

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ

విశ్వవిద్యానిలయ కాయాలయ, కువెంపు శతమానేశ్వర భవన, జూన్ సహాది,
శంకరపట్ట - 577 451, శివమోగ జిల్లా.

ಸಂಖ್ಯೆ: ಹೆಚ್:ಶ್ರೀವಿ: ಎಸ್-3 ಪಿ.ಇಡಿ(54): 3994 :2016-17

ଦିନାଂକ: 26-10-2016

ಅಧಿಸೂಚನೆ

ವಿವರ:— 2015ರಲ್ಲಿ ಪರಿಚಯಿಸಲ್ಪಟ್ಟ 02 ವರ್ಷದ ಬಿ.ಇಡಿ. ಪರ್ಕ್‌ಮುದ ಮಾರ್ಪಾಡುಗಳನ್ನು ಪರಿಚಲಿಸುತ್ತಿರುವ ಕುರಿತು.

ಉಲ್ಲೇಖಿ:- 1. ದಿನಾಂಕ:30-06-2015ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪೆರಿಷ್ಟಿನ ಸಾಮಾನ್ಯ ಸಭೆಯ ನಿರ್ಣಯ.
 2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:17-08-2015.
 3. ಈ ಕಳೇರಿಯ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ:ಎಸಿ-3:ಬಿ.ಇಡಿ-54:2962:2015-16,
 ದಿನಾಂಕ:19/25-08-2015.
 4. ಪ್ರಾಥಿಕಾರ ವಿಭಾಗದ ಪತ್ರ ಸಂಖ್ಯೆ:ಕು.ಮಿ.ಎ-3:356:2015-16, ದಿನಾಂಕ:08-10-2015.
 5. ಡೀನರು, ಶಿಕ್ಷಣ ನಿರ್ಕಾರ ಇವರ ಅನುಮೋದನೆ ದಿನಾಂಕ:17-10-2016.
 6. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:20-10-2016

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

ಅಧ್ಯಕ್ಷರು, ಸಾತಕ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಇವರು ದಿನಾಂಕ:30-08-2016ರಂದು ನಡೆದ ಸಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ಸಭೆಯಲ್ಲಿ ಕೆಲವು ಮಾರ್ಗಾದಿನೋಂದಿಗೆ 02 ವರ್ಷದ ಬಿ.ಇಡಿ. ಸೆಮಿಸ್ಪರ್ ಪದ್ಧತಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಲ್ಲಿಸಿ ಏರಡನೇ ಸೆಮಿಸ್ಪರ್ ನಿಂದಲೇ ಜಾರಿಗೊಳಿಸಲು ಅನುಮೋದನೆಗೊಂಡ ಉಲ್ಲೇಖಿತ (05)ರ ಶಿಕ್ಷಣ ನಿರ್ಬಾಹಿಯ ದೀರ್ಘ ಅಭಿಪ್ರಾಯದ ಮೇರೆಗೆ ಉಲ್ಲೇಖಿತ (03)ರ ಅಧಿಸೂಚನೆಯಲ್ಲಿ ಪರಿಚಲಿಸಲಬ್ಬ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಪ್ರಸ್ತುತ ಮಾಡಲಾದ ಮಾರ್ಗಾಡುಗಳನ್ನು ಮುಂಬರುವ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ತಿನ ಅನುಮೋದನೆಯನ್ನು ಕಾಯ್ದಿರಿಸಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಉಲ್ಲೇಖಿತ (06)ರ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆಯ ಮೇರೆಗೆ, 2015-16ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಭೋಧನೆಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಈ ಮೂಲಕ ಅಧಿಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮಾಪಾಂಡುಗೊಂಡ ಪತ್ರಕಮುದ ಪತ್ತಿ.

ವಿ.ಸ್.ಎಂ:- ಮಾರ್ಪಾಠಿಗೊಂಡ 02 ವರ್ಷದ ಬಿ.ಇ.ಡಿ. ಪಶ್ಚಕ್ಕಮಾನನ್ನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಪೇರ್ ಸೇರಿ www.kuvempu.ac.in ನಲ್ಲಿಯೂ ಸಹ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕರಡು ಕುಲಸಚಿವರಿಂದ ಅನುಮೋದನೆಯೂಗಳೆ.

