



KUVEMPU UNIVERSITY
B.Ed Programme Regulations - (Semester Scheme)
2014-15 (04-12-2014)

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: 2013-2014 governing B.Ed., Degree Programme (Semester Scheme).
2. B.Ed., Degree Programme shall be offered under the Faculty of Education.
3. The duration of B.Ed., Degree Programme shall be of One Academic Year with Two Semesters.

4. ELIGIBILITY:

4.1 Candidates must be citizens of India and should be candidates from Karnataka for claiming seats under Government quota.

“Karnataka candidate” means,

- i. Student who has studied for at least 7(Seven) full academic years in any one of the Government or Government recognised institutions in Karnataka from first Grade up to 2nd P.U.C/ 12th Grade or qualifying examination, and
- ii. Passed either S.S.L.C/10th standard or P.U.C./ 12th standard examination in Karnataka.
- iii. Candidates who have passed either S.S.L.C or student in open schools the period of seven years study shall not be insisted. However such candidates shall produce domicile certificate for 7 years from the Tahasildar of concerned Taluk.

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

4.2 Candidates must be graduates with Bachelor’s Degree/Masters Degree. And should have offered at least one school subject at the first and/or second degree level as principal or subsidiary or allied or optional subject, (School subject means the subject included in the syllabus of secondary/Higher secondary level in the Karnataka State or central syllabus.)

Note: *As per present Cadre and recruitment rules for the appointment for the post of Assistant masters Grade – I post in Government High Schools only Science and Arts Graduates are eligible. Physical science teachers should have studied physics and Mathematics and Biological Science teachers should have studied Chemistry and Botany / Zoology or Chemistry, Botany and Zoology Compulsorily. Arts teachers should have studied Languages, History, Geography, as compulsorily along with other social science subjects and shall have studied any **one of the languages** and **two of the three electives** specified below. Candidates should have studied two of the three electives **for all the three years** at degree or graduation level.*

Languages: Kannada, English, Hindi, Sanskrit, Marathi, Urdu.

Electives: Science-Physics, Chemistry, Botany, Zoology, Mathematics,

SCIENCE:

- A. Physical Science:** Candidates should have compulsorily studied any Physical Science subject along with Physics and Mathematics. Ex: Chemistry, Electronics, Computer Science, Statistics, etc.
- B. Biological Science:** Candidates should have studied any Biological Science subject along with Chemistry and Botany or Zoology with Chemistry, and Biology, Ex: Environmental Science, Fisheries, Forestry, Micro Biology, Bio Chemistry, Genetics etc. But compulsorily should have studied Chemistry and Botany/Zoology/Biology.

(Hence the applicants are advised to note this and rules and regulations of the Government amended from time to time before seeking admission for B.Ed course.)

Candidates obtained degree from the Universities situated outside Karnataka state should have offered at least one school subject (Elementary/Secondary/Higher Secondary) at the first and/or second degree level as principal or subsidiary or allied or optional subject, And at the time of admission shall produce three years degree marks cards issued by the Universities. Marks cards issued by the college, will not be considered. Candidates who have obtained degree from Universities outside Karnataka shall obtain an eligibility Certificate from the Kuvempu University before seeking admission to the B.Ed Course.

4.3 All applicants shall have a minimum of 50% of marks in aggregate of all the three years of Degree including electives and languages, including 10% internal assessment Marks. But SC, ST, C I and Physically handicapped candidates shall have a minimum of 45% of marks in aggregate of all the three years of Degree including electives and languages, including 10% in internal assessment marks.

4.4 Determination of Merit:

For Admission to B.Ed programme the aggregate marks obtained in all the three years examination including languages and including 10% of internal marks shall be taken into consideration while preparing merit list.

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

4.6 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.

5. ALLOCATION OF SEATS:

- A. Colleges shall admit all the candidates allotted by the Government of Karnataka through Centralized Admission Cell (CET) or by any appropriate agency of the Government of Karnataka.

- B. For filling the management seats the respective college shall select the candidates following eligibility criteria as envisaged in regulation 4.
- C. The college shall admit the selected candidates, both under Government quota and management quota, within the last date fixed for admission by the government and Kuvempu University.
- D. The total intake of all B.Ed colleges shall be 100 or as fixed by 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.

6. COURSE STRUCTURE:

A course is the basic component of an academic programme. It is identified by a course name (i.e like, 'Instructional process'). Every Course offered will have three components associated with the teaching-learning process of the course, namely

(i) Lecture (L) (ii) Tutorial (T) (ii) Practical (P), where

L stands for lecture session. T stands for tutorial session consisting participatory discussion/self study/desk work/brief seminar presentations by students and each other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. P stands for practice session and it consists of internship in teaching and its related activities/ laboratory experiments/ hands on experience/field studies/case studies that equip students to acquire the much required skill component. A course shall have either one/two or all the three components based on its requirement.

The duration of one semester is 100 days for teaching-learning process. The total duration of a semester is 20 weeks inclusive of semester-end-examination.

The B.Ed Programme consists of two semesters each of 20 weeks duration including semester end examinations. This programme consists of Foundation Courses, Compulsory Courses, Specialisation-Pedagogical Courses, Internship-Practical's/Practice Teaching, Compulsory Practicum and Mandatory Skills.

Foundation courses: The subjects of study which form a foundation for the pedagogical courses and support the main discipline.

Compulsory courses: Compulsory subjects of study which support the main discipline.

Specialization – Pedagogical courses: These are the courses in which the candidate has to specialise. They are based on the subjects taught in the schools.

Candidates shall offer any TWO – SCHOOL SUBJECTS for specialization, which must have been studied as a major/optional subject at the Degree level or Master Degree level. If the other subject offered for specialization has not been studied as major/minor optional by the candidates, the candidates is required to undergo a specially designed content course in that subject for at least 30 hours of teaching outside the regular working hours. . Special fees shall be levied from such candidates who undergo content course. The candidates undergoing content course are examined internally. No candidate shall be permitted to offer more

than one language under special methods to teaching unless he/she has studied both the languages as optional at the Degree level.

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

- (a) Language 1 & Language 2
- (b) Language & History and Civics
- (c) Language & Geography and Economics
- (d) Language & Biology
- (e) Language & Chemistry
- (f) Language & Physics
- (g) Language & Mathematics
- (h) History & Civics & Geography and Economics
- (i) Chemistry & Biology
- (j) Physics & Mathematics
- (k) Chemistry & Mathematics
- (l) Commerce & Language
- (m) Commerce & Mathematics

Elective 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

Internship-Practicals/Practice Teaching: It includes providing a simulated and field based experience pertaining to the skills of teaching

Compulsory Practicum: This course is related to community based, co-curricular, sports and games based activities that are necessary for the candidates to become a successful professionalist.

Mandatory Skills: This course is related to the essential skills viz., effective communication, personality development and other such aspects which help the candidate to effectively communicate his/her teaching subject to the students.

The detailed course structure is as follows:

Course Structure

: SEMESTER- I :		
A.	FOUNDATION COURSES(FC)	FC-1.1Philosophical & Sociological Foundations of Education
		FC-1.2Psychology of the Learner & Learning Process
		FC-1.3Instructional Technology
B.	COMPULSORY COURSE(CC)	CC- 1.4: Information & Communication Technology
C.	SPECIALIZATION -PEDOGOGICAL COURSES(PC)	PC- 1.5 : CC Methodology of Teaching Subject –I
		PC- 1.6: CC Methodology of Teaching Subject –II
D.	INTERNSHIP-PRACTICALS/ PRACTICE	Microteaching practice (Presentation of five skills each in Teaching Subject CCM- I & II.)
		Practice of simulated lessons (Two lessons in Teaching subject CCM- I

	TEACHING(INT)	& II.)
E.	COMPULSORY PRACTICUM(CP)	1. Health and Physical Education 2. SUPW/WWC 3. Co-curricular Activities (CCA)
F	MANDATORY SKILL(MS)	Spoken English

: SEMESTER- II :		
A.	FOUNDATION COURSES(FC)	FC-2.1:Education and Social Concerns
		FC-2.2:Psychology of Learning Process and Measurement
		FC-2.3:Educational Administration and Management
B.	ELECTIVE COURSE (EC) (ANY ONE)	1. EC 2.4.1: Action Research. 2. EC 2.4.2: Value Education. 3. EC 2.4.3: Physical & Health Education. 4. EC 2.4.4: Inclusive Education. 5. EC 2.4.5: Guidance & Counselling. 6. EC 2.4.6: Multimedia Education and E Learning 7. EC 2.4.7: Environmental Education 8. EC 2.4.8: Population Education 9. EC 2.4.9 Education of Exceptional Children
C.	SPECIALIZATION- PEDOGOGICAL COURSES(PC)	PC- 2.5 : CC Methodology of Teaching Subject –I.
		PC- 2.6: CC Methodology of Teaching Subject –II.
D.	INTERNSHIP- PRACTICALS/ PRACTICE TEACHING(INT)	Practice Teaching : CC Methodology of Teaching Subject –I.
		Practice Teaching: CC Methodology of Teaching Subject –II.
E.	COMPULSORY PRACTICUM(CP)	4. Health and Physical Education 5. SUPW/WWC 6. Co-curricular Activities (CCA)
F	MANDATORY SKILL(MS)	Personality Development

7. SCHEME OF INSTRUCTIONS

7.1 B Ed programme is of 2 semesters of one year duration. A candidate can avail a maximum of 4 semesters-2 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.

7.2 Practice teaching and related activities to be conducted in II semester in a block period of 30 working days for both CCM – I & CCM – II by the respective B.Ed College.

7.3 Physical & Health Education, SUPW & CCA to be conducted in both the semesters for one period per week in each of compulsory practicum.

7.4 Skill development course on communicative English in I semester and Personality development in the II semester should be organized by the B.Ed colleges.

7.5 Medium of Instruction:

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

7.6 Attendance:

As per UGC guidelines a Candidates shall deemed to have been completed course of Bachelor of Education if he/she has put in attendance of a minimum 85% of the total number of working periods under each subject in theory and practicum.

- a) 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 85% attendance shall not be allowed to take the theory examination.

7.7 A Candidate shall appear at the final examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be submitted before the co-ordination board during its visit to the college.

- a) Participation in a field trip such as visit to schools/special schools, science clubs/ Museums may be organised by the college.
- b) Participation in seminars/symposia/programmes organized by the colleges for professional advancement also may be organized in the college.
- c) Each student teacher has to compulsorily participate and submit a report on his participation in minimum 3 days not exceeding 5 days **Citizenship Training Camp** Conducted by the Colleges either in I or II semester.

7.8 Practice Teaching & Related Assignments

- a) Each student shall attend practice teaching in an allotted school in a block period of 30 working days during II semester.
- b) The student teacher shall be exposed to a minimum of 2 demonstration lessons in each subject of specialization under methodology before they are sent to Practice in teaching.
- c) Every student shall be required to plan and execute not less than 12(Twelve) lessons, and a terminal test lesson in each subject of specialization during his/her training period in an allotted school and assessed by concerned method master.
- d) Each student teacher shall fully observe a minimum of 20 lessons in each subject of specialization of which, 10 lessons may be of the same subject and 10 may be of the other subjects and attend the feedback sessions held every day by the supervising staff. The student teachers shall maintain proper records of observation of lessons.

7.9 Related Activities & Assessments

- a) In each course as well as in additional content course 01 test will be conducted and practicum will be assessed by internal evaluation.
- b) The student teacher shall practice ten *micro teaching skills* in two micro cycles in their two methods of teaching (5 each in a method) as a preparatory exercise for practice teaching.
- c) The student teacher shall practice simulated lessons in the college (Two lessons each in Teaching subject CCM – 1 & CCM-II)
- d) Each student teacher shall prepare teaching aids in subject of specialization and preferably use them during their practice teaching.
- e) Each student teacher shall appear for a content test based on 8th and 9th syllabus in their respective methodology subjects.
- f) Each student teacher shall develop a Unit Plan with a Unit test/Resource Unit in each of the subject of specialization.
- g) The student teacher should attend the mandatory skill programmes organized by the respective colleges – in each of the following skills
 - a. Communicative/Spoken English.
 - b. Personality Development.

8. CONTINUOUS ASSESSMENTS.

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

1. The performance of a candidate in a course will be assessed for a maximum of 100 marks for core and specialization courses and 75 for compulsory courses of which 25 marks is for Internal assessment.
2. The internal assessment marks is based on test, practicum and tutorials. In each semester one test will be conducted in each core, specialization and compulsory courses. The test will be conducted after twelfth week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before fifteenth week and assigned a maximum of 10 marks in each course. Tutorials are conducted within fifteenth week and assigned a maximum of 5 marks in each course.
3. During the 18th-20th week of the semester, i).a semester-end-examination of 3 hours duration shall be conducted for each course. The maximum marks for each course will be 75. And ii). Examination of 2 hours duration shall be conducted for the courses CCand EC having Max marks 50 each.

I.A. FOR FOUNDATION, SPECIALIZATION AND COMPULSORY COURSES

COMPONENTS	MAX. MARKS. 25
Test (One test)	10 Marks
Practicum	10 Marks
Tutorial	5 Marks

SCHEME OF EXAMINATION

Course No	Course Code	Title of the Course	Workload per Week	I.A.* Marks	Theory Exam	Total Marks
I Semester						
1	B.Ed(FC). : 1.1	Philosophical & Sociological Foundations of Education	5	25	75	100
2	B.Ed.(FC): 1.2	Psychology of the Learner & Learning Process	5	25	75	100
3	B.Ed.(FC): 1.3	Instructional Technology	5	25	75	100
4	B.Ed.(CC): I.4 (Compulsory Course)	Information and Communication Technology	4	25	50	75
Specialization –Pedagogical Courses						
5	B.Ed. (PC): I.5	Content cum Methodology of Teaching Subject -1	5	25	75	100
6	B.Ed. (PC): I.6	Content cum Methodology of Teaching Subject -2	5	25	75	100
Term Work (Practical/Practice Teaching)						
7	B.Ed.(INT):I.7	Term Work: Microteaching Practice	1	25+25	-	50
8	B.Ed. SDC:I-1	Practice of Communication Skills <i>Spoken English</i>	1 1	-	-	-
TOTAL			32	200	425	625

II Semester						
9	B.Ed (FC). : 2.1	Education and Social Concerns.	5	25	75	100
10	B.Ed.(FC): 2.2	Psychology of learning Process and Measurement	5	25	75	100
11	B.Ed.(FC): 2.3	Educational administration and Management	5	25	75	100
12	B.Ed.(EC): 2.4 (Elective Course)	(Any One) 1. EC 2.4.1: Action Research. 2. EC 2.4.2: Value Education. 3. EC 2.4.3: Physical & Health Education. 4. EC2.4.4: Inclusive Education. 5. EC2.4.5: Guidance & Counselling. 6. EC2.4.6: Multimedia Education and E-Learning. 7. EC2.4.7: Environmental Education. 8. EC2.4.8: Population Education 9. Education of Exceptional Children	4	25	50	75

Specialization –Pedagogical Courses						
13	B.Ed.CCM:2.5	Methodology of Teaching Subject -1	4	25	75	100
14	B.Ed.CCM:2.6	Methodology of Teaching Subject -2	4	25	75	100
Term Work (Practical/Practice Teaching)						
15	B.Ed.P.T:II-7	Term Work : 1 Teaching Practices Mo T: S-1 Terminal Lesson IT: 1	3	80 20	-	80 20
16	B.Ed.P.T:II-8	Term Work : 2 Teaching Practices Mo T: S-2 Terminal Lesson IT: 2	3	80 20	-	80 20
17	B.Ed. SDC:II-2	<i>Personality Development</i>	1	-	-	-
			34	350	425	775
		Total	66	550	850	1400

Sl. No.	COMPULSORY PRACTICUM IN I AND II SEMESTER	GRADES AWARDED IN II SEMESTER	WORK LOAD PER WEEK
1.	Physical and Health Education	A B C D	1
2.	SUPW/WWC	A B C D	1
3.	CCA	A B C D	1

Table-3 For Term Work (Practice Teaching) during II Semester

<i>Item</i>	<i>Break up of Marks</i>	
	<i>CCM-I</i>	<i>CCM-II</i>
12 Practice Lessons to be given (Minimum of 5 lessons to be observed and assessed by method master)	40	40
One Terminal Lesson	20	20
Observation Record	05	05
Unit with Unit Test Plan/Resource Unit	15	15
Content Test	10	10
Teaching Aid	10	10
Total Marks	100	100

9. Semester End Written Examination Question pattern:

Core and specialization

Duration: 3 hours, Maximum marks: 75

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

Compulsory paper/Electives

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)	2x 10	20
B	Three short answer type questions out of five(5). (At least one question from each unit to be set)	3x 5	15
C	Five very short answer type questions out of seven (7).	5 x 3	15
Total			50

10. Co-Ordination Board:

a) There shall be a Co-Ordination board to review and advice regarding internal assessment marks.

1. Chairman:

Dean, Faculty of Education / Senior most Teacher of College of Education by Rotation shall be the Chairman of the Co-Ordination Board.

- Three senior most faculties with minimum 10 years experience on the gradation list on seniority cum rotation one from science faculty and one from arts faculty will be the members of the Co-ordination Committee.
- The principal of the visiting college shall be co opted if he/she is not already a member of the board. The membership of such principal is limited to his/her college.
- In the event of number of colleges of Education increasing beyond 10 additional Co-Ordination board shall be constituted by Kuvempu University. Further the additional board will consist of new members as mentioned above.
- The candidate has to appear before the co ordination board and submit all the records during the first attempt. There is no provision for submission of records in the forthcoming boards.
- The Co-Ordination board constituted shall visit the B.Ed colleges of Kuvempu University during the end of First and Second semester. The board that has visited a college in the first semester shall visit the same college in the second semester.

