KUVEMPU UNIVERSITY

Jnanasahyadri, Shankaraghatta, Shivamogga, Karnataka

TWO YEARS B.ED. PROGRAMME REGULATIONS (SEMESTER SCHEME)
(Amendments 18/02/2025)

Preamble:

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

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

1. These Regulations shall be called as Kuvempu University Regulations: 2014-2015 governing Two Year B.Ed., Degree Programme (Semester Scheme- Choice Based Credit System).

2. B.Ed. Degree Programme shall be offered under the Faculty of Education.

3. There is no provision for transfer from one college to other within and outside the University till completion of B.Ed. Programmee.

4. Duration and Working Days

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

4.2 Working Days

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

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

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

5. Intake

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

6. Eligibility

6.1 Candidates must be citizens of India and should be candidates from Karnataka for claiming seats under Government quota. **"Karnataka candidates"** means,

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

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

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

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

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

6.4 Determination of Merit:

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

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

6.5 The reservation of seats will be as per the rules and regulations of the State Government.

    a) In-service candidates seeking admission for the Bachelor of Education shall confirm to the eligibility conditions prescribed by the state Government from time to time provided that they satisfy the subject requirements stipulated in regulation.

    b) Eligibility criteria will be followed as per Government rules mentioned in the Centralized Admission cell prospectus.

6.6 In case a candidate or his/her parents or guardian furnishes false or incorrect information regarding marks card or statement of marks or a certificate or an affidavit along with the application, such application shall be liable to be rejected and the seat, if any, allotted to such candidates shall be liable to be forfeited. Such candidates, his/her parents or guardian as the case may be, shall also render themselves shall be liable to be punished legally. However, the University may consider that action should be taken under appropriate rules for rejection of an application and cancellation of a seat and that it shall pass an appropriate order after holding such an enquiry as it deems necessary and after giving reasonable opportunity to the candidates or his/her parents or guardian concerned to make a representation.

7. Allocation of Seats:

a) Colleges shall admit all the candidates allotted by the Government of Karnataka through Centralised Admission Cell (CAC) or by any appropriate agency of the Government of Karnataka.

b) For filling the management seats the respective college shall select the candidates following eligibility criteria as envisaged in regulation 4.

c) The college shall admit the selected candidates, both under Government quota and management quota, within the last date fixed for admission by the government and Kuvempu University.

d) The total intake of all B.Ed. colleges shall be 50 per unit or as fixed by NCTE/Government of Karnataka from time to time.

e) Management seats: The respective institutions shall invite applications from the eligible candidates for admissions in respect of Management seats and fill up such seats in accordance with the eligibility criteria and merit as per regulations. The list of admitted candidates shall be got approved by the University.

f) The total number of admission of Candidates in the colleges from outside Karnataka State should not exceed more than twenty percent of the total prescribed intake under any circumstance.

8. Course Structure:

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

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

(a) Perspectives in Education: Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalisation in Indian society and the implications for education, with analyses of significant policy debates in Indian, education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies: Courses in Curriculum and Pedagogic Studies shall include aspects of Language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus on the learner; and a course on the theoretical perspectives on assessment for learning. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area viz. Social Science, Science, Mathematics, Languages and a subject area from the same discipline, at one/two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

8.2 Engagement with the Field/Practicum

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

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

The syllabus of this course comprises of the following –
(a) Perspectives in Education and curriculum studies/Hard Core

PEC-H1:   Philosophical and sociological Basis of Education
PEC-H2:   Psychology of the Learner and Learning
PEC-H3:   Educational Technology 1
PEC-H4:   Language Across the Curriculum
PEC-H5:   Knowledge and Curriculum
PEC-H6:   Psychology of the learning and teaching
PEC-H7:   Educational Technology 2
PEC-H8:   Inclusive Education
PEC-H9:   Educational Administration and Management
PEC-H10:   Educational Assessment and Evaluation
PEC-H11:   Gender School and Society
PEC-H12:   Guidance and Counselling
PEC-H13:   Action Research (Theory)

(b) Pedagogic / Field Based Studies

S1:   Foundations of School Education
S2:   Issues and Trends in School Education
PSS-S3/S4/S5/S6: Languages / Physics / Chemistry / Mathematics / Social Science / Mathematics / Biology / Commerce

(c) Elective Courses

ELC-1:   Economics of Education
ELC-2:   Globalization and Education
ELC-3:   Entrepreneurship and Education
ELC-4:   Human Rights Education
ELC-5:   Sustainability and Environmental Education
ELC-6:   Physical and Health Education

C. Enhancing Professional Capacities (EPC) And Engagement with Field Courses (EFC):

EPC-1:   ICT Practical
EPC-2:   Psycho-Social Tools and Techniques
EPC-3:   Yoga and Health Education
EPC-4:   Drama and Art in Education
EPC-5:   Action Research (Project)

EFC-1:   Simulation Skill practices (2 weeks)
EFC-2:   Simulation and ICT based lesson (2 Weeks)
EFC-3:   Schools visit and Reflective Dairies (2 Weeks)
EFC-4:   School Visits and Reflective Dairies (4 weeks)
EFC-5:   School Visits/Reflective Dairies (10 Weeks)

Credit framework for 2-Year B.Ed. Programme: 2024-25

Sl No	Subject Code	Title of the Paper	External Marks	Internal Marks	Total	Credit Score
I SEMESTER						
1	PEC-H1	Philosophical and Sociological Basis of Education	75	25	100	4
2	PEC-H2	Psychology of the Learner and Learning	75	25	100	4
3	PEC-H3	Educational Technology 1	75	25	100	4
4	PEC-H4	Language Across the Curriculum	40	10	50	2
SOFT CORE						
5	S1	Foundations of School Education	40	10	50	2
6	S2	Issues and trends in School Education	40	10	50	2
7	EPC-1	ICT Practical	-	50	50	2
8	EFC-1	Simulation Skill practices (Micro- 2 weeks)	-	50	50	2
		TOTAL	345	205	550	22
II SEMESTER						
10	PEC-H5	Knowledge and Curriculum	75	25	100	4
11	PEC-H6	Psychology of the learning and teaching	75	25	100	4
12	PEC-H7	Educational Technology 2	75	25	100	4
13	PSS-S3	Languages/Chemistry/Biology/Physics/Mathematics/	75	25	100	4
14	PSS-S4	Social Science/Commerce **(Any Two)**	75	25	100	4
15	EPC-2	Psycho-Social Tools and Techniques	-	50	50	2
16	EFC -2	Simulation and ICT based lesson (2 Weeks)		50	50	2
17	EFC -3	Schools visit and Reflective Dairies (2 Weeks)		50	50	2
		Total	375	275	650	26
III SEMESTER						
18	PEC-H8	Inclusive Education	75	25	100	4
19	PEC-H9	Educational Administration and Management	75	25	100	4
20	PEC-H10	Educational Assessment and Evaluation	75	25	100	4
22	PSS-S5	Languages/Chemistry/Biology/Physics/Mathematics/	75	25	100	4
23	PSS-S6	Social Science/Commerce **(Any Two)**	75	25	100	4
24	EPC-3	Yoga and Health Education	40	10	50	2
25	EFC-4	School Visits and Reflective Dairies (4 weeks)	-	100	100	4
		Total	415	235	650	26
IV SEMESTER						
26	PEC-H11	Gender School and Society	40	10	50	2
27	PEC-H12	Guidance and Counselling	40	10	50	2
28	PEC-H13	Action Research (Theory)	40	10	50	2
29	EPC-4	Drama and Art in Education	40	10	50	2
30	EPC-5	Action Research (Project)	-	50	50	2
ELECTIVE PAPERS (ANY ONE)						
	ELC-1	Economics of Education				
	ELC-2	Globalization and Education				
31	ELC-3	Entrepreneurship and Education	40	10	50	2
	ELC-4	Human Rights Education				
	ELC-5	Sustainability and Environmental Education				
	ELC-6	Physical and Health Education				
		School Visits/Reflective Dairies (10 Weeks)	-	150	150	6
32	EFC-5	Practical Examination 1	-	50	50	2
		Practical Examination 2	-	50	50	2
		Total	200	350	550	22
		GRAND TOTAL	1335	1065	2400	96

Note: H= Hardcore Courses, S= Softcore Courses, ELC=Elective Course, PEC= Perspective Education Course, EPC= Enhancing Professional Capacities, PSS= Pedagogy of School Subjects, INT= Internship, EFC= Engagement with Field Courses, ELC= Elective Courses

Distribution of Credits

Sl. No	Semester	Credits	Internals	Externals	Total
1	Semester I	22	205	345	550
2	Semester II	26	275	375	650
3	Semester III	26	235	415	650
4	Semester IV	22	350	200	550
	TOTAL	**96**	**1065**	**1335**	**2400**

SL No	Odd Semesters			Even Semesters		
Semester	First	Third	Total	Second	Fourth	Total
Credit	22	26	48	26	22	48
Marks	550	650	1200	650	550	1200

9. Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

The marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

9.1 Computation of SGPA and CGPA

The following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i) The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA (Si) = $\sum(C_i \times G_i) / \sum C_i$

Where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	(Credit x Grade)
I	Philosophical and sociological Basis of Education	4	A	8	4X8=32
	Psychology of the Learner and Learning	4	B+	7	4X7=28
	Educational Technology 1	4	B	6	4X6=24
	Language Across the Curriculum	2	O	10	2X10=20
	Foundations of School Education	2	A	8	2X8=16
	Issues and Trends, in School Education	2	A	8	2X8=16
	ICT Practical	2	B+	7	2X7=14
	Simulation Skill practices (Micro- 2 weeks)	2	B	6	2X6=12
		22			
SGPA					162/22=7.36

ii) The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

Where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 22 SGPA 7.36	Credit 26 SGPA 7.8	Credit 26 SGPA 5.6	Credit 22 SGPA 6.0
CGPA= (22 x 7.3 + 26 x 7.8 + 26 x 5.6 + 22 x 6.0)/96 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Credits, Marks and Passing Standards

The details of courses offered in each semester with credits, marks and passing standards shall be as given below.

Sl No	Subject Code	Title of the Paper	Max. Marks (EM)	Min. Passing Marks (EM)	Max. Marks (IM)	Min. Passing Marks (EM)	Credit Score
		I SEMESTER					
1	PEC-H1	Philosophical and Sociological Basis of Education	75	30	25	10	4
2	PEC-H2	Psychology of the Learner and Learning	75	30	25	10	4
3	PEC-H3	Educational Technology 1	75	30	25	10	4
4	PEC-H4	Language Across the Curriculum	40	16	10	4	2
		SOFT CORE					
5	S1	Foundations of School Education	40	16	10	4	2
6	S2	Issues and trends in School Education	40	16	10	4	2
7	EPC-1	ICT Practical	-	-	50	25	2
8	EFC-1	Simulation Skill practices (Micro- 2 weeks)	-	-	50	25	2
		TOTAL	345	-	205	-	22
		II SEMESTER					
10	PEC-H5	Knowledge and Curriculum	75	30	25	10	4
11	PEC-H6	Psychology of the learning and teaching	75	30	25	10	4
12	PEC-H7	Educational Technology 2	75	30	25	10	4
13	PSS-S3	Languages/Chemistry/Biology/Physics/Mathematics/	75	30	25	10	4
14	PSS-S4	Social Science/Commerce (Any Two)	75	30	25	10	4
15	EPC-2	Psycho-Social Tools and Techniques	-	-	50	25	2
16	EFC -2	Simulation and ICT based lesson (2 Weeks)	-	-	50	25	2
17	EFC -3	Schools visit and Reflective Dairies (2 Weeks)	-	-	50	25	2
		Total	375	-	275	-	26
		III SEMESTER					
18	PEC-H8	Inclusive Education	75	30	25	10	4
19	PEC-H9	Educational Administration and Management	75	30	25	10	4
20	PEC-H10	Educational Assessment and Evaluation	75	30	25	10	4
22	PSS-S5	Languages/Chemistry/Biology/Physics/Mathematics/	75	30	25	10	4
23	PSS-S6	Social Science/Commerce (Any Two)	75	30	25	10	4
24	EPC-3	Yoga and Health Education	40	16	10	4	2
25	EFC-4	School Visits and Reflective Dairies (4 weeks)	-	-	100	50	4
		Total	415	-	235	-	26
		IV SEMESTER					
26	PEC-H11	Gender School and Society	40	16	10	4	2
27	PEC-H12	Guidance and Counselling	40	16	10	4	2
28	PEC-H13	Action Research (Theory)	40	16	10	4	2
29	EPC-4	Drama and Art in Education	40	16	10	4	2
30	EPC-5	Action Research (Project)	-	-	50	25	2
		ELECTIVE PAPERS (ANY ONE)					
	ELC-1	Economics of Education					
	ELC-2	Globalization and Education					
31	ELC-3	Entrepreneurship and Education	40	16	10	4	2
	ELC-4	Human Rights Education					
	ELC-5	Sustainability and Environmental Education					
	ELC-6	Physical and Health Education					
		School Visits/Reflective Dairies (10 Weeks)	-	-	150	75	6
32	EFC-5	Practical Examination 1	-	-	50	25	2
		Practical Examination 2	-	-	50	25	2
		Total	200	-	350	-	22
		GRAND TOTAL	1335	-	1065	-	96

8.3 An option for the candidates to choose a course from a pool of Pedagogy of school subject courses offered by the respective B.Ed. colleges of Kuvempu University. Each candidate should choose a combination of 2 Specialization courses for the B.Ed. programme from the offered courses in the respective college. The courses are as follows **(Any Two)**.

- **Languages**: Kannada, English, Hindi, Urdu
- Social Science
- Chemistry
- Biology
- Physics
- Mathematics
- Commerce

8.4 Elective courses:

In the Choice Based Credit System (CBCS) for Bachelor of Education (B.Ed.) programs, elective courses allow student-teachers to specialize in areas of interest, enhancing their professional competencies. The candidate shall choose **any one** of the elective course from the list mentioned below:

ELC-1 Economics of Education
ELC-2 Globalization and Education
ELC-3 Entrepreneurship and Education
ELC-4 Human Rights Education
ELC-5 Sustainability and Environmental Education
ELC-6 Physical and Health Education

8.5 Engagement with field, internship and related assignments

a) Each student shall attend internship programme in an allotted school/schools spread over across 4 semesters in a period of totally 20 weeks.
b) The student shall attend pre-internship programme of two weeks each in I and II semesters, six weeks in III semester and 10 weeks in IV semester. Colleges shall assign two different schools for each student alternatively in III and IV semesters (elementary/secondary or secondary/higher secondary)
c) School based internship in I & II semester shall be conducted within the jurisdiction of the university, in III and IV semester school-based internship programme shall be conducted in Government and Government Aided and private schools within the jurisdiction of the university. In case the student-teacher choose the school outside the jurisdiction of the University shall select only Government school.

Engagement with field and internship

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

Semester-wise Credit/Marks Distribution for Internship

SEMESTER	DURATION	MARKS	CREDITS
Semester – I	02 Weeks	50	2
Semester – II	02 Weeks	100	4
Semester – III	06 Weeks	100	4
Semester – IV	10 weeks	150	6
Total		400	16

Scheme of Instructions:

- B.Ed. programme is of 4 semesters of two-year duration. A candidate can avail a maximum of 3 years to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semesters, he/she has to study the prevailing courses offered by the college when he/she continues his/her studies, by paying the prescribed fees of the University.
- Engagement with field activities with internship shall be conducted as per the schedule provided.
- Physical Education and Games, SUPW & CCA to be conducted in first three semesters for one period per week in each of the semester and also College shall conduct CTC/NSS in any of the semesters compulsorily and students shall attend and report shall be submitted to the college.
- Participation in a field trip such as visit to schools/special schools, science clubs/Museums may be organised by the college.
- Participation in seminars/symposia/programmes organized by the colleges for professional advancement.

8.8 Medium of Instruction:

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

8.9 Attendance:

As per UGC guidelines a Candidates shall deemed to have been completed course of Bachelor of Education if he/she has put in attendance of a minimum 80% of the total number of working periods under each subject in theory and practicum. Candidates shall be required to attend additional term if the shortage of attendance exceeds the limit prescribed in the subjects in which the shortage has been recorded. Such students who fail to complete the course with minimum 80% attendance in theory and practicum courses and 90% of attendance in internship shall not be allowed to take the theory examination. Students should have 90% lab attendance for the courses EPC-1 and EPC-2.