ಆದೇಶದ ಮೇರೆಗೆ,

ವ್ಯತಿಗಳು:

01. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಕೇಂದ್ರಿಕ್ಕತ ದಾಖಿಲಾತಿ ಫುಟ್‌ಕ, ಸೆಂಟ್‌ಲ್ ಜೂನಿಯರ್ ಕಾಲೀಜು ಅವರಣ, ಕೆ.ಜಿ.ರಸ್ತೆ ಶಾರ್ಕೆರಿ ಭವನದ ಎದುರು, ಬೆಂಗಳೂರು - 2.
02. ಆಯುಕ್ತರು, ಕಾಲೀಜು ತಿಕ್ಕಣ ಇಲಾಖೆ, ಅರಮನೆ ರಸ್ತೆ, ಬೆಂಗಳೂರು - 560 001.
03. ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ತಿಕ್ಕಣ ಸಂಕೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು - 560 085.
04. ಮಾನ್ಯ ಉನ್ನತ ತಿಕ್ಕಣ ಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ, ವಿಧಾನ ಸೌಧ, ಬೆಂಗಳೂರು.
05. ಸರ್ಕಾರದ ಪ್ರಥಮ ಕಾರ್ಯದರ್ಶಿ (ಉನ್ನತ ತಿಕ್ಕಣ) ಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ, ತಿಕ್ಕಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
06. ಸರ್ಕಾರದ ಕಾರ್ಯದರ್ಶಿ (ಪ್ರಥಮ ಮತ್ತು ಪ್ರಥಮ ತಿಕ್ಕಣ) ಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ, ತಿಕ್ಕಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
07. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ (ಕಾಲೀಜು ತಿಕ್ಕಣ) ಇವರ ಆಪ್ತ ಸರ್ಕಾರ ತಿಕ್ಕಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
08. ಸರ್ಕಾರದ ಉಪ ಕಾರ್ಯದರ್ಶಿ (ವಿಷಯಾದ್ಯಾಸಿಲಯಗಳು) ಇವರ ಆಪ್ತ ಸರ್ಕಾರ ತಿಕ್ಕಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
09. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಕುವೆಂಪು ವಿಷಯಾದ್ಯಾಸಿಲಯ, ಕಂಕರಫುಟ್ಟೆ
10. ನಿರ್ದೇಶಕರು, ಕಾಲೀಜು ಅಭಿವೃದ್ಧಿ ಪರಿಷತ್, ಕುವೆಂಪು ವಿಷಯಾದ್ಯಾಸಿಲಯ, ಕಂಕರಫುಟ್ಟೆ
11. ಡೇನರು, ತಿಕ್ಕಣ ನಿಕಾಯ, ಕುವೆಂಪು ವಿಷಯಾದ್ಯಾಸಿಲಯ, ಕಂಕರಫುಟ್ಟೆ
12. ಉಪ ಕುಲಸಚಿವರು, ಪ್ರಾಧಿಕಾರ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಷಯಾದ್ಯಾಸಿಲಯ, ಸರ್ಕಾರಕ್ಕೆ ಕೆರುಹಿಸಲು
ಕುರ್ತುಗೊಳಿಸುವುದು.
13. ಆಪ್ತ ಕಾರ್ಯಾಲಯ: ಕುಲಪತಿಗಳು: ಕುಲಸಚಿವರು: ಹಣಕಾಸು ಅಧಿಕಾರಿಗಳು, ಕು.ವಿ.ವಿ., ಕಂಕರಫುಟ್ಟೆ
14. ಸರ್ಕಾರ ಕುಲಸಚಿವರು / ಅಧಿಕೃತರು / ತೀಕ್ಕಣಿಕೆ ವಿಭಾಗ, ಮಾ.ಸ.ನಿ., ಕು.ವಿ.ವಿ., ಕಂಕರಫುಟ್ಟೆ
15. ತೀಕ್ಕಣ ಕಂಕರಪ್ಪೆ ವೇಬ್ ಸೈಟ್, ಗ್ರಂಥಾಲಯ ಮತ್ತು ಮಾಹಿತಿ ವಿಜ್ಞಾನ ವಿಭಾಗ, ಕು.ವಿ.ವಿ., ಕಂಕರಫುಟ್ಟೆ
16. ರಕ್ಷಣಾ ಕಡತ.
17. ಕಂಬೀರಿ 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)
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III Semester

