

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಾಲಯ, ಕುವೆಂಪು ಶತಮಾನೋತ್ಸವ ಭವನ, ಜ್ಞಾನ ಸಹ್ಯಾದ್ರಿ,
ಶಂಕರಘಟ್ಟ - 577 451, ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ.

ಸಂಖ್ಯೆ:ಕುವಿ:ಶೈವಿ: ಎಸಿ-3 ಬಿ.ಇಡಿ(54): 3994 :2016-17

ದಿನಾಂಕ:26-10-2016

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2015ರಲ್ಲಿ ಪರಿಚಯಿಸಲ್ಪಟ್ಟ 02 ವರ್ಷದ ಬಿ.ಇಡಿ. ಪಠ್ಯಕ್ರಮದ ಮಾರ್ಪಾಡುಗಳನ್ನು
ಪರಿಚಲಿಸುತ್ತಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ:30-06-2015ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ತಿನ ಸಾಮಾನ್ಯ ಸಭೆಯ ನಿರ್ಣಯ.
2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:17-08-2015.
3. ಈ ಕಛೇರಿಯ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ:ಎಸಿ-3:ಬಿ.ಇಡಿ-54:2962:2015-16,
ದಿನಾಂಕ:19/25-08-2015.
4. ಪ್ರಾಧಿಕಾರ ವಿಭಾಗದ ಪತ್ರ ಸಂಖ್ಯೆ:ಕುವಿ:ಯು.ಟಿ-3:356:2015-16, ದಿನಾಂಕ:08-10-2015.
5. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ ಇವರ ಅನುಮೋದನೆ ದಿನಾಂಕ:17-10-2016.
6. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:20-10-2016

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ದಿನಾಂಕ: 30-06-2015ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ತಿನ ಸಾಮಾನ್ಯ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆಗೊಂಡ 02
ವರ್ಷದ ಬಿ.ಇಡಿ. ಕೋರ್ಸಿನ ಸೆಮಿಸ್ಟರ್ ಪದ್ಧತಿಯ ವಿನಿಯಮ ಮತ್ತು ಪಠ್ಯಕ್ರಮವನ್ನು ಮಾನ್ಯ ಕುಲಾಧಿಪತಿಗಳ ಅಂಕಿತವನ್ನು ಕಾಯ್ದಿರಿಸಿ
2015-2016ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ಬರುವಂತೆ ಉಲ್ಲೇಖಿತ (03)ರಲ್ಲಿ ಅಧಿಸೂಚಿಸಲಾಗಿತ್ತು.

ಅದ್ವೈತರು, ಸ್ನಾತಕ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಇವರು ದಿನಾಂಕ:30-08-2016ರಂದು ನಡೆದ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ
ಸಭೆಯಲ್ಲಿ ಕೆಲವು ಮಾರ್ಪಾಡಿನೊಂದಿಗೆ 02 ವರ್ಷದ ಬಿ.ಇಡಿ. ಸೆಮಿಸ್ಟರ್ ಪದ್ಧತಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಲ್ಲಿಸಿ ಎರಡನೇ ಸೆಮಿಸ್ಟರ್‌ನಿಂದಲೇ
ಜಾರಿಗೊಳಿಸಲು ಅನುಮೋದನೆಗೊಂಡ ಉಲ್ಲೇಖಿತ (05)ರ ಶಿಕ್ಷಣ ನಿಕಾಯದ ಡೀನರ ಅಭಿಪ್ರಾಯದ ಮೇರೆಗೆ ಉಲ್ಲೇಖಿತ (03)ರ
ಅಧಿಸೂಚನೆಯಲ್ಲಿ ಪರಿಚಲಿಸಲ್ಪಟ್ಟ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಪ್ರಸ್ತುತ ಮಾಡಲಾದ ಮಾರ್ಪಾಡುಗಳನ್ನು ಮುಂಬರುವ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ತಿನ
ಅನುಮೋದನೆಯನ್ನು ಕಾಯ್ದಿರಿಸಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಉಲ್ಲೇಖಿತ (06)ರ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆಯ ಮೇರೆಗೆ, 2015-16ನೇ
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಭೋಧನೆಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಈ ಮೂಲಕ ಅಧಿಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮಾರ್ಪಾಡುಗೊಂಡ ಪಠ್ಯಕ್ರಮದ ಪ್ರತಿ.

ವಿ.ಸೂ:- ಮಾರ್ಪಾಡುಗೊಂಡ 02 ವರ್ಷದ ಬಿ.ಇಡಿ. ಪಠ್ಯಕ್ರಮವನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ
ವೆಬ್ ಸೈಟ್ www.kuvempu.ac.in ನಲ್ಲಿಯೂ ಸಹ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕರಡು ಕುಲಸಚಿವರಿಂದ ಅನುಮೋದನೆಯಾಗಿದೆ.

