meeting of the committees will be convened by the Dean. The sealed covers of the evaluation Sheets will be received and forwarded to the Registrar (Evaluation) Kuvempu University for needful action.

10.2 Responsibilities of the Monitoring Committee Conveners and members visiting the Colleges

10.2.1 The four member Committee visiting the evaluating college divide into two teams each consisting of two members. The candidates of each semester are equally divided into two groups based on their examination registration numbers as odd and even numbers, and allotted to each team by the Principal of the concerned college. Each candidate shall individually provide all the related records to members of the committee for verification and evaluation.

10.2.2 The **Monitoring Committee** members shall seek clarifications from the candidate and/or the Principal/Teacher Educators of the college regarding the records and documents of the candidate if necessary and may ask them to make modifications in the already allotted marks by the college where ever necessary .

10.2.3 In case the **Monitoring Committee** finds any of the candidate not submitting the related records and/or have submitted fake records(records written by others, duplication of some one's records or practice of any other illegal means etc.,) in such cases the marks allotted for the candidate will not be considered or will be treated as malpractice and the same will be dealt as per the rules of Kuvempu University.

10.3 Responsibilities of the Colleges

1. The college should make arrangement for the availability of the records and documents submitted by the students and teachers.
2. The College should arrange two separate rooms for conducting the record verification and evaluation work for the **Monitoring Committee** teams.
3. The Principal, Teachers and students should be present compulsorily during the **Monitoring Committee** visit.
4. All the students should bear the photo identity card provided by the college, wear it compulsorily, and provide it when demanded by the **Monitoring Committee** members.
5. In case any student or teacher remains absent it should be supported by authentic document
6. The Principal of the concerned college shall provide the duly filled evaluation profiles duly signed by two senior teacher educators of the college and counter signed by him/her of all the candidates present, to the **Monitoring Committee**.
7. Marks should be allotted to only those students who have carried on the work and submitted the records. In case marks are allotted to any candidate without the records the Principal of the concerned college will be held responsible and in such cases the marks allotted to the candidates shall be cancelled and may be considered as malpractice case.
8. The allotment of marks is the responsibility of the Principal and the teachers of the concerned colleges. In case there are no suitable records for the work done by the candidate, The **Monitoring Committee** members may not consider such marks allotted to the candidate by the college staff.

Internship and Engagement with Field Activities and The Records and documents to be provided by the Colleges to the Monitoring Committee during the Visit to the Respective Colleges
I SEMESTER

| Sl.No | Subject and code | Documents to be made available | | Max Marks |
|-------|--|---|--|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | PEC 1-Knowledge and Curriculum PEC 2-Psychology of the Learner PEC 3-Information and Communication Technology | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | 1.Practicum record book with the signature of the concerned teacher 2. Tutorial Record book | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25 X 03 = 75 |
| 2 | EPC 1-Language Across the Curriculum | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 3 | Optional Courses | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 4 | Internship of Two Weeks One week, regular observation of the school activities of regular teacher, their lessons and recording the observations | Teachers visit book or any other record as proof of teacher-educators visit to the schools • Proof of Students Allotment to the schools(Allotment chart or any other record) Teachers allotment time table • School Selection permission from the BEO Students internship attendance Book | Observation report of school activities, teachers lesson observation with the signature of the concerned subject teacher educators | 10 |

| | | | | |
|---|---|--|---|--|
| 5 | Content Analysis of text books and mode of transaction in each pedagogical subject. | | Content analysis record of text books of the concerned pedagogical subjects with the signature of the concerned subject teacher educators | 5+5= 10 (5 per pedagogical subject) |
| 6 | Understanding the School system, school calendar, Administration, Admission, Curriculum, School Activities, Acquainting with apex bodies and writing a brief report | | A brief report or collate of documents regarding school system, school calendar, Administration, Admission, Curriculum, School activities, Acquainting with apex bodies . with the signature of the concerned subject teacher educators | 05 |
| 7 | Collecting information/data for the assignments for perspectives and EPC subjects | | | |
| 8 | College General, Pedagogy wise and internship attendance records | | | |
| TOTAL Marks for Engagement with field and Internship for the 1st Semester | | | | 120 |

II SEMESTER

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|--------|--|--|---|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | <ul style="list-style-type: none"> • PEC 4-Contemporary India and Education • PEC 5-Learning Process and Measurement | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table | 1.Practicum record book with the signature of the concerned teacher | Test: 10 Practicum: 10 Tutorials: 05 |

| | | | | |
|--|--|--|---|--|
| | <ul style="list-style-type: none"> • PEC 6-Instructional Technology • PSS 1A-Pedagogy of School Subject -1 • PSS 2A-Pedagogy of School Subject -2 | and invigilator dairy/Record | 2. Tutorial Record book | Total: 25 for each PEC subject 25X05 =125 |
| 2 | EPC 2-Understanding the Self (Personality Development) | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 3 | Internship of Two Weeks Skill based teaching - under simulated conditions(at least 5 skills per pedagogy subject) | 1. Teachers observation profiles of simulated skill practice 2. Time Table of Students Allotment for the simulated skill practice | Record books of Skill based teaching under simulated conditions (At least 5 skills in each Pedagogical subject.) with the signature of the concerned subject teacher educators | 10 for each pedagogical subject. Total 20 marks |
| 4 | Make model lesson plans using Innovative/fusion method one in each pedagogical subject (1+1=2) with the help of teacher educator. | | Records of model lesson plans using different methods and lesson plans with Innovative/fusion method one in each pedagogical subject(1+1=2) with the signature of the concerned subject teacher educators | 2.5+2.5= 05 (2.5 per pedagogical subject) |
| 5 | | <ul style="list-style-type: none"> • CCA, SUPW & Physical and Health Education Grade List | CCA, SUPW and Physical and Health Education Report CTC and Field Trip Experience Report. | |
| TOTAL Marks for Engagement with field and Internship for the 2nd Semester: 160 | | | | |

III SEMESTER

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|--------|---|---|---|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | PEC 7 - Educational administration and Management PEC8-Inclusive Education PEC 9-Gender School and Society PSS 1B-Pedagogy of School Subject -1 PSS 2B-Pedagogy of School Subject -2 | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher Tutorial Record book | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25X05 =125 |
| 2 | EPC 3-Yoga and Health Education EPC 4-Drama and Art in Education | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 for each EPC subject 10x02 =20 |
| 3 | Internship of Two Weeks Observation of demonstration lessons and other lessons of the school teachers (at least 03 in each pedagogical subject) in schools given by school teachers/Teacher educators and writing the observation reports in each pedagogical subject. | Teacher Educators lesson demonstration time table | Observation Record books of demonstration lessons given by school teachers/Teacher Educators (At least 03 in each Pedagogical subject.) with the signature of the concerned subject teacher educators | 05 for each pedagogical subject. Total 10 marks |
| 4 | Preparing TLM for pedagogical subjects (at least 01 in each pedagogical subject) and exhibition of the work done | | Preparation of at least 01 TLMs in each pedagogical subject and at least two simulated lessons shall be given at the college itself(one in each pedagogic subject) and exhibiting them (the exhibits should bear the candidates name, Exam Registration Number, Subject name) | 7.5+7.5= 15 (7.5 per pedagogical subject) |
| 6 | | 1. CCA, SUPW & Physical and Health | CCA, SUPW and Physical and Health | |

| | | | | |
|--|--|----------------------|--|--|
| | | Education Grade List | Education Report (Records should be exhibited during the IV Semester) | |
| 7 | College General, Pedagogy wise and internship attendance records | | | |
| TOTAL Marks for Engagement with field and Internship for the 2nd Semester: 170 | | | | |
| TOTAL INTERNAL MARKS FOR THE 3rd SEMESTER 170 | | | | |

SUGGESTED SCHOOL ACTIVITIES:

1. Organisation of cultural activities, organization of literary activities organization of games/reports
2. Framing of time table
3. Attending and organizing morning assembly
4. Maintenance of School discipline
5. Maintenance of School Records
6. Guidance and Counselling
7. Organising science fair, exhibition, science club, nature study
8. Maintenance of School library
9. Maintenance of School laboratories
10. Role of community for school improvement
11. School mapping
12. Gardening
13. Voluntary services
14. Mass awareness of social evils and taboos
15. Literacy activities
16. Any other activity/s decided by the institute

IV SEMESTER**School Internship****Teaching Practice and Practical Work-I****(Elementary/Secondary/Higher Secondary Schools) Eight Weeks**

| Sl. No | Activities | Documents to be made available | | Max Marks |
|--------|--|---|---|---|
| | | By Principal/ Teacher Educators | By Student- Teachers | |
| 1. | Regular Class room teaching-Delivery of at least 20 lessons (10 in each school subject) Among them one ICT based lesson and one lesson integrating the concepts of Population concerns/environment concerns/peace/values etc., in each school subject) 8+1+1=10 in each school subject. Totally 20 lessons) | -Observation profiles provided by observers (teacher educators/ School teachers) of each student arranged student wise and subject wise | Records of lessons with signature of the Concerned subject teacher educator and observers | 20 marks for each pedagogical subject 20+20= 40 15 marks for ICT based lesson 15 marks for integrated lesson |

| | | | | |
|----|--|--|--|---|
| | | -School Permission letter from BEO -Teacher Educators allotment for observation (time table). | | $15+15=30$ Total: $40+15+15$ $=70$ |
| 2. | Participation in any two co-curricular activities including working with School and community/ out of classroom activities' in school and organising of events and submitting an activity report | | Report of the participation with photographs to be signed by concerned teacher educators | 5 marks for each activity $5+5=10$ |
| 3. | Observation of lessons (at least 20 in each subject) and submitting the observation report. In case there are less number of students in a particular pedagogic subject the student can observe the lessons of other subjects. | | Lesson observation records with signature of the Concerned teacher educators | 10 marks for each subject $10+10=20$ |
| 4. | Preparation of Unit plan and preparation, administration and analysis of unit plan and unit test/Diagnostic test followed by remedial teaching for school subject (PSS1A/PSS2A) | | Unit plan records, Unit test/Diagnostic tests records including blue print, marks list, analysis of the results and answer scripts of unit test/Diagnostic test conducted on school students and remedial teaching plan (record books to be signed by concerned teacher educators) | Unit Plan & Unit Test/ Diagnostic test : 10 marks Remedial teaching Plan: 10 marks. Total:20 marks |
| 5. | Resource Unit for school subject (PSS1A/PSS2A) | | Resource unit record book to be signed by concerned teacher educators | Resource unit Total Marks 10 |
| 6. | School/Classroom based | | Action | 10 marks |

| | | | | |
|--|--|--|--|---|
| | research project (Action Research) Complete Report | | research report(out line only) to be signed by concerned teacher educators | |
| 7. | Student teachers function in liaison with the regular teachers in the school in all day-today functioning along with teaching-learning and writing a daily diary | | Daily diary including all the day today functioning during the entire internship to be signed by concerned teacher educators | 10 marks |
| 8. | Term end lessons (two lessons-one in each school subject) | -Allotment of Term end lesson time table -Teacher Educators allotment for observation (Time table) -Observation profiles by the observer teacher educators | Lesson plans to be signed by concerned teacher educators | 20 marks for each lesson 5 marks each for TLM in each Pedagogical subject 25+25=50 |
| Internship attendance records | | | | |
| Total marks for Teaching Practice and Practical work -I | | | | 200 |

**Teaching Practice and Practical Work-II
(Elementary/ Secondary/ Higher Secondary Schools) Six Weeks**

| Sl. No | Activities | Documents to be made available | | Max Marks |
|--------|--|---|---|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| | Regular Class room teaching-Delivery of at least 20 lessons (10 in each school subject) Among them one ICT based lesson and one lesson integrating the concepts of | Observation profiles provided by observers (teacher educators/ School | Records of lessons with signature of the Concerned subject teacher educator and | 20 marks for each pedagogical subject $20+20=40$ 10 marks for ICT based lesson 10 marks for |

| | | | | |
|--|---|---|---|---|
| | <p>Population concerns/environment concerns/peace/values etc., in each school subject) 8+1+1=10 in each school subject. Totally 20 lessons)</p> | <p>teachers) of each student arranged student wise and subject wise School Permission letter from BEO Teacher Educators allotment for observation (time table).</p> | <p>observers</p> | <p>integrated lesson $10+10=20$ Total: 40+10+10=60</p> |
| | <p>Participation in any one co-curricular activities including working with School and community/ out of classroom activities' in school and organizing of events and submitting an activity report</p> | | <p>Report of the participation with photographs to be signed by concerned teacher educators</p> | <p>5 marks for activity</p> |
| | <p>Observation of lessons (at least 20 in each subject) and submitting the observation report. In case there are less number of students in a particular pedagogic subject the student can observe the lessons of other subjects.</p> | | <p>Lesson observation records with signature of the Concerned teacher educators</p> | <p>10 marks for each subject 10+10=20</p> |
| | <p>Preparation of Unit plan and preparation, administration and analysis of unit plan and unit test/Diagnostic test followed by remedial teaching for school subject (PSS1A/PSS2A) (Note: In case Unit Plan, Unit test/Diagnostic test in PSS1A in first Session Then In second session it should be prepared in PSS 2A and vice-versa)</p> | | <p>Unit plan records, Unit test/Diagnostic tests records including blue print, marks list, analysis of the results and answer scripts of unit test/Diagnostic test conducted on school students and remedial teaching plan (record books to be signed by concerned teacher educators)</p> | <p>Unit Plan & Unit Test/Diagnostic test : 10 marks, Remedial lesson plan : 10 marks Total: 20</p> |

| | | | | |
|--|---|--|--|---|
| | Resource Unit for school subject (PSS1A/PSS2A) (Note: In case Resource Unit is prepared in PSS1A in first Session then In second session it should be prepared in PSS 2A and vice-versa) | | Resource unit record book to be signed by concerned teacher educators | Resource unit Total Marks 10 |
| | Student teachers function in liaison with the regular teachers in the school in all day-today functioning along with teaching-learning and writing a daily diary | | Daily diary including all the day today functioning during the entire internship to be signed by concerned teacher educators | 10 marks |
| | Term end lessons (two lessons-one in each school subject) | <ol style="list-style-type: none"> 1. Allotment of Term and lesson time table 2. Teacher Educators allotment for observation (Time table) 3. Observation profiles by the observer teacher educators | Lesson plans to be signed by concerned teacher educators | 20 marks for each lesson 5 marks each for TLM in each Pedagogical subject 25+25=50 |
| Internship attendance records | | | | |
| Total marks for Teaching Practice and Practical work -I | | | | 175 |
| GRAND TOTAL FOR IVTH SEMESTER INTERNSHIP | | | | 200+175=375 |

FIRST SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Perspective in Education Course (PEC1)
KNOWLEDGE AND CURRICULUM

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:**On completion of this course the students will be able to.**

- To acquaint the student teacher with goals of education and life.
- Recognize the meaning of philosophy & Philosophy of Education.
- Identify the influence of philosophical thoughts on Education.
- Appreciate the contributions of western & Indian philosophers to education.
- Apply the knowledge of education to various factors of social development like social change.
- Acquire the various concepts of education.

UNIT I- INTRODUCTION TO EDUCATION**14 Hours**

- 1.1 Concept of Education: Meaning- narrow and broader, Aims of Education-Individual & social, Functions of Education- as process & product, as growth & development, as self realization & initiation.
- 1.2 Agencies of education: Informal, Formal & non-formal(School, Home, Mass Media, Museum,)
- 1.3 Distance Education- meaning, importance, objectives. Mode of transmission.
- 1.4 Concept: Teaching, Training, Instruction & Indoctrination.

UNIT II- PHILOSOPHY AND EDUCATION**10 Hours**

- 2.1 Philosophy – Meaning, nature, scope, Relationship between Philosophy & Education.
- 2.2 Brief outline of- Idealism, Naturalism, Pragmatism,
- 2.3 Contributions of Western & Indian Philosophers: M.K.Gandhi, Rabindranath Tagore, J.Krishnamurthy, Rousseau & John Dewey

UNIT III- EDUCATION.CULTURE &SOCIALCHANGE**9 Hours**

- 3.1 Meaning of culture- characteristic of culture, Cultural change & cultural lag, Education for Transmission & refinement of culture,
- 3.2 Meaning of social change, factors influencing social change. Education for Social Change
- 3.3 National Integration - its historical background, Present position, dealing with divisive force. Role of education & co-curricular programmes.

UNIT 4: KNOWLEDGE AND CURRICULUM**7 Hours**

- 4.1 Child's construction of knowledge: attaining knowledge through activity and Experience
- 4.2 'Body of knowledge' and children's construction of knowledge
- 4.3 Concepts of Belief, Information, Knowledge and Understanding
- 4.4 Bodies of knowledge: different kinds of knowledge and their validation processes
- 4.5 Processes, Principles and criteria for curriculum selection and construction

PRACTICUM/FIELD WORK (Any one)**10 Hours**

1. A study of educational, social & cultural functions of any informal agency of education.
2. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
3. A study of functions of the institution which is functioning with any basic philosophy.
4. Comparison of educational contribution of any two thinkers.
5. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)

6. A study on background of the celebration of nature festivals.
7. Any other relevant activity

REFERENCES:-

1. Bruner, J, C. (1996). The culture of education Cambridge M.A Harvard University press.
2. Hiriyan, M. (2000) outlines of Indian philosophy. Metrical Banarasidas Publisher's Pvt. Ltd. New Delhi.
3. Kneller, G.F. (1971) foundation of Education. New York. John Wiley.
4. Dash, B.N.,() Principles of education & education in emerging Indian society.
5. N.C.E.R.T (2005) National curriculum framework New Delhi.
6. Saxena. Swaroop, N.R, Philosophy & sociology foundation of education.
7. Taneja, V.R.(1973) - Educational Through and Practice Sterling Publication, New Delhi.
8. Anand, C.L. et.al., (1983)- The teacher and education in emerging Indian Society (New Delhi, NCERT,)
9. N.C.E.R.T (2005) National Curriculum frame work New Delhi.
10. Haseen Taj 2005) ,Current challenges in Education.,Neelkamal publications
11. Bhatia, R. L., & Ahuja, B. N. (2008). Modern Indian Education and its Problem. 12. Delhi: Surjeet Publications.
12. ಶಿವಯ್ಯ, ಎಸ್ ಶಿಕ್ಷಣ ದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕದೃಷ್ಟಿಕೋನ ಹಾಗೀ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣ ದಲ್ಲಿನ
13. ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು - ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
14. ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ . ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
15. ಅಶೋಕ, ಜಿ.ಎನ್.ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ , ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Perspective in Education Course (PEC2)
PSYCHOLOGY OF THE LEARNER

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:**On completion of this course the students will be able to.**

- Understand the Relevance of Psychology in Transacting with learners in the class rooms;
- Acquire the Knowledge and Skills on different methods of studying the learner's behaviour;
- Acquire theoretical perspectives and develop an understanding of dimensions and stages of human development;
- Understand the needs, problems and developmental tasks of adolescence;
- Explore the possibilities of the understanding of process in human cognition; and meaning – making them as basis for designing learning environments and experiences at school;
- Gain an insight in to various aspect of individual differences and their educational implications.

UNIT I: FUNDAMENTALS OF PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY**(6 Hours)**

- 1.1 Meaning and differences between Psychology & Educational Psychology
- 1.2 Importance of the knowledge of psychology to a class room teacher
- 1.3 Methods of studying Learners Behaviour. (Brief description and educational implications of introspection, observation, case study, experimental method)
- 1.4 Ideas and Contributions of different schools of psychology – Behaviourism, Gestaltism, Humanism, Cognitivism and Constructivism.

UNIT II: LEARNER AS A DEVELOPING INDIVIDUAL**(10 Hours)**

- 2.1 Meaning and Differences between Growth and Development, Principles of Development and Factors influencing Development.
- 2.2 Dimensions of individual development – Physical, Intellectual, Emotional, Social and Moral development during early and late childhood (2-6 & 6 – 12 years age group).
- 2.3 Adolescence characteristics, Characteristic Features of Physical, Intellectual, Emotional Social and Moral development .Needs and problems of Adolescents. Remedial measures.
- 2.4 Developmental tasks of Adolescence.
- 2.5 Important aspects of following development and their educational implications.
 - a) Cognitive development (Jean Piaget)
 - b) Moral Development (Lawrence E Kohlberg)
 - c) Psycho – Social Development (Erik H. Erikson)

UNIT III: - LEARNING AND CONSTRUCTIVISM**(12 Hours)**

- 3.1 Distinction between Learning as Construction of Knowledge and Learning as Transmission and reception of knowledge.
- 3.2 Social Constructivist perspective and applications of Vygotsky's ideas in teaching.
- 3.3 Understanding processes that facilitate construction of knowledge.
 - 3.1.1 Experiential Learning and Reflection.
 - 3.1.2 Social mediation.
 - 3.1.3 Cognitive negotiability
 - 3.1.4 Situated Learning and Cognitive apprenticeship
 - 3.1.5 Metacognition
 - 3.1.6 Creating facilitative learning environments, teacher's attitudes, expectations, enhancing motivation, self efficiency, collaborative and self regulated learning.

UNIT IV: INDIVIDUAL DIFFERENCES AMONG LEARNERS**12 Hours**

- 4.1 Meaning and Dimensions of differences -Physical, Intellectual, Social, Emotional etc..
- 4.2 Problems arise out of Individual Differences in class room and the remedial measures.
- 4.3 Concept of intelligence – Special focus on Guilford's Structures of intellect and Gardner's Theory of multiple intelligence, educational implications.
- 4.4 Emotional intelligence – meaning, characteristics, behavioural competencies and role of teachers in enhancing emotional intelligence.
- 4.5 Creativity – Meaning, nature, stages. Characteristics of creative children – methods of fostering creativity.

PRACTICUM/FIELD WORK**10 Hours**

Student teacher has to undertake ANY TWO of the following experiments/Activities and maintain the records.

1. Observation
2. Case study
3. Interest inventories
4. Attitude test
5. Adjustment inventories
6. Intelligence
7. Creativity

References

1. Bruner R F (1978) *Psychology applied to teaching*, Boston; Houghton Mifflin.
2. Bower G H and Hilgard E R (1981) *Theories of learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Gagne R.M. (1985) '*The conditions of learning and theory of instruction*' IV edition, New York, Holt, Rinehart and Winston.

4. Lindgren H.C. (1980) 'Educational psychology in the classroom', New York, Oxford University Press.
5. Dececco 'Psychology of learning and instruction' – Prentice Hall, New Delhi.
6. Patricia A. Alexander, Phillip H Winne (2006) *Hand Book of Educational Psychology*.
7. Woolfolk A.E. (2009) *Educational psychology* 11th edition, Prentice Hall Publications.
8. Dandapani S. (2005) *Advanced Educational Psychology*, Anmol Publications
9. Chauhan S.S. *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
10. Mangal S.K. *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
11. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
12. NCERT (2005) *National Curriculum Framework*, New Delhi.
13. Goleman, Daniel, *Emotional Intelligence*, New York.
14. Chintamanikar, *Exceptional Children*, Sterling Publications.
15. Skinner C E (1984) *Educational Psychology*, New Delhi, Prentice Hall.
16. Elizabeth B Hurlock – *Developmental Psychology – a life span approach*, Vth Edition.
17. Panda B.N. *Advanced Educational Psychology*, Discovery Publishing House, New Delhi – 2.
18. Somashekhar T.V. *Educational Psychology and Evaluations*, Nirmalaprakashan, Bangalore.
19. Umadevi M.R. – *Advanced Educational Psychology*, SathkruthiPrakashana, Davanagere.
20. John W. Santrock (2006) *Educational Psychology*, Tata McGraw – Hill Edition.
21. Dr. Umadevi (2009) *Educational Psychology*, Sathkruthi Publication.
22. Frank B. Mc Mahon (1990) *Psychology and you*, West Publishing Company.
23. NCTE (2003) *conceptual inputs NCTE*
24. ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. (2012) 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ', ಶ್ರೀಯುಕ್ತ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ದಾವಣಗೆರೆ.
25. ಗೋವಿಂದರಾವ್ ಎ.ವಿ. ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
26. ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿಸ್ತೃತ ಪ್ರಕಾಶನ, ಮೈಸೂರು
27. ಕೊಂಗವಾಡವನ್.ಬಿ. – ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
28. ಮಹಾಬಲೇಶ್ವರರಾವ್, ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಪೇರಮುಗೇರು, ಶೈಂತಜಿ ಪ್ರಕಾಶನ.
29. ದಂಡಪಾನಿಎಸ್. (1998) ಅನು ಮಹಾಬಲೇಶ್ವರರಾವ್ (2000) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
30. ಚಂದ್ರಶೇಖರ್ ಸಿ. ಆರ್. (1996) –ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I

Perspective in Education Course (PEC3)
INFORMATION AND COMMUNICATION TECHNOLOGY

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:

On completion of this course the students will be able to.

- Explain meaning, components, functions of computer & computer system.
- Operating system.
- Develop skills in handling computer and using MS-Word, MS-Excel and MS-PowerPoint.
- Become aware of on-line service of computer.
- Understand the use of computers through school curriculum.
- Acquire Knowledge of recent and future trends in using a computer in classroom.

UNIT: I- FUNDAMENTALS OF COMPUTER

10 Hours

- 1.1 Meaning and characteristics and fundamentals of computer.
- 1.2 Concept of Data, Process and Information
- 1.3 History & Generation of computer
- 1.4 Anatomy of computer
- 1.5 Classification of Computer.

1.5.1 Based on size and capacity (Micro, Mini, Mainframe and super computers).

1.5.2 Based on working principle (Digital, Analogue and Hybrid Computer).

UNIT: II- COMPUTER ORGANIZATION – HARDWARE AND SOFTWARE. 10 Hours

2.1 Computer Hardware – concept and importance.

2.2 Hardware devices:

2.2.1 Input devices – Text inputs, audio inputs, image inputs, video inputs, pointing input devices.

2.2.2 Output devices –Text outputs, audio outputs, image outputs, video output devices.

2.2.3 Memory devices – Primary and Secondary memory devices.

2.3 Software – concept and importance.

2.3.1 Operating system - Needs and functions of operating system.

2.3.2 Types of operating system – Single user and multi user.

2.4 Types of software – System software, application software and Utility software

2.5 Programming languages - Meaning and types

2.6 Computer Virus and its prevention.

UNIT: III- COMPUTER APPLICATION IN LEARNING 10 Hours

3.1 MS Word- Concept features and advantages.

3.2 MS Excel-concept features and advantages.

3.3 MS PowerPoint-Concept features and advantages

(Designing and developing Instructional materials for facilitating learning by using above MS Office package)

UNIT: IV- APPLICATION OF ICT IN EDUCATION. 10 HOURS

4.1 Internet: Meaning, Equipments needed, types of Internet connections, Services.

4.1.1 E-mail: Creating E-mail ID, Checking and Sending mails.

4.1.2 LAN, WAN, Wi-Fi, 3G, 2G their use in learning.

4.2 Computer Assisted Learning (CAL): Concept, Characteristics, Modes, merits and demerits.

4.3 Interactive white board – its features and advantages.

4.4 Mobile learning: Gadgets and uses.

4.5 Challenges in Integrating ICT in Education.

4.6 I Pod, I Pad, I Phone: its features & uses in learning.

4.7 Educational websites and blogs

PRACTICUM (At least five among these) 10 Hours

(Should be record in practical record book and consider it like assignment for internal assessment)

1. MS- Word - Letter format, Curriculum vitae, Question paper format, School time table.
2. MS- Excel - Marks list, Result sheet (using formula), Graphical representation.
3. MS-PowerPoint- Prepare at least 10 slides related to their concern subject with inserting picture, video and animation effect.
4. Interactive white board features.
5. Creating E-mail Id, sending and receiving E-mail.
6. Downloading and saving information through internet with different file formats
7. Transferring and Saving information in secondary devices (CD/DVD, pen drive, Memory cards)
8. Downloading Anti-virus software through internet and installing to the system.

References:

1. Ackeremann E. (1996) Tools for Teaching, The World Wide Web and a web browser.
2. Agarwal,Vibhuti (2006) Virtual Collections in Digital Librarian, Rajat Publications, New Delhi.