Sl	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/2B PSS2B	Pedagogy of school subject-1B/2B	
32.		Kannada	Minor Modification (Syllabus enclosed)
33.		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

Sl	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

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KUVEMPU UNIVERSITY
MODIFIED CURRICULUM OUTLINE FOR 2 YEAR(4 SEMESTER) B.ED COURSE

I Semester

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

II Semester

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

III Semester

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

IV Semester

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 varies 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 Areekuzhiyil., '*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 ಪಾಠ್ಯಕಾರ್ಯ ಗ್ರಂಥಗಳು :

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2. ಅನನುಯ ವಿ.ಪರಗಿ., (2007) 'ಮಾತ್ರಭಾಷೆ ಕನ್ನಡ ತತ್ತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ' ವಿಷೇಷ ಪ್ರಕಾಶನ, ಮರಸಭಾ, ಬೆಂಗಳೂರು-01. ಕೋಲಾರ ಜಿಲ್ಲೆ.
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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 that 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 – Schifrin, Robert Gagnes Models.

Approaches Behavioristic Views Cognitivistic 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

ಅಂತರಂಜಣೆ : $75 + 25 = 100$

ಚೋಧನಾ ಅವಧಿಗಳು 40+10

ಉದ್ದೇಶಗಳು/ ನಿರ್ದೇಶಗಳು:

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಯೂಲ್ ಅಂತರಂಜಣೆ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮಾನ್ಯಗಳನ್ನು 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 ಸಾಮಾನ್ಯ ಪದೆಯುತ್ತಾರೆ.
5. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಹಾಗೂ ಅವುಗಳ ಬಳಕೆಯ ವಿಧಾನಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ಪಾಠಕ - 1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

ಚೋಧನಾ ಅವಧಿಗಳು: 08

1.1. ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯ.

1.2. ಸಾಮಾನ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಅರ್ಥ ವಿವರಣೆ.

1.3. ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆಯ ನಿಯಮಗಳು/ತತ್ವಗಳು/ಸಿದ್ಧಾರ್ಥಕಗಳು

1.4. ಎನ್.ಸಿ.ಇ.ಆರ್.ಟಿ., ನಿಗದಿಪಡಿಸಿದ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಅವುಗಳ ನಿರ್ದಿಷ್ಟಗಳು.

ಪಾಠಕ - 2 ಭಾಷಾ ಕಲಿಕೆಯ ಯೋಜನೆಗಳು

ಚೋಧನಾ ಅವಧಿಗಳು: 08

2.1. ಪ್ರಾಥಮಿಕ 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.

ಪಾಠಕ - 3. ಭಾಷಾ ಕಲಿಕೆಯ ಉಪಕ್ರಮಗಳು

ಚೋಧನಾ ಅವಧಿಗಳು: 16

3.1. ಬೋಧನಾ ಉಪಕ್ರಮಗಳು - ಅರ್ಥ ಹಾಗೂ ಮಹತ್ವ.

3.1.1. ಸನ್ನಿಹಿತ 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. ಮುಂಸಂಖ್ಯಾತ ಮಾದರಿ (Advance organizer model)

3.2.2. ಸ್ಯಜನಶೀಲ ಮಾದರಿ (Synetics Model)

3.2.3. ಪರಿಕಲ್ಪನಾ ಸಾಧನೆಯ ಮಾದರಿ (Concept attainment model)

3.3. ಪದ ಸಂಪತ್ತು : ಅರ್ಥ, ವಿಧಗಳು, ಪದ ಕಲಿಕೆಯ ವಿಧಗಳು (1. ಉಚ್ಚಾರಣ 2. ಕಾಗುಣಿತ 3. ವ್ಯಾಕರಣ ವಿಶೇಷ

4. ಪದರಚನೆ {ಪದ+ಪದ, ಪ್ರಕೃತಿ+ಪ್ರತ್ಯಯ, ಉಪಸರ್ಗ+ಪ್ರಕೃತಿ} 5. ಪದನಿಷ್ಪತ್ತಿ 6. ಅರ್ಥ {ಸಮನಾರ್ಥ, ನಾನಾರ್ಥ, ವಿರುದ್ಧಾರ್ಥ} 7. ಬಳಕೆ {ವಾಚಾರ್ಥ, ಲಕ್ಷಣಾರ್ಥ ಮತ್ತು ವ್ಯಾಂಗಾರ್ಥ}

