

**KUVEMPU UNIVERSITY**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PERSPECTIVE IN EDUCATION COURSE (PEC4)**  
**CONTEMPORARY INDIA AND EDUCATION**

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**OBJECTIVES:**

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

- Acquire the knowledge of constitutional provisions related to education.
- Get sensitized with issues & challenges in secondary Education.
- The role of Education in national development.
- Develop an Understanding of the brief historical background of Indian Education.
- Develop concern for various social issues & related education to social development.
- To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian Society.

**UNIT-1 CONSTITUTIONAL PROVISION FOR EDUCATION IN INDIA. 06 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**

**08 Hours**

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

**UNIT-3 EDUCATION & NATIONAL DEVELOPMENT**

**18 Hours**

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

- 3.1 (i) Education in ancient period. (Vedic & Buddhist)
- (ii) Education in Medieval period (Islamic)
- 3.2 Education during British period an overview of the reformations
  - (i) Woods Dispatch
  - (ii) Hartag Committee
- 3.3 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 Navodaya schools, Operation Black board & Teacher Education)

3.4 Aims of education as specified by UNESCO-2009. SSA – Its Programmes & implementation, Rashtriya Madhyamika shiksha Abiyana. (RMSA) its objectives & Programmes.

#### **UNIT.4 CURRENT ISSUES OF EDUCATION**

**08Hours**

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

4.2 Liberalization, Privatization, Globalization, & its impact on Education

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

#### **PRACTICUM/FIELD WORK: (ANY ONE)**

**10 Hours**

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

#### **REFERENCES:**

1. Kashinath. H.M. Trends & Innovation in Indian Education.
2. Narasaiah M.L. Education & Human rights. Discovery Publishing House New Delhi.
3. Education in Indian society-Mohanthy.
4. The teacher & Education in emerging Indian society- New Delhi NCERT.1985
5. H.V Shivashankar. Shaikshanika. Samasycaglu. Hanjiprakashana. Davanagere.
6. N.C.E.R.T (2005) National Curriculum frame work New Delhi.
7. Haseen Taj ,Current challenges in Education.,Neelkamal publications pvt., Ltd. Hyderabad – 2005
8. Bhatia, R. L., & Ahuja, B. N. (2008). Modern Indian Education and its Problem. Delhi: Surjeet Publications.
9. ಎಸ್ ಶಿವಯ್ಯ, ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕದೃಷ್ಟಿಕೋನ ಹಾಗೇ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು – ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
10. ಎಸ್.ಬಿ. ಯಾದವಾಡ, ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಜಿ.ಎನ್ ಅಶೋಕ, ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

**KUVEMPU UNIVERSITY**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PERSPECTIVE IN EDUCATION COURSE (PEC5)**  
**LEARNING PROCESS AND MEASUREMENT**

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**OBJECTIVES:**

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

- To become aware of different contexts of learning and situate schools as a special environment for learning.
- To gain understanding of theoretical perspectives on learning with a focus on Behaviourist, Cognitivist and Constructivist theories and their educational implications.
- To understand about various factors this influences learning by analysing the nature and process of learning.
- To understand the theoretical practical issues and educational concerns over personality development and dynamics of human adjustment.
- Acquire the knowledge about different concepts and techniques of measurement and evaluations.

**UNIT I: LEARNING PROCESS**

**(12 Hours)**

- 1.1 Meaning, Characteristics, Learning as a Process, Relationship between Learning and Maturation, Learning curves.
- 1.2 Perspectives on human learning: - Concepts, Principles, Educational Implications of following learning theory.

- |                           |   |                   |
|---------------------------|---|-------------------|
| a. Trial – Error learning | } | Approaches        |
| b. Classical conditioning |   | }                 |
| c. Operant Conditioning   |   |                   |
| d. Learning by Insight    |   |                   |
| e. Observational learning | } | Cognitivist Views |
| f. Discovery learning     |   |                   |

**UNIT II: FACTORS INFLUENCING LEARNING**

**(10 Hours)**

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

### **UNIT III:- PERSONALITY AND ADJUSTMENT**

**(8 Hours)**

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

### **UNIT-IV:- PROCESS OF MEASUREMENT AND EVALUATION IN LEARNING**

**(10 Hours)**

- 4.1 Concept, Meaning and differences between assessment, Measurement
- 4.2 Evaluation – Meaning, Types, Process and Product Evaluation. CCE
- 4.3 Preparation of Frequency distribution table, Graphic representations – Formats.
- 4.4 Measures of Central Tendency – Meaning Calculations and Uses of Mean, Median, Mode..
- 4.5 Measures of Variability – Quartile and Standard Deviation – Meaning Calculation and uses.
- 4.6 Measures of correlation – R D Method, Meaning, Calculation and Uses.