3. Aggarwal A. (2000) Web based Learning and Teaching Technologies: Opportunities and Challenges. Hershey PA: Idea Group Publishing.
4. Aggarwal, J. C. (2007) Educational technology and management. Vinod Pusthak Mandir. Agra.
5. Alexey Semenov (2005) Information and Communication Technologies in Schools: A Handbook for Teachers. UNESCO.
6. BurmanJoginder Singh (2007) Managing Libraries in Digital Era. Rajat Publications, New Delhi.
7. Cameron, Richards (2003) ICT in Teacher Education: some Common Misunderstanding and Dilemmas.
8. Dahiya, Surrender S. (2005) Educational technology-Toward better Teacher performance, Shipra Publications, Delhi.
9. Dale E.D. (1955), Audio-visual methods in Technology, Dyden Press INC. New York.
10. Dange, Jagannath. K (2012) Application of Computer Technology in Education. Prateeksha Publications, Jaipur.
11. Dececo J.P. (1944), Educational Technology, Hot Rinehart Winston Ltd., New York.
12. ELELTECH (2009) E-Learning and e-learning Technologies, CDAC, Hyderabad.
13. E-Learning (2006) Workshop on E-learning. CDAC, Hyderabad.
14. Forsyth I. (1998) Teaching and Learning materials and the Internet (2nd Ed.) London, Kogan page.
15. Indira Madhukar(2002) Internet Based Distance Learning, Author Press, New Delhi.
16. JagannathMohanthly (2010) Educational Technology. Deep and Deep Publications Pvt Ltd. New Delhi.
17. Kinshuk (2003) Adaptive Mobile Learning Technologies, Global Educator Department of Information System. Massey University, New Zealand.
18. KusumVerma (2004) The Electronic Library, Anasha Publishing House, New Delhi.
19. Laurillard, Diana (1996) Rethinking University Teaching, A frame work for the Effective use of Educational Technology..... London and New York.
20. Mishra S.(2009)Stride Handbook 08:E-learning.(Ed.) IGNOU :New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_webCD/STRIDE_Hb8_index.html
21. Mohanthly, J.(2003) Modern Trends in Educational Technology, Neelkamal Publications, Hyderabad.
22. Newby,T.J.et al.(2000) Instructional Technology for Teaching and Learning. Upper Saddle River, NJ: Prentice Hall.
23. Path V.T.(2002) Virtual Education: Dimensions of Educational Resources, Authors press, New Delhi.
24. Patil,S.S, Dange, Jagannath. K and Geetha C (2012) ICT in Education: Recent Trends Prateeksha Publications, Jaipur.
25. Patil,S.S, Geetha, C. and Dange, Jagannath. K (2012) ICT infrastructure in Indian Education. Prateeksha Publications, Jaipur.
26. Rossman P. (1992) The world wide Electronic University, Greenwood press, Westport.
27. Ruhala S.P. (1966), Essentials of Educational Technology, Indian Publishers and Distributors, New Delhi.
28. Rosenberg, M.J. (2001) e-learning. New York: McGraw Hill.
29. Sampath K.(1981) Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. New Delhi.
30. Schank, R.C. (2001) Virtual Learning. McGraw Hill.
31. Sharma, A.R. (2000) Educational Technology. VinodPusthakMandir. Agra.
32. Sharma, R.A. (2000) Technological Foundations of Education. R. Lall Book Depot. Meerut.
33. Singh.P.P. and Sandhir Sharma (2005)E-Learning: New trends and Innovations. Deep and Deep Publications Pvt. Ltd. New Delhi.
34. Usha Rao (2011) Educational Technology. Himalaya Publishing House. New Delhi.
35. Vashist S. (1997) Research on Educational Technology, Book Enclave Publishers, Jaipur.

KUVEMPU UNIVERSITY
 SYLLABUS OF TWO YEAR (FOUR SEMESTER)
 BACHELOR OF EDUCATION DEGREE COURSE
 SEMESTER – I
 ENHANCING PROFESSIONAL CAPACITY COURSE (EPC-1)
 LANGUAGE ACROSS THE CURRICULUM

Marks : 40 +10 =50

Total Teaching Hours 20+5

Objectives:

On completion of this course, the student teachers` will be able to....

- Understand the structure, components and nature of Language Across the Curriculum.
- Develop the language competency among students across the curriculum.
- Understand the Language background of the Multicultural students.
- Design varies strategies in communication across the curriculum.
- Understand the language policy in India
- Design different materials to improve the language efficiency of the Students.

Unit 1: Language An Introduction :

06 Hours

- 1.1 Language - Meaning, Definitions, Characteristics and Importance of human Language.
- 1.2 Language Development -Stages of language development (Phoneme perception, Coing, Babbling, Holophrases, Protosentences and Telegraphic speech), Factors influencing on language development.
- 1.3 Classification of languages – Principles of classification, Classification of world languages (in brief) and Indian Languages.
- 1.4 Components of language- Phonetics, Morphology, Semantics, Syntax.

Unit 2: Language in curriculum

08 Hours

- 2.1. Language Across the Curriculum – Meaning, Origins, Objectives and importance.
- 2.2. Significance of language in subject areas - Nature of language in different School Subjects.
- 2.3. Basic language Skills - Listening, Speaking, Reading and Writing - Meaning, Nature , Importance, Process, Identification of problems and Activities to improve these skills across the curriculum.
- 2.4. Medium of instruction – Importance and need of Mother tongue, Bilingual and Multilingual approaches.
- 2.5. Communication – Meaning, Process, Components, Influence of language on Communication, Factors involved ineffective communication (Vocabulary, Expression, Pronunciation, Structure, comprehension, fluency, appropriate usages etc)

Unit 3: Language in the classroom

06 Hours

- 3.1. Classroom Language – Importance of teacher language, Criteria of good teacher language, Elements contributing to good teacher language.
- 3.2. Language background of the students - Individual differences in Student`s language and Need to know the language background of the students.
- 3.3. Differential language of students and their Problems - Home language, School language, Textual language and Spoken language.

- 3.4. Nature of Classroom Discourse - Instructional Language, Nature of classroom interaction: Questioning, Narration, Explaining, Discussing etc., Limitations of classroom Discourse.
- 3.5. Role of Dialects, deficits and Discontinuity theory.

Practicum:**05 Hours**

1. Survey of students Language background and (T.P Class)
2. Review and analysing the Student's Write ups (Make a report)
3. Design activities to enrich language efficiency among Secondary school Students. (Minimum 10 activities)
4. Prepare a multilingual dictionary of important terms and words used in different school subjects.
5. Study the problems of Language teachers through interview of brief survey.
6. Any other relevant activity based on the content.

Note: College is free to assign any other practicum related to the subject.

Reference:

1. Dr. Santhosh Areekkuzhiyil, '*Language Across the Curriculum*' Neelkamal Publications, Educational Publisher, New Delhi, 2016
2. Anderson, Ann and Lynch Tony., '*Listening*' Oxford University Press, 1988
3. Baruah T.C., '*The English teachers Handbook*' Sterling publishers Pvt.,Ltd. 1984
4. Billows F.L., '*The Techniques of English Language Teaching*' Longman Group Ltd., London 1961
5. Bright J.A., and Mc Gregor G.P., '*Teaching English as a Second Language*' ELBS London, 1972.
6. Gordon B.S., '*The Teaching of English in free India*' Christian Literature society, Madras, 1960.
7. Widdowson H.G., '*Teaching Language as communication*' OUP, London 1982.
8. Chomsky N. (1957), '*Syntactic Structure*' The Hague: Mouton and Co.
9. For a detailed analysis of the Kothari Commission, see R.N. Sharma, Indian Education at the Cross Road (Delhi: Shubhi, 2002).
10. http://www.indianchild.com/education_society_india.htm (accessed 15.09.04).
11. <http://www.indiatogether.org/2004/jul/edu-kothari.htm> (accessed 15.09.04).
12. Bly S., Harrison S., & Irwin S. Media spaces: Bringing people together in A video, audio, and computing environment. Commune. ACM (Jan. 1993), p. 28-47.

ಕನ್ನಡ ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಅನಂತರಾಮ ರಾ., (1989) '*ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ*' ಚೇತನ ಬುಕ್‌ಹೌಸ್, ನಾರಾಯಣಶಾಸ್ತ್ರಿ ರಸ್ತೆ, ಮೈಸೂರು-24.
2. ಅನಸೂಯ ವಿ.ಪರಗಿ., (2007) '*ಮಾತೃಭಾಷೆ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ*' ವಿವೇಕಾ ಪ್ರಕಾಶನ, ಪುರಸಭಾ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ -01. ಕೋಲಾರ ಜಿಲ್ಲೆ.
3. ಕೆಂಪೇಗೌಡ ಕೆ., (2007) '*ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ*' ನವಭಾರತಿ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು-09
4. ಕೃಷ್ಣ ಸಿ.,(1984) '*ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ*' ಗೀತಾ ಪುಸ್ತಕಾಲಯ, ಕೆ.ಆರ್. ವೃತ್ತ, ಮೈಸೂರು-57001.
5. ಕೃಷ್ಣಪ್ಪ ಎಸ್. (1983), '*ಕನ್ನಡ ಬೋಧನೆ*' ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
6. ಡಾ. ಗಣೇಶ್ ಜಿ.ಎಂ. (2008) '*ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಸಾಫಲ್ಯ*' ಸತ್ಯ ಎಂಟರ್ ಪ್ರೈಸಸ್ # 39/2&3, ಮೊದಲನೇ ಮಹಡಿ, ರೆಮಕೊ ಬಡಾವಣೆ, ಬಿ.ಐ.ಎಸ್. ಡಿಮೊ ಎದುರು, ವಿಜಯನಗರ 2ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560040
7. ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿ ಎಂ., (1986), '*ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು*' ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು-570004.

8. ತಿಮ್ಮೇಗೌಡ ಟಿ.ವಿ., (1970) 'ಓದುವ ಶಕ್ತಿ' ಆರ್.ಆರ್.ಪಬ್ಲಿಷರ್ಸ್, ನಂ.5. ಬ್ಲಾಕ್ ಧನ್ಯ ಕುಮಾರ ಪಾರ್ಕ್, ವೆಸ್ಟ್ ಎಕ್ಸ್‌ಪೆಂಷನ್, ಬೆಂಗಳೂರು-20.
9. ನಾರಾಯಣ ಕೆ.ವಿ., (ಸಂ), (2000) 'ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಶ್ವಕೋಶ : 1 ಭಾಷೆ' ನಿರ್ದೇಶಕರು, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ-583276.
10. ಮಹಾಬಲೇಶ್ವರ ರಾವ್., (1990) 'ಕನ್ನಡ ಬೋಧನೆ ಹಲವು ವಿಚಾರಗಳು' ಹಳಿ ವಿದ್ಯಾರ್ಥಿ ಸಂಘ, ಡಾ.ಟಿ.ಎಂ.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಉಡುಪಿ-2
11. ಮಲ್ಲಕಾರ್ಜುನ ಭ. ಮತ್ತು ಯದುರಾಜನ್ ಎಸ್.ಎಸ್., (2000) 'ನಿರಂತರ' ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮಾನಸ ಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
12. ರಮಣ ಟಿ.ವಿ., (1998) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಪಂಜರ್ ಪೇಟೆ, ವಿರಾಜಪೇಟೆ-571218. ಕೊಡಗು.
13. ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ., (1992) 'ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾ ವಿಜ್ಞಾನ' ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ.
14. ರಾ. ಯ. ಧಾರವಾಡಕರ್., (1987) 'ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ' ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಕೆ.ಆರ್. ಸರ್ಕಲ್, ಮೈಸೂರು-570001
15. ವರದಭಟ್ಟಾಚಾರ್ಯ ಎಸ್.ವಿ., (ಸಂ), (1974) 'ವಾಚನ ನೈಪುಣ್ಯ' ಭಾಗ-1 ಮತ್ತು 2, ಭಾರತೀಯ ಭಾಷಾ ಕೇಂದ್ರ, ಮೈಸೂರು.
16. ವಿಶ್ವಕೋಶ - "ಭಾಷೆ" ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC1)
ACTION RESEARCH

Marks : 40 +10 =50

Total Teaching Hours 20+5

OBJECTIVES:

On completion of this course the students will be able to.

- To enable the student to acquire the knowledge of concept types of research applied, basic, and Action Research
- To understand the meaning of Action Research.
- To understand the area and steps of the action research.
- To develop the ability to write an action research report.
- To develop the skill of writing action research report.
- To know find out the problems and Findings problems and Findings of Educational implications.

UNIT I- AN INTRODUCTION TO RESEARCH

8 HOURS

- 1.1 Concept of Research – Meaning, Nature, and Importance
- 1.2 Educational Research-Meaning, Nature, and Importance
- 1.3 Types of Research – Fundamental Applied and Action Research
- 1.4 Types of Research – Historical descriptive and Experimental Research

UNIT II – AN INTRODUCTION TO ACTION RESEARCH

7 HOURS

- 2.1 Action research-Meaning, Nature, and Scope.
- 2.2 Importance of Action Research.
- 2.3 Limitation of Action Research.
- 2.4 Steps of Action Research

UNIT III- COLLECTION, ANALYSIS AND INTERPRETATION OF DATA 10 HOURS

- 3.1 Tools for collection of data-achievement test, questionnaire observation and interview, check list, rating scale, sociometry (meaning, & uses of these tools in Action Research).

- 3.2 Data Analysis, Frequency distribution, Measures of centre tendency, Variability, Co-efficient Co-relation,
- 3.3 Presentation and interpretation of data-tables, figures, graphs and writing summary.
- 3.4 Reporting action research-format and style.
- 3.5 Conclusions and implications of action research.
- 3.6 Summery, bibliography and Appendices.

PRACTICUM/FIELD WORK:**5 HOURS**

Students are advised to do project on any one of the topic,

1. Identifying causes for lack of scientific attitude among the students & suggesting remedial measures,
2. Identifying causes for poor teaching competency and suggesting remedial measures,
3. Identifying causes for lack of Interest in mathematics and suggesting remedial measures,
4. Identifying causes and types of spelling errors and suggesting remedial measures,
5. Identifying causes of poor reading ability and suggesting remedial measures,
6. Identifying causes of problem behaviors of the student in the class room and suggesting remedial measures,
7. Identifying causes of poor map reading skills and suggesting remedial measures,
8. Identifying causes of poor drawing of diagrams and suggesting remedial measures,

REFERENCES:

1. Jhon W Best (1983) *Research In Education*, Prentice Hall, New Delhi.
2. Kothari C R (1990) *Research Methodology*, Wiley Eastern Limited, New Delhi.
3. Kulbir Singh Sidhu (1987) *Methodology of Research in Education*, Sterling Publishers, New Delhi.
4. Buswell, Guy.T. (1966) *Training for Educational Research*, Berkeley, Calif, Centre for the Study of Higher Education, University of California.
5. Corey, Stephen.M. (1953) *ActionResearch to improve School Practices*, Teachers College, Columbia University, New York.
6. Dasgupta, Sugata (1967) *Methodology of Social Science Research*, Implex India, New Delhi.
7. Deo, Prathibha (1968) *Research Needs In Educational Psychology*, Kurukshetra University Books, Kurukshetra.
8. Singh R.P (1968) *Research Needs In Comparative Education*, Kurukshetra University Books, Kurukshetra.
9. Sharma.R.C (1968) *Research In Educational Administration*, Kurukshetra University Books, Kurukshetra.
10. Buch.M.B (1973) *A Survey of Research In Education*, M.S.University, Baroda.
೧೦. ಲಕ್ಷ್ಮೀ (2006) ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೧. ರಾಜಶೇಖರ್.ಎಸ್ (1995) ಸಾಮಾಜಿಕ ಸಂಶೋಧನೆ, ಭ್ರಮರ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ.
೧೨. ಪದ್ಮಪ್ರಸಾದ್ (1992) ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ, ಡೆಪ್ಯೂಟಿ ಚೆನ್ನಬಸಪ್ಪ ಪ್ರಾಮ್ ಮಿಕಶಿಕ್ಷಣ ಪ್ರತಿಷ್ಠಾನ, ಧಾರವಾಡ.
೧೩. ಕೊಂಗವಾಡ.ಎನ್.ಬಿ.(2009) ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೪. ನಾಗರಾಜ್.ಪಿ.(2006) ಶೈಕ್ಷಣಿಕ ಕ್ರಿಯಾಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೫. ಬಸಪ್ಪ.ಎ. (2007) ಶೈಕ್ಷಣಿಕ ಕ್ರಿಯಾಸಂಶೋಧನಾ ವಿಧಾನ, ಮದಕರಿ ಪ್ರಕಾಶನ, ಲೇತ್ರದುರ್ಗ.
೧೬. ಯಾ ದವಾಡ.ಎನ್.ಬಿ.(2006) ಶಿಕ್ಷಣದಲ್ಲಿ ಕ್ರಿಯಾಸಂಶೋಧನೆ , ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC2)
EDUCATION OF EXCEPTIONAL CHILDREN

Marks : 40 +10 =50

Total Teaching Hours 20+5

OBJECTIVES:

On completion of this course the students will be able to.

- To develop an understanding of the nature of the exceptional children.
- To develop understanding, appreciation of the need for special education.
- To develop knowledge of the means of educating exceptional children.
- To develop a sympathetic attitude towards the exceptional children.
- To develop interest in understanding and helping exceptional children.

UNIT-1 EXCEPTIONAL CHILDREN.**4 Hours**

- 1.1 Meaning and types of exceptional children
- 1.2 Meaning and scope and importance of special education.
- 1.3 Integrated education-concept, advantages and limitations.

UNIT-2 INTELLECTUALLY EXCEPTIONAL CHILDREN.**4 Hours**

- 2.1 Gifted Children: concept, characteristics, Identification, educational provisions.
- 2.2 Mentally challenged: concept, characteristics, types, causes identification, educational provisions, the role of parents in handling mentally challenged children.

UNIT-3. PHYSICALLY EXCEPTIONAL CHILDREN**6 Hours**

- 3.1 Visually impaired—concept, characteristics, Identification, types, educational provisions.
- 3.2 Hearing impaired: Types, causes, problems, characteristics, Identification and remedial measures with educational provisions.
- 3.3 Communication disorder—meaning, types, causes. Characteristics,
- 3.4 Orthopedically impaired—concept characteristics, causes identifications, educational provisions.

UNIT-4 SOCIALLY, EMOTIONALLY AND EDUCATIONALLY EXCEPTIONALS 6 Hours

- 4.1 Emotionally Disturbed children— Nature, types, causes, characteristics, identification, educational measures.
- 4.2 Socially maladjusted children—Nature, causes, characteristics, educational measures.
- 4.3 Learning disabled children- concept, types, causes, identification, and remedial measures.
- 4.4 Language handicapped children. —Causes, identification, educational provisions.

PRACTICUM/FIELD WORK**5 Hours**

1. Visit to speech and hearing school.
2. Case study of an exceptional child.
3. Testing hearing.
4. Testing the Intelligence of exceptional children.
5. Studying remedial measures in a case.
6. Apprenticeship in any special school.

REFERENCES

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa, The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977. 3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
3. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
4. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
5. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.

6. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
7. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
8. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
9. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
10. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
11. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
12. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
13. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. reprimary level. NIMH, Secunderabad.
14. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad. 11
15. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
16. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
17. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH.
18. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC3)
ENVIRONMENTAL EDUCATION

Marks : 40 +10 =50

Total Teaching Hours 20+5

OBJECTIVES:

On completion of this course the students will be able to.

- a. Develop an awareness of problems or issues of local and global environment.
- b. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena
- c. related to environment.
- d. Apply the knowledge understanding of the environmental concepts, principles, etc., to
- e. Arrive at alternate solutions to the problems of environment and
- f. Carry out action-oriented projects.
- g. Develop desirable attitudes towards environment and its conservation.
- h. Develop skills of a) problem-solving with respect to environmental problems and Organization of activities.
- i. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
- j. Use appropriate techniques and tools to evaluate the learning outcomes.

UNIT-1: OUR ENVIRONMENT

05 Hours

- 1.1 Concept, Importance, Components-living (biotic) and non-living (abiotic), principles.
- 1.2 Our earth-a miracle planet.
- 1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and interrelationships)

- 1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)
- 1.5 Carrying capacity of environment.

UNIT-2: POLLUTION AND ENVIRONMENTAL EDUCATION**08 Hours**

- 2.1 Meaning and definition of Environmental hazards and pollution.
 - 2.1.1 Types of environmental hazards and disaster.
 - 2.1.2 Types of pollution, land, air, water, noise and radiation – green house effect, ozone layer depletion.
- 2.2 Factors of degradation of environment. Socio economic and cultural impact of degradation of environment.
- 2.3 Meaning, definition and characteristics of Environmental Education.
 - 2.3.1 Importance, Objectives, Scope and Principles of Environmental Education.
 - 2.3.2 Approaches, methods and techniques of teaching Environmental Education.
 - 2.3.3 Approaches: Infusion and problem-solving, Innovative approach.
 - 2.3.4 Methods: Discussion, demonstration, project.
- 2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.
- 2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

UNIT-3: MANAGEMENT AND CONSERVATION OF ENVIRONMENTAL**04 Hours**

- 3.1 Environment Management – Need, Function and Characteristics.
- 3.2 Sustainable Development concept and Need for Sustainable Development.
- 3.3 Agenda 21
- 3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.
- 3.5 Relevant legislative measures.

UNIT-4: INTERNATIONAL EFFORTS ON ENVIRONMENT.**03 Hours**

- 4.1 The Stockholm Declaration, 1972
- 4.2 Brandt land Commission, 1983
- 4.3 Rio-Summit 1992 (Earth Summit)
- 4.4 Kyoto Conference and pact on Global warming 1997

PRACTICUM/FIELD WORK: (ANY ONE)*Can be undertaken by two or more students*

1. Study of the utilization of the cooking gas in city households.
2. Study of the utilization of electricity and water at home.
3. Study of the effective utilization of space at home and college.
4. A survey of factors or components affecting environment of a place.
5. A Survey of the relationship between the food habits of people and the environment in which the live.
6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
 1. Water pollution
 2. Air pollution
 3. Sound pollution
 4. Soil pollution

INVESTIGATORY PROJECTS:

1. Calculation of the mass of carbon-di-oxide produced by plants.
2. Study of the samples of water from different sources and areas.
3. Noise pollution
4. Studying plant diversity in a given area.
5. Pollution prevention measures undertaken by a factory
6. Soil erosion and its effects

7. A study to find out generation of solid wastes in houses
8. A study to find out adulteration in food items.
9. Collection of names of insecticides, pesticides and fungicides used locally, details of their composition and effect on the soil. Designing communication materials such as posters, pamphlets, handbills etc., on the harmful effects of these chemical of soil.

SCRAP BOOKS:

Developing scrap books on environment and environmental issues (including bulletin board cut-outs, news paper clippings, environmental messages, photographs with captions etc)

SEMINARY/SYMPOSIUM/WORKSHOPS/ENVIRONMENTAL EDUCATION ACTIVITIES:

- Organizing seminars/symposiums/workshops on environment and environmental issues by inviting experts from forest, pollution land use boards and departments.
- Organizing various environment education activities for school students-exhibitions, quiz competitions, role-play, slogan development, environmental skits, dramas, essay and drawing competitions etc.,
- Devising and trying out environmental education games.

LEARNING AIDS IN ENVIRONMENTAL EDUCATION:

- Preparation of teaching aids for teaching environmental concepts-charts, models, albums, preparation of herbarium records, slides and transparencies.
- Preparation of lesson plans: demonstrating infusion of environmental concepts into different subject areas and trying with children in actual classroom situations.
- Preparing audio-cassettes on important environmental issues and assessing its effectiveness.
- Setting up of aquariums, terrariums, herbal garden in the college etc.,

LIBRARY REFERENCE ORIENTED PROJECTS:

- Development of an eco-dictionary.
- Development of self-instructional modules on certain important ecological concepts and assessing its effectiveness.
- Analysing school textbooks for environmental messages and concepts and developing integrated environmental concepts. Developing communication materials on these concepts.

FIELD TRIPS:

1. Conducting field trips to nearby places of environmental significance.
2. Preparing a map of natural resources of a given area.
3. Preparing a map of plant diversity in a given locale.
4. Identifying and preparing a list of local birds.
5. Identifying and preparing a list of medicinal plants and preparing posters on them.

REFERENCE:

1. Sharma, R.A. (2008). Environmental Education. Meerut: R. Lall Books Depot.
2. Sharma, B.L., &Maheswari, B.K. (2008). Education for Environmental and Human Value. Meerut: R. Lall Books Depot.
3. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
4. Singh, Y.K. (2009) Teaching of environmental science. New Delhi: APH Publishing Corporation.
5. Sharma, V.S. (2005). Environmental education. New Delhi: Anmol publication
6. Reddy, P.K., & Reddy, N.D. (2001). Environmental Education. Hyderabad :Neelkamal publications.
7. Kelu, P. (2000). Environmental education : A conceptual analysis, Calicut : Calicut University.

8. Agarwal, S.P and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
9. Bondurant, J.V. (1996). Teaching tolerance : Raising open minded Emphatic Children. New York: Doubleday.
10. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building.
11. Stockholom : Christian Council of Sweden.
12. Board of Education Fountain, (1999). Peace Education UNICEF. NY: UNICEF.
13. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N.Y. City. Joy, P., Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane.
14. "Our Common Future" The World Commission of Environment and Development, Oxford University press, 1987
15. Survey of Environment : Annual Publication Hindu.
16. R.C. Sharma and Merle C Tan : Source book in Env. Education for Secondary School Teachers, Unesco, Bangkok 1992
17. Deshbanduet. Al. : Environmental Education for Sustainable development, India Environmental Society, New Delhi, 1995
18. The State of India's Environment, a series of 4 volumes published by Center for Science and Environment, New Delhi.
19. Algore : Earth in the Balance, Viva Books Private Ltd, New Delhi, 1992
20. C.J. Saldana : Karnataka : Environment Status Report by 1984, 1985-86 and 1990. Center for Taxonomical Studies, St. Joseph's College, Bangalore.
21. Ecology by Ricklefs E.R. Freeman and Company, 1990
22. Documents in the Environmental Education Series, a Series of 22 volumes brought out by UNESCO on various aspects of Environmental Education.
23. Man and Environment, a text book for geography for IX, NCERT, New Delhi 1976
24. MoonisRaza : General Geography of India by A text book for Class IX, NCERT, New Delhi, 1978
25. Essential Learning's in Environmental Education, hand book of environmental concepts, brought out by Center for Environment Education, Ahmedabad, 1991.
26. R.F. Daubenmire : Plants and Environment, A text book of plant Autecology, Wiley Eastern Private Ltd., New Delhi, 1970.
27. ಪಾಠಶಾಲೆಗಳಲ್ಲಿ. ಎಸ್. ಹಾಗೂ ರಕ್ತಸಗಿ ಜಯಶ್ರೀ (2008) ಪರಿಸರ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
28. ವಿಜಯಲಕ್ಷ್ಮೀದೇವಿಯ (2007), ಪರಿಸರ ಶಿಕ್ಷಣ, ಪ್ರದೀಪ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I

Optional Course (OC4)
GUIDANCE AND COUNSELLING

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

- Develop an awareness and understanding of the need and importance of Career information for the pupils.
- Acquire the information and methods to facilitate the processes of career awareness and career exploration for the student's realistic career planning.
- Identify their role and function in locating, collecting, and evaluating career information for the use of Pupils.
- Understand the meaning and characteristics of techniques of evaluating guidance services.

- Know about the different ways of evaluating guidance programme.
- Know about different methods of evaluation.
- Conduct evaluative studies at different levels.

Unit: 1: Basic Concepts of Guidance and Counselling.**10 Hours**

- 1.1 Meaning and definitions, Nature and Need of Guidance.
- 1.2 Goals and Principles of Guidance.
- 1.3 Dimensions of Guidance. (Personal, Educational and Career – Meaning, Definitions, Objectives, Nature, Scope, Need and Process)
- 1.4 Meaning and Definitions of Counselling. Methods of Counselling, Qualities of effective Counsellor, Relationship between Guidance and Counselling.
- 1.5 Requirement and Procedure of establishing Guidance unit at secondary level.
- 1.6 Brief introduction of Tools and Techniques in Guidance and Counselling. (Tools- Intelligence, Personality, Aptitude, and Attitude tests, Techniques-observation, Rating Scale, questionnaire, Sociometry, Interview)

Unit: 2: Career Information in Guidance.**4 Hours**

- 2.1 Meaning and Scope of Career Information.
- 2.2 Uses of Career Information in Guidance and Counseling.
- 2.3 Areas and Sources of Career Information.
- 2.4 Methods and Techniques of collection of Information.
- 2.5 Career Resource Centre and Career Conference.

