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

Marks: 75+25=100   *Total Teaching Hours 40+10*

OBJECTIVES:
On completion of this course the students will be able to.
➔ To acquaint the student teacher with goals of education and life.
➔ Recognize the meaning of philosophy & Philosophy of Education.
➔ Identify the influence of philosophical thoughts on Education.
➔ Appreciate the contributions of western & Indian philosophers to education.
➔ Apply the knowledge of education to various factors of social development like social change.
➔ Acquire the various concepts of education.

UNIT I- INTRODUCTION TO EDUCATION   **14 Hours**
1.1 Concept of Education: Meaning- narrow and broader, Aims of Education-Individual & social, Functions of Education- as process & product, as growth & development, as self realization & initiation.
1.2 Agencies of education: Informal, Formal & non-formal(School, Home, Mass Media, Museum,)
1.3 Distance Education- meaning, importance, objectives. Mode of transmission.
1.4 Concept: Teaching, Training, Instruction & Indoctrination.

UNIT II- PHILOSOPHY AND EDUCATION   **10 Hours**
2.1 Philosophy – Meaning, nature, scope, Relationship between Philosophy & Education.
2.2 Brief outline of- Idealism, Naturalism, Pragmatism,
2.3 Contributions of Western & Indian Philosophers: M.K.Gandhi, Rabindranath Tagore, J.Krishnamurthy, Rousseau & John Dewey

UNIT III- EDUCATION.CULTURE &SOCIALCHANGE   **9 Hours**
3.1 Meaning of culture- characteristic of culture, Cultural change & cultural lag, Education for Transmission & refinement of culture,
3.2 Meaning of social change, factors influencing social change. Education for Social Change
3.3 National Integration - its historical background, Present position, dealing with divisive force. Role of education & co-curricular programmes.

UNIT 4: KNOWLEDGE AND CURRICULUM   **7 Hours**
4.1 Child's construction of knowledge: attaining knowledge through activity and Experience
4.2 'Body of knowledge' and children's construction of knowledge
4.3 Concepts of Belief, Information, Knowledge and Understanding
4.4 Bodies of knowledge: different kinds of knowledge and their validation processes
4.5 Processes, Principles and criteria for curriculum selection and construction

PRACTICUM/FIELD WORK (Any one)   **10 Hours**
1. A study of educational, social& cultural functions of any informal agency of education.

2. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
3. A study of functions of the institution which is functioning with any basic philosophy.
4. Comparison of educational contribution of any two thinkers.
5. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)
6. A study on background of the celebration of nature festivals.
7. Any other relevant activity

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1. Bruner, J, C. (1996). The culture of education Cambridge M.A Harvard University press.
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3. Kneller, G.F. (1971) foundation of Education. New York. John Wiley.
4. Dash, B.N.,() Principles of education & education in emerging Indian society.
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6. Saxena. Swaroop, N.R,() Philosophy &sociology foundation of education.
7. Taneja, V.R.(1973) - Educational Through and Practice Sterling Publication, New Delhi,.
8. Anand, C.L. et.al., (1983)- The teacher and education in emerging Indian Society (New Delhi, NCERT,)
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12. Delhi: Surjeet Publications.
13. 12. ಶಿವಯ್ಯ, ಎಸ್ ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕದೃಷ್ಟಿಕೋನ ಹಾಗೀ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ
14. ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು – ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
15. ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
16. ಅಶೋಕ, ಜಿ.ಎನ್ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

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

Marks: 75+25=100   *Total Teaching Hours 40+10*

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

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

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

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

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

3.1 Distinction between Learning as Construction of Knowledge and Learning as Transmission and reception of knowledge.
3.2 Social Constructivist perspective and applications of Vygotsky's ideas in teaching.
3.3 Understanding processes that facilitate construction of knowledge.
    3.1.1   Experiential Learning and Reflection.
    3.1.2   Social mediation.

3.1.3 Cognitive negotiability
3.1.4 Situated Learning and Cognitive apprenticeship
3.1.5 Metacognition
3.1.6 Creating facilitative learning environments, teacher's attitudes, expectations, enhancing motivation, self efficiency, collaborative and self regulated learning.