ಪಾಠಕ - 4. ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ಸಂಪನ್ಮೂಲಗಳು

ಚೋಧನಾ ಅವಧಿಗಳು: 08

4.1. ಭಾಷಾ ಪರ್ಯಾಪ್ತಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು

4.2. ನಿಷಂಠಿ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ನಿಷಂಠಿಗಳು

4.3. ವಿಶ್ವಕೋಶ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ವಿಶ್ವಕೋಶಗಳು

4.4. ಕಾರ್ಯಪ್ರಣಾಲೀಸ್ - ಅರ್ಥ, ಪ್ರಾರ್ಥ, ಪ್ರಾರ್ಥಿ, ರಚನೆ

4.5. ವೃತ್ತಪತ್ರಿಕೆಗಳು ಹಾಗೂ ಬಾನುಲಿ ಕಾರ್ಯಕ್ರಮಗಳು

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

ಶಾಲೆ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

1. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಉಪಕ್ರಮಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಅನುವ್ಯಾಸಗೊಳಿಸುವ ಬಗೆಯನ್ನು ಆಧಾರ ಸಹಿತ ವಿವರಿಸುವುದು.
2. ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳನ್ನು ವಿವರಿಸಿ, ಪ್ರತಿ ಮಾದರಿಯಲ್ಲಿ ಕನಿಷ್ಠ 10 ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುವುದು.
3. ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಚಟೆಸಿ, ಕನ್ನಡ ಭಾಷಾ ಪರ್ಯಾಪ್ತಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ವಿಶ್ಲೇಷಿಸುವುದು.
4. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಪರ್ಯಾಪ್ತಕ ಕಾರ್ಯಕ್ರಮಸ್ತಕವನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
5. ಕನ್ನಡದ ಕಲಿಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ರೇಣಿಯೋ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
6. ಪ್ರೌಢಶಾಲಾ ಪರ್ಯಾಪ್ತ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟನ್ನು ರಚಿಸುವುದು.
7. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಅದರ ಕಾರ್ಯವಿಧಾನಗಳನ್ನು ಅರಿತು ವರದಿ ಮಾಡುವುದು.
8. ಭಾಷೆಯ ಕಲಿಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪತ್ರಿಕೆ ಹಾಗೂ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿನ ಮಾಹಿತಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವಿಶ್ಲೇಷಿಸುವುದು.

(ದ್ವಿತೀಯ ಅವಧಿಯ ಪರ್ಯಾಪ್ತಮಕ್ಕೆ ಮೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೇಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

ಪರಾಮರ್ಶನ ಮಸ್ತಕಗಳು

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5. ಕೊಂಗವಾಡ ಎನ್. ಬಿ., (2005) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ' ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಸ್ವೇಶನ್ ರೋಡ್, ಮಹೇಂದ್ರಕರ ಸರ್ಕಾರ್ ಹತ್ತಿರ, ಗದಗ-582101.
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10. ಮಲ್ಲಿಕಾಬುನ ಭ. ಮತ್ತು ಯದುರಾಜನ್ ಎಸ್.ಎಸ್.., (2000) 'ನಿರಂತರೆ' ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮಾನಸ ಗಂಗೋತ್ತಿ, ಮೈಸೂರು.
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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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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
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.
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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. ಹೆನ್ನೆ.ಎಂ. ಎನ್. ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ(ಭಾಗ- 1ಮತ್ತು2)
18. ಕೊಂಪಾಡ, ಎನ್.ಬಿ. ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
19. ಮೂರತಿ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
20. ಶಂಕರ್‌ಾಡ. ಎನ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
21. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
22. ತಿಮ್ಮಾರ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
23. ಪನಂಕುಮಾರ್.ಹಿ.ಎನ್: 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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21. Vaidya N.: Science teaching for the 21st century, New Delhi: Deep and Deep
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25. Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B.Saunders Company, London.
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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.