ಆದೇಶದ ಮೇರೆಗೆ,

ಲಾಂಛನ
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಕುಲಸಚಿವ(ಶೈಕ್ಷಣಿಕ)
ಜ್ಞಾನ ಸಹ್ಯಾದ್ರಿ
ಶಂಕರಘಟ್ಟ-577 451
ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ.

26/10/16

ಪ್ರತಿಗಳು:

01. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಕೇಂದ್ರೀಕೃತ ದಾಖಲಾತಿ ಘಟಕ, ಸೆಂಟ್ರಲ್ ಜೂನಿಯರ್ ಕಾಲೇಜು
ಆವರಣ, ಕೆ.ಜಿ.ರಸ್ತೆ, ಕಾವೇರಿ ಭವನದ ಎದುರು, ಬೆಂಗಳೂರು - 2.
02. ಆಯುಕ್ತರು, ಕಾಲೇಜು ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಅರಮನೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು - 560 001.
03. ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು - 560 085.
04. ಮಾನ್ಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಸಚಿವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿ, ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು.
05. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ (ಉನ್ನತ ಶಿಕ್ಷಣ)ಯವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿ, ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
06. ಸರ್ಕಾರದ ಕಾರ್ಯದರ್ಶಿ (ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ)ಯವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿ, ಶಿಕ್ಷಣ
ಇಲಾಖೆ, ಬೆಂಗಳೂರು
07. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ (ಕಾಲೇಜು ಶಿಕ್ಷಣ) ಇವರ ಆಪ್ತಸಹಾಯಕರು, ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
08. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ (ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು) ಇವರ ಆಪ್ತ ಸಹಾಯಕರು, ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
09. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಶಂಕರಘಟ್ಟ.
10. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಪರಿಷತ್, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಶಂಕರಘಟ್ಟ.
11. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಶಂಕರಘಟ್ಟ.
12. ಉಪ ಕುಲಸಚಿವರು, ಪ್ರಾಧಿಕಾರ ವಿಭಾಗ, ಕುವಿವಿ- ಸದರಿ ವಿನಿಯಮವನ್ನು ಸರ್ಕಾರಕ್ಕೆ ಕಳುಹಿಸಲು
ಕ್ರಮಕ್ಕೆಗೊಳ್ಳುವುದು.
13. ಆಪ್ತಕಾರ್ಯಾಲಯ: ಕುಲಪತಿಗಳು: ಕುಲಸಚಿವರು: ಹಣಕಾಸು ಅಧಿಕಾರಿಗಳು, ಕುವಿ.ವಿ., ಶಂಕರಘಟ್ಟ.
14. ಸಹಾಯಕ ಕುಲಸಚಿವರು / ಅಧೀಕ್ಷಕರು / ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮಾ.ಸ.ನಿ., ಕುವಿ.ವಿ., ಶಂಕರಘಟ್ಟ.
15. ಶ್ರೀ ಶಂಕರಪ್ಪ, ವೈಬ್ ಸೈಟ್, ಗ್ರಂಥಾಲಯ ಮತ್ತು ಮಾಹಿತಿ ವಿಜ್ಞಾನ ವಿಭಾಗ, ಕುವಿ.ವಿ., ಶಂಕರಘಟ್ಟ.
16. ರಕ್ಷಣಾ ಕಡತ.
17. ಕಛೇರಿ ಪ್ರತಿ.

KUVEMPU UNIVERSITY			
MODIFIED CURRICULUM OUTLINE FOR 2 YEAR(4 SEMESTER) B.ED COURSE			
<i>I Semester</i>			
SI	CODE	Paper	Modifications made
1.	PEC1	Knowledge and Curriculum	No Changes
2.	PEC2	Psychology of the learner	No Changes
3.	PEC3	Information and communication technology	No Changes
4.	EPC1	Language across the curriculum	Minor Modification (Syllabus enclosed)
		Optional Courses (any one)	
5.	OC1	Action research	No Changes
6.	OC2	Education of Exceptional children	No Changes
7.	OC3	Environmental education	No Changes
8.	OC4	Guidance and counseling	Minor Modification (Syllabus enclosed)
9.	OC5	Library and school organization	No Changes
10.	OC6	Multimedia and e-learning	No Changes
11.	OC7	Population education	No Changes
12.	OC8	Physical and Health Education	No Changes
13.	OC9	Value education	No Changes
14.	INT1	Internship (Two Weeks)	No Changes
<i>II Semester</i>			
SI	CODE	Paper	Modifications made
15.	PEC4	Contemporary India and education	No Changes
16.	PEC5	Learning process and measurement	Minor Modification (Syllabus enclosed)
17.	PEC6	Instructional technology*	Interchanged with PEC-7: Educational Administration and Management (from Sem-3)
	PSS1A/2A	Pedagogy of school subject-1/2	
18.		Kannada	Minor Modification (Syllabus enclosed)
19.		English	Minor Modification (Syllabus enclosed)
20.		Hindi	No Changes
21.		Urdu	No Changes
22.		Social Science	Minor Modification (Syllabus enclosed)
23.		Physics	Minor Modification (Syllabus enclosed)
24.		Mathematics	Minor Modification (Syllabus enclosed)
25.		Chemistry	No Changes
26.		Biology	Minor Modification (Syllabus enclosed)
27.	EPC2	Understanding the self(personality development)	No Changes