UNIT IV: INDIVIDUAL DIFFERENCES AMONG LEARNERS   12 Hours

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

PRACTICUM/FIELD WORK   10 Hours

Student teacher has to undertake ANY TWO of the following experiments/Activities and maintain the records.
1 Observation
2 Case study
3 Interest inventories
4 Attitude test
5 Adjustment inventories
6 Intelligence
7 Creativity

References

1. Bruner R F (1978) *Psychology applied to teaching,* Boston; Houghton Mifflin.
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3. Gagne R.M. (1985) '*The conditions of learning and theory of instruction*' IV edition, New York, Holt, Rinehart and Winston.
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21.   Dr. Umadevi (2009) *Educational Psychology,* Sathkruthi Publication.

22.   Frank B. Mc Mahon (1990) *Psychology and you,* West Publishing Company.

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25.   ಗೋವಿಂದರಾವ್ ಎ.ವಿ. *ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,* ಮುರಳ ಪ್ರಕಾಶನ, ಮೈಸೂರು.

26.   ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು

27.   ಕೊಂಗವಾಡಎನ್.ಬಿ. – ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

28.   ಮಹಾಬಲೇಶ್ವರರಾವ್, *ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,* ಪೇರಮುಗೇರು, ಶೈಂತಜೆ ಪ್ರಕಾಶನ.

29.   ದಂಡಪಾಣಿಎಸ್. (೧೯೯೮) ಅನು ಮಹಾಬಲೇಶ್ವರರಾವ್ (೨೦೦೦) *ಮನಃಶಾಸ್ತ ಮತ್ತು ಶಿಕ್ಷಣ,* ಉಪ್ಪಿನಕೋಟಿ, ಸುಮಂತ ಪ್ರಕಾಶನ.

30.   ಚಂದ್ರಶೇಖರ್ ಸಿ. ಆರ್. (೧೯೯೬) –ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Perspective in Education Course (PEC3)
INFORMATION AND COMMUNICATION TECHNOLOGY

Marks: 75+25=100   *Total Teaching Hours 40+10*

OBJECTIVES:
On completion of this course the students will be able to.
➔ Explain meaning, components, functions of computer & computer system.
➔ Operating system.
➔ Develop skills in handling computer and using MS-Word,   MS-Excel and MS-PowerPoint.
➔ Become aware of on-line service of computer.
➔ Understand the use of computers through school curriculum.
➔ Acquire Knowledge of recent and future trends in using a computer in classroom.

UNIT: I- FUNDAMENTALS OF COMPUTER   **10 Hours**

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

UNIT: II- COMPUTER ORGANIZATION – HARDWARE AND SOFTWARE.
                                                                                    10 Hours
2.1 Computer Hardware – concept and importance.
2.2 Hardware devises:
    2.2.1   Input devises – Text inputs, audio inputs, image inputs, video inputs, pointing input devises.
    2.2.2   Output devices –Text outputs, audio outputs, image outputs, video output devises.
    2.2.3   Memory devises – Primary and Secondary memory devises.
2.3 Software – concept and importance.
    2.3.1   Operating system - Needs and functions of operating system.
    2.3.2   Types of operating system – Single user and multi user.
 2.4 Types of software – System software, application software and Utility software
 2.5 Programming languages - Meaning and types
 2.6 Computer Virus and its prevention.

UNIT: III- COMPUTER APPLICATION IN LEARNING   **10 Hours**

3.1 MS Word- Concept features and advantages.
3.2 MS Excel-concept features and advantages.
3.3 MS PowerPoint-Concept features and advantages

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

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

4.1 Internet: Meaning, Equipments needed, types of Internet connections, Services.
4.1.1   E-mail: Creating E-mail ID, Checking and Sending mails.
4.1.2   LAN, WAN, Wi-Fi, 3G, 2G their use in learning.
4.2 Computer Assisted Learning (CAL): Concept, Characteristics, Modes, merits and demerits.
4.3 Interactive white board – its features and advantages.
4.4 Mobile learning: Gadgets and uses.
4.5 Challenges in Integrating ICT in Education.
4.6 I Pod, I Pad, I Phone: its features & uses in learning.
4.7 Educational websites and blogs

PRACTICUM (At least five among these)   10 Hours

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

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

References:

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4. Aggarwal, J. C. (2007) Educational technology and management. Vinod Pusthak Mandir. Agra.
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SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Enhancing Professional Capacity Course (EPC1)
LANGUAGE ACROSS THE CURRICULUM

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➔ Understand the structure, components and nature of Language across the curriculum.
➔ Develop the language competency among students across the curriculum.
➔ Understand the Language background of the Multicultural students.
➔ Design varies strategies in communication across the curriculum.
➔ Understand the language policy in India.
➔ Design different materials to improve the language efficiency of the Students.

