

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC7)
INSTRUCTIONAL TECHNOLOGY

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 concepts like Objectives, Curriculum, Teaching and Communication.
- Develop an understanding of Taxonomy of educational Objectives, process of Teaching, curriculum construction, principles and methods of Teaching.
- Acquire the Knowledge of meaning, nature and Scope of educational technology.
- Understands the concept of approaches to education.
- Develop skills in formulating Instructional Objectives.
- Use of appropriate communication Media in classroom.

UNIT 1: EDUCATIONAL OBJECTIVES

8 HOURS

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

UNIT 2: CURRICULUM

8 HOURS

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

UNIT 3: PROCESS OF TEACHING

12 HOURS

- 3.1 Concept, principles and maxims.
- 3.2 Meaning and importance of communication and teaching as communication.
- 3.3 Core- Teaching skills- skills of introducing a lesson.
 1. Skill of writing instructional objectives.
 2. Skill of introducing a lesson.
 3. Skill of Fluency in Questioning.
 4. Skill of Probing Questioning.
 5. Skill of Explaining.
 6. Skill of Illustrating with examples.
 7. Skill of Stimulus Variation.
 8. Skill of Reinforcement.
 9. Skill of Achieving Closure.
 10. Skill of using Black Board.

UNIT 4: STRATEGIES OF TEACHING AND EVALUATION

12 HOURS

- 4.1 Strategies of teaching- Brainstorming, panel discussion, simulations, Team teaching, seminar, programmed instructions.
- 4.2 Models of teaching- Meaning and classification.
 - Concept Attainment model.
 - Inquiry Training model.
- 4.3 Approaches – Teacher centered, Learner centred.
- 4.4 Meaning and scope of Evaluation.
- 4.5 Continuous and comprehensive Evaluation.
- 4.6 Process evaluation- Formative, Summative, Diagnostic.

PRACTICUM/FIELD WORK: (Any one)

1. Prepare a blue print on a lesson using Blooms taxonomy.
2. Prepare instructional objectives for at least 10 lessons in any subject of your interest.
3. Prepare a curriculum using Dalton Plan in any subject.
4. Survey of different school's lesson plan- ICSE, State, and CBSE.
5. Conduct a Brain storming session and report the same.
6. Conduct a survey on awareness of professional ethics among secondary school teacher.
7. List out the material/ human/ community resources available in any of the practicing school and comment on the extent of their utility.
8. Visit any one of the secondary school and study the functions of the head master.
9. Prepare different types of time table.
10. A critical survey of co- curricular activities in a secondary school.
11. The College is free to any relevant activity based on the related subject

REFERENCES:

1. Secondary Education Commission Report (1953), Government of India.
2. National Policy on Education 1986, Ministry of Human resources Development, Government of India.
3. National curriculum frame work (2005) for school education (document) NCERT.
4. Mangal S.K – fundamentals of Education Technology.
5. Taba, Hilda – curriculum development: Theory and practice.
6. Bhatia and Bhatia – The Principles and methods of Teaching.
7. Eggen P.D and others o – Strategies for teachers.
8. Bruce Joyce and marshal well – Models of Teaching Dunkin M.J and Biddle B.J – The Study of Teaching.
9. Jangira N.K – Core teaching.
10. Jangira N.K – Core teaching skills.
11. Passi B.K – Becoming Better Teacher: A Microteaching Approach.
12. Dandekar W.N – Evaluation in Secondary School.
13. Gronlund N – Measurement, Evaluation and Teaching.
14. Garrette N.E – Statistics in Psychology and Education.
15. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟಸ್ವಾಮಿ, ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
16. ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ- ಎಂ.ಎಂ ಪಟ್ಟಣಶೆಟ್ಟಿ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC8)
INCLUSIVE EDUCATION

Marks: 75+25=100

Total Teaching Hours 40+10

OBJECTIVES:

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

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

UNIT – 1: INTRODUCTION, ISSUES & PERSPECTIVES OF INCLUSIVE EDUCATION 6 HOURS

- 1.1 Definitions, concept and importance of inclusion and disability.
- 1.2 Historical perspectives of inclusive education for children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children in the context of right to education.
- 1.5 NCF-2005 and adaptation of teaching learning material.

UNIT – 2: POLICY PERSPECTIVE

6 HOURS

- 2.1 Recommendations of the Indian Education Commission (1964-66).
- 2.2 Scheme of Integrated Education for Disabled Children
- 2.3 National Policy on Education (NPE, 1986-92).
- 2.4 National Curriculum Framework, 2005 NCERT
- 2.5 The Convention on the Rights of the Child (specific articles related to inclusive education).
- 2.6 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children (1990), Promoting Inclusion Preventing Exclusion.
- 2.7 UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

UNIT – 3: DIVERSITY IN THE CLASSROOM**8 HOURS**

- 3.1 Diversity- Meaning and definition
- 3.2 Disability – psychological construction of disability identity, discrimination
- 3.3 Models of disabilities & Barriers to learning and participation
- 3.4 Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
- 3.5 MDGs (Millennium Development Goals) and EPA goal of UNESCO

UNIT – 4: CURRICULUM, PEDAGOGY AND ASSESSMENT IN INCLUSIVE SCHOOL 10 HOURS

- 4.1 Inclusive curriculum- Meaning and characteristics
- 4.2 Teaching and learning environment with special reference to inclusive school
- 4.3 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings
- 4.4 Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms
- 4.5 Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom

UNIT – 5: TEACHER PREPARATION AND INCLUSIVE EDUCATION**10 HOURS**

- 5.1 Review existing educational programmes offered in secondary school (general and special education)
- 5.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
- 5.3 NCF-2005 and curriculum for teacher preparation and transaction modes.
- 5.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- 5.5 Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education

PRACTICUM/FIELD WORK (ANY ONE)**10 HOURS**

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. To investigate the opinion of primary teachers on the integration of students with disability in normal schools.
3. To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school.
4. Analyse and interpret results in the light of inclusive education and write a report.
5. Workshop/ presentations on child right:
6. Explain the main constitutional provisions on inclusive education.
7. Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
8. Conduct an awareness program on millennium goal of UNESCO.
9. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
10. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.
11. Planning and conducting multi-level teaching in the persons with disabilities (two Classes).
12. To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.