REFERENCES:

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16. Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
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19. Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part -I Part -II*, Arya Book Depot : New Delhi.
20. 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.
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.,
23. 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 -

- 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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Company

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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 important 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 publisher
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:

ತ್ಯೇತೀಯ ಸೆಮಿಸ್ಯಾರ್ ಅವಧಿಯ ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶ್ನಾಧಿಕಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯುತ್ತಾರೆ

- 1 ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ವ್ಯಾಧಿಸುವ ವಿವಿಧ ತಂತ್ರಗಾರಿಕೆಗಳನ್ನು ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಕಂಡುಕೊಳ್ಳುತ್ತಾರೆ.
- 2 ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಕ್ರಮಗಳನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- 3 ಜಿಂತನಾಶೀಲ, ದಾಸ್ತ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವ್ಯಕ್ತಿವಿಕಸನದ ಮಾರ್ಗೋಫಾಯಗಳನ್ನು 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 ಅಪ್ರಗಳ ವ್ಯಾಧಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 15

1.1. ಆಲಿಸುವಿಕೆ – ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವಿಧಗಳು

1.1.1. ಆಲಿಸುವಿಕೆಯ ಮೂರ್ಚಭಾವಿ 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. ಮಾತುಗಾರಿಕ ಕಲೆಯನ್ನು ವ್ಯಾಧಿಸುವ 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 ಹವಾಸವನ್ನು ರೂಪಿಸುವ ಚಟುವಟಿಕೆಗಳು

1.4. ಬರವಣಿಗೆ – ಬರವಣಿಗೆಯ ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡ ಬರಹದ ವ್ಯಕ್ತಿಪ್ರಣಾಲೀಗಳು

1.4.1. ಅಕ್ಷರ ಸ್ವಾಲಿತ್ಯಗಳು, ಅಪ್ರಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.

1.4.2. ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಉತ್ತಮೀಕರಿಸುವ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ – 2. ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳ ರೂಪಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 10

2.1. ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರಸಂಗ್ರಹ, ಸಾರವಿಸ್ತಾರ. ಭಾಷಾಂತರ ಹಾಗೂ ರೂಪಾಂತರ – ಇಪ್ರಗಳ ರಚನೆಯ ಕ್ರಮಗಳು, ರಚನೆಯಲ್ಲಿ ಮಕ್ಕಳ ಮಾಡುವ ದೋಷಗಳು ಹಾಗೂ ಪರಿಹಾರ ಕ್ರಮಗಳು

2.2. ಹಾಡುಗಾರಿಕೆ, ಗಮಕ ವಾಚನ, ಕಂಠಪಾಠ – ಇಪ್ರಗಳ ಸ್ವರೂಪ ಹಾಗೂ ಮಹತ್ವ

ಘಟಕ – 3. ಯೋಜನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ

ಬೋಧನಾ ಅವಧಿಗಳು: 08

3.1. ವಾರ್ಷಿಕ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ – ಇಪ್ರಗಳ 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 (ದಜಾರ್ ಮಾಪನಿ ಮತ್ತು ತಪಶೀಲುಪಟ್ಟಿ/ತಾಳೆಪಟ್ಟಿ), ಪರೀಕ್ಷೆಗಳು (ಮೌಲಿಕ ಮತ್ತು ಲಿಖಿತ) ಹಾಗೂ ರಸಪ್ರಶ್ನೆ.

3.5. ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ, ಹಂತಗಳು ಹಾಗೂ ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪ್ರತಿಕೆಯ ತಯಾರಿ.

ಘಟಕ – 4. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾಳಜಿಗಳು ಮತ್ತು ವ್ಯಕ್ತಿ ವಿಕಸನ

ಬೋಧನಾ ಅವಧಿಗಳು: 07

4.1. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಗಳು ಮತ್ತು ಕಾಳಜಿಗಳು.

4.2. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕರಿಗೆ ಸೇವಾ ಮಾರ್ಚ ಮತ್ತು ಸೇವಾಂತರಗಳ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.