28.	INT2	Internship (Two Weeks)	Minor Modification (Syllabus enclosed)
III Semester			
SI	CODE	Paper	Modifications Made
29.	PEC7	Educational administration and management*	Interchanged with PEC-6: Instructional Technology (from Sem-2)
30.	PEC8	Inclusive education	No Changes
31.	PEC9	Gender, school and society	Minor Modification (Syllabus enclosed)
	PSS1B/	Pedagogy of school subject-1B/2B	
32.	2B	Kannada	Minor Modification (Syllabus enclosed)
33.	PSS2B	English	Minor Modification (Syllabus enclosed)
34.		Hindi	No Changes
35.		Urdu	No Changes
36.		Social Science	Minor Modification (Syllabus enclosed)
37.		Physics	Minor Modification (Syllabus enclosed)
38.		Mathematics	No Changes
39.		Chemistry	No Changes
40.		Biology	Minor Modification (Syllabus enclosed)
41.	EPC3	Yoga and health education	No Changes
42.	EPC4	Drama and art in education	Minor Modification (Syllabus enclosed)
43.	INT3	Internship (Two weeks)	Modified (Syllabus enclosed) Note: 25 marks reduced
IV Semester			
SI	CODE	Paper	
44.	INT4	Internship-I (Eight weeks)	Modified (syllabus enclosed)
		Internship-II (Six weeks)	Modified (syllabus enclosed) Note: 25 Marks Reduced

Grand Total Marks reduced from 2050 marks to 2000 marks

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 (Fourteen weeks)	200+175	-	375
Grand Total			825	1175	2000

* Interchanged

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....

1. Understand the structure, components and nature of Language Across the Curriculum.
2. Develop the language competency among students across the curriculum.
3. Understand the Language background of the Multicultural students.
4. Design various strategies in communication across the curriculum.
5. Understand the language policy in India
6. 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, Cooing, 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).
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ಕನ್ನಡ ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

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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.

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ENGAGEMENT WITH FIELD AND INTERNSHIP

I Semester: Pre-Internship for Two Weeks

Activities	Marks
One week, regular observation of the school activities of regular teacher, their lessons and recording the observations	10
Content Analysis of text books and mode of transaction in each pedagogical subject.	5+5=10
Understanding the School system, school calendar, Administration, Admission, Curriculum, School Activities, Acquainting with apex bodies and writing a brief report	5
Collecting information/data for the assignments for perspectives and EPC subjects	--
Total Marks	25

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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 Behaviourist, 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

- 1.1 Meaning, Characteristics, Learning as a Process, Relationship between Learning and Maturation, Learning curves.
- 1.2 Perspectives on human learning: - Concepts, Principles, Educational Implications of following learning theory.
 - a. Trial – Error learning
 - b. Classical conditioning
 - c. Operant Conditioning
 - d. Learning by Insight
 - e. Observational learning
 - f. Discovery learning

UNIT II: FACTORS INFLUENCING LEARNING

10 Hours

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

UNIT III:- PERSONALITY AND ADJUSTMENT

8 Hours

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

UNIT-IV:- STATISTICS IN EVALUATION

10 Hours

- 4.1 Statistics- Meaning, Need for Study.
- 4.2 Preparation of Frequency distribution table, Graphic representations – Formats.
- 4.3 Measures of Central Tendency – Meaning Calculations and Uses of Mean, Median, Mode..
- 4.4 Measures of Variability – Quartile and Standard Deviation – Meaning Calculation and uses.
- 4.5 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

3. Conditioning of Winking Reflex
4. Mirror Drawing Experiment (Bilateral Transfer)
5. Calculations of Mean, Median and Mode on any achievement

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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 ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ

1. ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಅರಿತು, ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಬಳಸುತ್ತಾರೆ.
2. ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿಷಯ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ ಇವುಗಳ ಅಂತರ ಸಂಬಂಧಗಳನ್ನು ಅನುಸರಿಸಿ ಪಾಠಯೋಜನೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತಾರೆ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ವಿವಿಧ ಉಪಕ್ರಮ ಹಾಗೂ ಮಾದರಿಗಳ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರಿತು, ತರಗತಿಯಲ್ಲಿ ಬಳಸುತ್ತಾರೆ.
4. ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳನ್ನು ರೂಪಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.
5. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಹಾಗೂ ಅವುಗಳ ಬಳಕೆಯ ವಿಧಾನಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ಘಟಕ - 1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 08

- 1.1. ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯ.
- 1.2. ಸಾಮಾನ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥವಿವರಣೆ.
- 1.3. ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆಯ ನಿಯಮಗಳು/ತತ್ವಗಳು/ನಿರ್ಧಾರಕಗಳು
- 1.4. ಎನ್.ಸಿ.ಇ.ಆರ್.ಟಿ., ನಿಗದಿಪಡಿಸಿದ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಅವುಗಳ ನಿರ್ದಿಷ್ಟಗಳು.

ಘಟಕ -2 ಭಾಷಾ ಕಲಿಕೆಯ ಯೋಜನೆಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 08

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

ಘಟಕ - 3. ಭಾಷಾ ಕಲಿಕೆಯ ಉಪಕ್ರಮಗಳು

ಬೋಧನಾ ಅವಧಿಗಳು: 16

- 3.1. ಬೋಧನಾ ಉಪಕ್ರಮಗಳು - ಅರ್ಥ ಹಾಗೂ ಮಹತ್ವ .
 - 3.1.1. ಸನ್ನಿವೇಶ ಆಧಾರಿತ ಉಪಕ್ರಮ (Situational Approach)
 - 3.1.2. ಸಂರಚನಾತ್ಮಕ ಉಪಕ್ರಮ (Constructivistic Approach)
 - 3.1.3. ಪ್ರಶ್ನೋತ್ತರ ಉಪಕ್ರಮ (Question and answer Approach)
 - 3.1.4. ಅನುಗಮ-ನಿಗಮನ ಉಪಕ್ರಮ (Inductive - Deductive Approach)
 - 3.1.5. ಯೋಜನಾ ವಿಧಾನ (Project method) - ಈ ಎಲ್ಲಾ ಬೋಧನಾ ಉಪಕ್ರಮಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಗುಣಲಕ್ಷಣಗಳು,
- 3.2. ಬೋಧನಾ ಮಾದರಿಗಳು/ನಮೂನೆಗಳು - ಅರ್ಥ ಹಾಗೂ ಹಂತಗಳು.
 - 3.2.1. ಮುಂಸಂಘಟನ ಮಾದರಿ (Advance organizer model)
 - 3.2.2. ಸೃಜನಶೀಲ ಮಾದರಿ (Synetics Model)
 - 3.2.3. ಪರಿಕಲ್ಪನಾ ಸಾಧನೆಯ ಮಾದರಿ (Concept attainment model)
- 3.3. 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

- 4.1. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 4.2. ನಿಘಂಟು - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ನಿಘಂಟುಗಳು
- 4.3. ವಿಶ್ವಕೋಶ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ವಿಶ್ವಕೋಶಗಳು
- 4.4. ಕಾರ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ರಚನೆ

4.5. ವೃತ್ತಪತ್ರಿಕೆಗಳು ಹಾಗೂ ಬಾನುಲಿ ಕಾರ್ಯಕ್ರಮಗಳು

4.6. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ವಿನ್ಯಾಸ, ಕಾರ್ಯವಿಧಾನ, ಮಹತ್ವ ಹಾಗೂ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಭಾಷಾ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸಿ, ಅಳವಡಿಸುವುದು.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