13. Write a report on entire activity and present it in classroom presentation.(among peer group)
14. Discussion, group work and presentation by students on uses of internet in inclusive setting:
15. Prepare an action plan for implementation of policies of inclusive education in school setting.

REFERENCES:

1. Maitra, Krishna(2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents): Kanishka Publishers, Distributors New Delhi
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Darya Ganj, New Delhi
3. Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjmandi, Academic Press.
4. Jha, M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa (pp. 3-7). Heinemann Educational Books.
8. Ainswcow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education.
9. Carini, P.F. (2001). Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp. 165-181). New York: Teachers College Press.
10. Delpit, L.D. (2012) Multiplication is for white people: raising experctations for other people's children, the new press.
11. GOI.(1966). Report of the education commission: Education and national development. New Delhi: ministry of education.
12. GOI (1986). National policy of education. GOI.
13. GOI.(1992 , 1998), National policy on education, 1986
14. Govinda R. (2011). Who goes to school? Exploring exclusion in Indian education. Oxford University Press.
15. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp 213-230) Palgrave.
16. UNESCO. (1989) UN convention on the Rights of the child. UNESCO.
17. UNESCO. (2006). United Nations convention on the rights of persons with disabilities.
18. UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

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SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PERSPECTIVE IN EDUCATION COURSE (PEC8)
GENDER, SCHOOL AND SOCIETY

Marks: 75+25=100

Total Teaching Hours 40+10

OBJECTIVES:

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

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

UNIT – I CHILDHOOD, SOCIALIZATION AND GENDER BIASES **13 HOURS**

- 1.1 Overview of feminist perspectives
- 1.2 Difference between sex and gender
- 1.3 In the family
- 1.4 In the school
- 1.5 In the wider society

UNIT – II SOCIAL DIFFERENTIATION AMONG WOMEN IN EDUCATIONAL CONTEXT **8 HOURS**

- 2.1 By caste, By tribe, By religion and region
- 2.2 Issues of masculinity and femininity: Emergence of gender specific roles and Cross -cultural perspectives.

UNIT – III GENDER INEQUALITY IN THE SCHOOLS **12 HOURS**

- 3.1 In the structure of knowledge
- 3.2 In the development of curriculum and text books.
- 3.3 In the classroom - girl friendly school, co-education and single sex schooling.
- 3.4 In the management of the school and education system.

UNIT – VI - STRATEGIES FOR CHANGE: **7 HOURS**

- 4.1 Policy and management in the school
- 4.2 Women's action group
- 4.3 Mass Media

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

1. A study of any one N.G.O (Non Government Organization) promoting Gender inequality. (Study includes the objectives, functions, problems & contribution to education.)
2. A study of functions of the institution which is functioning with Gender inequality.
3. A Study contribution of any one mass communication media influencing gender biases.
4. A study on background of the celebration of gender special days.
5. Content analysis of 2 text books of school with respect to gender.
6. Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

REFERENCES:

1. Acker, S. (1994) Feminist theory and the study of gender and education; In S.
2. Acker, Gendered Education: Sociological Reflections on women, Teaching and Feminism, Buckingham: Open University Press.
3. Barks, O. (1971) *Sociology of Education Ed. 2* Landon: Batsford.
4. Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
5. Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California:
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7. Shokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage Publication.
8. Crapo, H. (ed.) (1970) *Family, Class and education*, London: Longman
9. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai, A.R.
10. Myrdal , G. (1972) *Asian Drana: An inquiry into the poverty of Nations*, Vol: III, London : Allen Lane.
11. Husen, T. (1975) *Social Influences Education attainment: Research Perspective on educational equality*, Paris: OECD.
12. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
13. Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl 14. child in South Asia', *Indian. Journal of Social Sciences. Vol 3 No. 1.*
14. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education, Vol.- XV No. 3.*

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

ಕನ್ನಡ

Marks: 75+25=100

Total Teaching Hours 40+10

ಉದ್ದೇಶಗಳು/ನಿರೀಕ್ಷೆಗಳು:

ತೃತೀಯ ಸೆಮಿಸ್ಟರ್ ಅವಧಿಯ ಅಂತ್ಯದಲ್ಲ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯುತ್ತಾರೆ

- ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ವೃದ್ಧಿಸುವ ವಿವಿಧ ತಂತ್ರಗಾರಿಕೆಗಳನ್ನು ಪ್ರಯೋಗಾತ್ಮಕವಾಗಿ ಕಂಡುಕೊಳ್ಳುತ್ತಾರೆ.
- ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವ ಕ್ರಮಗಳನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಹಾಗೂ ಅವುಗಳ ಬಳಕೆಯ ವಿಧಾನಗಳನ್ನು ರೂಢಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.
- ಚಿಂತನಾಶೀಲ, ದಕ್ಷ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿವಿಕಸನದ ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ.
- ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಂಘಟಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.