Unit: 3: Evaluation of Guidance Programme.**6 Hours**

- 3.1 Meaning and Definitions of Evaluation of Guidance Programme.
- 3.2 Aims of Evaluation of Guidance Programme.
- 3.3 Basic steps of Guidance Evaluation.
- 3.4 Approaches to Evaluation Guidance.
- 3.5 Characteristics of effective Guidance Programme.
- 3.6 Problems in Evaluation of Guidance Programme.

PRACTICUM/FIELD WORK**5 Hours**

1. Visit to School's Guidance Committees.
2. Giving Career Talk.
3. Students may conduct any one of these tests and report.
Intelligence, Attitude, Aptitude, Interest, Achievement and Personality Tests)
4. Organizing Career Conference.
5. Visit to Career Resource Centers.

References:

1. A.K. Naik and V.K. Rao-Guidance and Career Counseling, APH Publishing Corporation, New Delhi.
2. Asha Bhatnagar and Nirmala Gupta – Guidance and Counseling, Volume 1- A theoretical Perspective, (1st published 1999)-Vikas Publishing house, New Delhi.
3. Asha Bhatnagar and Nirmala Gupta – Guidance and Counseling, Volume 2- A Practical Approach, (1st published 1999)-Vikas Publishing house, New Delhi.
4. Dr. Omprakash. B Pal-Educational and Vocational Guidance and Counseling (2011)- APH Publishing Corporation, New Delhi.
5. Kochhar. S.K-Guidance in Indian Education (1984), Sterling Publishers, New Delhi.

6. MujibulHasan Siddiqui-Guidance and Counseling, APH Publishing Corporation, New Delhi.
7. Sharma. R.A-Fundamentals of Guidance and Counseling, Lal Book Depot, Meerut.
8. Yogesh Kumar Singh-Guidance and Career Counseling (2009)- APH Publishing Corporation, New Delhi.
9. ಡಾ. ಐ.ಎ. ಲೋಕಾಪುರ-ಶೈಕ್ಷಣಿಕ ಹಾಗೂ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ (2004-05), ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
10. ಡಾ. ನಾಗಪ್ಪ ಪಂ ಶಹಪುರ, ಪೆಂ. ದಿನೇಶ್ವಂದ್ರ, ಪೆಂ. ಕೆ.ಎಸ್. ಅನಿಲ್ ಕುಮಾರ್-ಶೈಕ್ಷಣಿಕ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ (2006-07), ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
11. ಕೆ.ಎನ್. ರಾಜಶೇಖರಯ್ಯ-ಶಿಕ್ಷಣದಲ್ಲಿ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ (2004), ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
12. ಆರ್. ಕೆ. ಪ್ರಭು-ಶಿಕ್ಷಣದಲ್ಲಿ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ ಹಾಗೂ ಸಲಹೆ (2005), ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC5)
LIBRARY AND SCHOOL ORGANISATION

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

- Understand the Modern Concepts of Library and Education and the role of Library in Secondary Education.
- Develop the understanding of the Library Organisation Management, Finance and Co-operation.
- Develop the Skills of Classification, Cataloguing and reference Services.
- Develop the skills of selection and use of books and other related reference Materials.
- Develop the skills of lending books and other materials.
- Develop the skills of Library Automation

UNIT-1. LIBRARY AND EDUCATION:

07 Hours

- 1.1 Academic Libraries: Meaning, Objectives and Functions, Types of academic Libraries, Role of UGC in academic Library development.
- 1.2 Five Laws of Library Science, Library as a Social agency of education and mass media.
- 1.3 Philosophy and ethics of Librarianship – the teacher librarian and librarian as a teacher.

UNIT-2: VARIOUS DEPARTMENTS OF LIBRARY

07 Hours

- 2.1 Brief description of the various departments of Library-
- 2.2 Acquisition, Classification, Cataloguing, Periodicals, Reference and Lending Section.
- 2.3 Processing Services: Importance of Classification Schemes, Purpose of Classification, Dewey Decimal System and Colon Classification System.
- 2.4 Cataloguing-Purpose and functions of Library Catalogue.
- 2.5 Different types of Library Materials- Their Preservation and Maintenance- Book and Non-Book Materials, Library Binding.

UNIT –3 LIBRARY AUTOMATION:

06 Hours

- 3.1 Definition, Need, Purpose and advantages, Automation of Library Operations.
- 3.2 Digital Library, Electronic Publishing, E-Journals and E-Books.
- 3.3 Academic Library networks, Library Co-operation, Resource Sharing, network and Consortia, INFLIBNET and its services and activities.
- 3.4 Library Publicity: Book Displays, Book Exhibitions.

PRACTICUM/FIELD WORK:**05 Hours**

Each student shall undertake TWO of the following practical activities and submit a report.

1. Preparing lists of references for at least three selected themes.
2. Classifying 50 books according to both Dewey Decimal Classification Scheme and the Colon Classification Scheme.
3. Preparing Catalogues of the Classified books
4. Prepare E-Accession Register for 100 Books
5. Visit a Library and submit the report about Library Automation.

REFERENCE:-

1. Mittall. R.L. – Library Administration: Theory and Practice, Metropolitan Book Co., 1969
2. Krishna Kumar-Library Organization. NewDelhi - Vikas Publications-1993
3. Ranganathan S R – Five laws of Library Science- 5th ed. Bangalore-SaradaRanganathan, Endowment for Library Science, 2006
4. Chaudhary G G – Modern Information Retrieval Theory: London: Library Association-1999
5. Krishna Kumar-Theory of Classification-4th rev .ed.-NewDelhi-Vikas Publications, 2000
6. Amba, Sanjeevi and Raghavan K S: CDS/ISIS: A Primer NewDelhi: ESS ESS Publication, 1999
7. Krishnan Kumar: Library Management in Electronic Environment-NewDelhi-Har-Anand Publications-2007
8. Haravu. L.J.-Library Automation, Design, Principles and Practice- NewDelhi-Allied Publishers- 2004
9. Ranganathan S R – School and College Libraries-Chennai-Madras-Library Association-2008

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC6)
MULTIMEDIA AND E-LEARNING**

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

- Understand the concept of Multimedia.
- Prepare and use a multi-media presentation.
- Connecting hardware's for multi-media presentation.
- Understand the concept of e-learning and selecting e-learning resource for teaching.
- Evaluate E-content material.
- Use open source content for instruction.
- Initiate online discussion group.
- Understand the concept of presentation software.

UNIT: I – MULTIMEDIA – AN INTRODUCTION.**05 Hours**

- 1.1 Meaning, nature and scope of multimedia.
- 1.2 Elements of multimedia – Hardware and software. (Text, image, sound, animation, movies. Projectors, Digital Camera, CC Camera, Scanner, Interactive white board)
- 1.3 Audio, Video and photo editing software – Audacity, Format Factory, Photo shop.

UNIT II – MULTIMEDIA IN TEACHING AND LEARNING.**10 Hours**

- 2.1 Self-instructional methods – Personalised system of instruction (PSI)
- 2.2 Language Laboratory
- 2.3 Computer Assisted Instruction (CAI)
- 2.4 Planning for multimedia presentation: objectives, tools, Integration of Pedagogy and technology.

- 2.5 Multimedia Approach- Educational Satellite-Tele and Video conferencing. Radio programs:
 2.5.1 DSERT- nature, suitability and importance, Radio lessons-scripts.
 2.6 Preparation of multimedia presentation-Multimedia-connection, operating and presentation.
 2.7 Role of a teacher in educational technology.

UNIT III – E- LEARNING.**05 Hours**

- 3.1 Concept and elements of E – Learning, E – Learning material
 3.2 Online Learning – meaning, features and there instructional uses.
 3.3 M – Learning: features and uses.
 3.4 E – Content, E – content development.
 3.5 Bluetooth, WhatsApp – features and instructional use.
 3.6 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.
 3.7 Blog discussion group, online forum, online video conference, using in teaching and learning.
 3.8 Social networking – Orkut, face book, twitter – Instructional use.

PRACTICUM/FIELD WORK :(Any One)**05 Hours**

1. Prepare and plan an educational display on a bulletin board or a felt board or a magnetic board using charts, diagrams, graphs, posters, cartoons and comics.
2. Preparation of a 5 minute presentation using 35 mm camera slides of not less than 10 slides photographed by the trainee. OR Preparation of a 5 minute presentation using Digital camera slides of not less than 10 slides photographed by the trainee.
3. Prepare a 5 minute presentation of a video clip recorded by the trainee using the V.C.R. or V.C.D.
4. Present a paper on any Unit in education solely with the use of the internet with details of the web sites and URL's visited (Email correspondence with experts, Lecturers and teachers may also be included).
5. Preparation of Self Instructional Materials
6. Development of e-content

REFERENCE:-

1. Aldrich, C. (2005). Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences. San Francisco, CA: Pfeiffer, A Wiley Imprint
2. Brennan, S. E., & Lockridge, C. B. (2006). Computer-mediated communication: A cognitive science approach. Stony Brook University (SUNY), Stony Brook, NY: Elsevier Ltd. Retrieved on September 4, 2007 from http://www.psychology.stonybrook.edu/sbrennan/papers/BL_ELL2.pdf
3. Clark, R. C., Nguyen, F., & Sweller, J., "Efficiency in learning: Evidence-based guidelines to manage cognitive load." John Wiley & Sons, 2011.
4. Florax, M., & Ploetzner, R., "What contributes to the split-attention effect? Role of text segmentation, picture labeling, and spatial proximity." Learning and Instruction, 20, 216–224, 2010.
5. Horton, W.; Horton, K. (2003). E-learning tools and technologies: A consumer's guide for trainers, teachers, educators, and instructional designers. Indianapolis IN: Wiley Publishing.
6. http://www.swiminfo.dk/pdf/EISTA05_E721YC.pdf
7. <https://julietausend.files.wordpress.com/2012/02/effects-of-multimedia-on-elearning.pdf>
8. Kartal, G., "Does language matter in multimedia learning? Personalization principle revisited." Journal of Educational Psychology, 102(3), 615, 2010.
9. Meredith, S. and B. Newton (2003). "Models of eLearning: Technology Promise vs Learner Needs Literature Review." The International Journal of Management Education 3(3).
10. Mishra, S.; Ramesh, S.C. (2005). Interactive multimedia in education and training. Hershey, PA: Idea Group Publishing.

11. Moreno, R., & Mayer, R. (1999). "Cognitive principles of multimedia learning: The role of modality and contiguity". Journal of Educational Psychology 91 (2): 358-368. doi:10.1037/0022-0663.91.2.358.
12. Piskurivh, G.M. (1993). ASTD handbook of instructional technology. New York, NY: McGraw-Hill Inc.
13. Savoji, A.P.; Hassanabadi, H.; Fasihipour, Z. (2011). "The modality effect in learner-paced multimedia learning.". Procedia-Social and Behavioral Sciences 30: 1488-1493.
14. Scheiter, K., Schöler, A., Gerjets, P., Huk, T., & Hesse, F. W., "Extending multimedia research: How do prerequisite knowledge and reading comprehension affect learning from text and pictures." Computers in Human Behavior, 31, 73-84, 2014.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC7)
POPULATION EDUCATION

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

- To help the student-teachers to become aware of population dynamics, determination and consequences of population growth in India and a few selected countries.
- To make them understand the concept, meaning, scope and the nature of population education.
- To help them to know the approaches to curriculum construction and teaching methodologies of population education.
- To enable them to understand the role of few national and international agencies and programs in population education.
- To enable them to acquire abilities and skills needed to assess a population education programme and also to teach population education as a subject.

UNIT-1: NATURE AND SCOPE OF POPULATION EDUCATION

04 Hours

- 2.1 Background of population education: Meaning, concept, need and importance of population education.
- 2.2 Objectives of population education at Secondary education.
- 2.3 Population education Vis-à-vis family planning, Family life Education.

UNIT-2: POPULATION EDUCATION AND DYNAMICS

04 Hours

- 3.1 Distribution and density, Population composition, age, sex, rural-urban,
- 3.2 World and Indian factors affecting population growth,
- 3.3 Mortality and their implications.

UNIT-3: POPULATION AND QUALITY OF LIFE

03 Hours

- 4.1 Population in relation to socio-economic development,
- 4.2 Health status and services. Food and nutrition.
- 4.3 Population environment, Resources and educational provision in brief.

UNIT-4: APPROACHES AND METHODS

09 Hours

- 1.1 Direct teaching approach, Integrated approach, Curricular and co-curricular approach and innovative approach
- 1.2 Methodology of classroom teaching, value clarification, Self-study, Assignments.
- 1.3 Use of media, organization of activities in brief.

1.4 Working with community in brief.

PRACTICUM/FIELD WORK: (Any One)

05 Hours

Each student-teacher shall undertake one of the following activities and submit report.

- 1 Content analysis of existing textbook to find out the plug points and relevant components of population education.
- 2 Survey of population situation pertaining to a certain locality in respect of population dynamics, population profile and their impact on standards of living.
- 3 Survey of the localities inhabited by the disadvantaged section of the society such as slums etc;
- 4 Creating community awareness about social evils such as superstitions, early marriages etc;
- 5 Organization of debates, discussions, seminar, quiz competitions, dramas, drawing competition exhibition of population related material etc;
- 6 Organization of population education clubs.
- 7 Developing a test on population education.

REFERENCE:

1. Sharma RC Population trends-Resources and Environment A Hand Book on population education
2. NCERT, Population Education: A conceptual approach A Teacher Manual.
3. C. Sheshadri and U.S Madhyastha, Population Education Manual for Teacher Educators, RCE Mysore, 1948.
4. UNESCO, Population Education: A sourcebook on concern, Paris:UNESCO, 1978
5. INESCO, Curriculum Development in Population Education, Bangkok, 1984
6. DSERT, Bangalore, Training Manual in Population Education (for different target groups).

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC8)
PHYSICAL AND HEALTH EDUCATION**

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

- To develop the understanding of the interrelation of Physical Education.
- To understand the national integration through Physical Education and Sports.
- Create awareness on different aspects of health and fitness.
- Develop skills in organizing the physical education programme in schools.
- Understand the nature of injuries and to take care during emergencies and provide first aid.
- Acquire knowledge of common communicable diseases.

UNIT – I HISTORY AND BACKGROUND OF PHYSICAL EDUCATION

06 Hours

- 3.1 Physical Education in Ancient Greece- Sparta and Athens.
- 3.2 Physical Education in Ancient and modern India.
- 3.3 Origin and development of ancient and modern Olympics.

UNIT-2 PHYSICAL EDUCATION

07 Hours

- 1.1 Meaning, definition and scope of Physical Education.
- 1.2 Objectives of Physical Education. Physical Education as an integral part of Education.
- 1.3 Methodology for Teaching Physical Education.
- 1.4 Intramural and Extramural.

UNIT- III HEALTH EDUCATION**07 Hours**

- a. Meaning, Definition, aims and objectives of Health Education.
- b. Healthful school Environment. Medical inspection.
- c. First aid, Prevention and treatment of sports injuries.
- d. Personal hygiene, Communicable Diseases- cholera, Malaria, Diphtheria, Typhoid and Aids.

PRACTICAUM/FIELD WORK:**05Hours**

Every student will be required to write one assignment on any one of the following topics or any other

related topic to be prepared within ten pages:

- 1 Asian Games, Olympic Games.
- 2 CTC, NSS, NCC, Scouts and Guides, National Festivals.
- 3 Rules and regulations of any two games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
- 4 Indian National Flag Code and Conducting.

REFERENCES:

- 2 Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company
- 3 Kilander, H.F., (1971). School Health Education, New York: Mac Millian Company
- 4 Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- 5 Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- 6 Kamlesh. M.L. & Sangral, M.S (1986) Methods in physical Education, Ludhiana : Prakash Brothers
- 7 Kaur, Manjeet, (2003) Health and Physical Education
- 8 Ludhiana: Tendon Publications.
- 9 Singh, Ajmer & Gill, Jagtar Singh and Brar, Racchpal Singh and Bains, Jagdish and Rathee, Nirmaljit Kaur, (2003) Essentials of Physical Education, Ludhiana : Kalyani Publishers.
- 10 Thomas, J.P.: Organisation of Physical Education.
- 11 Kamlesh Sangari : History and Principles of Physical Education.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC9)
VALUE EDUCATION

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

OBJECTIVES:

On completion of this course the students will be able to.

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

UNIT I- INTRODUCTION TO VALUES**4 Hours**

- 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**4 Hours**

- a. Meaning and importance of value education.
- b. Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- c. Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION**4 Hours**

- Family
- Religion
- Educational Institutions
- Communities
- Mass Media (print and Electronic)
- Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS 8 Hours

- 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.

PRACTICUM/FIELD WORK: (ANY ONE)**5 Hours**

- 1 Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
- 2 Organize educational exhibition on any of the following topics:
 - a) Cultural Heritage,
 - b) National Integration
 - c) Secularism
 - d) Family
 - e) Religion

REFERENCES:

- 3 Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon:Krishna Publishing Co.
- 4 Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
- 5 George, J. Andrepoulos and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953). Human Development and Education, New York; Longman's Green & Co.
- 6 Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
- 7 Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
- 8 Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
- 9 Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
- 10 Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; WilfridLaurier,University Press

- 11 Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development
- 12 Human Rights and Indian Values (Vol. 1&2), New Delhi; NationalCouncil for Teacher Education (1999) Self learning Module, NCTE
- 13 Piajet, J. (1948). The Moral Development of the Child, New York; Free Press
- 14 Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill
- 15 PullockBasu, (2010). Universal Decleration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication

I SEMESTER

| Sl.No | Subject and code | Max Marks |
|---|---|--|
| 1 | <ul style="list-style-type: none"> • PEC 1-Knowledge and Curriculum • PEC 2-Psychology of the Learner • PEC 3-Information and Communication Technology | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25 X 03 = 75 |
| 2 | EPC 1-Language Across the Curriculum | Test: 05 Practicum: 05 Total: 10 |
| 3 | Optional Courses | Test: 05 Practicum: 05 Total: 10 |
| 4 | Internship of Two Weeks One week, regular observation of the school activities of regular teacher, their lessons and recording the observations | 10 |
| 5 | Content Analysis of text books and mode of transaction in each pedagogical subject. | 5+5= 10 (5 per pedagogical subject) |
| 6 | Understanding the School system, school calendar, Administration, Admission, Curriculum, School Activities, Acquainting with apex bodies and writing a brief report | 05 |
| 7 | Collecting information/data for the assignments for perspectives and EPC subjects | |
| 8 | College General,subject- wise and internship attendance records | |
| TOTAL Marks for Engagement with field and Internship for the 1st Semester = 120 | | |

**SECOND
SEMESTER**

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PERSPECTIVE IN EDUCATION COURSE (PEC4)
CONTEMPORARY INDIA AND EDUCATION

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:**On completion of this course the students will be able to.**

- 4 Acquire the knowledge of constitutional provisions related to education.
- 5 Get sensitized with issues & challenges in secondary Education.
- 6 The role of Education in national development.
- 7 Develop an Understanding of the brief historical background of Indian Education.
- 8 Develop concern for various social issues & related education to social development.
- 9 To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian Society.

UNIT-1 CONSTITUTIONAL PROVISION FOR EDUCATION IN INDIA. 06 Hours

- a. Educational Article 14,16,17,19,24,25,26,28,29,30.
- b. Directive principles: 45, 48A, 51.
- c. Right to Education Act -2009,
- d. Human rights, Child rights. (A brief study).

UNIT-2 EDUCATIONAL OPPORTUNITIES**08 Hours**

- 2.1 Meaning of equality of Education of opportunities provisions & out comes.
- 2.2 Measures of ensuring equality.
- 2.3 Issues of quality and equity.
- 2.4 Meeting needs of special groups SC/ST/OBC/& Disabled.
- 2.5 Women Education

UNIT-3 EDUCATION & NATIONAL DEVELOPMENT**18 Hours**

A review of Heritage of Education in India (with reference to aims, curriculum, Methods of Teaching, student-teacher relationship)

- a. (i) Education in ancient period. (Vedic & Buddhist)
- (ii) Education in Medieval period (Islamic)
- b. Education during British period an overview of the reformations
- (i) Woods Dispatch
- (ii) Hartag Committee
- c. Evolution of National system of Education: Secondary Education commission (1952).India Education commission (1964-66) (With respect to aims, pattern of education, curriculum, Methods and Teacher) National policy on Education 1986 (with special reference to Navodaya schools, Operation Black board & Teacher Education)
- d. Aims of education as specified by UNESCO-2009. SSA – Its Programmes & implementation, Rashtriya Madhyamika shiksha Abiyana. (RMSA) its objectives & Programmes.

UNIT.4 CURRENT ISSUES OF EDUCATION**08Hours**

- 1.1 Peace Education: Meaning, objectives Role of education in promoting peace.

- 1.2 Liberalization, Privatization, Globalization, & its impact on Education
 1.3 Development of 21st Century skills in Teachers. (Communication Skills, Command on Technology)

PRACTICUM/FIELD WORK: (ANY ONE)**10 Hours**

- 2 A study of educational problem of Navodaya School.
- 3 Conduct a survey on awareness of human right among secondary school students.
- 4 Conduct a study on the implementation of SSA/ RMSA programme.
- 5 Conduct a study on promotion of awareness on environment /NGO"s.
- 6 A survey of problem of SC/ST/Backward/ Minority group of children in the rural &urban area.
- 7 A brief survey of educational status of women from urban &rural area with a small sample.
- 8 A report on great personalities with regard to Peace Education.

REFERENCES:

- 3 Kashinath. H.M. Trends & Innovation in Indian Education.
- 4 Narasaiah M.L. Education & Human rights. Discovery Publishing House New Delhi.
- 5 Education in Indian society-Mohanthy.
- 6 The teacher & Education in emerging Indian society- New Delhi NCERT.1985
- 7 H.V Shivashankar. Shaikshanika. Samasycaglu. Hanjiprakashana. Davanagere.
- 8 N.C.E.R.T (2005) National Curriculum frame work New Delhi.
- 9 Haseen Taj ,Current challenges in Education.,Neelkamal publications pvt., ltd. Hyderabad – 2005
- 10 Bhatia, R. L., & Ahuja, B. N. (2008). Modern Indian Education and its Problem.Delhi: Surjeet Publications.
- 11 ಎಸ್ ಶಿವಯ್ಯ, ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕದೃಷ್ಟಿಕೋನ ಹಾಗೀ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು - ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
- 12 ಎಸ್.ಬಿ. ಯಾದವಾಡ, ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- 13 ಜಿ.ಎನ್ ಅಶೋಕ, ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PERSPECTIVE IN EDUCATION COURSE (PEC5)
LEARNING PROCESS AND MEASUREMENT

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:**On completion of this course the students will be able to.**

- To become aware of different contexts of learning and situate schools as a special environment for learning.
- To gain understanding of theoretical perspectives on learning with a focus on ehaviourist,
- Cognitivist and Constructivist theories and their educational implications.
- To understand about various factors this influences learning by analysing the nature and process of learning.
- To understand the theoretical practical issues and educational concerns over personality development and dynamics of human adjustment.

- Acquire the knowledge about different concepts and techniques of measurement and evaluations.

UNIT I: LEARNING PROCESS**12 Hours**

4.1 Meaning, Characteristics, Learning as a Process, Relationship between Learning and Maturation, Learning curves.

4.2 Perspectives on human learning: - Concepts, Principles, Educational Implications of following learning theory.

- | | | |
|---------------------------|---|---------------------|
| a. Trial – Error learning | } | Approaches |
| b. Classical conditioning | | |
| c. Operant Conditioning | | |
| d. Learning by Insight | } | Behavioristic Views |
| e. Observational learning | | |
| f. Discovery learning | } | Cognitivist Views |

UNIT II: FACTORS INFLUENCING LEARNING**10 Hours**

- Motivation – Meaning, Types – Measures to Motivate Children
- Memory – Meaning, Short Term Memory and Long Term Memory, Factors influencing memory – Methods of memorisation.
- Forgetting – Concept, Causes, Types, Forgetting Curve,
- Transfer of Learning – Concept, Types, Theories (brief), and measures to maximize the transfer.
- Information processing theory – Atkinson – Schifrin, Robert Gagnes Models. Approaches Behavioristic Views, Cognitivist Views

UNIT III:- PERSONALITY AND ADJUSTMENT**8 Hours**

- Personality – Concept, Classification, Factors Influencing.
- Measurement of Personality: Techniques and Process, Projective Techniques.
- Defence Mechanism – Types, Role of Teacher
- Concepts of Mental health and adjustment, Conflicts, Types and Role of Teachers in developing Balanced Personality.
- Gifted and Backward (slow – learners) children – Meaning, Their problems in the classroom. Remedial measures.

UNIT-IV:- PROCESS OF MEASUREMENT AND EVALUATION IN LEARNING 10 Hours

- Concept, Meaning and differences between assessment, Measurement
- Evaluation – Meaning, Types, Process and Product Evaluation. CCE
- Preparation of Frequency distribution table, Graphic representations – Formats.
- Measures of Central Tendency – Meaning Calculations and Uses of Mean, Median, Mode..
- Measures of Variability – Quartile and Standard Deviation – Meaning Calculation and uses.
- Measures of correlation – R D Method, Meaning, Calculation and Uses.

PRACTICUM/FIELD WORK (Any One)**10 Hours**

Student teacher has to undertake ANY TWO of the following experiments/Activities and maintain the records.

- 1 Personality tests
- 2 Memory
- 3 Conditioning of Winking Reflex
- 4 Mirror Drawing Experiment (Bilateral Transfer)
- 5 Calculations of Mean, Median and Mode on any achievement

REFERENCES:

1. Bruner R F (1978) *Psychology applied to teaching*, Boston; Houghton Mifflin.
2. Bower G H and Hilgard E R (1981) *Theories of learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Gagne R.M. (1985) '*The conditions of learning and theory of instruction*' IV edition, New York, Holt, Rinehart and Winston.
4. Lindgren H.C. (1980) '*Educational psychology in the classroom*', New York, Oxford University Press.
5. Dececco '*Psychology of learning and instruction*' – Prentice Hall, New Delhi.
6. Patricia A. Alexander, Phillip H Winne (2006) *Hand Book of Educational Psychology*.
7. Woolfolk A.E. (2009) *Educational psychology* 11th edition, Prentice Hall Publications.
8. Dandapani S. (2005) *Advanced Educational Psychology*, Anmol Publications
9. Chauhan S.S. *Advanced Educational Psychology*.Vikas Publishing House Pvt. Ltd., New Delhi.
10. Mangal S.K. *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
11. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
12. NCERT (2005) *National Curriculum Framework*, New Delhi.
13. Goleman, Daniel, *Emotional Intelligence*, New York.
14. Chintamanikar, *Exceptional Children*, Sterling Publications.
15. Skinner C E (1984) *Educational Psychology*, New Delhi, Prentice Hall.
16. Elizabeth B Hurlock – *Developmental Psychology – a life span approach*, Vth Edition.
17. Panda B.N. *Advanced Educational Psychology*, Discovery Publishing House, New Delhi-2.
18. Somashekhar T.V. *Educational Psychology and Evaluations*, Nirmalaprakashan, Bangalore.
19. Umadevi M.R. – *Advanced Educational Psychology*, SathkruthiPrakashana, Davanagere.
20. John W. Santrock (2006) *Educational Psychology*, Tata McGraw – Hill Edition.
21. Dr.Umadevi (2009) *Educational Psychology*, Sathkruthi Publication.
22. Frank B. Mc Mahon (1990) *Psychology and you*, West Publishing Company.
23. NCTE (2003) *conceptual inputs* NCTE
24. ವಾಸುದೇವಪ್ಪ ಹೆಚ್.ವಿ. (2012) 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ , ಶ್ರೇಯಸ್ ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ.
25. ಗೋವಿಂದರಾವ್ ಎ.ವಿ. ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
26. ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು
27. ಕೊಂಗವಾಡಎನ್.ಬಿ. – ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
28. ಮಹಾಬಲೇಶ್ವರರಾವ್, ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಪೇರಮುಗೆರೆ, ಶೈಂತಜಿ ಪ್ರಕಾಶನ.
29. ದಂಡಪಾನಿಎಸ್. (1998) ಅನು ಮಹಾಬಲೇಶ್ವರರಾವ್ (2000) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
30. ಚಂದ್ರಶೇಖರ್ ಸಿ. ಆರ್. (1996) –ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PERSPECTIVE IN EDUCATION COURSE (PEC6)
INSTRUCTIONAL TECHNOLOGY

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:**On completion of this course the students will be able to.**

1. Acquire the knowledge of concepts like Objectives, Curriculum, Teaching and Communication.
2. Develop an understanding of Taxonomy of educational Objectives, process of Teaching, curriculum construction, principles and methods of Teaching.
3. Acquire the Knowledge of meaning, nature and Scope of educational technology.
4. Understands the concept of approaches to education.
5. Develop skills in formulating Instructional Objectives.
6. Use of appropriate communication Media in classroom.