9. CONTINUOUS ASSESSMENTS.

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

1. The performance of a candidate in a course will be assessed for a maximum of 100 marks for courses like **H1, H2, H3, H5, H6, H7, S3, S4, H8, H9, H10, S5 and S6** of which 25 marks is for Internal assessment. The internal assessment marks are based on test, practicum and tutorials. In each semester one test will be conducted in each Perspective, Pedagogical. The test will be conducted after 12th week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before 15th week and assigned a maximum of 10 marks in each course. Tutorials are conducted within 15th week and assigned a maximum of 5 marks in each course. During the 18th - 20th week of the semester, a semester-end-examination of 3 hours duration shall be conducted by the University for each course. The maximum marks for each course will be 75.

2. The performance of a candidate in a course will be assessed for a maximum of 50 marks for courses like **H4, S1, S2, H11, EPC-3, H12, H13 and EPC-4** of which 10 marks is for Internal assessment. The internal assessment marks are based on test and practicum. In each semester one test will be conducted in each course. The test will be conducted after 12th week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before 15th week and assigned a maximum of 5 marks in each course. During the 18th - 20th week of the semester, a semester-end-examination of 2 hours duration shall be conducted by the University for each course. The maximum marks for each course will be 40.

3. The performance of a candidate in a course will be assessed for a maximum of 50 marks for courses like **ELC-1, ELC-2, ELC-3, ELC-4, ELC-5,** and **ELC-6** of which 10 marks is for Internal assessment. The internal assessment marks are based on test and practicum.

4. The performance of a candidate in a course will be assessed for a maximum of 50 marks for courses like **EPC-1 and EPC-2 (Practical)** of which 50 marks is for Internal assessment. The internal assessment marks are based on Attendance for 5 marks, lab record for 25 marks and lab test for 20 marks for each course.

5. During internship programme in IV semester the practical examination (EFC 5) will be conducted in each Pedagogic subjects for 50 Marks.

6. During IV semester internship programme student-teacher shall conduct the action research project work (EPC 5) for 50 Marks.

7. The performance of a candidate in a course will be assessed for a maximum of 50 marks for EFC 1 simulation skill practices for the duration of 2 weeks in the college, 50 marks for EFC 2 simulation and ICT based lesson for the duration of 2 weeks in the college, 50 marks for EFC 3 school visit and reflective dairies for the duration of 2 weeks in schools, 100 marks for EFC 4 school visit and reflective dairies for the duration of 4 weeks in schools and 150 marks for EFC 5 school visit and reflective dairies for the duration of 2 weeks in schools.

(b) Pedagogic / Field Based Studies

S1: Foundations of School Education
S2: Evaluation, Trends, And Teacher Recruitment in School Education
PSS-S3/S4/S5/S6: Languages / Physics / Chemistry / Mathematics / Social Science / Mathematics / Biology / Commerce

(c) Elective Courses

ELC-1 Economics of Education
ELC-2 Globalization and Education
ELC-3 Entrepreneurship and Education
ELC-4 Human Rights Education
ELC-5 Sustainability and Environmental Education
ELC-6 Physical and Health Education

10. PRACTICAL EXAMINATION

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

a. Colleges should be sent practical examination time table, school list with concerned authority permission letter to the Registrar, evaluation through Dean, faculty of education.

b. Practical examination marks will be assigned by both internal and external examiners.

Internal Examiner: Senior most faculty with subject specialization from the college of education affiliated to Kuvempu University with minimum 05 years of teaching experience as per the gradation list on seniority come rotation. In such cases, non-availability of subject specialized faculties from the colleges of education shall be flexible in experience (as per gradation list) with the permission of the University.

External Examiner: Senior most subject teacher from the Higher Primary or Secondary or Higher Secondary School approved by the state government with minimum 05 years of teaching experience.

c. After completion of the practical examination marks sheet (both internal and external) of each student shall be packed & sealed and sent to the concerned authority.

d. Concerned authority of the University/committee may visit the schools during practical examination for supervision.

I.A. FOR H1, H2, H3, H5, H6, H7, S3, S4, H8, H9, H10, S5 and S6 COURSES

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

I.A. FOR H4, S1, S2, H11, EPC-3, H12, H13, EPC-4 ELC-1, ELC-2, ELC-3, ELC-4, ELC-5, and ELC-6 COURSES

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

DISTRIBUTION OF MARKS FOR PRACTICAL EXAMINATION 1 & 2 (EFC 5 B)

(IV SEMESTER)

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

I.A. FOR ACTION RESEARCH PROJECT WORK EPC 5 (IV SEMESTER)

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

DISTRIBUTION OF MARKS FOR PRACTICALS (EPC 1 & EPC 2)

COMPONENTS	ACTIVATES	MAX. Marks. 50
Attendance	Students should have 90% Lab Attendance.	05
Lab Record	Writing Lab Record using Practicum Topics. (Any 5 Practicum Topics in Kannada/English Language).	25
Lab Test	Students should give Lab exam regarding any 2 Practicum Topics in the College Lab.	20
Total Marks		**50**

Semester End Written Examination Question pattern:

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

FOR THE COURSES PEC-H1, PEC-H2, PEC-H3, PEC-H5, PEC-H6, PEC-H7, PSS-S3, PSS-S4, PEC-H8, PEC-H9, PEC-H10, PSS-S5 and PSS-S6

Duration: 3 hours   **Maximum marks: 75**

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

FOR COURSES PEC-H4, S1, S2, PEC-H11, EPC-3, PEC-H12, PEC-H13, EPC-4 ELC-1, ELC-2, ELC-3, ELC-4, ELC-5, and ELC-6

Duration: 2 hours   **Maximum marks: 40**

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

Semester wise records, documents and Internship/engagement with field activities documents

I SEMESTER

Sl. No.	Subject and code	Documents to be made available		Max Marks	Total
		By Principal/Teacher Educators	By Student-Teachers		
1	PEC-H1: Philosophical and sociological Basis of Education PEC-H2: Psychology of the Learner and Learning PEC-H3: Educational	Test Time Table. Question Paper. Answer scripts of tests conducted with marks list. Invigilator dairy/Record.	Practicum/Assignment record -Signed by the concerned Teacher Educator. Tutorial Record - Signed by the concerned Teacher Educator.	Test: 10 Practicum:10 Tutorials:05	**(25X3) 75**

	Technology 1				
2	PEC-H4: Language Across the Curriculum		Practicum/Assignment record -Signed by the concerned Teacher Educator.	Test: 5 Practicum:5	**10**
3	S1: Foundations of School Education S2: Issues and Trends in School Education		Practicum/Assignment record -Signed by the concerned Teacher Educator.	Test: 5 Practicum:5	**10**
4	EPC-1 ICT Practical	Practical Exam Time Table Question Paper Answer scripts of tests conducted with marks list. Invigilator dairy/Record	Practical record - Signed by the concerned Teacher Educator.	Attendance: 05 Lab Record: 25 Lab Test: 20	**50**
5	Internship - Skill Based Teaching-Under simulated conditions (at least 5 Skills per Pedagogy Subject)	Teachers' observation profiles of simulated skill practice. Time Table of Students Allotment for simulated skill practice.	Record books of Skill based teaching under simulated conditions (Separate record should be maintained for each pedagogic subject) – Signed by the concerned subject teacher Educators.	Total 10 skills each carries 5 marks.	**50**
Total Internal Assessment Marks of I Semester					**205**

II SEMESTER

| Sl. No. | Subject and code | Documents to be made available | | Max Marks | Total |
		By Principal/Teacher Educators	By Student-Teachers		
1	PEC-H5: Knowledge and Curriculum PEC-H6: Psychology of the learning and teaching PEC-H7: Educational Technology 2	Test Time Table Question Paper Answer scripts of tests conducted with marks list Invigilator dairy/Record	Practicum/Assignment record -Signed by the concerned Teacher Educator. Tutorial Record - Signed by the concerned Teacher Educator.	Test: 10 Practicum:10 Tutorials:05	(25X3) 75
2	PSS-S3/S4: Languages/ Chemistry/ Biology/Physics/ Mathematics/Social Science/Commerce (Any Two)				50
3	EPC-2: Psycho-Social Tools and Techniques	Practical Exam Time Table. Question Paper. Answer scripts of tests conducted with marks list. Invigilator dairy/Record.	Practical record - Signed by the concerned Teacher Educator.	Attendance: 05 Lab Record: 25 Lab Exam: 20	50
4	EFC-2: Simulation and ICT based lesson (2 Weeks)	Teachers' observation profiles of simulated and ICT lesson practice. Time Table of Students Allotment for simulated practice.	Record books of teaching under simulated conditions (One General lesson and one ICT Lesson in each pedagogic subject) and student observation record for each pedagogic subject– Signed by the concerned subject teacher Educators.	In Each PSS: General Lesson-10 ICT Lesson-10 Student Observation-5	50
5	EFC-3: Schools visit and Reflective Dairies	- Proof of Students Allotment to the schools (Allotment	Attendance record-signed by concerned school head	5	50

		(2 Weeks)	chart or any other record) -School Selection permission from the BEO -Students' internship attendance Book	Detailed report-signed by concerned school head	25	
				Lesson observation (Minimum 20 lessons) - signed by concerned school head	20	
Total Internal Assessment Marks of II Semester						**275**

III SEMESTER

| Sl. No. | Subject and code | Documents to be made available | | Max Marks | Total |
		By Principal/Teacher Educators	By Student-Teachers		
1	PEC-H8: Inclusive Education PEC-H9: Educational Administration and Management PEC-H10: Educational Assessment and Evaluation	Test Time Table. Question Paper. Answer scripts of tests conducted with marks list. Invigilator dairy/Record.	Practicum/Assignment record -Signed by the concerned Teacher Educator. Tutorial Record - Signed by the concerned Teacher Educator.	Test: 10 Practicum:10 Tutorials:05	**(25X3)** **75**
2	PSS-S5/S6: Languages/ Chemistry/ Biology/Physics/ Mathematics/Social Science/Commerce (Any Two)				50
3	EPC-3: Yoga and Health Education				10
4	EFC-4: School Visits and Reflective dairies (4 weeks)	- Proof of Students Allotment to the schools (Allotment chart or any other record) -School Selection permission from the BEO -Students' internship	General Lesson (3 lessons in each PSS)- Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	15+15=30	100

		attendance Book. Video recording of min 2 lesson in school.	ICT Lesson (1 lessons in each PSS) - Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	5+5=10	
			Student Observation (Min 10 lessons in each PSS) - signed by concerned School Head/mentor teacher in school.	10+10=20	
			Special Learning Aid (1 in each PSS)	10+10=20	
			Attendance Record and Dairy - signed by concerned School Head/mentor teacher in school and also signed by teacher educator in the college.	10	
			CCA Record (Min 2 activities) - signed by concerned School Head/mentor teacher in school.	10	
Total Internal Assessment Marks of III Semester					**235**

IV SEMESTER

Sl. No.	Subject and code	Documents to be made available		Max Marks	Total
		By Principal/Teacher Educators	By Student-Teachers		
1	PEC-H11: Gender School and Society PEC-H12: Guidance and Counselling PEC-H13: Action Research (Theory)	Test Time Table. Question Paper. Answer scripts of tests conducted with marks list. Invigilator dairy/Record.	Practicum/Assignment record -Signed by the concerned Teacher Educator.	Test: Test: 5 Practicum: 5	30
2	EPC-4: Drama and Art in Education				10
3	Elective Papers (Any One) ELC-1: Economics of Education ELC-2: Globalization and Education ELC-3: Entrepreneurship and Education ELC-4: Human Rights Education ELC-5: Sustainability and Environmental Education				10
4	EPC-5 Action Research (Project)	Supervisor allotment list. Attendance Record. Viva-Voce Timetable. List of Panel members.	A Project Work Report should be submitted by Student Teachers- approved and signed by Project Guide.		50
			Action research proposal- approved and signed by Project Supervisor .	20	
			Involvement in conducting action research and Final Quality Report-	20	

			approved and signed by Project Guide.		
			Presentation (Viva) -presented in front of the panel members ithin the college.	10	
5	INT 5A: School Visits/Reflective Dairies (10 Weeks)	- Proof of Students Allotment to the schools (Allotment chart or any other record) -School Selection permission from the BEO -Students' internship attendance Book Video recording of min 2 lesson in school.	General Lesson (6 lessons in each PSS)- Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	30+30=60	150
			ICT Lesson (1 lessons in each PSS) - Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	5+5=10	
			Student Observation (Min 10 lessons in each PSS) - signed by concerned School Head/mentor teacher in school.	10+10=20	
			Unit Plan, Unit Test - Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	10+10=20	
			Diagnostic Test & Remedial Teaching. - Approved and signed by teacher educator in the college and signed by concerned mentor teacher in school.	10+10=20	
			Attendance Record and Dairy - signed by concerned School Head/mentor teacher in school and	10	

			also signed by teacher educator in the college.		
			CCA Record (Min 2 activities) - signed by concerned School Head/mentor teacher in school.	10	
6	INT 5B: Practical Examination	Practical Exam Time Table. Student Allotment List. Internal and External Examiners list. Internal and External Examiners Consent form. BEO Permission letter. University Permission Letter.	Lesson plan (in each PSS)	10+10	100
			Teaching-Learning material (in each PSS)	10+10	
			Presentation (in each PSS)	25+25	
			Personality of the student-teacher (in each PSS)	5+5	
Total Internal Assessment Marks of IV Semester					**350**

1. ಡಾ. ಜಗನ್ನಾಥ ಕೆ ಡಾಂಗೆ   –   ಅಧ್ಯಕ್ಷರು

2. ಡಾ. ಮಂಜುನಾಥ್. ಹೆಚ್. ಪಿ.   –   ಸದಸ್ಯರು

3. ಡಾ. ಶಿವಕುಮಾರ್ ಜಿ .ಎಸ್.   –   ಸದಸ್ಯರು

4. ಡಾ. ಮಧು. ಜಿ.   –   ಸದಸ್ಯರು

5. ಡಾ. ಬಸವಣ್ಣ ಕೆ. ಸಿ.   –   ಸದಸ್ಯರು

6. ಡಾ. ನೀತ ಎ. ಜಿ.   –   ಸದಸ್ಯರು

FIRST SEMESTER

Year	I	Course Code: PEC-H1	Credits 4	Hours
Semester	I	**PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**	Marks 75+25=100	60 (50+10)

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

1. Acquaint the student teacher with goals of education and life.
2. Recognize the meaning of philosophy & Philosophy of Education.
3. Identify the influence of philosophical thoughts on Education.
4. Appreciate the contributions of western & Indian philosophers to education.
5. Apply the knowledge of education to factors of social development like social change.
6. Acquire the various concepts of education.
7. Understand the relationship between sociological bases for education.
8. Understand the constitutional provisions for education in state.

UNIT I- INTRODUCTION TO EDUCATION   **12Hours**
1.1 Concept of Education: Meaning- narrow and broader, Aims of Education-Individual & social, Functions of Education- as process & product, as self-realization & initiation.
1.2 Agencies of education: Formal, Informal & non-formal (School, Home)
1.3 Distance Education- meaning, importance, objectives, Mode of transmission.
1.4 Concept: Teaching, Training & Indoctrination.

UNIT II- PHILOSOPHY AND EDUCATION   **12Hours**
2.1 Philosophy – Meaning, nature, scope, Relationship between Philosophy & Education.
2.2 Indian schools of Philosophy (Nyaya, Sankhya, Vaisheshika, Dwaita, Adwaita)
2.3 Brief outline of- Idealism, Naturalism, Pragmatism
2.4 Contributions of Western & Indian Philosophers: M. K. Gandhi, Rabindranath Tagore, Swamy Vivekananda, Kuvempu, Rousseau & John Dewey.

UNIT III- SOCIOLOGICAL BASES OF EDUCATIONAL DEVELOPMENT
                                                    12Hours
3.1 Concept, scope and functions of educational sociology
3.2 Meaning of social change, factors influencing social change. Education for Social Change.
3.3 Social stratification and social mobility and educational relations.
3.4 Educational change because of industrialization, idea of individual autonomy in the context of society, culture and modernization.