### **PRACTICUM/FIELD WORK (Any One)**

**10 Hours**

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

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

### **REFERENCES:**

1. Bruner R F (1978) *Psychology applied to teaching*, Boston; Houghton Mifflin.
2. Bower G H and Hilgard E R (1981) *Theories of learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Gagne R.M. (1985) '*The conditions of learning and theory of instruction*' IV edition, New York, Holt, Rinehart and Winston.
4. Lindgren H.C. (1980) '*Educational psychology in the classroom*', New York, Oxford University Press.
5. Dececco '*Psychology of learning and instruction*' – Prentice Hall, New Delhi.
6. Patricia A. Alexander, Phillip H Winne (2006) *Hand Book of Educational Psychology*.
7. Woolfolk A.E. (2009) *Educational psychology* 11<sup>th</sup> edition, Prentice Hall Publications.
8. Dandapani S. (2005) *Advanced Educational Psychology*, Anmol Publications
9. Chauhan S.S. *Advanced Educational Psychology*.Vikas Publishing House Pvt. Ltd., New Delhi.
10. Mangal S.K. *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
11. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
12. NCERT (2005) *National Curriculum Framework*, New Delhi.
13. Goleman, Daniel, *Emotional Intelligence*, New York.

14. Chintamanikar, *Exceptional Children*, Sterling Publications.
15. Skinner C E (1984) *Educational Psychology*, New Delhi, Prentice Hall.
16. Elizabeth B Hurlock – *Developmental Psychology – a life span approach*, V<sup>th</sup> Edition.
17. Panda B.N. *Advanced Educational Psychology*, Discovery Publishing House, New Delhi –2.
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20. John W. Santrock (2006) *Educational Psychology*, Tata McGraw – Hill Edition.
21. Dr.Umadevi (2009) *Educational Psychology*, Sathkruthi Publication.
22. Frank B. Mc Mahon (1990) *Psychology and you*, West Publishing Company.
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24. ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. (2012) 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ', ಶ್ರೀಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ.
25. ಗೋವಿಂದರಾವ್ ಎ.ವಿ. *ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ*, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
26. ಉಮೇಶ ಹೆಚ್.ಎಸ್. *ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿಸ್ಮಯ ಪ್ರಕಾಶನ*, ಮೈಸೂರು
27. ಕೊಂಗವಾಡವನ್.ಬಿ. – *ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ*, ಗದಗ.
28. ಮಹಾಬಲೇಶ್ವರರಾವ್, *ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ*, ಪೇರಮುಗೇರು, ಶೃಂತಜಿ ಪ್ರಕಾಶನ.
29. ದಂಡಪಾಣಿಎಸ್. (1998) ಅನು ಮಹಾಬಲೇಶ್ವರರಾವ್ (2000) *ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ*, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
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**SEMESTER-2**

**PERSPECTIVE IN EDUCATION COURSE (PEC6)**  
**EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**Objectives:**

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

- Acquire the knowledge of community and material resource.
- Development and understanding the role of the Head master and teacher in school management
- Acquire the knowledge of characteristics and demands of teaching profession and professional ethics of teacher and dimensions.
- Understands the role organizations and functions of DSERT, DIET, CTE, NCTE, and NGO.
- Acquire the knowledge of types of secondary school and the administrative set up for school education in Karnataka.