UNIT 1: EDUCATIONAL OBJECTIVES**8 HOURS**

- 2.1 Educational aims and objectives- concept, difference, Importance of educational objectives, Aims of present Secondary education.
- 2.2 Blooms Taxonomy of educational objectives, Revised Taxonomy [Loren, Anderson's].
- 2.3 NCERT Version of classification of objectives.
- 2.4 Instructional objectives- concepts, criteria of formulating instructional objectives.

UNIT 2: CURRICULUM**8 HOURS**

- 4.1 Meaning, components of curriculum.
- 4.2 Salient Features of National Curriculum Frame work- 2005.
- 4.3 Principles of curriculum content.
- 4.4 Approaches of curriculum organization.
- 4.5 Salient features of constructivism.

UNIT 3: PROCESS OF TEACHING**12 HOURS**

- 1.2. Concept, principles and maxims.
- 1.3. Meaning and importance of communication and teaching as communication.
- 1.4. Core- Teaching skills- skills of introducing a lesson.
1. Skill of writing instructional objectives.
2. Skill of introducing a lesson.
3. Skill of Fluency in Questioning.
4. Skill of Probing Questioning.
5. Skill of Explaining.
6. Skill of Illustrating with examples.
7. Skill of Stimulus Variation.
8. Skill of Reinforcement.
9. Skill of Achieving Closure.
10. Skill of using Black Board.

UNIT 4: STRATEGIES OF TEACHING AND EVALUATION**12 HOURS**

- 1.1. Strategies of teaching- Brainstorming, panel discussion, simulations, Team teaching, seminar, programmed instructions.
- 1.2. Models of teaching- Meaning and classification.
 - Concept Attainment model.
 - Inquiry Training model.

- 1.3. Approaches – Teacher centered, Learner centred.
- 1.4. Meaning and scope of Evaluation.
- 1.5. Continuous and comprehensive Evaluation.
- 1.6. Process evaluation- Formative, Summative, Diagnostic.

PRACTICUM/FIELD WORK: (Any one)

- 3 Prepare a blue print on a lesson using Blooms taxonomy.
- 4 Prepare instructional objectives for at least 10 lessons in any subject of your interest.
- 5 Prepare a curriculum using Dalton Plan in any subject.
- 6 Survey of different school's lesson plan- ICSE, State, and CBSE.
- 7 Conduct a Brain storming session and report the same.
- 8 Conduct a survey on awareness of professional ethics among secondary school teacher.
- 9 List out the material/ human/ community resources available in any of the practicing school and comment on the extent of their utility.
- 10 Visit any one of the secondary school and study the functions of the head master.
- 11 Prepare different types of time table.
- 12 A critical survey of co- curricular activities in a secondary school.
- 13 The College is free to any relevant activity based on the related subject

REFERENCES:

1. Secondary Education Commission Report (1953), Government of India.
2. National Policy on Education 1986, Ministry of Human resources Development, Government of India.
3. National curriculum frame work (2005) for school education (document) NCERT.
4. Mangal S.K – fundamentals of Education Technology.
5. Taba, Hilda – curriculum development: Theory and practice.
6. Bhatia and Bhatia – The Principles and methods of Teaching.
7. Eggen P.D and others o – Strategies for teachers.
8. Bruce Joyce and marshal well – Models of Teaching Dunkin M.J and Biddle B.J – The Study of Teaching.
9. Jangira N.K – Core teaching.
10. Jangira N.K – Core teaching skills.
11. Passi B.K – Becoming Better Teacher: A Microteaching Approach.
12. Dandekar W.N – Evaluation in Secondary School.
13. Gronlund N – Measurement, Evaluation and Teaching.
14. Garrette N.E – Statistics in Psychology and Education.
15. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟನಾಪ್ಪಿ, ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
16. ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ- ಎಂ.ಎಂ ಪಟ್ಟಣಶೆಟ್ಟಿ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
ಕನ್ನಡ

ಅಂಕಗಳು : 75 + 25 = 100

ಬೋಧನಾ ಅವಧಿಗಳು 40+10

ಉದ್ದೇಶಗಳು/ ನಿರೀಕ್ಷೆಗಳು:

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದಲ್ಲ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ

3. ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಅರಿತು, ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಬಳಸುತ್ತಾರೆ.
4. ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿಷಯ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ ಇವುಗಳ ಅಂತರ ಸಂಬಂಧಗಳನ್ನು ಅನುಸರಿಸಿ ಪಾಠಯೋಜನೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತಾರೆ.

5. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ವಿವಿಧ ಉಪಕ್ರಮ ಹಾಗೂ ಮಾದರಿಗಳ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರಿತು, ತರಗತಿಯಲ್ಲಿ ಬಳಸುತ್ತಾರೆ.
6. ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳನ್ನು ರೂಪಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.
7. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಹಾಗೂ ಅವುಗಳ ಬಳಕೆಯ ವಿಧಾನಗಳನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ಘಟಕ - 1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 08

- 2.1 ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯ.
- 2.2 ಸಾಮಾನ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥವಿವರಣೆ.
- 2.3 ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆಯ ನಿಯಮಗಳು/ತತ್ವಗಳು/ನಿರ್ಧಾರಕಗಳು
- 2.4 ಎನ್.ಸಿ.ಇ.ಆರ್.ಟಿ., ನಿಗದಿಪಡಿಸಿದ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಅವುಗಳ ನಿರೀಕ್ಷೆಗಳು.

ಘಟಕ - 2 ಭಾಷಾ ಕಲಿಕೆಯ ಯೋಜನೆಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 08

- 1.1 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪರಿಕಲ್ಪನೆಗಳ ಗುರುತಿಸುವಿಕೆ/ರೂಪಿಸುವಿಕೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆ, ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಗಳ ಅಂತರ್ ಸಂಬಂಧ.
- 1.2 ಪಾಠ ಯೋಜನೆ (ಸಂರಚನಾವಾದದ 5-ಇ, ಪಾಠಯೋಜನೆ) - ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ ಹಾಗೂ ರಚನೆಯ ಹಂತಗಳು.
- 1.3 ಗದ್ಯ ಹಾಗೂ ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.
- 1.4 ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ.

ಘಟಕ - 3. ಭಾಷಾ ಕಲಿಕೆಯ ಉಪಕ್ರಮಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 16

- 1.1 ಬೋಧನಾ ಉಪಕ್ರಮಗಳು - ಅರ್ಥ ಹಾಗೂ ಮಹತ್ವ .
 - 3.1.1. ಸನ್ನಿವೇಶ ಆಧಾರಿತ ಉಪಕ್ರಮ (ಪ್ರಾಣಿಜೀವಿಶಾಸ್ತ್ರಜ್ಞರ ಅಭಿಪ್ರಾಯ)
 - 3.1.2. ಸಂರಚನಾತ್ಮಕ ಉಪಕ್ರಮ (ಅಭಿವಿವರಣಾತ್ಮಕ ಅಭಿಪ್ರಾಯ)
 - 3.1.3. ಪ್ರಶ್ನೋತ್ತರ ಉಪಕ್ರಮ (ಕಿಣ್ವಾತ್ಮಕ ಚಿಟಿಚಿಟಿ ಅಭಿಪ್ರಾಯ)
 - 3.1.4. ಅನುಗಮ-ನಿಗಮನ ಉಪಕ್ರಮ (ವಿವರಣಾತ್ಮಕ - ಅಭಿಪ್ರಾಯ)
 - 3.1.5. ಯೋಜನಾ ವಿಧಾನ (ಪರಿಶೀಲನಾ ವಿಧಾನ) - ಈ ಎಲ್ಲಾ ಬೋಧನಾ ಉಪಕ್ರಮಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಗುಣಲಕ್ಷಣಗಳು.
- 1.2 ಬೋಧನಾ ಮಾದರಿಗಳು/ನಮೂನೆಗಳು - ಅರ್ಥ ಹಾಗೂ ಹಂತಗಳು.
 - 4.1.1 ಮುಂಸಂಘಟನೆ ಮಾದರಿ (ಒಬ್ಬನೊಬ್ಬನ ಅಭಿಪ್ರಾಯ)
 - 4.1.2 ಸೃಜನಶೀಲ ಮಾದರಿ (ಅಭಿವಿವರಣಾತ್ಮಕ ಅಭಿಪ್ರಾಯ)
 - 4.1.3 ಪರಿಕಲ್ಪನಾ ನಾಧನೆಯ ಮಾದರಿ (ಅಭಿವಿವರಣಾತ್ಮಕ ಅಭಿಪ್ರಾಯ)
- 1.3 ಪದ ಸಂಪತ್ತು : ಅರ್ಥ, ವಿಧಗಳು, ಪದ ಕಲಿಕೆಯ ಏಳು ಅಂಶಗಳು (1. ಉಚ್ಚಾರಣೆ 2. ಕಾಗುಣಿತ 3. ವ್ಯಾಕರಣ ವಿಶೇಷ 4. ಪದರಚನೆ {ಪದ+ಪದ, ಪ್ರಕೃತಿ+ಪ್ರತ್ಯಯ, ಉಪಸರ್ಗ+ಪ್ರಕೃತಿ} 5. ಪದನಿಷ್ಪತ್ತಿ 6. ಅರ್ಥ {ಸಮನಾರ್ಥ, ನಾನಾರ್ಥ, ವಿರುದ್ಧಾರ್ಥ} 7. ಬಳಕೆ {ವಾಚ್ಯಾರ್ಥ, ಲಕ್ಷಣಾರ್ಥ ಮತ್ತು ವ್ಯಂಗ್ಯಾರ್ಥ})

ಘಟಕ - 4. ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ಸಂಪನ್ಮೂಲಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 08

- 2.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 2.2 ನಿಘಂಟು - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ನಿಘಂಟುಗಳು
- 2.3 ವಿಶ್ವಕೋಶ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ವಿಶ್ವಕೋಶಗಳು
- 2.4 ಕಾರ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ರಚನೆ.
- 2.5 ವೃತ್ತಪತ್ರಿಕೆಗಳು ಹಾಗೂ ಬಾನುಲ ಕಾರ್ಯಕ್ರಮಗಳು
- 2.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ವಿನ್ಯಾಸ, ಕಾರ್ಯವಿಧಾನ, ಮಹತ್ವ ಹಾಗೂ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಭಾಷಾ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸಿ, ಅಳವಡಿಸುವುದು.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

- 3 ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಉಪಕ್ರಮಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಬಗೆಯನ್ನು ಆಧಾರ ಸಹಿತ ವಿವರಿಸುವುದು.
- 4 ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳನ್ನು ವಿವರಿಸಿ, ಪ್ರತಿ ಮಾದರಿಯಲ್ಲಿ ಕನಿಷ್ಠ 10 ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುವುದು.
- 5 ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ವಿಶ್ಲೇಷಿಸುವುದು.
- 6 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಕ್ಕೆ ಕಾರ್ಯಪುಸ್ತಕವನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
- 7 ಕನ್ನಡದ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ರೇಡಿಯೋ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
- 8 ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟನ್ನು ರಚಿಸುವುದು.
- 9 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಅದರ ಕಾರ್ಯವಿಧಾನಗಳನ್ನು ಅರಿತು ವರದಿ ಮಾಡುವುದು.
- 10 ಭಾಷೆಯ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪತ್ರಿಕೆ ಹಾಗೂ ನಿಯತಕಾಲಿಕಗಳಲ್ಲಿನ ಮಾಹಿತಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವಿಶ್ಲೇಷಿಸುವುದು.
(ದ್ವಿತೀಯ ಅವಧಿಯ ಪಠ್ಯಕ್ರಮಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

ಪರಾಮರ್ಶನ ಪುಸ್ತಕಗಳು

- 3 ಅನಂತರಾಮ ರಾ., (1989) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಚೇತನ ಬುಕ್‌ಹೌಸ್, ನಾರಾಯಣಶಾಸ್ತ್ರಿ ರಸ್ತೆ, ಮೈಸೂರು-24.
- 4 ಅನಸೂಯಾ ವಿ.ಪರಗಿ., (2007) 'ಮಾತೃಭಾಷೆ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ' ವಿವೇಕಾ ಪ್ರಕಾಶನ, ಪುರಸಭಾ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ -01. ಕೋಲಾರ ಜಿಲ್ಲೆ.
- 5 ಓಬಳೇಶ ಘಟ್ಟ., (2000), 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ಟೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಗದಗ-582101.
- 6 ಕೃಷ್ಣ ಸಿ.,(1984) 'ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ' ಗೀತಾ ಪುಸ್ತಕಾಲಯ, ಕೆ.ಆರ್. ವೃತ್ತ, ಮೈಸೂರು-57001.
- 7 ಕೊಂಗವಾಡ ಎನ್. ಬಿ., (2005) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ಟೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಗದಗ-582101.
- 8 ಕೃಷ್ಣಪ್ಪ ಎಸ್. (1983), 'ಕನ್ನಡ ಬೋಧನೆ' ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
- 9 ನಾರಾಯಣ ಕೆ.ವಿ., (ಸಂ), (2000) 'ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಶ್ವಕೋಶ : 1 ಭಾಷೆ' ನಿರ್ದೇಶಕರು, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ-583276.
- 10 ಪಟ್ಟೇದ ಎಲ್.ಬಿ., (2008), 'ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ಟೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಗದಗ-582101.
- 11 ಮಹಾಬಲೇಶ್ವರ ರಾವ್., (1990) 'ಕನ್ನಡ ಬೋಧನೆ ಹಲವು ವಿಚಾರಗಳು' ಹಳೆ ವಿದ್ಯಾರ್ಥಿ ಸಂಘ, ಡಾ.ಆ.ಎಂ.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಉಡುಪಿ-2
- 12 ಮಲ್ಲಿಕಾರ್ಜುನ ಭ. ಮತ್ತು ಯದುರಾಜನ್ ಎಸ್.ಎಸ್., (2000) 'ನಿರಂತರ' ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮಾನಸ ಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
- 13 ರಮಣ ಬಿ.ವಿ., (1998) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಪಂಜರ್ ಪೇಟೆ, ವಿರಾಜಪೇಟೆ-571218. ಕೊಡಗು.
- 14 ವೀರಭದ್ರಪ್ಪ ಬಿ.ಬಿ., (1978), 'ದ್ವಿತೀಯ ಭಾಷಾ ಬೋಧನೆ' ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು-570006.
- 15 ವಿಲ್ಯಂ ಮಾಡ್ಲೆ., (1975) 'ಅನ್ಯ ಭಾಷಾ ಬೋಧನೆ' ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ, ಪಠ್ಯಪುಸ್ತಕ ನಿರ್ದೇಶನಾಲಯ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಧಾರವಾಡ.
- 16 Abha Rani Bisht., (1986) 'Teaching English in India' Vinod Pustak Mandir' Dr. Rangeya Raghava Marg, Agra -2.
- 17 Joyce, Bruce and Weil Marsha, (1980) 'Models of Teaching' Englewood Cliffs, Prentice Hall Inc., New Jersey.
- 18 Mangal S.K. (2001) 'Foundations of Educational Technology' Tandon Publications, 546, Books Market, Ludhiana-141008.
- 19 Shaik Mowla., (2001) 'Techniques of teaching English' Neelkamal Publications Pvt. Ltd, Sultan bazar, Hyderabad-500 095.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
ENGLISH

Marks 75+25=100

Total teaching Hours : 40+10

Objectives- on the completion of the course, the student-teacher:

- 2 Acquires knowledge of the nature, structure and components of English language.
- 3 Appreciates the role of English in India as a second language and library language.
- 4 Formulates instructional objectives in terms of observable terminal behaviours of learners
- 5 Develops an awareness of concern for listening, speaking, reading and writing skills
- 6 Learns responsibilities of an English teacher in school community
- 7 Designs lessons plans for teaching of prose, poetry of vocabulary
- 8 Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.,

UNIT – 1: POSITION OF ENGLISH IN INDIA AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE**10 Hours**

- 4.1 English as a colonial language, English as a language of knowledge, Importance of English language in global context, Understanding language “disability” and the language teacher’s role in dealing with it.
- 4.2 Policies and recommendations of NPE (1986) and NCF-2005 about the position of English language in India
- 4.3 Aims and specific objectives of teaching English
- 4.4 Distinction between first language and second language (L2) learning.

UNIT – 2: ACQUISITION OF LANGUAGE SKILLS**12 Hours**

- a. Listening: Sub skills of listening, importance of listening in English, approaches to develop aural-oral skill, Materials and resources for developing the listening skill.
- b. Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- c. Reading: Sub skills of reading (skimming, scanning), importance of oral and silent reading in English, Intensive, extensive reading, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopedia etc.,
- d. Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting.

UNIT – 3: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE**08 Hours**

- A. Bilingual Approach, meaning, principle and procedure.
- B. Direct Approach-meaning and Principle and procedure

- C. Structural Approach- meaning and principles, selection and gradation of structures, ways of teaching structures.
- D. Situational Approach - Meaning and principles, ways of creating situation.
- E. Communicative Approach- meaning and principles, procedures followed in communicative approach.
- F. Constructive Approach its meaning and procedure.
- G. Inductive – Deductive Approach: Meaning, Principle and Procedure

UNIT – 4: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING

ENGLISH

10 Hours

- 1.1. **Teaching of prose**-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning (Lesson Planning Based on CCE 5Es)
- 1.2. **Teaching of poetry**-objectives, ways and approaches of teaching of poetry, steps in lesson planning. (Lesson Planning Based on CCE 5Es)
- 1.3. **Teaching of vocabulary**- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 1.4. **Teaching of Grammar**: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

PRACTICUM/FIELD WORK :(ANY ONE)

10 Hours

- 1. Exercises to enrich vocabulary among secondary students.
- 2. Innovative lesson plans for the teaching of prose, poetry and composition.
- 3. Biographies of English Poets and writers.
- 4. Critical analysis of any one of the poem or essay of a great poet or writer.
- 5. Studying the problems of English teachers through interview or brief survey
- 6. Any other relevant activity based on the content.

REFERENCE:

- 3 Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988.
- 4 Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
- 5 Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
- 6 Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
- 7 Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
- 8 Harris: Testing English, Tata McGraw Hill, Bombay, 1974
- 9 Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
- 10 Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL,Oxford University press, 1987.
- 11 Menon & Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
- 12 Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
- 13 Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
- 14 Sharma K.L.: Methods & Principles of teaching English.
- 15 Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)

- 16 Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
- 17 Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
- 18 Allen. Teaching English Language as a Second Language Mc Graw hill
- 19 N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.
- 20 V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.
- 21 Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
- 22 Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
- 23 Menon & Patel, Educational Evaluation.
- 24 K Venugopal Rao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
- 25 Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
- 26 Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
HINDI

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

Objectives:

On completion of this course the students will be able to

1. Understand the importance and place of Urdu in School curriculum.
2. Understand the aims and objectives of teaching Urdu in Secondary Schools.
3. Select methods, diaries and techniques of Hindi teaching.
4. Use variety of learning experiences and instructional materials while teaching Hindi.
5. Understand planning and organization of teaching Hindi.
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM PART-A

10 HOURS

- 1.1 Importance of Hindi in school Curriculum.
- 1.2 Concept and nature of the Hindi.
- 1.3 Place and History of Hindi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language – Medium of instruction and link language.

PART-B

- 1.6 Aims and general objectives of teaching Hindi at secondary level..
- 1.7 Instructional objectives of teaching Hindi with their specification.
- 1.8 Developing of language skills.
 - 1.8.1 Auditory
 - 1.8.2 Speaking
 - 1.8.3 Reading
 - 1.8.4 Writing.

1.9 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI.

10 HOURS

PART-A

- Maxims of teaching.
- Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- Questioning, Narration, Dramatization, Explanation etc.

PART-B

- Lecture method, Discussion, inductive, Deductive methods.
- Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES.

10 HOURS

- 1.1 Lesson planning: - Concept, construction and administration.
- 1.2 Unit plan & Unit test – concept construction & administration.
- 1.3 Micro Teaching.
- 1.4 Resource Unit.

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES.

10 HOURS

- 3.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- 3.2 Language, laboratory,
- 3.3 Different Co – Curricular activities which promote learning language.
- 3.4 Use of Computer in Hindi Teaching.

PRACTICUM/FIELD WORK (Any one):

10 HOURS

- 4 Exercises to enrich vocabulary among secondary students.
- 5 Innovative lesson plans for the teaching of prose, poetry and composition.
- 6 Biographies of Hindi Poets and writers.
- 7 Critical analysis of any one of the poem or essay of a great poet or writer.
- 8 Studying the problems of Hindi teachers through interview or brief survey.
- 9 Any other relevant activity based on the subject.

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco: H.Freeman and Company.
1. and Company.
2. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
3. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
4. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
5. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
6. Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.

7. Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
8. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
9. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The
10. Open University.
11. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
12. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
13. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
14. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
15. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
16. Narang, Bhatia. (1995). AdhunikShikshanVidhiyam.Ludhiyana: Prakash Brothers Publishing.
17. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. TiwariBholanadh.(2006). RajbhashaHindi.NewDelhi: Prabhat Publication.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
URDU

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

Objectives: Upon Completion of the student –teacher will be able to:

- Understand the importance and place of Urdu in School curriculum.
- Understand the aims and objectives of teaching Urdu in Secondary Schools.
- Select methods, diaries and techniques of Urdu teaching.
- Use variety of learning experiences and instructional materials while teaching Urdu.
- Understand planning and organization of teaching Urdu.
- To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT I- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM

PART-A:-

12 HOURS

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language – Medium of instruction and link language.

PART-B:-

- 1.6 Aims and general objectives of teaching Urdu at secondary level..
- 1.7 Instructional objectives of teaching Urdu with their specification.
- 1.8 Developing of language skills.
 - a. Auditory

- b. Speaking
- c. Reading
- d. Writing.

1.9 Role of Urdu as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU.

10 HOURS

PART-A:-

- 2.1 Maxims of teaching.
- 2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Questioning, Narration, Dramatization, Explanation etc.

PART-B:-

- 2.4 Lecture method, Discussion, inductive, Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES

9 HOURS

- 2.1 Lesson planning: - Concept, construction and administration.
- 2.2 Unit plan & Unit test – concept construction & administration.
- 2.3 Micro Teaching.
- 2.4 Resource Unit.

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES

9 HOURS

- 3.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- 3.2 Language, laboratory,
- 3.3 Different Co – Curricular activities which promote learning language.
- 3.4 Use of Computer in Urdu Teaching.

PRACTICAL ACTIVITIES :(ANY ONE)

10 HOURS

- 1. Exercises to enrich vocabulary among secondary students.
- 2. Innovative lesson plans for the teaching of prose, poetry and composition.
- 3. Biographies of Urdu Poets and writers.
- 4. Critical analysis of any one of the poem or essay of a great poet or writer.
- 5. Studying the problems of Urdu teachers through interview or brief survey.
- 6. Any other relevant activity based on the content.

REFERENCES:

- 1. Akhtar Hussain Akhtar, *Urdu Ki Tadrīs*
- 2. Allabaksh Shaikh, *Urdu Ki Tadrīs*
- 3. Alka Ahuja, *Teacher Education*, New Delhi; Mittal Publication
- 4. Arun Athreya, *A Text Book of Teacher Education*, New Delhi; Dominant Publishers and Dest Exhibitags Ram, S., *Current Issues in Teacher Education*, New Delhi; Sarup & Sons

SOCIAL SCIENCE

Marks 75+25=100

Total teaching Hours : 40+10

Objectives: The Student Teacher will able to,

1. Explain the Meaning and Nature of Social Science
2. Elucidate Social Science as both a Science and as an Art
3. List out the Aims, Objectives and Values of Social Science
4. Define Instructional Objectives
5. Understanding the importance of creating learning experiences based on various approaches and methods of teaching social science.
6. Develop necessary skills in the application of Methods and Techniques in the Classroom
7. Acquire skill in planning Lessons in Social Science

UNIT – I: NATURE OF SOCIAL SCIENCE**12 Hours**

- 4.1 Meaning, Nature and Scope of Social Science
- 4.2 Social Science as a Science and an Art
- 4.3 Different aspects of Social Science (Social, Economic, Cultural, Religious and Political)
- 4.4 Distinguishing between Social Science and Social Studies
- 4.5 Place of Social Science in Higher Primary, Secondary and Higher Secondary School level.
- 4.6 Disciplines of Social Science (With brief Introduction)
- 4.7 Advantages of Interdisciplinary linkages.

UNIT – II : AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE**8 Hours**

1. Aims of Teaching Social Science in relation to History, Civics, Political Science, Geography, Economics, Sociology and Commerce.
2. Objectives of Teaching Social Science
3. Instructional objectives of teaching Social Science (Knowledge, Understanding, Application, Skill, Attitude, Interest, Critical Thinking) Analysis of these objectives in terms of specific behaviors of learners)
4. Inculcate of Values in teaching Social Science

UNIT – III: APPROACHES OF TEACHING SOCIAL SCIENCE:**12 Hours**

- a. Approaches, Methods, Strategies & Techniques in teaching of Social Science and their differences.
- b. Methods of teaching Social Science: Source, Biographical, Discussion, Project, Problem solving, Survey, Observation, Comparative & Demonstration.
- c. Models of teaching: Inquiry training, Value attainment, Jurisprudential.
- d. Techniques: Cultivation Of Time and Space Sense, Dramatization, Excursion, Field trips, Programmed instruction, Role play,
- e. Constructivist learning strategies in teaching Social Science.

UNIT – IV: ESSENTIAL SOURCES IN TEACHING SOCIAL SCIENCE**8 Hours**

- a. Lesson plan
- b. Text Book:
 1. Importance of Text Books in the teaching of Social Science
 2. Objectives of Social Science Text Book

3. Characteristics of a good Social Science Text Book
4. Critical review of present secondary school Social Science Text books at various Levels
- c. Need for Hand Book for the Teacher and Work Book for the Learner
- d. Uses of ICT in Teaching Social Science

PRACTICUM:**10 Hours**

- 1 Preparation of Maps, time lines, Charts and arranging ,exhibits
- 2 Group activities to discuss and (prepare) objectives related to various units
- 3 Designing instructional events including diverse learners and children with disabilities
- 4 Practice preparation of lesson plans for practice teaching and internship
- 5 Group discussion and presentations regarding various approaches to teach various units and sub-units
- 6 Interviews and interactions with persons in the field and Report.
- 7 Organizing a Field trip to a place of Historical/political interest.
- 8 Visit local Historical places and prepare a report.
- 9 Study of local history of a place.
- 10 Critical review of a text books of standard 8th and 9th.
- 11 Prepare Report on Present Social Science Hand Book.

NOTE : The college is to free to introduce any other relevant and useful activity related to the subject.