UNIT IV- INDIA AND EDUCATION   **14Hours**
4.1 Education and Democracy, National Integration - Present position, dealing with divisive force, Role of education & co-curricular programmes.
4.2. Education for International Understanding.
4.3 Meaning of equality of Education of opportunities provisions & out comes.
4.4 Women Education, Rashtriya Madhyamika Shiksha Abiyana (RMSA); its objectives & Programmes.

PRACTICUM/FIELD WORK (Any one)   **10 Hours**

1. A study of educational, social & cultural functions of any informal agency of education.

2. A study of functions of the institution which is functioning with any basic philosophy.

3. Comparison of educational contribution of any two thinkers.

3. Conducting any co-curricular activity and reporting about the how it helps in reconstruction of society.

4. Conducting and reporting any one activity which promote National Integration.

5. Other activity /survey/analytic study-based assignments related to the syllabus should be planned and implemented by the college

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PEC-H2	Credits 4	Hours
Semester	I	**PSYCHOLOGY OF THE LEARNER AND LEARNING**	Marks 75+25=100	60 (50+10)

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

1. Understand the Relevance of Psychology in Transacting with Learners in the Classrooms:
2. Acquire the Knowledge and Skills on Different Methods of Studying the Learner's Behaviour:
3. Acquire Theoretical Perspectives and Develop an Understanding of Dimensions and Stages of Human Development:
4. Understand the Needs, Problems, and Developmental Tasks of Adolescence:
5. Acquire the Concept of Learning:
6. Understand the Significance and Application of Different Learning Theories:
7. Gain Insight into Various Aspects of Individual Differences and Their Educational Implications:

UNIT: 01: FUNDAMENTALS OF PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY   12 HOURS

1.1   **Psychology:** Concept, Nature, Scope and Importance.
1.2   **Educational Psychology:** Concept, Nature, Scope, and Relevance of Educational Psychology for Classroom Teaching
1.3   **Methods of studying learner's behavior:** (Brief description and educational implication of Introspection, Observation, Case Study and Experimental methods)
1.4   **Ideas and Contributions of Major Schools of Psychology:** Behaviorism, Gestalt, Humanism, Cognitivism, Constructivism and Connectivism

UNIT: 2: GROWTH AND DEVELOPMENTAL STAGES OF LEARNERS 12 HOURS

2.1   **Growth and Development:** Meaning, Concept, Characteristics, Principles, Difference between Growth and Development, Factors Influencing on Growth and Development.
2.2   **Developmental Stages of Childhood:** Physical Development, Psycho-social Development, Cognitive Development, Moral Development, Language Development.
2.3   **Major Theories of Development:**
       A) Psycho-social Development – (Erik H Erikson)
       B) Cognitive Development – (Jean Piaget)
       C) Moral Development – (Lawrence E Kohlberg)
2.4   **Developmental Aspects and Issues of Adolescence:**
       A) Features of Physical, Intellectual, Emotional, Social and Moral Development.
       B) Needs and Problems of Adolescents, Remedial Measures.

UNIT: 03 LEARNING AND ITS THEORIES   **13 Hours**

3.1   **Learning:** Concept, Characteristics, Factors influencing Learning, Learning Curve

3.2   **Behavioral Theories and Perspectives on Human Learning:** Concepts, Principles and educational implications of following learning theories.
   a) Trial and Error Learning (Thorndike)
   b) Classical Conditioning (Pavlov)
   c) Operant Conditioning (Skinner)
   d) Observational Learning (Bandura)

3.3   **Cognitive Theories and Perspectives on Human Learning:** Concepts, Principles and educational implications of following learning theories.

   a) Learning by Insight (Kohler)
   b) Discovery Learning (Bruner)

3.4   **Transfer of Learning:** Concept, Types, Theories, and Teachers' Role in Promoting Positive Transfer"

UNIT: 04 INDIVIDUAL DIFFERENCES AMONG LEARNERS   **13 HOURS**

4.1   **Individual Differences:** Concept, Dimensions, Causes and Challenges posed by individual differences in classrooms and strategies for addressing them

4.2   **Intelligence:** Concept, Nature, Characteristics, Distribution, Concept of mental age and IQ, Measurement of intelligence, Uses of intelligence tests.
   Theories of Intelligence:
   a) Guilford's structure of intellect
   b) Gardner's theory of multiple intelligence

4.3   **Emotional Intelligence:** Concept, Components, Measurement and role of teachers in enhancing Emotional Intelligence.

4.4   **Creativity:** Concept, Nature, Stages, Factors influencing creativity, Measurement, Methods to fostering creativity, Barriers to Creativity, Characteristics of creative children.

PRACTICUM/FIELD WORK   **10 HOURS**

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

1. Observe and analyse a classroom setting using the principles of Behaviourism or Cognitivism. Write a report on the observation, focusing on the impact of the chosen psychological theory on student behaviour.
2. Conduct an introspection session with a student to understand their thought process during learning. Write a report on the introspection method, detailing its effectiveness in understanding the student's learning behaviour.
3. Design a case study based on a student's learning difficulties and behavioural traits. Write a report analysing the student's challenges and suggest strategies to improve their learning outcomes.
4. Interview adolescents to understand their intellectual, emotional, and social development, and assess the challenges they face. Write a report on the findings and suggest possible interventions for supporting adolescents.

5. Administer an intelligence test and analyse the results to understand the different learning abilities in the class. Write a report on the results, focusing on the use of intelligence tests and the distribution of mental age and IQ scores.
6. Conduct a creative thinking session with students, encouraging them to generate ideas and solve problems innovatively. Write a report on the session, evaluating how creativity was promoted and how the students responded to the activity.

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- ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು
- ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. (2012) 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ', ಶ್ರೇಯಸ್ ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ.
- ವಾಮದೇವಪ್ಪ, ಹೆಚ್. ವಿ, ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ, ಶ್ರೇಯಸ್ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
- https://www.nios.ac.in/dled/dled/study.aspx
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- www.psychcentral.com
- www.psypress.com/developmentalpsychology
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- www.study.com
- www.teachpsychology.or

Year	I	Course Code: PEC-H3	Credits 4	Hours
Semester	**I**	**EDUCATIONAL TECHNOLOGY 1**	**Marks 75+25=100**	**60 (50+10)**

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

Objectives: On completion of this course the student-teacher will be able to-
1. Acquire the knowledge of educational technology.
2. Bring desirable changes in the behaviour by creating awareness about teaching.
3. Develop awareness about fundamentals of computer.
4. Know application computers in teaching and learning
5. Determine suitable strategies of teaching.
6. Improve the classroom communication of student-teachers.

Unit-1: Educational Technology   12   Hours

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

Unit 2: Fundamentals of Computer   13   Hours

2.1 Meaning and Characteristics of Computer.
2.2 Computer Hardware: Input Devices. Output Devices. Memory Devices (Primary and Secondary).
2.3 Computer Software: Application of word processing software in Education: Microsoft Word.
2.4 Application of spread sheet software in Education: Microsoft Excel.

Unit 3: Educational aims and objectives   12 Hours
3.1 Educational aims and objectives: meaning, importance and differences.
3.2 Revised Bloom's taxonomy of educational objectives.
3.3 Classification of Educational Objectives according to NCERT.
3.4 Salient features of NEP-2020 with reference to school education.

Unit 4: Skill based teaching   13 Hours
4.1 Levels of teaching: memory, understanding and reflective.
4.2 Principles and maxims of teaching.
4.3   simulated teaching: objectives and uses.
4.4   Skill based teaching
       4.4.1. Micro Teaching Cycle
       4.4.2. Skill of writing instructional objectives

4.4.3.   Skill of Introducing a Lesson
4.4.4.   Skill of Explaining
4.4.5.   Skill of Stimulus Variation
4.4.6.   Skill of Illustrating with Examples
4.4.7.   Skill of Probing Questioning
4.4.8.   Skill of Fluency in Questioning
4.4.9.   Skill of Reinforcement
4.4.10. Skill of Using Black Board
4.4.11. Skill of Achieving Closure

Practicum/Assignments: **10 Hours**
1.   A report on use of Educational Technology at various school levels.
2.   Prepare instructional objectives for at least 10 lessons in any school subject.
3.   Prepare a programmed instruction for any school topic.
4.   Write a report on any strategies of teaching.
5.   Write micro lesson plans for 5 different micro skills mentioning its components and uses.
6.   Role of teacher in modernizing the teaching methods and techniques according to the changing world.
(College is free to provide any relevant practicum works)

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29. Sharma, R. A. (2002). Technology of Teaching. Meerut: International Publishing House.
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Year	I	Course Code: PEC-H4	Credits 2	Hours
Semester	**I**	**LANGUAGE ACROSS THE CURRICULUM**	**Marks 40+10= 50**	**50 (40+10)**

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

1. Understand the structure, components and nature of language Across the Curriculum.
2. Develop the language competency among students across the curriculum.
3. Understand the language background of the Multicultural students.
4. Design varies strategies in communication across the curriculum.
5. Understand the language policy in India.
6. Design different materials to improve the language efficiency of the students.

Unit 1: Language an Introduction   13 Hours

1.1 Language – Meaning, Definitions, Characteristics and Importance of human language.
1.2 Language Development – Stages of language development (Phoneme perception, Cooing, Babbling, Holophrasis, Photosynthesis and Telegraphic speech), Factors influencing on language development.
1.3 Functions of Language - Physiological function, recording function, Identifying function, Reasoning function, phatic function.
1.4 Components of language – Phonetics, Morphology, Semantics, Syntax.

Unit 2: Language in curriculum   13 Hours

2.1 Language across the Curriculum-Meaning, Origins, Objectives and Importance.
2.2 Significance of language in Subject areas- Nature of language in different school subjects.
2.3 Basic language skills- Listening, Speaking, reading and writing – Meaning, Nature, Importance, Process, Identification of Problems and Activities to improve these skills across the curriculum.
2.4 Medium of instruction – importance and Need of Mother tongue, Bilingual and Multilingual approaches.
2.5 Communication – Meaning, Process, Components, influence of language on communication (Vocabulary expression, Pronunciation, Structure, Comprehension, Fluency, Appropriate usages etc)

Unit 03: Language in the Classroom   14 Hours

3.1 Classroom language – Importance of teacher language, Criteria of good teacher language, Elements contributing to good teacher Students.
3.2 Language background of the students – Individual differences in Student's language and need to know the language background of students.
3.3 Differential Language of students and their Problem – Home language, School language, Textual language and Spoken language.
3.4 Nature of classroom discourse – Instructional language, nature of classroom interaction: Questioning, Narration, Explaining, Discussing etc., Limitations of classroom discourse.

3.5 Collaboration of all subject teachers and Language teachers in a School Language Learning as a responsibility of all teachers of School.

Practical   **10 HOURS**

1. Survey of Student's language background and (T.P Class)
2. Review and analyzing the student's write ups (Make a report)
3. Design activities to enrich language efficiency among secondary school students (minimum 10 activities)
4. Prepare a Multilingual dictionary of important terms and words used in different school subjects.
5. Study the problems of language teacher through interview of brief survey.
6. Any other relevant activity based on the content.
7. Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression, submit a detailed report.
8. Prepare plans of subject specific class room language tasks/assignments.
9. Preparation of brief autobiography.
10. Preparation and presentation of speeches.

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

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Weblinks:

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2. http://www.indiatogether.org/2004/jul/edu-kothari.htm (accessed 15.09.04).
3. www.clascconsortium.org/
4. www.languagesacrossthecurricul.com/
5. www.onestopenglish.com
6. www.slideshare.net

Year	I	Course Code: S1	Credits 2	Hours
Semester	I	**FOUNDATIONS OF SCHOOL EDUCATION**	Marks 40+10= 50	50 (40+10)

OBJECTIVES:

1. To explore the etymological meaning, definitions, and broader perspectives of education, along with its evolving nature.
2. To examine the structure, evolution, and functioning of schools, including different types of schooling systems in India.
3. To understand the transformation of the teacher's role from traditional "Guru" to a modern educator in a digital and inclusive learning environment.
4. To develop awareness about student responsibilities in learning, ethical behavior, and teacher-student relationships in contemporary education.
5. To compare and contrast government, private, central, state board, and alternative schooling systems in India based on their administration, curriculum, and policies.
6. To gain knowledge about essential school records related to administration, government policies, extracurricular activities, and student well-being.

Unit 1: Introduction to Education   13 HOURS

1.1 Education: Etymological Derivation of Education, Definitions of Education and its Analysis, Narrow and Broader Meaning of Education, Nature of Education.

1.2 School Education: Concept, Meaning & Definition of school, School and its Evolution, School Complex & Classroom Structure

1.3 Role of Teachers: The Concept of Guru in Indian Education System, Changing Role of Teachers with respect to subject specialization in Modern Education,

1.4 Roles & Responsibilities of Students: Student Responsibilities in Learning and Development, Teacher-Student Relationship in the Digital Era, Ethical and Moral Responsibilities of Teachers

Unit 2: Types of Schools in the Present Indian Education System   13 HOURS

2.1 Government and Private Schools: Structure and Administration, Differences in Curriculum, Funding, and Management, Role of Government Policies in School Education

2.2 Central and State Board Schools: Overview of CBSE, ICSE, and State Boards, Syllabus Framework and Evaluation Methods, Comparative Study of National and Regional Curricula

2.3 Alternative and Special Schools: Kendriya Vidyalayas, Navodaya Vidyalayas, Model Schools, International Schools, Open Schools (NIOS), Special Education Schools for Differently-Abled Children

2.4 Emerging Trends in Schooling: Online and Hybrid Learning Schools, Skill-Based and Vocational Education Institutions

Unit 3: School documents 14 HOURS

3.1 Administrative & Management Documents: School Timetable, Academic Calendar, Attendance Register, Admission Register, Stock Register

3.2 Government & Policy Documents: National Education Policy (NEP) Guideline, Right to Education (RTE) Act Documents, School Recognition & Affiliation Certificates, Safety & Security Guidelines

3.3 Co-curricular & Extracurricular Documents: Annual Function Reports, Sports & Physical Education Records, Field Trip & Excursion Reports, Library Records

3.4 Health & Well-being Documents: Student Health Records, Counseling & Special Education Reports, Discipline & Behavior Reports.

PRACTICUM/ASSIGNMENT 10 HOURS

1. Prepare a comparative analysis of at least two school education boards (CBSE vs. ICSE, IB vs. State Board, etc.) focusing on curriculum, assessment methods, and evaluation patterns.
2. Visit a school following a specific board (CBSE/State Board/NIOS/IB) and prepare a report on its evaluation system, teacher assessment practices, and student performance tracking.
3. Conduct a survey among teachers/students on their perspectives about competency-based evaluation vs. rote learning.
4. Analyze a case study on the implementation of CCE or Competency-Based Evaluation in schools and suggest improvements.
5. Prepare a group presentation on recent evaluation reforms in school education in India.
6. Develop a lesson plan incorporating digital tools like smart boards, AI-based assessments, or gamified learning techniques.
7. Conduct an interview with a special educator or NGO professional on inclusive education practices for CWSN.
8. Design a vocational training module (for secondary-level students) integrating skill-based learning into school curricula.
9. Compare the Indian school education system with any international education model (Finland, US, UK, etc.) and analyze best practices that can be implemented in India.
10. Organize a class debate on "Will AI replace teachers in the future?" discussing both pros and cons of technology in education.
11. Conduct a mock CTET/TET paper and discuss answers with explanations.
12. Create an infographic/poster displaying eligibility, syllabus, and exam pattern of national/state teacher recruitment exams.
13. Prepare a model lesson plan as per the CTET/TET framework (covering teaching methodology, assessment strategies, and learning outcomes).
14. Prepare a weekly digest of current affairs relevant for teacher recruitment exams and present in class.
15. Any other related activities

References

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Year	I	Course Code: S2	Credits 2	Hours
Semester	**I**	**ISSUES AND TRENDS IN SCHOOL EDUCATION**	**Marks 40+10= 50**	**50 (40+10)**

OBJECTIVES:

1. To explore the meaning, need, and importance of state and central school evaluation boards and their role in maintaining educational standards.
2. To compare and contrast CBSE, ICSE, NIOS, IB, Cambridge, and state boards in terms of curriculum, evaluation methods, and educational outcomes.
3. To study the shift from rote memorization to competency-based evaluation, Continuous and Comprehensive Evaluation (CCE), and the inclusion of life skills in school assessments.
4. To understand the impact of technology, inclusive education, vocational training, and global best practices in shaping the future of school education.
5. To familiarize with various teacher recruitment exams at the national and state levels, including CTET, State TETs, and other selection examinations.
6. To equip prospective educators with knowledge of teacher recruitment eligibility criteria, syllabus, exam patterns, and career opportunities in the teaching profession.

