


KUVEMPU UNIVERSITY
Jnanasahyadri, Shankaraghatta, Shivamogga District, Karnataka

TWO YEARS B.ED. PROGRAMME REGULATIONS
(SEMESTER SCHEME)
(Amendments 02.12.2022)

PREAMBLE:

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

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

1. These Regulations shall be called as Kuvempu University Regulations: 2014-2015 governing Two Year B.Ed., Degree Programme (Semester Scheme).
2. B.Ed., Degree Programme shall be offered under the Faculty of Education.
3. There is no provision for transfer from one college to other within and outside the University till completion of B.Ed. Programme.

4. DURATION AND WORKING DAYS

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

4.2 Working Days

4.2.1 There will be at least two hundred working days in each academic year, exclusive of the period of examinations and admission.

4.2.2 The institution will work for a minimum of 36 hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for interaction, advice, guidance, dialogue and consultation as and when needed.

4.2.3 The minimum attendance of student-teachers will have to be 80 % for all course work and practicum, and 90% for school internship.

5. INTAKE

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

6. ELIGIBILITY

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

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

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

- 6.3** Candidates shall have a minimum of 50% of marks in aggregate of all the three or four years of Degree including electives and languages, including internal assessment marks or shall have 50% of marks in aggregate of all the two years of post-graduate degree. Students of Bachelor of Engineering or technology should have at least 55% of marks in science and mathematics in aggregate in all the years of the above two subjects studied.

SC, ST, C-1 and Physically handicapped candidates shall have a minimum of 45% of marks in aggregate of all the three or four years of Degree including electives and languages, including internal assessment marks. Or 50% of marks in aggregate of all the two years of Post graduate degree. Students of Bachelor of Engineering or technology should have at least 50% of marks in science and mathematics in aggregate in all the years of the above two subjects studied.

6.4 Determination of Merit:

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

Further, the aggregate marks obtained in the Science and Mathematics subjects of the students of Bachelor of Engineering will be considered for merit.

- 6.5** The reservation of seats will be as per the rules and regulations of the State Government.
- a. In-service candidates seeking admission for the Bachelor of Education shall confirm to the eligibility conditions prescribed by the state Government from time to time provided that they satisfy the subject requirements stipulated in regulation.
 - b. Eligibility criteria will be followed as per Government rules mentioned in the Centralized Admission cell prospectus.
- 6.6** In case a candidate or his/her parents or guardian furnishes false or incorrect information regarding marks card or statement of marks or a certificate or an affidavit along with the application, such application shall be liable to be rejected and the seat, if any, allotted to such candidates shall be liable to be forfeited. Such candidates, his/her parents or guardian as the case may be, shall also render themselves shall be liable to be punished legally. However, the University may consider that action should be taken under appropriate rules for rejection of an application and cancellation of a seat and that it shall pass an appropriate order after holding such an enquiry as it deems necessary and after giving reasonable opportunity to the candidates or his/her parents or guardian concerned to make a representation.

7. ALLOCATION OF SEATS:

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

8. COURSE STRUCTURE:

A course is the basic component of an academic programme. It is identified by a course name (i.e., like, 'Instructional process'). The duration of one semester is 100 days for teaching-learning process and four hundred days including all the four semesters exclusive of the period of admission and semester-end-examinations.

8.1 The B.Ed. Programme mainly consists of the following courses:

- (a) **Perspectives in Education:** Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalisation in Indian society and the implications for education, with analyses of significant policy debates in Indian, education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.
- (b) **Curriculum and Pedagogic Studies:** Courses in Curriculum and Pedagogic Studies shall include aspects of Language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus on the learner; and a course on the theoretical perspectives on assessment for learning. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area viz. Social Science, Science, Mathematics, Languages and a subject area from the same discipline, at one/two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

8.2 Engagement with the Field/Practicum

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

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

The syllabus of this course comprises of the following –

(a) Perspectives in Education and curriculum studies

- Knowledge and Curriculum
- Psychology of the Learning and Learner
- Educational Technology - 1
- Contemporary India and Education
- Psychology of the Learning and Teaching
- Educational Technology - 2
- Educational Administration and Management
- Inclusive Education
- Gender, School and Society

(b) Pedagogic Studies

- Pedagogy of School Subject-1
- Pedagogy of School Subject-2

(c) Optional Course

- Career Guidance and Counselling
- Environmental Education
- Physical and Health Education
- Population Education

(d) *Courses on Enhancing Professional Capacities (EPC) & Engagement with the Field* (The Self, the Child, Community and School)

- Language across the Curriculum.
- Drama and Art in Education
- Yoga and Health Education
- Action Research
- **Task and assignment** that run through all the courses as indicated in the year wise distribution of the syllabus.
- **School Internship**

| 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 Learning and Learner | 25 | 75 | 100 |
| 3. | PEC3 | Educational Technology - 1 | 25 | 75 | 100 |
| 4. | EPC1 | Language across the Curriculum. | 10 | 40 | 50 |
| | | Optional Courses (any one) | 10 | 40 | 50 |
| 5. | OC1 | Career Guidance and Counselling | " | " | " |
| 6. | OC2 | Environmental Education | " | " | " |
| 7. | OC3 | Physical and Health Education | " | " | " |
| 8. | OC4 | Population Education | " | " | " |
| 9. | INT1 | Internship-Skill Based Teaching (Two Weeks) | 25 | - | 25 |
| Total | | | 120 | 305 | 425 |
| II Semester | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 10. | PEC4 | Contemporary India and Education | 25 | 75 | 100 |
| 11. | PEC5 | Psychology of the Learning and Teaching | 25 | 75 | 100 |
| 12. | PEC6 | Educational Technology - 2 | 25 | 75 | 100 |
| 13. | PSS1A | Pedagogy of school subject-1 | 25 | 75 | 100 |
| 14. | PSS2A | Pedagogy of school subject-2 | 25 | 75 | 100 |
| 15. | EPC2 | Drama and Art in Education | 10 | 40 | 50 |
| 16. | INT2 | Internship (Two Weeks) | 25 | - | 25 |
| Total | | | 160 | 415 | 575 |
| III Semester | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 17. | PEC7 | Educational Administration and Management | 25 | 75 | 100 |
| 18. | PEC8 | Inclusive Education | 25 | 75 | 100 |
| 19. | PEC9 | Gender, School and Society | 25 | 75 | 100 |
| 20. | PSS1B | Pedagogy of school subject-1 | 25 | 75 | 100 |
| 21. | PSS2B | Pedagogy of school subject-2 | 25 | 75 | 100 |
| 22. | INT3 | Internship (Six Weeks) | 100 | - | 100 |
| Total | | | 225 | 375 | 600 |
| IV Semester | | | | | |
| SI | CODE | Paper | IA | EA | Total |
| 23. | EPC3 | Action Research | 10 | 40 | 50 |
| 24. | EPC4 | Yoga and Health Education | 10 | 40 | 50 |
| 25. | INT4 | Internship (Ten weeks) | 150 | - | 150 |
| 26. | ARP | Action Research Project Work | 50 | - | 50 |
| 27. | PE1 | Practical Examination PSS-1 | 50 | - | 50 |
| 28. | PE2 | Practical Examination PSS-2 | 50 | - | 50 |
| Total | | | 320 | 80 | 400 |
| Grand Total | | | 825 | 1175 | 2000 |

8.3 An option for the candidates to choose a course from a pool of Pedagogy of school subject courses offered by the respective B.Ed. colleges of Kuvempu University. Each candidate

should choose a combination of 2 Specialization courses for the B.Ed. programme from the offered combination by the respective colleges. Combination is as follows.

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

8.4 Optional courses:

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

- a. Environmental Education
- b. Population Education
- c. Career Guidance and Counselling
- d. Physical and Health Education

8.5 Engagement with field, internship and related assignments

- a. Each student shall attend internship programme in an allotted school/schools spread over across 4 semesters in a period of totally 20 weeks.
- b. The student shall attend pre-internship programme of two weeks each in I and II semesters, six weeks in III semester and 10 weeks in IV semester. Colleges shall assign two different schools for each student alternatively in III and IV semesters (elementary/secondary or secondary/higher secondary)
- c. The student teacher shall be exposed to variety of activities as specified in the schedule and records should be maintained and produced before **the Committee for Monitoring of Evaluation process of Engagement with Field and Internship. ("Monitoring Committee")**
- d. School based internship in II & III semester shall be conducted within the jurisdiction of the university, in IV semester school-based internship programme shall be conducted in Government, Government Aided and Private schools within the jurisdiction of the university. In case the student-teacher choose the school outside the jurisdiction of the University shall select only Government school.

8.6 Engagement with field and internship

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

Marks Distribution for Internship Semester-wise

| SEMESTER | DURATION | MARKS |
|----------------|----------|------------|
| Semester – I | 02 Weeks | 25 |
| Semester – II | 02 Weeks | 25 |
| Semester – III | 06 Weeks | 100 |
| Semester – IV | 10 weeks | 150 |
| Total | | 300 |

8.7 Scheme of Instructions:

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

8.8 Medium of Instruction:

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

8.9 Attendance:

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

- 8.10** A Candidate shall appear at the semester end examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be produced before the Monitoring Committee during its visit to the college.
- Participation in a field trip such as visit to schools/special schools, science clubs/Museums may be organised by the college.
 - Participation in seminars/symposia/programmes organized by the colleges for professional advancement.

9. CONTINUOUS ASSESSMENTS.

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

- The performance of a candidate in a course will be assessed for a maximum of 100 marks for perspective and pedagogy of school subject's courses of which 25 marks is for Internal assessment. And 50 marks for EPC courses and PEC-10 of which 10 marks is for internal assessment.
- The internal assessment marks are based on test, practicum and tutorials. In each semester one test will be conducted in each Perspective, Pedagogical, EPC and specialisation courses. The test will be conducted after 12th week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before 15th week and assigned a maximum of 10 marks in each course. Tutorials are conducted within 15th week and assigned a maximum of 5 marks in each course.
- During the 18th - 20th week of the semester, a semester-end-examination of 3 hours duration shall be conducted shall be conducted by the University for each course. The maximum marks for each course will be 75.
- During internship programme in IV semester the practical examination will be conducted in each Pedagogic subjects for 50 Marks.
- During IV semester internship programme student-teacher shall conduct the action research project work for 50 Marks.

10. PRACTICAL EXAMINATION

University shall conduct practical exam at the end of 4th semester. The practical examination is compulsory for each student. If, the student is not attending practical examination, student will be considered as fail. In such cases university will permit to attend the practical examination for next academic year.

- Colleges should be sent practical examination time table, school list with concerned authority permission letter to the Registrar, evaluation through Dean, faculty of education.
- Practical examination marks will be assigned by both internal and external examiners.

Internal Examiner: Senior most faculty with subject specialization from the college of education affiliated to Kuvempu University with minimum 10 years of teaching experience as per the gradation list on seniority come rotation. In such cases, non-availability of subject specialized faculties from the colleges of education shall be flexible in experience (as per gradation list) with the permission of the University.

External Examiner: Senior most subject teacher from the Higher Primary or Secondary or Higher Secondary School approved by the state government with minimum 10 years of teaching experience.

- c. After completion of the practical examination marks sheet (both internal and external) of each student shall be packed & sealed and sent to the concerned authority.
- d. Concerned authority of the University/committee may visit the schools during practical examination for supervision.

**I.A. FOR PERSPECTIVES AND PEDOGOGICAL COURSES
(IN I, II & III SEMESTER)**

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

**I.A. FOR EPC AND OPTIONAL COURSES
(IN I, II & IV SEMESTER)**

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

**DISTRIBUTION OF MARKS FOR PRACTICAL EXAMINATION (PSS-1)
(IV SEMESTER)**

| COMPONENTS | MAX. MARKS. 50 |
|------------------------------------|----------------|
| Lesson plan | 10 |
| Teaching-Learning material | 10 |
| Presentation | 25 |
| Personality of the student-teacher | 05 |

**DISTRIBUTION OF MARKS FOR PRACTICAL EXAMINATION (PSS-2)
(IV SEMESTER)**

| COMPONENTS | MAX. MARKS. 50 |
|------------------------------------|----------------|
| Lesson plan | 10 |
| Teaching-Learning material | 10 |
| Presentation | 25 |
| Personality of the student-teacher | 05 |

**I.A. FOR ACTION RESEARCH PROJECT WORK
(IV SEMESTER)**

| COMPONENTS | MAX. MARKS. 50 |
|---|----------------|
| Action research proposal | 20 marks |
| Involvement in conducting action research | 10 Marks |
| Final Quality Report | 15 Marks |
| Presentation (Viva) | 05 Marks |

**GRADES FOR PEG/SUPW/GAMES/CCA/WWC
(I, II, III & IV SEMESTER)**

| Sl. No | PRACTICUM IN I, II & III SEMESTER | GRADES AWARDED IN SEMESTER |
|--------|--|-------------------------------|
| 1 | Physical Education and Games | A B C D |
| 2 | Socially Useful Productive Work (SUPW) | A B C D |
| 3 | Co-Curricular Activity (CCA) | A B C D |
| 4 | Working with Community (CTC/NSS/Others) | A B C D |

11. Semester End Written Examination Question pattern:

- Equal weightage shall be maintained for all the units of each paper.
- Objective type questions shall be selected from the Question bank approved by the concerned authority of the university. Further, the question bank shall be revised time to time.

Perspectives in Education and Pedagogy of School Subject courses

Duration: 3 hours

Maximum marks: 75

| Section | Type of Questions | Marks | Total |
|--------------|---|-------|-----------|
| A | Three long answer type with internal choice | 3x10 | 30 |
| B | Five short answer type questions out of 7 (At least one question from each unit to be set) | 5x5 | 25 |
| C | Five very short answer type questions out of 7 (At least one question from each unit to be set) | 5x2 | 10 |
| D | Objective types questions (At least two questions from each unit to be set) | 1x10 | 10 |
| Total | | | 75 |

Optional and EPC Courses

Duration: 2 hours

Maximum marks: 50

| Section | Type of Questions | Marks | Total |
|--------------|--|-------|-----------|
| A | Two long answer type questions with internal choice (one question from each unit to be set) | 2x10 | 20 |
| B | Two short answer type questions out of five (At least one question from each unit to be set) | 2x5 | 10 |
| C | Five very short answer type questions out of 7 | 5x2 | 10 |
| Total | | | 40 |

11. MONITORING COMMITTEE

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

To review, advice and monitor the Evaluation process of Internship and Engagement with Field Activities the Monitoring Committee will be visiting only at the end of the IV semester.

The Constitution of the Committee is as Under:

- 1) **Chairman:**
Dean, Faculty of Education, Kuvempu University shall be the Chairman of the Monitoring committee
- 2) **Convener:**
Senior most faculty from affiliated colleges of education of Kuvempu University on seniority cum rotation in gradation list shall be the convener of the monitoring committee.
- 3) Three seniors most faculties from the College of Education affiliated to Kuvempu University with minimum 10 years' experience as per the gradation list on seniority cum rotation; (one from science pedagogy faculty, one from Social Science pedagogy faculty and one from language pedagogy faculty) shall be the members of the Committee. In case the convener is from any one of the three-pedagogy faculty then one member should be from the other unrepresented pedagogy faculty.
- 4) In the event of number of colleges of Education increasing beyond 10, additional Monitoring Committee shall be constituted by Kuvempu University. Further the additional committee will consist of the convener and the members as per the procedure mentioned in Sl. No. 2 and 3
- 5) The conveners and members of the committee shall visit each college to carry out the functions assigned as in 9(b).
- 6) Each candidate of the visiting college has to appear before the Monitoring Committee and submit all the records during the first attempt for verification and evaluation. There is no provision for submission of records in the forth coming visits of the Monitoring Committee.
- 7) The Monitoring Committee constituted shall visit the B.Ed. colleges of Kuvempu University at the end of fourth semester.

12. THE EVALUATION PROCESS:

- A. The details of marks pertaining to Engagement with Field and internship shall be as per the regulations. All the tasks prescribed for Internship and Engagement with field in the two-year B.Ed., Curriculum of Kuvempu University for all the semesters are mandatory to all the candidates. There is no choice for leaving any of the task.
- B. The marks related to internship and engagement with field is a field based continuous comprehensive evaluation. These marks are to be assigned by the teacher educators of the college/Mentor teachers and should be mentioned for each candidate separately in the evaluation profile provided by the University. These marks should be supplemented by related records and documents of the concerned candidate.
- C. No marks should be assigned to any candidate without submission of related records. In such case the marks assigned to the candidate by the teacher educators/mentor teachers of the concerned college will not be considered for evaluation for any related component.
- D. After completing the evaluation process of all the candidates of the visiting college by the monitoring committee members, final copy of the marks list shall be submitted to the concerned authority of the University for further action.
- E. The marks will be uploaded to the university software after the permission of the concerned authority of the University.