4.3. ಭಾಷಾ ಶಿಕ್ಷಕನ ವ್ಯಕ್ತಿ ವಿಕಸನದ ಕಾರ್ಯತಂತ್ರಗಳು

4.4. ಕವಿಗೋಷ್ಠಿ, ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳು, ವಿವಿಧ ಸ್ವರ್ದ್ಧಗಳು (ಚರ್ಚಾಸ್ವರ್ದ್ಧ, ಆಶುಭಾಷಣ, ರಸಪ್ರಶ್ನೆ ಹಾಗೂ ಪ್ರಬಂಧ

ಸ್ವರ್ಥ) ಕಾರ್ಯಕ್ರಮಗಳ ಆಯೋಜನೆಯಲ್ಲಿನ ಸಂಪಾದನೆಗಳ ಹಾಗೂ ಮುನ್ನಿಜ್ಞರಿಕೆಯ ಕ್ರಮಗಳು

4.5. ಭಾಷಾ ಕಲೆಕೋಪಕರಣಗಳು – ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳು, ಆಯ್ದು, ಬಳಕೆ ಹಾಗೂ ತಯಾರಿಕೆ ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿ : 10

1. ಆಲಿಸುವಿಕೆ, ಮಾತನಾಡುವಿಕೆ, ಓದುವಿಕೆ ಹಾಗೂ ಬರೆವಣಿಗೆಯ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
2. ಪ್ರೌಢಶಾಲಾ ಪರ್ಯಾದ ಸೂಕ್ತ ವಿಚಾರಗಳನ್ನು ಆಯ್ದು ಶಾಲಾ ಮಕ್ಕಳು ಅಭಿನಯಿಸುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವಂತೆ ನಾಟಕಗಳಾಗಿ ರೂಪಾಂತರಿಸುವುದು.
3. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕ ಸ್ವರ್ಥಗಳನ್ನು ವರ್ಣಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.
4. ಶಾಲೆಗಳಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಕರು ವಾರ್ಷಿಕ ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಗೊಳಿಸಿಕೊಂಡಿರುವುದನ್ನು ಸಂಗ್ರಹಿಸಿ, ಅದರ ಅಗತ್ಯತೆಯನ್ನು ಸ್ವೇಚ್ಛಾಧಿಕ ಹಾಗೂ ಪ್ರಯೋಗಾತ್ಮಕ ವಿಚಾರಗಳೊಂದಿಗೆ ವಿಶೇಷಿಸುವುದು.
5. ಸಂತುಲಿತ ಪ್ರಶ್ನೆ ಪ್ರಶ್ನೆ ತಯಾರಿಸುವುದು ಅಥವಾ ಪ್ರಶ್ನೆ ಪ್ರಶ್ನೆಯನ್ನು ವಿಮರ್ಶಿಸುವುದು.

(ತ್ಯಾಗಿಯ ಅವಧಿಯ ಬಿ.ಇಡಿ., ಪರ್ಯಾದ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕ್ಷೇತ್ರದಲ್ಲಿ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

ಪರಾಮರ್ಶನ ಮಕ್ಕಳಗಳು

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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, identities, 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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- 21 ಕೋರ್ಪಾಡ, ಎನ್.ಬಿ. ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ದತಿ.
- 22 ಮೂಲ್ಯ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
- 23 ಶಂಕರ್‌ಡಾ. ಎನ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
- 24 ಶಿವಯ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
- 25 ತಿಮ್ಮಾರ್ಡಿ. 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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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)

ಅಂತರ್ಗಳು : $40 + 10 = 50$

ಬೋಧನಾ ಅವಧಿಗಳು 20+05

ಉದ್ದೇಶಗಳು:

ಸೇವಿಸ್ಟರ್ ಅಂತರ್ದಾದಲ್ಲಿ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ...

1. ರಂಗಭೂಮಿ ಮತ್ತು ಇತರ ಕಲೆಗಳ ಜ್ಞಾನ ಬೆಳೆಸಿಕೊಳ್ಳಲುತ್ತಾರೆ.
2. ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಜ್ಞಾನವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲುತ್ತಾರೆ.
3. ರಂಗಭೂಮಿಯ ಮೂಲಕ ಸಂಪರ್ಹನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಭಾಷಾ ಕಾಶಲ್ಯವನ್ನು ರೂಢಿಸಿಕೊಳ್ಳಲುವರು.
4. ರಂಗ ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪರ್ಯಾಯೋಧನೆಯನ್ನು ಆಸ್ತಕ್ತಿದಾಯಕವಾಗಿ ಮತ್ತು ಆಕರ್ಷಕವಾಗಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲುವರು.
5. ರಂಗಕಲೆಗಳ ಬಗ್ಗೆ ಗೂರ್ಖ, ಸ್ವೀಕಿ ಬೆಳೆಸಿಕೊಂಡು, ಪರಸ್ಪರ ಸಹಕಾರದ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಆರೋಗ್ಯಕರ ವಾತಾವರಣ ನಿರ್ವಹಿಸುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲುತ್ತಾರೆ.
6. ರಂಗಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ವಾತಾವರಣವನ್ನು ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.