**UNIT-1: GROWTH AND DEVELOPMENT OF SECONDARY SCHOOL TEACHER      8 Hours**

1.1 Teaching as a profession-Characteristics, Demands of teaching profession.

1.2 Professional ethics, Dimensions and attitudes.

1.3 Professional growth- Needs & programmes.

**UNIT-2: SCHOOL MANAGEMENT      14 Hours**

2.1 Concept, scope and importance of school management.

2.2 Management of human Resource- Functions of Head master – Teacher, manager and Supervisor.

2.3 Classroom Management – concept, need and approaches and time management.

2.4 Management of community and Material resources- school plant, SDMC, Health care programmes.

2.5 School Records- Types, importance and maintenance.

2.6 Co- curricular activities- Meaning, Need and organization.

**UNIT-3: EDUCATION IN STATE AND CENTRE.      9 Hours**

3.1 Administrative centre for school education – MHRD, Planning commission and department of education.

3.2 CTE, DIET, BRC, IASE, NCERT, NCTE and NGO their organization and functions.

3.3 Types of secondary school- Government, Private, Aided, Unaided, CBSE, ICSE.

3.4 Knowledge commission and its role in school education.

**UNIT-4: SCHOOL FUNCTIONING      9 Hours**

4.1 Classroom organization; meaning, purpose

4.2 Peer tutoring; features and functioning.

4.3 School Time Table; importance, principles and procedure, annual school calendar, day to day schedule.

4.4 Parent- teacher association, Alumni Association, need and functions.

4.5 Digital resources:- Smart Board, Broadcasting, Podcasting, OER'S(OPEN EDUCATIONAL RESOURCES)

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

**10 Hours**

1. Prepare a scheme of conducting the class active for 20 students where teacher's role is that of facilitator of learning.
2. Prepare and execute a plan for making at least two children and one adult literate from the community.
3. Plan and organize a field trip/excursion to a nearby area of educational important and submit a report.
4. Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
5. Prepare one project for institutional planning.
6. Keeping in view the medical and engineering profession and prevailing practices in them, write the professional ethics Vis – a -Vis practice you would like to follow in teaching.

**REFERENCE:**

1. Bush, Tony (1986); Theories of educational management. London; Harper and Row publishers.
2. Mukhopadhyay,M(2005), Total quality management in education. New Delhi: SagePublications.
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. Musaazi , J.C.S ( 1982): The Theory & Practice of educational Administration. London; The Macmillan press.

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**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)**

**ಕನ್ನಡ**

**Marks: 75+25=100**

**Total Teaching Hours 40+10**

**ಉದ್ದೇಶಗಳು/ ನಿರೀಕ್ಷೆಗಳು:**

ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗಳಿಸುತ್ತಾರೆ

- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಅರಿತು, ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಬಳಸುತ್ತಾರೆ.
- ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿಷಯ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನ ಇವುಗಳ ಅಂತರ ಸಂಬಂಧಗಳನ್ನು ಅನುಸರಿಸಿ ಪಾಠಯೋಜನೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುತ್ತಾರೆ.
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ವಾರ್ಷಿಕಯೋಜನೆ, ಘಟಕಯೋಜನೆ ಹಾಗೂ ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆಗಳ ಮಹತ್ವ ತಿಳಿದು ರೂಪಿಸುತ್ತಾರೆ.
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ವಿವಿಧ ಉಪಕ್ರಮ ಹಾಗೂ ಮಾದರಿಗಳ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರಿತು, ತರಗತಿಯಲ್ಲಿ ಬಳಸುತ್ತಾರೆ.
- ವಿವಿಧ ಭಾಷಾ ಆಟಗಳನ್ನು ರೂಪಿಸುತ್ತಾರೆ ಮತ್ತು ನಿರ್ವಹಿಸುತ್ತಾರೆ.
- ಮೌಲ್ಯಮಾಪನದ ವಿಧ ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ತಿಳಿದು, ನಿರಂತರ ಹಾಗೂ ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನವನ್ನು ತರಗತಿಯಲ್ಲಿ ಅನುಸರಿಸುತ್ತಾರೆ.
- ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳನ್ನು ರೂಪಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.

**ಘಟಕ-1. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು**

**ಬೋಧನಾ ಅವಧಿಗಳು: 08**

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

**ಘಟಕ -2 ಭಾಷಾಕಲಿಕೆಯ ಯೋಜನೆಗಳು**

**ಬೋಧನಾ ಅವಧಿಗಳು: 08**

- 2.1. ಪ್ರೌಢಶಾಲಾಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪರಿಕಲ್ಪನೆಗಳ ಗುರುತಿಸುವಿಕೆ/ರೂಪಿಸುವಿಕೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳ
- 2.2. ರಚನೆ, ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಗಳ ಅಂತರ ಸಂಬಂಧ.
- 2.3. ವಾರ್ಷಿಕಯೋಜನೆ, ಘಟಕಯೋಜನೆ, ಪಾಠಯೋಜನೆ(ಸಂರಚನಾವಾದದ 5-ಇ, ಪಾಠಯೋಜನೆ)ಇವುಗಳ
- 2.4. ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ ಹಾಗೂ ರಚನೆಯ ಹಂತಗಳು.
- 2.5. ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ : ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು.
- 2.6. ಗದ್ಯ ಹಾಗೂ ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು.