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

G. Responsibilities of the Dean, Faculty of Education

- a) The Dean, Faculty of Education shall prepare the visit schedule of the **Monitoring Committee** and circulate it to the colleges at least one week before the scheduled visit starts. The Dean also provides the templates of statement of Engagement with field and Internship related marks to every college with necessary directions and monitors the overall activities of the monitoring committees by surprise visits to the Colleges where- ever essential.
- b) A joint meeting of the **Monitoring Committees** will be convened before the start of scheduled visit and the members will be informed about the process of evaluation and the Performa of evaluation will be provided to the members.
- c) After the completion of scheduled visit to all the colleges, a final meeting of the committees will be convened by the Dean. The sealed covers of the evaluation Sheets will be received and forwarded to the Registrar (Evaluation) Kuvempu University for needful action.

H. Responsibilities of the Monitoring Committee Conveners and members visiting the Colleges

- a) The four-member Committee visiting the evaluating college divide into two teams each consisting of two members. The candidates of 4th semester are equally divided into two groups based on their examination registration numbers as odd and even numbers, and allotted to each team by the principal of the concerned college. Each candidate shall individually provide all the related records to members of the committee for verification and evaluation.
- b) The **Monitoring Committee** members shall seek clarifications from the candidate and/or the Principal/Teacher Educators of the college regarding the records and documents of the candidate if necessary and may ask them to make modifications in the already allotted marks by the college where ever necessary.
- c) In case the **Monitoring Committee** finds any of the candidate not submitting the related records and/or have submitted fake records (records written by others, duplication of some one's records or practice of any other illegal means etc.) in such cases the marks allotted for the candidate will not be considered or will be treated as malpractice and the same will be dealt as per the rules of Kuvempu University.

I. Responsibilities of the Colleges

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

Internship and engagement with field activities and the records and documents to be provided by the colleges to the committee constituted by the university during the visit to the respective colleges

I SEMESTER

| Sl. No. | Subject and code | Documents to be made available | | Max Marks |
|---------|---|--|---|---|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | <p>PEC 1- Knowledge and Curriculum.</p> <p>PEC 2- Psychology of the Learning and Learner.</p> <p>PEC 3- Educational Technology-1.</p> | <p>Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record.</p> | <p>1. Practicum record book with the signature of the concerned teacher.</p> <p>2. Tutorial Record book.</p> | <p>Test: 10</p> <p>Practicum: 10</p> <p>Tutorials: 05</p> <p>Total: 25 for each PEC subject</p> <p>25 X 03 = 75</p> |
| 2 | <p>EPC 1 - Language Across the Curriculum</p> | <p>Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record</p> | <p>Practicum record book with the signature of the concerned teacher</p> | <p>Test: 05</p> <p>Practicum: 05</p> <p>Total: 10</p> |
| 3 | <p>Optional Courses</p> | <p>Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record</p> | <p>Practicum record book with the signature of the concerned teacher</p> | <p>Test: 05</p> <p>Practicum: 05</p> <p>Total: 10</p> |
| 4 | <p>Internship - Skill Based Teaching (Micro Teaching)</p> <p>Skill based teaching - Under simulated conditions (at least 5 Skills per Pedagogy Subject)</p> | <p>Teachers' observation profiles of simulated skill practice.</p> <p>Time Table of Students Allotment for simulated skill practice.</p> | <p>Record books of Skill based teaching under simulated conditions (At least 5 skills in each Pedagogical subject.) with the signature of the concerned subject teacher educators</p> | <p>Plan and Presentation: 10 Marks</p> <p>10 Marks for Observation</p> <p>20 Marks (10+10)</p> |

| | | | |
|---|---|---|--|
| 5 | Content Analysis of text books and mode of transaction in each pedagogical subject. | Content analysis record of text books of the concerned pedagogical subjects with the signature of the concerned subject teacher educators (one lesson each in 6 to 9 standard school subject) | 2.5+2.5= 05 (2.5 per pedagogical subject) |
| 6 | College General, Pedagogy wise and internship attendance records | | |
| TOTAL Marks for Engagement with field and Internship for the 1st Semester | | | 120 |

II SEMESTER

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|--------|--|--|---|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | PEC 4 -Contemporary India and Education. PEC 5 - Psychology of the Learning and Teaching. PEC 6 - Educational Technology – 2. PSS 1A - Pedagogy of School Subject -1. PSS 2A - Pedagogy of School Subject -2. | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record. | 1. Practicum record book with the signature of the concerned teacher 2. Tutorial Record book | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25X05 =125 |
| 2 | EPC 2 -Drama and Art in Education | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 5+5=10 Total 10 |

| | | | | |
|---|---|--|---|---|
| 3 | <p>Internship of Two Weeks</p> <p>Two-week, regular observation of the school activities of regular teacher, their lessons and recording the observations</p> | <p>- Teachers visit book or any other record as proof of teacher-educators visit to the schools - Proof of Students Allotment to the schools (Allotment chart or any other record) - Teachers' allotment time table -School Selection permission from the BEO Students' internship attendance Book</p> | <p>Observation report of school activities.</p> <p>School Teachers lesson observation (Minimum 10 lessons per each pedagogic subject) with the signature of the concerned subject teacher educators.</p> | <p>10+10=20</p> <p>Total 20</p> |
| 4 | <p>Make model lesson plans using Innovative/fusion method one in each pedagogical subject (1+1=2) with the help of teacher educator.</p> | | <p>Records of model lesson plans using different methods and lesson plans with Innovative/fusion method one in each pedagogical subject (1+1=2) with the signature of the concerned subject teacher educators</p> | <p>2.5+2.5= 05 (2.5 per pedagogical subject)</p> |
| 5 | <p>CCA, SUPW</p> | <p>CCA, SUPW & Physical and Health Education Grade List</p> | <p>CCA, SUPW and Physical and Health Education Report CTC and Field Trip Experience Report.</p> | |
| <p>TOTAL Marks for Engagement with field and Internship for the 2nd Semester: 160</p> | | | | |

III SEMESTER

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|--------|--|---|---|---|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | <p>PEC 7 - Educational administration and Management. PEC 8 - Inclusive Education. PEC 9 - Gender School and Society. PSS 1B - Pedagogy of School Subject -1. PSS 2B - Pedagogy of School Subject -2.</p> | <p>Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record</p> | <p>Practicum record book with the signature of the concerned teacher Tutorial Record book</p> | <p>Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25X05 =125</p> |
| 2 | <p>2 Weeks of Simulated Lessons (In the college) (1+1=2) 1 lesson in each pedagogic subject</p> | <p>Teacher Educators Lesson demonstration time table. Teacher Observation. Student Allotment Time Table. Teacher observation Time table.</p> | <p>Lesson Plans. Special Learning Aids. Peer group lesson Observation Record books.</p> | <p>Lesson Plan= 5 Marks in each pedagogic subject. Presentation= 5 Marks in each pedagogic subject. Special Learning Aids=5 Marks per each pedagogic subject. Observation (Minimum 5 Lessons) = 5 Marks per each pedagogic subject. Total= 40 (10+10+10+10=40)</p> |
| 3 | <p>Internship of Six Weeks. Regular classroom teaching (3 in each school subject and one Integrated lesson in each pedagogic subject) 3+1=4</p> | <p>Mentor Teacher/Teacher Educator Observation Record books.</p> | <p>Lesson Plans. lessons Observation Record books (Minimum 10 lessons in each pedagogic subject)</p> | <p>20 (15+5) for each pedagogical subject. 5 Marks for Observation record book in each pedagogic subject. 5 Marks for Dairy. 5 Marks for CCA Report (Minimum 2 activities). Total= 60 (40+10+5+5)</p> |

| | | | | |
|---|---|--|--|-------|
| 4 | CCA, SUPW, Physical and Health Education | CCA, SUPW & Physical and Health Education Grade List | CCA, SUPW and Physical and Health Education Report (<i>Records should be exhibited during the IV Semester</i>) | Grade |
| 5 | College General, Pedagogy wise and internship attendance records | | | |
| TOTAL INTERNAL MARKS FOR THE 3rd SEMESTER 225 | | | | |

IV SEMESTER

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|----------|---|---|---|--|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | EPC3- Action Research | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 2 | EPC4- Yoga and Health Education | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 3 | Internship of Ten Weeks. (Six lessons in each pedagogic subject, at least ICT based lesson in each pedagogic subject), Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching in each pedagogic subject, Observation of minimum 5 lessons in each pedagogic subject. | Teacher Educators lesson demonstration time table | Lesson Plans. Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching. ICT Lesson Plans. Observation Record Book. (minimum 15 lessons in each pedagogic subject) | Lesson Plan= 30 Marks per each pedagogic subject. ICT Lesson= 5 Marks in each pedagogic subject. Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching= 20 Marks in each pedagogic subject. Observation record |

| | | | | |
|---|---|--|---|---|
| | | | | <p>book=5 Marks in each pedagogic subject. CCA Record (at least two) = 10 Marks Dairy=5 Marks Total= 135</p> |
| 4 | Special Learning Aid | | Preparation of Special learning aid by the student-teacher in each pedagogic subject. | <p>7.5 Marks in each pedagogic subject. Total 7.5x2=15</p> |
| 5 | Action Research | Project work for Pedagogy School Subjects/General subjects (Action Plan, Report and Viva). | A Project Work record should be submitted by student teachers | <p>Project Work=50 (20+10+15+05 =50 Respectively)</p> |
| 6 | Practical Examination PSS1 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | <p>Observation by Internal and External approved by the university, Observation Profiles by internal and external examiners, student allotment time table, Examiners approval letter from the university, BEO permission letter.</p> | <p>Lesson Plan and Teaching Learning Materials should be Mantin</p> | <p>Lesson plan 10 Marks</p> |
| 7 | Practical Examination PSS2 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | | | <p>Teaching and Learning material 10 Marks</p> <p>Presentation 25 Marks</p> <p>Personality of the student-teacher 5Marks</p> <p>Total= 100 Marks</p> |
| 8 | College General, Pedagogy wise and internship attendance records | | | |
| TOTAL INTERNAL MARKS FOR THE 4th SEMESTER 320 | | | | |

SUGGESTED SCHOOL ACTIVITIES:

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

III SEMESTER

Teaching Practice

(Elementary/ Secondary/ Higher Secondary Schools) Six Weeks (2+ 4 weeks)

| Sl. No | Activities | Documents to be made available | | Max Marks |
|--|--|---|--|---|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | 2 Weeks of Simulated Lessons (In the college) (1+1=2) 1 lesson in each pedagogic subject | Teacher Educators Lesson demonstration time table. Teacher Observation. Student Allotment Time Table. Teacher observation Time table. | Lesson Plans. Special Learning Aids. Peer group lesson Observation Record books. | Lesson Plan= 5 Marks in each pedagogic subject. Presentation= 5 Marks in each pedagogic subject. Special Learning Aids=5 Marks per each pedagogic subject. Observation (Minimum 5 Lessons) = 5 Marks per each pedagogic subject. Total= 40 (10+10+10+10=40) |
| 2 | Internship of Six Weeks. Regular classroom teaching (3 in each school subject, and one Integrated lesson in each pedagogic subject) | Mentor Teacher/Teacher Educator Observation Record books. | Lesson Plans. lessons Observation Record books. (Minimum 10 lessons in each pedagogic subject) | 20 (15+5) for each pedagogical subject. 5 Marks for Observation record book in each pedagogic subject. 5 Marks for Dairy. 5 Marks for CCA Report (Minimum 2 activities). Total= 60 (40+10+5+5) |
| Internship attendance records | | | | |
| Total marks for Teaching Practice | | | | 100 Marks 40+60= 100 |

IV SEMESTER

**School Internship
Teaching Practice and Practical Work
(Elementary/Secondary/Higher Secondary Schools) Ten Weeks**

| | | | | |
|-----------------|--|--|---|--|
| <p>1</p> | <p>Internship of Ten Weeks. (Six lessons in each pedagogic subject, and one ICT based lesson in each pedagogic subject) 6+1=7</p> <p>Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching in each pedagogic subject, Observation of minimum 15 lessons in each pedagogic subject.</p> | <p>Observation profiles provided by observers (Mentor teachers) of each student arranged student wise and subject wise</p> <p>-School Permission letter from BEO</p> <p>-Teacher Educators allotment for observation (time table).</p> | <p>Records of lessons with signature of the Concerned subject teacher educator and observers</p> <p>Lesson Plans.</p> <p>Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching.</p> <p>ICT Lesson Plans.</p> <p>Observation Record Book (Minimum 15 lessons in each pedagogic subject.)</p> | <p>Lesson Plan= 30 Marks per each pedagogic subject. ICT Lesson= 5 Marks in each pedagogic subject. Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching= 20 Marks in each pedagogic subject. Observation record book=5 Marks in each pedagogic subject. CCA Record (at least two) = 10 Marks Dairy=5 Marks Total= 135</p> |
|-----------------|--|--|---|--|

| | | | | |
|--|---|---|---|--|
| 2 | Special Learning Aid | | Preparation of Special learning aid by the student-teacher in each pedagogic subject. | 7.5 Marks in each pedagogic subject. Total 7.5x2=15 |
| 3 | Practical Examination PSS1 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | Observation by Internal and External approved by the university, Observation Profiles by internal and external examiners, student allotment time table, Examiners approval letter from the university, BEO permission letter. | Lesson Plan and Teaching Learning Materials should be Mantin | Lesson plan 10 Marks |
| 4 | Practical Examination PSS2 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | | | Teaching and Learning material 10 Marks |
| | | | | Presentation 25 Marks |
| | | | | Personality of the student-teacher 5Marks |
| | | | | Total= 100 Marks |
| 5 | Action Research Project (During internship) | Project work for Pedagogy School Subjects/General subjects (Action Plan, Report and Viva). | A Project Work record should be submitted by student teachers | Project Work=50 (20+10+15+05=50 Respectively) |
| Internship attendance records | | | | |
| Total marks for Teaching Practice | | | | 135+15= 150 |
| Total marks for Practical examination (PSS1+PSS2) | | | | 50+50=100 |
| Total marks for Action Research Project | | | | 50 |
| Grand Total | | | | 300 |

FIRST SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – I
PERSPECTIVE IN EDUCATION COURSE (PEC 1)
KNOWLEDGE AND CURRICULUM

Marks: 75 + 25 = 100

Total Teaching Hours: 40 + 10= 50 Hours

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

1. Acquaint the student teacher with goals of education and life.
2. Recognize the meaning of philosophy & Philosophy of Education.
3. Identify the influence of philosophical thoughts on Education.
4. Appreciate the contributions of western & Indian philosophers to education.
5. Apply the knowledge of education to factors of social development like social change.
6. Acquire the various concepts of education.
7. Clarify the interrelation among curriculum, syllabus & text book.
8. Evaluate co-curricular activities with reference to new society formation.
9. Understand the determinants of Curriculum Making.

UNIT I- INTRODUCTION TO EDUCATION

14Hours

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

UNIT II- PHILOSOPHY AND EDUCATION

10Hours

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

UNIT III- SOCIAL BASES OF CURRICULUM DEVELOPMENT

9Hours

- 3.1 Educational change because of industrialization, idea of individual autonomy in the context of society, culture and modernization.
- 3.2 Meaning of social change, factors influencing social change. Education for Social Change.
- 3.3 National Integration - its historical background, Present position, dealing with divisive force. Role of education & co-curricular programmes.

UNIT IV- PROCESS OF CURRICULUM DEVELOPMENT

7 Hours

- 4.1 Curriculum: Concept and Importance, Bases of Curriculum
- 4.2 Stages and Principles of curriculum construction
- 4.3 Teachers role in curriculum construction
- 4.4 Relationship between aims of education and curriculum
- 4.5 Role of curriculum in effective teaching and learning process

PRACTICUM/FIELD WORK (Any one)

10 Hours

1. A study of educational, social & cultural functions of any informal agency of education.
2. A study of any one N.G.O (Non-Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
3. A study of functions of the institution which is functioning with any basic philosophy.
4. Comparison of educational contribution of any two thinkers.
5. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)
6. Conducting any co-curricular activity and reporting about the how it helps in reconstruction of society.
7. Analysing text book or any children literature and report it. Apart from the above themes the college is free to suggest any other assignment suited to the paper.