ಘಟಕ -1. ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ವೃದ್ಧಿಸುವಿಕೆ

ಬೋಧನಾ ಅವಧಿಗಳು: 15

- 1.1 ಆಲಸುವಿಕೆ -ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವಿಧಗಳು
 - 1.1.1 ಆಲಸುವಿಕೆಯ ಪೂರ್ವಭಾವಿ ಚಟುವಟಿಕೆಗಳು, ಆಲಸುವ ಸಂದರ್ಭದ ಚಟುವಟಿಕೆಗಳು, ಆಲಸಿದ ನಂತರದ ಚಟುವಟಿಕೆಗಳು.
 - 1.1.2 ಮಕ್ಕಳ ಆಲಸುವಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.1.3 ಆಲಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 1.2 ಮಾತುಗಾರಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
 - 1.2.1 ಮಕ್ಕಳ ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.2.2 ಮಾತುಗಾರಿಕೆ ಕಲೆಯನ್ನು ವೃದ್ಧಿಸುವ ಚಟುವಟಿಕೆಗಳು.
- 1.3 ಓದುಗಾರಿಕೆ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳು.
 - 1.3.1 ಮಕ್ಕಳ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಾಣಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.
 - 1.3.2 ಮಕ್ಕಳಲ್ಲಿ ಓದುಗಾರಿಕೆಯ ಹವ್ಯಾಸವನ್ನು ರೂಢಿಸುವ ಚಟುವಟಿಕೆಗಳು
- 1.4 ಬರವಣಿಗೆ - ಬರವಣಿಗೆಯ ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡ ಬರಹದ ವೈಶಿಷ್ಟ್ಯಗಳು

- 1.4.1 ಅಕ್ಷರ ಸ್ವಾಲ್ಪತ್ಯಗಳು, ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು.
- 1.4.2 ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಉತ್ತಮೀಕರಿಸುವ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ - 2.ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳ ರೂಢಿಸುವಿಕೆ **ಬೋಧನಾ ಅವಧಿಗಳು: 10**

- 2.1 ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರಸಂಗ್ರಹ, ಸಾರವಿಸ್ತಾರ.ಭಾಷಾಂತರ ಹಾಗೂ ರೂಪಾಂತರ- ಇವುಗಳ ರಚನೆಯ ಕ್ರಮಗಳು, ರಚನೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ದೋಷಗಳು ಹಾಗೂ ಪರಿಹಾರ ಕ್ರಮಗಳು.
- 2.2 ಹಾಡುಗಾರಿಕೆ, ಗಮಕ ವಾಚನ, ಕಂಠಪಾಠ - ಇವುಗಳ ಸ್ವರೂಪ ಹಾಗೂ ಮಹತ್ವ
- 2.3 ಪಾತ್ರಾಭಿನಯ ಹಾಗೂ ನಾಟಕೀಕರಣ - ಇವುಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ಅಳವಡಿಸುವ ಕ್ರಮಗಳು.

ಘಟಕ -3. ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯಸಂಪನ್ಮೂಲಗಳು **ಬೋಧನಾ ಅವಧಿಗಳು: 08**

- 3.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 3.2 ನಿಘಂಟು - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ನಿಘಂಟುಗಳು
- 3.3 ವಿಶ್ವಕೋಶ - ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕನ್ನಡದ ಪ್ರಮುಖ ವಿಶ್ವಕೋಶಗಳು
- 3.4 ಕಾರ್ಯಪುಸ್ತಕ - ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ರಚನೆ.
- 3.5 ವೃತ್ತಪತ್ರಿಕೆಗಳು ಹಾಗೂ ಬಾನುಲ ಕಾರ್ಯಕ್ರಮಗಳು
- 3.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ವಿನ್ಯಾಸ, ಕಾರ್ಯವಿಧಾನ ಮತ್ತು ಮಹತ್ವ.

ಘಟಕ -4.ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾಳಜಿಗಳು ಮತ್ತು ವೃತ್ತಿ ವಿಕಸನ **ಬೋಧನಾ ಅವಧಿಗಳು: 07**

- 4.1 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಗಳು ಮತ್ತು ಕಾಳಜಿಗಳು.
- 4.2 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕರಿಗೆ ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.
- 4.3 ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿ ವಿಕಸನದ ಕಾರ್ಯತಂತ್ರಗಳು
- 4.4 ಕವಿಗೋಷ್ಠಿ, ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳು, ವಿವಿಧ ಸ್ಪರ್ಧೆಗಳು (ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ, ರಸಪ್ರಶ್ನೆ ಹಾಗೂ ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ) ಕಾರ್ಯಕ್ರಮಗಳ ಆಯೋಜನೆಯಲ್ಲಿನ ಸವಾಲುಗಳು ಹಾಗೂ ಮುನ್ನೆಚ್ಚರಿಕೆಯ ಕ್ರಮಗಳು

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು: **ಬೋಧನಾ ಅವಧಿಗಳು: 10**

1. ಆಲಸುವಿಕೆ, ಮಾತನಾಡುವಿಕೆ, ಓದುವಿಕೆ ಹಾಗೂ ಬರವಣಿಗೆಯ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.

2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯದ ಸೂಕ್ತ ವಿಚಾರಗಳನ್ನು ಆಯ್ದು ಶಾಲಾ ಮಕ್ಕಳು ಅಭಿನಯಿಸುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವಂತೆ ನಾಟಕಗಳಾಗಿ ರೂಪಾಂತರಿಸುವುದು.
3. ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ವಿಶ್ಲೇಷಿಸುವುದು.
4. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಕ್ಕೆ ಕಾರ್ಯಪುಸ್ತಕವನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
5. ಕನ್ನಡದ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ರೇಡಿಯೋ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
6. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟನ್ನು ರಚಿಸುವುದು.
7. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಅದರ ಕಾರ್ಯವಿಧಾನಗಳನ್ನು ಅರಿತು ವರದಿ ಮಾಡುವುದು.
8. ಭಾಷೆಯ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪತ್ರಿಕೆ ಹಾಗೂ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿನ ಮಾಹಿತಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವಿಶ್ಲೇಷಿಸುವುದು.
9. ವಿದ್ಯಾರ್ಥಿಗಳ ಬರೆವಣಿಗೆಯನ್ನು ಸಂಗ್ರಹಿಸಿ ಶಾಲಾ ಸಂಚಿಕೆಯನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.
10. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕ ಸ್ಪರ್ಧೆಗಳನ್ನು ಏರ್ಪಡಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.
(ತೃತೀಯ ಅವಧಿಯ ಬಿ.ಇಡಿ., ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ.)