**ಘಟಕ-3. ಭಾಷಾಕಲಿಕೆಯ ಉಪಕ್ರಮಗಳು**

**ಬೋಧನಾ ಅವಧಿಗಳು: 16**

- 3.1. ಬೋಧನಾ ಉಪಕ್ರಮಗಳು - ಅರ್ಥ ಹಾಗೂ ಮಹತ್ವ .
  - 3.1.1. ರಚನಾತ್ಮಕ ಉಪಕ್ರಮ (Structural Approach),
  - 3.1.2. ಸನ್ನಿವೇಶ ಆಧಾರಿತ ಉಪಕ್ರಮ(Situational Approach)
  - 3.1.3. ಸಂವಹನಾ ಉಪಕ್ರಮ(Communicative Approach)
  - 3.1.4. ಸಂರಚನಾತ್ಮಕ ಉಪಕ್ರಮ (Constructivistic Approach)
  - 3.1.5. ಪ್ರಶ್ನೋತ್ತರ ಉಪಕ್ರಮ(Question and answer Approach)
  - 3.1.6. ಅನುಗಮ-ನಿಗಮನ ಉಪಕ್ರಮ(Inductive – Deductive Approach)
  - 3.1.7. ಕ್ರಮಾನುಗತ ಬೋಧನೆ (Programmed Instruction)
  - 3.1.8. ಯೋಜನಾ ವಿಧಾನ (Project method) – ಈ ಎಲ್ಲಾ ಬೋಧನಾ ಉಪಕ್ರಮಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ



ಗುಣಲಕ್ಷಣಗಳು,

3.2. ಬೋಧನಾ ಮಾದರಿಗಳು/ನಮೂನೆಗಳು-ಅರ್ಥ ಹಾಗೂ ಹಂತಗಳು.

3.2.1. ಮುಂಸಂಘಟನ ಮಾದರಿ (Advance organizer model)

3.2.2. ಸೃಜನಶೀಲ ಮಾದರಿ (Synetics Model )

3.2.3. ಪರಿಕಲ್ಪನಾ ಸಾಧನೆಯ ಮಾದರಿ (Concept attainment model)

3.3. ಪದ ಸಂಪತ್ತು :ಅರ್ಥ, ವಿಧಗಳು,ಪದಕಲಿಕೆಯ ಏಳು ಅಂಶಗಳು (1. ಉಚ್ಚಾರಣೆ 2. ಕಾಗುಣಿತ 3. ವ್ಯಾಕರಣ ವಿಶೇಷ 4. ಪದರಚನೆ {ಪದ+ಪದ, ಪ್ರಕೃತಿ+ಪ್ರತ್ಯಯ, ಉಪಸರ್ಗ+ಪ್ರಕೃತಿ} 5. ಪದನಿಷ್ಪತ್ತಿ 6. ಅರ್ಥ {ಸಮನಾರ್ಥ, ನಾನಾರ್ಥ, ವಿರುದ್ಧಾರ್ಥ} 7. ಬಳಕೆ {ವಾಚ್ಯಾರ್ಥ, ಲಕ್ಷಣಾರ್ಥ ಮತ್ತು ವ್ಯಂಗ್ಯಾರ್ಥ})

3.4. ಭಾಷಾ ಆಟಗಳು :ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ವಿಧಗಳು

ಘಟಕ- 4. ಭಾಷಾಕಲಿಕೆಯ ಮೌಲ್ಯಮಾಪನ

ಬೋಧನಾ ಅವಧಿಗಳು: 08

4.1 ಮೌಲ್ಯಮಾಪನ :ಅರ್ಥ, ಮಹತ್ವ,ವಿಧಗಳು, ನಿರಂತರ ಹಾಗೂ ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನದ ಪ್ರಾಧಾನ್ಯತೆ.

4.2 ಮೌಲ್ಯಮಾಪನದ ಮಾಹಿತಿ ಸಂಗ್ರಹಣ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು - ಅವಲೋಕನ (ದರ್ಜಾಮಾಪನ ಮತ್ತು

4.3 ತಪಶೀಲಪಟ್ಟಿ/ತಾಳೆಪಟ್ಟಿ), ಪರೀಕ್ಷೆಗಳು (ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ) ಹಾಗೂ ರಸಪ್ರಶ್ನೆ.