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

ಪರಾಮರ್ಶನ ಪುಸ್ತಕಗಳು

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3. ಓಬಳೇಶ ಘಟ್ಟ., (2000), 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ಪೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಗದಗ-582101.
4. ಕೃಷ್ಣ ಸಿ.,(1984) 'ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ' ಗೀತಾ ಪುಸ್ತಕಾಲಯ, ಕೆ.ಆರ್. ವೃತ್ತ, ಮೈಸೂರು-57001.
5. ಕೊಂಗವಾಡ ಎನ್. ಬಿ., (2005) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ಪೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಲ್ ಹತ್ತಿರ, ಗದಗ-582101.
6. ಕೃಷ್ಣಪ್ಪ ಎಸ್. (1983), 'ಕನ್ನಡ ಬೋಧನೆ' ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
7. ನಾರಾಯಣ ಕೆ.ವಿ., (ಸಂ), (2000) 'ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ವಿಶ್ವಕೋಶ : 1 ಭಾಷೆ' ನಿರ್ದೇಶಕರು, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ವಿದ್ಯಾರಣ್ಯ-583276.
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9. ಮಹಾಬಲೇಶ್ವರ ರಾವ್., (1990) 'ಕನ್ನಡ ಬೋಧನೆ ಹಲವು ವಿಚಾರಗಳು' ಹಳೆ ವಿದ್ಯಾರ್ಥಿ ಸಂಘ, ಡಾ.ಟಿ.ಎಂ.ಎ.ಪೈ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಉಡುಪಿ-2
10. ಮಲ್ಲಿಕಾರ್ಜುನ ಭ. ಮತ್ತು ಯದುರಾಜನ್ ಎಸ್.ಎಸ್., (2000) 'ನಿರಂತರ' ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮಾನಸ ಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
11. ರಮಣ ಬಿ.ವಿ., (1998) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಪಂಜರ್ ಪೇಟೆ, ವಿರಾಜಪೇಟೆ-571218. ಕೊಡಗು.
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14. Abha Rani Bisht., (1986) 'Teaching English in India' Vinod Pustak Mandir' Dr. Rangeya Raghava Marg, Agra -2.
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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:

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

- 1.1 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.
- 1.2 Policies and recommendations of NPE (1986) and NCF-2005 about the position of English language in India
- 1.3 Aims and specific objectives of teaching English
- 1.4 Distinction between first language and second language (L2) learning.

UNIT – 2: ACQUISITION OF LANGUAGE SKILLS

12 Hours

- 2.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.
- 2.2 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.
- 2.3 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.,
- 2.4 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

- 3.1 Bilingual Approach, meaning, principle and procedure.
- 3.2 Direct Approach-meaning and Principle and procedure
- 3.3 Structural Approach- meaning and principles, selection and gradation of structures, ways of teaching structures.
- 3.4 Situational Approach - Meaning and principles, ways of creating situation.
- 3.5 Communicative Approach- meaning and principles, procedures followed in communicative approach.

- 3.6 Constructive Approach its meaning and procedure.
- 3.7 Inductive – Deductive Approach: Meaning, Principle and Procedure

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

10 Hours

- 4.1 **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)
- 4.2 **Teaching of poetry**-objectives, ways and approaches of teaching of poetry, steps in lesson planning. (Lesson Planning Based on CCE 5Es)
- 4.3 **Teaching of vocabulary**- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 4.4 **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:

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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
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13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
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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
SEMESTER – 2
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
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

- 1.1. Meaning, Nature and Scope of Social Science
- 1.2. Social Science as a Science and an Art
- 1.3. Different aspects of Social Science (Social, Economic, Cultural, Religious and Political)
- 1.4. Distinguishing between Social Science and Social Studies
- 1.5. Place of Social Science in Higher Primary, Secondary and Higher Secondary School level.
- 1.6. Disciplines of Social Science (With brief Introduction)
- 1.7. Advantages of Interdisciplinary linkages.

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

8 Hours

- 2.1 Aims of Teaching Social Science in relation to History, Civics, Political Science, Geography, Economics, Sociology and Commerce.
- 2.2 Objectives of Teaching Social Science
- 2.3 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)
- 2.4 Inculcate of Values in teaching Social Science

UNIT – III: APPROACHES OF TEACHING SOCIAL SCIENCE:

12 Hours

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

UNIT – IV: ESSENTIAL SOURCES IN TEACHING SOCIAL SCIENCE

8 Hours

- 4.1 Lesson plan
- 4.2 Text Book:
 - a. Importance of Text Books in the teaching of Social Science
 - b. Objectives of Social Science Text Book
 - c. Characteristics of a good Social Science Text Book
 - d. Critical review of present secondary school Social Science Text books at various Levels

4.4 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.

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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. Roddannanavar: 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
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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. ಶಂಕರ್‌ಗೌಡ. 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 – 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 -

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

UNIT –I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

08 Hours

- 1.1- Meaning and Nature of Biology- History of Biology and new developments.
- 1.2- Interdisciplinary linkages, biological science and society
- 1.3- 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

10 Hours

- 2.1- General Objectives of teaching Biological Science at the secondary school level.
- 2.2- Values of teaching Biology, intellectual, utilitarian, disciplinary. Vocational and cultural. acquire the skills to understand the methods and process that leads to exploration.
- 2.3- 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

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

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

12 Hours

- 4.1 - Criteria for selection of Method / Approaches (level of class, strength, time, subject.....)
- 4.2 - Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 4.3 Methods- Teacher centred - Lecture cum demonstration. Learner centred - Laboratory, Project and Problem solving.
- 4.4 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 4.5 Other activities – Seminar, Symposium, Workshop, Panel discussion, Team Teaching.