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
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

- Understands the importance of Instructional Material in English language teaching.
- Realizes the importance of teaching hand book and students workbook.
- Prepares, Unit plan, Resource Unit.
- Judges, identifies, selects and uses different audio-visual resources in teaching of English language.
- Utilizes internet and website in learning of English.
- Prepares objective based test items to evaluate language skills.
- Prepares well balanced question paper.

Unit – 1: Instructional Materials and Teacher in English Language Teaching **12 Hours**

- 1.1 Text book in English, Need and Principles in the preparation of good text books, critical analysis of present English text books as prescribed by Government of Karnataka.
- 1.2 Hand book and Work book- concept, need and importance.
- 1.3 Reference materials, need, types of reference material, skill of Note making and taking.
- 1.4 Unit plan- Importance, and steps involved in preparation of a unit plan.
- 1.5 Resource Unit- Importance and steps involved in preparation of resource unit.

Unit – 2 : E-learning, Resources And Materials to Teach English **12 Hours**

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

Unit – 3: Teacher of English Language **06 Hours**

- 3.1 Qualities of a English language teacher.
- 3.2 Need for professional growth
- 3.3 Qualitative requirements and professional growth of a good English teacher

Unit – 4 : Evaluation in English Language**10 Hours**

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

PRACTICUM/FIELD WORK: (ANY ONE)**10 Hours**

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

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
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

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

UNIT I- EVALUATION

10 HOURS

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

UNIT II- TEACHING OF VARIOUS ASPECTS OF HINDI.

12 HOURS

PART-A:- CURRICULUM

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

PART-B: SYLLABUS:-

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

PART-C: TEXT BOOK:-

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

PART-D: CONTENT ANALYSIS.

UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH HINDI 12 HOURS

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

UNIT IV- THE TEACHER

12 HOURS

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

PRACTICUM/ACTIVITY: (ANY ONE)

10 HOURS

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

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

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

On completion of this course the students will be able to

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

UNIT I- EVALUATION

10 HOURS

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

UNIT II- TEACHING OF VARIOUS ASPECTS OF URDU

12 HOURS

PART-A: - CURRICULUM

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

PART-B:-SYLLABUS:-

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

PART-C: - TEXT BOOK:-

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

PART-D: - CONTENT ANALYSIS.

UNIT – III: E-LEARNING, RESOURCES AND MATERIALS TO TEACH URDU 12 HOURS

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

UNIT IV- THE TEACHER

6 HOURS

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

PRACTICUM/FIELD WORK: (ANY ONE)

10 HOURS

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

REFERENCES:

1. AkhtarHussainAkhtar, Urdu Ki Tadris
2. AlabakshShaikh, Urdu Ki Tadris
3. AlkaAhuja, Teacher Education, New Delhi; A Mittal Publication
4. ArunAthreya, A Text Book of Teacher Education, New Dehil; Dominant Publishers and Dest Exhibitags
5. Ram, S., Current Issues in Teacher Education, New Dehil; Sarup& Sons

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
SOCIAL SCIENCE

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

On completion of this course the students will be able to

- List out the Resources of Social Science
- Preparing and using various resources of teaching social science
- Chalk out various Principles underlying the selection of Social Science Curriculum
- Analyse the current Social Science Curriculum
- Cultivates the Qualification of a good Social Science Teacher
- Constructing and using assessment tools for evaluating social science learning.
- Understands the Principles, Methods and Techniques of Evaluation

UNIT-I CURRICULUM IN SOCIAL SCIENCE

10 HOURS

- 1.1 Concept of Curriculum
- 1.2 Distinguish between Curriculum and Syllabus
- 1.3 Principles of Curriculum construction
- 1.4 Overview of recent Curriculum developments in Social Science (NPE – 1986 and NCF – 2005)
- 1.5 Critical study of the existing Social Science Curriculum
- 1.6 Organizing Social Science Curriculum
 - 1.6.1 Chronological
 - 1.6.2 Concentric
 - 1.6.3 Biographical
 - 1.6.4 Integrated
 - 1.6.5 Spiral & Cultural epoch

UNIT- I RESOURCES IN TEACHING SOCIAL SCIENCE

12 HOURS

- 2.1 List of Social Science Resources
- 2.2 Text Book:
 - 2.2.1 Importance of Text Books in the teaching of Social Science
 - 2.2.2 Objectives of Social Science Text Book
 - 2.2.3 Characteristics of a good Social Science Text Book
 - 2.2.4 Critical review of present secondary school Social Science Text books at various Levels
- 2.3 Need for Hand Book for the Teacher and Work Book for the Learner
- 2.4 Current Events in Teaching Social Science
- 2.5 Uses of ICT in Teaching Social Science
- 2.6 History Room: Importance, Planning, Equipping and Maintaining
- 2.7 Library and Laboratory, Museum, Exhibition, Clubs and Community Resources of Social Science

UNIT-III EVALUATION IN SOCIAL SCIENCE

12 HOURS

- 4.1 Concept of Evaluation
- 4.2 Difference between Evaluation and Measurement
- 4.3 Defects of present system of Evaluation

- 4.4 Principles of good Evaluation
- 4.5 Methods of Evaluation: (Descriptive reporting, Test of Knowledge and Open Question)
- 4.6 Techniques of Evaluation: (Oral, Objective Type, Short Answer Type and Essay Type Tests)
- 4.7 Other New-Type Test items: (Multiple Choice, The True-False Tests, Completion Tests, Matching Tests and Tests for Time-Sequence)
- 4.8 Merits and Limitations of New-Type Tests
- 4.9 Criteria of a good Tests
- 4.10 Preparations of well balanced Question Paper in Social Science