4.4 ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ.

4.5 ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ, ಹಂತಗಳು ಹಾಗೂ ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ತಯಾರಿ.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು:

ಅವಧಿಗಳು: 10

1. ಶಾಲೆಗಳಲ್ಲಿ ಭಾಷಾ ಶಿಕ್ಷಕರು ವಾರ್ಷಿಕ ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಗೊಳಿಸಿಕೊಂಡಿರುವುದನ್ನು ಸಂಗ್ರಹಿಸಿ, ಅದರ ಅಗತ್ಯತೆಯನ್ನು ಸೈದ್ಧಾಂತಿಕ ಹಾಗೂ ಪ್ರಯೋಗಾತ್ಮಕ ವಿಚಾರಗಳೊಂದಿಗೆ ವಿಶ್ಲೇಷಿಸುವುದು.

2. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಉಪಕ್ರಮಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಬಗೆಯನ್ನು ಆಧಾರ ಸಹಿತ ವಿವರಿಸುವುದು.

3. ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ತಯಾರಿಸುವುದು ಅಥವಾ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯನ್ನು ವಿಮರ್ಶಿಸುವುದು.

4. ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳನ್ನು ವಿವರಿಸಿ, ಪ್ರತಿ ಮಾದರಿಯಲ್ಲಿ ಕನಿಷ್ಠ 10 ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುವುದು.

5. ಭಾಷಾ ಆಟಗಳನ್ನು ರೂಪಿಸಿ, ಅವುಗಳ ನಿಯಮ ಹಾಗೂ ಪ್ರಯೋಜನಗಳನ್ನು ವಿವರಿಸುವುದು.

(ದ್ವಿತೀಯ ಅವಧಿಯ ಪಠ್ಯಕ್ರಮಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

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

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**Objectives:**

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

- Acquires knowledge of the nature, structure and components of English language.
- Appreciates the role of English in India as a second language and library language.
- Formulates instructional objectives in terms of observable terminal behaviours of learners
- Develops an awareness of concern for listening, speaking, reading and writing skills
- Learns responsibilities of an English teacher in school community
- Designs lessons plans for teaching of prose, poetry of vocabulary
- Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.,

**UNIT – 1: POSITION OF ENGLISH IN INDIA AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE** **10 HOURS**

- 1.1 English as a colonial language, English as a language of knowledge, position of English as second language in India, English as a link language in global context, challenges of teaching and learning English.
- 1.2 Policies and recommendations of NPE (1986) and NCF-2005 about the position of English language in India
- 1.3 Aims and specific objectives of teaching English
- 1.4 Distinction between first language and second language (L2) learning.
- 1.5 Role of English in India and Its place in the School Curriculum.

**UNIT – 2: ACQUISITION OF LANGUAGE SKILLS** **12 HOURS**

- 2.1 **Listening:** Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.
- 2.2 **Speaking:** Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- 2.3 **Reading:** Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, , ways of developing reading and study skills including using dictionary, encyclopaedia etc.,
- 2.4 **Writing:** Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

**UNIT – 3: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE** **08 HOURS**

- 3.1 Bilingual approach, meaning, principle and procedure.
- 3.2 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.
- 3.6 Direct method-meaning and procedure

**UNIT – 4: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH** **10 HOURS**

- 4.1 **Teaching of prose**-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 4.2 **Teaching of poetry**-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 4.3 **Teaching of vocabulary**- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 4.4 **Teaching of Grammar**: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

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

**10 HOURS**

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

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**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)**  
**HINDI**

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**Objectives:**

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

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

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

**PART-A**

**10 HOURS**

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

**PART-B**

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

**UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI.**

**10 HOURS**

**PART-A**

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

**PART-B**

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

**UNIT III- TRANSACTIONAL STRATEGIES.****10 HOURS**

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test – concept construction & administration.
- 3.3 Micro Teaching.
- 3.4 Resource Unit.

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

- 4.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- 4.2 Language, laboratory,
- 4.3 Different Co – Curricular activities which promote learning language.
- 4.4 Use of Computer in Hindi Teaching.