Unit 1: State and Central School Evaluation Boards   13 HOURS

1.1 State and Central School Evaluation Boards: meaning, need and importance

1.2 Central School Education Boards: CBSE (Central Board of Secondary Education), ICSE/ISC (Indian Certificate of Secondary Education), NIOS (National Institute of Open Schooling), IB (International Baccalaureate), Cambridge (IGCSE - International General Certificate of Secondary Education)

1.3 State School Education Boards: KSEAB (Karnataka State Examination and Assessment Board)

1.4 Reforms in the Evaluation of School Education: Shift from Rote Memorization to Competency-Based Evaluation, Continuous and Comprehensive Evaluation (CCE), Inclusion of Life Skills and Practical Learning.

Unit 2: Emerging Trends & Future of School Education   13 HOURS

2.1 Integration of Technology in Schools: Smart Classrooms & Digital Learning, AI & Data-Driven Learning Platforms, Role of AR/VR & Gamification in Education

2.2 Inclusive & Equitable Education: Education for Children with Special Needs (CWSN), Gender Inclusion & Socio-Economic Equity in Schools, Role of NGOs & Government in Inclusive Education

2.3 Skill-Based & Vocational Education in Schools: Skill Development from Early Schooling, Vocational Training & Internships at the Secondary Level, Career Guidance & Counseling for Higher Education

2.4 Global Perspectives in School Education: Comparison of Indian & International School Systems, Best Practices from Global Education Systems, Future of School Education in India

Unit 3: Teacher Recruitment Exams   **14 HOURS**

3.1 Teacher Recruitment Exams: meaning, need and importance

3.1 National Level Teacher Recruitment Exams: Central Teacher Eligibility Test (CTET), KVS & NVS Recruitment Exams

3.2 State Level Teacher Recruitment Exams: State Teacher Eligibility Test (State TETs), State Public Service Commission (PSC) Teacher Exams

3.3 Other Important Teacher Exams: DSSSB (Delhi Subordinate Services Selection Board), Army Public School (AWES PGT, TGT, PRT Exam)

PRACTICUM/ASSIGNMENT   **10 HOURS**

1. Research and compare the structure, syllabus, and evaluation patterns of CBSE, ICSE, NIOS, IB, and IGCSE. Present findings in a report.
2. Conduct a case study on a state school board (e.g., KSEAB) regarding its examination pattern, syllabus, and evaluation reforms.
3. Develop a lesson plan using competency-based learning strategies for a specific subject and grade.
4. Conduct a survey among students, teachers, or parents on the effectiveness of Continuous and Comprehensive Evaluation (CCE).
5. Create a digital lesson using AI-based platforms, AR/VR tools, or gamification methods and present it as a project.
6. Document a case study on how a school supports children with special needs (CWSN) or promotes gender inclusivity.
7. Design a skill development module for school students (e.g., financial literacy, coding, entrepreneurship).
8. Research and present best practices from international education systems that can be implemented in India.
9. Design a sample question paper for CTET or a State TET exam, including multiple-choice and descriptive questions.
10. Create a study guide and preparation plan for aspiring teachers appearing for recruitment exams like KVS, NVS, or DSSSB.
11. Any other related activities

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References

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2. **Government of India.** (2020). *National Education Policy (NEP) 2020.* Ministry of Education.
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Year	I	Course Code: EPC-1	Credits 2	Hours
Semester	I	ICT PRACTICALS	Marks 40+10= 50	50 (20+30)

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

1. Develop proficiency in typing using typing software and efficiently create lesson plans, seminar presentations, and subject-related documents using MS Word.
2. Enable to prepare effective teaching materials, lesson plans, and self-learning materials using ICT tools such as MS Word, MS Excel, and MS PowerPoint.
3. Organize and analyze academic data using MS Excel, including creating result sheets with formulas, percentage calculations, and graphical representations.
4. Develop skills in creating engaging classroom presentations using MS PowerPoint by incorporating images, videos, animations, and interactive elements.
5. Use online teaching and learning platforms like Google Classroom, Blogger, WordPress, TeacherTube, and educational forums for collaborative learning and resource sharing.
6. Familiarize students with cybersecurity measures, antivirus installation, and safe internet practices while exploring and integrating e-resources for educational purposes.

UNIT I - FUNDAMENTALS OF COMPUTER: 06 Hours

1.1 **Computer:** Meaning, History, Generation, Block Diagram, Central Processing Unit & Characteristics.
1.2 **Classification of Computer:** Based on Size and Capacity (Micro, Mini, Mainframe and Super Computers). Based on Working Principle (Digital, Analogue and Hybrid Computer).
1.3 **Computer Hardware:** Concept and Importance (Input Devises, Output Devices & Memory Devises – (Primary and Secondary Memory Devises) & Keyboard Shortcuts.
1.4 **Computer Software**: Concept, Importance, Operating System Concept, System Software, Application Software & Utility Software, Programming Language Meaning and Types.

UNIT II - COMPUTER APPLICATION IN EDUCATION: 06 Hours

2.1 **Computer Network/Internet:** Concept (LAN, WAN, MAN, 2G, 3G, 4G, 5G their Use in Learning),
2.2 **Basic Terminologies of Computer Networks:** WWW, TCP/IP, HTTP, SMTP, FTP, DHCP, DNS, URL, ISPs, Search Engines, Web Browser.
2.3 **Cyber Security:** (Computer Virus, Types, Hacking, Network Security, Computer Antivirus and Prevention).
2.4 **Web Services:** (E-Mail, Chat, Google Classroom, Online Forums, Blog, E-Library, Kahoot, Nudi.)

UNIT III - APPLICATION OF ICT IN LEARNING 08 Hours

3.1 **MS Office Concept, MS Word, MS Excel & MS PowerPoint:** (Concept Features and Advantages.)

3.2 E-Learning, M-Learning, U-Learning, Blended Learning: Meaning, Concept, Characteristics, Advantages & Disadvantages.

3.3 Virtual Reality, Augmented Reality & Artificial Intelligence Uses in Classroom Learning: Meaning, Definitions, Characteristics, Features and Advantages.

3.4 Learning Software & Apps for Educations: (E-Patashala, Swayam, TALP, GYAN DARSAN, EDUSAT, NROER, DIKSHA, SHODHGANGA).

PRACTICUM (At least five among these)   **30 Hours**
(Should be record in practical record book and consider it like assignment for internal assessment & Lab examination)

1. Typing Activity using Typing Software. Lesson Plan, Seminars & Subjective work (In Any Subject -Any Unit to Be Selected, In Any Language).
2. Prepare The Printed Teaching Materials/Lesson Plan Using The MS-Word (In Any Subject - Any Unit to Be Selected, In Any Language). Use Of Self-Learning Materials for The Anyone Unit by Using ICT.
3. Prepare The Result Sheet In MS-Excel Showing the Subject Wise Marks, Total Marks, Percentage Rank, Pass or Fail (Using Formula), Graphical Presentation.
4. Prepare At Least 10 Slides Related to Their Concern Subject with Inserting Picture, Video, And Animation Effect for Classroom Usage.
5. Preparation Of a Blogs & Website Individual/Groups Developing Educational Blog In www.blogger.com, www.wordpress.com.
6. Creating An Account in Teacher Tube/Slideshare, Educational Websites & News Groups and Sharing Your Video/Powerpoint.
7. Collection Of E-Resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files Related to Educational Technology).
8. Creating Virtual Lessons and Generating Subject-Related Demonstrations Using Computer Software.
9. Google Classroom, Form & Quiz Creations.
10. Downloading Anti-Virus Software Through Internet and Installing to The System.

COMPONENTS	ACTIVATES	MAX. Marks. 50
Attendance	Students should have 90% Lab Attendance.	05
Lab Record	Writing Lab Record using Practicum Topics. (Any 5 Practicum Topics in Kannada/English Language).	25
Lab Exam	Students should give Lab exam regarding any 2 Practicum Topics in the College Lab.	20
Total Marks		**50**

References:

1. Ackeremann E. (1996) Tools for Teaching, The World Wide Web and a web browser.
2. Agarwal,Vibhuti (2006) Virtual Collections in Digital Librarian, Rajat Publications, New Delhi.
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		I SEMESTER				
1	PEC-H1	Philosophical and sociological Basis of Education	75	25	100	4
2	PEC-H2	Psychology of the Learner and Learning	75	25	100	4
3	PEC-H3	Educational Technology 1	75	25	100	4
4	PEC-H4	Language Across the Curriculum	40	10	50	2
		SOFT CORE				
5	S1	Foundations of School Education	40	10	50	2
6	S2	Evaluation, Trends, And Teacher Recruitment in School Education	40	10	50	2
7	EPC-1	ICT Practical	-	50	50	2
8	EFC-1	Simulation Skill practices (Micro- 2 weeks)	-	50	50	2
		TOTAL	345	205	550	22

SECOND SEMESTER

Year	I	Course Code: PEC-H5	Credits 4	Hours
Semester	II	KNOWLEDGE AND CURRICULUM	Marks 75+25=100	60 (50+10)

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

1. Acquire the knowledge of constitutional provisions related to education.
2. Get sensitized with issues & challenges in secondary Education.
3. Develop an Understanding of the brief historical background of Indian Education.
4. Problems faced in contemporary Indian Society.
5. Understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
6. Able to clarify the interrelation among curriculum, syllabus & text book
7. Understand the co-relation among power, principles and curriculum

UNIT-1 EDUCATION & NATIONAL DEVELOPMENT   **14 Hours**
A review of Heritage of Education in India (with reference to aims, curriculum, Methods of Teaching, student-teacher relationship)
1.1 (i) Education in ancient period. (Vedic & Buddhist) (ii) Education in Medieval period (Islamic)
1.2 Education during British period an overview of the reformations (i) Woods Dispatch (ii) Hartag Committee
1.3 Evolution of National system of Education: (i) National policy on Education 1986 (with special reference to Navodaya schools, Operation Black board & Teacher Education)
1.4 Educational Policy-2020 curricular practice and teacher

UNIT-2 CONSTITUTIONAL PROVISION AND EDUCATIONAL CONCEPTS
     12 Hours
2.1 Educational Article 14,16,17,19,24,25,26,28,29,30.
2.2 Directive principles: 45, 48A, 51.
2.3 Right to Education Act -2009, Human rights, Child rights. (A brief study).
2.4 Concepts of Belief, Information, Knowledge, types of Knowledge and Understanding

UNIT-3 PROCESS OF CURRICULUM DEVELOPMENT   **12 Hours**
3.1 Curriculum: Concept and Importance, Bases of Curriculum
3.2 Stages and Principles of curriculum construction
3.3 Teachers role in curriculum construction
3.4 Relationship between aims of education and curriculum, Role of curriculum in effective teaching and learning process

UNIT -4 CURRENT ISSUES OF EDUCATION   **12 Hours**
4.1 Peace Education: Meaning, objectives Role of education in promoting peace.
4.2 Meaning and objectives and types of Value education and Roll of Teacher
4.3 Development of 21st Century skills in Teachers. (Communication Skills, Command on Technology)
4.4 Secularism and their interrelation with Education

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. An evaluative study of Curriculum at elementary/ secondary/senior secondary stage.

4. Conduct a survey on feedback of Curriculum from learners and teachers. Prepare a report.

5. Conducting survey on awareness of promotion of Right to Education in rural areas.

6. Conducting any co-curricular activity and reporting about the how it helps in reconstruction of society.

7. Analysing text book or any children literature and report it.

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

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14. ಕೊಂಗವಾಡ ಎನ್ ಬಿ (), ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

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Year	I	Course Code: PEC-H6	Credits 4	Hours
Semester	II	**PSYCHOLOGY OF THE LEARNING AND TEACHING**	Marks 75+25=100	60 (50+10)

Objectives: Upon completion of this course, the student will be able to:
1. Understand the Relevance of Constructivism in Education.
2. Apply Constructivist Approaches in Teaching.
3. Create Constructivist Classroom Environments.
4. Understand Personality Development and its Educational Implications.
5. Promote Mental Health and Emotional Development in the Classroom.
6. Address Adjustment Issues in Students.
7. Understand Cognitive Processes and their Role in Learning.
8. Manage Classroom Dynamics and Support Diverse Learners.

UNIT: 01: CONSTRUCTIVISM IN EDUCATION   12 HOURS

1.1 Constructivism: Concept, Nature, Principles

1.2 Major Constructivist Theories:
a)   Social Constructivist Perspective and the Applications of Vygotsky's Ideas in Classroom Teaching
b)   John Dewey's Educational Philosophy and Constructivism: Applications of his Ideas in Classroom Teaching

1.3 Strategies of Constructivist Approach: Concept, Features, Stages and Uses of,
a)   Inquiry-Based Learning
b)   Project-Based Learning
c)   Collaborative Learning
d)   Problem-Based Learning
e)   Self-Regulated Learning

1.4 Constructivism in the Classroom: Creating Classroom Environment for Constructivist Learning, Teacher's Role in Constructivist Classroom, Assessment in Constructivist Classroom, Challenges and Solutions in Implementing Constructivism in the Classroom

UNIT: 02: UNDERSTANDING PERSONALITY, MENTAL HEALTH, ADJUSTMENT AND EMOTIONAL DEVELOPMENT

                                                                    12 HOURS

2.1   Personality: Concept, Nature, Determinants of Personality, Theories of Personality (Freud's Psychoanalytic Theory, Allport and Eysenck's Trait Theories), Measurement of Personality – (Subjective, Objective and Projective Techniques)

2.2   Mental Health: Concept, Characteristics, Purpose and Principles, Factors Influencing Mental Health, Role of Teachers in maintaining good Mental Health.

2.3   Adjustment: Meaning, Nature, Areas, Characteristics of well-adjusted person, Causes for Mal-adjustment, Conflicts, Defense Mechanisms – (Concept and Types)

2.4 **Emotional and Social Development:** Concept, characteristics, and stages, Importance of emotional and social stability in learning, Role of teachers in fostering emotional and Social Development.

UNIT: 03: COGNITIVE PROCESSES IN LEARNING   13 HOURS

3.1 **Motivation:** Meaning, Types, Need, Measures to Motivate Children.
3.2 **Memory:** Meaning, Types, Factors influencing Memory, Strategies to develop Memory.
3.3 **Information processing theory:** Atkinson and Shiffrin Model and Robert Gagne's Model
3.4 **Forgetting:** Concept, Causes, Types, Forgetting Curve, and Strategies to minimize Forgetting.

UNIT: 04: MANAGING CLASSROOM DYNAMICS AND SUPPORTING DIVERSE LEARNERS   13 HOURS

4.1 **Classroom Management:** Concept, Nature, Importance of Classroom Management in the Learning Process, Strategies for Managing Classroom Behaviour and to Avoid Disruptive Behaviour
4.2 **Gifted and Slow Learner (Backward) Children:** Meaning, Characteristics, Identification, Classroom Challenges, and Remedial Measures."
4.3 **Psychological Groups:** Group Dynamics – Behavior, Processes, and Their Role in Learning
4.4 **Sociometry:** Concept, Sociometrics, Sociogram, and Uses of Sociometry

PRACTICUM/FIELDWORK   10 HOURS

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

1. Observe a classroom using inquiry, project, or collaborative learning. Write a report on the strategies used and their impact on student engagement.
2. Conduct a personality test with students and analyse the results. Write a report on the implications of the results for teaching and learning.
3. Plan and implement a mental health awareness activity in a school setting. Write a report on the activity's implementation and its impact on student awareness.
4. Observe and analyse a student's adjustment issues (social, emotional, or behavioural). Write a report on the observed issues and suggest strategies for improvement.
5. Plan and conduct memory-enhancing activities like mnemonic devices in class. Write a report on the activities and analyse their effectiveness through pre- and post-tests.
6. Teach students information and test their recall after different time intervals. Write a report on the results of the forgetting curve experiment and suggest strategies to minimize forgetting.
7. Observe and identify gifted or slow learners, and implement remedial or enrichment activities. Write a report on the identification process, strategies used, and progress made.
8. Observe group behaviour in class, analyse interactions, and assess social relationships. Write a report on the group dynamics and suggest recommendations for improving group collaboration.