11. Norms & standards for recognition of teacher education programme (B.Ed.,) issued by National Council for Teacher Education (NCTE) from time to time shall be adopted.

12. These revised regulations shall apply to the candidates admitted for the academic year 2013-14 and onwards.

13. Declaration of results, rank, gracing, challenge valuation, provision for appeal are as per the existing regulations of Kuvempu University.

13.1 The candidate has to pass both in internal assessment and theory examination with 50% pass percentage -minimum 40 in each subject and an aggregate 50 in all the subjects.

13.2 There is no provision for improvement of internal assessment.

13.3 In case the candidate does not appear for IA then He / She should appear as a repeater of the semester after seeking readmission to that semester.

14. Any other issues not envisaged in the above shall be resolved by the Vice-chancellor/Academic council of Kuvempu University, whose decision shall be final and binding on parties concerned.

KUVEMPU UNIVERSITY
SEMESTER-I
SYLLABUS OF BACHELOR OF EDUCATION DEGREE COURSE (Modified on Nov: 2014-15)
B.ED FOUNDATION COURSE (FC)

1.1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Total Teaching Hours 40+10

OBJECTIVES:

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

1. recognize the meaning of philosophy & Philosophy of Education.
2. identify the influence of philosophical thoughts on Education.
3. appreciate the contributions of western & Indian philosophers to education.
4. develop an Understanding of the brief historical background of Indian Education.
5. apply the knowledge of education to various factors of social development like social change, Modernization & social mobility.
6. acquire the various concepts of education.

UNIT I- INTRODUCTION TO EDUCATION

Hours: 12

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

UNIT II- PHILOSOPHY AND EDUCATION

Hours: 6

- 2.1 Meaning of philosophy: Relationship between Philosophy & Education.
- 2.2 Brief outline of- Idealism, Naturalism, Pragmatism,
- 2.3 Contributions of Western & Indian Philosophers: John Dewey and Rousseau, M.K.Gandhi, R.Tagore and Swami Vivekananda

UNIT III- EDUCATION IN INDIA

Hours: 12

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

- (i) Education in ancient period. (Vedic & Buddhist)
- (ii) Education in Medieval period (Islamic)
- 3.1 Education during British period an overview of the reformations
 - (i) Woods Dispatch
 - (ii) Hunter Commission
 - (iii) Hartog Committee
 - (iv) Sargent Report

UNIT IV- EDUCATION.CULTURE &SOCIALCHANGE

Hours: 6

- 4.1 Meaning of culture- Cultural change & cultural lag, characteristic of culture. Education for transmission & refinement of culture,
- 4.2 Meaning of social change, factors influencing social change. Education for Social Change

UNIT V- PEACE EDUCATION

Hours: 4

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

5.2 Globalization & it impact on Education

PRACTICUM/ACTIVITIES: (Any one)

Hours: 10

1. A study of educational, social& cultural functions of any informal agency of education.
2. As study of functions of the institution which is functioning with any basic philosophy.
3. A brief survey of educational status of women from urban &rural area with a small sample.
4. A study on background of the celebration of nature festivals.
5. A report on great personalities with regard to Peace Education.

Note: the college is free to introduce any other relevant & useful activity related to philosophical and sociological foundation of education.

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9. ಶಿವಯ್ಯ, ಎಸ್ ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೇ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು – ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
10. ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಅಶೋಕ, ಜಿ.ಎನ್ ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

KUVEMPU UNIVERSITY
SEMESTER-1
B.ED FOUNDATION COURSE (FC)
1.2: PSYCHOLOGY OF LEARNER AND LEARNING PROCESS

OBJECTIVES:

Total Teaching Hours 40+10

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

1. acquire the knowledge and skills on methods of studying the learner's behaviour.
2. understand the relevance of psychology and educational psychology in transacting with learners in the classroom.
3. develop and understanding of different dimensions and stages of human development.
4. understand the needs, problems and developmental tasks of adolescence.
5. apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
6. create suitable instructional settings with the knowledge of classroom structure and dynamics

UNIT I INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

5 Hours

- 1.1 Meaning of Psychology, Meaning and scope of educational psychology and its Educational implications.
- 1.2 Methods of studying learner's behaviour: - Introspection, Observation, Experimentation, Case-study.
- 1.3 Principles and Contribution of Schools of Psychology to Education – Behaviourism, Gestaltism, Humanism, Cognitivism and Constructivism.

UNIT II- UNDERSTANDING THE DEVELOPMENT OF LEARNER

10 Hours

- 2.1 Human Development: Concept of Growth and Development. Principles and Factors influencing development.
- 2.2 Development through Childhood: Brief discussion on Physical, Intellectual, Emotional, Social, moral development of 6–12 age group children, and their Educational implications.
- 2.3 Adolescence – Concept, Characteristics of Adolescence, Perspectives of development, Physical, Intellectual, Emotional, Social, Moral development and their educational implications, Needs, Problems and Developmental tasks of Adolescence.
- 2.4 Important aspects of Development and their Educational Implications.
 - a. Cognitive Development (Jean Piaget).
 - b. Psycho – social Development (Erickson).
 - c. Moral Development (L .E .Kohlberg).

UNIT III- UNDERSTANDING THE LEARNING PROCESS

10 Hours

- 3.1 Learning as a process: Meaning, characteristics, relationship with maturation.
 - 3.2 Exploring different theoretical frameworks of learning theories – principles, Salient features and class room implications.
 - a. Trial and Error learning – Thorndike
 - b. Classical conditioning – I.P.Pavlov
 - c. Operant conditioning – B.F.Skinner
 - d. Insightful learning – Kohler
 - e. Discovery learning – J.S.Bruner
 - f. Observational learning – Bandura
 - g. Social Constructivism Theory by - Vygotsky
- } Behavioural Approaches
- } Cognitive Approach
- } Socio Cognitive Approach

UNIT IV EVALUATION IN LEARNING PROCESS

10 Hours

- 4.1 Evaluation – Meaning - Types: Formative, Summative and Diagnostic– Product and Process Evaluation.
- 4.2 CCE – Continuous and Comprehensive Evaluation. Meaning, Process.
- 4.3 Tools and Techniques of Evaluation – Oral, Written and Performance Tests.
- 4.4 Characteristics of good measuring instrument.
- 4.5 Brief Mentioning of the following new trends in Evaluation – Question Bank, Self Evaluation, Grading System, Open book System, On– line Examination, On – line Evaluation, E – valuation (OMR).

UNIT V- STUDY OF CLASSROOM AS A GROUP

5 Hours

- 5.1 Studying classroom groups – Socio–Emotional climate in a classroom.
- 5.2 Studying group patterns – Sociometry as a study of group relationships.
- 5.3 Preparation of Sociometry and sociogram, its usefulness to teacher.
- 5.4 Classroom Leadership – Types, Teacher as a Leader, Qualities of a Good Leader.

SUGGESTED PRACTICUM/ACTIVITIES:

10 Hours

Student teacher has to undertake any Two of the following experiments and maintain the records.

01. Direct observation.
02. Case study.
03. Restriction of moment on motor learning.
04. Conditioning of winking reflex.
05. Sociometry or Social distance scale.

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೨೩. ಕೊಂಗವಾಡವನ್.ಬಿ-'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ'- ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
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೩೦. ಜಯಣ್ಣ ಸಿ.ವಿ., ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನದ ಬುನಾದಿಗಳು:ಕಲಕೆ ಮತ್ತು ಬೋಧನೆ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು

KUVEMPU UNIVERSITY
SEMESTER – 1
B.ED FOUNDATION COURSE (FC)
1.3: INSTRUCTIONAL TECHNOLOGY

OBJECTIVES

Total Teaching Hours 40+10

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

- 1) acquire the knowledge of concepts like Objectives, Curriculum, Teaching and Communication.
- 2) develop an understanding of Taxonomy of educational Objectives, process of Teaching, curriculum construction, principles and methods of Teaching.
- 3) acquire the Knowledge of meaning, nature and Scope of educational technology.
- 4) understands the concept of approaches to education.
- 5) develop skills in formulating Instructional Objectives.
- 6) use of appropriate communication Media in classroom.
- 7) apply the tools and techniques of evaluation, CCE and gain the knowledge of recent trends of evaluation.

Unit I- EDUCATIONAL OBJECTIVES

6 hours

- 1.1 Educational aims and objectives- concept, difference, Importance of educational Objectives, Aims of present Secondary education.
- 1.2 Blooms Taxonomy of educational objectives, Revised Taxonomy [Loren, Anderson's].
- 1.3 NCERT Version of classification of objectives.
- 1.4 Instructional objectives- concepts, criteria of formulating instructional objectives.

Unit II- INSTRUCTIONAL TECHNOLOGY

3 hours

- 2.1 Concept and Importance of Instructional Technology.
- 2.2 General principles and maxims of teaching.

Unit II- CURRICULUM

8 hours

- 2.1 Meaning, components of curriculum.
- 2.2 Salient Features of National Curriculum Frame work- 2005 & 2009.
- 2.3 Principles of curriculum construction
- 2.4 Approaches of curriculum organization.
- 2.5 Salient features of constructivism.

Unit IV- PROCESS OF TEACHING

11 hours

- 3.1 Meaning and importance of communication and teaching as communication.
- 3.2 Core- Teaching skills-
 - 3.2.1. Skill of writing instructional objectives.
 - 3.2.2. Skill of introducing a lesson.
 - 3.2.3. Skill of Fluency in Questioning.
 - 3.2.4. Skill of Probing Questioning.
 - 3.3.5. Skill of Explaining.
 - 3.2.6. Skill of Illustrating with examples.
 - 3.3.7. Skill of Stimulus Variation.
 - 3.2.8. Skill of Reinforcement.

- 3.2.9. Skill of Achieving Closure.
3.2.10. Skill of using Black Board.

UNIT V-STATISTICS IN EVALUATION

12 hours

- 4.1 Statistics,-Meaning, - Need for study.
4.2 Preparation of frequency distribution Table, Graphs,-Histogram, frequency polygon.
4.3 Measures of central tendency, - Mean,- Median, - Mode,-Meaning, Calculation, Uses.
4.4 Measures of variability, - Q.D & S.D, - Meaning, - Calculation and Uses.
4.5 Measures of correlation, - R.D Method,-Meaning, - Calculation and Uses.
4.6 Normal Probability Curve, - Meaning,-Properties and uses.

Suggested Activities: (ANY ONE)

10 Hours

- 1) Prepare a blue print on a lesson using Blooms taxonomy.
- 2) Prepare instructional objectives for at least 10 lessons in any subject of your interest.
- 3) Prepare a curriculum using Dalton Plan in any subject.
- 4) Survey of different school's lesson plan- ICSE, State, and CBSE.

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11. ಕೊಂಗವಾಡ, ಎನ್ ಬಿ ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
12. ಪ್ರಭು, ಆರ್ ಜಿ ಸೂಕ್ಷ್ಮ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
13. ಶಿವಯ್ಯ, ಎಸ್ ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
14. ಶಿವಯ್ಯ, ಎಸ್ ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ಸಂಖ್ಯಾ ಶಾಸ್ತ್ರ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
15. ನಾಗರಾಜ ನಾಯ್ಕ, ಕೆ.ಟಿ. ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ (1 ಸೆಮಿಸ್ಟರ್) ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್, ದಾವಣಗೆರೆ
16. ನಾಗರಾಜ ನಾಯ್ಕ ಕೆ.ಟಿ. & ದಿವಾಕರ್ ನಾಯ್ಕ ಕೆ.ಎಸ್.,ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್, ದಾವಣಗೆರೆ
17. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟಸ್ವಾಮಿ, ಪೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
18. ಪಟ್ಟಣಶೆಟ್ಟಿ ಎಂ.ಎಂ ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ
19. ಪಟೇದ್, ಎಲ್ ಬಿ. "ಬೋಧನಾ ಕೌಶಲ್ಯಗಳು, ಪದ್ಧತಿಗಳು, ಮಾದರಿಗಳು ಮತ್ತು ಕಾರ್ಯತಂತ್ರಗಳು" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
SEMESTER-1
B.Ed. COMPULSORY COURSE (CC)
1.4: INFORMATION AND COMMUNICATION TECHNOLOGY

Total Teaching Hours: 40+10

Objectives:

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

1. explain meaning, components, functions of computer & computer system.
2. operating system.
3. develop skills in handling computer and using MS-Word, MS-Excel and MS-PowerPoint.
4. become aware of on-line service of computer.
5. understand the use of computers through school curriculum.
6. acquire Knowledge of recent and future trends in using a computer in classroom.

UNIT I- FUNDAMENTALS OF COMPUTER

8 HOURS

- 1.1 Meaning and characteristics and fundamentals of computer.
- 1.2 Concept of Data, Process and Information
- 1.3 Generation of computer
- 1.4 Block diagram of computer
- 1.5 Classification of Computer.
 - 1.5.1 Based on size and capacity (Micro, Mini, Mainframe and super computers).
 - 1.5.2 Based on working principle (Digital, Analogue and Hybrid Computer).

UNIT II- COMPUTER ORGANIZATION – HARDWARE AND SOFTWARE.

14 HOURS

- 2.1 Hardware & Software – Meaning and Differences
- 2.2 Hardware devices
 - 2.2.1 Input devices: Keyboard, Mouse, Scanner, Camera, Mike and Digital pen.
 - 2.2.2 Output devices: Monitor, Printer and Speaker.
 - 2.2.3 Memory devices: RAM, ROM, Hard disk, Compact disk, DVD, Pen drive.
- 2.3 Software tools - Operating system: Functions of operating system,
Types of operating system: Single user and multi user. Application software.
- 2.4 Programming languages - Low level Language & High Level Language.
- 2.5 Computer Virus and its prevention.

UNIT III- COMPUTER APPLICATION IN LEARNING

8 HOURS

- 3.1 Word- concept features and advantages. (Word Processor)
- 3.2 Excel- concept features and advantages. (Spread Sheets)
- 3.3 PowerPoint- concept features and advantages. (slide preparation & presentation)
- 3.4 Designing and developing self-Instruction material for facilitating learning – connecting, operating and presentation.

UNIT IV- APPLICATION OF ICT IN EDUCATION.

10 HOURS

- 4.1 Internet: Meaning, Equipments needed, types of Internet connections, Services.
 - 4.1.1 E-mail: Creating and E-mail ID, Checking and Sending mails, chatting.
 - 4.1.2 LAN, WAN, 2G, 3G and Wi-Fi their use in learning.
- 4.2 Computer Assisted Learning (CAL): Concept, Characteristics, merits and demerits.

- 4.3 Interactive white board – its features and advantages.
- 4.4 Uses of Mobile learning.
- 4.5 I Pod, I Pad, I Phone & Android: its features & uses in learning.
- 4.6 Broadcasting and podcasting.
- 4.7 Challenges in Integrating ICT in Education.

PRACTICUM (At least five among these)

10 HOURS

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

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

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B.ED PEDAGOGICAL COURSE (PC)

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಬಿ.ಇಡಿ ಸೆಮಿಸ್ಟರ್ - I

1.5/1.6: ಕನ್ನಡ ವಿಷಯಾಧಾರಿತ ಬೋಧನಾಶಾಸ್ತ್ರ ಪಠ್ಯವಿಷಯ

ಉದ್ದೇಶಗಳು:

ಬೋಧನಾ ಅವಧಿಗಳು 40+10

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು:

1. ಭಾಷೆ, ಮಾತೃಭಾಷೆಯ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ಕನ್ನಡ ಭಾಷೆಯ ಸ್ಥಾನ ಮಾನವನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು.
2. ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
3. ಪಾಠ ಯೋಜನೆ, ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
4. ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ಆಧುನಿಕ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಹಾಗೂ ಅವುಗಳನ್ನು ಅನುಷ್ಠಾನ ಗೊಳಿಸುವ ಕ್ರಮಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು.

ಘಟಕ 1- ಭಾಷೆ

6 ಗಂಟೆ

- 1.1 ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಸ್ವರೂಪ ಮಹತ್ವ ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಸಿದ್ಧಾಂತಗಳು.
- 1.2 ಮಾತೃ ಭಾಷೆ: ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ.
- 1.3 ಕನ್ನಡ ಭಾಷೆ: ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ, ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ.
- 1.4 ತ್ರಿಭಾಷಾ ಸೂತ್ರ ಹಾಗೂ ಗೋಕಾಕ ವರಧಿಯ ಶಿವಾರಸುಗಳ.
- 1.5 ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಲಕ್ಷಣಗಳು.

ಘಟಕ 2- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಪಾಠ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ

14-ಗಂಟೆ

- 2.1 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು.
- 2.2 ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು: ಜ್ಞಾನ, ಗ್ರಹಿಕೆ/ತಿಳುವಳಿಕೆ, ಅಭಿವ್ಯಕ್ತಿ ಮತ್ತು ಪ್ರಶಂಸೆ ಇವುಗಳ ನಿರ್ದಿಷ್ಟಗಳು.
- 2.3 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪರಿಕಲ್ಪನೆಗಳ ರೂಪಿಸುವಿಕೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆ, ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಗಳ ಅಂತರ್ ಸಂಬಂಧ.
- 2.4 ಪಾಠ ಯೋಜನೆ: ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.
- 2.5 ಘಟಕ ಯೋಜನೆಯ ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.
- 2.6 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ : ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.