UNIT-IV SOCIAL SCIENCE TEACHER

6 HOURS

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

PRACTICUM/FIELD WORK: (ANY ONE)

10 HOURS

- 1. Preparation of Ability Based Question paper and administering
- 2. Analysis of Social Science Question paper from any practicing school and submitting a report.
- 3. Collecting information related to CCE from www- preparing and submitting a report.
- 4. Achievement Tests in Social Science, preparation and use of various types of test items
- 5. unit test and remedial teaching
- 6. Visit to community resource sites, prepare and submit a study report
- 7. Library based activities to sift relevant source information – Reporting
- 8. Survey of local and community resources for learning social science
- 9. Critical review of a text books of standard 8th and 9th.
- 10. Preparation of materials for a History room or Museum.
- 11. Collection of coins and stamps.
- 12. Conducting quiz competition and Debate program in Social Science

REFERENCES:

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- 2. Arora K.L: Teaching of History.
- 3. B.N. Dash and Dr. I.V. Radhakrishna Murthy: Methods of Teaching Social Studies.
- 4. Biranchi Narayana Dash: Teaching of History, Neelkamal Publications PVT Ltd, Hyderabad.
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- 7. Ghosh K.D: Creative teaching of History.
- 8. Johnson Henry: Teaching of History.
- 9. M. A. Khan: Teaching Social Studies in Secondary Schools, Common wealth Publishers, New Delhi.
- 10. NCERT Evaluation in Social studies.
- 11. Roddannanavar: Methodology of teaching History & Civics.
- 12. Shaida B.D & Sshib Singh: Teaching of History.

13. Singh R.P: Teaching of History, R lal book depot, Meerut(UP) 2007
14. Timmareddy. K: Teaching of History & civics.
15. Vajreshwari. R: A hand book for History teacher.
16. Veena kumari & Digumathi Bankar Rao: Method of Social Science, Discovery publishing house, New Delhi.
17. ಪ್ರೊ. ಎಂ. ಎಸ್. ಹೆಗಡೆ: ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1 ಮತ್ತು 2)
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23. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.

KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
SEMESTER-3
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
PHYSICS

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

On completion of this course the students will be able to

- Prepare objectives based lesson plan,
- Prepare unit plan and Resource unit
- Prepare work book
- Analyse Critically physics text book
- Organization and maintain the science laboratory.
- Prepare and use of AV Aids
- Organise co-curricular activities in Physics.
- Gain an insight in to the skills of evaluating the outcomes of teaching physics and prepare items and tests for secondary school students.
- Appreciate and inculcate the competencies and commitments needed for a physics teacher.

UNIT I- PLANNING AND ORGANIZATION OF LESSON TO TEACH PHYSICS 10 HOURS

- 1.1 Lesson plan: meaning, importance and steps and format of macro lesson plans.
- 1.2 Difference between micro and macro teaching
- 1.3 Unit Plan: meaning, importance, steps and format.
- 1.4 Resource Unit: meaning and importance, steps and format

UNIT II – RESOURCES TO TEACH PHYSICS

12 HOURS

- 2.1 Text book: Characteristics and function.
- 2.2 Work books, Teacher Guide.
- 2.3 Laboratory – Importance, equipping, maintenance and its management.
- 2.4 Library: Classification of books based on themes, Role of magazine, Journals, Periodicals, Encyclopaedia, Newspaper and websites.
- 2.5 AV Aids and E-learning resources.
- 2.6 Community resources.
- 2.7 Co –Curricular activities
 - 2.7.1 Science club
 - 2.7.2 Science fair and exhibition
 - 2.7.3 Field trips to scientific places (VITM, Planetarium

UNIT III EVALUATION IN TEACHING PHYSICS

12 HOURS

- 3.1 Concept of evaluation, tools of evaluation.
- 3.2 Unit Test – meaning, steps in the construction and administration of unit test
- 3.3 Preparation of balanced question paper in physics.
- 3.4 Diagnostic test- meaning steps of construction , difference with achievement test
- 3.5 Identifying educationally backward children and organizing remedial teaching
- 3.6 Identifying talented students and organizing special programmes.
- 3.7 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH

6 HOURS

- 4.1 Competencies of Physics teacher.
- 4.2 Professional growth - meaning and importance.
- 4.3 Means of professional development: Refresher courses, seminars, workshops, conferences, science talks and publishing articles on science topics.
- 4.4 Becoming a member of different organization of science.
- 4.5 Continuation of education of science teachers.

PRACTICUM/FIELD WORK (ANY ONE)

10 HOURS

1. Critical study of physics text book of VIII OR IX standard.
2. Preparation of work book for one or two units
3. Survey of physics laboratory facilities of any two schools with practical suggestions for improvement
4. Preparing a report of different activities of Science club
5. Preparation of unit test in physics
6. Preparation of Diagnostic test in physics.
7. The college is free to introduce any other relevant and useful activity related to CCM physics

REFERENCES:

1. Source book for the Physical Science – Joseph – Bradwin, etc.
2. Problem Solving in Science – Narendra Vaidya.
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – Narendra Vaidya.
5. CBSE; ICSE – SCIENCE TEXT BOOKS.
6. Modern science teaching – R.C Sharma.
7. Discovery teaching in science – Columbus, Ohio; chales E.Merrill Books, Inc.,
8. Hand book of Research in teaching – Gage N.L(ed).
9. Research ideas for science project – Goyal K.C. & Swami.P. (RIE – Ajmer).
10. Planning for effective science teaching – R.C.Sharma.
11. Teaching of physical science – Patil R.S.
12. S.M.Zaidy, Anmol Publications, New Delhi - Modern Teaching of Science (2004).
13. Siddique and Siddique, Doaba House, New Delhi -Teaching Science Today and tomorrow (1998).
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15. Narendra Vaidya, IBaP publishing Co - The impact of Science Club (1994).
16. R. C. Das - Science teaching in schools.
17. S. K. Gupta - Teaching Physical sciences in secondary schools.
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20. S. P. Kulshresta - Teaching of physical sciences