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1. 17. ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು [2014]- ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.
2. 18. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ [2004] – ಡಾ. ಎಸ್.ಬಿ. ಯಾದವಾಡ – ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
3. 19. ಜ್ಞಾನ ಮತ್ತು ಪಠ್ಯಕ್ರಮ [2019] – ಡಾ. ಎನ್ ಎಮ್. ಸಾಲಿ, ಡಾ. ಸದ್ಗುರು ಬಿ ಹೆಳವರ್, ವಿ.ಎಮ್. ಬಾಚಲಾಪುರ – ವಿಸ್ಮಯ ಪ್ರಕಾಶನ ಮೈಸೂರು.
4. 20. ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ [2000] – ಪ್ರೊ. ಸಿ. ಹೆಚ್. ಮರಿದೇವರು – ಉದಯಭಾನು ಪ್ರಕಾಶನ, ತುಮಕೂರು.
5. 21. ಅಶೋಕ ಬಿ.ಎನ್ [2009] – ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಲಕ್ಷ್ಮೀ ಮುದ್ರಣಾಲಯ, ಬೆಂಗಳೂರು
6. 22. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು [2005] – ಪ್ರೊ. ಕೋಡಿರಂಗಪ್ಪ – ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 01
PERSPECTIVE IN EDUCATION COURSE (PEC 2)
PSYCHOLOGY OF THE LEARNING AND LEARNER

Marks: 75+25=100

Total Teaching Hours: 40+10= 50 Hours

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

- 1) Understand the Relevance of Psychology in Transacting with learners in the class rooms.
- 2) Acquire the Knowledge and Skills on different methods of studying the learner's behavior.
- 3) Acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- 4) Understand the needs, problems and developmental tasks of adolescence.
- 5) Acquire the concept of learning.
- 6) Understand the significance and application of different learning theories.
- 7) Gain an insight in to various aspects of individual differences and their educational implications.

UNIT 01: FUNDAMENTALS OF PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY **10 HOURS**

- 1.1 Psychology – Concept, Nature, Scope and Importance.
- 1.2 Educational Psychology – Concept, Nature, Scope and Importance of the knowledge of Educational Psychology to a classroom Teacher.
- 1.3 Methods of studying learner's behavior. (Brief description and educational implication of Introspection, Observation, Case Study, Experimental)
- 1.4 Ideas and Contributions of different Schools of Psychology – Behaviorism, Gestaltism, Humanism, Cognitivism, Constructivism, Connectivism and Psychoanalytical.

UNIT 02: GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS **10 HOURS**

- 2.1 Growth and Development - Meaning, Concept, Characteristics, Principles.
- 2.2 Difference between Growth and Development.
- 2.3 Factors Influencing on Growth and Development.
- 2.4 Dimensions of Individual Development:

2.4.1 CHILDHOOD (As a modern concept)

- A) Physical Development – Gross and fine motor development skills and Role of Parents and Teachers in providing opportunities for physical-motor development; developmental tasks.
- B) Psycho-social Development – (Erik H Erikson)
- C) Cognitive Development – (Jean Piaget)
- D) Moral Development – (Lawrence E Kohlberg)
- E) Language Development – (Chomsky)

2.4.2 ADOLESCENCE:

(Recent Issues related to Changing Family Structure, Loneliness and Peer Pressure, Information Overload, Sexual Abuse, Impact of media, internet and mobile, Depression and Suicide, Juvenile Delinquency, Guidance and Counseling)

- A) Features of Physical, Intellectual, Emotional, Social and Moral Development.
- B) Needs and Problems of Adolescents, Remedial Measures.

UNIT: 03 LEARNING AND ITS THEORIES

10 HOURS

- 3.1 Learning: Concept, Characteristics, Factors influencing Learning (Maturation, Motivation, Attention and Remembering), Learning Curves
- 3.2 Perspectives on Human Learning – Concepts, Principles and educational implications of following learning theories.
 - a. Trial and Error Learning
 - b. Classical Conditioning
 - c. Operant Conditioning
 - d. Learning by Insight
 - e. Observational Learning
 - f. Discovery Learning
- 3.3 Transfer of Learning: Concept, Types, theories in brief and role of teachers in ensuring positive transfer of learning.

UNIT 04- INDIVIDUAL DIFFERENCES AMONG LEARNERS

10 HOURS

- 4.1 Individual Differences: Concept, Dimensions, Causes and problems arise due to individual differences in class rooms and remedial measures.
- 4.2 Intelligence: Concept, Nature, Characteristics, Distribution, Concept of mental age and IQ, Measurement of intelligence, Uses of intelligence tests.
- 4.3 Theories of Intelligence:
 - a) Guilford's structure of intellect
 - b) Gardner's theory of multiple intelligence
 - c) Raymond Cattell's theory of intelligence
- 4.4 Emotional Intelligence: Concept, Components, Measurement and role of teachers in enhancing Emotional Intelligence.
- 4.5 Creativity: Concept, Nature, Stages, Factors influencing creativity, Measurement, Methods to fostering creativity, Characteristics of creative children.
- 4.6 Gifted and Backward (Slow Learner) Children: Meaning, Characteristics, Identification, their problems/Learning difficulties in the class room and Remedial Measures.

PRACTICUM/FIELD WORK

10 Hours

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

1. Observation
2. Case study
3. Interest inventories
4. Attitude test
5. Adjustment inventories
6. Prepare a critical report on implications of any one theory for learning – Piaget, Erik H
8. Erikson and Bandura.
7. View any two movies out of the following (The list is only suggestive not prescriptive)
Smile Pinky (2008)
Born into Brothels (2014)
Salaam Bombay (1988)
Slumdog Millionaire (2009)
Gippie (2013)
9. Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence
10. Collect five stories that children are told by elders from their nearby community. Discuss them in your class.

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KUVEMPU UNIVERSITY
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – I
PERSPECTIVE IN EDUCATION COURSE (PEC 3)
SUBJECT: EDUCATIONAL TECHNOLOGY- 1

Marks 75+25=100

Total teaching Hours: 40+10= 50 Hours

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

1. To acquire the knowledge of educational technology.
2. To bring desirable changes in the behaviour by creating awareness about teaching.
3. To develop awareness about fundamentals of computer.
4. To know application computers in teaching and learning
5. To determine suitable strategies of teaching.
6. To improve the Classroom Communication of student-teachers.

Unit-1: Educational Technology

10 Hours

- 1.1 Meaning and objectives of educational technology
- 1.2 Forms of educational technology- teaching technology, behavioural technology and instructional technology
- 1.3 Components of educational technology: hardware approach and software approach and systems approach- concept, process, steps and role of the teacher.
- 1.4 Importance of educational technology.

Unit 2: Fundamentals of Computer

10 Hours

- 2.1 Meaning and Characteristics of Computer.
- 2.2 Computer Hardware: Input Devices (Text, audio, image, video). Output Devices (Text, audio, image, video). Memory Devices (Primary and Secondary).
- 2.3 Computer Software: System Software, Application Software and Utility Software.
- 2.4 Application of word processing software in Education: Microsoft Word, Google Docs, WPS Word
- 2.5 Application of spread sheet software in Education: Microsoft Excel, Google Sheets

Unit 3: Educational aims and objectives

10 hours

- 3.1 Educational aims: meaning, importance, factors determining educational aims.
- 3.2 Educational objectives: meaning, importance, types, characteristics and purpose.
- 3.3 Difference between educational aims and objectives.
- 3.4 Aims of education with reference to NEP-2020.
- 3.5 Bloom's taxonomy of educational objectives and revised taxonomy of educational objectives.
- 3.6 Classification of Educational Objectives according to Indian classrooms.

Unit 4: Skill based teaching

12 Hours

- 4.1 Phases of teaching: pre-active phase, interactive phase, post-active phase
- 4.2 Levels of teaching: memory, understanding and reflective
- 4.3 Principles and maxims of teaching
- 4.4 Skill based teaching
 - 4.4.1 Cycle of Skill practice
 - 4.4.2 Skill of writing instructional objectives

- 4.4.3 Skill of Introducing a Lesson
- 4.4.5 Skill of Explaining
- 4.4.6 Skill of Stimulus Variation
- 4.4.7 Skill of Illustrating with Examples
- 4.4.8 Skill of Probing Questioning
- 4.4.9 Skill of Fluency in Questioning
- 4.4.10 Skill of Reinforcement
- 4.4.11 Skill of Using Black Board
- 4.4.12 Skill of Achieving Closure
- 4.5 Simulated Teaching
 - 4.5.1 Objectives of Simulated Teaching
 - 4.5.2 Educational Uses of Simulation
 - 4.5.3 Teacher Training and Simulated Teaching

Practicum/Assignments:

1. A report on use of Educational Technology at various school levels.
2. Prepare instructional objectives for at least 10 lessons in any school subject.
3. Prepare a programmed instruction for any school topic.
4. Write a report on any strategies of teaching.
5. Write micro lesson plans for 5 different micro skills mentioning its components and uses.
6. Role of teacher in modernizing the teaching methods and techniques according to the changing world.

(College is free to provide any relevant practicum works)

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KUVEMPU UNIVERSITY
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)
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= 25 Hours

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, Holophrasis, Photosynthesis and Telegraphic speech), Factors influencing on language development.
- 1.3 Functions of Language - Physiological function, recording function, Identifying function, Reasoning function, phatic function.
- 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 (Vocabulary expression, Pronunciation, Structure, Comprehension, Fluency, Appropriate usages etc)

Unit 03: Language in the Classroom

06 Hours

- 3.1 Classroom language – Importance of teacher language, Criteria of good teacher language, Elements contributing to good teacher Students.
- 3.2 Language background of the students – Individual differences in Student's language and need to know the language background of students.
- 3.3 Differential Language of students and their Problem – 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 Collaboration of all subject teachers and Language teachers in a School Language Learning as a responsibility of all teachers of School.

Practical

5 Hours

1. Survey of Student's language background and (T.P Class)
2. Review and analyzing 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 teacher through interview of brief survey.
6. Any other relevant activity based on the content.
7. Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression, submit a detailed report.
8. Prepare plans of subject specific class room language tasks/assignments.
9. Preparation of brief autobiography.
10. Preparation and presentation of speeches.

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
OPTIONAL COURSE (OC 1)
CAREER GUIDANCE AND COUNSELLING

Marks: 40+10 = 50

Total Teaching Hours 20 + 05= 25 Hours

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

1. Develop an awareness and understanding of the need and importance of Career information for the pupils.
2. Acquire the information and methods to facilitate the processes of career awareness and career exploration for the student's realistic career planning.
3. Know about Job analysis skills
4. Identify their role and function in locating, collecting, and evaluating career information for the use of Pupils.
5. Understand the meaning and characteristics of techniques of evaluating guidance services.
6. Know about the different ways of evaluating guidance programme.
7. Know about different methods of evaluation.
8. Conduct evaluative studies at different levels.
9. Know about Educational and Occupational Aspiration
10. Know about Psychotherapy

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 Counseling. Methods of Counseling, Qualities of effective Counselor, Relationship between Guidance and Counseling.
- 1.5 Requirement and Procedure of establishing Guidance unit at secondary level.
- 1.6 Brief introduction of Tools and Techniques in Guidance and Counseling. (Tools-Intelligence Personality, Aptitude, and Attitude tests, Techniques-observation, Rating Scale, questionnaire, Sociometry, Interview)

Unit: 2: Guidance Services

6 Hours

- 2.1 Occupational Information - concept, Scope, need, Areas and Sources of Occupational Information. Methods and Techniques of collection of Information, Career Resource Centre and Career Conference
- 2.2 Educational and Occupational Aspiration: Meaning and Definitions, Significance and measurement
- 2.3 Psychotherapy: Meaning and Process, Dealing with Psychological Disturbance, Psychotherapy: Cognitive Approach, Environmental Approach; Counselor: Role and Qualities

Unit: 3: Evaluation of Guidance Programme.

4 Hours

- 3.1 Concept of Evaluation of Guidance Programme.
- 3.2 Aims of Evaluation of Guidance Programme.
- 3.3 Characteristics of effective Guidance Programme.
- 3.4 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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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
OPTIONAL COURSE (OC 2)
ENVIRONMENTAL EDUCATION

Marks: 40 +10 =50

Total Teaching Hours 20+5= 25 Hours

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

1. Develop an awareness of problems or issues of local and global environment.
2. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.
3. Apply the knowledge understanding of the environmental concepts, principles, etc., to Arrive at alternate solutions to the problems of environment and carry out action-oriented projects.
4. Develop desirable attitudes towards environment and its conservation.
5. Develop skills of a) problem-solving with respect to environmental problems and Organization of activities.
6. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
7. Use appropriate techniques and tools to evaluate the learning outcomes.

UNIT-1: Introduction to Environmental Education

05 Hours

- 1.1 Environmental Education: Concept, Meaning, Definitions, Aims and objectives of Environmental Education.
- 1.2 Constituents of Environmental Education (Awareness, Empathy, Approach, Aid, Contribution), Advantages of Environmental Education
- 1.3 Guiding principles of Environmental Education
- 1.4 Role of teacher in Environmental Education

Unit 2: Scope Environmental Education

- 2.1 Biological Aspect: animals, birds, insects, microorganisms, and plants
- 2.2 Physical Aspect: natural aspects- air, water, land, climate, etc and man-made aspects- roads, highways, airports, railroads, buildings, bridges, dams, and reservoirs, etc.
- 2.3 Socio-cultural Aspect: rules, laws, religious beliefs, etc.
- 2.4 Other Aspects

Unit: 3 Environmental Education and teacher

- 3.1 Meaning, definition and characteristics of Environmental Education.
- 3.2 Importance, Objectives, Scope and Principles of Environmental Education.
- 3.3 Approaches of teaching Environmental Education: Infusion and problem-solving, Innovative approach.
- 3.4 Methods of teaching Environmental Education: Discussion, demonstration, project.
- 3.5 Techniques of teaching Environmental Education: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.
- 3.6 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

PRACTICUM/FIELD WORK:

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

INVESTIGATORY PROJECTS:

1. Calculation of the mass of carbon-di-oxide produced by plants.
2. Study of the samples of water from different sources and areas.
3. Noise pollution
4. Studying plant diversity in a given area.
5. Pollution prevention measures undertaken by a factory
6. Soil erosion and its effects
7. A study to find out generation of solid wastes in houses
8. A study to find out adulteration in food items.
9. Collection of names of insecticides, pesticides and fungicides used locally, details of their composition and effect on the soil. Designing communication materials such as posters, pamphlets, handbills etc., on the harmful effects of these chemical of soil.

SCRAP BOOKS:

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

SEMINARY/SYMPOSIUM/WORKSHOPS/ENVIRONMENTAL EDUCATION ACTIVITIES:

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

LEARNING AIDS IN ENVIRONMENTAL EDUCATION:

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

LIBRARY REFERENCE ORIENTED PROJECTS:

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

FIELD TRIPS:

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
OPTIONAL COURSES (OC- 3)
PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

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

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

UNIT – 1 INTRODUCTION TO PHYSICAL EDUCATION **07 Hours**

- 1.1** Meaning, Definition, Aim and Objectives of Physical Education.
- 1.2** Relationship of Physical Education with General Education.
- 1.3** Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness.
- 1.4** Olympic games - Origin and Development of Modern Olympic games. Objectives of Modern Olympic games.

UNIT-2 CONCEPT OF HEALTH EDUCATION **07 Hours**

- 2.1 Meaning, Definition, Aims, Objectives and Importance of Health Education.
- 2.2 Communicable and Non-Communicable Diseases.
- 2.3 First-Aid- Principles of First Aid, Concept of First Aid Box, Reasons of Sports Injuries.
- 2.4 Healthful school Environment. Medical inspection.

UNIT-3 METHODS, ORGANISATION AND ADMINISTRATION **06 Hours**

- 3.1 Methods of Teaching Physical Education.
- 3.2 Intramural and Extramural Competitions.
- 3.3 Camping - Definition and Meaning – Scope and significance of Camping.
- 3.4 Warming up: Types of Warming up - Importance of warming up.

PRACTICAUM/FIELD WORK: **05Hours**

1. Power point presentations for a topic in the syllabus.
2. Preparation of first aid kit.
3. Preparing a report of the achievements of eminent players
4. Strategies for positive thinking and motivation
5. Rules and regulations of any two games-Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
6. Code of Conduct of Indian National Flag.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
OPTIONAL COURSES (OC- 4)
POPULATION EDUCATION

Marks : 40+10 = 50

Total Teaching Hours 20 + 05

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

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

UNIT-1: NATURE AND SCOPE OF POPULATION EDUCATION 04 Hours

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

UNIT-2: POPULATION EDUCATION AND DYNAMICS 04 Hours

- 2.1 Distribution and density, Population composition, age, sex, rural-urban,
- 2.2 World and Indian factors affecting population growth,
- 2.3 Mortality and their implications.

UNIT-3: POPULATION AND QUALITY OF LIFE 03 Hours

- 3.1 Population in relation to socio-economic development,
- 3.2 Health status and services. Food and nutrition.
- 3.3 Population environment, Resources and educational provision in brief.