ಘಟಕ 3- ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಬೋಧನೆ

12-ಗಂಟೆ

- 3.1 ಗದ್ಯ ಬೋಧನೆ : - ಗದ್ಯ ಬೋಧನೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಗದ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ. ಗದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಹಂತಗಳು.
- 3.2 ಪದ್ಯ ಬೋಧನೆ : - ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಪದ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ. ಪದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಹಂತಗಳು.
- 3.3 ವ್ಯಾಕರಣ ಬೋಧನೆ : - ಅರ್ಥ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ ಅ. ಔಪಚಾರಿಕ ಮತ್ತು ಕ್ರಿಯಾಶೀಲ ವ್ಯಾಕರಣ - ಪದ್ಧತಿಗಳು

ಘಟಕ 4- ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು

08-ಗಂಟೆ

- 4.1 ಬೋಧನಾ ವಿಧಾನದ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ.
- 4.2 ಆಧುನಿಕ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ವಿಧಾನಗಳ ವ್ಯತ್ಯಾಸಗಳು.
- 4.3 ಪ್ರಶ್ನೋತ್ತರ ಪದ್ಧತಿ, ಕಥಾನಕ ಪದ್ಧತಿ, ಚರ್ಚಾ ಪದ್ಧತಿ, ಪಠ್ಯ ಪುಸ್ತಕ ಪದ್ಧತಿ, ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಸಂವಹನ ಹಾಗೂ ಗಣಕೀಕೃತ ಬೋಧನಾ ಕ್ರಮ - ಈ ಎಲ್ಲಾ ಬೋಧನಾ ವಿಧಾನಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಹಾಗೂ ಗುಣ ದೋಷಗಳು.

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು :

1. ಸಾಹಿತ್ಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಂಡು ವರದಿ ಮಾಡುವುದು.
2. ಕನ್ನಡ ಕವಿಗಳು, ಸಾಹಿತಿಗಳು, ವಿಮರ್ಶಕರು, ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಚಿಂತನೆಯ ಬಗ್ಗೆ ಪತ್ರಿಕೆ, ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗುವ ಲೇಖನಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವರದಿ ಮಾಡುವುದು.
3. ರಸ ಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ : ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಕವಿಗಳನ್ನು ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ನಡೆಸಿ ವರದಿ ಮಾಡುವುದು.
4. ಭಾಷಾ ಆಟಗಳ ಅಭಿವೃದ್ಧಿ ಹಾಗೂ ನಿರ್ವಹಣಾ ವರದಿಯ ತಯಾರಿಕೆ.
(ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದೇ ಇನ್ನಿತರ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಬಹುದು).

ಆಧಾರಗ್ರಂಥಗಳು :

1. ಧಾರವಾಡಕರ್ ರಾ. ಯ - ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ.
2. ಕೆಂಪೆಗೌಡ. ಕೆ. - ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ

3. ಚಿದಾನಂದ ಮೂರ್ತಿ, ಎಂ - ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.
4. ಕರ್ಕೆ. ಡಿ.ಎಸ್. - ಛಂದಶಾಸ್ತ್ರ.
5. ವೆಂಕಟಾಚಲ ಶಾಸ್ತ್ರಿ. ಟಿ. ವಿ. - ಛಂದಸ್ಸು
6. ಅನಂತರಾಮು ರಾ - ಹೊಸಗನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಭಾರತೀಯ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು.
7. ಅನಸೂಯ ವಿ.ಪರಗಿ - ಕನ್ನಡ ಭಾಷಾ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ
8. ಓಬಳೇಶ ಘಟ್ಟಿ - ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ
9. ಕೃಷ್ಣಪ್ಪ ಎಸ್ - ಕನ್ನಡ ಬೋಧನೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ. ವಿ. ಮೈಸೂರು
10. ಪಂಡಿತ ಸಿ ಕೃಷ್ಣ - ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ - ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.
11. ರಮಣ ಬಿ ವಿ - ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ.
12. ಮಹಾಬಲೇಶ್ವರ ರಾವ್ - ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು.
13. ತೀ. ನಂ. ಶ್ರೀಕಂಠಯ್ಯ ಕನ್ನಡಕೈಪಿಡಿ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
14. ಭಾಷೆ- ವಿಶ್ವಕೋಶ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
15. ಮಹಾಬಲೇಶ್ವರರಾವ್ - ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ.
16. ಕೊಂಗವಾಡ- ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ.
17. ಎಸ್. ಶಿವಯ್ಯ- ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಬೋಧನಾ ವಿಧಾನ.

KUVEMPU UNIVERSITY
SEMESTER-1
B.ED PEDAGOGICAL COURSE (PC)

1.5/1.6: CONTENT –CUM-METHODOLOGY OF TEACHING ENGLISH

Total Teaching Hours: 40+10

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

1. acquire knowledge of the nature, structure, and components of English language.
2. appreciate the role of English in India as a Second Language and Library Language.
3. formulate instructional objectives in terms of observable terminal behaviors of learners.
4. develop an awareness and concern for listening speaking, reading and writing skills.
5. transcribe phonetic transcription.
6. accomplish competencies of an English teacher.
7. design lesson plans for the teaching of Prose and Poetry composition and use them in classroom teaching.
9. employ different approaches and methods for teaching prose, poetry and grammar.

Unit –1 Nature, Structure and Objectives of Teaching English language

10 Hours

- 1.1 Meaning, function and Principles of English language learning.
- 1.2 Structure of English language, phonological, morphological, syntactic, semantic, graphic, (Brief explanation of the concept).
- 1.3 Distinction between first language (L1) and second language (L2) learning.
- 1.4 Role of English in India and Its place in the School Curriculum.
- 1.5 Policies and recommendations of NPE (1986) and NCF (2005) about the position of English language in India.
- 1.6 Aims and Objectives of teaching English.

Unit- 2 Development of language skills

12 hours

- 2.1 **Listening:** Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill.
- 2.2 **Speaking:** Sub skills of speaking, importance of speaking skill, phonetics of English; vowel and consonant sounds of English, phonetic transcription, pronunciation, articulation, stress, rhythm, intonation, ways of developing correct speech habits.
- 2.3 **Reading:** Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading.
- 2.4 **Writing:** Components of writing, importance and Characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.

Unit- 3 Approaches and Techniques to Teaching English as a second language.

8 Hours

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

Unit 4 Methods, Ways & Different aspects of teaching English**10 hours**

- 4.1 Teaching of prose - objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 4.2 Teaching of poetry - objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 4.3 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.
- 4.4 Unit plan - Importance, and steps involved in preparation of a unit plan.
- 4.5 Resource Unit - Importance and steps involved in preparation of resource unit.

PRACTICUM/ACTIVITIES: (Any one)**10 hours**

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose and poetry.
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.

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KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
CONTENT CUM METHODOLOGY OF TEACHING HINDI

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 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

B:-

- a) Aims and general objectives of teaching Hindi at secondary level..
- b) Instructional objectives of teaching Hindi with their specification.
- c) Developing of language skills.
 1. Auditory
 2. Speaking
 3. Reading
 4. Writing.
- d) Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND DEVICES OF TEACHING HINDI.

A:-

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

B:-

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

UNIT III- TRANSACTIONAL STRATEGIES.

- a) Lesson planning: - Concept, construction and administration.
- b) Unit plan & Unit test – concept construction & administration.
- c) Micro Teaching.
- d) Resource Unit.

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES.

- a) Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- b) Language, laboratory,
- c) Different Co – Curricular activities which promote learning language.
- d) Use of Computer in Hindi Teaching.

PRACTICUM/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 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.

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KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING URDU

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

B:-

- a) Aims and general objectives of teaching Urdu at secondary level..
- b) Instructional objectives of teaching Urdu with their specification.
- c) Developing of language skills.
 5. Auditory
 6. Speaking
 7. Reading
 8. Writing.
- d) Role of Urdu as Cultural, Functional and literary.

UNIT II- Technique and devices of teaching Urdu.

A:-

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

B:-

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

UNIT III- TRANSACTIONAL Strategies.

1. Lesson planning: - Concept, construction and administration.
2. Unit plan & Unit test – concept construction & administration.
3. Micro Teaching.
4. Resource Unit.

UNIT IV- Teaching aids and co- curricular activities.

1. Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.

2. Language, laboratory,
3. Different Co – Curricular activities which promote learning language.
4. Use of Computer in Urdu Teaching.

Practical Activities: (Any one)

10 hours

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

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KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING HISTORY AND CIVICS

OBJECTIVES:

Total Teaching Hours 40+10

The student Teacher will be able to:

1. understand meaning, scope and importance of History and Civics.
2. acquire content knowledge of methods of History and Civics.
3. acquire knowledge of aims and instructional objectives of teaching History and Civics.
4. acquire skills in planning lessons in History and Civics.
5. develop necessary skills in the application of methods and techniques in the classroom.
6. acquire skills in preparing suitable teaching devices and using them.
7. acquire skills in organizing field trips and historical excursions.
8. interpret historical events in the view of contemporary society.

UNIT I-INTRODUCTION TO HISTORY AND CIVICS:

10 Hours

- 1.1 Meaning and importance of History and Civics.
- 1.2 Types of History
- 1.3 Modern concept of History – (Exploration, Criticism, Synthesis & Exposition) - History as science and as an art.
- 1.4 Cultivation of time and space sense in History.(Location, Distance & Duration)
- 1.5 Correlation – Meaning, importance and types.
- 1.6 Correlation of History with other schools subjects.(Geography, Political Science, Literature)

UNIT II-AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY AND CIVICS 08 Hours

- 2.1 Aims & objectives of History :(Moral training, Patriotism, National integration, International understanding& Transmit ion of Culture.)
- 2.2 Aims and objectives of Civics: (Democratic citizenship, Civic sense, Political consciousness, Understanding of structure & function of Government at various levels, Functional awareness of rights & duties, Awareness of Human rights.)
- 2.3 Instructional objectives of teaching History and Civics. (Knowledge, Understanding, Application, Skill, Attitude & Interest - Analysis of these objectives in terms of specific behaviors of learners.)
- 2.4 Values of teaching History and Civics – (Moral, Social, Spiritual, Cultural & Aesthetic values.)

UNIT III-APPROACHES OF TEACHING HISTORY AND CIVICS

12 Hours

- 3.1 Approaches, Methods, Strategies & Techniques in teaching of History & Civics and their differences.
- 3.2 Methods of teaching History: Source, Biographical, Discussion, Project, Problem solving.
- 3.3 Methods of teaching Civics: Survey, Observation, Comparative & Demonstration.
- 3.4 Models of teaching: Value attainment, Jurisprudential.
- 3.5 Techniques: Dramatization, Excursion, Field trips, Programmed instruction, Role play, Dialogue Mode, Games, Light & Sound.
- 3.6 Constructivist learning strategies in teaching History & Civics.

UNIT IV-PLANNING IN HISTORY AND CIVICS

10Hours

Meaning, importance, steps, advantages & limitations in respect of-

4.1 Annual plan

4.2 Lesson Plan

4.3 Unit Plan

4.4 Resource Unit

PRACTICUM: (Any one)

10 hours

1. Preparation of Time Roll, Time Lines, Time Graphs.
2. Preparation of Maps.
3. Preparation of Models.
4. Organizing a Field trip to a place of Historical/political interest.
5. Preparing Resource Unit as a topic of your choice in History and Civics.
6. Visit local Historical places and prepare a report.
7. Study of local history of a place.
8. Growth of maps.

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6. GhateV.D:The Teaching of History.
7. Shaida B.D &Sshib Singh: Teaching of History.
8. Timmareddy. K: Teaching of History & civics.
9. Agarwal J.C: Teaching of Social Studies, fourth addition, vikasa publishing house (2006), New Delhi.
10. Singh R.P: Teaching of History, R lal book depot, Meerut(UP) 2007
11. Four Authours- Teaching History made easy 2007, Doaba house, New Delhi.
12. Veenakumari&DigumathiBankarRao: Method of Social Science, Discovery publishing house, Delhi.
13. Roddannavar: Methodology of teaching History & Civics.
14. ಮೂರ್ತಿ.ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
15. ತಿಮ್ಮಾರೆಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
16. ಶಂಕರಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
17. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.
18. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
19. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
20. . ಎಂ. ಎಸ್. ಹೆಗಡೆ: ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1 ಮತ್ತು 2)

KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS

Objectives: - Student teacher will be able to,

Total Teaching Hours 40+10

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 the year plan, unit plan, activity oriented lesson plans for effective classroom communication.

UNIT1: MEANING, NATURE AND SCOPE OF MATHEMATICS

10 Hours

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

UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

9 Hours

- 2.1 Aims/ Values – Meaning and importance illustrating utilitarian/ practical, disciplinary, cultural, recreational /aesthetic values.
- 2.2 Objectives of teaching mathematics- knowledge understanding, application, skill, interest, attitude, appreciation.
- 2.3 Formulation of instructional objectives in behavioral terms.
- 2.4 Study of mathematics content of 8th 9th and 10th in Karnataka secondary level and identify concept, sub concepts, terms. Definitions, generalization, graphs, figures, shapes and their properties.

UNIT-3:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

8 Hours

- 3.1 Lesson plan- meaning definitions, importance steps, format
- 3.2 Unit plan- steps, format
- 3.3 Resource unit- steps, format

UNIT-4:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

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

PRACTICUM/ACTIVITIES: (ANY ONE)

10 hours

1. Critical study of mathematics text book of secondary school.
2. Critical study of mathematics question papers of secondary school.
3. Preparation of an episode on concept formation lesson for one period.

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Kapoor J N(1989) – Fascinating world of Mathematics New Delhi-
3. Mangal S.K(1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
4. Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
5. Henderson, K et.al(1975) Dynamics of Teaching Secondary Mathematics, London Houghton Mifflin
6. Jantli R, T,(2000) SubhodhaGanithaBodhane, Vidyanidhi Prakashana Gadag.
7. ಎಸ್.ಬಿ. ಯಾದವಾಡ, “ಗಣಿತ ಬೋಧನಾ ಪದ್ಧತಿ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
8. ಎಸ್.ಜಿ. ದೇಸಾಯಿ ಮತ್ತು ಜಿ.ಎನ್ ದೇಸಾಯಿ “ಗಣಿತ ಬೋಧನಾ ವಿಧಾನಗಳು”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
9. . ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನಾ ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್“ ಪ್ರದೀಪ ಪ್ರಕಾಶನ. ಗದಗ
10. ಎಸ್.ಬಿ. ಯಾದವಾಡ ಮತ್ತು ನೀಲಕಂಠ ರಬನಾಳ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನೆ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಐ.ಎಫ್. ಮಾಗಿ, “ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಗಣಿತ” ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
12. ಆರ್.ಎಸ್. ಪಾಟೀಲ್ “ವಿಷಯ ಸಂಪದೀಕರಣ ಗಣಿತ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY

Objectives: The student teachers will be able to

Total Teaching Hours 40+10

1. acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects, and
3. acquire the knowledge of modern trends in chemistry
4. understand the objectives & values of teaching chemistry in secondary schools.
5. development skills in analysing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids, Maintaining laboratory.
6. applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
7. appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- NATURE AND SCOPE OF CHEMISTRY

08 HOURS

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

UNIT: II- OBJECTIVES AND VALUES OF TEACHING CHEMISTRY

08 HOURS

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

UNIT: III- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 12 HOURS

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

UNIT: IV: METHODS AND APPROACHES OF TEACHING CHEMISTRY

12 HOURS

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

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

1. Preparation of programmed instruction materials - minimum of 60 frames.
2. Preparation of a report on use of chemistry in day to day life.
3. Identifying the facts, concepts, principles, laws etc ... in Chemistry content of VIII, IX & X of Karnataka Secondary school level.
4. Critical study on effect of different methods of teaching Chemistry on learning of Secondary school Students.
5. The colleges is free to introduce any other relevant activates.

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2. Problem Solving in Science – NarendraVaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – NarendraVaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.
6. CBSE; ICSE – SCIENCE TEXT BOOKS.
7. Modern science teaching – R.C Sharma.
8. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
9. Hand book of Research in teaching – Gage N.L(ed).
10. Research ideas for science project – Goyal K.C. &Swami.P.(RIE – Ajmer).
11. Planning for effective science teaching – R.C.Sharma.
12. Modern teaching of Chemistry – Man Pal Singh.
13. Teaching of Chemistry – Yadav M.S.
14. Modern teaching of Chemistry – Kolasaniet.all
15. Teaching of Chemistry – Patil R.S.
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17. ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ - ನೀಲಕಂಠ ರಬನಾಳ
18. ಸತೀಶ್ ಎ. ಹಿರೇಮಠ್ “ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ” ಶ್ರೀ ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCE

Objectives:

Total Teaching Hours 40+10

On completion of course the student teacher will be able to

1. understand the Meaning, Nature and scope of science in general and biology in particular.
2. identify the components of scientific knowledge.
3. understand general objectives of teaching biological science in secondary schools.
4. understand the meaning, importance, steps/features of approaches, methods and models of teaching biological science.
5. understand the meaning and importance of content analysis in biological science.
6. appreciate the importance of planning for teaching biological science.

UNIT I- INTRODUCTION TO TEACHING OF BIOLOGICAL SCIENCE **10 HOURS**

- 1.1 Biological Science: Meaning, nature, scope and correlation of biology with other branches of science.
- 1.2 Teaching of biology in secondary schools & its values in the present context – intellectual, utilitarian, disciplinary, cultural, aesthetic, training in scientific method and development of scientific attitude.
- 1.3 Contribution of Indian scientists: Ancient, Indian contributors: Charaka, Sushruta, modern contributors: J.C Bose, Dr.Swaminathan, Dr.B.G.L. Swamy, Dr.Hargobind Khorana.