PRACTICUM:

10 Hours

1. Writing five instructional objectives for each specifications(K,U, A and S)
2. Making charts, improvised apparatus and models.
3. Preparation of laboratory instruction cards.
4. Planning and conducting any four practical classes in Biology and maintaining a
a. record of practical work.

5. Preparation of unit test for a unit in Biology.
6. Designing and carrying out of any one simple investigation of Biology.

REFERENCES:

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7. Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent
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21. Vaidya N.: Science teaching for the 21st century, New Delhi: Deep and Deep
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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

Total Teaching Hours: 40+10

Objectives:

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

- Understand the nature and, scope of physics
- Understand the values of teaching Physics
- Understand the skill of writing instructional objectives.□
- Prepare objectives , ICT , and CCE based lesson plan,
- Prepare unit plan and Resource unit
- Understand the selection of various methods and models of teaching to teach different topics of physics.
- 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

10 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.
- 1.4 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.

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1. *Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
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21. UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
22. UNESCO, (1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
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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 -

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

UNIT1: MEANING, NATURE AND SCOPE OF MATHEMATICS

- 1.1 Meaning and definition of mathematics. **8 Hours**
- 1.2 Nature of mathematics- Mathematics as a language, mathematics as a science of number, science of logical thinking, and interpreter of physical phenomenon.
- 1.3 Scope of mathematics: - Mathematics in day to day life, various fields, different vocations.
- 1.4 Relationship with school subjects and other disciplines.

UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

10 Hours

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

UNIT-3:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

10 Hours

- 3.1 Lesson plan- meaning, importance, steps, and format
- 3.2 Unit plan- meaning steps, format
- 3.3 Resource unit meaning, steps, format
- 3.4 Year plan- meaning, principles, and format.

UNIT-4:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

12 Hours

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

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

- 1. Critically study of mathematics text book of 8th or 9th standard.
- 2. Preparation of diagnostic test in mathematics.
- 3. Survey of mathematics 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. Identification of concepts, operational steps, graphs, figures, shapes and their properties of secondary school mathematics
- 8. The college is free to introduce any other relevant activities.

REFERENCES

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ENGAGEMENT WITH FIELD AND INTERNSHIP

II Semester: Pre-Internship for Two Weeks

Activities	Marks
skill based teaching -under simulated conditions(at least 5 skills/lessons)	10+10=20
Make model lesson plan, at least 05 different methods including two ICT based lesson plans in each pedagogical subjects student could develop their own method (fusion based) with the help on teacher educator.	05
Collecting information/data for the assignments for perspectives and EPC subjects	
Total Marks	25

25

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: meaning, Characteristics, Demands.
- 1.2 Professional ethics, Dimensions (NCTE version)
- 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 setup for school education – state and center. MHRD, NITI ayog and department of education.
- 3.2 NCERT, NCTE, IASE, CTE, DIET, BRC, and NGOs their organization and functions.
- 3.3 Types of secondary schools- Government, Private Aided, Private Unaided,
- 3.4 CBSE, ICSE Role and functions

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,
7. write the professional ethics Vis – a -Vis practice you would like to follow in teaching.

3. Roa, VKRV (1966): Education and Human Resources developments. Delhi, Allied publishe
4. Mahajan, Baldev and Khullar, KK (2002): Educational administration in central Government; Structures, processes and future Prospects. Vikas publication house Pvt.Ltd New Delhi.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC8)
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
 - a) In the family
 - b) In the school
 - c) 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.

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

ಕನ್ನಡ

ಅಂಕಗಳು : 75 + 25 = 100

ಬೋಧನಾ ಅವಧಿಗಳು 40+10

ಉದ್ದೇಶಗಳು/ನಿರೀಕ್ಷೆಗಳು:

ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಅವಧಿಯ ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯುತ್ತಾರೆ

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

ಘಟಕ - 1. ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ವೃದ್ಧಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 15

1.1. ಆಲಿಸುವಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವಿಧಗಳು

1.1.1. ಆಲಿಸುವಿಕೆಯ ಪೂರ್ವಭಾವಿ ಚಟುವಟಿಕೆಗಳು, ಆಲಿಸುವ ಸಂದರ್ಭದ ಚಟುವಟಿಕೆಗಳು, ಆಲಿಸಿದ ನಂತರದ ಚಟುವಟಿಕೆಗಳು.