**PRACTICUM/FIELD WORK (Any one):****10 HOURS**

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

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

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

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

- Understand the importance and place of Urdu in School curriculum.
- Understand the aims and objectives of teaching Urdu in Secondary Schools.
- Select methods, diaries and techniques of Urdu teaching.
- Use variety of learning experiences and instructional materials while teaching Urdu.
- Understand planning and organization of teaching Urdu.
- 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**

**PART-A:-**

**12 HOURS**

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

**PART-B:-**

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

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

**10 HOURS**

**PART-A:-**

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

**PART-B:-**

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

**UNIT III- TRANSACTIONAL STRATEGIES****9 HOURS**

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test – concept construction & administration.
- 3.3 Micro Teaching.
- 3.4 Resource Unit.

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

- 4.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio Visual Aids.
- 4.2 Language, laboratory,
- 4.3 Different Co – Curricular activities which promote learning language.
- 4.4 Use of Computer in 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**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)**  
**SOCIAL SCIENCE**

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

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

- ➔ Explain the Meaning and Nature of Social Science
- ➔ Elucidate Social Science as both a Science and as an Art
- ➔ List out the Aims, Objectives and Values of Social Science
- ➔ Define Instructional Objectives
- ➔ Understanding the importance of creating learning experiences based on various approaches and methods of teaching social science.
- ➔ Develop necessary skills in the application of Methods and Techniques in the Classroom
- ➔ Acquire skill in planning Lessons in Social Science

**UNIT – I NATURE OF SOCIAL SCIENCE**

**12 HOURS**

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

**UNIT – II AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE 8 HOURS**

- 2.1 Aims of Teaching Social Science in relation to History, Civics, Political Science, Geography, Economics, Sociology and Commerce.
- 2.2 Objectives of Teaching Social Science
- 2.3 Instructional objectives of teaching Social Science (Knowledge, Understanding, Application, Skill, Attitude, Interest, Critical Thinking) Analysis of these objectives in terms of specific behaviours of learners)
- 2.4 Inculcate of Values in teaching Social Science

**UNIT – III APPROACHES OF TEACHING SOCIAL SCIENCE:**

**12 HOURS**

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

**UNIT – IV INSTRUCTIONAL PLANNING**

**8 HOURS**

- Meaning, importance, steps, advantages & limitations in respect of
- 4.1 Annual plan

- 4.2 Resource Unit
- 4.3 Unit plan
- 4.4 Lesson plan

**PRACTICAL ACTIVITIES :( ANY ONE)**

**10 HOURS**

1. Report of Sharing Pupil Teacher own experiences in schools regarding Social Science Teaching
2. Observation and Reporting of the Social Science Lessons by a regular classroom teacher and reporting
3. Preparation of Maps, time lines, Charts and arranging ,exhibits
4. Report of Peer group lesson observation and discussion
5. Group activities to discuss and (prepare) objectives related to various units
6. Designing instructional events including diverse learners and children with disabilities
7. Practice preparation of lesson plans for practice teaching and internship
8. Group discussion and presentations regarding various approaches to teach various units and sub-units
9. Interviews and interactions with persons in the field and Report.
10. Organizing a Field trip to a place of Historical/political interest.
11. Preparing Resource Unit as a topic of Students choice in Social Science
12. Visit local Historical places and prepare a report.
13. Study of local history of a place.
14. Any other relevant activity

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

**Marks: 75+25=100**

**Total Teaching Hours 40+10**

**Objectives:**

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

- Understand the aims and objectives of teaching Biology.
- Use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons.
- Plan and execute various curricular and co – curricular activities related to teaching of biological science.
- Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
- Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

**UNIT I- OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE**

**08 Hours**

- 1.1 General Objectives of teaching Biological Science at the secondary school level.
- 1.2 Values of teaching Biology, intellectual, utilitarian, disciplinary. Vocational and cultural acquire the skills to understand the methods and process that leads to exploration.
- 1.3 Relate biology to environment artefacts and people.
- 1.4 Instructional Objectives: writing instructional objectives in terms of observable
- 1.5 Terminal behaviours of Learners. Classifying them in to categories like knowledge, understanding, application, skill, attitudes and appreciation.

**UNIT II- PLANNING FOR TEACHING BIOLOGICAL SCIENCE**

**10 Hours**

- 2.1 Meaning, Importance format and steps in the preparation of
  - 2.1.1 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments).
  - 2.1.2 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments).
  - 2.1.3 Lesson Planning and Evaluation on the basis of CCE.