UNIT II- OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE **08 HOURS**

- 2.1 General Objectives of teaching Biological Science at the secondary school level.
- 2.2 instructional Objectives: writing instructional objectives in terms of observable terminal behaviors of learners, classifying them in to categories like knowledge, understanding, application, skill, attitudes and appreciation.
- 2.3 Objectives of teaching science as stated in NPE-1986 and NCF-2005.

UNIT III- PLANNING FOR TEACHING BIOLOGICAL SCIENCE **12 HOURS**

- 3.1. Meaning, Importance format and steps in the preparation of
 - 3.1.1 Unit – Plan
 - 3.1.2 Resource Unit
 - 3.1.3 Lesson Planning and Evaluation (CCE)
 - 3.1.4 Planning Laboratory activity/Practical work
(Microscopy, demonstration, observation, experimentation, dissection, collection & Preservation)

UNIT IV: METHODS AND APPROACHES OF TEACHING OF BIOLOGICAL SCIENCE. **10 HOURS**

- 4.1 Approaches: inductive, deductive & investigatory approaches
- 4.2 Methods: Lecture cum demonstration, laboratory, project and problem solving
- 4.3 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 4.4 Models of teaching : Biological Science Inquiry Model (BSIM), Advanced Organizer Model (AOM)

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

1. Survey on contribution of Indian scientists to Biological Science
2. Preparation of a Report on use of Biology in day to day life.

3. Preparation of a Report on interrelationship of Biology with other branches of science.
4. Preparation of Programmed Instruction materials minimum of 60 frames.
5. Critical study on effect of different methods of teaching Biology on learning of secondary school students (Secondary schools).
6. The college is free to introduce any other relevant activities.

References:

1. T.L. Green, "The Teaching of Biology in tropical secondary schools"
2. K.Yadav "Teaching of Life Sciences"
3. C.V. Myageri "Teaching of Life Sciences"
4. Miller and Blaydes "Methods and Materials for Teaching Biological Sciences"
5. Dr.S.P. Kulashreshtha "Teaching of Biology", R'Lal book dipo.
6. R.C Sharma "Modern Science Teaching"
7. Chikara & Sharma "Teaching of Biological Sciences"
8. L.M.Sharma "Teaching of Life Sciences"
9. Richa Bhatt "Modern Metnods of Teaching Biology"
10. Dr. H.V Shivashankar, Dr. P.Basavakumar& Y.S. Sumangala "Teaching Science"
11. H.S. Umesha. "Teaching Biology"
12. R.S Patil, "Teaching of Biology, Vidyanidhi Prakshana, Gadaga
13. Vinayak Malhotra, "Methods of Teaching Biology", CRESCENT Publishing Corp., New Delhi
14. ಎಸ್.ಎಸ್. ಪಾಟಿಲ್ & ಜಯಶ್ರೀ ರಕ್ಕಸಗಿ "ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
15. ನೀಲಕಂಠ ರಬನಾಳ "ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
16. ವಿಜಯ ಲಕ್ಷ್ಮೀ ದೇಸಾಯಿ "ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನಾ ಪದ್ಧತಿಗಳು" ಪ್ರದೀಪ ಪ್ರಕಾಶನ ಗದಗ

KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING PHYSICS

Objectives: **Total Teaching Hours 40+10**
On completion of course the student teacher will be able to, **40 Hours**

1. acquire the knowledge of secondary school content in Physics.
2. understand the nature, scope and importance of Physics.
3. understand the values of teaching Physics
4. understand the skill of constructing instructional objectives.
5. understand the methods of teaching.
6. understand the models of teaching.
7. preparing objectives based lesson plan, Resource unit and unit plan.

UNIT I- MEANING, NATURE AND IMPORTANCE OF PHYSICS. **09 Hours**

- 1.1 Meaning, Nature and scope of physics.
- 1.2 Values of teaching physics.
- 1.3 Scientific Method: steps, Scientific Attitude: Meaning, Characteristics and development.
- 1.4 Contribution of scientists to the field of physics.

UNIT II- OBJECTIVES OF TEACHING PHYSICS AND CONTENT ANALYSIS **11 Hours**

- 2.1 Educational objectives of teaching physics: Meaning classification based on Bloom's taxonomy. Revised Bloom's taxonomy.
- 2.2 Instructional Objectives: Meaning categorizing the objectives in terms of Behavioral terms under the category of knowledge, understanding, Application, skill, appreciation, attitude, interest etc.
- 2.3 Study of Physics content of 8th, 9th and 10th Karnataka Secondary Level and identifying the concepts and principles.

UNIT III- PLANNING AND ORGANIZATION OF LESSON TO TEACH PHYSICS **08 Hours**

- 3.1 Lesson plan: Meaning, importance and dimensions and format of Micro and Macro lesson plans.
- 3.2 Unit plan: Meaning, importance, steps and format.
- 3.3 Resource unit: Meaning and importance, steps and format.

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

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

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

1. Preparation of Programmed Instruction/Computer Assisted Instruction(CAI)/ICT based learning materials.
2. Preparation of a report on use of Physics in day to day life.
3. Identifying the facts, concepts, principles, laws etc ... in Physics content of VIII, IX & X of Karnataka Secondary school level.
4. Critical study on effect of different units of teaching Physics on learning of Secondary school Students.
5. The College is free to introduce any other relevant & useful activity related to CCM physics.

REFERENCES:

1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
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6. Craig (1958) *Science for the Elementary School Teacher*; Ginn& Co., New York
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17. Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
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20. Sharma, R.C. (1995); *Modern Science Teaching*, DhanpatRai& Sons, Delhi .
21. Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part – IPart - II*, Arya Book Depot : New Delhi.
22. Siddiqi N. N. &Siddiqi M.N. (1994) *Teaching of Science Today and Tomorrow*, Doaba House, Delhi - 110 006.
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24. UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.

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28. ಸ್.ಬಿ. ಯಾದವಾಡ “ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
29. ಸತೀಶ್ ಎ. ಹಿರೇಮಠ “ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ” ಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

KUVEMPU UNIVERSITY

SEMESTER-I

B.ED PEDAGOGICAL COURSE (PC)

1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING GEOGRAPHY AND ECONOMICS

Objectives:

Total Teaching Hours 40+10

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 and Economics.
2. understand the different approaches and methods of teaching Geography and Economics.
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 and Economics.
7. acquire the Knowledge of innovative techniques and views on latest development.
8. understand the relations for national and international level in teaching of Geography and Economics.

UNIT I- INTRODUCTION TO GEOGRAPHY AND ECONOMICS.

5 hours

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

UNIT II- APPROACHES AND METHODS OF TEACHING GEOGRAPHY AND ECONOMICS.

5 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 III- CURRICULUM IN GEOGRAPHY AND ECONOMICS

10 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 IV- STUDY TECHNIQUES OF GEOGRAPHY AND ECONOMICS

20 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)**10 Hours**

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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33. Leinsden, K. A. (1967). *Micro Economics*, New Jersey; Prentice Hall
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KUVEMPU UNIVERSITY
SEMESTER-I
B.ED PEDAGOGICAL COURSE (PC)
1.5/1.6 CONTENT CUM METHODOLOGY OF TEACHING COMMERCE

Course Objectives:

Total Teaching Hours 40+10

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 inCommerce
6. understand the essential qualities of a Commerce teacher.
7. identify the role of IT in Commerce Education.Modes of Transaction:
8. lecture cum discussion, Individual assignments, Guided small group discussion, project work,
9. seminars, Activity methods.

Unit. 1 Conceptual Background of Commerce (15 hrs)

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

Unit-2 Curriculum Developments in Commerce. (10 Hours)

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

Unit 3 Teacher and Professional growth (5 hrs)

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency in service training-Roles of DSERT and NCERT.

Unit 4 Instructional support (10 hrs)

- 1.1 Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resource unit, Source Book, Teachers’ handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector),CD. ROM, Interactive White Board
- 1.2 Commerce Library –Need & Importance

- 1.3 Organization of field trips and study tours – their importance
- 1.4 Commerce Club–Need & Significance
- 1.5 Community Resources and its utilization

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

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.

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KUVEMPU UNIVERSITY
SEMESTER-II
B.ED FOUNDATION COURSE (FC)
2.1: EDUCATION AND SOCIAL CONCERNS

Total Teaching Hours 40+10

OBJECTIVES:

1. acquire the knowledge of constitutional provisions related to education.
2. get sensitized with issues & challenges in secondary Education.
3. the role of Education in national development.
4. develop concern for various social issues & related education to social development.
5. develop the awareness about environmental pollution.

UNIT: 1 CONSTITUTIONAL PROVISION FOR EDUCATION IN INDIA.

07 Hours

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

UNIT.2 EDUCATIONAL OPPORTUNITIES

05 Hours

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

UNIT.3. EDUCATION & NATIONAL DEVELOPMENT

14 Hours

- 3.1 Evolution of National system of Education: Secondary Education commission (1952).India Education commission (1964-66) (With respect to aims, pattern of education, curriculum, Methods and Teacher) National policy on Education 1986 (with special reference to Navodhya schools, Operation Black board & Teacher Education)
- 3.2 Brundt land report, aims of education as specified by UNESCO-2009. Rashtriya Madhyamika shiksha Abiyana. (RMSA) its objectives & Programmes.
- 3.3 National Integration its historical background, Present position, dealing with divisive force. Role of education & co-curricular programmes.

UNIT.4 ENVIRONMENTAL EDUCATION

06 Hours

- 4.1 Meaning of environment.
- 4.2 Pollution-nature, types-causes of environment pollutions,
- 4.3 Sensitizing learners towards environmental conservation & protection.
- 4.4 Role of teacher and NGO's in promoting the concerns towards environmental education.

UNIT.5 CURRENT ISSUES OF EDUCATION

08Hours

- 5.1 Language problem-meaning & importance
- 5.2 3 language formula, medium of instructions.
- 5.3 Distance Education- meaning, importance, objectives. Mode of transmission.
- 5.4 Meaning, needs, objectives & importance of Vocationalisation of secondary Education, - differences between Vocationalisation of Education & Vocational Education.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

1. A study of educational problem of Nayodaya School.
2. Conduct a survey on awareness of human right among secondary school students.
3. Conduct a study on the implementation of RMSA programme.
4. Conduct a study on promotion of awareness on environment /NGO's.
5. A survey of problem of SC/ST/Backward/ Minority group of children in the rural &urban area.

REFERENCES:

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18. ಎಸ್.ಬಿ. ಯಾದವಾಡ, ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
19. ಜಿ.ಎನ್ ಅಶೋಕ, ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED FOUNDATION COURSE (FC)
2.2: PSYCHOLOGY OF THE LEARNING PROCESS & MEASUREMENT

OBJECTIVES:

Total Teaching Hours 40 +10

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

- 1) gain insight into individual differences among the learners in terms of the different dimensions of personality and their educational implications.
- 2) analyze the nature and process of learning and to acquire insight into related factors that are influencing on learning.
- 3) understands the theoretical and practical educational bearing concerning personality and dynamics of human adjustment.
- 4) develop and ability to apply the knowledge of psychological principles in the guidance and counselling.
- 5) understand the importance of special education.

UNIT- 1 INDIVIDUAL DIFFERENCES AMONG LEARNERS

15 HOURS

- 1.1 Individual Differences – Meaning -- Areas of I.D -- Causes of I.D, Problems arise in the classroom due to I.D and the remedial measures.
- 1.2 Intelligence – Meaning -- concept of M.A, and I.Q, Distribution and measurement of Intelligence -- Guilford structure of Intellect.
- 1.3 Intelligence Tests-Classification and brief description of (any one) verbal, Non-verbal and performance tests of Intelligence)
- 1.4 Emotional Intelligence -- Meaning. Characteristics behavioural competencies and role of Teachers in enhancing E.Q.
- 1.5 Creativity -- Meaning, Nature, Stages and influencing factors-Characteristics of creative Children -- Fostering creativity.

UNIT -2 FACTORS INFLUENCING ON LEARNING

11 HOURS

- 2.1 Motivation -- Meaning, types (Intrinsic and Extrinsic) achievement motivation-strategies for motivating learning process.
- 2.2 Memory and Forgetting – Meaning, - factors influencing memory, - phases of Information Processing (Atkinson and Schifrin Model). Measures to improve Retention and Retrieval -- Meaning and causes of Forgetting.
- 2.3 Transfer of Learning – Concept, - types, - significance, - theories and methods to maximize transfer of learning.
- 2.4 Factors influencing on learning.
 - a) Biological and Hereditary factors.
 - b) Sociological factors like home, school, and teacher.
 - c) Emotional factors -- like attitudes, aptitude and interest.
 - d) Cognitive factors -- Intelligence.

UNIT - 3 PERSONALITY AND ADJUSTMENT

10 HOURS

- 3.1 Personality, - Meaning - Classification - Factors influencing personality – Measurement - types of personality tests - (subjective, objective and projective techniques) - Characteristics of well integrated personality.

- 3.2 Mental Health and Adjustment - concept and mechanism Of Adjustment and their implications.
- 3.3 Children with special Needs (Needs) – Meaning – Classification - Characteristics and Educational provisions.

UNIT- 5 GUIDANCE AND COUNSELING

4 HOURS

- 4.1 Meaning, Nature, Principles and Types of Guidance.
- 4.2 Meaning Nature, Principles and Types of Counselling.
- 4.3 Stress Management -- Role of YOGA, Meditation and Relaxation Therapy.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

- 1) Adjustment Inventories.
- 2) Personality Tests.
- 3) Memory.
- 4) Aptitude Tests.
- 5) Attitude Scales.
- 6) Interest Inventories.
- 7) Anxiety Tests.
- 8) Learning tests.
 - a. Whole and Part learning.
 - b. Spaced and unspaced learning.
- 9) Bilateral Transfer (Mirror Drawing Experiment)

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 - 2) Patricia A. Alexandria, Philip H Winne (2006) Hand Book of Educational Psychology.
 - 3) Woolfolk A .E. (2009) Educational Psychology 11th edition prentice hall publications.
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 - 11) Elizabeth B Hurlock – Developmental psychology a life span approach 5th edition.
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 - 13) Somashekhar T V – Educational psychology and evaluation, Nirmalaprakashan Bangalore.
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೧೫. ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. ‘ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ’ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ (೨೦೧೨).
೧೬. ಗೋವಿಂದರಾವ್ ಎ.ವಿ. ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
೧೭. ಉಮೇಶ ಹೆಚ್.ಎಸ್. ‘ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ’ ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
೧೮. ಕೊಂಗವಾಡಎನ್.ಬಿ-‘ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ’- ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೯. ಮಹಾಬಲೇಶ್ವರರಾವ್, ‘ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ’, ಪೇರಮುಗೇರು, ಶೈಂತಜಿ ಪ್ರಕಾಶನ.
೨೦. ದಂಡಪಾನಿಎಸ್. (೧೯೯೮) ಅನು. ಮಹಾಬಲೇಶ್ವರರಾವ್ (೨೦೦೦) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
೨೧. ಚಂದ್ರಶೇಖರ್, ಸಿ.ಆರ್. (೧೯೯೬) -‘ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು’.
೨೨. ಹೆಚ್. ವಿ. ವಾಮದೇವಪ್ಪ, ಕಲಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ, ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ
೨೩. ಆರ್ ಓಬಳೇಶ ಫಟ್ಟಿ, ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ಶಿವಗಂಗಾ ಪ್ರಕಾಶನ, ಸಕಲೇಶಪುರ
೨೪. ಜಯಣ್ಣಕಲಕೆ ಮತ್ತು ಬೋಧನೆಯಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು

೨೫. ಜಯಣ್ಣ, ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನದ ಬುನಾದಿಗಳು:ಕಆಕೆ ಮತ್ತು ಬೋಧನೆ, ಸಪ್ತ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED FOUNDATION COURSE (FC)
2.3 EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Total Teaching Hours 40 +10

Objectives:

On completion of this course the students will be able to

- 1) acquire the knowledge of community and material resource.
- 2) development and understanding the role of the Head master and teacher in school management
- 3) acquire the knowledge of characteristics and demands of teaching profession and professional ethics of teacher and dimensions.
- 4) understands the role organizations and functions of DSERT, NCERT, CTE, NCTE, UGC and NGO.
- 5) acquire the knowledge of types of secondary school and the administrative set up for school education in Karnataka.

Unit 1: School Management and Human Resource Development

12 hours

- 1.1 Concept, scope and importance of school management.
- 1.2 Meaning and Training and development of human resource.
- 1.3 Management of human Resource- Functions of Head master – Teacher, manager and Supervisor.
- 1.4 Classroom Management – concept, need and approaches and time management.
- 1.5 Management of community and Material resources- school plant, SDMC, Health care programmes.
- 1.6 School Records- Types, importance and maintenance.

Unit-2: School functioning

12 hours

- 2.1 Institutional Planning.
- 2.2 School Time Table; importance, principles and procedure, annual school calendar, day to day schedule.
- 2.3 Peer tutoring; features and functioning.
- 2.4 Parent- teacher association, Alumni Association, need and functions.
- 2.5 Co- curricular activities- Meaning, Need and organization.

Unit-3: Education in State and centre.

10 hours

- 3.1 Administrative centre for school education – MHRD, Planning commission and department of education.
- 3.2 CTE, DSERT, NCERT, NCTE, IASE, UGC and NGO their organization and functions.
- 3.3 Types of secondary school- Central Govt, State Govt and Local Bodies.
- 3.4 Knowledge commission and its role in school education.

Unit 4: Teaching as a profession

6 hours

- 4.1 Teaching as a profession-Characteristics, Demands of teaching profession.
- 4.2 Professional ethics, Dimensions and attitudes.
- 4.3 Professional growth- Needs & programmes.

Practicum: (ANY ONE)

10 Hours

- 1) Conduct a survey on awareness of professional ethics among secondary school Teacher.
- 2) List out the material/ human/ community resources available in any of the practicing School and comment on the extent of their utility.
- 3) Visit any one of the secondary school and study the function of the head master.
- 4) Prepare different types of time table.