Unit 1:- Nature and Principles of the language   **(03 Hours)**

1.1 Nature of the language - definition of the language; importance of Languages; characteristics of languages.
1.2 Development of language -Stages of development of language in human Society; Development of language of child.
1.3 Components of language-phonetics, morphology, semantics, syntax.

Unit 2:- Classification of Languages   **(04 Hours)**
2.1 Classification of languages; need for classification; basis of classification; Classification of world languages with special reference to Indian Languages.
2.2 Basic language skills- listening/comprehension vocalization (speaking) Reading and writing skills.
2.3 Language and communication- language as a medium of communication-nature of effective communication (vocabulary, expression, pronunciation, Structure fluency, appropriate usage etc.)

Unit 3:- Language in the classroom   **(05 Hours)**

3.1 Language Background of students, individual differences in language of students need to know language background, factors influencing children language.
3.2 Problems of differential language of students-home language, school Language, textual language and spoken language, role of dialects, Deficits, Theory and Disemtincity theory.
3.3 Nature of classroom Discourse-nature of classroom interaction:
   Questioning, Narration, Explaining, Discussing etc., limitations of classroom discourse.

Unit 4 Language in curriculum   **(08 Hours)**

4.1 Significance of language in subject areas-nature of language in different Subjects.
4.2 Listening, Speaking, activities to improve these skills across the curriculum, reading comprehension -meaning, importance, purpose of reading, types of reading material, reading in different subject areas.

4.3 Writing skills, writing as a means of communication, advantages of writing, Process writing, document writing, literary writing or creative writing & Curative writing.

4.4 Communication – meaning, process, components, Influence of language on Communication.

4.5 Factors involved ineffective communication – Vocabulary, Expression, Pronunciation, Structure, comprehension, fluency, appropriate usages etc.

PRACTICUM/FIELD WORK (Any one)   **05 Hours**

Survey of students Language background and T.P Class.

1. Review and analysing the Student's Write ups (Make a report)

2. Design activities to enrich language efficiency among Secondary school Students. (Minimum 10 activities)

3. Prepare a multilingual dictionary of important terms and words used in different school subjects.

4. Study the problems of Language teachers through interview of brief survey.

5. Any other relevant activity based on the content.

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

Reference:

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2. BaruahT.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984

3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961

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15. A video, audio, and computing environment. Commune. ACM (Jan. 1993),p. 28-47.

16. ರಾ. ಯ. ಧಾರವಾಡಕರ್‌–ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ.

17. ಕೆ. ಕೆಂಪೇಗೌಡ– ಭಾಷೆ ಮತ್ತು ಭಾಷೆ ವಿಜ್ಞಾನ.

18. ಡಾ.ಎಂ.ಚಿದಾನಂದ ಮೂರ್ತಿ– ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ

19. ಪ್ರಕಾಶನ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.

20. ಅನಸೂಯ ವಿ. ಪರಗಿ– ಕನ್ನಡ ಭಾಷೆತತ್ತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ.

21. ಭಾಷೆ– ವಿಶ್ವಕೋಶ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

22. ಭಾಷೆ– ವಿಶ್ವಕೋಶ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.

23. ಓಬಳೇಶ ಘಟ್ಟಿ – ಭಾಷೆ ಮತ್ತುಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ.

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

ACTION RESEARCH

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➔   To enable the student to acquire the knowledge of concept types of research applied, basic, and Action Research
➔   To understand the meaning of Action Research.
➔   To understand the area and steps of the action research.
➔   To develop the ability to write an action research report.
➔   To develop the skill of writing action research report.
➔   To know find out the problems and Findings problems and Findings of Educational implications.

UNIT I- AN INTRODUCTION TO RESEARCH   **8 HOURS**
1.1 Concept of Research – Meaning, Nature, and Importance
1.2 Educational Research-Meaning, Nature, and Importance
1.3 Types of Research – Fundamental Applied and Action Research
1.4 Types of Research – Historical descriptive and Experimental Research

UNIT II – AN INTRODUCTION TO ACTION RESEARCH   **7 HOURS**
2.1 Action research-Meaning, Nature, and Scope.
2.2 Importance of Action Research.
2.3 Limitation of Action Research.
2.4 Steps of Action Research

UNIT III- COLLECTION, ANALYSIS AND INTERPRETATION OF DATA   **10 HOURS**
3.1   Tools for collection of data-achievement test, questionnaire observation and interview, check list, rating scale, sociometry (meaning, & uses of these tools in Action Research).
3.2   Data Analysis, Frequency distribution, Measures of centre tendency, Variability, Co-efficient Co-relation,
3.3   Presentation and interpretation of data-tables, figures, graphs and writing summary.
3.4   Reporting action research-format and style.
3.5   Conclusions and implications of action research.
3.6   Summery, bibliography and Appendices.