1.1.2. ಮಕ್ಕಳ ಆಲಿಸುವಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

1.1.3. ಆಲಿಸುವಿಕೆಯನ್ನು 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 ಸ್ವಾಲ್ಪಿತ್ಯಗಳು, ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.

1.4.2. ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನ 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 ಸಂಗ್ರಹಣಾ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು - ಅವಲೋಕನ (ದರ್ಜಾಮಾಪನಿ ಮತ್ತು ತಪಶೀಲುಪಟ್ಟಿ/ತಾಳಿಪಟ್ಟಿ), 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 ಕಲಿಕೋಪಕರಣಗಳು - ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳು, ಆಯ್ಕೆ, ಬಳಕೆ ಹಾಗೂ ತಯಾರಿಕೆ
ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

1. ಆಲಿಸುವಿಕೆ, ಮಾತನಾಡುವಿಕೆ, ಓದುವಿಕೆ ಹಾಗೂ ಬರವಣಿಗೆಯ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯದ ಸೂಕ್ತ ವಿಚಾರಗಳನ್ನು ಆಯ್ದ 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

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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.

1. Understands the importance of Instructional Material in English language teaching.
2. Realizes the importance of teaching hand book and students workbook.
3. Prepares, Unit plan, Resource Unit.
4. Judges, identifies, selects and uses different audio-visual resources in teaching of English language.
5. Utilizes internet and website in learning of English.
6. Prepares objective based test items to evaluate language skills.
7. 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

- 3.4 Types of evaluation in English, construction of objective based tests for evaluation of language skills (LSRW).
- 3.5 Unit-Test- concepts and construction, preparation of unit test based on blue print, administration, analysis and interpretation of test result.
- 3.6 Diagnostic Test, importance and uses.
- 3.7 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.

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

Marks 75+25=100

Total teaching Hours : 40+10

Objectives: The Student Teacher will able to,

1. List out the Resources of Social Science
2. Preparing and using various resources of teaching social science
3. Chalk out various Principles underlying the selection of Social Science Curriculum
4. Analyze the current Social Science Curriculum
5. Cultivates the Qualification of a good Social Science Teacher
6. Constructing and using assessment tools for evaluating social science learning.
7. 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
 - a. Chronological
 - b. Concentric
 - c. Biographical
 - d. Integrated
 - e. Spiral & Cultural epoch

UNIT – II : SUPPORTIVE RESOURCES OF TEACHING SOCIAL SCIENCE

12 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, Newspapers, 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

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- 20 ಹೆಗಡೆ,ಎಂ. ಎಸ್. ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1ಮತ್ತು2)
- 21 ಕೊಂಗವಾಡ, ಎನ್.ಬಿ. ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
- 22 ಮೂರ್ತಿ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
- 23 ಶಂಕರಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
- 24 ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
- 25 ತಿಮ್ಮರೇಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
- 26 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 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 -

1. To develop the skill of setting and maintaining biology laboratory.
2. Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
3. Plan and execute various curricular and co – curricular activities related to teaching of biological science.
4. Gain an insight in to the skills of evaluating the outcomes of teaching biological Science and prepare items and tests for secondary school students.
5. 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.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PEDAGOGY OF SCHOOL SUBJECT (PSS1A/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 viii, ix, and x, 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

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

ಅಂಕಗಳು : 40 + 10 = 50

ಬೋಧನಾ ಅವಧಿಗಳು 20+05

ಉದ್ದೇಶಗಳು:

ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ...

1. ರಂಗಭೂಮಿ ಮತ್ತು ಇತರ ಕಲೆಗಳ ಜ್ಞಾನ ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
2. ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
3. ರಂಗಭೂಮಿಯ ಮೂಲಕ ಸಂವಹನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುವರು.
4. ರಂಗ ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಬೋಧನೆಯನ್ನು ಆಸಕ್ತಿದಾಯಕವಾಗಿ ಮತ್ತು ಆಕರ್ಷಕವಾಗಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
5. ರಂಗಕಲೆಗಳ ಬಗ್ಗೆ ಗೌರವ, ಪ್ರೀತಿ ಬೆಳೆಸಿಕೊಂಡು, ಪರಸ್ಪರ ಸಹಕಾರದ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಆರೋಗ್ಯಕರ ವಾತಾವರಣ ನಿರ್ಮಿಸುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾರೆ.
6. 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. ರಂಗಸಜ್ಜಿಕೆ - ಸರಳೀಕೃತ ರಂಗವಿನ್ಯಾಸ, ಪ್ರಸಾದನ, ಪರಿಕರಗಳು, ಬೆಳಕು, ವೇಷಭೂಷಣಳು, ವೈವಿಧ್ಯಮಯ ಚಿತ್ರಗಳ ರಚನೆ ಮತ್ತು ಬಳಕೆ - ಇವುಗಳ ಸಮನ್ವಯತೆ.
- 2.4. ನಾಟಕದಲ್ಲಿ 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 ಸಾಣೇಹಳ್ಳಿಯ ಶ್ರೀ ಶಿವಕುಮಾರ ರಂಗಶಾಲೆಯ ಚಟುವಟಿಕೆಗಳು.