**UNIT III: METHODS AND APPROACHES OF TEACHING OF BIOLOGY**

**12 Hours**

- 3.1 Criteria for selection of method/approaches (level of class, strength, time, subject.....)
- 3.2 3.2 - Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 3.3 3.3 Methods
  - 3.3.1 Teacher centred - Lecture cum demonstration.
  - 3.3.2 Learner centred - Laboratory, Project and Problem solving.
  - 3.3.3 Technique: Specimen method.
  - 3.3.4 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 3.4 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

**UNIT IV- RESOURCES TO TEACH BIOLOGICAL SCIENCE**

**10 Hours**

- 4.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books
- 4.2 Audio Visual aids and improvised materials.
  - 4.2.1 Audio Aids – Tape Recorder, Radio

- 4.2.2 Visual Aids projected – Slide projector, OHP, Transparencies
- 4.2.3 Visual Aids non projected – Flash cards, Charts, Maps, Bulletin boards, Models (Static/working)
- 4.2.4 AVA – TV, Computer, Film Projector, PPT,
- 4.3 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
- 4.4 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

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

**10 HOURS**

*Writing five instructional objectives for each specifications (K, U, A and S)*

1. Making charts, improvised apparatus and models.
2. Preparation of laboratory instruction cards.
3. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
4. Preparation of unit test for a unit in Biology.
5. Designing and carrying out of any one simple investigation of Biology.
6. Collecting and preserving biological specimens
7. Preparation and preservation of Herbarium sheets.
8. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

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

**Marks: 75+25=100**

**Total Teaching Hours 40+10**

**Objectives:**

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

- Understand the nature and, scope of physics
- Understand the values of teaching Physics
- Understand the skill of writing instructional objectives.
- Understand the selection of various methods and models of teaching to teach different topics of physics.
- Identify different curricula in Physics

**UNIT-I: NATURE AND SCOPE OF TEACHING PHYSICS**

**10 HOURS**

- 1.1 Meaning , Nature and Scope of Physics –
- 1.2 Physics as process and product , and verifiable body of knowledge
- 1.3 Analysis of physics content in terms of – laws, principles, theories, facts, phenomenon and generalizations.
- 1.4 Scientific method – meaning – steps.
- 1.5 Scientific attitude – meaning – characteristics of an individual with scientific attitude –Role of teacher in developing scientific attitude among the students.
- 1.6 Contribution of scientists to the field of physics.

**UNIT II- AIMS AND OBJECTIVES OF TEACHING PHYSICS**

**10 HOURS**

- 2.1 Values of teaching physics
- 2.2 Educational objectives of teaching physics: Meaning classification based on Bloom’s taxonomy.
- 2.3 Instructional Objectives: Meaning -categorizing the objectives in terms of Behavioural terms under the category of knowledge, understanding, Application, skill, attitude, interest & appreciation etc.

**UNIT III- APPROACHES AND METHODS OF TEACHING PHYSICS-**

**12 HOURS**

- 3.1 Teacher centred and learner centered approach.
- 3.2 3.2 Teacher centred approach: Lecture method, Lecture cum Demonstration.
- 3.3 3.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction
- 3.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).
- 3.5 Models of teaching: Suchmann’s inquiry training model and Bruner’s concept attainment model.

**UNIT IV- PHYSICS CURRICULUM STUDY.**

**8 HOURS**

- 4.1 Curriculum: Meaning and principles.
- 4.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 4.3 Recommendations made by NPE - 1986, NCF - 2005.
- 4.4 Organisation of curriculum



4.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics

**PRACTICUM/FIELD WORK**

**10 HOURS**

1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of Karnataka secondary school level.
3. Identifying and writing all possible instructional objectives on any topic of physics.
4. Preparation of programmed instruction learning material.
5. Preparing a report on by analysing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM physics.

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**KUVEMPU UNIVERSITY**  
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**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)**  
**CHEMISTRY**

**Marks: 75+25=100**

**Total Teaching Hours 40+10**

**Objectives:**

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

- Acquire knowledge about the nature & scope of chemistry
- know the basic branches and their inter- relationship with other science subjects, and
- Acquire the knowledge of modern trends in chemistry
- Understand the objectives & values of teaching chemistry in secondary schools.
- Development skills in :Analyzing 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.
- Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
- 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**

**8 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**

**10 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 10 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. Critically study of Chemistry text book of 8<sup>th</sup> or 9<sup>th</sup> standard.
2. Preparation of diagnostic 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 Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