9. Conduct a sociometric survey to assess student relationships and group dynamics. Write a report on the findings and provide suggestions for fostering positive peer relationships.

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PEC-H7	Credits 4	Hours
Semester	II	EDUCATIONAL TECHNOLOGY-2	Marks 75+25=100	60 (50+10)

Objectives: On completion of this course the students will be able to-
1. Acquire adequate understanding in the importance of technology in education.
2. Develop skills of utilizing technology in education.
3. Realize the value and importance of technology in education.
4. Acquire the knowledge of modernize teaching methods and techniques according to the changing world.
5. Bring desirable changes in the behaviour of student teacher's by creating awareness about teaching.
6. Determine the aims and objectives of education.
7. Develop the skills of formulating instructional objectives.
8. Improve the process and product of education.

Unit 1: Interactive Technology, Reflective Teaching   **12 HOURS**
1.1   Interactive technologies and instructional designs-ADDIE
1.2   Reflection- Concept, components, levels and stages of reflection.
1.3   Reflective teaching- Characteristics of a reflective practitioner.
1.4   Areas for reflection- Behaviours, classroom management, policy, content, pedagogy learner & teacher relationship and learning outcome

Unit 2: E-content and resources   **13 HOURS**
2.1   Internet: meaning, types and uses of internet in education.
2.2   E-Content: concept and process of development.
2.3   Blended Learning, E-learning, M-learning, U-learning: meaning, concept, advantages, disadvantages and role of teacher.
2.4   ICT Initiatives of NCERT- ePathshala, DIKSHA, NISHTHA, NROER

Unit 3: ICT skills for 21st century teachers   **12 HOURS**
3.1   Application of presentation software in Education: Microsoft PowerPoint
3.2   Learning Management System (LMS): Google Classroom
3.3   Educational blogs- concept and steps for creation of blog
3.4   New trends: Virtual Reality, Augmented Reality and Artificial Intelligence

Unit 4: Models of Teaching   **13 HOURS**
4.1   Meaning, definitions, Characteristics of models of teaching.
4.2   Concept Attainment Model
4.3   Role playing
4.4   Programmed instruction- linear and branched

Practicum/Assignment   **10 HOURS**
1.   Write an instructional design for a lesson of your choice
2.   Study on challenges of interactive technology classes
3.   Elaborate M-learning activities related to your subject.
4.   Study on the uses of DIKSHA/NISHTA

(College is free to provide any relevant practicum works)

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT CHEMISTRY	Marks 75+25=100	60 (50+10)

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

UNIT I: Fundamentals of Chemistry and Its Educational Significance (12 Hours)
1.1 Meaning and nature of chemistry
1.2 Scope of teaching chemistry with special reference to Agriculture, Industry, and Medicine
1.3 Contribution of Indian scientists in the field of chemistry
1.4 Values of teaching Chemistry – Intellectual, utilitarian, disciplinary, vocational, and cultural

UNIT II: Objectives and Planning for Teaching Chemistry (13 Hours)
2.1 General Objectives of teaching Chemistry
2.2 Instructional Objectives: Knowledge, understanding, application, skill, attitudes, and appreciation
2.3 Relating objectives with content units of secondary schools
2.4 Lesson Plan: Meaning, importance, steps, and format

UNIT III: Teaching Strategies and Use of Technology in Chemistry Education
(12 Hours)
3.1 Approaches: Teacher-centered, Learner-centered, Activity-centered
3.2 Methods: Inductive, Deductive, Lecture-cum-demonstration, Laboratory, Project, and Problem-solving
3.3 Self-instructional techniques: Programmed learning (Linear and Branched), Computer-Assisted Instruction (CAI)
3.4 Techniques: Augmented reality, Virtual reality

UNIT IV: Practical Aspects and Co-curricular Activities in Chemistry
(13 Hours)
4.1 Chemistry laboratory: Importance, designing, planning, equipping, maintenance of biological equipment and records
4.2 Planning and use of ICT and 5E lesson plan
4.3 Organization of co-curricular activities: Science Club, Science Museum, Science fairs, Science exhibitions (Objectives, organization, importance, and activities)

4.4 Activities: Excursions, field trips, visits, puzzles, and funny experiments in chemistry – need and importance

Practicum/Field Work: **10 Hours**

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

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

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT BIOLOGY	Marks 75+25=100	60 (50+10)

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

UNIT I: Foundations of Biological Science Education   **(12 Hours)**
1.1 Pedagogy: Meaning, definitions, and characteristics
1.2 General Objectives of teaching Biological Science
1.3 Instructional Objectives: Knowledge, understanding, application, skill, attitudes, and appreciation
1.4 Values of teaching Biology – Intellectual, utilitarian, disciplinary, vocational, and cultural

UNIT II: Planning and Organizing Biology Instruction   **(13 Hours)**
2.1 Lesson Plan: Meaning, importance, steps, and format
2.2 Planning and use of ICT and 5E lesson plan
2.3 Unit Plan: Meaning, importance, components, and steps
2.4 Resource Unit: Meaning, Components, Steps, and Importance

UNIT III: Teaching Strategies and Modern Techniques in Biology Education **(13 Hours)**
3.1 Approaches: Teacher-centered, Learner-centered, Activity-centered
3.2 Methods: Lecture-cum-demonstration, Laboratory, Project, and Problem-solving
3.3 Self-instructional techniques: Programmed learning (Linear and Branched), Computer-Assisted Instruction (CAI)
3.4 Techniques: Augmented reality, Virtual reality

UNIT IV: Practical and Co-Curricular Activities in Biology Education   **(12 Hours)**
4.1 Biological Science laboratory: Importance, designing, planning, equipping, maintenance of biological equipment and records
4.2 Organization of co-curricular activities: Science Club, Science Museum, Science Fairs, and Exhibitions (Objectives, organization, importance, and activities)
4.3 Field-based activities: Excursions, field trips, visits, and nature study
4.4 Environmental exploration: Bird watching and other nature-related activities

Practicum/Field Work: **10 Hours**

1. Write instructional objectives for the topic of your own.
2. Prepare a report on values of teaching biological science.

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

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

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	**PEDAGOGY OF SCHOOL SUBJECT PHYSICS**	Marks 75+25=100	60 (50+10)

Objectives: On completion of course the student teacher will be able to,
1. Understand the nature and, scope of physics.
2. Understand the values of teaching Physics.
3. Understand the skill of writing instructional objectives.
4. Prepare 5E, ICT and INT. based lesson plan.
5. Prepare unit plan and Resource unit.
6. Understand the selection of various methods and Strategies to teach different topics of physics.

UNIT I: Pedagogy, Nature, and Scope of Teaching Physics (12 Hours)

1.1 Meaning, characteristics, and principles of pedagogy

1.2 Meaning, nature, and scope of physics – Physics as a process and product, and a verifiable body of knowledge

1.3 Scientific method: Meaning and steps

1.4 Scientific attitude: Meaning, characteristics of an individual with a scientific attitude, and the role of teachers in developing scientific attitudes among students

UNIT II: Aims and Objectives of Teaching Physics (12 Hours)

2.1 Values of teaching physics

2.2 Bloom's taxonomy of classification of objectives

2.3 Educational objectives of teaching physics: Meaning and classification based on NCERT version

2.4 Instructional objectives: Categorizing objectives in behavioral terms under knowledge, understanding, application, skill, attitude, interest, and appreciation

UNIT III: Planning and Organization of Physics Instruction (13 Hours)

3.1 Year Plan: Meaning and importance

3.2 Resource Unit: Meaning, importance, steps, and format

3.3 Unit Plan: Meaning, importance, steps, and format

3.4 Lesson Planning: Meaning and Herbartian approach to lesson planning

UNIT IV: Methods, Strategies, and Technology in Physics Teaching (13 Hours)

4.1 Teaching Approaches: Teacher-centered (Lecture, Lecture-cum-Demonstration) and Learner-centered (Project, Heuristic, Inductive, Deductive, Programmed Instruction - Linear and Branching)

4.2 Laboratory Method: Characteristics, steps, merits, and limitations

4.3 Models of Teaching: Suchman's Inquiry Training Model and Bruner's Concept Attainment Model

4.4 Technology in Physics Teaching: Small group techniques (Brainstorming, Collaborative Learning, Cooperative Learning), Online teaching and learning platforms, and Educational Apps

PRACTICUM/FIELD WORK   **10 Hours**
1. Preparing a report on use of physics day today life.
2. A survey on scientific attitude among Higher primary and secondary school students
3. Identifying and writing all possible instructional objectives on any topic of physics.
4. Preparation of programmed instruction learning material.
5. Preparing a 5E, ICT and INT based lesson plans based on objectives,
6. The college is free to introduce any other relevant and useful activity related to PSS-Physics.

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS	Marks 75+25=100	60 (50+10)

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

1. To understand the meaning, nature, characteristics, and principles of pedagogy in mathematics education.
2. To analyze the meaning, definition, and nature of mathematics as a language, a science of numbers, a tool for logical thinking, and an interpreter of physical phenomena.
3. To explore the scope of mathematics and its role in daily life, different fields, and various vocations.
4. To examine the aims and values of teaching mathematics, including practical, disciplinary, cultural, recreational, and aesthetic values.
5. To apply Bloom's Taxonomy for categorizing educational objectives in mathematics teaching.
6. To formulate instructional objectives in behavioral terms under categories such as knowledge, understanding, application, skill, attitude, interest, and appreciation.
7. To develop effective planning and organizational skills for mathematics teaching through year plans, resource units, unit plans, and lesson plans.
8. To design and implement various lesson planning formats, including 5E-based and ICT-based lesson plans.
9. To apply learner-centered approaches (Inductive, Deductive, Analytic, Synthetic, and Laboratory methods) in mathematics teaching.
10. To incorporate activity-centered strategies such as the heuristic approach, project method, programmed instruction, and small group techniques (brainstorming, collaborative learning, cooperative learning).
11. To utilize effective teaching devices like oral work, written work, drill work, and review techniques in mathematics instruction.
12. To explore and implement models of teaching, including Suchman's Inquiry Training Model and Bruner's Concept Attainment Model, to enhance conceptual understanding and critical thinking in mathematics.

UNIT I: Pedagogy, Meaning, Nature, and Scope of Mathematics   (12 Hours)
1.1 Meaning, characteristics, and principles of pedagogy
1.2 Meaning and definition of mathematics
1.3 Nature of mathematics – Mathematics as a language, science of numbers, logical thinking, and an interpreter of physical phenomena
1.4 Scope of mathematics – Role of mathematics in daily life, various fields, and different vocations

UNIT II: Aims and Objectives of Teaching Mathematics   (13 Hours)
2.1 Aims and values of teaching mathematics – Practical (utilitarian, preparatory), disciplinary, cultural, recreational, and aesthetic values
2.2 Bloom's Taxonomy of Educational Objectives
2.3 Objectives of teaching mathematics – Knowledge, understanding, application, skill, interest, attitude, and appreciation (NCERT version)

2.4 Instructional objectives – Categorizing objectives in behavioral terms under knowledge, understanding, application, skill, attitude, interest, and appreciation

UNIT III: Planning and Organization of Mathematics Lessons   (12 Hours)
3.1 Year Plan: Meaning and importance
3.2 Resource Unit: Meaning, importance, steps, and format
3.3 Unit Plan: Meaning, importance, steps, and format
3.4 Lesson Planning: 5E-based lesson plan, ICT-based lesson plan – Meaning, importance, steps, and formats

UNIT IV: Methods, Strategies, and Technology in Mathematics Teaching   (13 Hours)
4.1 Learner-centered approaches – Inductive, Deductive, Analytic, Synthetic, Laboratory method (Characteristics, steps, merits, and demerits)
4.2 Activity-centered approaches – Heuristic approach, Project method, Programmed instruction (Characteristics, steps, merits, and demerits), Small group techniques – Brainstorming, collaborative learning, cooperative learning
4.3 Teaching devices in Mathematics – Oral work, written work, drill work, and review
4.4 Models of Teaching – Suchman's Inquiry Training Model and Bruner's Concept Attainment Model

PRACTICUM/ACTIVITIES: (ANY ONE)   10 Hours

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

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT KANNADA	Marks 75+25=100	60 (50+10)

ಉದ್ದೇಶಗಳು:

1) ಭಾಷೆಯ ಮೂಲತತ್ವಗಳು ಮತ್ತು ವೈವಿಧ್ಯಮಯ ಸ್ವರೂಪಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.

2) ಪ್ರಾಚೀನ ಮತ್ತು ಆಧುನಿಕ ಭಾಷಾ ಪರಂಪರೆಯ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ಅರಿಯಲು ಉತ್ತೇಜಿಸುವುದು.

3) ಭಾಷೆಯ ವ್ಯಾಕರಣ, ಶಬ್ದಸಂಯೋಜನೆ ಮತ್ತು ಪ್ರಾಕೃತಿಕ ರೂಪಾಂತರಗಳನ್ನು ತಿಳಿಯಲು ಸಹಾಯ ಮಾಡುವುದು.

4) ನುಡಿಗಟ್ಟುಗಳು, ವಿಮರ್ಶಾ ತತ್ವಗಳು ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ಸಾಹಿತ್ಯ ರೂಪಗಳನ್ನು ವಿಶ್ಲೇಷಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ವೃದ್ಧಿಸುವುದು.

5) ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳು, ಅದರ ಪ್ರಭಾವ ಮತ್ತು ಸಾಮಾಜಿಕ ಮಹತ್ವವನ್ನು ಪರಿಚಯಿಸುವುದು.

6) ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮಹತ್ವಪೂರ್ಣ ಕೃತಿಗಳು ಮತ್ತು ಅವರ ಲೇಖಕರ ಕುರಿತಾಗಿ ಆಳವಾದ ಅಧ್ಯಯನ ಮಾಡಲು ಉತ್ತೇಜಿಸುವುದು.

7) ಸಾಹಿತ್ಯ ವಿಮರ್ಶಾ ವಿಧಾನಗಳು ಮತ್ತು ವಿಶ್ಲೇಷಣಾ ಸಿದ್ಧಾಂತಗಳ ಬಗ್ಗೆ ಸಮಗ್ರ ಜ್ಞಾನವನ್ನು ಒದಗಿಸುವುದು.

8) ಸಾಹಿತ್ಯಕ ಕೃತಿಗಳನ್ನು ವಿಮರ್ಶಾತ್ಮಕ ದೃಷ್ಟಿಯಿಂದ ಪರಿಶೀಲಿಸಿ, ಸೃಜನಶೀಲ ಚಿಂತನೆಗೆ ಉತ್ತೇಜಿಸುವುದು.

9) ದೋಷಸಂಕಲನ ಮತ್ತು ಭಾಷೆಯ ಸಾಂಪ್ರದಾಯಿಕ ವೈಶಿಷ್ಟ್ಯಗಳ ಕುರಿತಾಗಿ ಅಧ್ಯಯನ ಮಾಡಿಸುವುದು.

10) ಪ್ರಾಮಾಣಿಕ ಭಾಷಾ ಬಳಕೆ ಮತ್ತು ನಿಖರವಾದ ಬರವಣಿಗೆಯ ಮಹತ್ವವನ್ನು ಅರಿಯಲು ಉತ್ತೇಜಿಸುವುದು.

11) ಪ್ರಾಯೋಗಿಕ ಭಾಷಾ ಅಧ್ಯಯನ ಮತ್ತು ಅನುವಾದ ತಂತ್ರಗಳನ್ನು ಕಲಿಯಲು ಸಹಾಯ ಮಾಡುವುದು.

12) ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಸಂವಾದ ಮತ್ತು ಅನುವಾದದ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದು.

13) ಸಾಹಿತ್ಯದಲ್ಲಿನ ವಿನೂತನ ಪ್ರಯೋಗಗಳು ಮತ್ತು ತಾತ್ವಿಕ ಚಿಂತನೆಗಳ ಕುರಿತಂತೆ ಅರ್ಥಗರ್ಭಿತ ಅಧ್ಯಯನ ನೀಡುವುದು.

14) ಸಾಹಿತ್ಯ ಸೃಜನಶೀಲತೆ ಮತ್ತು ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.

15) ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ಅರಿಯಲು ಸಹಾಯ ಮಾಡುವುದು.