5) A critical survey of co- curricular activities in a secondary school.

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- 2) Mukhopadhyay, M(2005), Total quality management in education. New delhi: Sage Publications.
- 3) Roa, VKRV (1966): Education and Human Resources developments. Delhi, Allied publishers.
- 4) Mahajan, Baldev and Khullar, KK (2002): Educational administration in central Government; Structures, processes and future Prospects. Vikas publication house Pvt.Ltd New Delhi.
- 5) Musaaazi , J.C.S (1982): The Theory & Practice of educational Administration. London; The Macmillan press.
6. ಜಿ.ಎನ್ ದೇಸಾಯಿ, ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
7. ಡಾ. ಎನ್ ಬಿ ಕೊಂಗವಾಡ, ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
8. ಆರ್ ಜಿ ಪ್ರಭು, ಸೂಕ್ಷ್ಮ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
9. ಎಸ್ ಶಿವಯ್ಯ, ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
10. ಎಸ್ ಶಿವಯ್ಯ, ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ಸಂಖ್ಯಾ ಶಾಸ್ತ್ರ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
11. ಕೆ.ಟಿ. ನಾಗರಾಜ ನಾಯ್ಕ, ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ (1 ಸೆಮೆಸ್ಟರ್) ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
12. ಕೆ.ಟಿ. ನಾಗರಾಜ ನಾಯ್ಕ & ಶ್ರೀ ದಿವಾಕರ್ ನಾಯ್ಕ ಕೆ.ಎಸ್.,ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
13. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟಸ್ವಾಮಿ, ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
14. ಎಂ.ಎಂ ಪಟ್ಟಣಶೆಟ್ಟಿ,ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ
15. ಎಲ್ ಬಿ. ಪಟೇದ್, “ಬೋಧನಾ ಕೌಶಲ್ಯಗಳು, ಪದ್ಧತಿಗಳು, ಮಾದರಿಗಳು ಮತ್ತು ಕಾರ್ಯತಂತ್ರಗಳು” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.1. ACTION RESEARCH

Objectives:

Total Teaching Hours 40 +10

On completion of course the student teacher will be able to

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

UNIT I- AN INTRODUCTION TO RESEARCH

10 Hours

- 1.1 Research and Educational Research-Meaning and definition
- 1.2 Action research-Meaning, Nature, and Scope.
- 1.3 Importance of Action Research.
- 1.4 Limitation of Action Research.

UNIT II – PHASES OF ACTION RESEARCH

10 Hours

- 2.1 Problem identification- discussion analysis of results, valuation of performance of learner.
- 2.2 Defining and analyzing the problem, specifying, identifying the key terms with illustration.
- 2.3 Formulating action hypothesis, statement of hypothesis, selecting and testing the hypothesis.
- 2.4 Preparing the action design.

UNIT III- SAMPLING METHODS AND DATA ANALYSIS

15 Hours

- 3.1 Meaning and types of sampling method and variables.
- 3.2 Tools for collection of data-achievement test, diagnostic test, questionnaire observation and interview.
- 3.3 Use of descriptive, qualitative and quantitative data.
- 3.4 Presentation and interpretation of data-tables, figures, graphs and writing summary.

UNIT IV- REPORT OF ACTION RESEARCH

5 Hours

- 4.1 Reporting action research-format and style.
- 4.2 Conclusions and implications of action research.
- 4.3 Follow up Action.

PRACTICUM: (Any One)

10 Hours

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

- a) The Research Question
- b) Rationale
- c) Sample
- d) Methods of Data Collection
- e) Analysis and Interpretation of Data
- f) Reflection of the Results
- g) Development of Strategic Plan of Action.

REFERENCES:

1. Best John W: Research in Education
2. RaoUsha:Conducting Educational Research
3. Aggarwal, J C: Educational Research: an introduction
4. Sukhia S.P.: Elements of Educational Research.
5. Lulla B P: Essentials of Educational Research.
6. Tharayani: Action Research.
7. UshaRao; Action Research
8. Carr, W And Kemmis s: Becoming Critical
9. Jean Mcniff: Action Research : Principals and Practice
10. Cohen L AndManion L: Research Methods in Education.
11. LokeshKaul, Research Methodology

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.2.: VALUE EDUCATION

Objectives:

Total Teaching Hours 40 +10

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

1. understand the concept and types of values.
2. get and insight into the strategies of inculcation of values among children.
3. develop awareness about the different agencies working in the sphere of value education.
4. develop skills and techniques needed to teach value education.
5. give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES

10 Hours

- 1.1 Values: Concept, Nature and significance.
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
- 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
- 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
- 1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II – SOURCES OF VALUES

10 Hours

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

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

10 Hours

- 3.1 Family
- 3.2 Religion
- 3.3 Educational Institutions
- 3.4 Communities
- 3.5 Mass Media (print and Electronic)
- 3.6 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

15 Hours

- 4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.
- 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).
- 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.
- 4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.
- 4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY: (ANY ONE)

10 Hours

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - I. Cultural Heritage,
 - II. National Integration
 - III. Secularism
 - IV. Family
 - V. Religion

REFERENCES:

1. Aurora, G. L. (1995). **Child Centred Education-for Learning without Burden**, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). **Value Education**, Jaipur; University Book House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). **Human Rights Education for the Twenty First Century**, Philadelphia; University of Pennsylvania Press Havighurst, R. J. (1953). **Human Development and Education**, New York; Longman's Green & Co.
4. Kohlberg, L. (1963). **A Moral Development and Identification in Human Welfare**
5. Stevenson (ed.), **Child Psychology**, Chicago; University of Chicago Press
6. Singh Y. K., Ruchika Nath, (2005). **Value Education**, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). **Motivation and Personality**, (2ndEd.), New York; Harper
8. Meyer, J. R. (1976) **Reflections on Value Education Waterloo**, Canada; Wilfrid Laurier, University Press
9. **Fundamental duties of citizen Government of India**, New Delhi; Ministry of Human Resource Development
10. **Human Rights and Indian Values (Vol. 1&2)**, New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
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12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). **Values and Teaching: Working with Values in the Classroom**, Columbus Ohio; Charles E. Merrill
13. Pullock Basu, (2010). **Universal Declaration of Human rights Law Related to Human Rights**, Allahabad; Modern Law Publication

KUVEMPU UNIVERSITY
SEMESTER-II, B.ED ELECTIVE COURSE (EC)
2.4.3. PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

Total Teaching Hours 40

At the end of the course the student- teachers will able to

1. to develop the understanding of the interrelation of Physical Education.
2. to understand the national integration through Physical Education and Sports.
3. create awareness on different aspects of health and fitness.
4. develop skills in organizing the physical education programme in schools.
5. understand the nature of injuries and to take care during emergencies and provide first aid.
6. acquire knowledge of common communicable diseases.

UNIT – I HISTORY AND BACKGROUND OF PHYSICAL EDUCATION

06 Hours

- 1.1 Physical Education in Ancient Greece- Sparta and Athens.
- 1.2 Physical Education in Ancient India.
- 1.3 Origin and development of ancient and modern Olympics.

UNIT-2 PHYSICAL EDUCATION

08 Hours

- 2.1 Meaning, definition and scope of Physical Education.
- 2.2 Objectives of Physical Education. Physical Education as a integral part of Education.
- 2.3 Methodology for Teaching Physical Education.
- 2.4 National integration through physical Education.

UNIT- III HEALTH EDUCATION

08 Hours

- 3.1 Meaning, Definition, aims and objectives of Health Education.
- 3.2 Scope and Importance of Health Education.
- 3.3 Healthful school Environment. Medical inspection.
- 3.4 First aid, Prevention and treatment of sports injuries.

UNIT- IV LEARN GOOD HEALTH HABITS

06Hours

- 4.1 Personal hygiene, Communicable Diseases- cholera, Malaria, Diphtheria, Typhoid and Aids.
- 4.2 Food and Nutrition.
- 4.3 Elementary Knowledge of Yoga and Surya Namaskara.

UNIT-V LEADER SHIP AND ORGANIZATION

08 Hours

- 4.1 Importance of Discipline in schools as Quality of a good Leader.
- 4.2 Meaning, Organization and benefits of Camps- CTC, NSS, NCC, Scouts and Guides, National Festivals.
- 4.3 Intramural and Extramural.

PRACTICAUM/ACTIVITIES:

04Hours

Every student will be required to write one assignment on any one of the following topics or any other related topic to be prepared within ten pages:

1. Asian Games, Olympic Games.
2. First Aid- Laceration, Dislocation, Cuts and Wounds.

3. Rules and regulations of some major games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
4. Indian National Flag Code and Conducting.

REFERENCES:

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

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.4: INCLUSIVE EDUCATION

Objectives:

Total Teaching Hours 40 +10

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

1. trace the historical perspective of Inclusive Education.
2. distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
3. justify the need for Inclusive Education.
4. analyze critically the needs, problems, causes and educational provisions meant for challenged children.
5. interpret the policies and procedures for Inclusive Education.
6. critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION.

10 Hours

- 1.1 Historical perspective of Inclusive Education.
- 1.2 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.3 Need, Objectives & scope of Inclusive Education.
- 1.4 Factors responsible for successful inclusion in the mainstream – future vision.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

10 Hours

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
 - 2.1.1 Physically challenged.
 - 2.1.2 Visually challenged.
 - 2.1.3 Children with auditory challenges.
 - 2.1.4 Children with speech challenges.
 - 2.1.5 Mentally challenged.
 - 2.1.6 Children with learning challenges.

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION

10 Hours

- 3.1 National and state polices – with special reference to Disability Act 1995, Convention of Right of Act 1992, and Rehabilitation Council of India 1992.
- 3.2 International Polices.
- 3.3 Legal Provisions.
- 3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

UNIT IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

10 Hours

- 4.1 Early identification.
- 4.2 School and Curricular adaptation.
- 4.3 Teacher's training: developing of teaching materials, innovative practices.
- 4.4 Evaluation procedures.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

- a) Plan two activities for co-operative learning in inclusive classrooms.

- b) Planning of two lessons and teaching in inclusive schools.
- c) The college is free to introduce any other relevant activity.

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, "Education and Children with Special Needs" Saga Publications.
2. MaitraKrihna, SazenaVandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, "Education of Children with special needs", Isha books.
4. Rajkumari. N. Alice – D. Rita SugunaSundariEt. AI, 2006, "Special Education", Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, "Education of children with special needs", Discovery publishing House, New Delhi.
6. Kar Chintamani – 1996, "Exceptional Children", Sterling Publishers Private Ltd.
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11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.
12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.
13. Kirk, A. Samuel. "Education Exceptional children."
14. Panda B.N Education of Exceptional children.
15. BinodKuamrSahu, Education of Exceptional children.
16. Heward and Oriansky, Education of Exceptional children.

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.5 GUIDANCE AND COUNSELLING

OBJECTIVES:

Total Teaching Hours 40 +10

1. to make students aware of the meaning and definition of Guidance and Counselling.
2. to make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
3. to familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
4. to develop competency among students to identify the need of Counselling, Psychotherapy, Psychoanalysis and Social work agency.
5. to develop competency among students in evaluating individual differences.
6. to equip students for establishing a Guidance Unit.
7. to acquaint the students with the need of Educational and Vocational Guidance at secondary level.

UNIT I:

5 Hours

- 1.1 Nature and need of Guidance and Counselling with special reference to modern Indian society.
- 1.2 Principles of Guidance,
- 1.3 Group Dynamics and Group Guidance.

UNIT II:

10 Hours

- 2.1 Meaning and Definition of Counselling,
- 2.2 Different Methods of Counselling, Qualities of effective Counsellor, counselling Interview, When counselling is required, The Role of Counsellor, Relationship between Guidance and Counselling, Psychotherapy,
- 2.3 Psychoanalysis and Social work agencies.

UNIT: III

10 Hours

- 3.1 Meaning and definition of Educational and Vocational Guidance and their need at secondary stage,
- 3.2 Development of study habits, study of different occupations, job description, collecting and disseminating occupational information.
- 3.3 Study of Exceptional Children: Meaning of Exceptional Children, classification of Exceptional Children, Characteristics and education of Exceptional Children-Gifted Children, Backward Children, & Delinquent Children.

UNIT IV:

15 Hours

Requirement and Procedure of establishing Guidance unit at secondary level, individual differences-Meaning, bases and Educational Implications, Testing and Non-testing Techniques. Testing Techniques- Intelligence, Personality, Aptitude, interest, Creativity and Adjustment-Types, Scoring and Interpretation. Non-testing techniques- Questionnaire, Anecdotal Record, Autobiography, Rating Scale, Case Study, Sociometry, Observation, & Cumulative Record, Test Selection in Guidance.

ACTIVITY (Any TWO)

10 Hours

1. Job Analysis
2. Visit to different Guidance Centres (Child Guidance Centre, Choithram School , Blind School etc.)

3. Visit to Mentally Retarded Children's Home
4. Film Review/Script writing for counselling

REFERENCES;

- 1) Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
- 2) Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I –A Theoretical Perspective New Delhi: Vikas Publishing House.
- 3) Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II –A Theoretical Perspective New Delhi: Vikas Publishing House.
- 4) Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
- 5) Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction . New Delhi: Sage Publication, 1997.
- 6) Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merrill Prentice Hall, 1995.
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- 8) Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
- 9) Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill book Company, 1941.
- 10) Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
- 11) Oberoi, S.C.: Educational Vocational guidance and Counseling (Urdu) Meerut: Loyal Book Depot, 1993.
- 12) Sharma, R.A.: Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot, 2001.
- 13) Singh Raj: Educational Vocational guidance. New Delhi: Common Wealth Publishers, 1994.
- 14) Taneja, V.R. : First Course in Guidance and Counseling. Chandigarh: Mohindra Capital, 1972

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.6.: MULTIMEDIA EDUCATION AND E-LEARNING

Objectives:

Total Teaching Hours 40 +10

On completion of the course the student teachers will be able to:

1. understand the concept of Multimedia.
2. prepare a plan for multi-media presentation.
3. connecting hardware's for multi-media presentation.
4. prepare a multi-media presentation.
5. use a multi-media presentation.
6. understand the concept of e-learning.
7. selecting e-learning resource for teaching.
8. evaluate e-content material.
9. use open source content for instruction.
10. initiate online discussion group.
11. understand the concept of presentation software.

UNIT I – MULTIMEDIA – AN INTRODUCTION.

10 Hours

- 1.1 Meaning and scope of multimedia.
- 1.2 Elements of multimedia – text, image, sound, animation, movies. Multimedia tools - Hardware and Software tools. Projector, LCD monitors, Digital Camera, Cam – Card, Scanner, Bluetooth, Interactive white board.

UNIT II – MULTIMEDIA IN TEACHING AND LEARNING.

10 Hours

- 2.1 Planning for multimedia presentation – objectives, tools, Integration of Pedagogy and technology.
- 2.2 Preparation of multimedia presentation.
- 2.3 Multimedia – connection, operating and presentation.
- 2.4 Introduction to presentation software – PowerPoint and flash.

UNIT III – E - LEARNING.

10 Hours

- 3.1 Concept of elements of E – Learning.
- 3.2 E–Learning material – CD-ROM, Encyclopedia, Educational Software's – Installation and instructional use.
- 3.3 Criteria's for selecting appropriate E – learning material – Documentation, Presentation, layout, interactivity, user friendliness, flexibility, Achievement of objectives, cost, instructional utility.
- 3.4 Learning management system – model.
- 3.5 M – Learning.

UNIT IV – WEB TOOLS.

10 Hours

- 4.1 Open source content – Wikipedia, wiki educator, school education uses in teaching and learning.
- 4.2 Curriki
- 4.3 Blog discussion group, inline forum, online video conference, using in teaching and learning.
- 4.4 Social networking – Orkut, face book, twitter, whatsapp – Instructional use.

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

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

REFERENCES:

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2. Bartee, Thomas C. (1983), **Digital Computer Fundamentals**, McGraw-Hill International bookCompany.
3. CIStems School of Computing (2000). **Internet: An Introduction**, New Delhi; Tata McGraw-Hill Publishing Company Limited.
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11. Singh, V. P. and Singh, Meeanakshi (1999), **Computer-Terms and Definitions**, New Delhi;Asian Publishers

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)

2.4.7 ENVIRONMENTAL EDUCATION

Objectives:

Total Teaching Hours 40 +10

The student trainees will:

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 a) arrive at alternate solutions to the problems of environment and b) 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 b) 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: OUR ENVIRONMENT

10 Hours

- 1.1 Concept, Importance, Components-living (biotic) and non-living (abiotic), principles.
- 1.2 Our earth-a miracle planet.
- 1.3 Layers of earth-lithosphere, hydrosphere, atmosphere and biosphere.
- 1.4 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and interrelationships)
- 1.5 Carrying capacity of environment.

UNIT-2: RESOURCES, PROBLEMS AND MANAGEMENT

12 Hours

- 2.1 Natural resource-renewable and non-renewable resources (distribution and consumption)
- 2.2 Socio-economic cultural factors leading to environmental degradation- changing life-styles with respect to modernization and urbanization.
- 2.3 Pollution-air, water, land, sound and radio-active (meaning, causes, consequences and remedial measures)
- 2.4 Solving environmental problems- local and global perspective – Need and Initiatives.
- 2.5 Conservation of natural resources- Meaning and nature of sustainable development- reduce, reuse, recycle and refuse.
- 2.6 Population control
- 2.7 Eco-Friendly life styles.
- 2.8 Relevant legislative measures.