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

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

On completion of this course the students will be able to

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

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS

8 HOURS

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

UNIT -2:- RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS 8 HOURS

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

UNIT -3:- EVALUATION IN MATHEMATICS

12 HOURS

- 3.1 Oral and written Techniques.
- 3.2 Constructions of variety of tests.
- 3.3 Unit test in mathematics- meaning, importance steps, format and procedure.
- 3.4 Format and characteristics of well balanced question paper.
- 3.5 Diagnostic test in mathematics- meaning need and importance steps preparation and uses
- 3.6 Remedial instruction – Meaning and importance.
- 3.7 National Talent Search Examination scheme preparation

UNIT -4:- EXTENDED CURRICULAR ACTIVITIES IN MATHEMATICS

12 HOURS

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

PRACTICUM/ACTIVITY: (ANY ONE)**10 HOURS**

1. Preparation of Diagnostic test
2. Comparative study of syllabus NCERT, CBSE, ICSE
3. Preparation of programmed learning materials on a unit.
4. Critical review of text book of mathematics.
5. Preparation of work book for one or two units.
6. Survey of mathematics laboratory facilities of any two nearby schools/colleges with practical suggestions for improvement.
7. Preparing a report of different activities of mathematics club.
8. Preparation of unit test in mathematics.

REFERENCE:

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan, London. Bell & Sons.
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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER
PEDAGOGY OF SCHOOL SUBJECT 1/2 (PSS1A/2A)
CHEMISTRY

Marks: 75+25=100

Total Teaching Hours 40+10

Objectives:

On completion of this course the students will be able to

- Development of skills in construction and administration of unit tests
- Understanding the resources in teaching chemistry
- Understand the meaning & importance of content analysis in chemistry
- Understand the assessment procedure in chemistry
- Developing the professional teacher competencies

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

8 HOURS

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbook (8th / 9th / 10th).

UNIT: II- RESOURCES OF TEACHING CHEMISTRY

12 HOURS

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

UNIT: III- EVALUATION IN CHEMISTRY

8 HOURS

- 3.1 Concepts of Unit test–importance–weightages–format–construction, scoring and interpretation.
- 3.2 Diagnostic test – uses and its importance in chemistry
- 3.3 Question Bank – Preparation based on Instructional objectives, importance of QB and its uses.

UNIT: IV: PROFESSIONAL GROWTH AND CHEMISTRY TEACHER

12 HOURS

- 4.1 Extended curricular activities – Science club, Science fair and Exhibitions their objectives, organization, importance.
- 4.2 Organization of study group and Teacher organization.
- 4.3 Study of Journals, reference books and enrichment materials.

4.4 Competencies of Chemistry teacher – Special skills.

PRACTICUM/FIELD WORK: (ANY ONE)

10 HOURS

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

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

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

Marks: 75+25=100

Total Teaching Hours 40+10

OBJECTIVES:

On completion of this course the students will be able to

- To develop the skill of setting and maintaining biology laboratory.
- Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
- 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 EXPLORING LEARNERS

8 HOURS

- 1.1 Learner Centred Activity- Motivate to accumulate associate the knowledge from various materials Viz, reference materials, text books, journals and open resources.
- 1.2 Strategies of knowledge accumulation, discussion, child centred process and peer involvement.
- 1.3 Fabrication of suitable activities for biological science-herbarium, photography, bird watch, field trips, specimen collection and preservation.

UNIT-II SCHOOL SCIENCE CURRICULUM:

10 HOURS

- 2.1 Principles of curriculum construction
- 2.2 Historical perspectives of biology curriculum.
- 2.3 NPE (National Policy of Education) – 1986
- 2.4 Programme of Action - 1992
- 2.5 NCF (National Curriculum Framework) - 2005
- 2.6 NCFTE – 2009

UNIT-III EVALUATION IN BIOLOGICAL SCIENCE

10 HOURS

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

**UNIT-IV: PROFESSIONAL GROWTH AND ORGANIZING CO-CURRICULAR ACTIVITIES
IN BIOLOGICAL SCIENCE** **12 HOURS**

- 4.1 Biological science Teacher: Professional competencies, professional growth, in-service training through seminars, conferences, workshops, action research etc.
- 4.2 Study of journals and role of professional organizations in biological science.
- 4.3 Science Club, science museum, science fairs and exhibitions and science question bank,
- 4.4 Science quiz - organization and activities.
- 4.5 Excursions, Field trips, visits, nature study, bird watching – need organization and Usefulness.
- 4.6 Community resources - Identification and utilization of community resources.

PRACTICUM/FIELD WORK (ANY ONE) **10 HOURS**

1. Preparing enrichment programme for the gifted and remedial programme for the slow learners.
2. Field Trip: Photo Album, Nature Album.
3. Prepare the project report on Biological journal.
4. Brief report of well equipped biology laboratory with equipments.
5. Preparation of work book for any two units of science text books.
6. Critical analysis of Karnataka state secondary school science text books. (7th to 10th).

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

III SEMESTER
ENHANCING PROFESSIONAL CAPACITY COURSE (EPC2)
YOGA AND HEALTH EDUCATION

Marks: 40+10=50

Total Teaching Hours 20+05

OBJECTIVES:

On completion of this course the students will be able to

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

UNIT – I INTRODUCTION TO YOGA

6 HOURS

- 1.1 Basis of Yoga.
- 1.2 Meaning, definition and scope of yoga.
- 1.3 Benefits and Importance of Yoga.

UNIT-2 SURYA NAMASKARA AND ITS IMPORTANCE

7 HOURS

- 1.1 Elementary Knowledge of Surya Namaskara.
- 2.3 Role of yoga for improving the quality of school education.
- 2.4 Kinds of Yoga- Astanga Yoga.