ಘಟಕ-4 ರಂಗ ತರಬೇತಿ (ಪ್ರಾಯೋಗಿಕತೆ/ಪ್ರಾತ್ಯಕ್ಷಿಕೆ)

ತರಬೇತಿ ಅವಧಿಗಳು : 6

- 4.1 ಧ್ವನಿಯ ಅಭ್ಯಾಸಗಳು - ಮಾತಿನ ಸ್ಪಷ್ಟತೆ, ವಿರಳಿತ; 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 ಸಮಯಸ್ವೂರ್ತಿಯನ್ನು ಉದ್ದೀಪನಗೊಳಿಸುವ 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 ಬಿತ್ತಿ ಚಿತ್ರಗಳನ್ನು ಸ್ವತಃ ರಚಿಸುವುದು.

(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.

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ENGAGEMENT WITH FIELD AND INTERNSHIP
III Semester: Pre Internship for Two Weeks

Activities	Marks
Observation of demonstration lessons and other lessons of the school teachers (at least 05 in each pedagogical subject) in schools given by school teachers/Teacher educators and writing the observation reports in each pedagogical subject	5+5=10
Preparing TLM for pedagogical subjects (at least 02 in each pedagogical subject) and exhibition of the work done	5+5=10
Draft a report based on: - continuously and comprehensive evaluation students' learning for feedback into curriculum and pedagogic practice. Identification of performance indicators for scholastic and co-scholastic activities Collecting information/Data for the assignments of perspectives and EPC subjects	5
Total Marks	25

7.7 SUGGESTED SCHOOL ACTIVITIES:

- Organisation of cultural activities, organization of literary activities organization of games/reports
- Framing of time table
- Attending and organizing morning assembly
- Maintenance of School discipline
- Maintenance of School Records
- Guidance and Counselling
- Organising science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories
- Role of community for school improvement
- School mapping
- Gardening
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities
- Any other activity/s decided by the institute

IV Semester : School Internship for Fourteen Weeks (Eight + Six Weeks)

Teaching Practice and Practical Work – I (Elementary/Secondary/Higher Secondary Schools) (Eight Weeks)

Activities	Marks
Regular classroom teaching- delivery of at least 20 lessons (10 in each school subject)	10+10=20
Participation in any two co-curricular activity and preparation of report	5+5=10
Two ICT based lessons in teaching subject	5+5=10
Two lessons in each teaching subject integrating the concepts of population concerns/environmental concerns/peace/values etc.,	10+10=20
Observation of lessons (20 in each subject) and submitting the observation report	05+05=10
Preparation of Unit plan and Unit Test for each school subject and administering it.	10+10=20
Resource Unit (each school subject)	05+05=10
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	05+05=10
School /Classroom based research project (Action Research)	10
Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning and writing a daily diary	10
Participating in various 'out of classroom activities' in school and organising events	10
Peer group teaching in each subject using ICT (Two lesson plans)	5 + 5 =10
Working with school and community including co-curricular activities and submitting an activity report	10
Term End Lessons (Two lessons –One in each school subject)	20+20=40
Total Marks	200

IV Semester : School Internship for Fourteen Weeks (Eight + Six Weeks)

Teaching Practice and Practical Work – I (Elementary/Secondary/Higher Secondary Schools) (Eight Weeks)

Activities	Marks
Regular classroom teaching- delivery of at least 20 lessons (10 in each school subject)	10+10=20
Participation in any two co-curricular activity and preparation of report	5+5=10
Two ICT based lessons in teaching subject	5+5=10
Two lessons in each teaching subject integrating the concepts of population concerns/environmental concerns/peace/values etc.,	10+10=20
Observation of lessons (20 in each subject) and submitting the observation report	05+05=10
Preparation of Unit plan and Unit Test for each school subject and administering it.	10+10=20
Resource Unit (any one school subject)	05
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	05+05=10
School /Classroom based research project (Action Research)	10
Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning and writing a daily diary	10
Working with school and community including co-curricular activities and submitting an activity report	10
Term End Lessons (Two lessons –One in each school subject)	20+20=40
Total Marks	175

Grand total of fourth semester internship: 200+175=375