UNIT-3: ENVIRONMENTAL EDUCATION

12 Hours

- 3.1 Meaning, importance and scope
- 3.2 Objectives and principles of Environmental Education
- 3.3 Approaches, methods and techniques of teaching Environmental Education.
Approaches: Infusion and problem-solving, Innovative approach.
Methods: Discussion, demonstration, project.
Techniques: Observation, Nature walk, Nature game, Role-play, Brain-storming, survey, Dramatisation.

- 3.4 Co-curricular activities in Environmental Education-field trips, collections, exhibitions, eco-clubs.
- 3.5 Role of teachers, government and non-governmental organizations, national and international organizations in the promotion of Environment and Environmental Education (UNDP, UNEP, IUCN, UNESCO, FAO, WWF-India, INTACH, CEE, KSSP, Narmada Bachao Andolan, APPIKO are few)

UNIT-4: EVALUATION IN ENVIRONMENTAL EDUCATION

06 Hours

- 4.1 Nature of evaluation in Environmental Education
- 4.2 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

PROJECTS FOR STUDENTS PRACTICUM (Any One)

06 Hours

The following is a list of projects which could be undertaken by students as part of their practicum. The list is only suggestive.

SURVEY:

Can be undertaken by two or more students

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

INVESTIGATORY PROJECTS:

- a. Calculation of the mass of carbon-di-oxide produced by plants.
- b. Study of the samples of water from different sources and areas.
- c. Noise pollution
- d. Studying plant diversity in a given area.
- e. Pollution prevention measures undertaken by a factory
- f. Soil erosion and its effects
- g. A study to find out generation of solid wastes in houses
- h. A study to find out adulteration in food items.
- i. 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 chemicals on soil.

SCRAP BOOKS:

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

SEMINARY/SYMPOSIUM/WORKSHOPS/ENVIRONMENTAL EDUCATION ACTIVITIES:

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

LEARNING AIDS IN ENVIRONMENTAL EDUCATION:

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

LIBRARY REFERENCE ORIENTED PROJECTS:

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

FIELD TRIPS:

- a. Conducting field trips to near by places of environmental significance.
- b. Preparing a map of natural resources of a given area.
- c. Preparing a map of plant diversity in a given locale.
- d. Identifying and preparing a list of local birds.
- e. Identifying and preparing a list of medicinal plants and preparing posters on them.

REFERENCE:

1. "Our Common Future" The World Commission of Environment and Development, Oxford University press, 1987
2. Survey of Environment: Annual Publication Hindu.
3. R.C. Sharma and Merle C Tan: Source book in Env. Education for Secondary School Teachers, Unesco, Bangkok 1992
4. Deshbanduet. Al. : Environmental Education for Sustainable development, India Environmental Society, New Delhi, 1995
5. The State of India's Environment, a series of 4 volumes published by Center for Science and Environment, New Delhi.
6. Algore : Earth in the Balance, Viva Books Private Ltd, New Delhi, 1992
7. C.J. Saldana: Karnataka : Environment Status Report by 1984, 1985-86 and 1990. Center for Taxonomical Studies, St. Joseph's College, Bangalore.
8. Ecology by Ricklefs E.R. Freeman and Company, 1990
9. Documents in the Environmental Education Series, a Series of 22 volumes brought out by UNESCO on various aspects of Environmental Education.
10. Man and Environment, a text book for geography for IX, NCERT, New Delhi 1976
11. MoonisRaza : General Geography of India by A text book for Class IX, NCERT, New Delhi, 1978

12. Essential Learning's in Environmental Education, hand book of environmental concepts, brought out by Center for Environment Education, Ahmedabad, 1991.
13. R.F. Daubenmire : Plants and Environment, A text book of plant Autecology, Wiley Eastern Private Ltd., New Delhi, 1970.
14. ಪಾಟೀಲ್ ಎಸ್. ಎಸ್, ಹಾಗೂ ರಕ್ಕಸಗಿ, ಜಯಶ್ರೀ,(೨೦೦೮) ಪರಿಸರ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಸನ, ಗದಗ

KUVEMPU UNIVERSITY
SEMESTER-II
B.ED ELECTIVE COURSE (EC)
2.4.8 POPULATION EDUCATION

Course Objectives:

Total Teaching Hours 40 +10

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

1. to help the student-teachers 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 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 program and also to teach population education as a subject.

UNIT-1: NATURE AND SCOPE OF POPULATION EDUCATION

14 Hours

Background of population education: Meaning, concept, need and importance of population education. Objectives of population education at different stages of school education. Population education Vis-à-vis family planning, Family life Education, Health education, Sex education and Environmental education

UNIT-2 : POPULATION EDUCATION AND DYNAMICS

4 Hours

Distribution and density, population composition, age, sex, rural-urban, world and Indian factors affecting population growth, mortality and their implications.

UNIT-3: POPULATION AND QUALITY OF LIFE

6 Hours

Population in relation to socio-economic development, health status, health services, food and nutrition. Population environment, resources, educational provision.

UNIT-4: APPROACHES AND METHODS

16 Hours

- a. Direct teaching approach, Integration approach, Curricular approach and innovative approach
- b. Methodology of classroom teaching, value clarification, Observation, Self study, Discussion, Assignments, Role-play, Psychological games etc;
- c. Use of media, organization of activities.
- d. Working with community.

PRACTICUM: (Any One)

10 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. Preparation and execution of at least three integrated lessons during practice teaching.
8. Developing a test on population education.

REFERENCE:

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

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

2.5/2.6: ಕನ್ನಡ ವಿಷಯಾಧಾರಿತ ಬೋಧನಾಶಾಸ್ತ್ರ ಪಠ್ಯವಿಷಯ

ಬಿ.ಇಡಿ ಸೆಮಿಸ್ಟರ್ 2

ಉದ್ದೇಶಗಳು:

40+10 ಬೋಧನಾ ಅವಧಿಗಳು

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು -

1. ಪ್ರಬಂಧ, ನಾಟಕ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಹಾಗೂ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವರು.
2. ಭಾಷಾ ಕೌಶಲಗಳಾದ ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ ಹಾಗೂ ಬರವಣಿಗೆ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
3. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಸ್ಥಾನ, ಪ್ರಾಮುಖ್ಯತೆ, ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವರು.
4. ಭಾಷಾ ಬೋಧನೆಗೆ ಪೂರಕವಾದ ಕಲಿಕೋಪಕರಣಗಳನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ, ಅವುಗಳನ್ನು ಯೋಗ್ಯ ರೀತಿಯಲ್ಲಿ ಬಳಸುವ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು ಹಾಗೂ ಭಾಷಾ ಶಿಕ್ಷಕರ ಪಾತ್ರಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವರು.
5. ವ್ಯಾಕರಣಾಂಶಗಳು, ಛಂದಸ್ಸು, ಅಲಂಕಾರಗಳ ಮೂಲಕ ಭಾಷಾ ಶುದ್ಧತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳುವರು.

ಘಟಕ 1 : ಕನ್ನಡ ವ್ಯಾಕರಣ, ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಮೌಲ್ಯ ಮಾಪನ

12 ಅವಧಿಗಳು

- 1.1 ಸಂಧಿಗಳ ಮತ್ತು ಸಮಾಸಗಳ, ವಾಕ್ಯ ಪ್ರಬೇಧಗಳು, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಲೇಖನ ಚಿಹ್ನೆಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.
- 1.2 ಛಂದಸ್ಸು : ಅಕ್ಷರಗಣ, ಮಾತ್ರಾಗಣ ಮತ್ತು ಅಂಶಗಣಗಳ ಪರಿಚಯ
- 1.3 ಅಲಂಕಾರ : ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳ ಪರಿಚಯ.
- 1.4 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಅರ್ಥ, ಮಹತ್ವ, ರಚನೆಯ ಮುಖ್ಯ ತತ್ವಗಳು ಹಾಗೂ ಒಳ್ಳೆಯ ಪಠ್ಯಪುಸ್ತಕದ ಲಕ್ಷಣಗಳು
- 1.5 ಮೌಲ್ಯ ಮಾಪನ : ಅರ್ಥ ಹಾಗೂ ವಿಧಗಳು
- 1.6 ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಹಂತಗಳು ಹಾಗೂ ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ

ಘಟಕ 2: ಪ್ರಬಂಧ ಹಾಗೂ ನಾಟಕ ಬೋಧನೆ

08 ಅವಧಿಗಳು

ಅ) ಪ್ರಬಂಧ ಬೋಧನೆ

- 2.1 ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಪ್ರಬಂಧದ ವಿಧಗಳು.
- 2.2 ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು
- 2.3 ಪ್ರಬಂಧ ರಚನೆ ಮತ್ತು ಬೋಧನೆಯ ಹಂತಗಳು
- 2.4 ಪ್ರಬಂಧ ರಚನೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಹಾಗೂ ತಿದ್ದುವ ಕ್ರಮಗಳು
- 2.5 ಪ್ರಬಂಧ ಬೋಧನೆಗೆ ಪೂರಕವಾದ ಚಟುವಟಿಕೆಗಳು - ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರಸಂಗ್ರಹ, ಸಾರವಿಸ್ತಾರ, ಭಾಷಾಂತರಗಳ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ.

ಆ) ನಾಟಕ ಬೋಧನೆ

- 2.6 ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಮಹತ್ವ.
- 2.7 ನಾಟಕ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು
- 2.8 ನಾಟಕದಲ್ಲಿನ ಪರಿಕರಗಳ (ವಸ್ತು, ಸನ್ನಿವೇಶ, ಪಾತ್ರಚಿತ್ರಣ, ದೃಶ್ಯ, ನಿರ್ದೇಶಕ ಇತ್ಯಾದಿ) ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಘಟಕ : 3 ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ಅಭಿವೃದ್ಧಿ

12 ಅವಧಿಗಳು

ಅ) ಆಲಿಸುವಿಕೆ :

- 3.1 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 3.2 ಆಲಿಸುವಿಕೆ ವಿಧಗಳು
- 3.3 ಆಲಿಸುವಿಕೆಯ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು

ಬ) ಮಾತುಗಾರಿಕೆ :

- 3.4 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.

3.5 ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

ಕ) ಓದುಗಾರಿಕೆ :

3.6 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.

3.7 ಓದುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

ಡ) ಬರವಣಿಗೆ :

3.8 ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವೈಶಿಷ್ಟ್ಯಗಳು.

3.9 ಅಕ್ಷರ ಸ್ಥಳೀಯತೆಗಳು ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

3.10 ಬರಹವನ್ನು ಸುಧಾರಿಸುವ ಕ್ರಮಗಳು.

ಘಟಕ 4 : ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಭಾಷಾ ಶಿಕ್ಷಣ

8 ಅವಧಿಗಳು

1.7 ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ವಿಧಗಳು

1.8 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ, ನಿಘಂಟು, ವಿಶ್ವಕೋಶ, ಕಾರ್ಯಪುಸ್ತಕಗಳ ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯ ವಿಧಾನಗಳು.

1.9 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ : ರೇಡಿಯೋ, ದೂರದರ್ಶನ, ವಸ್ತು ಸಂಗ್ರಹಾಲಯ, ಮತ್ತು ಗಣಕಯಂತ್ರ.

1.10 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ವಿನ್ಯಾಸ ಮತ್ತು ಮಹತ್ವ.

1.11 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಗಳು ಹಾಗೂ ಕಾರ್ಯಚಟುವಟಿಕೆ

1.12 ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು (ಯಾವುದಾದರೂ ಒಂದು)

10 ಅವಧಿಗಳು

1. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಶ್ಲೇಷಣೆ.

2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟು ರಚನೆ.

3. ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಕನ್ನಡ ಕೈ ಬರಹದ ಸಂಚಿಕೆಗಳನ್ನು ರಚಿಸಿ ಸಲ್ಲಿಸುವುದು.

4. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಕಾರ್ಯಪುಸ್ತಕ ತಯಾರಿಕೆ.

(ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದಾದರೂ ಇನ್ನಿತರ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಳ್ಳುವುದು)

ಆಧಾರಗ್ರಂಥಗಳು :

1. ರಾ. ಯ ಧಾರವಾಡಕರ್ - ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ.

2. ಕೆ. ಕೆಂಪೆಗೌಡ - ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ

3. ಎಂ ಚಿದಾನಂದ ಮೂರ್ತಿ - ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.

4. ಡಿ.ಎಸ್.ಕರ್ಕಿ - ಛಂದಶಾಸ್ತ್ರ.

5. ಟಿ. ವಿ. ವೆಂಕಟಾಚಲ ಶಾಸ್ತ್ರಿ - ಛಂದಸ್ಸು

6. ಅನಂತರಾಮು ರಾ - ಹೊಸಗನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಭಾರತೀಯ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು.

7. ಅನಸೂಯ ವಿ.ಪರಗಿ - ಕನ್ನಡ ಭಾಷಾ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ

8. ಓಬಳೇಶ ಘಟ್ಟಿ - ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ

9. ಕೃಷ್ಣಪ್ಪ ಎಸ್ - ಕನ್ನಡ ಬೋಧನೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ. ವಿ. ಮೈಸೂರು

10. ಪಂಡಿತ ಸಿ ಕೃಷ್ಣ - ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ - ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.

11. ಬಿ ವಿ ರಮಣ - ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ.

12. ಮಹಾಬಲೇಶ್ವರ ರಾವ್ - ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು.

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING ENGLISH

Objectives:

Total Teaching Hours 40 +10

On the completion of the course the student teachers are able to,

1. understand the importance of Instructional Material in English language teaching.
2. realize the importance of teaching hand book and students workbook.
3. prepare Unit plan, Resource Unit.
4. judge identities, selects and uses different audio-visual resources in teaching of English language.
5. utilize internet and website in learning of English.
6. prepare objective based test items to evaluate language skills.
7. prepare well balanced question paper.

UNIT-1 CONTENT ENRICHMENT

10 Hours

- 1.1 The sentence, type, structures of English phrases and clauses, idioms.
- 1.2 Parts of Speech, Tenses, Active and passive voice.
- 1.3 Transformation of Sentences, Degrees of Comparison, Reported speech, question forms and question Tag, Figures of Speech.

UNIT-2 INSTRUCTIONAL MATERIALS AND TEACHER IN ENGLISH LANGUAGE TEACHING:

12 Hours

- 2.1 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.
- 2.2 Hand book and Work book- concept, need and importance.
- 2.3 Reference materials, need, types of reference material, skill of Note making and taking.
- 2.4 Qualities and qualification of a teacher in English.
- 2.5 Needs and ways for professional growth of a teacher of English.
- 2.6 Teaching of vocabulary - Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 2.7 Teaching of composition - types of composition, Ways of teaching Composition, (Letter Writing, Essay Writing), steps in lesson planning.

UNIT-3 E-LEARNING AND OTHER RESORUCES IN TEACHING ENGLISH

10 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, DVD's, LCD projectors, interactive board, their importance and use.
- 3.4 Social Resources- through practice, Debates, Dramatics, Declamation, Quiz, elocution, and other literary club activities.
- 3.5 E-Learning in English: Computer Assisted Learning in English, use of Internet, role of Websites, advantageous of using Power Point in teaching English, Electronic Evaluation.

UNIT- 4 EVALUATIONS IN ENGLISH LANGUAGE

8 Hours

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

PRACTICUM: (ANY ONE)

10 Hours

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

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KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)

2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING HINDI

Objectives:

Total Teaching Hours 40 +10

Upon Completion of the course the student – teacher 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. Analyze 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 HINDI AS A FIRST LANGUAGE

15 Hours

- a) Importance of Hindi in school Curriculum.
- b) Concept and nature of the Hindi.
- c) Place and History of Hindi language in the school curriculum & human life.
- d) Objectives of mother tongue and its importance.

Hindi as a first language – Medium of instruction and link language.

UNIT II- TEACHING OF VARIOUS ASPECTS OF HINDI.

10 Hours

A:-

- a) Curriculum:- Meaning and nature of curriculum.
- b) Principles of curriculum construction.

B: Syllabus:-

- a) Principles of Syllabus development.
- b) Relation between curriculum and syllabus, Analysis of syllabus.

C: - Text Book:-

- a) Principles of Syllabus development.
- b) Critically study & analysis of text book for secondary school in Karnataka State.

D:- Content analysis.

UNIT III- EVALUATION

10 Hours

- a) Aims & objectives of Evaluation.
- b) Importance of Evaluation in Hindi Subject, concept & nature of evaluation.
- c) Tools of evaluation:- Quantitative, Qualitative, Various types of Questions.
- d) Diagnostic Test – pupil's linguistic ability.

UNIT IV- THE TEACHER

5 Hours

- a) Qualities & Qualification of Hindi Teacher.
- b) Professional & growth of Hindi teacher, pre Service, in service training.

PRACTICUM: (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.

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KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING URDU

Objectives:

Total Teaching Hours 40 +10

Upon Completion of the course the student –teacher 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. Analyze 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 URDU AS A FIRST LANGUAGE

10 Hours

- a) Importance of Urdu in school Curriculum.
- b) Concept and nature of the Urdu.
- c) Place and History of Urdu language in the school curriculum & human life.
- d) Objectives of mother tongue and its importance.
- e) Urdu as a first language – Medium of instruction and link language.

UNIT II- TEACHING OF VARIOUS ASPECTS OF URDU.

10 Hours

A:-

- a) Curriculum:- Meaning and nature of curriculum.
- b) Principles of curriculum construction.

B:- Syllabus:-

- a) Principles of Syllabus development.
- b) Relation between curriculum and syllabus, Analysis of syllabus.

C: - Text Book:-

- a) Principles of Syllabus development.
- b) Critically study & analysis of text book for secondary school in Karnataks State.

D: - Content analysis.