UNIT-4: APPROACHES AND METHODS 09 Hours

- 4.1 Direct teaching approach, Integrated approach, Curricular and co-curricular approach and innovative approach
- 4.2 Methodology of classroom teaching, value clarification, Self-study, Assignments.
- 4.3 Use of media, organization of activities in brief.
- 4.4 Working with community in brief.

PRACTICUM/FIELD WORK: (Any One) 05 Hours

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

- 1 Content analysis of existing textbook to find out the plug points and relevant components of population education.
- 2 Survey of population situation pertaining to a certain locality in respect of population dynamics, population profile and their impact on standards of living.

- 3 Survey of the localities inhabited by the disadvantaged section of the society such as slums etc;
- 4 Creating community awareness about social evils such as superstitions, early marriages etc;
- 5 Organization of debates, discussions, seminar, quiz competitions, dramas, drawing competition exhibition of population related material etc;
- 6 Organization of population education clubs.
- 7 Developing a test on population education.

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SEMESTER-1

| Sl. No | Subject and code | Max Marks |
|--|---|---|
| 1 | PEC1: Knowledge and Curriculum PEC2: Psychology of the Learning and Learner PEC3: Educational Technology - 1 | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25 X 03 =75 |
| 2 | EPC 1- Language across the Curriculum | Test: 05 Practicum: 05 Total: 10 |
| 3 | OC: Optional Courses | Test: 05 Practicum: 05 Total: 10 |
| 4 | Internship - Skill Based Teaching (Micro Teaching) Skill based teaching - Under simulated conditions (at least 5 Skills per Pedagogy Subject) | 10X2=20 10 for each pedagogic subject |
| 5 | Content Analysis of textbooks and mode of transaction in each pedagogical subject. | 2.5+2.5= 05 (5 per pedagogicalsubject) |
| 7 | Collecting information/data for the assignments for perspectives and EPCsubjects | |
| 8 | College General, subject- wise and internship attendance records | |
| TOTAL Marks for Engagement with field and Internship for the 1st Semester = 120 | | |

SECOND SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-2
PERSPECTIVE IN EDUCATION COURSE (PEC 4)
CONTEMPORARY INDIA AND EDUCATION

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

OBJECTIVES:

1. On completion of this course the students will be able to.
2. Acquire the knowledge of constitutional provisions related to education.
3. Get sensitized with issues & challenges in secondary Education.
4. The role of Education in national development.
5. Develop an Understanding of the brief historical background of Indian Education.
6. Develop concern for various social issues & related education to social development.
7. To enable the student teachers to understand the social aspect of education and
8. Problems faced in contemporary Indian Society.

UNIT-1 EDUCATION & NATIONAL DEVELOPMENT 18 Hours

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

- 1.1 (i) Education in ancient period. (Vedic & Buddhist)
(ii) Education in Medieval period (Islamic)
- 1.2 Education during British period an overview of the reformations
(i) Woods Dispatch
(ii) Hartag Committee
- 1.3 Evolution of National system of Education:
(i) National policy on Education 1986 (with special reference to Navodaya schools, Operation Black board & Teacher Education)
(ii) Educational Policy-2020 curricular practice and teacher

UNIT-2 CONSTITUTIONAL PROVISION FOR EDUCATION IN INDIA 06 Hours

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

UNIT-3 EDUCATIONAL OPPORTUNITIES 08 Hours

- 3.1 Meaning of equality of Education of opportunities provisions & out comes.
- 3.2 Women Education
- 3.3 Aims of education as specified by UNESCO-2009. SSA – Its Programmes & implementation, Rashtriya Madhyamika shikshaAbiyana. (RMSA) its objectives & Programmes.

UNIT.4 CURRENT ISSUES OF EDUCATION08Hours

- 4.1Peace Education: Meaning, objectives Role of education in promoting peace.
- 4.2Meaning and objectives and types of Value education and Roll of Teacher

4.3 Development of 21st Century skills in Teachers. (Communication Skills, Command on Technology)

PRACTICUM/FIELD WORK: (ANY ONE)

10 Hours

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PERSPECTIVE IN EDUCATION COURSE (PEC – 05)
SUBJECT: PSYCHOLOGY OF THE LEARNING AND TEACHING

Marks: 75+25=100

Total Teaching Hours: 40+10

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

1. Engage theoretically and through observation with the notion of learning as construction of knowledge
2. To become aware of different contexts of learning and situate schools as a special environment for learning.
3. To understand the theoretical practical issues and educational concerns over personality development and dynamics of human adjustment.
4. To acquaint the learner with the concept, process and importance of Group Dynamics.
5. To apply the principles of Group Dynamics for effective class management.

UNIT: 01 CONSTRUCTIVISM FOR CLASS ROOM AND LEARNING 10 HOURS

- 1.1 Features of Constructivist Class room
- 1.2 Pedagogical Goals of Constructivist Class room.
 - 1.2.1.1 Experiential Learning and Reflection
 - 1.2.1.2 Metacognition
 - 1.2.1.3 Self-regulated learning
 - 1.2.1.4 Collaborative Learning
 - 1.2.1.5 Creating facilitative learning environment
- 1.3 Social Constructivist perspective and applications of Vygotsky's ideas in teaching.
- 1.4 John Dewey Constructivism Theory.
- 1.5 Understanding process of facilitating knowledge. (Language, Attention, Memory, Perception, Learning and Higher reasoning)

UNIT: 02 PERSONALITY, MENTAL HEALTH AND ADJUSTMENT 10 HOURS

- 2.1 Personality: Concept, Nature, Determinants of Personality, Approaches – (Type, Trait and Trait cum Type, Psycho analytical), Measurement of Personality – (Subjective, Objective and Projective Techniques)
- 2.2 Mental Health: Concept, Characteristics, Purpose and Principles, Role of Teachers in maintaining good Mental Health.
- 2.3 Adjustment: Meaning, Nature, Areas, Characteristics of well-adjusted person, Causes for Mal-adjustment, Conflicts, Defense Mechanisms – (Concept and Types)
- 2.4 Mental well-being: Concept, Need, Measures to improve mental well-being.

UNIT: 03 PROCESS OF LEARNING AND LEARNING IN GROUPS 10 HOURS

- 3.4 Thinking Process: Concept and Tools, Types of Thinking – Divergent, Convergent, Critical, Reflective and Lateral Thinking.
- 3.5 Motivation: Meaning, Types, Need, Measures to Motivate Children.
- 3.6 Memory: Meaning, Types, Factors influencing Memory, Strategies to develop Memory.
- 3.7 Information processing theory: Atkinson and Shiffrin Model and Robert Gagnes Model
- 3.8 Forgetting: Concept, Causes, Types, Forgetting Curve, and Strategies to minimize Forgetting.
- 3.9 Psychological Group: Group Dynamics – Group behavior, process and its importance in learning
- 3.10 Sociometry – Concept, Socio metrics and Socio gram, Uses of Sociometry

UNIT: 04 EDUCATIONAL STATISTICS 10 Hours

- 4.1 Types of Data: Nominal, Ordinal, Ratio and Interval
- 4.2 Classification and Tabulation of data
- 4.3 Graphical Representation of Data: Histogram, Bar Graph, Pie Graph, Line Graph
- 4.4 Measures of Central Tendency: Mean, Median and Mode
- 4.5 Measures of Variability: Standard Deviation and Quartile Deviation
- 4.6 Measures of Correlation: Rank Difference Method, Product Moment Method
- 4.7 Tools for Data Collection: Achievement Test, Questionnaire, Observation, Interview, Check List, Rating Scale (Meaning and Uses of these tools in Action Research)

PRACTICUM/FIELD WORK

- Student teacher has to undertake the following experiments/Activities and maintain the records.
 - 1 Personality tests
 - 2 Memory
 - 3 Intelligence
 - 4 Creativity
 - 5 Motivation
- Construct a class sociogram,

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PERSPECTIVE IN EDUCATION COURSE (PEC 6)
EDUCATIONAL TECHNOLOGY-2

Marks 75+25=100

Total teaching Hours: 40+10=50 Hours

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

1. Acquire adequate understanding in the importance of technology in education.
2. Develop skills of utilizing technology in education.
3. Realize the value and importance of technology in education.
4. To acquire the knowledge of modernize teaching methods and techniques according to the changing world.
5. To bring desirable changes in the behaviour of student teacher's by creating awareness about teaching.
6. To determine suitable strategies of teaching.
7. To determine the aims and objectives of education.
8. To develop the skills of formulating instructional objectives.
9. To improve the process and product of education.

Unit 1: Current Issues in Interactive Designs

10 hours

- 1.1 Interactive technologies and instructional designs
- 1.2 Paradigm shift from chalk board to interactive technologies
- 1.3 Approaches to interactivity
- 1.4 Challenges for interactive technology

Unit 2: E-content and resources

10 hours

- 2.1 Internet: meaning, types and uses of internet in education.
- 2.2 E-Content: concept, forms and process of development.
- 2.3 Blended Learning, E-learning, M-learning, U-learning: meaning, concept, advantages, disadvantages and role of teacher.
- 2.4 ICT Initiatives of NCERT- ePathshala, DIKSHA, NISHTHA, NROER

Unit 3: ICT skills for 21st century teachers

10 hours

- 3.1 Application of presentation software in Education: Microsoft PowerPoint, Prezi
- 3.2 Learning Management System (LMS): Google Classroom and open source LMS
- 3.3 Social networking skills: chatting online, writing blogs and sending tweets.
- 3.4 Ability to nurture creativity: film and photo editing, music creation and drawing.
- 3.5 Ability to back-up: how to back-up your files (lesson plans, resources & reports etc)
- 3.6 New trends: Kahoot, google classroom, Virtual Reality and Augmented Reality

Unit 4: Models of Teaching

10 hours

- 4.1 Meaning, definitions, Characteristics of models of teaching.
- 4.2 Information Processing Family- attaining concepts
- 4.3 Personal Family- concepts of self
- 4.4 Social Family- Role playing
- 4.5 Behaviour Modification Family- Programmed instruction

Practicum/Assignment

10 Hours

1. Write an instructional design for a lesson of your choice
 2. Study on challenges of interactive technology classes
 3. Elaborate M-learning activities related to your subject.
 4. Study on the uses of DIKSHA/NISHTA
- (College is free to provide any relevant practicum works)**

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) CHEMISTRY

Marks 75+25=100

Total Teaching Hours: 40+10

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

1. Know about nature and scope of teaching Science (Chemistry).
2. Appreciate the contribution of Indian scientists in the field of chemistry.
3. To develop the skill of setting and maintaining Science (Chemistry) laboratory.
4. Gain an insight in to the skills of evaluating the outcomes of teaching Chemistry and prepare items and tests for secondary school students.
5. Plan and execute various curricular and co-curricular activities related to teaching of Chemistry.
6. Plan and execute resource unit, unit plan and different lesson plans.
7. Appreciate and inculcate the competencies and commitments needed for a Chemistry teacher.

Unit I - Nature, scope, objectives and values of chemistry

10 hours

- 1.1 Meaning and nature of chemistry
- 1.2 Scope of teaching chemistry with special reference to Agriculture, Industry and Medicine.
- 1.3 Contribution of Indian scientists in the field of chemistry.
- 1.3 General Objectives of teaching Chemistry
- 1.4 Instructional Objectives: Knowledge, understanding, application, skill, attitudes and appreciation.
- 1.5 Values of teaching Chemistry- Intellectual, utilitarian, disciplinary, vocational and cultural.
- 1.6 Relating objectives with content units of secondary schools.

UNIT II- Planning for teaching chemical science

10 Hours

- 2.1 Lesson Plan: Meaning, importance, steps and format
- 2.2 Planning and use of ICT and 5E lesson plan
- 2.3 Unit Plan: Meaning, importance, components and steps
- 2.4 Resource Unit: Meaning, Components, Steps and Importance.
- 2.5 Chemistry laboratory: importance, designing, planning, equipping, maintenance of biological equipment and records.

UNIT III- Approaches, methods and techniques of teaching chemical science 12 Hours

- 3.1 Approaches: Teacher centered, Learner centered, Activity centered
- 3.2 Methods: Inductive, Deductive, Lecture cum demonstration, Laboratory, Project and Problem solving.
- 3.3 Self-instructional techniques: Programmed learning (Linear and Branched), Computer Assisted Instruction (CAI)
- 3.4 Techniques- Augmented reality, virtual reality

UNIT IV- Co-curricular activities of teaching Chemical science 8 Hours

- 4.1 Organization- Science Club, Science Museum, Science fairs, Science exhibitions. (Objectives, organization, importance and activities)
- 4.2 Activities- Excursions, field trips, visits. Puzzles
- 4.3 Funny experiments of Chemistry- need and importance

Practicum/Field Work:

1. Preparing scrap book/video on the concept Contribution of scientists in the field of Chemistry
2. Finding the Values in the Concepts of 6th/7th/8th/9th/10th standard Chemistry units
3. Writing specific instructional objectives for selected units of 6th/7th/8th/9th/10th standard Chemistry units
4. A study on usage of mobile apps for teaching chemistry
5. A survey on parents /teachers' opinion about their children/students with respect to learning of science
6. A survey on challenges faced by the students in learning Science
7. Preparation of Self-Instructional Material for the 6th/7th/8th/9th/10th standard Chemistry concepts.
8. Collecting the Videos for 8th standard Chemistry Concepts.
9. Relating the methods of teaching for the contents of secondary school with teaching – learning materials.
10. A study on different formats and preparation of digital lesson plan.
11. Study resources for teaching Chemistry.
12. Prepare a report on different methods for teaching Chemistry.
13. Prepare a linear programming material for the topic of your own choice.
14. Prepare a branched programming material for the topic of your own choice.
15. A study on utilization of augmented reality for teaching Chemistry.
16. A study on utilization of virtual reality for teaching Chemistry.
17. A study on science club/science museum/science fairs/exhibitions at schools.

(The college is free to provide any relevant practicum works)

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 2) BIOLOGY

Marks 75+25=100

Total teaching Hours: 40+10= 50 Hours

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

1. Know about general and specific objectives of teaching biological science.
2. To develop the skill of setting and maintaining biology laboratory.
3. Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
4. Plan and execute various curricular and co-curricular activities related to teaching of biological science.
5. Plan and execute lesson plans to teach biological science.
6. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT I- Objectives and values of teaching biological science **10 Hours**

- 1.1 Pedagogy: Meaning, definitions, characteristics
- 1.2 General Objectives of teaching Biological Science
- 1.3 Instructional Objectives: Knowledge, understanding, application, skill, attitudes and appreciation.
- 1.4 Values of teaching Biology- Intellectual, utilitarian, disciplinary, vocational and cultural.

UNIT II- Planning for teaching biological science **12 Hours**

- 2.1 Lesson Plan: Meaning, importance, steps and format
- 2.2 Planning and use of ICT and 5E lesson plan
- 2.3 Unit Plan: Meaning, importance, components and steps
- 2.4 Resource Unit: Meaning, Components, Steps and Importance.
- 2.5 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipment and records.

UNIT III- Approaches, methods and techniques of teaching biological science **Hours**

- 3.1 Approaches: Teacher centered, Learner centered, Activity centered
- 3.2 Methods: Lecture cum demonstration, Laboratory, Project and Problem solving.
- 3.3 Self-instructional techniques: Programmed learning (Linear and Branched), Computer Assisted Instruction (CAI)
- 3.4 Techniques- Augmented reality, virtual reality

UNIT IV- Co-curricular activities of teaching biological science **8 Hours**

- 4.4 Organization- Science Club, science museum, science fairs, exhibitions. (Objectives, organization, importance and activities)
- 4.5 Activities- Excursions, field trips, visits, nature study, bird watching.

Practicum/Field Work:

1. Write instructional objectives for the topic of your own.
2. Prepare a report on values of teaching biological science.
3. A study on different formats and preparation of digital lesson plan.
4. A study resources for teaching biological science.
5. A study on biological science laboratory.
6. Prepare a report on different methods for teaching biological science.
7. Prepare a linear programming material for the topic of your own choice.
8. Prepare a branched programming material for the topic of your own choice.
9. A study on utilization of augmented reality for teaching biological science.
10. A study on utilization of virtual reality for teaching biological science.
11. A study on science club/science museum/science fairs/exhibitions at schools.
12. A study on excursions/field trips/visits/nature study/bird watching.

(The college is free to provide any relevant practicum works)

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) PHYSICS

Marks: 75+25=100

Total Teaching Hours: 40+10=50 Hours

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

1. Understand the nature and,scope of physics.
2. Understand the values of teaching Physics.
3. Understand the skill of writing instructional objectives.
4. Prepare 5E, ICT and INT. based lesson plan.
5. Prepare unit plan and Resource unit.
6. Understand the selection of various methods and Strategies to teach different topics of physics.