PRACTICUM/FIELD WORK: **5 HOURS**
Students are advised to do project on any one of the topic,
1.   Identifying causes for lack of scientific attitude among the students & suggesting remedial measures,
2.   Identifying causes for poor teaching competency and suggesting remedial measures,
3.   Identifying causes for lack of Interest in mathematics and suggesting remedial measures,

4. Identifying causes and types of spelling errors and suggesting remedial measures,
5. Identifying causes of poor reading ability and suggesting remedial measures,
6. Identifying causes of problem behaviors of the student in the class room and suggesting remedial measures,
7. Identifying causes of poor map reading skills and suggesting remedial measures,
8. Identifying causes of poor drawing of diagrams and suggesting remedial measures,

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SEMESTER-I
Optional Course (OC2)
EDUCATION OF EXCEPTIONAL CHILDREN

Marks: 40+10=50   *Total Teaching Hours 20+05*

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

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

UNIT-1 EXCEPTIONAL CHILDREN.   **4 Hours**
1.1 Meaning and types of exceptional children
1.2 Meaning and scope and importance of special education.
1.3 Integrated education-concept, advantages and limitations.

UNIT-2 INTELLECTUALLY EXCEPTIONAL CHILDREN.   **4 Hours**
2.1 Gifted Children: concept, characteristics, Identification, educational provisions.
2.2 Mentally challenged: concept, characteristics, types, causes identification, educational provisions, the role of parents in handling mentally challenged children.

UNIT-3. PHYSICALLY EXCEPTIONAL CHILDREN   **6 Hours**
3.1 Visually impaired—concept, characteristics, Identification, types, educational provisions.
3.2 Hearing impaired: Types, causes, problems, characteristics, Identification and remedial measures with educational provisions.
3.3 Communication disorder—meaning, types, causes. Characteristics,
3.4 Orthopedically impaired—concept characteristics, causes identifications, educational provisions.

UNIT-4 SOCIALLY, EMOTIONALLY AND EDUCATIONALLY EXCEPTIONALS 6 Hours
4.1 Emotionally Disturbed children— Nature, types, causes, characteristics, identification, educational measures.
4.2 Socially maladjusted children—Nature, causes, characteristics, educational measures.
4.3 Learning disabled children- concept, types, causes, identification, and remedial measures.
4.4 Language handicapped children. —Causes, identification, educational provisions.

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
<u>**SEMESTER-I**</u>
Optional Course (OC3)
ENVIRONMENTAL EDUCATION

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➔ Develop an awareness of problems or issues of local and global environment.
➔ Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.
➔ Apply the knowledge understanding of the environmental concepts, principles, etc., to
  • Arrive at alternate solutions to the problems of environment and
  • Carry out action-oriented projects.
➔ Develop desirable attitudes towards environment and its conservation.
➔ Develop skills of a) problem-solving with respect to environmental problems and
  • Organization of activities.
➔ Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
➔ Use appropriate techniques and tools to evaluate the learning outcomes.

UNIT-1: OUR ENVIRONMENT   **05 Hours**
1.1 Concept, Importance, Components-living (biotic) and non-living (abiotic), principles.
1.2 Our earth-a miracle planet.
1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and interrelationships)
1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)
1.5 Carrying capacity of environment.

UNIT-2: POLLUTION AND ENVIRONMENTAL EDUCATION   **8 Hours**
2.1 Meaning and definition of Environmental hazards and pollution.
2.1.1   Types of environmental hazards and disaster.
2.1.2   Types of pollution, land, air, water, noise and radiation – green house effect, ozone layer depletion.
2.2 Factors of degradation of environment. Socio economic and cultural impact of degradation of environment.
2.3 Meaning, definition and characteristics of Environmental Education.
2.3.1   Importance, Objectives, Scope and Principles of Environmental Education.
2.3.2   Approaches, methods and techniques of teaching Environmental Education.
2.3.3   Approaches: Infusion and problem-solving, Innovative approach.
2.3.4   Methods: Discussion, demonstration, project.
2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.
2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

UNIT-3: MANAGEMENT AND CONSERVATION OF ENVIRONMENTAL   **4 Hours**
   3.1 Environment Management – Need, Function and Characteristics.
   3.2 Sustainable Development concept and Need for Sustainable Development.
   3.3 Agenda 21

3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.
3.5 Relevant legislative measures.