UNIT III- EVALUATION

10 Hours

- a) Aims & objectives of Evaluation.
- b) Importance of Evaluation in Urdu Subject, concept & nature of evaluation.
- c) Tools of evaluation:- Quantitative, Qualitative, Various types of Questions.
- d) Diagnostic Test – pupil's linguistic ability.

UNIT IV- THE TEACHER

10 Hours

- a) Qualities & Qualification of Urdu Teacher.
- b) Professional & growth of Urdu teacher, pre Service, in service training.
- c) Urdu teacher organization their role in the professional growth of the teacher.
- d) Recommendation of Kothari Commission about professional training.

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

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

REFERENCES:

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- b) AlabakshShaikh, **Urdu Ki Tadris**
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KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14

SEMESTER-II

B.ED PEDAGOGICAL COURSE (PC)

2.5/2.6 CONTENT CUM METHODOLOGY: HISTORY AND CIVICS-2

Total Teaching Hours 40 +10

OBJECTIVES: The student Teacher will be able to:

1. Understand and apply the principles of organizing content in the teaching History and Civics.
2. Acquire the knowledge of Instructional material and resources in teaching History and Civics.
3. Cultivates the qualities of a good History and Civics Teacher.
4. Acquire the knowledge of content of History and Civics for 8th and 9th & 10th standard in Karnataka.
5. Evaluate History and Civics text books.

UNIT –1: CURRICULUM OF HISTORY AND CIVICS :

12 Hours

- 1.1 Meaning and principles of curriculum.
- 1.2 Concept & Principles of selection of content.
- 1.3 Organization of the content: Approaches – Chronological, Concentric, Biographical, Spiral & Cultural epoch.
- 1.4 Modern trends in curriculum construction- Views of NPE – 1986 & National Curriculum Framework – 2005 with reference to teaching of Social Science.
- 1.5 Critical review of present secondary school History and Civics Text books

UNIT –2 :RESOURCES IN TEACHING HISTORY AND CIVICS :

12 Hours

- 2.1 List of History & Civics resources.
- 2.2 Text book- importance& characteristics.
- 2.3 Current events in teaching History & Civics.
- 2.4 Uses of ICT in teaching History & Civics.
- 2.5 History Room : Importance, planning, equipping and maintaining
- 2.6 History museum & Exhibition.

UNIT – 3: COMPETENCIES OF HISTORY AND CIVICS TEACHER :

8 Hours

- 3.1 Competencies of History and Civics Teacher.
- 3.2 Professional growth : Seminars, Workshops, Orientation, Refresher course, In-service training, Talent search, Self study through reading, research, Journals, Magazines, Newspapers, Membership of History Clubs.
- 3.3 Relationship of History and Civics Teacher with – Students, Co-workers, ructional Headmasters and Community.

UNIT – 4: Evaluation in History & Civics

8 Hours

- 4.1 Evaluation in Teaching History & civics – Meaning & Importance.
- 4.2 Types of Evaluation based on instructional objectives.
- 4.3 Balanced Question paper in History & Civics
- 4.4 Unit test

PRACTICUM: (ANY ONE)

10 Hours

1. Preparation of an Album as an adjunct to the teaching of History and Civics.
2. Critical review of a text books of standard 8th and 9th.
3. Preparation of materials for a History room or Museum.

4. Collection of coins and stamps.
5. Conducting quiz competition and Debate programme in History and Civics.
6. Conducting of model Parliament (Mock) and process of election, submission of report.

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

REFERENCES:

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3. Johnson Henry: Teaching of History.
4. Ghosh K.D: Creative teaching of History.
5. Vajreshwari. R: A hand book for History teacher.
6. GhateV.D:The Teaching of History.
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15. ತಿಮ್ಮಾರೆಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
16. ಶಂಕರಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
17. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.
18. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
19. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
20. ಎಂ. ಎಸ್. ಹೆಗಡೆ: ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1 ಮತ್ತು 2)

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14

SEMESTER-II

B.ED PEDAGOGICAL COURSE (PC)

2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING GEOGRAPHY & ECONOMICS

Objectives:

Total Teaching Hours 40 +10

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 and economics.
2. Prepare the different tools of evaluation in geography and economics.
3. Develop the skill of selecting and using various materials used in geography and economics teacher.
4. Acquire the knowledge of professional growth and competencies of geography and economics teacher.
5. Develop interest in organizing various co – curricular activities in teaching geography and Economics.
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 & economics.

UNIT I- PLANNING FOR TEACHING GEOGRAPHY AND ECONOMICS.

5 Hours

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

UNIT II- EVALUATION IN TEACHING GEOGRAPHY AND ECONOMICS.

15 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 and Economics.

UNIT III- RESOURCES TO TEACH GEOGRAPHY AND ECONOMICS

10 Hours

- 3.1 Geography and Economics 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 IV: CO-CURRICULAR ACTIVITIES IN TEACHING GEOGRAPHY AND ECONOMICS

10 Hours

- 4.1 Geography and Economics-meaning organization 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)

10 Hours

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

REFERENCES:

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21. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
22. Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.141008.

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33. Leinsden, K. A. (1967). *Micro Economics*, New Jersey; Prentice Hall
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KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14

SEMESTER-II

B.ED PEDAGOGICAL COURSE (PC)

2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS

OBJECTIVES: -

Total Teaching Hours 40 +10

STUDENT TEACHER 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 analyze the text book and question papers of secondary school mathematics.

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS

12 Hours

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

UNIT -2:- RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS

10 Hours

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

UNIT -3:- 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 preparation , use
- 3.5 Remedial instruction – Meaning and importance.
- 3.6 National Talent Search Examination scheme and its objectives.

UNIT -4:- EXTENDED CURRICULAR ACTIVITIES IN MATHEMATICS

6 Hours

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

PRACTICUM: (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.

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Kapoor J N(1989) – Fascinating world of Mathematics New Delhi-
3. Mangal S.K(1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
4. Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
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7. ಎಸ್.ಬಿ. ಯಾದವಾಡ, “ಗಣಿತ ಬೋಧನಾ ಪದ್ಧತಿ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
8. ಎಸ್.ಬಿ. ದೇಸಾಯಿ ಮತ್ತು ಜಿ.ಎನ್ ದೇಸಾಯಿ “ಗಣಿತ ಬೋಧನಾ ವಿಧಾನಗಳು”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
9. ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನಾ ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್” ಪ್ರದೀಪ ಪ್ರಕಾಶನ. ಗದಗ
10. ಎಸ್.ಬಿ. ಯಾದವಾಡ ಮತ್ತು ನೀಲಕಂಠ ರಬನಾಳ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನೆ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಐ.ಎಫ್. ಮಾಗಿ, “ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಗಣಿತ” ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
12. ಆರ್.ಎಸ್. ಪಾಟೀಲ್ “ವಿಷಯ ಸಂಪದೀಕರಣ ಗಣಿತ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY

Objectives:

Total Teaching Hours 40+10

The student teachers will be able to,

1. Development of skills in construction and administration of unit tests
2. Understanding the resources in teaching chemistry
3. Understand the meaning & importance of content analysis in chemistry
4. Understand the assessment procedure in chemistry
5. Developing the professional teacher competencies

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

08 HOURS

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

UNIT: II- RESOURCES OF TEACHING CHEMISTRY

14 HOURS

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

UNIT: III- EVALUATION IN CHEMISTRY

08 HOURS

- 3.1 Concepts of Unit test – importance – weight ages – format – construction, scoring and interpretation.
- 3.2 Diagnostic test – uses and importance in chemistry
- 3.3 Question Bank – Instructional objectives, its importance and uses.

UNIT: IV: PROFESSIONAL GROWTH AND CHEMISTRY TEACHER

10 HOURS

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

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

1. Critically study of chemistry text book of 8th or 9th standard.

2. Preparation of Unit test in chemistry.
3. Survey of chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Question Bank for 1 or 2 units.
7. The college is free to introduce any other relevant activities.

Note: The College is free to introduce any other relevant & useful activity related to CCM Chemistry.

REFERENCES

1. Source book for the Physical Science – Joseph – Bradwin, etc.
2. Problem Solving in Science – NarendraVaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – NarendraVaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.
6. CBSE; ICSE – SCIENCE TEXT BOOKS.
7. Modern science teaching – R.C Sharma.
8. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
9. Hand book of Research in teaching – Gage N.L(ed).
10. Research ideas for science project – Goyal K.C. &Swami.P.(RIE – Ajmer).
11. Planning for effective science teaching – R.C.Sharma.
12. Modern teaching of Chemistry – Man Pal Singh.
13. Teaching of Chemistry – Yadav M.S.
14. Modern teaching of Chemistry – Kolasaniet.all
15. Teaching of Chemistry – Patil R.S.
16. ಹೊಸ ಶಿಕ್ಷಣದಲ್ಲ ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ-ಕರಿಗಣ್ಣನವರ. ಎ.ಸಿ
17. ರಸಾಯನ ಶಾಸ್ತ್ರ ಬೋಧನೆ - ನೀಲಕಂಠರಬನಾಳ.

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14

SEMESTER-II

B.ED PEDAGOGICAL COURSE (PC)

2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCE –II

Objectives:

Total Teaching Hours 40+10

On completion of course the student teacher will be able to

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

UNIT I- BIOLOGICAL SCIENCE CURRICULUM AND CONTENT ANALYSIS 10 HOURS

1.1 Historical perspectives of biology curriculum.

- 1.1.1 NPE – 1986(National Policy of Education)
- 1.1.2 Programme of Action - 1992
- 1.1.3 NCF – National Curriculum Framework 2005
- 1.1.4 NCFTE-2009

1.2 Curriculum Developments: - B.S.C.S., Nuffield.

1.3 Content analysis of biological science in terms of facts, concepts, theories, laws and generalization.

UNIT II- RESOURCES TO TEACH BIOLOGICAL SCIENCE

08 HOURS

- 2.1 Biological science text book, teacher hand book, laboratory manuals, student work books; Need and characteristics.
- 2.2 Audio Visual aids and improvised materials.
- 2.3 Field based resources: School Garden, Aquarium, Vivarium, and Terrarium.
- 2.4 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.
- 2.5 Community resources: identification and utilization.

UNIT III- EVALUATION IN BIOLOGICAL SCIENCE

12 HOURS

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

UNIT IV: PROFESSIONAL GROWTH AND ORGANIZING CO–CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE

10 HOURS

- 4.1 Biological science Teacher: Professional competencies, professional growth through seminars, conferences, workshops, action research etc.

- 4.2 Study of journals and role of professional organizations in biological science.
- 4.3 Science Club, science museum, science fairs and exhibitions, science question box, science quiz, - organization and activities.
- 4.4 Field trips, visits, nature study, bird watching – need organization and usefulness.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

1. Critically study of biological science text book of 8th or 9th standard.
2. Preparation of diagnostic test in biological science.
3. Survey of biological science laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of biological science club.
5. Preparation of workbook for 1 or 2 units.
6. The college is free to introduce any other relevant activities.

REFERENCES:

1. Modern methods of Teaching Biology- D .D. Aggarwal
2. Learn and Teach Biology- R.P Yadav
3. Teaching Science Creatively – N.S Washton
4. B.S.C.S –NCERT Series
5. Models of Teaching-Bruce Joyce & Marsh Well
6. Methodology of Teaching Science- H.S MallikarjunaShashtri
7. Methodology of Teaching Science-NeelakantaRabanala
8. Life Science Education Today-V.K Gupta
9. Teaching of Biology- Jean Bremner
10. Methods of Teaching Life Sciences- G.Bhuvaneshwara Lakshmi and D.BhaskaraRao.
11. ಎಸ್.ಎಸ್. ಪಾಟೀಲ್ & ಜಯಶ್ರೀ ರಕ್ಕಸಗಿ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
12. ನೀಲಕಂಠ ರಬನಾಳ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
13. ವಿಜಯ ಲಕ್ಷ್ಮೀ ದೇಸಾಯಿ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನಾ ಪದ್ಧತಿಗಳು” ಪ್ರದೀಪ ಪ್ರಕಾಶನ ಗದಗ

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING PHYSICS

Objectives:

Total Teaching Hours 40+10

On completion of course the student teacher will be able to

1. Identify different curricula in Physics.
2. Organize and maintain science laboratory and put it into efficient use.
3. Organizing co-curricular activities in Physics.
4. Purpose and use of different tools of evaluation.
5. Development of professional growth.
6. Understand the competencies of Physics teacher.

UNIT I- PHYSICS CURRICULUM STUDY

10 Hours

- 1.1 Curriculum: Meaning and principles.
- 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 1.3 Recommendations made by NPE - 1986, NCF - 2005. NCF - 2009.

UNIT II – RESOURCES TO TEACH PHYSICS

14 Hours

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

UNIT III- EVALUATION IN TEACHING PHYSICS

10 Hours

- 3.1 Concept of evaluation, tools of evaluation.
- 3.2 Concept of unit Test – Preparation of unit Test.
- 3.3 Preparation of balanced question paper in physics.
- 3.4 Identifying educationally backward children and organizing remedial programmes.
- 3.5 Identifying talented students and organizing special programmes.
- 3.6 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH

06 HOURS

- 4.1 Competencies of Physics teacher.
- 4.2 Professional growth - meaning and importance.

Means of professional development: Refresher courses, seminars, workshops, conferences, science talks and publishing articles on science topics.

4.3 Becoming a member of different organization of science.

4.4 Continuation of education of science teachers.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

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

REFERENCES:

1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhiana
3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
4. Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
5. Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
6. Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
7. Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
8. Fensham P. J. *et al.*, (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
9. Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
10. Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Jacobson, David *et al.*, (1985) *Methods for Teaching: A Skills Approach*. Charles, EMerrill Publishing Co., Columbus.
12. Jennings Terry (1987) *The Young Scientist Investigator: The Teacher Manual* of Oxford University Press.
13. Joseph-Bradwin, *et al.* (1998) *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood.
14. Kalara R. M. (1981), *Innovation in Science Teaching*; Prakashan Kendra, Lucknow.
15. Kohli V. K. (2003) *How to Teach Science* (A Treatise on Methodology of Teaching Physics and Chemistry) Viveka Publishers, Ambala.
16. Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
17. Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
18. Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
19. Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard University Press, Cambridge.
20. Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi .

21. Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part – I Part - II*, Arya Book Depot : New Delhi.
22. Siddiqi N. N. & Siddiqi M.N. (1994) *Teaching of Science Today and Tomorrow*, Doaba House, Delhi - 110 006.
23. Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi. *The Importance of Art Activities for Science Teaching : A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
24. UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
25. UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
26. Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Todays Secondary Schools*, New Delhi, Prentice Hall

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
SEMESTER-II
B.ED PEDAGOGIC ANALYSIS OF COMMERCE

Course Objectives:

Total Teaching Hours 40+10

on completion of the course, the student teacher will be able to 40 Hours

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

Modes of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline:

UNIT: I – PLANNING OF INSTRUCTION IN COMMERCE

5 Hours

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

UNIT: 2 – EVALUATION IN COMMERCE

10 Hours

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

UNIT – 3 TRAINING IN TEACHING SKILLS

10 Hours

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

UNIT 4: CONTENT ANALYSIS OF SELECTED TOPICS

15 Hours

i. Business Studies

Nature and purpose of business , Social responsibility of Business, Structure of business, Forms of Business organisations, Service sector undertakings, Sectoral organisations, Sources of Business finance Formation of Company, internal trade and External Trade.

ii. Business Studies

Business Environment, Nature and Significance of Management, Principles Function of Management, Financial Management, Marketing Management, Consumer Protection and Capital Market.

iii Accountancy(+1)

Accounting- Meaning, objective, Key concept, Theory bases of accounting, Trial balance, Rectification of errors, Financial statements, Depreciation, reserves and provisions, Bills of exchange, Non profit organizations, Date base design for accounting, Accounting for incomplete records .

iv. Accountancy (+2)

Partnership-Admission, Retirement and Dissolution Company accounts- Accounting for share capital, Computerized accounting, Financial Analysis

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

6. Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
7. Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
8. Organizing and conducting commerce club activities
9. Developing commerce laboratory and conducting practical.
10. Updating and contributing through bulletin boards.