**REFERENCES:**

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

*Marks: 75+25=100*

*Total Teaching Hours 40+10*

**Objectives:**

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

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

**UNIT1: MEANING, NATURE AND SCOPE OF MATHEMATICS**

**8 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 and other disciplines.

**UNIT-2 CONTENT ANALYSIS OF SECONDARY SCHOOL MATHEMATICS**

**8 HOURS**

- 2.1 Identification of concepts, sub-concepts, terms, definitions, generalization, derivation, problems.
- 2.2 Identification of operational steps, procedure etc., of the content matter.
- 2.3 Identification of graphs, figures, shapes and their properties.
- 2.4 Solving variety of illustrative problems from every unit of secondary school mathematics

**UNIT-3 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS**

**8 HOURS**

- 3.1 Aims/ Values – Meaning and importance illustrating utilitarian/ practical, disciplinary, cultural, recreational /aesthetic values.
- 3.2 Objectives of teaching mathematics- knowledge understanding, application, skill, interest, attitude, appreciation.
- 3.3 Formulation of instructional objectives in behavioural terms.

**UNIT-4:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.**

**8 HOURS**

- 4.1 Lesson plan- meaning definitions, importance steps, format
- 4.2 Unit plan- steps, format
- 4.3 Resource unit- steps, format
- 4.4 Year plan- meaning, principles, and format.

**UNIT-5:- METHODS AND APPROACHES OF TEACHING MATHEMATICS**

**8 HOURS**

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

**PRACTICUM/ACTIVITIES: (ANY ONE)****8 HOURS**

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

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**KUVEMPU UNIVERSITY**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**ENHANCING PROFESSIONAL CAPACITY COURSE (EPC2)**  
**UNDERSTANDING SELF (PERSONALITY DEVELOPMENT)**

*Marks: 40+10=50*

*Total Teaching Hours 20+05*

**OBJECTIVES:**

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

- To initiate participatory learning among the students related with skills.
- To enhance positive in adoptive behavior among the individual students.
- To develop and primitive psychological skills and function effectively in social environment.
- To channelize an essential terms of minimizing risk and minimizing preventive factors related with the aspects of individuals.
- To promote healthy and conductive social environment.
- acquire the knowledge of the determinants of personality

**UNIT – 1: PERSONALITY**

**4 HOURS**

- 1.1 Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic

**UNIT – 2: COMPONENTS OF PERSONALITY DEVELOPMENT**

**8 HOURS**

- 2.1 Need and Importance of Personality Development.
- 2.2 Components of Personality Development - Self Awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Inter personal relationship, Coping with stress, Role of Yoga, Meditation, Coping with emotions.

**UNIT –3: LEARN TO LIVE**

**8 HOURS**

- 3.1 Skill of knowing and living with oneself: self-awareness, self-esteem, Assertiveness, Positive thinking, coping with emotions, stress and self-evaluation.
- 3.2 Skill of knowing with each other's: Relating with others, Negotiations, Managing our group, effective communication skill.
- 3.3 Personal and social skills: Behavioural skills, Physical & Sociological needs, Citizenship.
- 3.4 Career guidance.
- 3.5 Leadership qualities.
- 3.6 Personal Health and Hygiene.

**PRACTICUM/FIELD WORK:**

**5 HOURS**

*(Submit a Report with Photographs for the following Activities)*

1. Visit to Public Health Centers and Rehabilitation Centers
2. Street plays,
3. Group discussions,
4. Projects
5. Brain Storming
6. Personality Development Games and Simulations
7. Case study

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- 10.ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ - ಬಿಚ್ಚು ಮಾತು - ಶಾಲಾ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮ.

**KUVEMPU UNIVERSITY**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**BACHELOR OF EDUCATION DEGREE COURSE**  
**SEMESTER-2**  
**ENGAGEMENT WITH FIELD AND INTERNSHIP**  
**II SEMESTER: PRE-INTERNSHIP FOR TWO WEEKS**

<b>Activities</b>	<b>Marks</b>
Make a model lesson plan, at least 05 different methods including two ICT based lesson plans in each pedagogical subject's student could develop their own method (fusion based) with the help on teacher educator.	05
Peer group teaching in each subject using ICT (Two lesson plans)	5 +5 =10
Draft a report based on: - continuously and comprehensive evaluation students' learning for feedback into curriculum and pedagogic practice. Identification of performance indicators for scholastic and co-scholastic activities.	5
Observation of day-to-day school activities and report of an in- depth study of two best practices /activities.	05
Collecting information/data for the assignments for perspectives and EPC subjects	
<b>Total Marks</b>	<b>25</b>