UNIT-I: Pedagogy, Nature and Scope of Teaching Physics **09 Hours**

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

Unit II- Aims and Objectives of Teaching Physics **08 Hours**

- 2.1 Values of teaching physics.
- 2.2 Blooms taxonomy of classification of objectives.
- 2.3 Educational objectives of teaching physics: Meaning classification of objectives based on NCERT version.
- 2.4 Instructional objectives: Meaning -categorizing the objectives in terms of behavioural terms under the category of knowledge, understanding, application, skill, attitude, interest & appreciation etc.

Unit III- Planning and Organization of Lesson to Teach Physics **09 Hours**

- 3.1 Year Plan and its importance.
- 3.2 Resource unit: meaning and importance, steps and format.
- 3.3 Unit plan: meaning, importance, steps and format.
- 3.4 lesson planning -meaning and Herbartian approach of lesson planning.
- 3.5 5E based Lesson plan: meaning, importance and steps and format of macro lesson plans.
- 3.6 ICT and INT based lesson plan: meaning, importance and steps and format of macro lesson plans.

Unit IV – Methods and Strategies of Teaching Physics

14 Hours

- 4.1 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 4.2 Learner centered approach: Project methods, heuristic method, inductive method and deductive method, programmed instruction (Linear and branching Programme) (All the methods to be dealt with reference to characteristics, steps merits and limitations).
- 4.3 Laboratory method (method to be dealt with reference to characteristics, steps merits and limitations).
- 4.4 Models of teaching: Suchman’s inquiry training model and Bruner’s concept attainment model
- 4.5 Small group techniques: Brain Storming, collaborative learning, co-operative learning
- 4.6 Online teaching and learning platforms and Educational Apps

PRACTICUM/FIELD WORK

10 Hours

1. Preparing a report on use of physics day today life.
2. A survey on scientific attitude among Higher primary and secondary school students
3. Identifying and writing all possible instructional objectives on any topic of physics.
4. Preparation of programmed instruction learning material.
5. Preparing a 5E, ICT and INT based lesson plans based on objectives,
6. The college is free to introduce any other relevant and useful activity related to PSS-Physics.

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PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

1. Critically study of mathematics text book of 8th or 9th standard.
2. Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
3. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
4. Identification of concepts, operational steps, graphs, figures, shapes and their properties of secondary school mathematics.
5. Prepare 5E , ICT , and INT. based lesson plan.
6. The college is free to introduce any other relevant activities.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) MATHEMATICS

Marks: 75+25 = 100

Total Teaching Hours: 40+10=50

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

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

UNIT-I: PEDAGOGY, MEANING, NATURE AND SCOPE OF MATHEMATICS

09 Hours

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

UNIT II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS 08 Hours

- 2.1 Aims/ Values – Meaning and importance practical (utilitarian, preparatory) disciplinary, cultural, Recreational, /aesthetic values.
- 2.2 Blooms taxonomy of Educational Objectives
- 2.3 Objectives of teaching mathematics-knowledge understanding, application, skill, interest, attitude, appreciation. (NCERT version)
- 2.4 Instructional objectives: Meaning -categorizing the objectives in terms of behavioral terms under the category of knowledge, understanding, application, skill, attitude, interest & appreciation etc

**UNIT III - PLANNING AND ORGANIZATION OF LESSON TO TEACH
MATHEMATICS**

09 Hours

- 3.1 Year Plan and its importance
- 3.2 Resource Unit: meaning and importance, steps and format
- 3.3 Unit Plan: meaning, importance, steps and format.
- 3.4 5E based Lesson plan: meaning, importance and steps and format of macro lesson plans
- 3.5 ICT and INT based lesson plan: meaning, importance and steps and format of macro lesson plans.

UNIT IV: - METHODS AND STRATEGIES OF TEACHING MATHEMATICS

14Hours

- 4.1 Learner centered approaches – inductive, deductive, analytic, synthetic, laboratory method. (All the methods to be dealt with reference to characteristics, steps merits and demerits)
- 4.2 Activity centered approaches – Heuristic approach, project method, programmed instruction. (All the methods to be dealt with reference to characteristics, steps merits and demerits)
- 4.3 Devices in teaching Mathematics- oral work written work, drill work and review.
- 4.4 Models of Teaching: Suchman 's Inquiry training model and Bruner's concept attainment model
- 4.5 Small group techniques: Brain Storming, collaborative learning, co-operative learning
- 4.6 Online teaching and learning platforms and Educational Apps

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

- 1.1 Critically study of mathematics text book of 8th or 9th standard.
- 1.2 Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.
- 1.3 Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
- 1.4 Identification of concepts, operational steps, graphs, figures, shapes and their properties of secondary school mathematics.
- 1.5 Prepare 5E, ICT , and INT. based lesson plan.
- 1.6 The college is free to introduce any other relevant activities.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02

PEDAGOGY OF SCHOOL SUBJECT (PSS 1) KANNADA

ಘಟಕ-1 ಕನ್ನಡ ವ್ಯಾಕರಣ

ಅವಧಿ-16

- 1.1 ಛಂದಸ್ಸು ಮತ್ತು ಅಲಂಕಾರಗಳ ಪರಿಚಯ
- 1.2 ಕನ್ನಡ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು
- 1.3 ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಸಮಾಸಗಳ ಅರ್ಥ ಮತ್ತು ವಿಧಗಳು, ತತ್ಸಮ-ತದ್ಭವಗಳು, ದೇಶೀಯ ಮತ್ತು ಅನ್ಯದೇಶೀಯ ಪದಗಳು
- 1.4 ಪದ ಸದಂಪತು: ಅರ್ಥ ಮತ್ತು ವಿಧಗಳು, ಪದ ಕಲಿಕೆಯ ಏಳು ವಿಧಗಳು (1. ಉಚ್ಚಾರಣೆ 2. ಕಾಗುಣಿತ 3. ವ್ಯಾಕರಣ ವಿಶೇಷ 4. ಪದ ರಚನೆ {ಪದ + ಪದ, ಪ್ರಕೃತಿ + ಪ್ರತ್ಯಯ, ಉಪಸರ್ಗ + ಪ್ರಕೃತಿ} 5. ಪದನಿಷ್ಪತ್ತಿ 6. ಅರ್ಥ {ಸಮನಾರ್ಥಕ, ನಾನಾರ್ಥಕ, ವಿರುದ್ಧಾರ್ಥಕ} 7. ಬಳಕೆ {ವಾಖ್ಯಾರ್ಥ, ಲಕ್ಷಣಾರ್ಥ ಮತ್ತು ವ್ಯಂಗ್ಯಾರ್ಥ})

ಘಟಕ-2 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು

ಅವಧಿ-14

- 2.1 ಬೋಧನೆಯ ಉದ್ದೇಶಗಳ ಅರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ, ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು, ನಿರ್ದಿಷ್ಟಕಗಳ ಅರ್ಥ ವಿವರಣೆ
- 2.2 ಭಾಷಾ ಕಲಿಕೆಯ ಉಪಕ್ರಮಗಳು
- 2.2.1 ಬೋಧನಾ ಉಪಕ್ರಮಗಳು : ಅರ್ಥ ಹಾಗೂ ಮಹತ್ವ
- 2.2.2 ಸನ್ನಿವೇಶ ಆಧಾರಿತ ಉಪಕ್ರಮ, ಸಂರಚನಾತ್ಮಕ ಉಪಕ್ರಮ, ಪ್ರಶೋತ್ತರ ಉಪಕ್ರಮ, ಅನುಗಮನ - ನಿಗಮನ ಉಪಕ್ರಮ, ಯೋಜನಾ ಉಪಕ್ರಮ, ಈ ಎಲ್ಲಾ ಬೋಧನಾ ಉಪಕ್ರಮಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಗುಣಲಕ್ಷಣಗಳು
- 2.3 ಬೋಧನಾ ಮಾದರಿಗಳು/ನಮೂನೆಗಳು - ಅರ್ಥ ಮತ್ತು ಹಂತಗಳು
- 2.3.1 ಮುಂಸಂಘಟನ ಮಾದರಿ, ಸೃಜನಶೀಲ ಮಾದರಿ, ಪರಿಕಲ್ಪನಾ ಸಾಧನಾ ಮಾದರಿ

ಘಟಕ-3 ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ವೃದ್ಧಿಸುವಿಕೆ

ಅವಧಿ-14

- 3.1 ಆಲಿಸುವಿಕೆ: ಅರ್ಥ ಮಹತ್ವ ಲಕ್ಷಣಗಳು ಮತ್ತು ವಿಧಗಳು
- 3.1.1 ಆಲಿಸುವಿಕೆಯ ಪೂರ್ವಭಾವಿ ಚಟುವಟಿಕೆಗಳು, ಆಲಿಸುವ ಸಂದರ್ಭದ ಚಟುವಟಿಕೆಗಳು, ಆಲಿಸಿದ ನಂತರದ ಚಟುವಟಿಕೆಗಳು
- 3.1.2 ಮಕ್ಕಳ ಆಲಿಸುವಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- 3.1.3 ಆಲಿಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 3.2 ಮಾತುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 3.2.1 ಮಕ್ಕಳ ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- 3.2.2 ಮಾತುಗಾರಿಕೆ ಕಲೆಯನ್ನು ವೃದ್ಧಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 3.3 ಓದುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ವಿಧಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳು ಮಕ್ಕಳ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡುಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- 3.3.1 ಮಕ್ಕಳಲ್ಲಿ ಓದುಗಾರಿಕೆಯ ಹವ್ಯಾಸವನ್ನು ರೂಢಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 3.4 ಬರವಣಿಗೆ : ಅರ್ಥ, ಮಹತ್ವ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡ ಬರಹದ ವೈಶಿಷ್ಟ್ಯಗಳು
- 3.4.1 ಅಕ್ಷರ ಸ್ವಾಲ್ಪಿತ್ಯಗಳು, ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು
- 3.4.2 ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಉತ್ತಮಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ-4 ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ಸಂಪನ್ಮೂಲಗಳು

ಅವಧಿ-06

- 4.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳು 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 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಾರ್ಯವಿಧಾನ ಮಹತ್ವ ಹಾಗೂ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಭಾಷಾ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸಿ ಅಳವಡಿಸುವುದು.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು

ಅವಧಿ-10

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) ENGLISH

Marks 75+25=100

Total Teaching Hours 40+10= 50

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

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 behaviors 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: POLICIES AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE
10HOURS

- 1.1 English as a language of knowledge, language meaning, principles of teaching English, functions of language, understanding language, disability and the language, teacher's role in dealing with it.
- 1.2 Policies and recommendations of NCF-2005 and NEP 2020 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
13HOURS

- 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 (Swimming, scanning), importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, 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. Stages of writing, process of writing, formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc.

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 **9 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.

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.
7. Collection contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.

REFERECE:

1. Anderson Ann and Lynch Tony (1988), 'Listening', Oxford University Press.
2. Allen 'Teaching English Language as a Secondary Language' Me Grow hill.
3. Baruah T.C. (1984) 'The English teachers', Handbook, sterling publishers Pvt.Ltd.
4. Billows F.L. (1961), 'The Techniques of English Language Teaching', Longman Group Ltd., London.
5. Bright J.A. and Mc Gregor G.P.(1972), 'Teaching English as a Secondary Language', ELBS, London
6. Gordon B.S. (1960), 'The Teaching of English in free India', Christian Literature society, Madras.
7. Harris (1974), 'Testing English', Tata McGraw Hill, Bombay.
8. Hornby(1961), 'Stage 1,2,3 &4 Teaching of structural words, Sentence patterns', ELBS & OUP, London.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) HINDI

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

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

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

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

PART-A

10 HOURS

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

PART-B

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

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI. 10 HOURS

PART-A

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

PART-B

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

UNIT III- TRANSACTIONAL STRATEGIES. 10 HOURS

- 3.1 Lesson planning: - Concept, 5E model.
- 3.2 Lesson plan- Meaning, importance and steps of construction of lesson plan.
- 3.3 Unit plan & Unit test – concept construction & preparation of unit test based on blueprint.
- 3.4 Micro Teaching.

3.5 Resource Unit.

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES. 10 HOURS

- 4.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio-Visual Aids.
- 4.2 Language laboratory
- 4.3 Different Co-Curricular activities which promote learning language.
- 4.4 Use of Computer in Hindi Teaching.
- 4.5 Work-book: meaning, importance and structure

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 Hindi 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 Hindi teachers through interview or brief survey.
6. Any other relevant activity based on the subject.

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco: H.Freeman and Company.
3. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
4. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
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6. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02

PEDAGOGY OF SCHOOL SUBJECT (PSS1) URDU

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

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

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM **12 HOURS**

PART-A:-

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

PART-B:-

- 1.6 Aims and general objectives of teaching Urdu at secondary level..
- 1.7 Instructional objectives of teaching Urdu with their specification.
- 1.8 Developing of language skills.
 - a. Auditory
 - b. Speaking
 - c. Reading
 - d. Writing.
- 1.9 Role of Urdu as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING URDU. **10 HOURS**

PART-A:-

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

PART-B:-

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

UNIT III- TRANSACTIONAL STRATEGIES **9 HOURS**

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

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES 9 HOURS

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

PRACTICAL ACTIVITIES :(ANY ONE) 10 HOURS

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

REFERENCES:

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

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) SOCIAL SCIENCE

Marks: 75+25=100

Total Teaching hours : 40+10=50

Objectives: Upon Completion of the student –teacher will be 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

(12Hrs)

- 1.1. Meaning, Nature and Scope of Social Science
- 1.2. Social Science as a Science and an Art
- 1.3. Distinguishing between Social Science and Social Studies
- 1.4. Place of Social Science in Higher Primary, Secondary and Higher Secondary School level.
- 1.5. Disciplines of Social Science (With brief Introduction)
- 1.6. Meaning, Types of Interdisciplinary linkages – History with Geography and literature

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

(8 Hrs)

- 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 behaviours of learners.
- 2.4 Inculcate of Values in teaching Social Science

UNIT–III: APPROACHES OF TEACHING SOCIAL SCIENCE

(12 Hrs)

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

UNIT – IV : ESSENTIAL SOURCES IN TEACHING SOCIAL SCIENCE (8 Hrs)

- 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 Social Science Text Books at various levels.
- 4.3 Need for Hand Book for the teacher and Work Book for the learner.
- 4.4 Uses of ICT in Teaching Social Science.

PRACTICAL ACTIVITIES : (ANYONE) (10 Hrs)

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 a report on present Social Science Hand Book.

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

REFERENCES:

1. Arora K.L., 'Teaching of History'
2. Biranchi Narayana Dash., 'Teaching of History', Neelkamal Publications PVT Ltd, Hyderabad.
3. Dash B.N. and Radhakrishna Murthy I.V. 'Methods of Teaching Social Studies'
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 2) GEOGRAPHY

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

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

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

UNIT 1- INTRODUCTION TO GEOGRAPHY

10 HOURS

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

UNIT 2- APPROACHES AND METHODS OF TEACHING GEOGRAPHY

12 HOURS

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

UNIT 3- CURRICULUM IN GEOGRAPHY

08 HOURS

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

UNIT 4- STUDY TECHNIQUES OF GEOGRAPHY

10 HOURS

- 4.1. Preparation of maps – Enlargement and Reduction of maps.
- 4.2. Reading skills of conventional signs and symbols used in atlas and maps.
- 4.3. Preparation of different types of graphs.

- 4.4. Physical Geography – Soil formation, Soil Classification, Soil Conservation, Major types of Rocks.
- 4.5. Conservation of resources like water, soil, forest, animals, and land resources.
- 4.6. Geographical Information System (GIS).

PRACTICUM/ACTIVITIES: (ANY ONE)

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

REFERENCES:

- Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice-Hall Inc.
- Briant, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
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- Sidhu H S: Teaching of economics, Tandon Publications, Books Market, Ludhiana
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
PEDAGOGY OF SCHOOL SUBJECT (PSS 2) COMMERCE

Marks: 75+25=100

Total Teaching Hours 40+10

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

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

UNIT. 1 CONCEPTUAL BACKGROUND OF COMMERCE 15 HOURS

- 1.1 Meaning, definitions, scope and importance of Commerce
- 1.2 Meaning, nature and significance of commerce education, need of commerce education
- 1.3 correlation of commerce with other subjects- history, geography, economics
- 1.4 Values of teaching commerce

UNIT – 2 CURRICULUM DEVELOPMENTS IN COMMERCE. 08 HOURS

- 2.1 Meaning, definitions and principles of curriculum construction in commerce.
- 2.2 Modern trends in curriculum construction- objective based, child centered, and activity based
- 2.3 Different approaches to curriculum organization – Spiral, topical and concentric approach
- 2.4 Analysis of Present Higher secondary school Commerce curriculum

UNIT – 3 TRAINING IN TEACHING SKILLS 07 HOURS

- 3.1 Micro-teaching practice in teaching skills
- 3.2 Adoption of innovative teaching skills- project based learning, co-operative learning, problem-based learning, competency based learning.