References:

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

ಪಠ್ಯವಸ್ತು

೨೦ ಘಂಟೆಗಳು

ಘಟಕ ೧: ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ :

1. ಭಾಷೆಯ ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣ, ಭಾಷೆ ಮತ್ತು ಲಿಪಿಗಳ ಸಂಬಂಧ.
2. ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸಗಳ ಸಿದ್ಧಾಂತಗಳು - ಯುರೋಪಿಯನ್, ಟಿಬೆಟಿಯನ್, ಆಫ್ರಿಕನ್, ಕನ್ನಡ ಹಾಗೂ ಇತರ ಭಾಷೆಗಳೊಂದಿಗಿನ ಸಂಬಂಧ (ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ, ಉರ್ದು, ಮರಾಠಿ, ಇಂಗ್ಲೀಷ್, ಮತ್ತು ಪೋರ್ಚುಗೀಸ್)
3. ಭಾಷೆಯ ವರ್ಗೀಕರಣ-ರಾಚನಿಕ, ವಾಂಶಿಕ, ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಾನ.
4. ಧ್ವನಿ, ಧ್ವನ್ಯಂಗಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಧ್ವನಿಗಳ ವರ್ಗೀಕರಣ (ಧ್ವನಿ-ಸ್ವನ, ಉಪಧ್ವನಿ-ಉಪಸ್ವನ, ಧ್ವನಿಮಾ-ಸ್ವನಿಮಾ, ಆಕೃತಿ-ಉಪಾಕೃತಿ ಆಕೃತಿಮಾಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಹಾಗೂ ಉಚ್ಚಾರಣಾ ಸ್ಥಾನಗಳ ಸಂಕ್ಷಿಪ್ತ- ಪರಿಚಯ)

ಘಟಕ ೨: ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ :

1. ಸಾಹಿತ್ಯದ ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣ, ಪ್ರಾಚೀನತೆ, ಪ್ರಯೋಜನ ಹಾಗೂ ಉಗಮ ಮತ್ತು ವಿಕಾಸ
2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖ ಘಟ್ಟಗಳು, ಲಕ್ಷಣಗಳು, ಪ್ರೇರಣೆಗಳು (ಧರ್ಮ, ಸಾಹಿತ್ಯ, ರಾಜಕೀಯ, ಹಾಗೂ ಅನ್ಯಭಾಷೆ) ಮತ್ತು ಪ್ರಯೋಜನಗಳು.
3. ಕನ್ನಡದ ಪ್ರಮುಖ ಕವಿಗಳು, ವಚನಕಾರರು, ದಾಸರುಗಳ ಪರಿಚಯ - (ಪಂಪ, ಪೊನ್ನ, ರನ್ನ, ಜನ್ನ, ನಾಗವರ್ಮ, ನಾಗಚಂದ್ರ, ಕೇಶಿರಾಜ, ಕುಮಾರವ್ಯಾಸ, ಹರಿಹರ, ರಾಘವಾಂಕ, ಜೇಡರದಾಸಿಮಂಯ್ಯ, ರತ್ನಾಕರವರ್ಣಿ, ಲಕ್ಷ್ಮೀಶ, ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಸರ್ವಜ್ಞ, ಇನ್ನೂ ಮುಂತಾದ ಕವಿಗಳ ಕಾಲ, ದೇಶ, ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸವಿವರಣೆ ನೀಡುವುದು)
4. ಪ್ರಾಡಶಾಲೆಯ ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕಗಳಲ್ಲಿರುವ ಸಾಹಿತ್ಯ ಭಾಗಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಲೇಖಕರ ಹಾಗೂ ಕವಿ, ಕಾವ್ಯಗಳ ಪರಿಚಯ.

ಘಟಕ ೨: ಕಾವ್ಯ ಮೀಮಾಂಸೆ ಮತ್ತು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ :

1. ಕವಿ ಹಾಗೂ ಕಾವ್ಯದ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಪ್ರಮುಖ ಲಾಕ್ಷಣಿಕರು ಪ್ರತಿಪಾದಿಸಿದ ಕವಿ, ಕಾವ್ಯ ಲಕ್ಷಣಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ - (ಭಾಮಹ, ದಂಡಿ, ವಾಮನ, ರುದ್ರಭಟ್ಟ, ಆನಂದವರ್ಧನ, ಮಮ್ಮಟ, ಜಗನ್ನಾಥ ಪಂಡಿತ, ವಿಶ್ವನಾಥ)
2. ಕಾವ್ಯ ಮೀಮಾಂಸೆಯ ಅರ್ಥ, ಸ್ವರೂಪ, ಪ್ರಯೋಜನಗಳು ಹಾಗೂ ಮೀಮಾಂಸೆಯ ಕುರಿತಾಗಿ ಭಾರತೀಯ - ಪಾಶ್ಚಾತ್ಯ ಲಾಕ್ಷಣಿಕರ ಚರ್ಚೆಗಳು, ಮತ್ತು ಕೆಲವು ಪರಿಕಲ್ಪನೆಗಳು.
3. ವಿಮರ್ಶೆ, ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು, ಪ್ರಯೋಜನಗಳು, ವಿಮರ್ಶೆ ಮತ್ತು ವಿಮರ್ಶಕ ಸಂಬಂಧ, ಉತ್ತಮ ವಿಮರ್ಶೆ ಹಾಗೂ ವಿಮರ್ಶಕನ ಲಕ್ಷಣಗಳು ಭಾರತೀಯ - ಪಾಶ್ಚಾತ್ಯ ವಿಮರ್ಶೆಯ ಸ್ವರೂಪ, ಧೋರಣೆಗಳು.

ಘಟಕ ೪: ವ್ಯಾಕರಣ:

1. ವ್ಯಾಕರಣ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ರಚನೆ, ಸ್ವರೂಪ, ಕನ್ನಡ ವ್ಯಾಕರಣದ ವೈಲಕ್ಷಣಗಳು. ವರ್ಣಮಾಲೆ ರಚನೆ, ವಾಕ್ಯದ ರಚನೆ, ವಾಕ್ಯಭೇದ ಪರಿಚಯ, ವಿಭಕ್ತಿಪ್ರತ್ಯಯ, ನಾಮಪದ, ಕ್ರಿಯಾಪದ, ನಾಮವಾಚಕಗಳು, ನುಡಿಗಟ್ಟುಗಳು, ಗಾದೆಗಳು, ಸರ್ವನಾಮಗಳು, ಕೃದಂತಗಳು, ಅವ್ಯಯಗಳು, ತದ್ಧಿತಾಂತಗಳು, ತತ್ಸಮ-ತದ್ಭವಗಳು, ಸಂಧಿ ಪ್ರಕರಣ, ಸಮಾಸ ಪ್ರಕರಣ, ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡದಲ್ಲಿ ಇವುಗಳ ಪ್ರಯೋಜನಗಳು.
2. ಅಲಂಕಾರಗಳು - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯಲ್ಲಿ ಅಲಂಕಾರಗಳ ಪಾತ್ರ, ಶಬ್ದಾಲಂಕಾರಗಳು, ಅರ್ಥಾಲಂಕಾರಗಳು, ರೂಪಕ ಅಲಂಕಾರಗಳ ಪರಿಚಯ. ಪ್ರಸಿದ್ಧ ಅಲಂಕಾರಗಳ ಲಕ್ಷಣ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
3. ಛಂದಸ್ಸು - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಪ್ರಯೋಜನಗಳು, ಕನ್ನಡ ಹಾಗೂ ಸಂಸ್ಕೃತ ಛಂದಸ್ಸುಗಳ ಲಕ್ಷಣಗಳು (ಅಕ್ಷರ, ಮಾತ್ರಾ, ಅಂಶ ಛಂದಸ್ಸುಗಳ ಪರಿಚಯ) ಕರ್ನಾಟಕ ವಿಷಯ ಜಾತಿ ಮತ್ತು ಛಂದಸ್ಸು (ಕಂದ, ಏಳೆ, ಸಾಂಗತ್ಯ, ತ್ರಿಪದಿ, ದ್ವಿಪದಿ, ಚೌಪದಿ, ರಗಳೆ, ಷಟ್ಪದಿ, ಮತ್ತು ಖ್ಯಾತಕರ್ನಾಟಕಗಳ ಪರಿಚಯ.
4. ಆಧುನಿಕ ಛಂದಸ್ಸು - ರಚನೆ, ಲಕ್ಷಣಗಳು, ಪ್ರಭೇದಗಳು ಹಾಗೂ ಸ್ಥೂಲ ಪರಿಚಯ.

ಘಟಕ ೫: ಆಧುನಿಕ ಸಾಹಿತ್ಯ (ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ):

೧. ಆಧುನಿಕ ಸಾಹಿತ್ಯ - ಕಾಲ, ದೇಶ, ಕೃತಿಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.

೨. ಆಧುನಿಕ ಸಾಹಿತ್ಯದ - ಕಾಲಘಟ್ಟಗಳು, ಕವಿ, ಕೃತಿ, ಕಾಲ ಚರ್ಚೆಗಳು ಹಾಗೂ ಅವುಗಳ ರೂಪರೇಷೆಗಳು (ನವೋದಯ, ನವ್ಯ, ಪ್ರಗತಿಶೀಲ, ದಲಿತ ಮತ್ತು ಬಂಡಾಯ ಸಾಹಿತ್ಯಗಳ ಸಮಗ್ರ ವಿವರಣೆ)
೩. ಆಧುನಿಕ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಅವುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕವಿಗಳು, ಕಾಲ, ಕೃತಿಗಳ ಕುರಿತ ಚರ್ಚೆಗಳ ಔಚಿತ್ಯ - ಸಣ್ಣಕತೆ, ಕಾದಂಬರಿ, ಪ್ರವಾಸ ಕಥನ, ಪ್ರಬಂಧ ಸಾಹಿತ್ಯ, ಜೀವನ ಚರಿತ್ರೆ, ಆತ್ಮಕಥನ, ಭಾವಗೀತೆ, ನಾಟಕ, ಪತ್ರಲೇಖನ, ಲಘುಹಾಸ್ಯ, ಕಥನ ಕಾವ್ಯ, ಮಹಾಕಾವ್ಯ, ವಿಮರ್ಶೆ ಹಾಗೂ ಸಂಶೋಧನೆ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಪರಾಮರ್ಶನ ಪುಸ್ತಕಗಳು

- | | |
|--------------------------------|-------------------------------|
| ೧. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | - ಡಾ. ತ. ಸು. ಶಾಮರಾಯ |
| ೨. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | - ರಂ. ಶ್ರೀ. ಮುಗಳಿ |
| ೩. ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ | - ರಾ. ಯ. ಧಾರವಾಡಕರ |
| ೪. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರ | - ಡಾ. ಹಂಪಾ ನಾಗರಾಜಯ್ಯ |
| ೫. ಸಾಹಿತ್ಯ ಮೀಮಾಂಸೆಯ ಮೂಲತತ್ವಗಳು | - ಡಾ. ಹೆಚ್.ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ |
| ೬. ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ | - ವಿ. ಎಂ ಇನಾಂದಾರ್ |
| ೭. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ | - ಡಾ. ಸಿ. ಎಸ್. ರಾಮಚಂದ್ರನ್ |
| ೮. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ | - ಡಾ. ಹೆಚ್. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ |
| ೯. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ | - ತೀ. ನಂ. ಶ್ರೀಕಂಠಯ್ಯ |
| ೧೦. ಕಾವ್ಯಾರ್ಥ ಚಿಂತನ | - ಡಾ. ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ |
| ೧೧. ಅಲಂಕಾರಶಾಸ್ತ್ರ | - ಬಿ. ಕೆ. ಶಿವರಾಮಯ್ಯ |
| ೧೨. ಕನ್ನಡ ಕೈಪಿಡಿ | - ಮೈಸೂರು ವಿ. ವಿ ಪ್ರಕಾಶನ |
| ೧೩. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಕೋಶ | - ರಾಜಪ್ಪ ದಳವಾಯಿ |
| ೧೪. ಬರೆಯುವ ದಾರಿ | - ವೃಷಭೇಂದ್ರ ಸ್ವಾಮಿ |
| ೧೫. ಲೇಖನ ಕಲೆ | - ಮಿರ್ಚಿ ಅಣ್ಣಾರಾಯ |

ASSESSMENT (To be Conducted at College level and records should be maintained):

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	Two Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2014-15
CONTENT COURSE IN ENGLISH
(To be conducted at college level)

Total Teaching Hours 30

UNIT I ENGLISH GRAMMAR

- 1.1 The sentence, type, structures of English phrases and clauses, idioms.
- 1.2 Parts of Speech, Tenses, Active and passive voice.
- 1.3 Transformation of Sentences, Degrees of Comparison, Reported speech, question forms and question Tag, Figures of Speech.

UNIT II LITERATURE IN ENGLISH

2.1 INDIAN LITERATURE: R.K. Narayan ‘The English Teacher’

2.2 POEM: (ANY TWO)

1. Milton: On His Blindness
2. Robert Frost: Road Not Taken
3. William words worth: The Solitary Reaper

2.3 DRAMA: (ANY ONE)

1. Shakespeare: Macbeth
2. Shakespeare: King Lear

ASSESSMENT (To be conducted at college level and records should be maintained):

Sl.No	Item	Internal Marks	External Marks
1	One Assignment	15	-
2	Two Periodic Test	10	-
3	Examination (At college level)	-	75
Total		25	75

References:

1. Narayan R K., ‘*The English Teacher*’, Indian Thought publication, New number 38, Thani Kachalam Road, T. Nagra, Chennai 600017
2. Kennedy, Graeme. *Structure and Meaning in English: A Guide for Teachers*. Harlow: Pearson, 2003.
3. *Douglas Biber, Susan Conrad and Geoffrey Leech*, The Longman Student Grammar of Spoken and Written English(Pearson Education, 2005, PB).
4. Lynne Truss, *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (Gotham, 2006).
5. David Crystal, *The Fight for English: How language pundits, ate, shot and left* (Oxford UP, 2007).
6. David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge UP, 2003).
7. Richard Betting, *Grammar Today: The New American Language and Grammar Primer* (Skeptical Press, 2008) ISBN-10: 0979993601; ISBN-13: 978-0979993602.

8. Web resources • History of the English Language (University of Toronto).
www.chass.utoronto.ca/~cpercyp/hell/
9. The Grammar Hardware Store
www.uncp.edu/home/canada/work/markport/
10. Merriam-Webster OnLine
www.Merriam-Webster.com
11. English Grammar Review
www.iei.uiuc.edu/structure/structure1/salzmman_index.html
12. [Adams, Joseph Quincy](#) (1917). *Shakespearean Playhouses*. Houghton Mifflin.
13. Bald, Robert Cecil (1928). *Review of English Studies* (Oxford University Press) 4: 429–31.
14. Banham, Martin; Mooneeram, Roshni and Plastow, Jane *Shakespeare and Africa* in Wells and Stanton (2002, 284-299)
15. [Barnet, Sylvan](#) (1998). "Macbeth on Stage and Screen". In Barnet, Sylvan. *Macbeth*. Signet Classics. [New American Library](#). pp. 186–200. ISBN 978-0451524447.

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
CONTENT COURSE IN HISTORY
(To be Conducted at College Level)

30 Hours

PART-I

INDIAN HISTORY

1. Ancient civilization of India.
2. Vedic and later Vedic period.
3. Jainism and Buddhism.
4. The Mouryan Empire - Asoka and Kalinga war.
5. Vijayanagara Empire.
6. Religious reform movement.
7. The Mughals.
8. The rise of Marathas – Early life and achievements of Shivaji.
9. Indian freedom movement.
10. Indian Constitution, State and Central Government.

PART-II

WORLD HISTORY

1. Ancient Civilization of the World – Egyptian and Greek.
2. Birth of Christianity – Life and teachings of Jesus Christ.
3. Rise of Islam – Life and teachings of Prophet Mohammad.
4. The Age of Revolution.
 - American and French Revolution – Causes, Events and Result.
 - Unification of Italy and Germany.
5. I and II World war – Causes and Events and Result.
6. League of Nation and UNO.

Book for Study and References:

1. B.N. Lunia: Life and Culture In Ancient India, Lakshmi Narain Agarwal Educational Publishers, Anupam Plaza, Block No-50, Agra-282002
2. Braham Singh, H.C. Sharma: History of Ancient India, Omega Publications, New Delhi-110002
3. V.D. Mahajan: Ancient India, Chand and Company LTD, Ram Nagar, New Delhi-110055
4. Rama Shankar Tripathi: History of Ancient India, Motilal Banarsidass Publishers private limited, Delhi.
5. R.K. Mukharjee: Hindu Civilization.

6. R.S. Chourasia: History of Medieval India, Atlantic Publishers and distributors (P) LTD, 7/22 Ansari Road, New Delhi-110002
7. Palaksha: History of India (Medieval Period) Vol. II, Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
8. Palaksha: History of India (Since Independence), Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
9. Burton Stein: A History of India, Oxford University press, New York.
10. J.C. Aggarwal: Modern Indian History, S. Chand and Company ltd.
11. H.M. Rajashekara: Understanding the Indian Constitution, Prabodha Publications, Mysore.
12. Prof. M.S. Patil: Indian Constitution Government and Politics, Bharat Prakashana, Dharwad
13. J.E. Swain: A History of World Civilization, Eurasia Publishing house (pvt) Ltd.
14. Edwin Dunbaugh: World History, Collier books, New York.
15. K.L. Khurana: Modern Europe, Lakshmi Narain Agarwal Educational Publishers, Anupam Plaza, Block No-50, Agra-282002
16. K.L. Khurana: World History (1453-1966 AD, 1453-1789 AD, 1789-1871)
17. Hays and Moon: World History (Vol. 1 & 2)
18. J. Dhanakoty and Subramanian. N: Man and his world.
19. Bhattacharjee, Arun: History of Ancient India. 1977

ASSESSMENT (To be Conducted at College level and records should be maintained):

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	Two Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75

KUVEMPU UNIVERSITY
B.ED., PROGRAMME-2013-14
CONTENT COURSE IN GEOGRAPHY
(To be Conducted at College Level)

Unit-I: General Geography

Solar system, Sun, Planets, Satellites etc.,

Earth as a planet, shape and size of the Earth, Movements of the Earth, Rotation and Revolution and their effects.

Unit-II: Physical Geography

Winds, Rainfall – types and distribution.

Weather and Climate – Importance and Factors influence on a climate

Latitudes and Longitudes.

Unit – III: Resources

Land, Soil, Water, Natural Vegetation and Wildlife Resources – Types and Conservation.

Unit – IV: Important World Natural Regions

World Natural Vegetation – Types

Unit – V: Geographical Features of India

Size and Location, Physical Features of India, Climate, Natural Vegetation and Wildlife, Population.

Book for Study and References:

1. A. Desgupta and A.N. Kapoor: Principles of Physical Geography.
2. G.C. Leong: Physical and Human Geography.
3. Sharma and Cutinou: A Text book of Geography.
4. David Parnwell: The world – A General and Regional Geography.
5. Khaji and C.B. Joshi: Principles of General Geography.
6. Dr. S.C. Bose: Man, Society and Commerce.
7. NCERT Publication: Physical Geography and Economic Geography.

ASSESSMENT (To be Conducted at College level and records should be maintained):

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	Two Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75