UNIT-4: INTERNATIONAL EFFORTS ON ENVIRONMENT.   **03 Hours**
4.1 The Stockholm Declaration, 1972
4.2 Brandt land Commission, 1983
4.3 Rio-Summit 1992 (Earth Summit)
4.4 Kyoto Conference and pact on Global warming 1997

PRACTICUM/FIELD WORK: (ANY ONE)
Can be undertaken by two or more students
1. Study of the utilization of the cooking gas in city households.
2. Study of the utilization of electricity and water at home.
3. Study of the effective utilization of space at home and college.
4. A survey of factors or components affecting environment of a place.
5. A Survey of the relationship between the food habits of people and the environment in which the live.
6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following

1.	Water pollution	2.	Air pollution
3.	Sound pollution	4.	Soil pollution

INVESTIGATORY PROJECTS:

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

SCRAP BOOKS:

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

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

LEARNING AIDS IN ENVIRONMENTAL EDUCATION:

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

LIBRARY REFERENCE ORIENTED PROJECTS:

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

FIELD TRIPS:

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
<u>**SEMESTER-I**</u>
Optional Course (OC4)

GUIDANCE AND COUNSELLING

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➔ Develop an awareness and understanding of the need and importance of Career information for the pupils.
➔ Acquire the information and methods to facilitate the processes of career awareness and career exploration for the student's realistic career planning.
➔ Identify their role and function in locating, collecting, and evaluating career information for the use of Pupils.
➔ Understand the meaning and characteristics of techniques of evaluating guidance services.
➔ Know about the different ways of evaluating guidance programme.
➔ Know about different methods of evaluation.
➔ Conduct evaluative studies at different levels.

Unit: 1: Basic Concepts of Guidance and Counseling.   **8 Hours**
1.1 Meaning and definitions, Nature and Need of Guidance.
1.2 Goals and Principles of Guidance.
1.3 Dimensions of Guidance. (Personal, Educational and Career – Meaning, Definitions, Objectives, Nature, Scope, Need and Process)
1.4 Meaning and Definitions of Counselling. Methods of Counselling, Qualities of effective Counselor, Relationship between Guidance and Counselling.
1.5 Requirement and Procedure of establishing Guidance unit at secondary level.

Unit: 2: Career Information in Guidance.   **5 Hours**

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

Unit: 3: Evaluation of Guidance Programme.   **7 Hours**

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

PRACTICUM/FIELD WORK   **5 Hours**

1. Visit to School's Guidance Committees.
2. Giving Career Talk.
3. Students may conduct any one of these tests and report.

(Intelligence, Attitude, Aptitude, Interest, Achievement and Personality Tests)
4. Organizing Career Conference.
5. Visit to Career Resource Centers.

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10. ಡಾ. ನಾಗಪ್ಪ ಪಂ ಶಹಪುರ, ಪ್ರೊ. ದಿನೇಶ್‌ಚಂದ್ರ, ಪ್ರೊ. ಕೆ.ಎಸ್. ಅನಿಲ್ ಕುಮಾರ್–ಶೈಕ್ಷಣಿಕ   ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ (೨೦೦೪–೦೫), ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
11. ಕೆ.ಎನ್. ರಾಜಶೇಖರಯ್ಯ–ಶಿಕ್ಷಣದಲ್ಲಿ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ (೨೦೦೪), ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
12. ಆರ್. ಈ. ಪ್ರಭು–ಶಿಕ್ಷಣದಲ್ಲಿ ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ ಹಾಗೂ ಸಲಹೆ (೨೦೦೫), ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

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

LIBRARY AND SCHOOL ORGANISATION

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➜ Understand the Modern Concepts of Library and Education and the role of Library in Secondary Education.
➜ Develop the understanding of the Library Organisation Management, Finance and Co-operation.
➜ Develop the Skills of Classification, Cataloguing and reference Services.
➜ Develop the skills of selection and use of books and other related reference Materials.
➜ Develop the skills of lending books and other materials.
➜ Develop the skills of Library Automation

UNIT-1. LIBRARY AND EDUCATION: **7 Hours**
1.1 Academic Libraries: Meaning, Objectives and Functions, Types of academic Libraries, Role of UGC in academic Library development.
1.2 Five Laws of Library Science, Library as a Social agency of education and mass media.
1.3 Philosophy and ethics of Librarianship – the teacher librarian and librarian as a teacher.