ಘಟಕ-1. ರಂಗಭೂಮಿಯ ಸ್ವರೂಪ :

ಬೋಧನಾ ಅವಧಿಗಳು : 5

- 1.1 ರಂಗಭೂಮಿಯ ಅರ್ಥ ಮತ್ತು ಪರಿಕಲ್ಪನೆ.
- 1.2. ಭಾರತೀಯ ರಂಗಭೂಮಿಯ ಹಂಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ.
- 1.3. ನಾಟ್ಯಶಾಸ್ತ್ರದ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ ಹಾಗೂ ರಂಗಭೂಮಿಯೊಡನೆ ಅದರ ಸಂಬಂಧ.
- 1.4. ಭಾರತೀಯ ಪಾರಂಪರಿಕ ರಂಗಭೂಮಿಯ ಮೇಲೆ ಪಾಶ್ಚಾತ್ಯ ರಂಗಭೂಮಿಯ ಪ್ರಭಾವ.
- 1.5. ಕನಾಂಡಿಕ ರಂಗಭೂಮಿಯ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ.
- 1.6. ಕನಾಂಡಿಕ 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 ಸ್ವರ್ಪಣೆ, ಮೌಲ್ಯ ಹಾಗೂ ಸಂದೇಶವನ್ನು ಪ್ರಸ್ತುತಪಡಿಸುವಿಕೆ.
- 2.2. ರಂಗಭೂಮಿಯಲ್ಲಿ ಭಾಷೆ, ಅಭಿನಯ (ಕಲಾಭಿನಯ ಮತ್ತು ಭಾವಾಭಿನಯ) ಸಂಗೀತ, ನಾಟ್ಯ ಇವುಗಳ ಆಂತರಿಕ ಸಂಬಂಧ.
- 2.3. ರಂಗಸಜ್ಜಕೆ – ಸರಳೀಕೃತ ರಂಗವಿನ್ಯಾಸ, ಪ್ರಸಾದನ, ಪರಿಕರಗಳು, ಬೆಳಕು, ವೇಪಭೂಷಣಾಳು, ವೈದ್ಯಮುಯ 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 – ಪರ್ಯಾಯ ಬೋಧನೆಯಲ್ಲಿ ರಂಗಾಂಶಗಳ ಬಳಕೆಯ ವಿಧಾನ, ಸಾಧ್ಯತೆ ಹಾಗೂ ಅಗತ್ಯತೆ.
- 3.3. ರಂಗ ಶಿಕ್ಷಣ ಶಾಲೆಗಳ ಚಟುವಟಿಕೆಗಳು : ಹೆಗ್ನೋಡಿನ ನೀನಾಸಂ, ಮೈಸೂರಿನ ರಂಗಾಯಣ ಹಾಗೂ ಸಾಂಕೇತಿಕ್ಯಯ ಶ್ರೀ ಶಿವಕುಮಾರ ರಂಗಶಾಲೆಯ ಚಟುವಟಿಕೆಗಳು.

ಘಟಕ-4 ರಂಗ ತರಬೇತಿ (ಪ್ರಾಯೋಗಿಕತೆ/ಪ್ರಾಕೃತಿಕತೆ)

ತರಬೇತಿ ಅವಧಿಗಳು : 6

- 4.1 ಧ್ವನಿಯ ಅಭ್ಯಾಸಗಳು – ಮಾತಿನ ಸ್ವರ್ಪತೆ, ಏರಿಳಿತ; ಭಾಷೆಯ ಬಳಕೆ, ಕೃತಿ ಓದುವ ಅಭ್ಯಾಸ.
- 4.2 ಶಾರೀರಿಕ ಅಭ್ಯಾಸಗಳು – ನಿಲುವು, ಅಂಗಿಕ ಅಬಿನಯ, ಚಲನವಲನ, ಪ್ರವೇಶ ಹಾಗೂ ನಿರ್ಗಮನ
- 4.3 ಸಂಕೋಚ ಕೀಳರಿಮೆ ನಿವಾರಣಾ ಅಭ್ಯಾಸಗಳು – ರಂಗಕ್ಕೇಡೆಗಳಲ್ಲಿ ಪಾಲೆನ್ನಿಳ್ಳುವಿಕೆ.