UNIT 4 TEACHER AND PROFESSIONAL GROWTH 10 HOURS

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –pre-service and in-service training for commerce teachers
- 4.3 Resource materials in teaching Commerce
- 4.4 Commerce Library –Need & Importance
- 4.5 Organization of field trips and study tours – their importance
- 4.6 Commerce Club–Need & Significance
- 4.7 Community Resources and its utilization

PRACTICUM/ACTIVITIES: (ANY ONE)

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

References:

- Khan, M.S., Commerce Education, New Delhi; Sterling Publication (P) Ltd.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 02
ENHANCING PROFESSIONAL CAPACITY-2
DRAMA AND ART IN EDUCATION

Objectives:

- Develop the knowledge of Art and Drama.
- Develop the social, cultural and educational knowledge.
- Develop communication and language skill
- Understand the major elements of Art and Drama.
- Enhance the teaching competency by using Art and Drama elements.
- Directly participate in Art and Drama activities.
- Convert lesson as play.
- Understand the History of Art and Drama.
- Influence of western theatre on Indian traditional theatre.

Unit-I: INTRODUCTION TO ART IN EDUCATION

6 Hrs

- 1.1 Meaning and Scope of Art in Education.
- 1.2 Forms of Art.
 - 1.2.1 Visual Art (Meaning and basic skills)
 - Fine Art
 - Sculpture
 - Architecture
 - 1.2.2 Performing Art (Meaning and Basic Skills)
 - Dance
 - Music
 - Drama
- 1.3 Art forms as Teaching tool for various school subjects.
- 1.4 Role of Technology in Art Education.

Unit – II: CONSTRUCTION OF DRAMA

6 Hrs

- 2.1 Meaning and concept of Theatre and Drama.
- 2.2 History of Indian Theatre, Natyashastra and influence of western theatre.
- 2.3 Major elements of Drama- Theme, Dialogue, Character and Director
- 2.4 Importance of Acting, Music, Stage Design, Lighting, Costume, Properties and Makeup.
- 2.5 Stages of Play Construction.

Unit – III: THEATRE AND EDUCATION

6 Hrs

- 3.1 Functions of Drama and Art in Education (According to NCERT-2005)
- 3.2 Importance of Theatre elements for effective teaching
- 3.3 Similarities between Drama Director and Class room teacher.
- 3.4 Theatre Schools.
 - 3.4.1 NSD (National, School of Drama, Delhi)

- 3.4.2 Ninasam, Heggodu.
3.4.3 Rangayana, Mysore.

Unit –IV: THEATRE ACTIVITIES (Practical)

5 Hrs

- 4.1 Conducting Visual or performing Art activities and documentation. (Individual or group work)
4.2 Converting Lesson as play and reporting (Pedagogy wise).
4.3 Participating in short play or street play with documentation.
4.4 Participation and documentation of Theatre Games (Example: Mirror Game, Fish Ball, Word Chain, Sense Game, Sound and Music, Mime, Movement Game Etc.)
4.5 Interview and report of any one recognized Art or Theatre Person.
4.6 Critical analysis and reporting of any one Art or Play.
4.7 Visit and reporting the functions of any one theatre repertory.

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SEMESTER 2

| Sl.No | Subject and code | Max Marks |
|--|---|--|
| 1 | PEC 4-Contemporary India and Education PEC 5- Psychology of the Learning and Teaching PEC 6- Educational Technology - 2 PSS 1A-Pedagogy of School Subject -1 PSS 2A-Pedagogy of School Subject -2 | Test: 10 Practicum: 10 Tutorials: 05 Total:25 for each PECsubject 25 X 05 =125 |
| 2 | EPC 2- Drama and Art in Education | Test: 05 Practicum: 05 Total: 10 |
| 3 | Internship of Two Weeks Two-week, regular observation of the school activities of regular teacher, their lessons and recording the observations | 10 + 10= 20. Total 20 marks |
| 4 | Make model lesson plans using Innovative/fusion method one in each pedagogical subject (1+1=2) with the help of teachereducator. | 2.5+2.5= 05 (2.5 per pedagogicalsubject) |
| 5 | College General, subject- wise and internship attendance records | |
| TOTAL Marks for Engagement with field and Internship for the 2nd Semester = 160 | | |

THIRD SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PERSPECTIVE IN EDUCATION COURSE (PEC 7)
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Marks: 75+25=100

Total Teaching hours: 40+10=50

Objectives:

1. Understand the concept & concerns of Educational, Organisational, Administration & Management.
2. Acquire the knowledge of community and material resources.
3. Development & understanding the role of the Head master & Teacher in School management.
4. Understands the role of organisation and functions of different levels and their functioning.
5. Develop the Skills in preparing and maintaining the school records.
6. The concept and importance of Educational organization, Administration and management.
7. Distinction between Educational Administration and management.
8. The objectives, nature and scope of Educational management
9. Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

**UNIT: 01 EDUCATIONAL ADMINISTRATION AND MANAGEMENT:
CONCEPTUAL FRAME WORK**

Hours : 10

- 1.1. The concept and importance of Educational organization, Administration and management.
- 1.2. Distinction between Educational Administration and management.
- 1.3. The objectives, nature and scope of Educational management
- 1.4. Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

UNIT: 02 SCHOOL MANAGEMENT

Hours : 12

- 2.1. Concept, scope and importance of school management.
- 2.2. Institutional organization; meaning, purpose
- 2.3. Classroom Management – concept, need and approaches and time management.
- 2.4. Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision.
- 2.5. School Records- Types, importance and maintenance.
- 2.6. Co- curricular activities- Meaning, Need and organization.

UNIT: 03 EDUCATION IN STATE AND CENTRE.

Hours : 10

- 3.1 Administrative centre for school education – MHRD and department of education.
- 3.2 BRC, DIET, CTE, NCERT, NCTE, IASE, and NGO their organization and functions.
- 3.3 Types of secondary schools- Government, Private, Aided, Unaided & Local bodies.
- 3.4 Nithi Ayoga and its role in School education.

UNIT: 04 SCHOOL FUNCTIONING

Hours : 08

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

PRACTICUM/FIELD WORK: (Any one)

Hours : 10

1. List out the material/ human/ community resources available in any of the practicing school and comment on the extent of their utility.
2. Visit any one of the Primary or secondary school and study the functions of the head master.
3. Prepare different types of time table.
4. A critical survey of co- curricular activities in a Primary or secondary school.
5. Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
6. The College is free to any relevant activity based on the related subject

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PERSPECTIVE IN EDUCATION COURSE (PEC 8)
INCLUSIVE EDUCATION

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives of the Course

1. Understand the concept, meaning and significance of Inclusive Education
2. Bring about an understanding of the historical perspectives of inclusive education from segregation to mainstreaming education.
3. Analyse special education, integrated education, mainstreaming and inclusive education.
4. Develop critical understanding of the recommendations of various commissions and committees.
5. Develop the critical understanding of the recommendations of various national and international commissions and committees towards inclusive education.
6. Understand the concept, meaning and types of disability/diversity.
7. Prepare an effective teacher for inclusive schools.
8. Develop the ability to conduct and supervise action research activities.

Unit-1 Basic Concepts of Inclusive Education

9 hours

- 1.1 Concepts and Meaning of Inclusive Education
- 1.2 Objectives and Importance of Inclusive Education
- 1.3 Concept, Meaning and Differences among Special Education, Integrated Education and Inclusive Education.
- 1.4 Historical perspectives of Inclusive Education.
- 1.5 Paradigm shift from Segregation, integration, mainstreaming (inclusive) education
- 1.6 Issues and Challenges of Inclusive Education
- 1.7 Barriers of Inclusive Education.

Unit- 2 Policy Perspectives: Initiatives to Inclusive Education.

12 hours

2.1 National Focus:

- Constitutional provisions for education of diverse groups, RTE
- Indian Education Commission 1964-66
- Scheme of integrated education for disabled Child (IEDC)
- NEP 1986, 1992, 2020
- National Policy for Persons with Disability 2006, Revised PWD 2012
- NCF-2005
- -SSA, RMSA
- National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST, Educational concessions, schemes, facilities and provisions of Government.

2.2 International Focus:

- Salamanca Statement 1994,
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- EFA and MDG

Unit-3 children with Disability and Diversity

10 hours

3.1 Concept and Meaning of Disability.

3.2 Types of Disability (concept, definitions, Causes, and types)

- Sensory Disability/ diversity (hearing, visual and physically challenged)
- Developmental Disability (Autism, Cerebral palsy)
- Intellectual Disability (gifted, talented and mentally challenged))
- Learning Disability (Dyscalculia, dyslexia, disgraphiya, etc)
- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups

3.3 Juvenile delinquency- concept, meaning, causes and measure.

3.4 Inclusive Education Strategies for children with Diverse Needs (Remedial help, team teaching, co-operative teaching, student assistance teams, buddy system, circle of friends, Parent involvement).

3.5 Different Models of Disability.

3.6 Role of teachers for meeting the diverse needs of learners

Unit-4 Inclusive Education Curriculum and its Practices

9 hours

4.1 Meaning, Concept and Definitions of Inclusive Curriculum

4.2 Objectives and Characteristics of Inclusive curriculum

4.3 Qualities, Roles, Responsibilities, and ethics of an inclusive education teacher in shaping inclusive class room.

4.4 Teaching Methods in Inclusive classroom (Differentiating instruction – peer tutoring, Peer Mediated Instruction and interventions, co-operative learning, co-operative teaching assignments, and self-regulated learning).

4.6 Guidance and counselling service for students and parental counselling.

Practicum/Field Work (any one)

10 hours

1. To investigate the opinion of primary and secondary teachers about integrated, special and inclusive education.
2. Conduct survey on what type of supportive service needed for inclusion of children with diversity and disability.
3. To study the problems of students and teachers in inclusive setting.
4. Conduct special survey in the rural and urban area pertaining to practice towards special, integrated and mainstreaming education and discuss the findings in classroom.
5. Conduct seminar and poster presentation on child rights.
6. Study and write a report on the educational resources available for person with disabilities.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PERSPECTIVE IN EDUCATION COURSE (PEC 9)
GENDER SCHOOL & SOCIETY

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

1. Understand the basic terms, concepts used in gender studies
2. Understand the gender discrimination in teaching & learning process.
3. Develop an awareness and sensitivity
4. Develop Awareness of media technology and the influence of women's activism.
5. List out the functions of the institution which is functioning with Gender inequality.
6. Understand the women's contributions to the society.

UNIT I: SOCIALIZATION AND GENDER BIASES **10HRS**

- 1.1 Concept of Sex, Gender & transgender, Difference between sex and gender
- 1.2 History of Feministic perspectives and Masculinity in India
- 1.3 Gender discrimination and empowerment
 - 1.3.1 In the Family
 - 1.3.2 In the School
 - 1.3.3 In the Society
- 1.4 Contributions of Government and other Organization for women empowerment

Unit II: SOCIAL DIFFERENTIATION, WOMEN AND EDUCATION. **10Hrs**

- 2.1 Gender inequality
 - 2.1.1 by Religion
 - 2.1.2 by Caste
 - 2.1.3 By Region
- 2.2 Superstitious believes and Gender discrimination
- 2.3 Constitutional provisions for avoiding gender disparity
- 2.4 Government programmes (Central & State) for girl child education
- 2.5 Brief life history and social contributions of Savitribai Phule, Kalpana Chawla, Malala Yousafzai and Mary Kom

Unit III: SCHOOL AND GENDER INEQUALITY **12 Hrs**

- 3.1 Gender inequality in Learning freedom
- 3.2 Text book and gender bias
- 3.3 Gender disparity in the Class room
- 3.4 Merits & Limitations:
 - 3.4.1 Co – Education
 - 3.4.2 Single sex schooling
 - 3.4.3 girl friendly school environment

Unit IV: STRATEGIES FOR CHANGE **8 Hrs**

- 4.1 In School Management and School Policy
- 4.2 Through Modernization and Technology
- 4.3 Women action group
- 4.4 Mass Media
- 4.5 Millennium development, Goals promoting gender equality & Empowerment.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) CHEMISTRY

Marks 75+25=100

Total teaching Hours: 40+10

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

1. Know about National policies and curriculum frameworks.
2. Know about Resources for teaching Chemistry.
3. Use advanced and creative techniques, learning aids and improvised apparatus in their Chemistry lessons in secondary schools.
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 Curriculum: Meaning, principles of curriculum construction- child-centeredness, activity centeredness, creativeness, forward-looking, preparation for living, correlation, integration, individual difference, community service, variety and flexibility, totality.
- 1.2 Organization of curriculum- psychological, logical, spiral and tropical
- 1.3 National policies and curriculum frameworks- NCF-2005, NCFTE-2009, NEP-2020 and NCFFS-2022 With special reference to Science (Chemistry)

UNIT II: RESOURCES TO TEACH CHEMICAL SCIENCE

10 HOURS

- 2.1 Material Resources- Chemistry text book, Teacher hand book, Laboratory manuals, Student work Books, reference materials.
- 2.2 Human Resources- Chemists, Lab technicians, Researchers, Professors
- 2.3 Field Based Resources- Clinical laboratory, Soil testing centre, food processing unit, small scale industry like candle making, Incense stick etc...
- 2.4 ICT Resources- Audio Aids, Visual Aids (projected & non projected) Audio-Visual Aids.
- 2.5 E-resources for teaching and learning and evaluation of Chemistry (mobile apps, computer software)

UNIT III: EVALUATION IN CHEMICAL SCIENCE

10 HOURS

- 3.1 Unit test- concept, construction and administration.
- 3.2 Diagnostic test- concept, construction and planning remedial measures.
- 3.3 Question bank: Features, Development and uses.

UNIT IV: PROFESSIONAL DEVELOPMENT OF CHEMISTRY TEACHER

10 HOURS

- 4.1 Professional qualities of Chemistry teacher
- 4.2 Professional competencies Chemistry teacher
- 4.3 Professional growth of Chemistry teacher
- 4.4 Chemistry science journals, e-journals, Reference books,
- 4.5 Teacher Organisation

Practicum:

- A survey on activities organised under Science Club in secondary Schools
 - A survey on organised and attended professional development programmes by the Secondary school Science (Chemistry) teachers.
 - A survey on the usage of community resources by the school to teach science in Secondary Schools
 - A survey on usage of Audio – Visual Aids to teach science in Secondary Schools
 - Collection of Videos related to experiments in chemistry of 8/9/10 standard science (chemistry) text book
 - Collection of lists of journals related to science (Chemistry) and its features
 - Preparation of question bank for one Unit of 6th /7th /8th /9th Standard Mathematics text book
 - Preparation of Science Quiz items for 6th /7th /8th /9th Standard Students (Soft and hard copy minimum 5 rounds)
 - A study on NEP-2020
 - A study on NCFFS-2022
 - A critical analysis of science text book.
 - A study on teacher hand book/laboratory manuals/student work books/reference materials of Chemistry.
 - A study on human resources for teaching Chemistry.
 - A study on material resources for teaching Chemistry.
 - A study on field-based resources for teaching Chemistry.
 - Preparation of audio or video or AV aid for teaching Chemistry.
 - Preparation, construction and administration unit test.
 - Conduction of diagnostic test in biological science.
 - A study on professional qualities/professional competencies/professional growth of biological science teacher.
 - A study on biological science journals.
- (The college is free to provide any relevant practicum works)

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) BIOLOGY

Marks 75+25=100

Total teaching Hours: 40+10

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

1. Know about National policies and curriculum frameworks.
2. Know about Resources for teaching biological science.
3. Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
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 Curriculum: Meaning, principles of curriculum construction- child-centeredness, activity centeredness, creativeness, forward-looking, preparation for living, correlation, integration, individual difference, community service, variety and flexibility, totality.

1.2 Organization of curriculum- psychological, logical, spiral and tropical

1.3 National policies and curriculum frameworks- NCF-2005, NCFTE-2009, NEP-2020 and NCFFS-2022.

UNIT II: Resources to teach biological science

10 Hours

2.1 Material Resources- Biological science text book, Teacher hand book, Laboratory manuals, Student work Books, reference materials.