REFERENCES:

- 2 Agarwal J.C: Teaching of Social Studies, fourth addition, vikasa publishing house(2006), New Delhi.
- 3 Arora K.L: Teaching of History.
- 4 B.N. Dash and Dr. I.V. Radhakrishna Murthy: Methods of Teaching Social Studies.
- 5 Biranchi Narayana Dash: Teaching of History, Neelkamal Publications PVT Ltd, Hyderabad.
- 6 Four Authours- Teaching History made easy 2007, Doaba house, New Delhi.
- 7 Ghate V.D:The Teaching of History.
- 8 Ghosh K.D: Creative teaching of History.
- 9 Johnson Henry: Teaching of History.
- 10 M. A. Khan: Teaching Social Studies in Secondary Schools, Common wealth Publishers, New Delhi.
- 11 NCERT Evaluation in Social studies.
- 12 Roddannavar: Methodology of teaching History & Civics.
- 13 Shaida B.D & Sshib Singh: Teaching of History.
- 14 Singh R.P: Teaching of History, R lal book depot, Meerut(UP) 2007
- 15 Timmareddy. K: Teaching of History & civics.
- 16 Vajreshwari. R: A hand book for History teacher.
- 17 Veena kumari & Digumathi Bankar Rao: Method of Social Science, Discovery publishing house, Delhi.
- 18 ಹೆಗಡೆ.,ಎಂ. ಎನ್. ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1ಮತ್ತು2)
- 19 ಕೊಂಗವಾಡ, ಎನ್.ಬಿ. ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
- 20 ಮೂರ್ತಿ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
- 21 ಶಂಕರಗೌಡ. ಎನ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
- 22 ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
- 23 ತಿಮ್ಮಾರ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.

24 ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
BIOLOGY

Marks 75+25=100

Total teaching Hours : 40+10

Objectives:

- On completion of course the student teacher will be able to -
- 3 To develop the skill of setting and maintaining biology laboratory.
 - 4 Use advanced and creative techniques, learning aids and improvised apparatus in their Biology lessons in secondary schools.
 - 5 Plan and execute various curricular and co – curricular activities related to teaching of biological science.
 - 6 Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
 - 7 Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT –I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

08 Hours

- 4.1 Meaning and Nature of Biology- History of Biology and new developments.
- 4.2 Interdisciplinary linkages, biological science and society
- 4.3 Contributions of Indian biologists-ancient Biologist and Modern Biologists. (Ancient Biologist -Aacharya, Sushrutha, Charaka, Parashara.) (Modern Biologists, Sir J.C. Bose, Dr. Haragobinda Khorana, Dr. P. Maheshwari, Dr.Swaminathan.. Dr.BGL Swamy.)

UNIT II- OBJECTIVES AND VALUES OF TEACHING BIOLOGICAL SCIENCE

09 Hours

- 1.1 General Objectives of teaching Biological Science at the secondary school level.
- 1.2 Values of teaching Biology, intellectual, utilitarian, disciplinary. Vocational and cultural. acquire the skills to understand the methods and process that leads to exploration.
- 1.3 Instructional Objectives: writing instructional objectives in terms of observable terminal behaviours of Learners. Classifying them in to categories like knowledge, understanding, application, skill, attitudes and appreciation.

UNIT III- PLANNING FOR TEACHING BIOLOGICAL SCIENCE

10 Hours

- Meaning, Importance format and steps in the preparation of Lesson Plan
- Planning and use of ICT and CCE Based Lesson Plans.
- UnitPlan and Resource Unit: Meaning, Components, Steps and Importance.

UNIT IV: METHODS AND APPROACHES OF TEACHING OF BIOLOGICAL SCIENCE.

12 Hours

- 1.1 Criteria for selection of Method / Approaches (level of class, strength, time, subject.....)

- 1.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 1.3 Methods- Teacher centred - Lecture cum demonstration. Learner centred - Laboratory, Project and Problem solving.
- 1.4 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 1.5 Other activities – Seminar, Symposium, Workshop, Panel discussion, Team Teaching.

PRACTICUM:**10 Hours**

- 2 Writing five instructional objectives for each specifications(K,U, A and S)
- 3 Making charts, improvised apparatus and models.
- 4 Preparation of laboratory instruction cards.
- 5 Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
- 6 Preparation of unit test for a unit in Biology.
- 7 Designing and carrying out of any one simple investigation of Biology.

REFERENCES:

- Bremmer, Jean (1967): Teaching Biology, Macmillan, London.
- Dastgir, Ghulam (1980): Science Ki Tadress, Translation of Sharma and Sharma
- Green, T.C. (1967): The Teaching and Learning Biology, Allman & Sons, London.
- Gupta, V.K. (1994): Life Sciences Education Today. Arun Publishing House Pvt.Ltd. SCO 49-51, Sector 17-C, Chandigarh.
- Gupta, V.K. (1995): Reading in Science and Mathematics Education, Associated Publishers, Ambala Cantt.
- Gupta, V.K. (1995): Teaching and Learning of Science and Technology, Vikas
- Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent
- Heller, R. (1967): New Trends in Biology Teaching, UNESCO, Paris.
- Miller, David, F. (1963): Methods and Materials for Teaching the Biological Sciences, McGraw Hill, New York.
- Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt.
- NCERT (1969): Improving Instructions in Biology, New Delhi.
- Novak, J.P. (1970): The Improvement of biology Teaching.
- Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern School, John Murry, London Publishing House, New Delhi.
- Ravi Kumar S.K.: Teaching of Bilogy, Jaipur: Mangal Deep Publications.
- Sharma B.M. and Sharma A.S.: Encyclopedia of Education in 21st Century Science – Education, Volume – 8, New Delhi: Commonwealth Publication.
- Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
- Shukla, C.S.: Biology Teaching, Meerut: International Publishing House.
- Siddiqui Najma N. and Siddiqui M: Teaching of Science Today and Tomorrow, Delhi: Doaba House.
- Teaching of Sc., Tarakki Urdu Board, New Delhi.
- Thurber, Walter (1964): Teaching of Science in Today's Secondary Schools, Prentice Hall, New Delhi.
- Vaidya N.: Science teaching for the 21st century, New Delhi: Deep and Deep
- Vaidya, N. (1971): The Impact of Science Teaching, Oxford and IB+I Publication Co., New Delhi.
- Vaidya, N.: The Impact Science Teaching, New Delhi: Oxford & IBH Publishing.
- Voss, Burton F.A. & Bren, S.B.: Biology as Inquiry, A Book of Teaching Methods.

- Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B.Saunders Company, London.
- Yadav K. : Teaching of Life Science, New Delhi: Anmol Publications. 33. Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: Dominant Publications.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT (PSS1A/2A)
PHYSICS

Marks: 75+25=100

40+10

Total Teaching Hours:

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

- 3 Understand the nature and, scope of physics
- 4 Understand the values of teaching Physics
- 5 Understand the skill of writing instructional objectives.
- 6 Prepare objectives , ICT , and CCE based lesson plan,
- 7 Prepare unit plan and Resource unit
- 8 Understand the selection of various methods and models of teaching to teach different topics of physics.
- 9 Identify different curricula in Physics

UNIT-I: NATURE AND SCOPE OF TEACHING PHYSICS**10 Hours**

- 1.1 Meaning , Nature and Scope of Physics –
- 1.2 Physics as process and product , and verifiable body of knowledge
- 1.3 Scientific method – meaning – steps.
- 1.4 Scientific attitude – meaning – characteristics of an individual with scientific attitude –role of teacher in developing scientific attitude among the students.
- 1.5 Contribution of scientists to the field of physics.

UNIT II- AIMS AND OBJECTIVES OF TEACHING PHYSICS**8 Hours**

- 2.1 Values of teaching physics
- 2.2 Educational objectives of teaching physics: Meaning classification of objectives based on NCERT version
- 2.3 Instructional Objectives: Meaning -categorizing the objectives in terms of Behavioural terms Under the category of knowledge, understanding, Application, skill, attitude, interest & appreciation etc.

UNIT III - PLANNING AND ORGANIZATION OF LESSON TO TEACH PHYSICS**09 Hours**

- 3.1 Lesson plan: meaning, importance and steps and format of macro lesson plans.
- 3.2 ICT and CCE based lesson plan: Importance and format of plan
- 3.3 Unit Plan: meaning, importance, steps and format.
- 3.4 Resource Unit: meaning and importance, steps and format

UNIT IV - APPROACHES AND METHODS OF TEACHING PHYSICS- 12 Hours

- 4.1 Teacher centred and learner centered approach.
- 4.2 Teacher centred approach: Lecture method, Lecture cum Demonstration.
- 4.3 Learner centered approach: Project methods heuristic method, inductive method and Deductive method, programmed instruction
- 4.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).
- 4.5 Models of teaching: Suchmann's inquiry training model and Bruner's concept attainment model.

PRACTICUM/FIELD WORK 10 Hours

- 1 Preparing a report on use of physics day today life.
- 2 Identifying and writing all possible instructional objectives on any topic of physics.
- 3 Preparation of programmed instruction learning material.
- 4 Preparing a lesson plans based on objectives, ICT and CCE.
- 5 Preparation of unit test in physics
- 6 The college is free to introduce any other relevant and useful activity related to CCM physics.

REFERENCES:

- 2 Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation*
- 3 *Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
- 4 Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
- 5 Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
- 6 Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
- 7 Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
- 8 Craig (1958) *Science for the Elementary School Teacher*, Ginn & Co., New York
- 9 Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- 10 Fensham P. J. et al., (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
- 11 Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
- 12 Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- 13 Jacobson, David et al., (1985) *Methods for Teaching: A Skills Approach*. Charles, E. Merrill Publishing Co., Columbus.
- 14 Jennings Terry (1987) *The Young Scientist Investigator*. The Teacher Manual of Oxford University Press.
- 15 Joseph-Bradwin, et al. (1998) *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood.
- 16 Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
- 17 Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
- 18 Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
- 19 Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard University Press, Cambridge.
- 20 Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi .

- 21 Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part - I Part - II*, Arya Book Depot : New Delhi.
- 22 Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi. *The Importance of Art Activities for Science Teaching: A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- 23 UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
- 24 UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
- 25 Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Today's Secondary Schools*, New Delhi, Prentice Hall

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
MATHEMATICS

Marks : 75+25 = 100

Total Teaching Hours : 40+10

Objectives:

On completion of course the student teacher will be able to -

- 3 Identify the concepts, definitions, propositions, axioms, generalizations, relations, structures, problems etc., of the secondary school mathematics.
- 4 Understand the nature, structure, scope and relations with other disciplines.
- 5 Understand the aims and objectives of teaching mathematics.
- 6 Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
- 7 Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication.

UNIT1: MEANING, NATURE AND SCOPE OF MATHEMATICS

8 Hours

4.1 Meaning and definition of mathematics.

4.2 Nature of mathematics- Mathematics as a language, mathematics as a science of number, science of logical thinking, and interpreter of physical phenomenon.

4.3 Scope of mathematics: - Mathematics in day to day life, various fields, different vocations.

4.4 Relationship with school subjects and other disciplines.

UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

10 Hours

1. Aims/ Values - Meaning and importance practical (utilitarian, preparatory) disciplinary, cultural, Recreational, /aesthetic values.
2. Objectives of teaching mathematics- knowledge understanding, application, skill, interest, attitude, appreciation.(NCERT version)
3. Formulation of instructional objectives in behavioural terms (criteria wise)

UNIT-3:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.**10 Hours**

- a. Lesson plan- meaning, importance, steps, and format
- b. Unit plan- meaning steps, format
- c. Resource unit meaning, steps, format
- d. Year plan- meaning, principles, and format.

UNIT-4:- METHODS AND APPROACHES OF TEACHING MATHEMATICS**12 Hours**

- Learner centred approaches – inductive, deductive, analytic, synthetic, laboratory method.
- Activity centred approaches – Heuristic approach, project method, programmed instruction.
- Devices in teaching Mathematics- oral work written work, drill work and review.
- Models of teaching – Suchmann’s enquiry training models - Bruner’s concept attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)**10 Hours**

- 1.1 Critically study of mathematics text book of 8th or 9th standard.
- 1.2 Preparation of diagnostic test in mathematics.
- 1.3 Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
- 1.4 Preparing a report of different activities of science club.
- 1.5 Preparation of workbook for 1 or 2 units.
- 1.6 Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
- 1.7 Identification of concepts, operational steps, graphs, figures, shapes and their properties of secondary school mathematics
- 1.8 The college is free to introduce any other relevant activities.

REFERENCES

- 2 Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
- 3 Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan, London.
- 4 Bell, E.T. (1965): Men of Mathematics I & II, Penguin.
- 5 Biggs, E.E. & Maclean James, R. (1969): Freedom to Learn, Addison Wesley, Canada.
- 6 Butler and Wren (1951): Teaching of Secondary Mathematics, McGraw Hill Book, Co., New York.
- 7 Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
- 8 Davis D.R. (1951): The Teaching of Mathematics, Addison Wesley Press, London.
- 9 Dolclani B.F. (1972): Modern School Mathematics-Structure and Method.
- 10 Henderson, K et.al (1975) Dynamics of Teaching Secondary Mathematics, London Houghton Mifflin
- 11 Jantli R, T, (2000) Subhodha Ganitha Bodhane, Vidyanidhi Prakashana Gadag.
- 12 Kapoor J N (1989) – Fascinating world of Mathematics New Delhi-
- 13 Land, Frank (1975): The Language of Mathematics, John Surrey, London.

- 14 London Mathematics Association: Report on the Teaching of Arithmetic, Algebra & Geometry, B. Bell & Sons.
- 15 Mangal S.K (1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
- 16 McIntosh, Jerry A. (1971): Perspective on Secondary Mathematics Education, Prentice Hall, New Jersey.
- 17 16. Nicholad, Eugene, D. & Swain Robert, L.: Mathematics for Elementary School Teachers, Holt Rinehart & Winston, New York.
- 18 NSSE (1970): Mathematics Education, NSSE, Chicago.
- 19 Riuedesel, C. Alan (1967): Guiding Discovery in Elementary Mathematics, John Wiley & Sons, New York.
- 20 Schaff, William L. (1965): Basic Concepts of Elementary Mathematics, John Wiley & Sons, New York.
- 21 Schonnel, F.F. & Schonnel, F.J. (1965): Diagnostic and Remedial teaching in Arithmetic, Liver and Boyd, London.
- 22 School's Council (1972): Mathematics in Primary Schools-Curricular in Bulletin, H.M.S.O., London.
- 23 Sidhu, K.S.: The Teaching of Modern Mathematics, Sterling Publishers, New Delhi.
- 24 Vigilante, Nicholas (1969): Mathematics in Elementary Education, MacMillan, London.
- 25 Vilenkin, N.Y. (1968): Stories about Sets, Academic Press, New York.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
CHEMISTRY

Marks : 75+25 = 100

Total Teaching Hours : 40+10

Objectives:

- On completion of course the student teacher will be able to -
- 3 Acquire knowledge about the nature & scope of chemistry
 - 4 know the basic branches and their inter- relationship with other science subjects, and
 - 5 Acquire the knowledge of modern trends in chemistry
 - 6 Understand the objectives & values of teaching chemistry in secondary schools.
 - 7 Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
 - 8 Maintaining laboratory.
 - 9 Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
 - 10 Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- NATURE AND SCOPE OF CHEMISTRY

8 HOURS

- 1.1 Meaning and nature of chemistry- inter relationship with other branches of chemistry as well as other sciences.
- 1.2 Scope of teaching chemistry with special reference to Agriculture, Industry and Medicine.
- 1.3 Contribution of Indian scientists in the field of chemistry.

UNIT: II- OBJECTIVES AND VALUES OF TEACHING CHEMISTRY

10 HOURS

- 2.1 Objectives of teaching chemistry at Secondary school level, classification of objectives in terms of categories as knowledge, Understanding, Application, Skill, Appreciation and Interest.
- 2.2 Values of teaching chemistry-utilitarian, intellectual, scientific attitude development
- 2.3 Relating objectives with content units of secondary schools.

UNIT: III- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY**09 HOURS**

- 3.1 Need and importance of planning, lesson plan format.
- 3.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.
- 3.3 Unit plan and Resource unit: Meaning, Components, Steps & importance
- 3.4 Planning and use of multimedia materials

UNIT: IV: METHODS AND APPROACHES OF TEACHING CHEMISTRY**12 HOURS**

- 4.1 Learner centered and activity centered approaches – difference
- 4.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).
- 4.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)**10 HOURS**

- 1 Critically study of Chemistry text book of 8th or 9th standard.
- 2 Preparation of diagnostic test in Chemistry.
- 3 Survey of Chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
- 4 Preparing a report of different activities of science club.
- 5 Preparation of workbook for 1 or 2 units.
- 6 Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
- 7 The college is free to introduce any other relevant activities.

REFERENCES:

- 1 Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project.USA: University of Colorado.
- 2 Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and World Inc.
- 3 CBSE; ICSE – SCIENCE TEXT BOOKS.
- 4 Chemistry Text Book,(1964).Lab Manual and Teacher's Guide Book.NewDelhi: NCERT.
- 5 Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
- 6 Falvery, P. Holbrook, J.& Conian, D. (1994). Assessing Students, Longmans Publications, Hongkong.
- 7 Hand book of Research in teaching – Gage N.L(ed).
- 8 Husen, T.& Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.
- 9 Impact of Science teaching – NarendraVaidya.
- 10 Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO.Vol. VI.
- 11 Mangal, S. K. (2001).Foundations of Educational Technology. Ludhiana: Tandon Publications.
- 12 Modern science teaching – R.C Sharma.
- 13 Modern teaching of Chemistry – Kolasaniet.all
- 14 Modern teaching of Chemistry – Man Pal Singh.

- 15 Mohanasundaram , K. & Charless Williams. (2007). Information and communication technology in education. Trichy: His Grace Educational Printers.
- 16 Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
- 17 Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
- 18 Nuffield Chemistry, Books of Data, Collection of Experiment, Published for the Nuffield Foundation by Longmans, Penguin Books.
- 19 Nuffield Physics, Teacher's Guide, Questions Book, Guide to Experiments, Published for the Nuffield Foundation by Longmans, Penguin Books.
- 20 Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- 21 Panner Selvam, A. (1976). Teaching of Physical Science (Tamil).Chennai: Government of Tamil Nadu.
- 22 Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- 23 Planning for effective science teaching – R.C.Sharma.
- 24 Problem Solving in Science – NarendraVaidya.
- 25 PSSC. (1964) Physics Teachers Resource Book and Guide. New Delhi: NCERT.
- 26 Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- 27 Rao, C.S. (1968). Science Teacher's Handbook. American Peace Crops.
- 28 Research ideas for science project – Goyal K.C. &Swami.P.(RIE – Ajmer).
- 29 Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- 30 Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- 31 Source book for the Physical Science – Joseph – Bradwin, etc.
- 32 Teaching Chemistry in tropical secondary schools – New burn.
- 33 Teaching in the pursuit of science – wood bourn and obern.
- 34 Teaching of Chemistry – Patil R.S.
- 35 Teaching of Chemistry – Yadav M.S.
- 36 Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A.
- 37 ಹೊಸ ಶಿಕ್ಷಣದಲ್ಲ ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ-ಕರಿಗಣ್ಣಿನವರ. ಎ.ಸಿ
- 38 ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ – ನೀಲಕಂಠರಬನಾಳ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
II SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
GEOGRAPHY

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

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

- Acquire the knowledge of nature, scope, inter relationship and values of Geography
- Understand the different approaches and methods of teaching Geography.
- Develop an understanding of the place of Geography in the secondary school curriculum.
- Acquire the knowledge of conservation of resources.
- Develop skill of preparing different types of maps, graphs, contour maps etc.
- Understand the values and objectives of teaching Geography.
- Acquire the Knowledge of innovative techniques and views on latest development in Geography.
- Understand the relations for national and international level in teaching of Geography

UNIT 1- INTRODUCTION TO GEOGRAPHY.**10 HOURS**

- 1.1 Meaning and importance of Geography.
- 1.2 Importance and aims of teaching geography at secondary school level. Values of teaching geography and economics – intellectual, aesthetic, vocational, utilitarian and environmental.
- 1.3 International understanding of Geography.

UNIT 2- APPROACHES AND METHODS OF TEACHING GEOGRAPHY**12 HOURS**

- 2.1 Project method
- 2.2 Excursion method.
- 2.3 Descriptive approach
- 2.4 Discussion method
- 2.5 Multi method approach
- 2.6 Models of teaching – Concept Attainment Model (CAM), Meaning importance and steps.

UNIT 3- CURRICULUM IN GEOGRAPHY**08 HOURS**

- 3.1 Place of geography and economics in school curriculum.
- 3.2 Guiding principles of the existing geography and economics syllabus of 8th, 9th and 10th standard.
- 3.3 Views of NPE-1986 and NCF-2005 regarding geography and economics curriculum.
- 3.4 Organization of content of curriculum – Psychology, Logical, Spiral and local environment.

UNIT 4- STUDY TECHNIQUES OF GEOGRAPHY**10 HOURS**

1. Preparation of maps – Enlargement and Reduction of maps.
2. Reading skills of conventional signs and symbols used in atlas and maps.
3. Preparation of different types of graphs.
4. Physical Geography – Soil formation, Soil Classification, Soil Conservation, Major types of Rocks.
5. Conservation of resources like water, soil, forest, animals, and land resources.
6. Geographical Information System (GIS).

PRACTICUM/ACTIVITIES: (ANY ONE)

- 1 Critically study of Economics/Geography text book of 8th or 9th standard.
- 2 Preparation of diagnostic test in Economics/Geography.
- 3 Development of Economics/Geography laboratory facilities in college.
- 4 Preparing a report of different activities of Geography club.
- 5 Preparation of workbook for 1 or 2 units.
- 6 Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
- 7 The college is free to introduce any other relevant activities.

REFERENCES:

- 1 Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice-
- 2 Hall Inc.

- 3 Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
- 4 Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
- 5 Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.
- 6 Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- 7 Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
- 8 Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
- 9 Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
- 10 Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
- 11 Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.
- 12 Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row.
- 13 Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication.
- 14 Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication.
- 15 Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
- 16 Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
- 18 Seninthirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
- 20 Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- 22 Treqartha, Gelnn T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
- 24 UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
- 25 Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
- 26 Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.141008.
- 27 Natarajan S. 1993, " Introduction to Economics of education", sterling publicationsPrivate Limited.
- 28 Sharma Kadambari: Teaching of Economics
- 29 Siddiqui M H:Teaching of economics,APH Publications Corporation.
- 30 Sidhu H S:Teaching of economics, Tandon Publications, Books Market, Ludhiana
- 31 YadavAmita, 1999, "Teaching of Economics" Anmol Publications Pvt Ltd, New Delhi.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
II SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
COMMERCE

Marks: 75+25=100

Total Teaching Hours 40+10

Course Objectives:

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

- Understand the characteristics of Commerce and its role in the development of modern society.
- Understand the Commercial implications of various theories of learning
- Gain competence in using modern psychological theories to device teaching learning process.
- Understand the nature and functions of various instructional supports.
- Improve the understanding of the principles of curriculum construction and organization in Commerce
- Understand the essential qualities of a Commerce teacher.
- Identify the role of IT in Commerce Education.

UNIT. 1 CONCEPTUAL BACKGROUND OF COMMERCE

15 HOURS

- 1.1 Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline- Significance of Commerce in the global scenario-Modern trends in Commerce:Banking, Insurance, Trade- Correlation of Commerce with other subjects: Economics,Geography, Mathematics, Statistics, International relations ,Management information system.
- 1.2 Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- History of Commerce Education – Development of Commerce Education in India- Need and importance of learning Commerce at Highersecondary level- Formulation of Objectives in Commerce at National and State level(NCF).
- 1.3 Transfer value of learning Commerce: Practical utility of Commerce, Social, disciplinary and cultural values- Strategies adopted for inculcating values among commerce students.

UNIT – 2 CURRICULUM DEVELOPMENTS IN COMMERCE.

08 HOURS

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- 2.2 Modern trends in curriculum construction- objective based, child centered, and activitybased, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- 2.3 Different approaches to curriculum organization – Spiral, topical and concentric approach
- 2.4 Analysis of Present Higher secondary school Commerce curriculum

UNIT – 3 PSYCHOLOGICAL BASES OF COMMERCE TEACHING**07 HOURS**

- 3.1 Implications of theories of constructivism, Multiple intelligence and Emotional intelligence in teaching Commerce.
- 3.2 Individual differences in learning of Commerce, Identifying and Catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Motivational techniques in teaching of Commerce.

UNIT 4 TEACHER AND PROFESSIONAL GROWTH**10 HOURS**

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency in servicetraining-Roles of DSERT and NCERT.
- 4.3 Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resourceunit, Source Book, Teachers’ handbook, Reference books, Journals, Magazines, periodicals,Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector),CD. ROM, Interactive White Board
- 4.4 Commerce Library –Need & Importance
- 4.5 Organization of field trips and study tours – their importance
- 4.6 Commerce Club–Need & Significance
- 4.7 Community Resources and its utilization

PRACTICUM/ACTIVITIES: (ANY ONE)

- 1 Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- 2 Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
- 3 Organizing and conducting commerce club activities
- 4 Developing commerce laboratory and conducting practical.
- 5 Updating and contributing through bulletin boards.

References:

- 1 Khan, M.S., *Commerce Education*, New Delhi; Sterling Publication (P) Ltd.
- 2 Sharifkhan, Mohd., *The Teaching of Commerce*, New Delhi; Sterling Publication (P) Ltd.
- 3 Aggarwal, J. C. (1996). *Teaching of Commerce: A Practical Approach*, New Delhi :VikasPublishing House Pvt. Ltd.
- 4 *Commerce Education* Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi.
- 5 *Teaching of Commerce-A Practical Approach* J.C AggarwalVikas PublishingHouse Pvt Ltd- New Delhi.
- 6 *Teaching of Commerce in Our School* Lulla B.P (BTTC-BIE Publication, Bombay).
- 7 *Method and Techniques of Teaching Commerce* Singh M.N Young Man & Co.New Delhi.
- 8 *Teaching of Commerce*-Seema Rao Anmol Publication, New Delhi.

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2**

**ENHANCING PROFESSIONAL CAPACITY COURSE (EPC2)
UNDERSTANDING SELF (PERSONALITY DEVELOPMENT)**

Marks : 40+10 = 50

Total Teaching Hours : 20+05

OBJECTIVES:

On completion of this course the students will be able to.

- To initiate participatory learning among the students related with skills.
- To enhance positive in adoptive behavior among the individual students.
- To develop and primitive psychological skills and function effectively in social environment.
- To channelize an essential terms of minimizing risk and minimizing preventive factors related with the aspects of individuals.
- To promote healthy and conductive social environment.
- Acquire the knowledge of the determinants of personality

UNIT – 1: PERSONALITY

4 HOURS

- 1.1 Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic

UNIT – 2: COMPONENTS OF PERSONALITY DEVELOPMENT

8 HOURS

- 2.1 Need and Importance of Personality Development.
2.2 Components of Personality Development - Self Awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Inter personal relationship, Coping with stress, Role of Yoga, Meditation, Coping with emotions.

UNIT –3: LEARN TO LIVE

8 HOURS

- 3.1 Skill of knowing and living with oneself: self-awareness, self-esteem, Assertiveness, Positive thinking, coping with emotions, stress and self-evaluation.
3.2 Skill of knowing with each other's: Relating with others, Negotiations, Managing our group, effective communication skill.
3.3 Personal and social skills: Behavioural skills, Physical & Sociological needs, Citizenship.
3.4 Career guidance
3.5 Leadership qualities.
3.6 Personal Health and Hygiene.

PRACTICUM/FIELD WORK:

5 HOURS

(Submit a Report with Photographs for the following Activities)

- .1 Visit to Public Health Centers and Rehabilitation Centers
- .2 Street plays,
- .3 Group discussions,
- .4 Projects
- .5 Brain Storming
- .6 Personality Development Games and Simulations
- .7 Case study

REFERENCES:

- 2.1 Allen, Davis 2001. Getting things done: the Art of Stress Free productivity New York: Viking.
- 2.2 Lakein, Alan (1973), How to get control of your Time and Your Life. New York: P.H. Wyden.
- 2.3 Morgenstern, Julie (2004). Time management from the Inside Out: The foolproof System for / Taking Control of your schedule – and Your life, 2nd ed, New York: Henry Holt/ Owl Books.

- 2.4 Rosenberg, M.(1965) Society and the AdolscentSefk image Priceton, NJ: Princeton University press.
- 2.5 Siwela Sheila. 1994. Outreach Gender Sensitation. Gender Awareness. Office of the Presodent Department of Women Affairs. Windhoek. Namibia.
- 2.6 UNESCO. 2002. Gender Sensitivity A training Mannual United Nations Educational, Scientific and Cultural. Paris.
- 2.7 Van VuurenS.J.Levin N.R. et al, 1997. Life skills education and Furthering Education. Kagiso Publishers Pretoria. South Africa.
- 2.8 ಶ್ರೀ ರವಿಶಂಕರ್ (೦ಡಿಣ ಔ ಟುಟು) -ಜೀವನ ಕೌಶಲಗಳು.
- 2.9 ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ- ಬದುಕಲುಕಲಯುವುದು.
- 2.10 ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ - ಬಚ್ಚು ಮಾತು - ಶಾಲಾ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ.