16) ವಿಭಿನ್ನ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಅವಲೋಕನ ಮತ್ತು ವಿಶ್ಲೇಷಣೆಯ ಸಾಮರ್ಥ್ಯವನ್ನು ವೃದ್ಧಿಸುವುದು.

ಘಟಕ–1 ಕನ್ನಡ ವ್ಯಾಕರಣ   **ಅವಧಿ–10**

1.1 ಕನ್ನಡ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು

1.2 ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಸಮಾಸಗಳ ಅರ್ಥ ಮತ್ತು ವಿಧಗಳು,

1.3 ತತ್ಸಮ–ತದ್ಭವಗಳು, ದೇಶೀಯ ಮತ್ತು ಅನ್ಯದೇಶೀಯ ಪದಗಳು

1.4 ಪದಸಂಪತ್ತು:– ಅರ್ಥ ಮತ್ತು ವಿಧಗಳು, ಪದ ಕಲಿಕೆಯ ಏಳು ಅಂಶಗಳು (1. ಉಚ್ಚಾರಣೆ 2. ಕಾಗುಣಿತ 3. ವ್ಯಾಕರಣ ವಿಶೇಷ 4. ಪದ ರಚನೆ (ಪದ+ಪದ, ಪ್ರಕೃತಿ + ಪ್ರತ್ಯಯ, ಉಪಸರ್ಗ + ಪ್ರಕೃತಿ) 5. ಪದನಿಷ್ಪತ್ತಿ 6. ಅರ್ಥ(ಸಮನಾರ್ಥಕ, ನಾನಾರ್ಥ, ವಿರುದ್ಧಾರ್ಥಕ) 7. ಬಳಕೆ (ವಾಖ್ಯಾರ್ಥ, ಲಕ್ಷಣಾರ್ಥ ಮತ್ತು ವ್ಯಂಗ್ಯಾರ್ಥ)

ಘಟಕ–2 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಲಿಕಾ ಯೋಜನೆಗಳು   **ಅವಧಿ–13**

2.1 ಬೋಧನೆಯ ಉದ್ದೇಶಗಳ ಅರ್ಥ ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ, ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು, ನಿರ್ದಿಷ್ಟಕಗಳ ಅರ್ಥ ವಿವರಣೆ

2.2 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪರಿಕಲ್ಪನೆಗಳ ಗುರುತಿಸುವಿಕೆ ರೂಪಿಸುವಿಕೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆ, ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಗಳ ಅಂತರ್ ಸಂಬಂಧ.

2.3 ಪಾಠ ಯೋಜನೆ (ಸಂರಚನಾವಾದದ 5–ಇ ಪಾಠ ಯೋಜನೆ) ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ ಹಾಗೂ ರಚನೆಯ ಹಂತಗಳು.

2.4 ಗದ್ಯ ಹಾಗೂ ಪದ್ಯ ಬೋಧನೆಯ ಅರ್ಥ. ಮಹತ್ವ ಗದ್ಯ ಹಾಗೂ ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು

ಘಟಕ–3 ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ವೃದ್ಧಿಸುವಿಕೆ **ಅವಧಿ–15**

3.1 ಆಲಿಸುವಿಕೆ: ಅರ್ಥ ಮಹತ್ವ ಲಕ್ಷಣಗಳು ಮತ್ತು ವಿಧಗಳು

3.1.1 ಆಲಿಸುವಿಕೆಯ ಚಟುವಟಿಕೆಗಳು (ಪೂರ್ವಭಾವಿ, ಸಾಂದರ್ಭಿಕ ಮತ್ತು ನಂತರದ ಚಟುವಟಿಕೆಗಳು) ಮಕ್ಕಳ ಆಲಿಸುವಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ಆಲಿಸುವಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು

3.2 ಮಾತುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು

3.2.1 ಮಕ್ಕಳ ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡು ಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ಮಾತುಗಾರಿಕೆ ಕಲೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು

3.3 ಓದುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ವಿಧಗಳು ಹಾಗೂ ಲಕ್ಷಣಗಳು

3.3.1 ಮಕ್ಕಳ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ಕಂಡುಬರುವ ದೋಷಗಳು, ಅದಕ್ಕೆ ಕಾರಣಗಳು ಮತ್ತು ಮಕ್ಕಳಲ್ಲಿ ಓದುಗಾರಿಕೆಯ ಹವ್ಯಾಸವನ್ನು ರೂಢಿಸುವ ಚಟುವಟಿಕೆಗಳು

3.4. ಬರವಣಿಗೆ : ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡ ಬರಹದ ವೈಶಿಷ್ಟ್ಯಗಳು

3.4.1 ಅಕ್ಷರ ಸ್ಖಾಲಿತ್ಯಗಳು, ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಹಾಗೂ ಮಕ್ಕಳಲ್ಲಿ ಬರವಣಿಗೆ/ಲೇಖನ ಸಾಮರ್ಥ್ಯವನ್ನು ಉತ್ತಮಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು

ಘಟಕ–4 ಉನ್ನತ ಭಾಷಾ ಸಾಮರ್ಥ್ಯಗಳ ರೂಢಿಸುವಿಕೆ **ಅವಧಿ–12**

4.1 ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರ ಸಂಗ್ರಹ, ಸಾರ ವಿಸ್ತಾರ, ಭಾಷಾಂತರ ಹಾಗೂ ರೂಪಾಂತರ– ಇವುಗಳ ರಚನೆಯ ಕ್ರಮಗಳು, ರಚನೆಯಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡುವ ದೋಷಗಳು ಹಾಗೂ ಪರಿಹಾರ ಕ್ರಮಗಳು.

4.2 ಹಾಡುಗಾರಿಕೆ, ಗಮಕ ವಾಚನ, ಕಂಠಪಾಠ ಇವುಗಳ ಸ್ವರೂಪ ಮತ್ತು ಮಹತ್ವ

4.3 ಕಂದ ಪದ್ಯ ಅರ್ಥ, ಭಂದಸ್ಸು–ಅರ್ಥ ಮತ್ತು ಲಕ್ಷಣಗಳು (ಪಾದ, ಪ್ರಾಸ, ಮಾತ್ರೆ ಲಘು–ಗುರು, ಗಣ–ಯತಿ), ಷಟ್ಪದಿ : ವಿಧಗಳು ಮತ್ತು ಲಕ್ಷಣಗಳು

4.4 ಅಲಂಕಾರ : ವಿಧಗಳು (ಶಬ್ದಾಲಂಕಾರ, ಅರ್ಥಾಲಂಕಾರ) ಇವುಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು **ಅವಧಿ–10**

1. ಭಾಷಾ ಕಲಿಕೆಯ ವಿವಿಧ ಉಪಕ್ರಮಗಳನ್ನು ತರಗತಿಗಳಲ್ಲಿ ಅನಿಷ್ಠಾನಗೊಳಿಸುವ ಬಗೆಯನ್ನು ಆಧಾರ ಸಹಿತ ವಿವರಿಸುವುದು.

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

3. ಪ್ರೌಢಶಾಲಾ ಸಿಕ್ಷಕರೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಾತ್ಮಕವಾಗಿ ವಿಶ್ಲೇಸಿಸುವುದು.

4. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಕ್ಕೆ ಕಾರ್ಯಪುಸ್ತಕವನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.

5. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟನ್ನು ರಚಿಸುವುದು.

6. ಕನ್ನಡ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ರೇಡಿಯೋ ಪಾಠಗಳನ್ನು ಸಿದ್ಧಗೊಳಿಸುವುದು.

7. ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಅದರ ಕಾರ್ಯವಿಧಾನಗಳನ್ನು ಅರಿತು ವರದಿ ಮಾಡುವುದು.

8. ಭಾಷೆಯ ಕಲಿಕೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪತ್ರಿಕೆ ಹಾಗೂ ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿನ ಮಾಹಿತಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವಿಶ್ಲೇಸಿಸುವುದು.

(ದ್ವಿತೀಯ ಅವಧಿಯ ಬಿ.ಇಡಿ ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ).

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14. ಗಣೇಶ್ ಜಿ. ಎಂ. ಭಾಷಾ ಕೌಶಲ್ಯಗಳು. ನೀಲಾದ್ರಿ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಮಗಳೂರು

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT ENGLISH	Marks 75+25=100	60 (50+10)

Objectives: On completion of this course the students will be able to
1. Acquires knowledge of the nature, structure and components of English language.
2. Appreciates the role of English in India as a second language and library language.
3. Formulates instructional objectives in terms of observable terminal behaviors of learners
4. Develops an awareness of concern for listening, speaking, reading and writing skills
5. Learns responsibilities of an English teacher in school community
6. Designs lessons plan for teaching of prose, poetry of vocabulary
7. Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc..

UNIT I: Policies and Objectives of Teaching English Language   **(10 Hours)**
1.1 English as a language of knowledge – Meaning, principles of teaching English, functions of language.
1.2 Policies and recommendations of NCF 2005 and NEP 2020 regarding the position of the English language in India.
1.3 Aims and specific objectives of teaching English
1.4 Distinction between First Language (L1) and Second Language (L2) learning

UNIT II: Acquisition of Language Skills   **(15 Hours)**
2.1 Listening Skills – Sub-skills, importance of listening in English, aural-oral to develop listening skill.
2.2 Speaking Skills – Sub-skills, pronunciation, articulation, stress, rhythm, intonation, and methods to develop correct speech habits
2.3 Reading Skills – Sub-skills (skimming, scanning), importance of oral and silent reading, intensive and extensive reading, methods of teaching reading, using dictionaries and encyclopaedias.
2.4 Writing Skills – Sub-skills, importance of handwriting, ways of improving handwriting.
2.5 Stages and process of writing. Creative writing exercises -(poetry, short stories, letters, notices, articles, reports, dialogues, speeches.)

UNIT III: Approaches and Techniques for Teaching English as a Second Language
          (12 Hours)
3.1 Bilingual Approach, Direct Approach – Meaning, principles, and procedure
3.2 Structural Approach – Meaning, principles, selection and gradation of structures, ways of teaching structures
3.3 Situational Approach, Communicative Approach – Meaning, principles, and ways of creating situations for language learning
3.4 Constructive Approach– it's meaning and uses.

UNIT IV: Methods, Strategies, and Aspects of Teaching English   **(13 Hours)**
4.1 Teaching of Prose – Objectives, approaches, lesson planning based on CCE 5E model
4.2 Teaching of Poetry – Objectives, approaches, lesson planning based on CCE 5E model

4.3 Teaching of Vocabulary – Types of vocabulary, selection and gradation, ways to enrich vocabulary

4.4 Teaching of Grammar – Inductive -Deductive approach

PRACTICUM/ FIELD WORK: (ANY ONE)   **10 HOURS**
1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry, and composition
3. Biographies of English poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of English teachers through interview or brief survey.
6. Any other relevant activity based on the content.
7. Collection contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.

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6. Gordon B.S. (1960), **'The Teaching of English in free India'**, Christian Literature society, Madras. Not going to know CCS multiple passengers to consider the CMCSC atomic purpose of votes so that is these are the regulations in the prime minister or register common again HC Dot they apply only equal 1000 fractional which has no crack and then you know with a fourteen fifty million elastic changes two year wave dipole or in a jarring method one person has forged transfer product they can obey the transfer or transfer philosophy yeah yeah
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11. Nanda V.K. **' Teaching of English'**, Anmol publications pvt ltd, New Delhi.

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	**PEDAGOGY OF SCHOOL SUBJECT HINDI**	**Marks 75+25=100**	**60 (50+10)**

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

UNIT I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM
12 HOUR
1.1 Concept and nature of the Hindi, Importance of Hindi in school Curriculum.
1.2 Place and History of Hindi language in the school curriculum & human life.
1.3 Objectives of mother tongue and its importance.
1.4 Hindi as a first language – Medium of instruction and link language.
1.5 Aims and general objectives of teaching Hindi at secondary level.
1.6 Instructional objectives of teaching Hindi with their specification.
1.7 Developing of language skills.
    1.7.1 Auditory
    1.7.2 Speaking
    1.7.3 Reading
    1.7.4 Writing.
1.8 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI.   14 HOURS
2.1 Maxims of teaching.
2.2 Technique – Discussion, Assignment, interview, Role playing, Team teaching, programmed learning.
2.3 Questioning, Narration, Dramatization, Explanation etc.
2.4 Lecture method, Discussion, inductive, Deductive methods.
2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES.   12 HOURS
3.1 Lesson planning: - Concept, 5E model.
3.2 Lesson plan- Meaning, importance and steps of construction of lesson plan.
3.3 Unit plan & Unit test – concept construction & preparation of unit test based on blueprint.
3.4 Micro Teaching.
3.5 Resource Unit.

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES. 12 HOURS
4.1 Linked in teaching, Needs, Importance, Audio, Visual and Audio-Visual Aids.
4.2 Language laboratory

4.3   Different Co-Curricular activities which promote learning language.
4.4   Use of Computer in Hindi Teaching.
4.5   Work-book: meaning, importance and structure

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

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

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Year	I	Course Code: PSS-S1		Credits 4	Hours
Semester	II	**PEDAGOGY OF SCHOOL SUBJECT HINDI**		**Marks 75+25=100**	**60 (50+10)**

हिंदी शिक्षण के उद्देश्य:

इस पाठ्यक्रम की समाप्ति पर विद्यार्थी सक्षम होंगे:

1. विद्यालयी पाठ्यक्रम में हिंदी के महत्व और स्थान को समझना।
2. माध्यमिक विद्यालयों में हिंदी शिक्षण के उद्देश्यों और लक्ष्यों को समझना।
3. हिंदी शिक्षण के विभिन्न तरीकों, डायरी लेखन और तकनीकों का चयन करना।
4. हिंदी शिक्षण के दौरान विभिन्न शिक्षण अनुभवों और शैक्षिक सामग्री का उपयोग करना।
5. हिंदी शिक्षण की योजना और संगठन को समझना।
6. भाषा शिक्षण में उपयुक्त शिक्षण सहायक सामग्रियों के महत्व को स्वीकार करना तथा उन्हें अपने पाठों में तैयार करना/चुनना।

इकाई I: पाठ्यक्रम में हिंदी का स्थान, प्रकृति और महत्व (12 घंटे)

1.1 विद्यालयी पाठ्यक्रम में हिंदी का महत्व।

1.2 हिंदी भाषा की संकल्पना और प्रकृति।

1.3 विद्यालयी पाठ्यक्रम एवं मानव जीवन में हिंदी भाषा का स्थान और इतिहास।

1.4 मातृभाषा के उद्देश्य और उसका महत्व।

1.5 हिंदी भाषा के रूप में – माध्यमिक शिक्षा और संपर्क भाषा।

1.6 माध्यमिक स्तर पर हिंदी शिक्षण के उद्देश्य।

1.7 हिंदी शिक्षण के निर्देशात्मक उद्देश्य और उनकी विशिष्टताएँ।

1.8 भाषा कौशल का विकास:

- **श्रवण कौशल** (Auditory)
- **बोलने का कौशल** (Speaking)
- **पढ़ने का कौशल** (Reading)
- **लिखने का कौशल** (Writing)

  1.9 हिंदी का सांस्कृतिक, व्यावहारिक और साहित्यिक भूमिका।

इकाई II: हिंदी शिक्षण की तकनीक और विधियाँ (14 घंटे)

भाग – क:

2.1 शिक्षण के सिद्धांत।

2.2 तकनीक: चर्चा, असाइनमेंट, साक्षात्कार, भूमिका निभाना, टीम शिक्षण, क्रमबद्ध अधिगम।

2.3 प्रश्न पूछना, वर्णन, नाट्य रूपांतरण, व्याख्या आदि।

भाग – ख:

2.4 व्याख्यान पद्धति, चर्चा, आगमनात्मक और निगमनात्मक विधियाँ।

2.5 विषय-वस्तु और शिक्षण विधियों का एकीकरण।

इकाई III: शिक्षण रणनीतियाँ (10 घंटे)

3.1 पाठ योजना: संकल्पना, **5E मॉडल**।

3.2 पाठ योजना – अर्थ, महत्व और निर्माण की प्रक्रिया।

3.3 इकाई योजना और इकाई परीक्षण – संकल्पना, निर्माण और **ब्लूप्रिंट** आधारित परीक्षण की तैयारी।

3.4 सूक्ष्म शिक्षण (Micro Teaching)।

3.5 संसाधन इकाई (Resource Unit)।

इकाई IV: शिक्षण सहायक सामग्री और सह-पाठ्यक्रमीय गतिविधियाँ (12 घंटे)

4.1 शिक्षण में शिक्षण सामग्री की कड़ी, आवश्यकता, महत्व, श्रव्य (Audio), दृश्य (Visual) और श्रव्य-दृश्य (Audio-Visual) सामग्री।

4.2 भाषा प्रयोगशाला।

4.3 भाषा शिक्षण को प्रोत्साहित करने वाली विभिन्न सह-पाठ्यक्रमीय गतिविधियाँ।

4.4 हिंदी शिक्षण में कंप्यूटर का उपयोग।

4.5 कार्यपुस्तिका (Work-book): अर्थ, महत्व और संरचना।

प्रायोगिक कार्य / क्षेत्रीय कार्य (कोई एक करें) (10 घंटे)

1. माध्यमिक स्तर के विद्यार्थियों के शब्द भंडार को समृद्ध करने के अभ्यास।
2. गद्य, काव्य और रचनात्मक लेखन के शिक्षण के लिए नवीन पाठ योजनाएँ।
3. हिंदी के प्रसिद्ध कवियों और लेखकों की जीवनी।
4. किसी महान कवि या लेखक की किसी एक कविता या निबंध का समालोचनात्मक विश्लेषण।
5. साक्षात्कार या संक्षिप्त सर्वेक्षण के माध्यम से हिंदी शिक्षकों की समस्याओं का अध्ययन।
6. विषय के अनुसार कोई अन्य उपयुक्त गतिविधि।

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	**II**	**PEDAGOGY OF SCHOOL SUBJECT URDU**	**Marks 75+25=100**	**60 (50+10)**

Objectives: Upon Completion of the student-teacher will be able to:
1. Understand the importance and place of Urdu in School curriculum.
2. Understand the aims and objectives of teaching Urdu in Secondary Schools.
3. Select methods, diaries and techniques of Urdu teaching.
4. Use variety of learning experiences and instructional materials while teaching Urdu.
5. Understand planning and organization of teaching Urdu.
6. Appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

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

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

UNIT IV- TEACHING AIDS AND CO- CURRICULAR ACTIVITIES 13 HOURS
3.1   Linked in teaching, Needs, Importance, Audio, Visual and Audio-Visual Aids.