2.2 Human Resources- Biologists, Doctors, Researchers, Professors

2.3 Field Based Resources- dead wood ecosystem, school garden, museum, herbarium, aquarium, vivarium, and terrarium.

2.4 ICT Resources- Audio Aids, Visual Aids (projected & non projected) Audio-Visual Aids.

UNIT III: Evaluation in biological science

10 Hours

3.1 Unit test- concept, construction and administration.

3.2 Diagnostic test- concept, construction 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, NSEJS and KVPY.

UNIT IV: Professional development of biology teacher

10 Hours

4.1 Professional qualities of biological science teacher

4.2 Professional competencies biological science teacher

4.3 Professional growth biological science teacher

4.4 Biological science journals

Practicum/assignments:

1. A study on NEP-2020
2. A study on NCFFS-2022
3. A critical analysis of biological science text book.

4. A study on teacher hand book/laboratory manuals/student work books/reference materials of biological science.
 5. A study on human resources for teaching biological science.
 6. A study on material resources for teaching biological science.
 7. A study on field-based resources for teaching biological science.
 8. Preparation of audio or video or AV aid for teaching biological science.
 9. Preparation, construction and administration unit test.
 10. Conduction of diagnostic test in biological science.
 11. A study on identification of talented students at schools.
 12. A study on professional qualities/professional competencies/professional growth of biological science teacher.
 13. A study on biological science journals.
- (The college is free to provide any relevant practicum works)

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SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) PHYSICS

Marks 75+25=100

Total teaching Hours: 40+10

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

1. Prepare work book
2. Analyze Critically physics text book
3. Organize and maintain the science laboratory.
4. Prepare and use of AV Aids
5. Utilize E- Resources and E-assessment tools
6. Organize co-curricular activities in physics.
7. Gain an insight in to the skills of evaluating the outcomes of teaching physics and prepare items and tests for secondary school students.
8. Appreciate and inculcate the competencies and commitments needed for a physics teacher.

UNIT I- PHYSICS CURRICULUM STUDY.

08 Hours

- 1.1 Curriculum: meaning and principles.
- 1.2 Approaches of organization of curriculum.
- 1.3 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 1.4 Recommendations made by NPE - 1986, NCF – 2005 and NEP-2020

UNIT II – RESOURCES TO TEACH PHYSICS

12 Hours

- 2.1 Material resources:
Text book: Characteristics and function. work books, laboratory – importance, equipping and maintenance, laboratory manuals and audio-visual-aids.
- 2.2 Human resources.
- 2.3 Community resources.
- 2.4 Organization and field-based resource science club, science fair and exhibition, field trips to scientific places (VITM, Planetarium)
- 1.5 E- resources- E-books, E-journals and E-Newspaper,

UNIT III EVALUATION IN TEACHING

12 Hours

- 3.1 Concept of evaluation, tools and techniques of evaluation.
- 3.2 Characteristics of well-balanced evaluation tool.
- 3.3 Unit Test – meaning, steps in the construction and administration of unit test.
- 3.4 Diagnostic test- meaning, steps of construction, difference with achievement test.
- 3.5 Online assessment- E-tests, quiz tools and E-rubrics.
- 3.6 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH

8 Hours

- 4.1 Professional growth - meaning and importance.
- 4.2 Competencies and qualities of physics teacher.
- 4.3 Tech-savvy science teacher-competencies
- 4.4 Professional growth - meaning and importance.

- 4.5 Means of professional development: refresher courses, seminars, workshops, conferences, science talks and publishing articles on science topics. MOOCs, (Massive Open Online Course), discussion forms, online courses, etc.

PRACTICUM/FIELD WORK (ANY ONE)

1. Critical study of physics text book of higher primary and secondary school.
2. Identifying the laws, principles, facts, concepts etc. in physics content of VI, VII, VIII, IX and X standard of karnataka secondary school level.
3. Preparation of work book for one or two units.
4. Survey of physics laboratory facilities of any two schools with practical suggestions for improvement.
5. Preparing a report of different activities of Science club
6. Preparation of Diagnostic test in physics.
7. Preparing any one online assessment format. (Online assessment- E-tests, quiz tools, E-rubrics).
8. The college is free to introduce any other relevant and useful activity related to PSS-Physics.

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SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 2) MATHEMATICS

Marks: 75+25=100

Total Teaching Hours: 40+10

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

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

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS

7 HOUR

- 1.1 Principles and organization of curriculum construction
- 1.2 New trends of Mathematics curriculum in India
- 1.3 Recommendations of NPE 1986, NCF -2005 and NEP 2020

UNIT-II: RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS

12 HOURS

2.1 Material resources:

Mathematics text book: characteristics and function. work books, laboratory – importance, equipping and maintenance, laboratory manuals, audio-visual aids.

2.2 Human resources

2.3 Community resources.

2.4 Organization and field-based resource mathematics club, mathematics fair and exhibition, mathematics quiz- importance, organizations

2.5 E- resources- E-books, E-journals and E-Newspaper etc.

UNIT III: - EVALUATION IN MATHEMATICS

12 HOURS

3.1 Constructions of variety of tests.

3.2 Unit test in mathematics- meaning, importance steps, format and procedure.

3.3 Format and characteristics of well-balanced question paper.

3.4 Diagnostic test in mathematics- meaning, need and importance, steps of preparation.

3.5 Remedial instruction – meaning and importance.

3.6 Online assessment- E-tests, quiz tools, E-rubrics

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH

7 Hours

4.1 Competencies and qualities of mathematics teacher.

4.2 Tech savvy mathematics teacher-competencies

4.3 Professional growth - meaning and importance.

4.4 Means of professional development: refresher courses, seminars, workshops, conferences, and publishing articles on mathematics topics, MOOCs, (**Massive Open Online Course**) discussion forms, online courses, etc

PRACTICUM/ACTIVITY: (ANY ONE)

10 HOURS

1. Preparation of Diagnostic test
2. Comparative study of syllabus NCERT, CBSE, ICSE
3. Preparation of programmed learning materials on a unit.
4. Critical review of text book of mathematics.
5. Preparation of work book for one or two units.
6. Survey of mathematics laboratory facilities of any two nearby schools/colleges with practical
7. suggestions for improvement.
8. Preparing a report of different activities of mathematics club.
9. Preparation of unit test in mathematics.
10. Preparing any one online assessment format (Online assessment- E-tests, quiz tools, E-rubrics)
11. The college is free to introduce any other relevant and useful activity related to PSS-Mathematics.

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SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) KANNADA

Marks: 75+25=100

Total Teaching Hours: 40+10

ಘಟಕ-1 ಭಾಷಾ ಕಲಿಕೆಯ ಯೋಜನೆಗಳು

ಅವಧಿ-08

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

ಘಟಕ-2 ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳ ರೂಢಿಸುವಿಕೆ

ಅವಧಿ-16

- 2.1 ಪ್ರಬಂಧ, ಪತ್ರ ಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರ ಸಂಗ್ರಹ, ಸಾರ ವಿಸ್ತಾರ, ಭಾಷಾಂತರ ಹಾಗೂ ರೂಪಾಂತರ – ಇವುಗಳ ರಚನೆಯ ಕ್ರಮಗಳು, ರಚನೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ದೋಷಗಳು ಹಾಗೂ ಪರಿಹಾರ ಕ್ರಮಗಳು.
- 2.2 ಹಾಡುಗಾರಿಕೆ, ಗಮಕ ವಾಚನ, ಕಂಠಪಾಠ – ಇವುಗಳ ಸ್ವರೂಪ ಮತ್ತು ಮಹತ್ವ.
- 2.3 ಕಂದ ಪದ್ಯ ಮತ್ತು ಷಟ್ಪದಿ : ವಿಧಗಳು ಮತ್ತು ಲಕ್ಷಣಗಳು.
- 2.4 ಛಂದಸ್ಸಿನ ಅರ್ಥ ಮತ್ತು ಲಕ್ಷಣಗಳು (ಪಾದ, ಪ್ರಾಸ, ಮಾತೆ, ಲಘು-ಗುರು, ಗಣ-ಯತಿ).
- 2.5 ಅಲಂಕಾರ : ವಿಧಗಳು (ಶಬ್ದಾಲಂಕಾರ, ಅರ್ಥಾಲಂಕಾರ) ಇವುಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಘಟಕ-3 ಯೋಜನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ

ಅವಧಿ-08

- 3.1 ವಾರ್ಷಿಕ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ : ಇವುಗಳ ಅರ್ಥ ಪ್ರಾಮುಖ್ಯ ರಚನೆಯ ಹಂತಗಳು.
- 3.2 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ : ಅರ್ಥ, ಅಗತ್ಯತೆ ಮತ್ತು ಹಂತಗಳು.
- 3.3 ಮೌಲ್ಯಮಾಪನ : ಅರ್ಥ, ಮಹತ್ವ , ವಿಧಗಳು , ನಿರಂತರ ಮತ್ತು ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನದ ಪ್ರಾಧಾನ್ಯತೆ.
- 3.4 ಮೌಲ್ಯಮಾಪನದ ಮಾಹಿತಿ ಸಂಗ್ರಹಣಾ ಸಾಧನಗಳು ತಂತ್ರಗಳು ಅವಲೋಕನ(ದರ್ಜಾಮಾಪನ ಮತ್ತು ತಪಶೀಲು ಪಟ್ಟಿ/ತಾಳೆ ಪಟ್ಟಿ),
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

ಅವಧಿ-08

- 4.1 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ವೃತ್ತಿ ಸಂಹಿತೆ, 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, (ಚರ್ಚಾ ಸ್ಪರ್ಧೆ, 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 ಆಯ್ದು ಶಾಲಾ ಮಕ್ಕಳು ಅಭಿನಯಿಸುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವಂತೆ ನಾಟಕಗಳಾಗಿ ರೂಪಾಂತರಿಸುವುದು.

3. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕ ಸ್ಪರ್ಧೆಗಳನ್ನು ಏರ್ಪಡಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.
4. ಶಾಲೆಗಳಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಕರು ವಾರ್ಷಿಕ ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಗೊಳಿಸಿಕೊಂಡಿರುವುದನ್ನು ಸಂಗ್ರಹಿಸಿ, ಅದರ ಅಗತ್ಯತೆಯನ್ನು ಸೈದ್ಧಾಂತಿಕ ಹಾಗೂ ಪ್ರಯೋಗಾತ್ಮಕ ವಿಚಾರಗಳೊಂದಿಗೆ ವಿಶ್ಲೇಷಿಸುವುದು.
5. ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ತಯಾರಿಸುವುದು ಅಥವಾ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯನ್ನು ವಿಮರ್ಶಿಸುವುದು (ತೃತೀಯ ಅವಧಿಯ ಬಿ.ಇಡಿ ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ).

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) ENGLISH

Marks: 75+25=100

Total Teaching Hours 40+10=50

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

1. Understands the importance of Instructional Material in English language teaching.
2. Realizes the importance of teaching hand book and student's 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. Prepares well balanced question paper.

Unit - 1: Instructional Materials and Teacher in English Language Teaching 11 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 11 Hours

- 2.1 Audio Resources- Lingua phone, Language Laboratory, Radio Broadcast, their importance and use.
- 2.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, projectors, their importance and use.
- 2.3 Audio-visual Resources- Films, T.V. Programmes, Video Cassettes, DVD's, LED projectors, interactive board, smart board, their importance and uses.
- 2.4 Social Resources- through practice, Debates, Dramatics, Symposium, Declamation, Quiz, Elocution, and other literary club activities.
- 2.5 E-Learning in English: Use of Internet, role of Websites, Mobile learning apps, blogs, e-library, advantageous of using Power Point in teaching English, Electronic Evaluation, self instructional materials , Learning packages , Multimedia materials.

Unit - 3: Teacher of English Language 07 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
- 3.4 21st century teaching skills required for an English language teacher.

Unit-4: Evaluation in English Language 11 Hours

- 4.1 Meaning, concept and evaluation in English.
- 4.2 Types of Evaluation
 - 1.formative.
 - 2.summative.
 - 3.Diagnostic.
 4. Kinesthetic Evaluation.

- 4.3 construction of objective based tests for evaluation of language skills(LSRW).
- 4.4 Unit test- concepts and construction, preparation of unit test based on blue print, administration, analysis and interpretation of test result.
- 4.5 Diagnostic Test, importance and uses.
- 4.6 Criteria of a good English question paper.

PRACTICUM / FIELD WORK : (ANY ONE) (10 Hrs)

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 o ELT centre and Programme of ELTs.
6. Visit and report on function and use of English Language Laboratory.
7. A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
8. Content analysis of English Textbook.
9. Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
10. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) HINDI

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

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

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

UNIT I- EVALUATION

10 HOURS

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

UNIT II- TEACHING OF VARIOUS ASPECTS OF HINDI.

12 HOURS

PART-A:- CURRICULUM

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

PART-B: SYLLABUS:-

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

PART-C: TEXT BOOK:-

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

PART-D: CONTENT ANALYSIS.

UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH HINDI

12 HOURS

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

UNIT IV- THE TEACHER

12 HOURS

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

PRACTICUM/ACTIVITY: (ANY ONE)

10 HOURS

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

REFERENCES:

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03
PEDAGOGY OF SCHOOL SUBJECT (PSS 1) URDU

Marks 75 + 25 = 100

Total Teaching Hours 40 + 10

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

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

UNIT I- EVALUATION

10 HOURS

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

UNIT II- TEACHING OF VARIOUS ASPECTS OF URDU

12 HOURS

PART-A: - CURRICULUM

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

PART-B:-SYLLABUS:-

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

PART-C: - TEXT BOOK:-

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

PART-D: - CONTENT ANALYSIS.

UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH URDU

12 HOURS

- 3.1 Audio Resources- Linguaphone, Audio cassettes, CD's, Language Laboratory, Radio Broadcast, their importance and use.
- 3.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, OHP, their importance and use.
- 3.3 Audio-visual Resources- Films, T.V. Programmes, Video Cassettes, VCD's, DVD's, LCD Projectors, Interactive Board their importance and use.
- 3.4 Social Resources- through practice, Debates, Dramatics, Symposium, Declamation, Quiz, Elocution, and other literary club activities.

- 3.5 E-Learning in Urdu: Computer Assisted Learning in Urdu, use of Internet, role of Websites, advantageous of using Power Point in teaching Urdu, use of Question Bank, Electronic Evaluation.

UNIT IV- THE TEACHER

6 HOURS

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

PRACTICUM/FIELD WORK: (ANY ONE)

10 HOURS

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) SOCIAL SCIENCE

Marks : 75+25=100

Total Teaching hours : 40+10

OBJECTIVES: On completion of this course the students will be 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. Analyse 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 Hrs)

- 1.1 Principles of Curriculum Construction
- 1.2 Overview of recent Curriculum developments in Social Science (NPE – 1986 and NCF – 2005)
- 1.3 Organizing Social Science Curriculum
 - a. Chronological
 - b. Concentric
 - c. Biographical
 - d. Integrated
 - e. Spiral & Cultural epoch

UNIT–II: SUPPORTIVE RESOURCES IN TEACHING SOCIAL SCIENCE

(12 Hrs)

- 2.1 Annual plan
- 2.2 Unit plan
- 2.3 Resource unit
- 2.4 Resources in teaching Social Science
 - a) Instructional Resources
 - b) Human Resources
 - c) Community Resources
- 2.5 Current Events in Teaching Social Science
- 2.6 History Room: Importance, Planning, Equipping and Maintaining

UNIT–III: EVALUATION IN SOCIAL SCIENCE (12 Hrs)

- 3.1 Concept of Evaluation
- 3.2 Techniques of Evaluation: (Oral, Objective Type, Short Answer Type and Essay Type Tests)
- 3.3 Criteria of a good Tests
- 3.4 Preparations of well balanced Question Paper in Social Science

UNIT– IV: SOCIAL SCIENCE TEACHER (6 Hrs)

- 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.
- 4.5 Professional ethics for Social Science T

PRACTICUM/ FIELDWORK: (ANYONE) (10 Hrs)

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 school regarding Social science teacher.
11. Collection of coins and stamps.
12. Conducting quiz competition and Debate program in Social Science.
13. Observation and reporting of Social science lessons by a regular class room teacher.
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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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) GEOGRAPHY

Marks: 75+25=100

Total Teaching Hours 40+10

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

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

UNIT 1- PLANNING FOR TEACHING GEOGRAPHY. 12 HOURS

- 1.1 General and instructional objectives of teaching of Geography, (Knowledge, understanding, application interest and skill).
- 1.2 Annual plan
- 1.3 Unit lesson plan.
- 1.4 Lesson plan
- 1.5 Resource unit

UNIT 2- EVALUATION IN TEACHING GEOGRAPHY. 12 HOURS

- 2.1 Meaning and importance of evaluation.
- 2.2 Construction of test items – short answer, objective type question, essay type, map drawing& reading skills.
- 2.3 Preparation of well-balanced question paper.
- 2.4 Question Bank-concept and importance
- 2.5 Unit test-steps, preparation if a blue print and administration.
- 2.6 Construction of diagnosis of learning difficulties and planning remedial measures.
- 2.7 Learning difficulties in Geography.