II SEMESTER

| Sl. No | Subject and code | Max Marks |
|--|--|--|
| 1 | <ul style="list-style-type: none"> • PEC 4-Contemporary India and Education • PEC 5-Learning Process and Measurement • PEC 6-Instructional Technology • PSS 1A-Pedagogy of School Subject -1 • PSS 2A-Pedagogy of School Subject -2 | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25 X 05 =125 |
| 2 | EPC 2-Understanding the Self (Personality Development) | Test: 05 Practicum: 05 Total: 10 |
| 3 | Internship of Two Weeks Skill based teaching –under simulated conditions(at least 5 skills per pedagogy subject) | 10 for each pedagogical subject. Total 20 marks |
| 4 | Make model lesson plans using Innovative/fusion method one in each pedagogical subject (1+1=2) with the help of teacher educator. | 2.5+2.5= 05 (2.5 per pedagogical subject) |
| 5 | College General,subject- wise and internship attendance records | |
| TOTAL Marks for Engagement with field and Internship for the 2nd Semester = 160 | | |

THIRD SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC7)
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Marks : 75+25 = 100

Total Teaching Hours : 40+10

Objectives:**On completion of this course the students will be able to**

- Acquire the knowledge of community and material resource.
- Development and understanding the role of the Head master and teacher in school management
- Acquire the knowledge of characteristics and demands of teaching profession and professional ethics of teacher and dimensions.
- Understands the role organizations and functions of DSERT, DIET, CTE, NCTE, and NGO.
- Acquire the knowledge of types of secondary school and the administrative set up for school education in Karnataka.

UNIT-1: GROWTH AND DEVELOPMENT OF SECONDARY SCHOOL TEACHER 8 Hours

- 1.1 Teaching as a profession-Characteristics, Demands of teaching profession.
- 1.2 Professional ethics, Dimensions and attitudes.
- 1.3 Professional growth- Needs & programmes.

UNIT-2: SCHOOL MANAGEMENT**14 Hours**

- 2.1 Concept, scope and importance of school management.
- 2.2 Management of human Resource- Functions of Head master – Teacher, manager and Supervisor.
- 2.3 Classroom Management – concept, need and approaches and time management.
- 2.4 Management of community and Material resources- school plant, SDMC, Health care programmes.
- 2.5 School Records- Types, importance and maintenance.
- 2.6 Co- curricular activities- Meaning, Need and organization.

UNIT-3: EDUCATION IN STATE AND CENTRE.**9 HOURS**

- 3.1 Administrative centre for school education – MHRD, Planning commission and department of education.
- 3.2 CTE, DIET, BRC, IASE, NCERT, NCTE and NGO their organization and functions.
- 3.3 Types of secondary school- Government, Private, Aided, Unaided, CBSE, ICSE.
- 3.4 Knowledge commission and its role in school education.

UNIT-4: SCHOOL FUNCTIONING**9 HOURS**

- 4.1 Classroom organization; meaning, purpose
- 4.2 Peer tutoring; features and functioning.
- 4.3 School Time Table; importance, principles and procedure, annual school calendar, day to day schedule.
- 4.4 Parent- teacher association, Alumni Association, need and functions.

4.5 Digital resources:- Smart Board, Broadcasting, Podcasting, OER'S(OPEN EDUCATIONAL RESOURCES)

PRACTICUM/ACTIVITIES: (ANY ONE)**10 Hours**

- .1 Prepare a scheme of conducting the class active for 20 students where teacher's role is that of facilitator of learning.
- .2 Prepare and execute a plan for making at least two children and one adult literate from the community.
- .3 Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- .4 Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- .5 Prepare one project for institutional planning.
- .6 Keeping in view the medical and engineering profession and prevailing practices in them, write the professional ethics Vis – a -Vis practice you would like to follow in teaching.

REFERENCE:

1. Bush, Tony (1986); Theories of educational management. London; Harper and Row publishers.
2. Mukhopadhyay, M (2005), Total quality management in education. New Delhi: Sage Publications.
3. Roa, VKRV (1966): Education and Human Resources developments. Delhi, Allied publishers.
4. Mahajan, Baldev and Khullar, KK (2002): Educational administration in central Government; Structures, processes and future Prospects. Vikas publication house Pvt.Ltd New Delhi.
5. Musaaazi, J.C.S (1982): The Theory & Practice of educational Administration. London; The Macmillan press.

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC8)
INCLUSIVE EDUCATION**

Marks : 75+25 = 100

Total Teaching Hours : 40+10

OBJECTIVES:**On completion of this course the students will be able to.**

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

UNIT – 1: INTRODUCTION, ISSUES & PERSPECTIVES OF INCLUSIVE EDUCATION**5 HOURS**

- 1.1 Definitions, concept and importance of inclusion and disability.
- 1.2 Historical perspectives of inclusive education for children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children in the context of right to education.
- 1.5 NCF-2005 and adaptation of teaching learning material.

UNIT – 2: POLICY PERSPECTIVE**6 HOURS**

- 2.1 Recommendations of the Indian Education Commission (1964-66).
- 2.2 Scheme of Integrated Education for Disabled Children
- 2.3 National Policy on Education (NPE, 1986-92).
- 2.4 National Curriculum Framework, 2005 NCERT
- 2.5 The Convention on the Rights of the Child (specific articles related to inclusive education).
- 2.6 The World Declaration on the Survival, Protection and Development of Children and the
- 2.7 Plans of action (Outcome of the UNICEF World Summit for Children (1990), Promoting Inclusion Preventing Exclusion.
- 2.8 UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

UNIT – 3: DIVERSITY IN THE CLASSROOM**8 HOURS**

- 3.1 Diversity- Meaning and definition
- 3.2 Disability – psychological construction of disability identity, discrimination
- 3.3 Models of disabilities & Barriers to learning and participation
- 3.4 Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
- 3.5 MDGs (Millennium Development Goals) and EPA goal of UNESCO

UNIT – 4: CURRICULUM, PEDAGOGY AND ASSESSMENT IN INCLUSIVE SCHOOL**9 HOURS**

- 4.1 Inclusive curriculum- Meaning and characteristics
- 4.2 Teaching and learning environment with special reference to inclusive school
- 4.3 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings
- 4.4 Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms
- 4.5 Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom

UNIT – 5: TEACHER PREPARATION AND INCLUSIVE EDUCATION**10 HOURS**

- 5.1 Review existing educational programmes offered in secondary school (general and special education)
- 5.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- 5.3 NCF-2005 and curriculum for teacher preparation and transaction modes.
- 5.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators

5.5 Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education

PRACTICUM/FIELD WORK (ANY ONE)**10 HOURS**

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. To investigate the opinion of primary teachers on the integration of students with disability in normal schools.
3. To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school.
4. Analyse and interpret results in the light of inclusive education and write a report.
5. Workshop/ presentations on child right:
6. Explain the main constitutional provisions on inclusive education.
7. Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
8. Conduct an awareness program on millennium goal of UNESCO.
9. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
10. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.
11. Planning and conducting multi-level teaching in the persons with disabilities (two Classes).
12. To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
13. Write a report on entire activity and present it in classroom presentation.(among peer group)
14. Discussion, group work and presentation by students on uses of internet in inclusive setting:
15. Prepare an action plan for implementation of policies of inclusive education in school setting.

REFERENCES:

1. Maitra, Krishna(2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Darya Ganj, New Delhi
3. Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha, M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa (pp. 3-7). Heinemann Educational Books.
8. Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
10. Delpit, L.D. (2012) Multiplication is for white people: raising experctations for other people's children, the new press.

11. GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
12. GOI (1986). National policy of education. GOI.
13. GOI.(1992 , 1998), National policy on education, 1986
14. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
15. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
16. UNESCO. (1989) UN convention on the Rights of the child. UNESCO.
17. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
18. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC9)
GENDER, SCHOOL AND SOCIETY

Marks : 75+25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:

On completion of this course the students will be able to.

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.
- Develop Awareness of contributions of media influencing gender biases.
- List out the functions of the institution which is functioning with Gender inequality

UNIT – I CHILDHOOD, SOCIALIZATION AND GENDER BIASES **13 Hours**

- 1.1 Concept of Sex ,Gender & transgender, Difference between sex and gender
- 1.2 Overview of feminist perspectives & masculinity.
- 1.3 Gender bios, gender stereo typing & empowerment
 - 1.3.1 In the family
 - 1.3.2 In the school
 - 1.3.3 In the wider society
- 1.4 Gender Identities & socialisation practices in
 - The family, schools, other formal & informal organisation

UNIT – II SOCIAL DIFFERENTIATION AMONG WOMEN IN EDUCATIONAL CONTEXT

8 Hours

- 2.1 By caste, By tribe, By religion and region
- 2.2 Issues of masculinity and femininity: Emergence of gender specific roles and Cross - cultural perspectives.
- 2.3 Constitutional provisions for girl child education.
- 2.4 Government other agencies for girl child uplift.

UNIT – III GENDER INEQUALITY IN THE SCHOOLS

12 Hours

- 3.1 In the structure of knowledge
- 3.2 In the development of curriculum and text books.
- 3.3 In the classroom - girl friendly school, co-education and single sex schooling.

3.4 In the management of the school and education system.

UNIT – VI - STRATEGIES FOR CHANGE:

7 Hours

4.1 Policy and management

4.2 In the school

4.3 Women's action group

4.4 Mass Media

4.5 Millennium development, Goals promoting gender equality & Empowerment.

PRACTICUM/ACTIVITIES: (Any one)

10 Hours

1. A study of any one N.G.O (Non Government Organization) promoting Gender inequality. (Study includes the objectives, functions, problems & contribution to education.)
2. A study of functions of the institution which is functioning with Gender inequality.
3. A Study contribution of any one mass communication media influencing gender biases.
4. A study on background of the celebration of gender special days.
5. Content analysis of 2 text books of school with respect to gender.
6. Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

REFERENCES:

1. Aker, S. (1994) Feminist theory and the study of gender and education; In S.
2. Aker, Gendered Education: Sociological Reflections on women, Teaching and Feminism, Buckingham: Open University Press.
3. Barks, O. (1971) *Sociology of Education Ed. 2* Landon: Batsford.
4. Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
5. Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California:
6. Mountainview, Mayfield Publishing Company.
7. Shokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage Publication.
8. Crapo, H. (ed.) (1970) *Family, Class and education*, London: Longman
9. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai, A.R.
10. Myrdal, G. (1972) *Asian Drana: An inquiry into the poverty of Nations*, Vol: III, London : Allen Lane.
11. Husen, T. (1975) *Social Influences Education attainment: Research Perspective on educational equality*, Paris: OECD.
12. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
13. Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl 14. child in South Asia', *Indian. Journal of Social Sciences. Vol 3 No. 1.*
14. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education, Vol.- XV No. 3.*

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1B/2A)

ಕನ್ನಡ

ಅಂಕಗಳು : 75 + 25 = 100

ಬೋಧನಾ ಅವಧಿಗಳು 40+10

ಉದ್ದೇಶಗಳು/ನಿರೀಕ್ಷೆಗಳು:

1. ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಅವಧಿಯ ಅಂತ್ಯದಲ್ಲ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯುತ್ತಾರೆ
2. ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ವೃದ್ಧಿಸುವ ವಿವಿಧ ತಂತ್ರಗಾರಿಕೆಗಳನ್ನು ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಕಂಡುಕೊಳ್ಳುತ್ತಾರೆ.
3. ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಕ್ರಮಗಳನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.
4. ಚಿಂತನಾಶೀಲ, ದಕ್ಷ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿವಿಕಸನದ ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ.
5. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಂಘಟಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.
6. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ವಾರ್ಷಿಕ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ ಹಾಗೂ ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆಗಳ ಮಹತ್ವ ತಿಳಿದು ರೂಪಿಸುತ್ತಾರೆ.
7. ಮೌಲ್ಯಮಾಪನದ ವಿಧ ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿದು, ನಿರಂತರ ಹಾಗೂ ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನವನ್ನು ತರಗತಿಯಲ್ಲಿ ಅನುಸರಿಸುತ್ತಾರೆ.

ಘಟಕ - 1. ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ವೃದ್ಧಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 15

- 1.1. ಆಲಸುವಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವಿಧಗಳು
 - 1.1.1. ಆಲಸುವಿಕೆಯ ಪೂರ್ವಭಾವಿ ಚಟುವಟಿಕೆಗಳು, ಆಲಸುವ ಸಂದರ್ಭದ ಚಟುವಟಿಕೆಗಳು, ಆಲಸಿದ ನಂತರದ ಚಟುವಟಿಕೆಗಳು.
 - 1.1.2. ಮಕ್ಕಳ ಆಲಸುವಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.1.3. ಆಲಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 1.2. ಮಾತುಗಾರಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
 - 1.2.1. ಮಕ್ಕಳ ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.2.2. ಮಾತುಗಾರಿಕೆ ಕಲೆಯನ್ನು ವೃದ್ಧಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 1.3. ಓದುಗಾರಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳು.
 - 1.3.1. ಮಕ್ಕಳ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.3.2. ಮಕ್ಕಳಲ್ಲಿ ಓದುಗಾರಿಕೆಯ ಹವ್ಯಾಸವನ್ನು ರೂಢಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 1.4. ಬರವಣಿಗೆ - ಬರವಣಿಗೆಯ ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡ ಬರಹದ ವೈಶಿಷ್ಟ್ಯಗಳು
 - 1.4.1. ಅಕ್ಷರ ಸ್ವಾಲ್ಪ್ಯಗಳು, ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.4.2. ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಉತ್ತಮೀಕರಿಸುವ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ - 2. ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳ ರೂಢಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 10

- 2.1 ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರಸಂಗ್ರಹ, ಸಾರವಿಸ್ತಾರ, ಭಾಷಾಂತರ ಹಾಗೂ ರೂಪಾಂತರ - ಇವುಗಳ ರಚನೆಯ ಕ್ರಮಗಳು, ರಚನೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ದೋಷಗಳು ಹಾಗೂ ಪರಿಹಾರ ಕ್ರಮಗಳು
- 2.2 ಹಾಡುಗಾರಿಕೆ, ಗಮಕ ವಾಚನ, ಕಂಠಪಾಠ - ಇವುಗಳ ಸ್ವರೂಪ ಹಾಗೂ ಮಹತ್ವ

ಘಟಕ - 3. ಯೋಜನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ

ಬೋಧನಾ ಅವಧಿಗಳು: 08

- 3.1 ವಾರ್ಷಿಕ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ - ಇವುಗಳ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ ಹಾಗೂ ರಚನೆಯ ಹಂತಗಳು.
- 3.2 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ : ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು.
- 3.3 ಮೌಲ್ಯಮಾಪನ : ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ನಿರಂತರ ಹಾಗೂ ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನದ ಪ್ರಾಧಾನ್ಯತೆ.
- 3.4 ಮೌಲ್ಯಮಾಪನದ ಮಾಹಿತಿ ಸಂಗ್ರಹಣ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು - ಅವಲೋಕನ (ದರ್ಜಾಮಾಪನಿ ಮತ್ತು ತಪಶೀಲುವಣ್ಣ/ತಾಳಿಪಣ್ಣ), ಪರೀಕ್ಷೆಗಳು (ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ) ಹಾಗೂ ರಸಪ್ರಶ್ನೆ.
- 3.5 ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ, ಹಂತಗಳು ಹಾಗೂ ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ತಯಾರಿ.

ಘಟಕ - 4. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾಳಜಿಗಳು ಮತ್ತು ವೃತ್ತಿ ವಿಕಸನ

ಬೋಧನಾ ಅವಧಿಗಳು: 07

- 4.1 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಗಳು ಮತ್ತು ಕಾಳಜಿಗಳು.
- 4.2 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕರಿಗೆ ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.
- 4.3 ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿ ವಿಕಸನದ ಕಾರ್ಯತಂತ್ರಗಳು

- 4.4 ಕವಿಗೋಷ್ಠಿ, ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳು, ವಿವಿಧ ಸ್ಪರ್ಧೆಗಳು (ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ, ರಸಪ್ರಶ್ನೆ ಹಾಗೂ ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ) ಕಾರ್ಯಕ್ರಮಗಳ ಆಯೋಜನೆಯಲ್ಲಿನ ಸವಾಲುಗಳು ಹಾಗೂ ಮುನ್ನೆಚ್ಚರಿಕೆಯ ಕ್ರಮಗಳು
- 4.5 ಭಾಷಾ ಕಲಕೋಪಕರಣಗಳು - ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳು, ಆಯ್ಕೆ, ಬಳಕೆ ಹಾಗೂ ತಯಾರಿಕೆ

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

1. ಆಆಸುವಿಕೆ, ಮಾತನಾಡುವಿಕೆ, ಓದುವಿಕೆ ಹಾಗೂ ಬರೆವಣಿಗೆಯ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯದ ಸೂಕ್ತ ವಿಚಾರಗಳನ್ನು ಆಯ್ದು ಶಾಲಾ ಮಕ್ಕಳು ಅಭಿನಯಿಸುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವಂತೆ ನಾಟಕಗಳಾಗಿ ರೂಪಾಂತರಿಸುವುದು.
3. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕ ಸ್ಪರ್ಧೆಗಳನ್ನು ಏರ್ಪಡಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.
4. ಶಾಲೆಗಳಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಕರು ವಾರ್ಷಿಕ ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಗೊಳಿಸಿಕೊಂಡಿರುವುದನ್ನು ಸಂಗ್ರಹಿಸಿ, ಅದರ ಅಗತ್ಯತೆಯನ್ನು ಸೈದ್ಧಾಂತಿಕ ಹಾಗೂ ಪ್ರಯೋಗಾತ್ಮಕ ವಿಚಾರಗಳೊಂದಿಗೆ ವಿಶ್ಲೇಷಿಸುವುದು.
5. ಸಂತುಲಿತ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಸುವುದು ಅಥವಾ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯನ್ನು ವಿಮರ್ಶಿಸುವುದು.
(ತೃತೀಯ ಅವಧಿಯ ಬಿ.ಇಡಿ., ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

ಪರಾಮರ್ಶನ ಪುಸ್ತಕಗಳು

1. ಅನಂತರಾಮು ರಾ., (1989) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಚೇತನ ಬುಕ್‌ಹೌಸ್, ನಾರಾಯಣಶಾಸ್ತ್ರಿ ರಸ್ತೆ, ಮೈಸೂರು-24.
2. ಅನಸೂಯಾ ವಿ. ಪರಗಿ., (2000) 'ಮಾತೃಭಾಷೆ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ' ವಿವೇಕಾ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ, ಕೋಲಾರ ಜಿಲ್ಲೆ.
3. ಡಾ. ಗಣೇಶ್ ಜಿ.ಎಂ. (2008) 'ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಸಾಫಲ್ಯ' ಸತ್ಯ ಎಂಟರ್ ಪ್ರೈಸಸ್ # 39/2&3, ಮೊದಲನೇ ಮಹಡಿ, ರೆಮಕೊ ಬಡಾವಣೆ, ಬಿ.ಟಿ.ಎಸ್. ಡಿಪೊ ಎದುರು, ವಿಜಯನಗರ 2ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560040
4. ತಿಮ್ಮೇಗೌಡ ಟಿ.ವಿ., (1970) 'ಓದುವ ಶಕ್ತಿ' ಆರ್.ಆರ್.ಪಬ್ಲಿಷರ್ಸ್, ನಂ.5. ಬ್ಲಾಕ್ ೧೫ ಕುಮಾರ ಪಾರ್ಕ್, ವೆಸ್ಟ್ ಎಕ್ಸ್‌ಟೆನ್ಷನ್, ಬೆಂಗಳೂರು-20.
5. ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ., 'ಚೈತನ್ಯ' (2001) ಶಿಕ್ಷಕರ ಸಾಹಿತ್ಯ, ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ., ಬನಶಂಕರಿ, 3ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560085
6. ನಾರಾಯಣ ಕೆ.ವಿ., (ಸಂ), (2000) 'ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಶ್ವಕೋಶ : 1 ಭಾಷೆ' ನಿರ್ದೇಶಕರು, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ-583276.
7. ನಿರಂಜನ ವಾನಳ್ಳಿ (2005) 'ಬರೆವಣಿಗೆ ಒಂದು ಕಲೆ' ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
8. ಬಳೂರಿಗಿ ಡಿ.ಆರ್., (1994) 'ಶಬ್ದ-ಶ್ರವಣ' ಮೂಲಭೂತ ಶೈಕ್ಷಣಿಕ ಪುಸ್ತಕ ಮಾಲೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಪಂಪ ಮಹಾಕವಿ ರಸ್ತೆ, ಚಾಮರಾಜಪೇಟೆ, ಬೆಂಗಳೂರು-560018
9. ಭರತ್ ರಾಕ್ ಜೆ. (2007), 'ತೊದಲುವಿಕೆ' ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್, ಬೆಂಗಳೂರು.
10. ಮಹಾಬಲೇಶ್ವರ ರಾವ್., (1990) 'ಕನ್ನಡ ಬೋಧನೆ ಹಲವು ವಿಚಾರಗಳು' ಹಳೆ ವಿದ್ಯಾರ್ಥಿ ಸಂಘ, ಡಾ.ಟಿ.ಎಂ.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಉಡುಪಿ-2
11. ಮಲ್ಲಕಾರ್ಜುನ ಭ. ಮತ್ತು ಯದುರಾಜನ್ ಎಸ್.ಎಸ್., (1986) 'ಕನ್ನಡ ಬೋಧನೆ' ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮಾನಸ ಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
12. ಯಂಡಮೂರಿ ವೀರೇಂದ್ರನಾಥ್., (2002) 'ಓದು - ಏಕಾಗ್ರತೆ' ನವ ಸಾಹಿತಿ ಪುಸ್ತಕಾಲಯ, ಏಲೂರು ರಸ್ತೆ, ವಿಜಯವಾಡ-02.
13. ರಮಣ ಬಿ.ವಿ., (1998) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಪಂಜರ್ ಪೇಟೆ, ವಿರಾಜಪೇಟೆ-571218. ಕೊಡಗು.
14. ರಾಘವೇಂದ್ರ ರಾವ್., (2004), 'ಓದು ಯಶಸ್ವೀ ಜೀವನ' ವಾಸನ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು.
15. ವರದಭಟ್ಟಾಚಾರ್ಯ ಎಸ್.ವಿ. ಮತ್ತು ಸುಶೀಲ ಪಿ. ಉಪಾಧ್ಯಾಯ., (ಸಂ), (1972-73) 'ವ್ಯಾಸಂಗ ಶಿಕ್ಷಕ' ಸಂಪುಟ-1.2 ಮತ್ತು 3, ಭಾರತೀಯ ಭಾಷಾ ಕೇಂದ್ರ, ಮೈಸೂರು.
16. ವರದಭಟ್ಟಾಚಾರ್ಯ ಎಸ್.ವಿ., (ಸಂ), (1974) 'ವಾಚನ ನೈಪುಣ್ಯ' ಭಾಗ-1 ಮತ್ತು 2, ಭಾರತೀಯ ಭಾಷಾ ಕೇಂದ್ರ, ಮೈಸೂರು.
17. ವ್ಯಷೇಂದ್ರಸ್ವಾಮಿ (1991) 'ಬರೆಯುವ ದಾರಿ' ಗೀತಾ ಪುಸ್ತಕಾಲಯ, ಕೆ.ಆರ್. ವೃತ್ತ, ಮೈಸೂರು-57001.

18. ವೆಂಕಟೇಶಮೂರ್ತಿ ಜಿ.ಕೆ., (2014), 'ಹ್ಯಾಂಡ್ ಬುಕ್ ಆನ್ ಇಂಗ್ಲಿಷ್ ಟೀಚಿಂಗ್' ಸಪ್ತ ಬುಕ್ ಹೌಸ್, 3ನೇ ಮುಖ್ಯರಸ್ತೆ, ಗಾಂಧಿನಗರ, ಬೆಂಗಳೂರು-560009
19. ಶಿವಯ್ಯ ಎಸ್., (2014), 'ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಬೋಧನಾ ವಿಧಾನ' ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.
20. ಸೊಮಶೇಖರ ರಾವ್ ಎಚ್.ಜಿ., (2003) 'ಸಂವಹನ ಕಲೆ' ಪ್ರಿನ್ಸಿಪಲ್ಸ್ ಬುಕ್ ಪ್ರೈಂಟ್., ನಂ.1865, 32ನೇ ಕ್ರಾಸ್, ಬನಶಂಕರಿ ಎರಡನೇ ಹಂತ, ಬೆಂಗಳೂರು-70.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 3
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
ENGLISH

Marks 75+25=100

Total teaching Hours: 40+10

Objectives: On the completion of the course, the student teacher.

- Understands the importance of Instructional Material in English language teaching.
- Realizes the importance of teaching hand book and students workbook.
- Prepares, Unit plan, Resource Unit.
- Judges, identifies, selects and uses different audio-visual resources in teaching of English language.
- Utilizes internet and website in learning of English.
- Prepares objective based test items to evaluate language skills.
- Prepares well balanced question paper.

Unit – 1: Instructional Materials and Teacher in English Language Teaching 12 Hours

- 1.1 Text book in English, Need and Principles in the preparation of good text books, critical analysis of present English text books as prescribed by Government of Karnataka.
- 1.2 Hand book and Work book- concept, need and importance.
- 1.3 Reference materials, need, types of reference material, skill of Note making and taking.
- 1.4 Unit plan- Importance, and steps involved in preparation of a unit plan.
- 1.5 Resource Unit- Importance and steps involved in preparation of resource unit.

Unit – 2 : E-learning, Resources And Materials to Teach English 12 Hours

- 2.1 Audio Resources- Linguaphone, Audio cassettes, CD's, Language Laboratory, Radio Broadcast, their importance and use.
- 2.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, OHP, their importance and use.
- 2.3 Audio-visual Resources- Films, T.V. Programmes, Video Cassettes, VCD's, DVD's, LCD projectors, interactive board, their importance and use.
- 2.4 Social Resources- through practice, Debates, Dramatics, Symposium, Declamation, Quiz, Elocution, and other literary club activities.
- 2.5 E-Learning in English: Computer Assisted Learning in English, use of Internet, role of Websites, advantageous of using Power Point in teaching English, Electronic Evaluation, Self Instructional Materials, Learning Packages, Multimedia materials.

Unit – 3: Teacher of English Language 06 Hours

- 3.1 Qualities of an English language teacher.

3.2 Need for professional growth

3.3 Qualitative requirements and professional growth of a good English teacher

Unit – 4: Evaluation in English Language

10 Hours

4.1 Types of evaluation in English, construction of objective based tests for evaluation of language skills (LSRW).

4.2 Unit-Test- concepts and construction, preparation of unit test based on blue print, administration, analysis and interpretation of test result.

4.3 Diagnostic Test, importance and uses.

4.4 Criteria of a good English question paper.

PRACTICUM/FIELD WORK: (ANY ONE)

10 Hours

1. Instructional material to teach language skills/structures/vocabulary
2. Planning and execution of language games.
3. Preparation of scrap book for teaching of language teaching skills/vocabulary.
4. PPT in teaching structures and vocabulary.
5. Visit to ELT Centre and Programme of ELTs.
6. Visit and report on function and use of English Language Laboratory.
7. Preparation of Transparencies for teaching grammar.
8. A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
9. Content analysis of English Textbook.

REFERENCE:

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988.
2. Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL,Oxford University press, 1987.
9. Menon & Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
14. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)
15. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
16. Allen. Teaching English Language as a Second Language Mc Graw hill

17. Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.
19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.
20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
HINDI

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

Objectives:

On completion of this course the students will be able to

- Be acquainted with evaluation procedures used in evaluating Hindi knowledge of the students.
- To help the trainees acquire a working knowledge of grammatical terminology and grammatical system in Hindi.
- Analyse curriculum, syllabus, text book and content of the subject of Hindi.
- Integrate content, method and lesson plans.
- Prepare various types of lesson same.
- Be acquainted with qualities and professional growth of Hindi teaching and to help them in acquiring the same.

UNIT I- EVALUATION

10 HOURS

- 1.1 Aims & objectives of Evaluation.
- 1.2 Importance of Evaluation in Hindi Subject, concept & nature of evaluation.
- 1.3 Tools of evaluation: - Quantitative, Qualitative, Various types of Questions.
- 1.4 Diagnostic Test – pupil's linguistic ability.