UNIT- III MEDITATION AND ITS IMPORTANCE

7 HOURS

- 3.1 Meditation – Meaning and Importance.
- 3.2 Pranayama – Meaning, Types and Importance.
- 3.5 Asanas - Meaning and Rules/Hints.
- 3.6 Asana/ Yogic exercises and The Cure of Diseases.

PRACTICUM/FIELD WORK:

05 Hours

1. Participating in any five Asanas of the following:

- 1.Shavasana, 2.Sarvangasana, 3.Halasanana, 4.Paschimottanasana, 5.Bhujangasana,
- 6.Shalabhasana, 7.Dhanurashna, 8.Chakrasana, 9.Vajrashna, 10.Gomukhasana,
- 11.Matsyanana, 12.Janu- Shirshasana, 13.Ardhmatsyendrasana, 14.Padmasana and 15.
- Shirshasana

2. **Participation in** Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
3. **Preparing a Workbook** (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)

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

III SEMESTER
ENHANCING PROFESSIONAL CAPACITY COURSE (EPC2)
DRAMA AND ART IN EDUCATION

Marks: 40+10=50

Total Teaching Hours 20+05

ಉದ್ದೇಶಗಳು:

ಬಿ.ಇಡಿ. ಕೋರ್ಸ್‌ನಲ್ಲಿ ನಾಟಕ ಮತ್ತು ಕಲೆಯನ್ನು ಸೇರಿಸುವುದರ ಅಗತ್ಯ ಮತ್ತು ಉದ್ದೇಶಗಳು ಈ ಕೆಳ ಕಂಡಂತಿವೆ. ಈ ಕೋರ್ಸ್ ನ ವಿದ್ಯಾರ್ಥಿಗಳು –

- ರಂಗಭೂಮಿ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಇತರ ಕಲೆಗಳ ಪರಿಚಯವನ್ನು ಪಡೆದುಕೊಳ್ಳುವುದು.
- ತಮ್ಮ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಅರಿವು ಮತ್ತು ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವುದು.
- ರಂಗಭೂಮಿಯನ್ನು ಒಂದು ಭಾಷೆಯಾಗಿ ಗ್ರಹಿಸಿಕೊಂಡು ಸಂವಹನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವುದು.
- ಭವಿಷ್ಯದಲ್ಲಿ ಶಿಕ್ಷಕರಾಗುವ ಈ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನೆಯನ್ನು ಹೊರತುಪಡಿಸಿ ಮುಂದೆ ತಮ್ಮ ಪಠ್ಯ ಬೋಧನೆಯಲ್ಲಿ ರಂಗ ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಬೋಧನೆಯನ್ನು ಆಸಕ್ತಿದಾಯಕವಾಗಿ ಮತ್ತು ಆಕರ್ಷಕವಾಗಿ ನಿರ್ವಹಿಸಲು ತೆರೆದುಕೊಳ್ಳುವುದು.
- ಕೇವಲ ತಾವು ಬೋಧಿಸುವ ಪಠ್ಯವಲ್ಲದೆ ಉಳಿದ ವಿಷಯಗಳ ಕುರಿತು ಗೌರವ ಪ್ರೀತಿ ಬೆಳೆಸಿಕೊಂಡು ಸಮನ್ವಯ ಸಾಧಿಸುವುದು ಮತ್ತು ಸಹೋದ್ಯೋಗಿಗಳೊಂದಿಗೆ ಪರಸ್ಪರ ಸಹಕಾರದ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಆರೋಗ್ಯಕರ ವಾತಾವರಣ ನಿರ್ಮಿಸುವುದು.
- ರಂಗಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಶಾಲೆಗಳಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸುವುದು.

ಘಟಕ-1 ರಂಗ ಸಿದ್ಧಾಂತ:

ಅವಧಿ: 4 ಘಂಟೆ

- 1.1 ಭಾಷೆಯಾಗಿ ರಂಗಭೂಮಿ; ಸಂವಹನ ಮಾಧ್ಯಮವಾಗಿ ರಂಗಕಲೆ - ಸಂವಹನದ ವಿವಿಧ ಮಾದರಿಗಳು;
- 1.2 ರಂಗಭೂಮಿಯ ಶಕ್ತಿ, ಮಹತ್ವ, ಪ್ರಸ್ತುತತೆ ಮತ್ತು ಅಗತ್ಯತೆ; ರಂಗಭೂಮಿ ಮತ್ತು ಇತರ ಕಲಾ ಮಾಧ್ಯಮಗಳು;
- 1.3 ಸ್ಥಳೀಯ ಜಾನಪದ/ಸಾಂಪ್ರದಾಯಿಕ ಕಲೆಗಳ ಪರಿಚಯ.

ಘಟಕ-2 ರಂಗಭೂಮಿ ಮತ್ತು ಶಿಕ್ಷಣದಲ್ಲಿ ರಂಗಭೂಮಿ:

ಅವಧಿ: 6 ಘಂಟೆ

- 2.1 ಭಾರತೀಯ ರಂಗಭೂಮಿಯ ಸ್ಥೂಲ ಇತಿಹಾಸ - ಸಂಸ್ಕೃತ ರಂಗಭೂಮಿ, ನಾಟ್ಯಶಾಸ್ತ್ರದ ಪರಿಚಯ;
- 2.2 ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಜಾನಪದ ಕಲೆ ಮತ್ತು ರಂಗಭೂಮಿಯ ವಿವಿಧ ಪ್ರಕಾರಗಳು; ಆಧುನಿಕ ಭಾರತೀಯ ರಂಗಭೂಮಿಯ ಬೆಳವಣಿಗೆ, ನಾಟಕಕಾರರು (ಸಂಕ್ಷಿಪ್ತ ವಿವರಗಳು)
- 2.3 ಶಿಕ್ಷಣದಲ್ಲಿ ರಂಗಭೂಮಿ: ಶಿಕ್ಷಣ ಮತ್ತು ರಂಗಭೂಮಿ; ಶಿಕ್ಷಕರ ಪಾತ್ರ; ಶಿಕ್ಷಣದಲ್ಲಿ ರಂಗಕಲೆಯ ಅಳವಡಿಕೆ; ಪಠ್ಯ ಬೋಧನೆಯಲ್ಲಿ ರಂಗಾಂಶಗಳ ಬಳಕೆ- ವಿಧಾನ, ಸಾಧ್ಯತೆ, ಅಗತ್ಯತೆ ಮತ್ತು ಉಪಯುಕ್ತತೆ