UNIT-2: VARIOUS DEPARTMENTS OF LIBRARY   **7 Hours**
2.1 Brief description of the various departments of Library-
2.2 Acquisition, Classification, Cataloguing, Periodicals, Reference and Lending Section.
2.3 Processing Services: Importance of Classification Schemes, Purpose of Classification, Dewey Decimal System and Colon Classification System.
2.4 Cataloguing-Purpose and functions of Library Catalogue.
2.5 Different types of Library Materials- Their Preservation and Maintenance- Book and Non-Book Materials, Library Binding.

UNIT –3 LIBRARY AUTOMATION: **6 Hours**
3.1 Definition, Need, Purpose and advantages, Automation of Library Operations.
3.2 Digital Library, Electronic Publishing, E-Journals and E-Books.
3.3 Academic Library networks, Library Co-operation, Resource Sharing, network and Consortia, INFLIBNET and its services and activities.
3.4 Library Publicity: Book Displays, Book Exhibitions.

PRACTICUM/FIELD WORK: **5 Hours**
Each student shall undertake TWO of the following practical activities and submit a report.
1. Preparing lists of references for at least three selected themes.
2. Classifying 50 books according to both Dewey Decimal Classification Scheme and the Colon Classification Scheme.
3. Preparing Catalogues of the Classified books
4. Prepare E-Accession Register for 100 Books
5. Visit a Library and submit the report about Library Automation.

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SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
<u>SEMESTER-I</u>
Optional Course (OC6)
MULTIMEDIA AND E-LEARNING

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➜ Understand the concept of Multimedia.
➜ Prepare and use a multi-media presentation.
➜ Connecting hardware's for multi-media presentation.
➜ Understand the concept of e-learning and selecting e-learning resource for teaching.
➜ Evaluate E-content material.
➜ Use open source content for instruction.
➜ Initiate online discussion group.
➜ Understand the concept of presentation software.

UNIT: I – MULTIMEDIA – AN INTRODUCTION.   (5 Hours)
1.1 Meaning, nature and scope of multimedia.
1.2 Elements of multimedia – Hardware and software. (Text, image, sound, animation, movies. Projectors, Digital Camera, CC Camera, Scanner, Interactive white board)
1.3 Audio, Video and photo editing software – Audacity, Format Factory, Photo shop.

UNIT II – MULTIMEDIA IN TEACHING AND LEARNING.   (10 Hours)
2.1 Self-instructional methods – Personalised system of instruction (PSI)
2.2 Language Laboratory
2.3 Computer Assisted Instruction (CAI)
2.4 Planning for multimedia presentation: objectives, tools, Integration of Pedagogy and technology.
2.5 Multimedia Approach- Educational Satellite-Tele and Video conferencing. Radio programs:
2.5.1 DSERT- nature, suitability and importance, Radio lessons-scripts.
2.6 Preparation of multimedia presentation-Multimedia-connection, operating and presentation.
2.7 Role of a teacher in educational technology.

UNIT III – E- LEARNING.   (05 Hours)
3.1 Concept and elements of E – Learning, E – Learning material
3.2 Online Learning – meaning, features and there instructional uses.
3.3 M – Learning: features and uses.
3.4 E – Content, E – content development.
3.5 Bluetooth, WhatsApp – features and instructional use.
3.6 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.
3.7 Blog discussion group, online forum, online video conference, using in teaching and learning.
3.8 Social networking – Orkut, face book, twitter – Instructional use.

PRACTICUM/FIELD WORK :(Any One)   **5 Hours**

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

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11. Moreno, R., & Mayer, R. (1999). "Cognitive principles of multimedia learning: The role of modality and contiguity". Journal of Educational Psychology 91 (2): 358–368. doi:10.1037/0022-0663.91.2.358.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
<u>**SEMESTER-I**</u>
Optional Course (OC7)
POPULATION EDUCATION

Marks: 40+10=50   *Total Teaching Hours 20+05*

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

➔ To help the student-teachers to become aware of population dynamics, determination and consequences of population growth in India and a few selected countries.