UNIT II- TEACHING OF VARIOUS ASPECTS OF HINDI.

12 HOURS

PART-A:- CURRICULUM

- 2.1 Curriculum: - Meaning and nature of curriculum, Principles of curriculum construction.

PART-B: SYLLABUS:-

- 2.2 Principles of Syllabus development.
- 2.3 Relation between curriculum and syllabus, Analysis of syllabus.

PART-C: TEXT BOOK:-

- 2.4 Principles of Text Book development.
- 2.5 Critically study & analysis of text book for secondary school in Karnataka State.

PART-D: CONTENT ANALYSIS.**UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH HINDI 12 HOURS**

- 3.1 Audio Resources- Linguaphone, Audio cassettes, CD's, Language Laboratory, Radio Broadcast, their importance and use.
- 3.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, OHP, their importance and use.
- 3.3 Audio-visual Resources- Films, T.V. Programmes, Video Cassettes, VCD's, DVD's, LCD projectors, interactive board, their importance and use.
- 3.4 Social Resources- through practice, Debates, Dramatics, Symposium, Declamation, Quiz, elocution, and other literary club activities.
- 3.5 E-Learning in Hindi: Computer Assisted Learning in Hindi, use of Internet, role of Websites, advantageous of using Power Point in teaching Hindi, use of Question Bank, Electronic Evaluation.

UNIT IV- THE TEACHER**12 HOURS**

- 4.1 Qualities & Qualification of Hindi Teacher.
- 4.2 Professional & growth of Hindi teacher, pre Service, in service training.
- 4.3 Recommendations of Kothari Commission for professional growth.

PRACTICUM/ACTIVITY: (ANY ONE)**10 HOURS**

1. Instructional material to teach language skills/structures/vocabulary
2. Planning and execution of language games.
3. Preparation of scrap book for teaching of language teaching skills/vocabulary.
4. PPT in teaching structures and vocabulary.
5. Visit and report on function and use of Hindi Language Laboratory.
6. Preparation of Transparencies for teaching grammar.
7. A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
8. Content analysis of Secondary Hindi Textbook.
9. Any other suggested activity.

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco:
3. W.H.Freeman and Company.
4. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
5. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
6. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
7. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
8. Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.
9. Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
10. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
10. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
11. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravritthiyam. Agra: VinodPustakMahal.

12. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
12. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
13. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
14. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
15. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam.Ludhiyana: Prakash Brothers Publishing.
16. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
17. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. TiwariBholanadh.(2006). Rajbhasha Hindi.NewDelhi: Prabhat Publication.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
URDU

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

Objectives:

On completion of this course the students will be able to

- Be acquainted with evaluation procedures used in evaluating Urdu knowledge of the students.
- To help the trainees acquire a working knowledge of grammatical terminology and grammatical system in Urdu.
- Analyse curriculum, syllabus, text book and content of the subject of Urdu.
- Integrate content, method and lesson plans.
- Prepare various types of lesson same.
- Be acquainted with qualities and professional growth of Urdu teaching and to help them in acquiring the same.

UNIT I- EVALUATION

10 HOURS

- 1.1 Aims & objectives of Evaluation.
- 1.2 Importance of Evaluation in Urdu Subject, concept 78 nature of evaluation.
- 1.3 Tools of evaluation: - Quantitative, Qualitative, Various types of Questions.
- 1.4 Diagnostic Test – Pupil’s linguistic ability.

UNIT II- TEACHING OF VADRIIOUS ASPECTS OF URDU

12 HOURS

PART-A: - CURRICULUM

- 2.1 Curriculum: - Meaning and nature of curriculum.
- 2.2 Principles of curriculum construction.

PART-B:-SYLLABUS:-

- 2.3 Principles of Syllabus development.
- 2.4 Relation between curriculum and syllabus, Analysis of syllabus.

PART-C: - TEXT BOOK:-

- 2.5 Principles of text book development.
- 2.6 Critically study & analysis of text book for secondary school in Karnataka State.

PART-D: - CONTENT ANALYSIS.**UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH URDU 12 HOURS**

- 3.1 Audio Resources- Linguaphone, Audio cassettes, CD's, Language Laboratory, Radio Broadcast, their importance and use.
- 3.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, OHP, their importance and use.
- 3.3 Audio-visual Resources- Films, T.V. Programmes, Video Cassettes, VCD's, DVD's, LCD Projectors, Interactive Board their importance and use.
- 3.4 Social Resources- through practice, Debates, Dramatics, Symposium, Declamation, Quiz, Elocution, and other literary club activities.
- 3.5 E-Learning in Urdu: Computer Assisted Learning in Urdu, use of Internet, role of Websites, advantageous of using Power Point in teaching Urdu, use of Question Bank, Electronic Evaluation.

UNIT IV- THE TEACHER**6 HOURS**

- 4.1 Qualities & Qualification of Urdu Teacher.
- 4.2 Professional & growth of Urdu teacher, pre Service, in service training.
- 4.3 Urdu teacher organization their role in the professional growth of the teacher.
- 4.4 Recommendation of Kothari Commission about professional training.

PRACTICUM/FIELD WORK: (ANY ONE)**10 HOURS**

1. Instructional material to teach language skills/structures/vocabulary
2. Planning and execution of language games.
3. Preparation of scrap book for teaching of language teaching skills/vocabulary.
4. PPT in teaching structures and vocabulary.
5. Visit and report on function and use of Urdu Language Laboratory.
6. Preparation of Transparencies for teaching grammar.
7. A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
8. Content analysis of Secondary School Urdu Textbook.
9. Any other suggested activity.

REFERENCES:

1. AkhtarHussainAkhtar, Urdu Ki Tadris
2. AlabakshShaikh, Urdu Ki Tadris
3. AlkaAhuja, Teacher Education, New Delhi; A Mittal Publication
4. ArunAthreya, A Text Book of Teacher Education, New Dehil; Dominant Publishers and Dest Exhibitags
5. Ram, S., Current Issues in Teacher Education, New Dehil; Sarup& Sons

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 3
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS2B/2A)
SOCIAL SCIENCE**

Marks 75+25=100

Total teaching Hours : 40+10

Objectives: The Student Teacher will able to,

- List out the Resources of Social Science
- Preparing and using various resources of teaching social science

- Chalk out various Principles underlying the selection of Social Science Curriculum
- Analyze the current Social Science Curriculum
- Cultivates the Qualification of a good Social Science Teacher
- Constructing and using assessment tools for evaluating social science learning.
- Understands the Principles, Methods and Techniques of Evaluation

UNIT – I : CURRICULUM IN SOCIAL SCIENCE**10 Hours**

- 1.1 Concept of Curriculum
- 1.2 Distinguish between Curriculum and Syllabus
- 1.3 Principles of Curriculum construction
- 1.4 Overview of recent Curriculum developments in Social Science (NPE – 1986 and NCF – 2005)
- 1.5 Critical study of the existing Social Science Curriculum
- 1.6 Organizing Social Science Curriculum
 - 1.6.1 Chronological
 - 1.6.2 Concentric
 - 1.6.3 Biographical
 - 1.6.4 Integrated
 - 1.6.5 Spiral & Cultural epoch

UNIT – II: SUPPORTIVE RESOURCES OF TEACHING SOCIAL SCIENCE**11 Hours**

- 2.1 Annual plan
- 2.2 Unit plan
- 2.3 Resource Unit
- 2.4 List of Resources in Teaching Social Science
- 2.5 Current Events in Teaching Social Science
- 2.6 History Room: Importance, Planning, Equipping and Maintaining
- 2.7 Library and Laboratory, Museum, Exhibition, Clubs and Community Resources of Social Science

UNIT – III: EVALUATION IN SOCIAL SCIENCE**12 Hours**

- 3.1 Concept of Evaluation
- 3.2 Difference between Evaluation and Measurement
- 3.3 Defects of present system of Evaluation
- 3.4 Principles of good Evaluation
- 3.5 Methods of Evaluation: (Descriptive reporting, Test of Knowledge and Open Question)
- 3.6 Techniques of Evaluation: (Oral, Objective Type, Short Answer Type and Essay Type Tests)
- 3.7 Other New-Type Test items: (Multiple Choice, The True-False Tests, Completion Tests, Matching Tests and Tests for Time-Sequence)
- 3.8 Merits and Limitations of New-Type Tests
- 3.9 Criteria of a good Tests
- 3.10 Preparations of well balanced Question Paper in Social Science

UNIT – IV : SOCIAL SCIENCE TEACHER**6 Hours**

- 4.1 Special Qualities of Social Science Teacher
- 4.2 Competencies of Social Science Teacher

- 4.3 Professional Growth: Seminars, Workshops, Orientation, Refresher course, In-service training, Talent search, Self study through reading, research, Journals, Magazines, News papers, Membership of History Clubs.
- 4.4 Relationship of History and Civics Teacher with – Students, Co-workers, Headmasters and Community.

PRACTICUM:**10 Hours**

1. Preparation of Ability Based Question paper and administering
2. Analysis of Social Science Question paper from any practicing school and submitting a report.
3. Collecting information related to CCE from www- preparing and submitting a report.
4. Achievement Tests in Social Science, preparation and use of various types of test items
5. unit test and remedial teaching
6. Visit to community resource sites, prepare and submit a study report
7. Library based activities to sift relevant source information – Reporting
8. Survey of local and community resources for learning social science
9. Preparation of materials for a History room or Museum.
10. Report of Sharing Pupil Teacher own experiences in schools regarding Social Science Teaching
11. Collection of coins and stamps.
12. Conducting quiz competition and Debate program in Social Science
13. Observation and Reporting of the Social Science Lessons by a regular classroom teacher and reporting
14. Report of Peer group lesson observation and discussion
15. Preparing Resource Unit as a topic of Students choice in Social Science

REFERENCES:

1. Agarwal J.C: Teaching of Social Studies, fourth addition, vikasa publishing house(2006), New Delhi.
2. Arora K.L: Teaching of History.
3. B.N. Dash and Dr. I.V. Radhakrishna Murthy: Methods of Teaching Social Studies.
4. Biranchi Narayana Dash: Teaching of History, Neelkamal Publications PVT Ltd, Hyderabad.
5. Four Authours- Teaching History made easy 2007, Doaba house, New Delhi.
6. Ghate V.D:The Teaching of History.
7. Ghosh K.D: Creative teaching of History.
8. Johnson Henry: Teaching of History.
9. M. A. Khan: Teaching Social Studies in Secondary Schools, Common wealth Publishers, New Delhi.
10. NCERT Evaluation in Social studies.
11. Roddannavar: Methodology of teaching History & Civics.
12. Shaida B.D & Sshib Singh: Teaching of History.
13. Singh R.P: Teaching of History, R lal book depot, Meerut(UP) 2007
14. Timmareddy. K: Teaching of History & civics.
15. Vajreshwari. R: A hand book for History teacher.
16. Veena kumari & Digumathi Bankar Rao: Method of Social Science, Discovery publishing house, Delhi.
17. ಹೆಗಡೆ.ಎಂ. ಎಸ್. ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1ಮತ್ತು2)
18. ಕೊಂಗವಾಡ, ಎನ್.ಬಿ. ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.

19. ಮೂರ್ತಿ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
 20. ಶಂಕರಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
 21. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
 22. ತಿಮ್ಮರೇಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
 23. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PEDAGOGY OF SCHOOL SUBJECT (PSS1B/2A)
PHYSICS

Marks: 75+25=100

Total Teaching Hours: 40+10

Objectives:**On completion of this course the students will be able to**

- Prepare work book
- Analyse Critically physics text book
- Organization and maintain the science laboratory.
- Prepare and use of AV Aids
- Organise co-curricular activities in Physics.
- Gain an insight in to the skills of evaluating the outcomes of teaching physics and prepare items and tests for secondary school students.
- Appreciate and inculcate the competencies and commitments needed for a physics teacher.

UNIT I- PHYSICS CURRICULUM STUDY.**8 Hours**

- 1.1 Curriculum: Meaning and principles.
 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
 1.3 Recommendations made by NPE - 1986, NCF - 2005.
 1.4 Organisation of curriculum

UNIT II – RESOURCES TO TEACH PHYSICS**12 Hours**

- 2.1 Text book: Characteristics and function.
 2.2 Work books, Teacher Guide.
 2.3 Laboratory – Importance, equipping, maintenance and its management.
 2.4 Library: Classification of books based on themes, Role of magazine, Journals, Periodicals, Encyclopaedia, Newspaper and websites.
 2.5 AV Aids and E-learning resources.
 2.6 Community resources.
 2.7 Co-Curricular activities
 2.7.1 Science club
 2.7.2 Science fair and exhibition
 2.7.3 Field trips to scientific places (VITM, Planetarium)

UNIT III EVALUATION IN TEACHING**12 Hours**

- 3.1 Concept of evaluation, tools of evaluation.
 3.2 Unit Test – meaning, steps in the construction and administration of unit test
 3.3 Preparation of balanced question paper in physics.
 3.4 Diagnostic test- meaning steps of construction , difference with achievement test

- 3.5 Identifying educationally backward children and organizing remedial teaching
- 3.6 Identifying talented students and organizing special programmes.
- 3.7 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH**8 Hours**

- 4.1 Competencies of Physics teacher.
- 4.2 Professional growth - meaning and importance.
- 4.3 Means of professional development: Refresher courses, seminars, workshops, conferences,
Science talks and publishing articles on science topics.
- 4.4 Becoming a member of different organization of science.
- 4.5 Continuation of education of science teachers.

PRACTICUM/FIELD WORK (ANY ONE)**10 Hours**

1. Critical study of physics text book of VIII OR IX standard.
2. Identifying the laws, principles, facts, concepts etc. in physics content of VII, IX and X standard of Karnataka secondary school level.
3. Preparation of work book for one or two units
4. Survey of physics laboratory facilities of any two schools with practical suggestions for improvement
5. Preparing a report of different activities of Science club
6. Preparation of Diagnostic test in physics.
7. The college is free to introduce any other relevant and useful activity related to CCM physics

REFERENCES:

1. Source book for the Physical Science – Joseph – Bradwin, etc.
2. Problem Solving in Science – Narendra Vaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – Narendra Vaidya.
5. CBSE; ICSE – SCIENCE TEXT BOOKS.
6. Modern science teaching – R.C Sharma.
7. Discovery teaching in science – Columbus, Ohio; chales E.Merrill Books, Inc.,
8. Hand book of Research in teaching – Gage N.L(ed).
9. Research ideas for science project – Goyal K.C. & Swami.P. (RIE – Ajmer).
10. Planning for effective science teaching – R.C.Sharma.
11. Teaching of physical science – Patil R.S.
12. S.M.Zaidy, Anmol Publications, New Delhi - Modern Teaching of Science (2004).
13. Siddique and Siddique, Doaba House, New Delhi -Teaching Science Today and tomorrow (1998).
14. Ramabhai. N. Patel, Himalaya Publishing House, New Delhi – Educational Evaluation (1999).
15. Narendra Vaidya, IBAp publishing Co - The impact of Science Club (1994).
16. R. C. Das - Science teaching in schools.
17. S. K. Gupta - Teaching Physical sciences in secondary schools.
18. Robert. L- Scientific Experiments in physics.
19. Shalini Wadhva, Saroop and sons New Delhi - Modern methods of teaching physics (2001).
20. S. P. Kulshresta - Teaching of physical sciences

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS2B/2A)
MATHEMATICS

Marks: 75+25=100

Total Teaching Hours: 40+10

Objectives:**On completion of this course the students will be able to**

- Develop the understanding of Resources for Teaching Mathematics.
- Acquire the knowledge of extended activities in mathematics.
- Develop the skills in construction and administrating unit test and Diagnostic tests in Mathematics.
- Develop the skills in critically analyse the text book and question papers of secondary school mathematics.

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS**8 HOURS**

- 1.1 Syllabus and curriculum – Meaning , definition and Difference
- 1.2 Principles and organization of curriculum construction
- 1.3 New trends of Mathematics curriculum in India
- 1.4 NCF -2005 and NCFTE-2009

UNIT -2:- RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS**8 HOURS**

- 2.1 Text book- Meaning, characteristics and importance.
- 2.2 Work book- Meaning, characteristics, steps and importance.
- 2.3 Learning aids- Meaning, Characteristics, need, and preparation of learning aid.
- 2.4 Laboratory – Need, importance, equipments and maintenance.

UNIT -3:- EVALUATION IN MATHEMATICS**12 HOURS**

- 3.1 Oral and written Techniques.
- 3.2 Constructions of variety of tests.
- 3.3 Unit test in mathematics- meaning, importance steps, format and procedure.
- 3.4 Format and characteristics of well balanced question paper.
- 3.5 Diagnostic test in mathematics- meaning need and importance steps preparation and uses
- 3.6 Remedial instruction – Meaning and importance.
- 3.7 National Talent Search Examination scheme preparation

UNIT -4:- EXTENDED CURRICULAR ACTIVITIES IN MATHEMATICS**12 HOURS**

- 4.1 Mathematics club- objective, importance , organization and activities
- 4.2 Conducting mathematics Olympiads
- 4.3 Mathematics quiz- importance, organizations
- 4.4 Mathematics museum , mathematics fairs, exhibitions- importance and organizations

PRACTICUM/ACTIVITY: (ANY ONE)**10 HOURS**

1. Preparation of Diagnostic test
2. Comparative study of syllabus NCERT, CBSE, ICSE
3. Preparation of programmed learning materials on a unit.
4. Critical review of text book of mathematics.
5. Preparation of work book for one or two units.
6. Survey of mathematics laboratory facilities of any two nearby schools/colleges with practical suggestions for improvement.
7. Preparing a report of different activities of mathematics club.
8. Preparation of unit test in mathematics.

REFERENCE:

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan, London. Bell & Sons.
3. Bell, E.T. (1965): Men of Mathematics I & II, Penguin.
4. Biggs, E.E. & Maclean James, R. (1969): Freedom to Learn, Addison Wesley, Canada. Boyd, London.
5. Butler and wren (1960) the teaching of secondary mathematics, Tokyo; McGraw Hill Book company
6. Butler and Wren (1951): Teaching of Secondary Mathematics, McGraw Hill Book, Co., New York.
7. Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
8. Davis D.R. (1951): The Teaching of Mathematics, Addison Wesley Press, London.
9. Dolclani B.F. (1972): Modern School Mathematics-Structure and Method.
10. Henderson , Ketal, Dynamics of Teaching secondary mathematics, London HousgtonMiffin (1975)
11. Henderson, K et.al (1975) Dynamics of Teaching Secondary Mathematics, London Houghton iffin
12. Howard eves, An introduction to the study of Mathematics
13. Jantli R, T, (2000) Subhodha Ganitha Bodhane, Vidyanidhi Prakashana Gadag.
14. Kapoor J N (1989) – Fascinating world of Mathematics New Delhi-
15. Land, Frank (1975): The Language of Mathematics, John Surrey, London.
16. London Mathematics Association: Report on the Teaching of Arithmetic, Algebra & Geometry, B.
17. Mangal S.K (1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
18. McIntosh, Jerry A. (1971): Perspective on Secondary Mathematics Education, Prentice Hall, New Jersey.
19. Nicholad, Eugene, D. & Swain Robert, L.: Mathematics for Elementary School Teachers, Holt
20. NSSE (1970): Mathematics Education, NSSE, Chicago.
21. Rinehart & Winston, New York.
22. Riuedesel, C. Alan (1967): Guiding Discovery in Elementary Mathematics, John Wiley & Sons, New York.
23. Schaff, William L. (1965): Basic Concepts of Elementary Mathematics, John Wiley & Sons, New York.
24. Schonnel, F.F. & Schonnel, F.J. (1965): Diagnostic and Remedial teaching in Arithmetic, Liver and
25. School's Council (1972): Mathematics in Primary Schools-Curricular in Bulletin, H.M.S.O., London.
26. Sidhu, K.S.: The Teaching of Modern Mathematics, Sterling Publishers, New Delhi.
27. Vigilante, Nicholas (1969): Mathematics in Elementary Education, MacMillan, London.
28. Vilenkin, N.Y. (1968): Stories about Sets, Academic Press, New York.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1B/2A)
CHEMISTRY

Marks: 75+25=100

Total Teaching Hours: 40+10

Objectives:

On completion of this course the students will be able to

- Development of skills in construction and administration of unit tests
- Understanding the resources in teaching chemistry
- Understand the meaning & importance of content analysis in chemistry
- Understand the assessment procedure in chemistry
- Developing the professional teacher competencies

UNIT: I- CURRICULUM STUDY IN CHEMISTRY**8 HOURS**

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbook (8th / 9th /10th).

UNIT: II- RESOURCES OF TEACHING CHEMISTRY**12 HOURS**

- 2.1 Laboratory- Equipment Planning and organization of practical work, Laboratory manual maintenance of apparatus, Chemicals and records.
- 2.2 Text Books in chemistry – Workbook, Characteristics and its uses. Community Resources– Experts in the field of chemistry.
- 2.3 Audio-Visual Aids–Film’s Film strips, Tape (Audio-Video), Models and Mock-up, Transparencies and OHP, Radio, Television and Computers.
- 2.4 Improvised apparatus – Meaning and importance.

UNIT: III- EVALUATION IN CHEMISTRY**8 HOURS**

- 3.1 Concepts of Unit test–importance–weightages–format–construction, scoring and interpretation.
- 3.2 Diagnostic test – uses and its importance in chemistry
- 3.3 Question Bank – Preparation based on Instructional objectives, importance of QB and its uses.

UNIT: IV: PROFESSIONAL GROWTH AND CHEMISTRY TEACHER 12 HOURS

- 4.1 Extended curricular activities – Science club, Science fair and Exhibitions their objectives, organization, importance.
- 4.2 Organization of study group and Teacher organization.
- 4.3 Study of Journals, reference books and enrichment materials.
- 4.4 Competencies of Chemistry teacher – Special skills.

PRACTICUM/FIELD WORK: (ANY ONE)**10 HOURS**

1. Critically study of chemistry text book of 8th or 9th standard.
2. Preparation of diagnostic test in chemistry.
3. Survey of chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES

1. Source book for the Physical Science – Joseph – Bradwin, etc.
2. Problem Solving in Science – NarendraVaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – NarendraVaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.

6. CBSE; ICSE – SCIENCE TEXT BOOKS.
7. Modern science teaching – R.C Sharma.
8. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
9. Hand book of Research in teaching – Gage N.L(ed).
10. Research ideas for science project – Goyal K.C. &Swami.P.(RIE – Ajmer).
11. Planning for effective science teaching – R.C.Sharma.
12. Modern teaching of Chemistry – Man Pal Singh.
13. Teaching of Chemistry – Yadav M.S.
14. Modern teaching of Chemistry – Kolasaniet.all
15. Teaching of Chemistry – Patil R.S.
16. ಹೊಸ ಶಿಕ್ಷಣದಲ್ಲು ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ-ಕರಿಗಣ್ಣನವರ. ಎ.ಸಿ
17. ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ – ನೀಲಕಂಠರಬನಾಳ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 3
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
BIOLOGY

Marks 75+25=100

Total teaching Hours: 40+10

Objectives:

On completion of course the student teacher will be able to -

- To develop the skill of setting and maintaining biology laboratory.
- Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
- Plan and execute various curricular and co – curricular activities related to teaching of biological science.
- Gain an insight in to the skills of evaluating the outcomes of teaching biological Science and prepare items and tests for secondary school students.
- Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT-I SCHOOL SCIENCE CURRICULUM:

10 Hours

- 1.1 Historical perspectives of biology curriculum.,
- 1.2 Principles of curriculum construction
 - 1.2.1-NPE (National Policy of Education) – 1986
 - 1.2.2- Programme of Action - 1992
 - 1.2.3- NCF (National Curriculum Framework) - 2005
 - 1.2.4- NCFTE – 2009

UNIT II- RESOURCES TO TEACH BIOLOGICAL SCIENCE

10 Hours

- 2.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books, material resources-reference materials and open resources.
- 2.2 Audio Visual aids and improvised materials.
 - 2.2.1 Audio Aids – Tape Recorder, Radio
 - 2.2.2 Visual Aids projected – Slide projector, OHP, Transparencies
 - 2.2.3 Visual Aids non projected – Flash cards, Charts, Maps, Bulletin boards, Models (Static/working)
 - 2.2.3 AVA – TV, Computer, Film Projector, PPT,

- 2.3 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
- 2.4 Biological Science laboratory: importance, designing, planning, equipping, Maintenance of biological equipments and records.

UNIT-III EVALUATION IN BIOLOGICAL SCIENCE**10 Hours**

- 3.1 Construction of unit test with the help of blue print.
- 3.2 Construction of diagnostic test and planning remedial measures.
- 3.3 Question bank: Features, Development and uses.
- 3.4 Identifying talented students and planning special programmes with Reference to NTSE (National Talent Search Exams)

UNIT-IV: PROFESSIONAL GROWTH AND ORGANIZING CO-CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE**10 Hours**

- 4.1 Biological science Teacher: Professional competencies, professional growth, in-service training through seminars, conferences, workshops, action research etc.
- 4.2 Study of journals and role of professional organizations in biological science.
- 4.3 Science Club, science museum, science fairs and exhibitions, science question box, Science quiz - organization and activities.
- 4.4 Excursions, Field trips, visits, nature study, bird watching – need organization and Usefulness.
- 4.5 Community resources - Identification and utilization of community resources.

PRACTICUM**10 Hours**

1. Preparing enrichment programme for the gifted and remedial programme for the slow learners.
2. Field Trip: Photo Album, Nature Album.
3. Prepare the project report on Biological journal.
4. Brief report of well equipped biology laboratory with equipments.
5. Preparation of work book for any two units of science text books.
6. Critical analysis of Karnataka state secondary school science text books. (6th to 10th).
7. Collecting and preserving biological specimens
8. Preparation and preservation of Herbarium sheets.
9. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

REFERENCES:

1. Bremmer, Jean (1967): Teaching Biology, Macmillan, London.
2. Dastgir, Ghulam (1980): Science Ki Tadress, Translation of Sharma and Sharma
3. Green, T.C. (1967): The Teaching and Learning Biology, Allman & Sons, London.
4. Gupta, V.K. (1994): Life Sciences Education Today. Arun Publishing House Pvt.Ltd. Sector17-C, Chandigarh.
5. Gupta, V.K. (1995): Reading in Science and Mathematics Education, Associated Publishers, Ambala Cantt.
6. Gupta, V.K. (1995): Teaching and Learning of Science and Technology, Vikas
7. Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent
8. Heller, R. (1967): New Trends in Biology Teaching, UNESCO, Paris.Ltd.
9. Miller, David, F. (1963): Methods and Materials for Teaching the Biological Sciences, McGraw Hill, New York.
10. Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt.

11. NCERT (1969): Improving Instructions in Biology, New Delhi.
12. Novak, J.P. (1970): The Improvement of biology Teaching.
13. Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern School, John Murry, London Publications. Publishing House, New Delhi.
14. Ravi Kumar S.K.: Teaching of Biology, Jaipur: Mangal Deep Publications.
15. Sharma B.M. and Sharma A.S.: Encyclopaedia of Education in 21st Century Science – Education, Volume – 8, New Delhi: Commonwealth Publication.
16. Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
17. Shukla, C.S.: Biology Teaching, Meerut: International Publishing House,
18. Siddiqui Najma N. and Siddiqui M: Teaching of Science Today and Tomorrow, Delhi: Doaba House.
19. Teaching of Sc., Tarakki Urdu Board, New Delhi.
20. Thurber, Walter (1964): Teaching of Science in Today's Secondary Schools, Prentice Hall, New Delhi.
21. UNESCO: Modern Trends in Teaching Biological Science, V.III.
22. Vaidya N.: Science teaching for the 21st century, New Delhi: Deep and Deep
23. Vaidya, N. (1971): The Impact of Science Teaching, Oxford and IB+I Publication Co., New Delhi.
24. Vaidya, N.: The Impact Science Teaching, New Delhi: Oxford & IBH Publishing.
25. Voss, Burton F.A. & Bren, S.B.: Biology as Inquiry, A Book of Teaching Methods.
26. Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B.Saunders Company, London.
27. Yadav K. : Teaching of Life Science, New Delhi: Anmol Publications.
28. Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: Dominant Publications.

KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
GEOGRAPHY

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

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

- Develop skill in preparing lesson plan and unit lesson plan of teaching geography.
- Prepare the different tools of evaluation in geography.
- Develop the skill of selecting and using various materials used in geography teacher.
- Acquire the knowledge of professional growth and competencies of geography teacher.
- Develop interest in organizing various co – curricular activities in teaching geography and
- List the objectives of teaching geography and economics and in secondary school level.
- Acquire knowledge about the content of T.B of geography.

UNIT 1- PLANNING FOR TEACHING GEOGRAPHY.

12 HOURS

- 1.1 General and instructional objectives of teaching of Geography, (Knowledge, understanding, application interest and skill).
- 1.2 Annual plan

1.3 Unit lesson plan.

1.4 Lesson plan

1.5 Resource unit

UNIT 2- EVALUATION IN TEACHING GEOGRAPHY.

12 HOURS

2.1 Meaning and importance of evaluation.

2.2 Construction of test items – short answer, objective type question, essay type, map drawing& reading skills.

2.3 Preparation of well balanced question paper.

2.4 Question Bank-concept and importance

2.5 Unit test-steps, preparation if a blue print and administration.

2.6 Construction of diagnosis of learning difficulties and planning remedial measures.

2.7 Learning difficulties in Geography.

UNIT 3- RESOURCES TO TEACH GEOGRAPHY

08 HOURS

3.1 Geography teacher's qualifications and competencies in service programmes.

3.2 Text book- importance, supplementary reading materials.

3.3 Audio visual materials – Hard ware/software.

3.4 Geography and Economics laboratory / museum/room

3.5 Using multimedia resources.

UNIT 4: CO-CURRICULAR ACTIVITIES IN TEACHING GEOGRAPHY

08 HOURS

4.1 Organization Geography related activities

4.2 Field trips, excursions its importance and organization.

4.3 Community resource and its importance

4.4 Geography and Economics hobbies-meaning, needs, types, organization.

4.5 Organization of Exhibitions.

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Critically study of Economics/Geography text book of 8th or 9th standard.

2. Preparation of diagnostic test in Economics/Geography.

3. Development of Economics/Geography laboratory facilities in college.

4. Preparing a report of different activities of Economics/Geography club.

5. Preparation of workbook for 1 or 2 units.

6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.

7. The college is free to introduce any other relevant activities.

REFERENCES:

1. Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice-

2. Hall Inc.

3. Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.

4. Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill

5. Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.

6. Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
7. Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
8. Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
9. Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
10. Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.
11. Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row.
12. Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication.
13. Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication.
14. Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
15. Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
17. Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
19. Tregartha, Gelnn T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
21. UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
22. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
23. Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.141008.
24. A.M.A., *Teaching of Economics in Secondary School*,New Delhi; Continental Book Co.
25. Aggarwal J C:Teaching Of economics, A Practical Approach”, VinodPustakmandir. Agra-2.
26. Dhillon S; Chopra K. :Teaching Of Economics
27. K.G. Lumbsend, (1970). *New Developments in the Teaching of Economics*, New Jersey; Prentice Hall
28. K.G. Lumbsend, (1970). *Recent Research in Economics Education*, New Jersey; Prentice Hall
29. Knopf, K.A., *The Teaching of Elementary Economics*, New Delhi
30. Leinsden, K. A. (1967). *Micro Economics*, New Jersey; Prentice Hall
31. Lumbsden A.F.A., *New Research in the Teaching of Economics*, Cambridge University Press.
32. Mustafa M, 2005, “Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
33. N R SaxenaTeaching of Economics ,R Lall Book Depot,Meerut
34. Natarajan S. 1993, “ Introduction to Economics of education”, sterling publications Private Limited.
35. Sharma Kadambari: Teaching of Economics
36. Siddiqui M H:Teaching of economics,APH Publications Corporation.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)

COMMERCE

Marks: 75+25=100

Total Teaching Hours 40+10

Course Objectives:

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

- gain competence in instructional planning
- analyse the text book prescribed for Higher Secondary level
- analyse the topics from business studies up to Higher Secondary level
- analyse the topic from Accountancy up to Higher Secondary level
- develop competence in various micro-teaching skills
- evaluate teaching manuals with specific criteria
- gain competence in achievement test construction
- Diagnose the difficulties and plan for remedial instruction

UNIT: 1 – PLANNING OF INSTRUCTION IN COMMERCE 20 HOURS

- 1.1 Meaning, importance and purpose of planning
- 1.2 Year plan, unit plan and lesson plan
- 1.3 Approaches in lesson planning – Herbartian, constructivist approach RIE approach

UNIT: 2 – EVALUATION IN COMMERCE 10 HOURS

- 2.1 Objective based Evaluation, competency based evaluation
- 2.2 Construction of achievement test –design, blue print, writing of test items.
- 2.3 Different types of test items – merits and demerits
- 2.4 Continuous and comprehensive evaluation – grading system

UNIT: 3- TRAINING IN TEACHING SKILLS (14 HRS)

- 3.1 Micro Teaching Practice in Teaching Skills-Skill of Introduction, Questioning and blackboard work
- 3.2 Teacher Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence

UNIT 4 : CO-CURRICULAR ACTIVITIES IN TEACHING COMMERCE 08 HOURS

- 4.1 Organisation of co-curricular activities
- 4.2 Field trips, excursions its importance and organization.
- 4.3 Community resource and its importance
- 4.4 Commerce hobbies-meaning, needs, types, organization.
- 4.5 Organization of Exhibitions.

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Visits to banks, insurance houses, warehouse, trade centres, companies and other business houses.
2. Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
3. Organizing and conducting commerce club activities
4. Developing commerce laboratory and conducting practical.
5. Updating and contributing through bulletin boards.

REFERENCES:

1. Khan, M.S., *Commerce Education*, New Delhi; Sterling Publication (P) Ltd.
2. Sharifkhan, Mohd., *The Teaching of Commerce*, New Delhi; Sterling Publication (P) Ltd.
3. Aggarwal, J. C. (1996). *Teaching of Commerce: A Practical Approach*, New Delhi :VikasPublishing House Pvt. Ltd.
4. *Commerce Education* Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi.
5. *Teaching of Commerce-A Practical Approach* J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi.
6. *Teaching of Commerce in Our School* Lulla B.P (BTTC-BIE Publication, Bombay).
7. *Method and Techniques of Teaching Commerce* Singh M.N Young Man & Co.New Delhi.
8. *Teaching of Commerce*-SeemaRao Anmol Publication, New Delhi.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
ENHANCING PROFESSIONAL CAPACITY COURSE (EPC3)
YOGA AND HEALTH EDUCATION

Marks: 40+10 = 50

Total Teaching Hours : 20+05

OBJECTIVES:*On completion of this course the students will be able to*

- Develop the understanding of the interrelation of Yoga.
- Create awareness on different aspects of health and fitness.
- Develop skills in organizing the physical education programme in schools.
- Acquire knowledge of common diseases.
- Explain medical aspects of yoga in terms of improving mental health and reducing stress.
- Classify yoga, yogic diet and yogic lifestyle.

UNIT – I INTRODUCTION TO YOGA**6 HOURS**

- 1.1 Basis of Yoga.
- 1.2 Meaning, definition and scope of yoga.
- 1.3 Benefits and Importance of Yoga.

UNIT-2 SURYA NAMASKARA AND ITS IMPORTANCE**7 HOURS**

- 2.1 Elementary Knowledge of Surya Namaskara.

2.2 Role of yoga for improving the quality of school education.

2.3 Kinds of Yoga- Astanga Yoga.

UNIT- III MEDITATION AND ITS IMPORTANCE

7 HOURS

3.1 Meditation – Meaning and Importance.

3.2 Pranayama – Meaning, Types and Importance.

3.3 Asanas - Meaning and Rules/Hints.

3.4 Asana/ Yogic exercises and The Cure of Diseases.

PRACTICUM/FIELD WORK:

05 Hours

1. Participating in any five Asanas of the following:

- 1.Shavasana, 2.Sarvangasana, 3.Halasanana, 4.Paschimottanasana, 5.Bhujangasana,
- 6.Shalabhasana, 7.Dhanurashna, 8.Chakrasana, 9.Vajrashna, 10.Gomukhasana,
- 11.Matsyanana, 12.Janu- Shirshasana, 13.Ardhmatsyendrasana, 14.Padmasana and
- 15.Shirshasana

2. Participation in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.

3. Preparing a Workbook (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)

REFERENCES:

1. Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications.
2. Besant, A. (2005). An Introduction to Yoga., New Delhi: Cosmo
3. Iyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins Publishers India Private Limited
4. Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol.XII. Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
5. Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
6. Lzmailovich, A. V. (1990). Sahaj Yoga as a cure for Epilepsy, Sochi Physiotherapy Hospital. U.S.S.R: Department of Curatology.
7. Essentials of physical Education, Ajmir sing, Jagadish bains, Kalyani Publishers, Ludhiana.

**KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
ENHANCING PROFESSIONAL CAPACITY COURSE
EPC : 4 - DRAMA AND ART IN EDUCATION
(ಶಿಕ್ಷಣದಲ್ಲಿ ನಾಟಕ ಮತ್ತು ಕಲೆ)**

ಅಂಕಗಳು : 40 + 10 = 50

ಮೋಧನಾ ಅವಧಿಗಳು 20+05=25

ಉದ್ದೇಶಗಳು:

ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ...

- ರಂಗಭೂಮಿ ಮತ್ತು ಇತರ ಕಲೆಗಳ ಜ್ಞಾನ ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- ರಂಗಭೂಮಿಯ ಮೂಲಕ ಸಂವಹನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುವರು.

- ರಂಗ ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಬೋಧನೆಯನ್ನು ಆಸಕ್ತಿದಾಯಕವಾಗಿ ಮತ್ತು ಆಕರ್ಷಕವಾಗಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
- ರಂಗಕಲೆಗಳ ಬಗ್ಗೆ ಗೌರವ, ಪ್ರೀತಿ ಬೆಳೆಸಿಕೊಂಡು, ಪರಸ್ಪರ ಸಹಕಾರದ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಆರೋಗ್ಯಕರ ವಾತಾವರಣ ನಿರ್ಮಿಸುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- ರಂಗಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.

ಘಟಕ-1. ರಂಗಭೂಮಿಯ ಸ್ವರೂಪ :**ಬೋಧನಾ ಅವಧಿಗಳು : 5**

- 1.1 ರಂಗಭೂಮಿಯ ಅರ್ಥ ಮತ್ತು ಪರಿಕಲ್ಪನೆ.
- 1.2 ಭಾರತೀಯ ರಂಗಭೂಮಿಯ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ.
- 1.3 ನಾಟ್ಯಶಾಸ್ತ್ರದ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ ಹಾಗೂ ರಂಗಭೂಮಿಯೊಡನೆ ಅದರ ಸಂಬಂಧ.
- 1.4 ಭಾರತೀಯ ಪಾರಂಪರಿಕ ರಂಗಭೂಮಿಯ ಮೇಲೆ ಪಾಶ್ಚಾತ್ಯ ರಂಗಭೂಮಿಯ ಪ್ರಭಾವ.
- 1.5 ಕರ್ನಾಟಕ ರಂಗಭೂಮಿಯ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ.
- 1.6 ಕರ್ನಾಟಕ ರಂಗಭೂಮಿಗೆ ವರದಾಚಾರ್ಯರು, ಗುಬ್ಬಿವೀರಣ್ಣ, ಟಿ.ಪಿ. ಕೈಲಾಸಂ, ಶ್ರೀರಂಗ ಹಾಗೂ ಬಿ.ವಿ.ಕಾರಂತ ಇವರುಗಳ ಕೊಡುಗೆ.

ಘಟಕ-2 ನಾಟಕಗಳ ರಚನೆ ಮತ್ತು ಪ್ರದರ್ಶನ :**ಬೋಧನಾ ಅವಧಿಗಳು : 4**

- 2.1 ರಂಗಕೃತಿಗಳನ್ನು ರಚಿಸುವಾಗ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು - ಕಥೆ, ರಂಗದ ಸಾಧ್ಯತೆಗಳು, ಸಂಭಾಷಣೆ, ಪಾತ್ರಗಳ ಸೃಷ್ಟಿ, ಮೌಲ್ಯ ಹಾಗೂ ಸಂದೇಶವನ್ನು ಪ್ರಸ್ತುತಪಡಿಸುವಿಕೆ.
- 2.2 ರಂಗಭೂಮಿಯಲ್ಲಿ ಭಾಷೆ, ಅಭಿನಯ (ಕಲಾಭಿನಯ ಮತ್ತು ಭಾವಾಭಿನಯ) ಸಂಗೀತ, ನಾಟ್ಯ ಇವುಗಳ ಆಂತರಿಕ ಸಂಬಂಧ.
- 2.3 ರಂಗಸಂಜ್ಞೆ - ಸರಳೀಕೃತ ರಂಗವಿನ್ಯಾಸ, ಪ್ರಸಾದನ, ಪರಿಕರಗಳು, ಬೆಳಕು, ವೇಷಭೂಷಣಗಳು, ವೈವಿದ್ಯಮಯ
- 2.4 ಚಿತ್ರಗಳ ರಚನೆ ಮತ್ತು ಬಳಕೆ - ಇವುಗಳ ಸಮನ್ವಯತೆ.
- 2.5 ನಾಟಕದಲ್ಲ ನಿರ್ದೇಶಕ ಹಾಗೂ ನಟನ ಪಾತ್ರ.

ಘಟಕ-3. ರಂಗಕಲೆ ಮತ್ತು ಶಿಕ್ಷಣ :**ಬೋಧನಾ ಅವಧಿಗಳು : 5**

- 3.1 ಶಿಕ್ಷಣದಲ್ಲಿ ನಾಟಕ, ಕಲೆ, ಸಂಗೀತ ಹಾಗೂ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ.
- 3.2 ಶಿಕ್ಷಣದಲ್ಲಿ ರಂಗಕಲೆಯ ಅಳವಡಿಕೆ ಮತ್ತು ಶಿಕ್ಷಕರ ಪಾತ್ರ - ಪಠ್ಯ ಬೋಧನೆಯಲ್ಲಿ ರಂಗಾಂಶಗಳ ಬಳಕೆಯ ವಿಧಾನ, ಸಾಧ್ಯತೆ ಹಾಗೂ ಅಗತ್ಯತೆ.
- 3.3 ರಂಗ ಶಿಕ್ಷಣ ಶಾಲೆಗಳ ಚಟುವಟಿಕೆಗಳು : ಹೆಗ್ಗೋಡಿನ ನೀನಾಸಂ, ಮೈಸೂರಿನ ರಂಗಾಯಣ ಹಾಗೂ ಸಾಣೀಹಳ್ಳಿಯ ಶ್ರೀ ಶಿವಕುಮಾರ ರಂಗಶಾಲೆಯ ಚಟುವಟಿಕೆಗಳು.

ಘಟಕ-4 ರಂಗ ತರಬೇತಿ (ಪ್ರಾಯೋಗಿಕತೆ/ಪ್ರಾತ್ಯಕ್ಷಿಕೆ)**ತರಬೇತಿ ಅವಧಿಗಳು : 6**

- 4.1 ದ್ವನಿಯ ಅಭ್ಯಾಸಗಳು - ಮಾತಿನ ಸ್ಪಷ್ಟತೆ, ಏರಿಳಿತ; ಭಾಷೆಯ ಬಳಕೆ, ಕೃತಿ ಓದುವ ಅಭ್ಯಾಸ.
- 4.2 ಶಾರೀರಿಕ ಅಭ್ಯಾಸಗಳು - ನಿಲುವು, ಆಂಗಿಕ ಅಭಿನಯ, ಚಲನವಲನ, ಪ್ರವೇಶ ಹಾಗೂ ನಿರ್ಗಮನ
- 4.3 ಸಂಕೋಚ ಕೀಳರಿಮೆ ನಿವಾರಣಾ ಅಭ್ಯಾಸಗಳು - ರಂಗಕ್ರೀಡೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ.
- 4.4 ಸೃಜನಶೀಲತೆ, ಕಲ್ಪನಾಶಕ್ತಿ, ಸ್ಮರಣ ಶಕ್ತಿ ಮತ್ತು ಏಕಾಗ್ರತೆಯನ್ನು ಬೆಳೆಸುವ ಅಭ್ಯಾಸಗಳು
- 4.5 ಭಾವನೆ ಮತ್ತು ಸಮಯಸ್ತೂತಿಯನ್ನು ಉದ್ದೇಶನಗೊಳಿಸುವ ಅಭ್ಯಾಸಗಳು
- 4.6 ಆಶು ವಿಸ್ತರಣೆ, ಕಥೆ ಹೇಳುವುದು, ಅಂತಃಪಠ್ಯವನ್ನು ಶೋಧಿಸಿಕೊಳ್ಳುವ ಅಭ್ಯಾಸಗಳು
- 4.7 ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲಗಳಿಂದ ವಿವಿಧ ಪರಿಕರಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವ ಅಭ್ಯಾಸಗಳು.

PRACTICUM / FIELD WORK**ಅವಧಿಗಳು : 5**

1. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯದ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ನಾಟಕವಾಗಿ ರೂಪಾಂತರಿಸುವುದು.
2. ರಂಗ ತರಬೇತಿ ಶಾಲೆಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ, ಸಚಿತ್ರ ಮಾಹಿತಿಗಳೊಂದಿಗೆ ವರದಿ ತಯಾರಿಸುವುದು.
3. ರಂಗ ಕರ್ಮಿಗಳನ್ನು ಸಂದರ್ಶಿಸಿ ಸಂಬಂಧಿಸಿದ ಮಾಹಿತಿಯನ್ನು ವರದಿಮಾಡುವುದು.
4. ಜಾನಪದ ರಂಗಕಲೆಗೆ ಸಂಬಂಧಪಟ್ಟ ಸ್ಥಳೀಯ ಕಲಾವಿದರನ್ನು ಸಂಪರ್ಕಿಸಿ ಸಚಿತ್ರ ಮಾಹಿತಿ ನೀಡುವುದು.
5. ರಂಗ ಪರಿಕರಗಳನ್ನು ಸ್ವತಃ ತಯಾರಿಸಿ, ಸಲ್ಲಿಸುವುದು.
6. ವರ್ಣರಂಜಿತ ಚಿತ್ರಗಳನ್ನು ಸ್ವತಃ ರಚಿಸುವುದು.
7. (ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ)

ಸೂಚನೆ : ಮೇಲಿನ ಚಟುವಟಿಕೆಗಳ ಜೊತೆಯಲ್ಲಿ ಎಲ್ಲಾ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ವಿವಿಧ ಗುಂಪುಗಳಲ್ಲಿ ಸಂಘಟನೆಗೊಂಡು ಶಾಲಾ ಪಠ್ಯವನ್ನು ಆಧರಿಸಿದ ಹತ್ತು ನಿಮಿಷದ ಕಿರು ನಾಟಕವನ್ನು ಪ್ರದರ್ಶಿಸಿ ವೀಡಿಯೋ ಚಿತ್ರೀಕರಣ ಮಾಡಿ ಸಲ್ಲಿಸುವುದು ಕಡ್ಡಾಯ.

REFERENCES:

1. ಎನ್. ಎಸ್. ವೆಂಕಟರಾಮ್., (2001) 'ರಂಗಭೂಮಿ' ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್ಸ್ ಪ್ರೈ.ಲಿ. ಬೆಂಗಳೂರು-01
2. ಬಿ.ಪುಟ್ಟಸ್ವಾಮಯ್ಯ 'ಕನ್ನಡ ರಂಗಭೂಮಿ ನಡೆದುಬಂದ ದಾರಿ' ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ ಬೆಂಗಳೂರು - 560002
3. ಡಾ. ಎಚ್. ಕೆ. ರಂಗನಾಥ್ "ವೃತ್ತಿ ರಂಗ ದರ್ಶನ" ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
4. ಎಚ್. ಎಸ್. ಶಿವಪ್ರಕಾಶ್ "ಸಾಹಿತ್ಯ ಮತ್ತು ರಂಗಭೂಮಿ" ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು -02
5. ಗೊ.ರು. ಚನ್ನಬಸಪ್ಪ "ಕರ್ನಾಟಕ ಜನಪದ ಕಲೆಗಳು" ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
6. ಬೋರಲಂಗಯ್ಯ ಹೆಚ್.ಜಿ. (1996). "ಕರ್ನಾಟಕ ಜನಪದ ಕಲೆಗಳ ಕೋಶ" ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿದ್ಯಾರಣ್ಯಪುರ, ಹಂಪಿ.
7. ಎಸ್.ವಿ. ರಂಗಣ್ಣ "ರಂಗ ಜನ್ಮಪ" ವಿಶ್ವಕನ್ನಡ ಸಮ್ಮೇಳನ, ಬೆಂಗಳೂರು.
8. Abbs, P. (2003). Against the Flow: Education, the arts and postmodern culture. London, Routledge Falmer.
9. Benton, M. (2000). 'Canons Ancient and Modern: the texts we teach'. Educational Review, 52(3), 269-277.
10. Bowmaker, M. (2002). A Little School on the Downs. Bognor Regis: Woodfield Publishing.
11. Bresler, L. (ed.) (2007). International Handbook of Research in Arts Education. Dordrecht, The Netherlands: Springer.
12. Carr, D. (2005). 'On the contribution of literature and the arts to the educational cultivation of moral virtue, feeling and emotion'. Journal of Moral Education, Vol. 34 (2), 137-151.
13. Downing, D., Johnson, F., & Kaur, S. (2003). Saving a Place For the Arts? A Survey of the Arts in Primary Schools in England. Slough: NFER.
14. Fisher, J. (2001). 'High art versus low art' pp. 409 - 421 in Gaut, B. (Ed.), Routledge Companion to Aesthetics. London: Routledge.
15. Green, L. (2002) How Popular Musicians Learn: A Way Ahead for Muscis Education. London: Ashgate.
16. Humphreys, J. (2006). 'Toward a reconstruction of 'creativity' in music education'. British Journal of Music Education, Vol. 23 (3), 351-361.
17. Ofsted (2006). An Evaluation of the Paul Hamlyn Foundation Musical Futures Project. London: HMSO.
18. Shusterman, R. (2006). 'Thinking Through the Body, Educating for the Humanities: A Plea for Somaesthetics'. The Journal of Aesthetic Education Vol. 40 (1), 1-21

III SEMESTER

| Sl. No | Subject and code | Max Marks |
|--------|---|--|
| 1 | <ul style="list-style-type: none"> • PEC 7 - Educational administration and Management • PEC 8-Inclusive Education • PEC 9-Gender School and Society • PSS 1B-Pedagogy of School Subject -1 • PSS 2B-Pedagogy of School Subject -2 | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25X05 =125 |
| 2 | <ul style="list-style-type: none"> • EPC 3-Yoga and Health Education • EPC 4-Drama and Art in Education | Test: 05 Practicum: 05 Total: 10 for each EPC subject 10x02 =20 |
| 3 | Internship of Two Weeks Observation of demonstration lessons and other lessons of the school teachers (at least 03 in each pedagogical subject) in schools given by school teachers/Teacher educators and writing the observation reports in each pedagogical subject. | 05 for each pedagogical subject. Total 10 marks |
| 4 | Preparing TLM for pedagogical subjects (at least 01 in each pedagogical subject) and exhibition of the work done | $7.5+7.5= 15$ (7.5 per pedagogical subject) |
| 5 | College General, Pedagogy wise and internship attendance records | |
| 6 | TOTAL INTERNAL MARKS FOR THE 3rd SEMESTER 170 | |

SUGGESTED SCHOOL ACTIVITIES:

1. Organisation of cultural activities, organization of literary activities organization of games/reports
2. Framing of time table
3. Attending and organizing morning assembly
4. Maintenance of School discipline
5. Maintenance of School Records
6. Guidance and Counselling
7. Organising science fair, exhibition, science club, nature study
8. Maintenance of School library
9. Maintenance of School laboratories
10. Role of community for school improvement
11. School mapping
12. Gardening
13. Voluntary services
14. Mass awareness of social evils and taboos
15. Literacy activities
16. Any other activity/s decided by the institute

FOURTH SEMESTER

IV SEMESTER

School Internship

Teaching Practice and Practical Work-I

(Elementary/Secondary/Higher Secondary Schools) Eight Weeks + one Week
(One week should be used for preparation for Teaching practice and Practical work in the Teacher education institute making it totally seven weeks)

| Sl. No | Activities | Max Marks |
|--|---|---|
| 1 | Regular Class room teaching- Delivery of at least 20 lessons (10 in each school subject) Among them one ICT based lesson and one lesson integrating the concepts of Population concerns/environment concerns/peace/values etc., in each school subject) 8+1+1=10 in each school subject. Totally 20 lessons) | 20 marks for each pedagogical subject $20+20=40$ 15 marks for ICT based lesson 15 marks for integrated lesson $15+15=30$ Total: 40+15+15 =70 |
| 2 | Participation in any two cocurricular activities including working with School and community/ out of classroom activities' in school and organising of events and submitting an activity report | 5 marks for each activity 5+5=10 |
| 3 | Observation of lessons (at least 20 in each subject) and submitting the observation report. In case there are less number of students in a particular pedagogic subject the student can observe the lessons of other subjects. | 10 marks for each subject 10+10=20 |
| 4 | Preparation of Unit plan and preparation, administration and analysis of unit plan and unit test/Diagnostic test followed by remedial teaching for school subject (PSS1A/PSS2A) | Unit Plan & Unit Test/ Diagnostic test : 10 marks Remedial teaching Plan: 10 marks. Total: 20 marks |
| 5 | Resource Unit for school subject (PSS1A/PSS2A) | Resource unit Total Marks 10 |
| 6 | School/Classroom based research project (Action Research) Complete Report | 10 marks |
| 7 | Student teachers function in liaison with the regular teachers in the school in all day-today functioning along with teaching-learning and writing a daily diary | 10 marks |
| 8 | Term end lessons (two lessons-one in each school subject) | 20 marks for each lesson 5 marks each for TLM in Each Pedagogical subject 25+25=50 |
| Total marks for Teaching Practice and Practical work -I = 200 | | |

Teaching Practice and Practical Work-II

(Elementary/ Secondary/ Higher Secondary Schools) Six Weeks + one week

(One week should be used for preparation for Teaching practice and Practical work in the Teacher education institute making it totally seven weeks)

| Sl. No | Activities | Max Marks |
|--|--|---|
| 1 | Regular Class room teaching-Delivery of at least 20 lessons (10 in each school subject) Among them one ICT based lesson and one lesson integrating the concepts of Population concerns/environment concerns/peace/values etc., in each school subject) 8+1+1=10 in each school subject. Totally 20 lessons) | 20 marks for each pedagogical subject $20+20=40$ 10 marks for ICT based lesson 10 marks for integrated lesson $10+10=20$ Total: 40+10+10=60 |
| 2 | Participation in any one co-curricular activities including working with School and community/ out of classroom activities' in school and organising of events and submitting an activity report | 5 marks for activity |
| 3 | Observation of lessons (at least 20 in each subject) and submitting the observation report. In case there are less number of students in a particular pedagogic subject the student can observe the lessons of other subjects. | 10 marks for each subject 10+10=20 |
| 4 | Preparation of Unit plan and preparation, administration and analysis of unit plan and unit test/Diagnostic test followed by remedial teaching for school subject (PSS1A/PSS2A) (Note: In case Unit Plan, Unit test/Diagnostic test in PSS1A in first Session Then In second session it should be prepared in PSS 2A and vice-versa) | Unit Plan & Unit Test/Diagnostic test : 10 marks, Remedial lesson plan : 10 marks Total : 20 |
| 5 | Resource Unit for school subject (PSS1A/PSS2A) (Note: In case Resource Unit is prepared in PSS1A in first Session then In second session it should be prepared in PSS 2A and vice-versa) | Resource unit Total Marks 10 |
| 6 | Student teachers function in liaison with the regular teachers in the school in all day-today functioning along with teaching learning and writing a daily diary | 10 marks |
| 7 | Term end lessons (two lessons-one in each school subject) | 20 marks for each lesson 5 marks each for TLM in each Pedagogical Subject 25+25=50 |
| Total marks for Teaching Practice and Practical work - II = 175 | | |
| Grand Total for Fourth Semester INTERSHIP 200 + 175 = 375 | | |