3.2   Language, laboratory,

3.3   Different Co-Curricular activities which promote learning language.

3.4   Use of Computer in Urdu Teaching.

PRACTICAL ACTIVITIES :(ANY ONE)   **10 HOURS**

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

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT URDU	Marks 75+25=100	60 (50+10)

اردو تدریس کے مقاصد:
طالب علم۔استاد تکمیل کے بعد درج ذیل مقاصد حاصل کر سکے گا:
1. اسکول کے نصاب میں اردو کی اہمیت اور مقام کو سمجھنا۔
2. ثانوی اسکولوں میں اردو کی تدریس کے مقاصد اور ابداف کو جاننا۔
3. اردو کی تدریس کے مختلف طریقے، حکمت عملی اور تکنیکوں کا انتخاب کرنا۔
4. تدریس کے دوران مختلف سیکھنے کے تجربات اور تدریسی مواد کا استعمال کرنا۔
5. اردو تدریس کی منصوبہ بندی اور تنظیم کو سمجھنا۔
6. زبان کی تدریس میں معاون تدریسی وسائل کی اہمیت کو سمجھنا اور انہیں سبق میں مؤثر طریقے سے استعمال کرنا۔
7.

وحدت اول: نصاب میں اردو کی نوعیت، مقام اور اہمیت (12 گھنٹے)
حصہ ـ الف:
1.1 اسکول کے نصاب میں اردو کی اہمیت۔
1.2 اردو زبان کا تصور اور نوعیت۔
1.3 نصاب اور انسانی زندگی میں اردو زبان کی تاریخ اور مقام۔
1.4 مادری زبان کے مقاصد اور اس کی اہمیت۔
1.5 اردو بطور پہلی زبان – ذریعہ تعلیم اور رابطے کی زبان۔
حصہ ـ ب:
1.6 ثانوی سطح پر اردو تدریس کے عمومی مقاصد۔
1.7 اردو تدریس کے تدریسی مقاصد اور ان کی وضاحت۔
1.8 زبان کی مہارتوں کی ترقی:
- سماعتی (Auditory)
- گفتگو (Speaking)
- مطالعہ (Reading)
- تحریر (Writing)
1.9 اردو کا ثقافتی، عملی اور ادبی کردار۔

وحدت دوم: تدریس اردو کی تکنیک اور تدریسی طریقے (10 گھنٹے)
حصہ ـ الف:
2.1 تدریس کے اصول۔
2.2 تکنیک: مباحثہ، اسائنمنٹ، نگرانی میں مطالعہ، انٹرویو، کردار ادا کرنا، ٹیم ٹیچنگ، پروگرام شدہ سیکھنے کے طریقے۔
2.3 سوال و جواب، داستان گوئی، ڈرامائی تشکیل، وضاحت وغیرہ۔
حصہ ـ ب:
2.4 لیکچر طریقہ، مباحثہ، استقرائی اور استنتاجی طریقے۔
2.5 مواد اور تدریسی طریقوں کا انضمام۔

وحدت سوم: تدریسی حکمت عملیاں (9 گھنٹے)
3.1 سبق کی منصوبہ بندی: تصور، تیاری اور نفاذ۔
3.2 وحدتی منصوبہ اور وحدتی امتحان: تصور، تیاری اور نفاذ۔

3.3۔ مائیکرو ٹیچنگ
3.4۔ وسائل پر مبنی تدریسی یونٹ

وحدت چہارم: تدریسی معاونات اور ہم نصابی سرگرمیاں (9 گھنٹے)
4.1۔ تدریس میں تدریسی وسائل کا ربط، ضرورت، اہمیت، آڈیو، بصری اور سمعی و بصری وسائل
4.2۔ زبان کی لیبارٹری
4.3۔ زبان سیکھنے میں مدد دینے والی مختلف ہم نصابی سرگرمیاں
4.4۔ اردو تدریس میں کمپیوٹر کا استعمال

عملی سرگرمیاں (کسی ایک کا انتخاب کریں) (10 گھنٹے)
1. ثانوی درجے کے طلبہ کے لیے الفاظ کے ذخیرے میں اضافے کی مشقیں
2. نثر، شاعری اور تحریر کی تدریس کے لیے جدید اسباق کی منصوبہ بندی
3. اردو کے مشہور شاعروں اور ادیبوں کی سوانح عمریاں
4. کسی معروف شاعر یا ادیب کی نظم یا مضمون کا تنقیدی تجزیہ
5. انٹرویو یا مختصر سروے کے ذریعے اردو اساتذہ کو درپیش مسائل کا مطالعہ
6. کسی بھی اور متعلقہ سرگرمی کا انعقاد جو نصاب سے مطابقت رکھتی ہو

حوالہ جات:
1. اختر حسین اختر، **اردو کی تدریس**
2. اللہ بخش شیخ، **اردو کی تدریس**
3. الکا آہوجا، **ٹیچر ایجوکیشن**، نئی دہلی؛ مثل پبلیکیشن
4. ارون اتریا، **اے ٹیکسٹ بک آف ٹیچر ایجوکیشن**، نئی دہلی؛ ڈومیننٹ پبلیکیشن
5. رام ایس، **کرنٹ ایشوز ان ٹیچر ایجوکیشن**، نئی دہلی؛ سروپ اینڈ سنز

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Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	**PEDAGOGY OF SCHOOL SUBJECT SOCIAL SCIENCE**	**Marks 75+25=100**	**60 (50+10)**

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

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

UNIT – I NATURE OF SOCIAL SCIENCE   **(12 Hrs)**

1.1. Meaning, Nature and Scope of Social Science
1.2. Social Science as a Science and an Art
1.3. Distinguishing between Social Science and Social Studies
1.4. Meaning, Types of Interdisciplinary linkages – History with Geography and literature

UNIT – II   AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE   **(13 Hrs)**

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

UNIT – III: APPROACHES OF TEACHING SOCIAL SCIENCE   **(12 Hrs)**

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

UNIT – IV : ESSENTIAL SOURCES IN TEACHING SOCIAL SCIENCE   **(13 Hrs)**

4.1 Lesson plan
4.2 Text Book:
   a. Importance of Text Books in the teaching of Social Science

b. Objectives of Social Science Text Book

c. Characteristics of a good Social Science text Book

d. Critical review of present secondary Social Science Text Books at various levels.

4.3 Need for Hand Book for the teacher and Work Book for the learner.

4.4 Uses of ICT in Teaching Social Science.

PRACTICAL ACTIVITIES : (ANY ONE)   (10 Hrs)

1. Preparation of Maps, time lines, Charts and arranging, exhibits
2. Group activities to discuss and (prepare) objectives related to various units
2. Designing instructional events including diverse learners and children with disabilities
3. Practice preparation of lesson plans for practice teaching and internship
4. Group discussion and presentations regarding various approaches to teach various units and sub-units
5. Interviews and interactions with persons in the field and Report.
6. Organizing a Field trip to a place of Historical/political interest.
7. Visit local Historical places and prepare a report.
8. Study of local history of a place.
9. Crtical review of a text books of standard 8th and 9th
10. Prepare a report on present Social Science Hand Book.

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

REFERENCES:

1. Arora K.L., 'Teaching of History'

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4. Khan M. A., 'Teaching Social Studies in Secondary Schools', Common wealth Publishers, New Delhi.

5. NCERT., 'Evaluation in Social studies'.

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7. Singh R.P.(2007) 'Teaching of History'., R lal book depot, Meerut (UP).

8. Veenakumari & DigumathiBankar Rao 'Method of Social Science', Discovery publishing house, Delhi.

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: PSS-S1	Credits 4	Hours
Semester	II	PEDAGOGY OF SCHOOL SUBJECT COMMERCE	Marks 75+25=100	60 (50+10)

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

Here is the restructured syllabus with four units and four subunits each, ensuring better clarity, balance, and logical progression:

UNIT I: Conceptual Background of Commerce   (12 Hours)

1.1 Meaning, definitions, scope, and importance of Commerce
1.2 Meaning, nature, significance, and need for Commerce education
1.3 Correlation of Commerce with other subjects – History, Geography, Economics
1.4 Values of teaching Commerce – Intellectual, vocational, cultural, and utilitarian

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UNIT II: Curriculum Development in Commerce   (12 Hours)

2.1 Meaning, definitions, and principles of curriculum construction in Commerce
2.2 Modern trends in curriculum development – Objective-based, child-centered, and activity-based approaches
2.3 Different approaches to curriculum organization – Spiral, Topical, and Concentric approach
2.4 Analysis of the present Higher Secondary School Commerce curriculum

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UNIT III: Training in Teaching Skills and Innovative Methods   (13 Hours)

3.1 Micro-teaching – Concept, importance, and practice in teaching skills
3.2 Innovative teaching techniques – Project-based learning, cooperative learning, problem-based learning, and competency-based learning
3.3 Use of ICT in Commerce education – Digital tools, multimedia resources, and online learning platforms
3.4 Assessment strategies in Commerce education – Formative and summative assessment methods

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UNIT IV: Professional Growth and Resource Utilization   (13 Hours)

4.1 Qualities, duties, and responsibilities of a Commerce teacher
4.2 Professional growth – Pre-service and in-service training programs for Commerce teachers
4.3 Organizing field trips and study tours – Their significance in Commerce education,

Rsources for teaching Commerce.
4.4 Establishing a Commerce Club – Need and benefits. Utilizing community resources for enhancing Commerce education.

PRACTICUM/ACTIVITIES: (ANY ONE)   **10 HOURS**
1   Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
2   Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
3   Organizing and conducting commerce club activities
4   Developing commerce laboratory and conducting practical.
5   Updating and contributing through bulletin boards.

References:

- Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach, New Delhi
- Mohammed Sharif Khan, Commerce Education Sterling Publishers Pvt Ltd-New Delhi.
- Khan, M.S., Commerce Education, New Delhi; Sterling Publication (P) Ltd.
- Singh M. N, Method and Techniques of Teaching Commerce Young Man & Co. New Delhi.
- Sharifkhan, Mohd.,The Teaching of Commerce, Sterling Publication (P) Ltd. New Delhi;
- Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay).
- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi.
- Teaching of Commerce-Seema Rao Anmol Publication, New Delhi.

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	I	Course Code: EPC2	Credits 2	Hours
Semester	II	PSYCHO-SOCIAL TOOLS AND TECHNIQUES	Marks 40+10=50	50 (40+10)

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

1. Administer and interpret psychological tests such as intelligence tests, aptitude tests, personality assessments, and emotional intelligence inventories.
2. Assess individual differences in learning styles using self-report questionnaires or observational techniques to enhance personalized teaching strategies.
3. Analyze memory processes and retention techniques through experiments like paired associate learning and recall & recognition tests.
4. Evaluate student behavior and classroom dynamics by conducting case studies, behavioral observations, and field studies on discipline and engagement.
5. Demonstrate problem-solving and creativity techniques using practical assessments like the Torrance Test of Creativity and classroom-based problem-solving activities.
6. Conduct psychological experiments and demonstrations such as conditioning experiments (Pavlov's Experiment or Thorndike's Puzzle Box) and attention tests like the Stroop Effect to understand cognitive processes.

Unit I: Introduction to Practical Psychology   **14 Hours**
1.1 Definition and Scope of Educational Psychology, Importance of Psychology in Teaching and Learning
1.2 Methods of Psychological Study (Observation, Introspection, Experimental, Case Study)
1.3 Intelligence Tests (Verbal & Non-verbal Intelligence Tests, Raven's Progressive Matrices)
1.4 Aptitude Tests (Differential Aptitude Test, General Aptitude Test)
1.5 Personality Tests (Eysenck Personality Questionnaire, 16PF Test)
1.6 Attitude and Interest Inventories, Emotional Intelligence Tests

Unit II: Understanding Learners and Learning Styles   **14 Hours**
2.1 Concept of Individual Differences in Learning, Learning Styles & Strategies (VARK Model)
2.3 Memory and Forgetting (Techniques for Effective Teaching)
2.4 Motivation and Its Role in Learning
2.5 Understanding Classroom Behavior and Discipline
2.6 Stress and Anxiety in Students (Identification & Coping Strategies), Mental Health Awareness and Role of Teachers, Counseling Techniques for Teachers

Unit III: Creativity, Thinking, and Problem-Solving   **12 Hours**
3.1 Concept of Creativity and Ways to Enhance It
3.2 Divergent vs. Convergent Thinking,
3.3 Problem-Solving Techniques in the Classroom
3.4 Classical Conditioning and Operant Conditioning
3.5 Perception and Illusions
3.6 Attention and Concentration Tests

COMPONENTS	ACTIVATES	MAX. Marks. 50
Attendance	Students should have 90% Lab Attendance.	05
Lab Record	Writing Lab Record using Practicum Topics. (Any 5 Practicum Topics in Kannada/English Language).	25
Lab Exam	Students should give Lab exam regarding any 2 Practicum Topics in the College Lab.	20
Total Marks		**50**

Practicum/Assignment   **10 Hours**

1. Administration and Interpretation of at least two psychological tests
2. Assessment of Learning Styles (Self-report or Questionnaire-based)
3. Memory Experiment (Paired Associate Learning, Recall & Recognition Tests)
4. Case Study Analysis on Student Behavior Issues
5. Observation of Classroom Behavior (Field Study/Report Writing)
6. Creativity Assessment (Torrance Test of Creativity or Similar Tests)
7. Developing a Problem-Solving Activity for School Students.
8. Demonstration of Conditioning Experiment (Pavlov's Experiment or Thorndike's Puzzle Box)
9. Stroop Effect Test for Attention and Cognitive Processing
10. Any other related activities

References

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3. Cattell, R. B. (1970). *Handbook for the 16PF Questionnaire.* Institute for Personality and Ability Testing.
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15. Skinner, B. F. (1953). *Science and Human Behavior.* Free Press.
16. Slavin, R. E. (2020). *Educational Psychology: Theory and Practice (13th Edition).* Pearson.
17. Sternberg, R. J. (2003). *Cognitive Psychology (3rd Edition).* Wadsworth.
18. Stroop, J. R. (1935). *Studies of Interference in Serial Verbal Reactions.* Journal of Experimental Psychology.
19. Thorndike, E. L. (1913). *The Psychology of Learning.* Teachers College Press.