- 4.4 ಸ್ವಜನಶೀಲತೆ, ಕಲ್ಪನಾಶಕ್ತಿ, ಸ್ವರ್ಣ ಶಕ್ತಿ ಮತ್ತು ಏಕಾಗ್ರತೆಯನ್ನು ಬೆಳೆಸುವ ಅಭ್ಯಾಸಗಳು
- 4.5 ಭಾವನೆ ಮತ್ತು ಸಮಯಸ್ವಾರ್ಥೀಯನ್ನು ಉದ್ದೇಶನಗೊಳಿಸುವ ಅಭ್ಯಾಸಗಳು
- 4.6 ಆಶು ವಿಸ್ತರಣೆ, ಕಢೆ ಹೇಳುವುದು, ಅಂತಃಪರ್ಯವನ್ನು ಶೋಧಿಸಿಕೊಳ್ಳುವ ಅಭ್ಯಾಸಗಳು
- 4.7. ಸ್ಥಳೀಯ ಸಂಪನ್ಮೂಲಗಳಿಂದ ವಿವಿಧ ಪರಿಕರಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವ ಅಭ್ಯಾಸಗಳು.

PRACTICUM / FIELD WORK

ಅವಧಿಗಳು : 5

1. ಪ್ರೈಡಶಾಲಾ ಪರ್ಯಾದ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ನಾಟಕವಾಗಿ ರೂಪಾಂತರಿಸುವುದು.
2. ರಂಗ ತರಬೇತಿ ಶಾಲೆಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ, ಸಚಿತ ಮಾಹಿತಿಗಳೊಂದಿಗೆ ವರದಿ ತಯಾರಿಸುವುದು.
3. ರಂಗ ಕರ್ಮಿಗಳನ್ನು ಸಂದರ್ಶಿಸಿ ಸಂಬಧಿಸಿದ ಮಾಹಿತಿಯನ್ನು ವರದಿಮಾಡುವುದು.
4. ಜಾನಪದ ರಂಗಕಲೆಗೆ ಸಂಬಂಧಪಟ್ಟ ಸ್ಥಳೀಯ ಕಲಾವಿದರನ್ನು ಸಂಪರ್ಕಿಸಿ ಸಚಿತ ಮಾಹಿತಿ ನೀಡುವುದು.
5. ರಂಗ ಪರಿಕರಗಳನ್ನು ಸ್ವತಃ ತಯಾರಿಸಿ, ಸಲ್ಲಿಸುವುದು.
6. ವರ್ಷಾರಂಜಿತ ಬಿತ್ತಿ ಚಿತ್ರಗಳನ್ನು ಸ್ವತಃ ರಚಿಸುವುದು.

(ಪರ್ಯಾದ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಶಾಲೆಜ್ಬು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ)

ಷೂಚನೆ : ಮೇಲಿನ ಚಟುವಟಿಕೆಗಳ ಜೊತೆಯಲ್ಲಿ ಎಲ್ಲಾ ಪ್ರತಿಕ್ರಿಯಾರ್ಥಿಗಳು ವಿವಿಧ ಗುಂಪುಗಳಲ್ಲಿ ಸಂಘಟನೆಗೊಂಡು ಶಾಲಾ ಪರ್ಯಾದನ್ನು ಅಧಿರಿಸಿದ ಹತ್ತು ನಿಮಿಷದ ಕಿರು ನಾಟಕವನ್ನು ಪ್ರದರ್ಶಿಸಿ ವೀಡಿಯೋ ಚಿತ್ರೀಕರಣ ಮಾಡಿ ಸಲ್ಲಿಸುವುದು ಕಡ್ಡಾಯ.

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2. ಬಿ.ಪುಟ್ಟಸ್ವಾಮಿಯ್ ಕನ್ನಡ ರಂಗಭೂಮಿ ನಡೆದುಬಂದ ದಾರಿ' ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ ನಿರ್ದೇಶನಾಲಯ ಬೆಂಗಳೂರು – 560002
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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

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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