➔ To make them understand the concept, meaning, scope and the nature of population education.

➔ To help them to know the approaches to curriculum construction and teaching methodologies of population education.

➔ To enable them to understand the role of few national and international agencies and programs in population education.

➔ To enable them to acquire abilities and skills needed to assess a population education programme and also to teach population education as a subject.

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

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

UNIT-2: POPULATION EDUCATION AND DYNAMICS   **04 Hours**

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

UNIT-3: POPULATION AND QUALITY OF LIFE   **03 Hours**
3.1 Population in relation to socio-economic development,
3.2 Health status and services. Food and nutrition.
3.3 Population environment, Resources and educational provision in brief.

UNIT-4: APPROACHES AND METHODS   **09 Hours**
4.1 Direct teaching approach, Integrated approach, Curricular and co-curricular   approach and innovative approach
4.2 Methodology of classroom teaching, value clarification, Self-study, Assignments.
4.3 Use of media, organization of activities in brief.
4.4 Working with community in brief.

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

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

REFERENCE:

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

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

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
➔   To develop the understanding of the interrelation of Physical Education.
➔   To understand the national integration through Physical Education and Sports.
➔   Create awareness on different aspects of health and fitness.
➔   Develop skills in organizing the physical education programme in schools.
➔   Understand the nature of injuries and to take care during emergencies and provide first aid.
➔   Acquire knowledge of common communicable diseases.

UNIT – I HISTORY AND BACKGROUND OF PHYSICAL EDUCATION   06 Hours
1.1 Physical Education in Ancient Greece- Sparta and Athens.
1.2 Physical Education in Ancient and modern India.
1.3 Origin and development of ancient and modern Olympics.

UNIT-2 PHYSICAL EDUCATION   07 Hours
2.1 Meaning, definition and scope of Physical Education.
2.2 Objectives of Physical Education. Physical Education as an integral part of Education.
2.3 Methodology for Teaching Physical Education.
2.4 Intramural and Extramural.

UNIT- III HEALTH EDUCATION   07 Hours
3.1 Meaning, Definition, aims and objectives of Health Education.
3.2 Healthful school Environment. Medical inspection.
3.3 First aid, Prevention and treatment of sports injuries.
3.4 Personal hygiene, Communicable Diseases- cholera, Malaria, Diphtheria, Typhoid and Aids.

PRACTICAUM/FIELD WORK: 05Hours
Every student will be required to write one assignment on any one of the following topics or any other related topic to be prepared within ten pages:
1.   Asian Games, Olympic Games.
2.   CTC, NSS, NCC, Scouts and Guides,   National Festivals.
3.   Rules and regulations of any two games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
4.   Indian National Flag Code and Conducting.

REFERENCES:
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 MillianCompany
3.   Manjul, J.U.S., (1965). Sch0ool SwasthyaShiksha, Agra University: Universal Publisher

4. Atwal&Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
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, Racchpal Singh and Bains, Jagdish and Rathee, NirmaljitKaur,(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
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
Optional Course (OC9)
VALUE EDUCATION

Marks: 40+10=50   *Total Teaching Hours 20+05*

OBJECTIVES:
On completion of this course the students will be able to.
→ Understand the concept and types of values.
→ Get and insight into the strategies of inculcation of values among children.
→ Develop awareness about the different agencies working in the sphere of value education.
→ Develop skills and techniques needed to teach value education.
→ Give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES   4 Hours
1.1 Values: Concept, Nature and significance.
1.2 Classification of values: Personal and social, Intrinsic and instrumental
1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II – SOURCES OF VALUES   4 Hours
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   4 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   8 Hours

4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming-Meaning, Importance, use, steps, merits and limitations.
4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).

4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.

4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

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

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:

   a) Cultural Heritage,
   b) National Integration
   c) Secularism
   d) Family
   e) Religion

REFERENCES:

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2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
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4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-I
ENGAGEMENT WITH FIELD AND INTERNSHIP
Pre-Internship for Two Weeks

Activities	Marks
One week, regular observation of the school activities of regular teacher, their lessons and recording the observations	10
Content Analysis of text books and mode of transaction in each pedagogical subject.	5+5=10
Understanding the School system, school calendar, Administration, Admission, Curriculum, School Activities, Acquainting with apex bodies and writing a brief report	05
Collecting information/data for the assignments for perspectives and EPC subjects	
Total Marks	**25**