ಘಟಕ-3 ಅಭಿನಯ (ಪ್ರಾಯೋಗಿಕತೆ/ಪ್ರಾತ್ಯಕ್ಷಿಕೆ)

ಅವಧಿ: 10 ಘಂಟೆ

- 3.1 ದೇಹ ಮತ್ತು ಧ್ವನಿಯ ಅಭ್ಯಾಸಗಳು, ಮಾತಿನ ಸ್ಪಷ್ಟತೆ, ಏರಿಳಿತ; ಭಾಷೆಯ ಬಳಕೆ

- 3.2 ಸಂವಹನಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಅಭ್ಯಾಸಗಳು, ನಟ ಮತ್ತು ಶಿಕ್ಷಕನ ಸಾಮ್ಯತೆಗಳು
- 3.3 ರಂಗಕ್ರೀಡೆಗಳು - ಪಾಲ್ಗೊಳ್ಳುವ ಮತ್ತು ಸಂಕೋಚ ಕೀಳರಿಮೆ ನಿವಾರಣಾ ಅಭ್ಯಾಸಗಳು
- 3.4 ಸೃಜನಶೀಲತೆ, ಕಲ್ಪನಾಶಕ್ತಿ, ಸ್ಮರಣ ಶಕ್ತಿ ಮತ್ತು ಏಕಾಗ್ರತೆ ಯನ್ನು ಬೆಳೆಸುವ ಅಭ್ಯಾಸಗಳು
- 3.5 ಭಾವನೆ ಮತ್ತು ಸಮಯಸ್ವೂರ್ತಿಯನ್ನು ಉದ್ದೀಪನಗೊಳಿಸುವ ಅಭ್ಯಾಸಗಳು
- 3.6 ಆಶುವಿಸ್ತರಣೆ, ಕಥೆ ಹೇಳುವುದು, ಅಂತಃಪಠ್ಯವನ್ನು ಶೋಧಿಸಿಕೊಳ್ಳುವ ಅಭ್ಯಾಸಗಳು

PRACTICUM/FIELD WORK

ಅವಧಿ: ೫ ಘಂಟೆ

1. ಪಾಠ ನಾಟಕ - ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆಯನ್ನು ಆಧರಿಸಿ ಹಲವು ಗುಂಪುಗಳಾಗಿ ವಿಂಗಡಿಸಿ ಶಾಲಾ ಪಾಠದ ಯಾವುದೇ ವಿಷಯವನ್ನು ಆಯ್ದುಕೊಂಡು, ಅದನ್ನು ನಾಟಕೀಕರಣಗೊಳಿಸಿ ಹತ್ತು ನಿಮಿಷದ ಕಿರು ನಾಟಕರೂಪವನ್ನು ಆಶುವಿಸ್ತರಣೆಯ ಮೂಲಕ ಸಿದ್ಧಪಡಿಸಿ ಪ್ರದರ್ಶಿಸುವುದು. ಸಮಯ ಸಿಕ್ಕರೆ ಈ ಪ್ರಯೋಗಕ್ಕೆ ರಂಗಸಜ್ಜಿಕೆ, ಪರಿಕರ ವೇಷಭೂಷಣ ಪ್ರಸಾಧನಗಳನ್ನೂ ಬಳಸಿಕೊಳ್ಳಬಹುದು.
2. ಸಮಯದ ಮಿತಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆಯನ್ನು ಗಮನದಲ್ಲಟ್ಟುಕೊಂಡು ಪೂರ್ಣ ಪ್ರಮಾಣದ ನಾಟಕ ತಯಾರಿ ಮತ್ತು ಪ್ರದರ್ಶನವನ್ನು ಪಠ್ಯದಲ್ಲ ಸೇರಿಸಿಲ್ಲ. ಹಾಗೊಮ್ಮೆ ಸಮಯ ದೊರಕಿದರೆ ಸೆಮಿಸ್ಟರ್‌ನ ಕಡೆಯ ತಿಂಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒಂದು ಘಂಟೆ ಅವಧಿಯ ನಾಟಕವನ್ನು ತಯಾರಿಸಿ ಪ್ರದರ್ಶಿಸಬಹುದು.

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KUVEMPU UNIVERSITY
SYLLABUS OF 2 YEAR (FOUR SEMESTER)
BACHELOR OF EDUCATION DEGREE COURSE
III SEMESTER

SEMESTER – III: PRE-INTERNSHIP FOR FOUR WEEKS

Activities	Marks
Observation of demonstration lessons and other lessons of the school teachers (at least 05 in each pedagogical subject) in schools given by school teachers/Teacher educators and writing the observation reports in each pedagogical subject	5+5=10
Preparing TLM for pedagogical subjects (at least 02 in each pedagogical subject) and exhibition of the work done	5+5=10
Working with school and community including co-curricular activities and submitting an activity report	05
skill based teaching -under simulated conditions(at least 5 skills/lessons)	10+10=20
Study and preparation of school calendar, time table, assessment schedule and justifying it on psychological basis.	05
Collecting information/data for the assignments for perspectives and EPC subjects	--
Total Marks	50

SUGGESTED SCHOOL ACTIVITIES

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