UNIT 3- RESOURCES TO TEACH GEOGRAPHY 08 HOURS

- 3.1 Geography teacher's qualifications and competencies in service programmes.
- 3.2 Text book- importance, supplementary reading materials.
- 3.3 Audio visual materials – Hard ware/software.
- 3.4 Geography and Economics laboratory / museum/room
- 3.5 Using multimedia resources.

**UNIT 4: CO-CURRICULAR ACTIVITIES IN TEACHING GEOGRAPHY
08 HOURS**

- 4.1 Organization Geography related activities
- 4.2 Field trips, excursions its importance and organization.
- 4.3 Community resource and its importance
- 4.4 Geography and Economics hobbies-meaning, needs, types, organization.
- 4.5 Organization of Exhibitions.

PRACTICUM/ACTIVITIES: (ANY ONE)

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 03

PEDAGOGY OF SCHOOL SUBJECT (PSS 2) COMMERCE

Marks: 75+25=100

Total Teaching Hours 40+10

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

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

UNIT: 1 – PLANNING OF INSTRUCTION IN COMMERCE 20 HOURS

- 1.1 Meaning, importance and purpose of planning
- 1.2 Approaches in lesson planning – Herbartian, constructivist approach RIE approach
- 1.3 Year plan, unit plan and 5E based lesson plan

UNIT: 2 – EVALUATION IN COMMERCE 10 HOURS

- 2.1 Meaning and importance of Evaluation- formative and summative evaluation
- 2.2 Construction of Unit test –Steps, blue print.
- 2.3 Construction of test items, objective types, short answer and essay type question
- 2.4 preparation of well-balanced question paper
- 2.5 Construction of diagnostic test and remedial teaching method

UNIT: 3- Methods and techniques of teaching general business subjects (14 HRS)

- 3.1 Meaning of method, characteristics of good teaching method, types of teaching method- lecture, group discussion, project, demonstration, problem solving.
- 3.2 Introduction to techniques of teaching, importance of the techniques of teaching
- 3.3 questioning technique, drill technique, observation technique, examination technique, explanation technique, exploration technique, illustration technique

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

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

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Visits to banks, insurance houses, warehouse, trade centres, companies and other business houses.
2. Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
3. Organizing and conducting commerce club activities

4. Developing commerce laboratory and conducting practical.
5. Updating and contributing through bulletin boards.

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7. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
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SEMESTER 3

| Sl.No | Subject and code | Max Marks |
|-------|---|---|
| 1 | PEC 7 - Educational administration and Management PEC 8-Inclusive Education PEC 9-Gender School and Society PSS 1B-Pedagogy of School Subject -1 PSS 2B-Pedagogy of School Subject -2 | Test: 10 Practicum: 10 Tutorials: 05 Total: 25 for each PEC subject 25X05 =125 |
| 3 | 2 Weeks of Simulated Lessons (In the college) (1+1=2) 1 lesson in each pedagogic subject | Lesson Plan= 5 Marks in each pedagogic subject. Presentation= 5 Marks in each pedagogic subject. Special Learning Aids=5 Marks per each pedagogic subject. Observation (Minimum 5 Lessons) = 5 Marks per each pedagogic subject. Total= 40 (10+10+10+10=40) |
| 4 | Internship of Six Weeks. Regular classroom teaching (3 in each school subject, and one Integrated lesson in each pedagogic subject) | 20 (15+5) for each pedagogical subject. 5 Marks for Observation record book in each pedagogic subject. 5 Marks for Dairy. 5 Marks for CCA Report (Minimum 2 activities). Total= 60 (40+10+5+5) |
| 5 | College General, Pedagogy wise and internship attendance records | |
| 6 | TOTAL INTERNAL MARKS FOR THE 3rd SEMESTER 225 | |

FOURTH SEMESTER

KUVEMPU UNIVERSITY
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 04
ENHANCING PROFESSIONAL CAPASITIES (EPC3)
ACTION RESEARCH

Total Marks: 40+10=50

Total teaching Hours: 20+5=25Hours

Rationale

One of the major preoccupations of quality education has been promoting reflective practices among all practioners. A truly reflective professional can contextualise his/her knowledge to attend to issues that arise in his/her workplace. Maintaining journals, teacher development groups, peer interactions, reflections over student portfolios, or any feedback obtained through continuous and comprehensive evaluation could be facilitating reflective practices. Action research is one such tool that facilitates reflections among teachers. Action research perhaps subsumes all other tools because it is a way of thinking, it is an attitude and makes use of all available resources for addressing problems. It is desirable that a student teacher is equipped with action research know how so that when entering the profession, he/she is ready to take on the challenges well. Hence this paper deals exclusively with action research. It is designed with a view to expose the student teachers to the concept of action research as well as provide some practical experience in conducting action research during their internship. The theoretical and practical inputs given, it is hoped, would enhance the professional competence of would-be teachers.

Objectives

1. To develop awareness about different reflective practices in school education
2. To introduce student teachers to the concept of action research
3. To give student teachers a practical experience in conducting action research
4. To help student teachers relate action research to their professional development

Unit 1: Reflective Practices

Theory (First week 2 hour)

- a. Importance of reflective practices
- b. Teacher journals, Teacher Development Groups, CCE reflections, student portfolios and peer interactions
- c. Action research as a reflective practice
- d. Need and importance of action research
- e. Characteristics and steps of Action Research
- f. Action research and other types of research

Unit 2: Action Research Proposal

Note: It would be good to take up this unit after their first exposure to school.

Theory

2 hours

- a. Need and relevance of action research proposal
- b. Components of a good proposal

Unit 3: Conducting action research in school: Theory **2 hours**

- a. Preparations to be done – identification of a problem while in school, finalising the problem, preparation of a proposal, discussion with the teacher educator and implementation
- b. Tools of data collection – tests, observation schedules, diaries etc.
- c. Collection of data through various sources – observation, tests, interviews
- d. Analysis of data and interpretation

Unit 4: Reflections, sharing and further initiatives: Theory **2 hours**

- a. Need for reflections
- b. Preparing report – components of a report
- c. reflections at the individual and institutional levels
- d. Facilitating sharing and reflections in school as well as CRC meetings
- e. Moving on to phase II of action research

Use of ICT

1. Browsing the internet for more information and reports
2. Preparation of tools using WORD PROCESSORS
3. Preparation of the report using WORD PROCESSORS
4. Use of spreadsheet for keying in data and its analysis

Use of Art forms: For preparation of support material/activities as relevant

Mode of transaction:

Unit 1: Reflective Practices

Teacher journals, Teacher Development Groups, CCE reports, student portfolios could be exhibited, read in the small groups. It may be followed by discussion on Importance of reflective practices. Books of Gandhiji, King Martin Luther provide insights for ones own reflective practices.

Presentation, a small lecture on action research as a reflective practice, need and importance, characteristics, action research and other types of research with examples.

To deal with steps of Action Research, each trainee may be asked to write a step at a time. Teacher educator may go on Facilitating corrections the details of the step. Use of mind (ICT) map would help in facilitating steps and logical flow of the steps.

Theory will be followed by this Practice

Reading 5 action research reports and discussing them in the class. Each student can read five reports and list his/her observations, submit a short report.

- General discussions in the class over the reports read.

Unit 2: Action Research Proposal (Note: It would be good to take up this unit after their first exposure to school)

Presentation on need and relevance of action research proposal, Components of a good proposal.

The trainees will actually prepare an action research proposal and teacher educator facilitates step by step. There will be discussion on the feasibility of proposal prepared.

Unit 3: Conducting action research in school (to be taken up before internship)

There will be a lecture and presentation on Preparations to be done – identification of a problem while in school, finalising the problem, preparation of a proposal, discussion with the teacher educator and implementation.

- Tools of data collection – tests, observation schedules, diaries etc.
- Collection of data through various sources – observation, tests, interviews
- Analysis of data and interpretation
- The trainees practice in the school where they undergo internship. They observe classes, prepare proposal, discuss the proposal, prepare appropriate tools using WORD PROCESSORS, implement the plan and collect data. Use of spreadsheet for keying in data and its analysis

Unit 4: Reflections, sharing and further initiatives

There will be sharing of experiences at school, small group discussion on their insights.

Teacher educator would further carry this discussion to bring out reflections of the trainees.

Teacher educator would show some of the research and other reports. Ask trainees to browse the internet for more information and reports

The Trainees would discuss components of a report.

There will be discussion on reflections at the individual and institutional levels, Facilitating sharing and reflections in school as well as CRC meetings

Trainees would engage in actual report writing using WORD PROCESSORS.

At the end there will be presentation of the report to the class and followed by discussion, sharing insights.

Use of Art forms

For preparation of support material/activities as relevant

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2. Kothari C R (1990) Research Methodology, Wiley Eastern Limited, New Delhi.
3. Kulbir Singh Sidhu (1987) Methodology of Research in Education, Sterling Publishers, NewDelhi.
4. Buswell, Guy.T. (1966) Training for Educational Research, Berkeley, Calif, Centre for the Study of Higher Education, University of California.
5. Corey, Stephen.M. (1953) Action Research to improve School Practices, Teachers College, Columbia University, New York.
6. Dasgupta, Sugata (1967) Methodology of Social Science Research, Implex India, New Delhi.
7. Deo, Prathibha (1968) Research Needs In Educational Psychology, Kurukshetra University Books, Kurukshetra.
8. Singh R.P (1968) Research Needs In Comparative Education, Kurukshetra University Books,Kurukshetra.
9. Sharma.R.C (1968) Research In Educational Administration, Kurukshetra University Books,Kurukshetra.
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21. ನಾಗರಾಜ್.ಪಿ (2006) ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
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23. ಯಾದವಾಡ. ಎನ್ ಬಿ (2006) ಶಿಕ್ಷಣದಲ್ಲಿ ಕ್ರಿಯಾಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
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25. ಡಾ. ಶ್ರೀಮತಿ ಎಸ್ ಜಿ ದೇಸಾಯಿ, ಶ್ರೀ ಜಿ ಎಸ್ ದೇಸಾಯಿ (2004), ಕ್ರಿಯಾತ್ಮಕ ಸಂಶೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
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KUVEMPU UNIVERSITY
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER – 04
ACTION RESEARCH PROJECT WORK (ARP) (During Internship)

Total Marks: 50

Total Hours: 25

Objectives

1. To give student teachers a practical experience in conducting action research.
2. To help student teachers relate action research to their professional development.
3. To help student teachers to prepare a quality research report.

Activities to be conducted

1. Selection of problem, collection of 5 action research reports (RRL) and discussing them with Teacher Educator (Guide). Preparation of an action research proposal with the help of Teacher Educator.
2. Preparation of an action research proposal for a hypothetical problem and discussion on the feasibility of proposal prepared the help of Teacher Educator.
3. Practice sessions will take place during internship in the school.
4. Report writing
5. Presentation of the report to the class and discussion, sharing insights

Preparation of action research project as following.

1. Identifying a problem for action research
2. Preparation of a proposal
3. Preparing appropriate tools
4. Implementing the plan
5. Data collection and encoding for analysis
6. Analysis of data and interpretation
7. Implications, suggestions and conclusion
8. References

NOTE:

1. Guide shall be allotted for every student-teacher to conduct Action Research Project for quality research.
2. The final project report shall be submitted by the student-teacher to the college through Guide.
3. The Action Research Project shall be completed within IV-semester internship programme.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTERS)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER- 04
ENHANCING PROFESSIONAL CAPACITY COURSE (EPC3)
YOGA AND HEALTH EDUCATION

Total Marks: 40+10=50

Teaching Hours: 25

OBJECTIVES:

On completion of this course the students will be able to

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

UNIT – 1 HISTORY OF YOGA

6 HOURS

- 1.1 Origin and History of Development of Yoga- Vedic period, pre-classical period, Classical period, Yoga in Medieval Times, Yoga in Modern Times.
- 1.2 Meaning, Definition, objectives and Benefits of Yoga.
- 1.3 Types or Streams of Yoga-. Bhakthi Yoga, Jnana Yoga, Raja Yoga, Karma yoga.

UNIT-2 CONCEPT YOGA AND HEALTH

7 HOURS

- 2.1 Astanga Yoga/ Eight limbs of Yoga-Yama, Niyama, Asana, Pranayama, Pratyaha, Dharana, Dhyana, Samadhi
- 2.2 Asans /yogic and the cure of disease
- 2.3. General guidelines for performance of the practice of Yoga for the beginners.
- 2.4 Concept and importance International Yoga Day

UNIT-3 BENEFITS OF YOGA IN MODERN SOCIETY

7 HOURS

- 2.1 Yoga and Personality Development.
- 2.2 Surya Namaskara
- 2.3 Role of yoga for improving the quality of school education.
- 2.4 Yoga for Stress Management-Introduction to Stress, Concept of Stress; Concepts and Techniques of Stress Management in Yoga

PRACTICUM/FIELD WORK:

05 HOURS

1. Power point presentations for a topic in the syllabus.
2. Participation in Kapalabhati Pranayama, Bhastrika Pranayama, NaadiSuddhi Pranayama.
3. Participate any five asanas – 1) Sarvangasana, 2) Paschimottanasana or Seated Forward Bend, 3) Padmasana or Lotus Pose, 4) Trikonasana or Triangle Pose, 5) Chakrasana, 6) Dhanurasana or Bow Pose, 7) Virabhadrasana, 8) Vrikshasana or Tree Pose, 9) Utkatasana or Chair Pose, 10) Badhakonasana or Butterfly Pose, 11) Vajrasana or Thunderbolt pose, 12) Makara Adho Mukha Svanasana or Dolphin Plank Pose, 13) Naukasana or Boat Pose, 14) Ardha Chakrasana or Standing Backward Bend Pose, 15) Sasankasana – Rabbit Posture. 16) Surya Namaskar (Compulsory practice of surya namaskar).
4. Preparation Any Three Own Articles on Yoga Syllabus.

Reference books

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IV SEMESTER

**I.A. FOR ACTION RESEARCH PROJECT WORK
(IV SEMESTER)**

| COMPONENTS | MAX. MARKS. 50 |
|---|----------------|
| Action research proposal | 20 marks |
| Involvement in conducting action research | 10 Marks |
| Final Quality Report | 15 Marks |
| Presentation (Viva) | 05 Marks |

| Sl. No | Subject and code | Documents to be made available | | Max Marks |
|--------|---|---|---|---|
| | | By Principal/Teacher Educators | By Student-Teachers | |
| 1 | EPC3- Action Research | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 |
| 2 | EPC4- Yoga and Health Education | Question Paper, Answer scripts of tests conducted with marks list, Test Time Table and invigilator dairy/Record | Practicum record book with the signature of the concerned teacher | Test: 05 Practicum: 05 Total: 10 for EPC subject 10x01 =10 |
| 3 | Internship of Ten Weeks. (Six lessons in each pedagogic subject, and one ICT based lesson in each pedagogic subject), Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching in each pedagogic subject, Observation of minimum 15 lessons in each pedagogic subject. | Teacher Educators lesson demonstration time table | Lesson Plans. Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching. ICT Lesson Plans. Observation Record Book (minimum 15 lessons in each pedagogic subject.) | Lesson Plan= 30 Marks per each pedagogic subject. ICT Lesson= 5 Marks in each pedagogic subject. Unit Plan, Unit Test, Diagnostic Test & Remedial Teaching= 20 Marks in each pedagogic subject. Observation record |

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|---|---|--|---|---|
| | | | | <p>book=5 Marks in each pedagogic subject. CCA Record (at least two) = 10 Marks Dairy=5 Marks Total= 135</p> |
| 4 | Special Learning Aid | | Preparation of Special learning aid by the student-teacher in each pedagogic subject. | <p>7.5 Marks in each pedagogic subject. Total 7.5x2=15</p> |
| 5 | Action Research | Project work for Pedagogy School Subjects/General subjects (Action Plan, Report and Viva). | A Project Work record should be submitted by student teachers | <p>Project Work=50 (20+10+15+05 =50 Respectively)</p> |
| 6 | Practical Examination PSS1 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | <p>Observation by Internal and External approved by the university, Observation Profiles by internal and external examiners, student allotment time table, Examiners approval letter from the university, BEO permission letter.</p> | <p>Lesson Plan and Teaching Learning Materials should be Mantin</p> | <p>Lesson plan 10 Marks</p> |
| 7 | Practical Examination PSS2 (Any lesson from the respective school subject from primary or secondary school or higher secondary shall be taken) | | | <p>Teaching and Learning material 10 Marks</p> <p>Presentation 25 Marks</p> <p>Personality of the student-teacher 5Marks</p> <p>Total= 100 Marks</p> |
| 8 | College General, Pedagogy wise and internship attendance records | | | |
| TOTAL INTERNAL MARKS FOR THE 4th SEMESTER 320 | | | | |