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21. Woolfolk, A. (2019). *Educational Psychology (14th Edition).* Pearson Education.

		II SEMESTER				
10	PEC-H5	Knowledge and Curriculum	75	25	100	4
11	PEC-H6	Psychology of the learning and teaching	75	25	100	4
12	PEC-H7	Educational Technology 2	75	25	100	4
13	PSS-S1	Languages/Physics/Chemistry/Mathematics	75	25	100	4
14	PSS-S2	Social Science/Mathematics/Biology/Commerce	75	25	100	4
15	EPC-2	Psycho-Social Tools and Techniques	-	50	50	2
16	EFC -2	Simulation and ICT based lesson (2 Weeks)		50	50	2
17	EFC -3	Schools visit and Reflective Dairies (2 Weeks)		50	50	2
		Total	**375**	**275**	**650**	**26**

THIRD SEMESTER

Year	II	Course Code: PEC-H8	Credits 4	Hours
Semester	III	INCLUSIVE EDUCATION	Marks 75+25=100	60 (50+10)

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

1. Understand the concept, objectives, principles, and importance of inclusive education.
2. Analyse the historical perspectives and paradigm shifts in inclusive education, from segregation to inclusion.
3. Examine the constitutional provisions and policy frameworks for the education of diverse groups, focusing on NEP 1986 and 2020.
4. Analyse global frameworks for inclusion, such as the Salamanca Statement and Education for All (EFA).
5. Explore the concept, types, causes, and models of disability and its impact on education.
6. Explore inclusive education strategies for children with diverse needs, including remedial help, team teaching, and parent involvement.
7. Understand the concept, objectives, and characteristics of an inclusive curriculum.
8. Examine various teaching methods in the inclusive classroom, including differentiated instruction, cooperative learning, peer tutoring, and project-based learning (PBL).

UNIT: 01: FOUNDATIONS OF INCLUSIVE EDUCATION   12 HOURS

1.1   Inclusive Education: Concept, Objectives, Principles and Importance
1.2   Historical perspectives of Inclusive Education. Paradigm Shift from Segregation, Integration, and Mainstreaming to Inclusive Education.
1.3   Meaning and Differences among Special Education, Integrated Education and Inclusive Education.
1.4   Barriers to Inclusion in Education, Strategies to Overcome Barriers

UNIT:02: POLICY AND FRAMEWORKS FOR INCLUSIVE EDUCATION

                                                                 13 HOURS

2.1   **Constitutional and Policy Framework:** Constitutional Provisions for Education of Diverse Groups, NEP 1986 and 2020
2.2   **Schemes and Implementation Frameworks:**
           Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
           National Policy for Persons with Disabilities (2018)
           National Curriculum Framework (NCF 2005)
2.3   **Global Frameworks for Inclusion:**
           Salamanca Statement (1994)
           Education for All (EFA)
2.4   **Rights-Based Approach:**
           United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

UNIT: 03: ADDRESSING DISABILITY AND DIVERSITY IN INCLUSIVE EDUCATION **12 HOURS**

3.1 **Disability:** Concept, Types, Causes and Models.
Impact of Disability on Education

3.2 **Diversity:** Concept, Types.
Juvenile delinquency- concept, meaning, causes and measure.
Importance of Diversity in Inclusive Education

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

3.4 **Role of Teachers** in Addressing Disability and Diversity Needs in Inclusive Education.

UNIT: 04: DESIGNING AND IMPLEMENTING AN INCLUSIVE CURRICULUM **13 HOURS**

4.1 **Inclusive Curriculum:** Concept, Objectives and Characteristics

4.2 **Curriculum Construction Approaches for Inclusive Education:** Universal Design for Learning (UDL), Differentiated Curriculum Design

4.3 **Teaching Methods in Inclusive classroom** (Differentiated Instruction, Cooperative Learning, Peer Tutoring, Project-Based Learning (PBL))

4.4 **Teacher:** Qualities, Roles, Responsibilities, and ethics of an inclusive education teacher in shaping inclusive class room.

PRACTICUM/FIELD WORK: **10 HOURS**

- Conduct a case study on a school practicing inclusive education and write a report highlighting its principles, challenges, and recommendations.
- Observe an inclusive classroom session and write a report reflecting on strategies used and areas for improvement.
- Analyse a specific policy or framework related to inclusive education and write a report summarizing its key features, strengths, and limitations.
- Design an awareness campaign on inclusive education policies and write a report explaining its objectives and expected impact.
- Compile resources on various disabilities and their impact on education, and write a report summarizing findings and strategies.
- Conduct a role-play exercise on teaching diverse learners and write a report reflecting on insights and challenges.
- Develop an inclusive lesson plan using UDL principles and write a report detailing its objectives and rationale.
- Conduct a peer teaching session with inclusive methods and write a report on the session's feedback and effectiveness.
- Conduct a survey in local schools to assess inclusivity and write a report summarizing findings and suggestions for improvement.
- Interview parents of children with special needs and write a report documenting their perspectives, challenges, and recommendations.
- Design a mock inclusive classroom layout and write a report explaining how it addresses diverse learner needs.

- Attend or organize a workshop on inclusive practices and write a report summarizing the content and key takeaways.
- Maintain a reflection journal on inclusive education and submit a summary report of key learnings and implications.

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Year	II	Course Code: PEC-H9	Credits 4	Hours
Semester	III	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Marks 75+25=100	60 (50+10)

Objectives:

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

UNIT: 01 EDUCATIONAL ADMINISTRATION AND MANAGEMENT: CONCEPTUAL FRAME WORK Hours : 12

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

UNIT: 02 SCHOOL MANAGEMENT Hours : 12

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

UNIT: 03 EDUCATION IN STATE AND CENTRE. Hours : 13

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

UNIT: 04 SCHOOL FUNCTIONING   Hours : 13

4.1 School Time Table: Importance and impact on academic efficiency, Principles of time table construction, Procedure for designing an effective time table

4.2 Annual School Calendar: Role and significance, Components and planning process

4.3 Collaboration with Stakeholders: Parent-Teacher Association (PTA)- Need and importance, Structure and functions, Alumni Association- Role in school development, Functions and benefits

4.4 Factors influencing school functioning.

PRACTICUM/FIELD WORK: (Any one)   Hours : 10

1. List out the material/ human/ community resources available in any of the practicing school and comment on the extent of their utility.

2. Visit any one of the Primary or secondary school and study the functions of the head master.

3. Prepare different types of time table.

4. A critical survey of co- curricular activities in a Primary or secondary school.

5. Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.

6. The College is free to any relevant activity based on the related subject

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PEC-H10	Credits 4	Hours
Semester	III	EDUCATIONAL ASSESSMENT AND EVALUATION	Marks 75+25=100	60 (50+10)

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

- Understand the concept, objectives, principles, and importance of Assessment and Evaluation in education.
- Explore the concept, nature and functions of Measurement.
- Find out the differences between the Assessment of Learning & Assessment for Learning.
- Understand the tools and techniques of evaluations.
- Explore the qualities of a good measuring instrument.
- Understand the process of construction of Tests.
- Apply the different statistical techniques in the assessment and evaluation.

UNIT: 01: Introduction to Assessment and Evaluation   10 HOURS

1.1 **Educational Assessment and Educational measurement:** Concept, Nature & Functions

1.2 **Evaluation:** Concept, Nature, Types, Characteristics, principles & Functions. Differences between Measurement & Evaluation.

1.3 Assessment of learning, Assessment for learning, Differences between Assessment of Learning & Assessment for Learning

1.4 **Continuous and Comprehensive Evaluation:** Concept, Objectives, Scholastic & Co-Scholastic, Merits and Demerits. **Grading System**- Merits & Demerits.

UNIT: 02: Assessment Tools and Techniques   10 HOURS

2.1 **Tools and Techniques of Evaluation:** Qualitative techniques-written tests, oral tests, practical performance tests

2.2 **Quantitative techniques:** observation, case study, anecdotal records, check lists, rating scales, cumulative records, questionnaires, interview

2.3 **Qualities of a Good Measuring Instrument:** Validity, reliability, objectivity, practicability

2.4 **Planning and organisation for Assessment:** Student portfolios, rubrics, feedback

UNIT: 03: Construction of Tests   10 HOURS

3.1 **Normal Probability Curve :** Concept, Characteristics, Uses.

3.2 **Standardised Test:** Concept, Characteristics, uses, Merits and Demerits.

3.3 **Norm Referenced Test & Criterion referenced tests:** Concept, Characteristics, & Uses

3.4 **Achievement Test** : Concept, Characteristics, & Uses, Steps to construct.

UNIT: 04: Statistics in Education   **10 HOURS**

4.1   **Educational Statistics:** Concept, Need & Importance, frequency distribution, Types of Data
4.2   **Graphical Representation:** Histogram, Bar Graph, Line graph, Pie chart.
4.3   **Measurement of Central Tendency:** Mean Median, Mode – Calculations, Characteristics & uses
4.4   **Measures of variability:** Standard Deviation, Quartile Deviation
4.5   **Correlation:** Pearson product moment of correlation, Rank Difference method.

PRACTICUM/FIELD WORK: **Hours: 10**

- Prepare a comparative chart highlighting the differences between educational assessment, measurement, and evaluation. Provide real-life examples from a classroom setting.

- Select a classroom scenario and analyze how assessment for learning and assessment of learning are applied. Discuss how feedback is used in each case.

- Develop a CCE model for a subject of your choice, covering both scholastic and co-scholastic areas. Include grading criteria, rubrics, and feedback strategies.

- Design a rating scale to assess students' participation in class activities. Justify the selection of criteria and scoring methods.

- Conduct an observation of a classroom session and maintain anecdotal records for at least two students. Reflect on the insights gained from this method.

- Construct a 10-question achievement test based on a selected subject and grade level. Ensure it includes multiple-choice, short-answer, and descriptive questions.

- Collect a standardized test sample and analyze its characteristics, including validity, reliability, and objectivity. Discuss its advantages and limitations.

- Collect sample assessment scores and represent the data using a histogram, bar graph, and pie chart.

- Take a set of student scores and calculate the mean, median, and mode.
  Further, compute the standard deviation and quartile deviation for the same data.

- Conduct a study to analyze the correlation between students' internal assessment scores and final exam scores using Pearson's or Rank Difference method. Interpret the strength and direction of the correlation.

Reference:

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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT CHEMISTRY	Marks 75+25=100	60 (50+10)

Objectives: On completion of course the student teacher will be able to-
1. Know about National policies and curriculum frameworks.
2. Know about Resources for teaching Chemistry.
3. Use advanced and creative techniques, learning aids and improvised apparatus in their Chemistry lessons in secondary schools.
4. Gain an insight in to the skills of evaluating the outcomes of teaching biological Science and prepare items and tests for secondary school students.
5. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT I: School Science Curriculum   **(12 Hours)**
1.1 Curriculum: Meaning and principles of curriculum construction – Child-centeredness, activity-centeredness, creativity, forward-looking approach, preparation for life, correlation, integration, individual differences, community service, variety, flexibility, and totality
1.2 Organization of curriculum – Psychological, logical, spiral, and topical approaches
1.3 National policies on Education – NEP-2020 with special reference to Science (Chemistry)
1.4 National curriculum frameworks – NCF-2005, NCFTE-2009, and NCFFS-2022 with special reference to Science (Chemistry)

UNIT II: Resources for Teaching Chemical Science   **(12 Hours)**
2.1 Material Resources – Chemistry textbooks, teacher handbooks, laboratory manuals, student workbooks, and reference materials
2.2 Human Resources – Chemists, lab technicians, researchers, and professors
2.3 Field-Based Resources – Clinical laboratories, soil testing centers, food processing units, and small-scale industries (e.g., candle making, incense stick production)
2.4 ICT Resources – Audio aids, visual aids (projected & non-projected), audio-visual aids and E-Resources – Mobile apps, computer software for teaching, learning, and evaluation in Chemistry

UNIT III: Evaluation in Chemical Science   **(13 Hours)**
3.1 Unit Test – Concept, construction, and administration
3.2 Diagnostic Test – Concept, construction, and planning remedial measures
3.3 Assessment Tools – Question banks: Features, development, and uses
3.4 Alternative Evaluation Methods – Rubrics, peer assessment, portfolio assessment

UNIT IV: Professional Development of Chemistry Teachers   **(13 Hours)**
4.1 Professional Qualities – Essential characteristics of an effective Chemistry teacher
4.2 Professional Competencies – Pedagogical, technological, and research competencies
4.3 Professional Growth – Pre-service and in-service training, workshops, and continuous professional development programs
4.4 Teacher Organizations – Role and significance of professional teacher organizations in science education

Practicum: **10 HOURS**

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

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

References
1. Kamala Narasimma (2005). Method of teaching chemistry. Sumukha Prakashana
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3. Nasim Siddiqi & Dr Najma Siddiqi (2016). Teaching of Chemistry. DOABA PUBLICATIONS
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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	**PEDAGOGY OF SCHOOL SUBJECT BIOLOGY**	Marks 75+25=100	60 (50+10)

Objectives: On completion of course the student teacher will be able to-
1. Know about National policies and curriculum frameworks.
2. Know about Resources for teaching biological science.
3. Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
4. Gain an insight in to the skills of evaluating the outcomes of teaching biological Science and prepare items and tests for secondary school students.
5. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT I: School Science Curriculum   (12 Hours)
1.1 Curriculum: Meaning, definitions and characteristics
1.2 principles of curriculum construction – Child-centeredness, activity-centeredness, creativity, forward-looking approach, preparation for life, correlation, integration, individual differences, community service, variety, flexibility, and totality
1.3 Organization of Curriculum: Psychological, logical, spiral, and topical approaches
1.4 National Policies and Curriculum Frameworks: NCF-2005, NCFTE-2009, NEP-2020, and **National Curriculum Framework for School Education, 2023** with special reference to Biology

UNIT II: Resources for Teaching Biological Science   (12 Hours)
2.1 Material Resources: Biology textbooks, teacher handbooks, laboratory manuals, student workbooks, and reference materials
2.2 Human Resources: Biologists, doctors, researchers, and professors
2.3 Field-Based Resources: Dead wood ecosystem, school garden, museum, herbarium, aquarium, vivarium, and terrarium
2.4 ICT Resources: Audio aids, visual aids (projected & non-projected), and audio-visual aids

UNIT III: Evaluation in Biological Science   (13 Hours)
3.1 Unit Test: Concept, construction, and administration
3.2 Diagnostic Test: Concept, construction, and planning remedial measures
3.3 Question Bank: Features, development, and uses
3.4 Identifying Talented Students – Planning special programs for NTSE, NSEJS, and KVPY

UNIT IV: Professional Development of Biology Teachers   (13 Hours)
4.1 Professional Qualities – Essential characteristics of a Biology teacher
4.2 Professional Competencies – Pedagogical, technological, and research competencies
4.3 Professional Growth – Pre-service and in-service training, workshops, and continuous professional development programs
4.4 Academic Resources – Biological science journals, e-journals, and reference books

Practicum/assignments: **10 Hours**
1. A study on NEP-2020
2. A study on NCFFS-2022
3. A critical analysis of biological science text book.
4. A study on teacher hand book/laboratory manuals/student work books/reference materials of biological science.
5. A study on human resources for teaching biological science.
6. A study on material resources for teaching biological science.
7. A study on field-based resources for teaching biological science.
8. Preparation of audio or video or AV aid for teaching biological science.
9. Preparation, construction and administration unit test.
10. Conduction of diagnostic test in biological science.
11. A study on identification of talented students at schools.
12. A study on professional qualities/professional competencies/professional growth of biological science teacher.
13. A study on biological science journals.

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

References
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3) Fred M Schellhammer (1935). The field trip in biology. Retrieved from: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1949-8594.1935.tb12809.x
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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT PHYSICS	Marks 75+25=100	60 (50+10)

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

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

UNIT I- PHYSICS CURRICULUM STUDY.   12 Hours

1.1 Curriculum: Meaning, definitions and characteristics

1.2 principles of curriculum construction – Child-centeredness, activity-centeredness, creativity, forward-looking approach, preparation for life, correlation, integration, individual differences, community service, variety, flexibility, and totality

1.3 Organization of Curriculum: Psychological, logical, spiral, and topical approaches

1.4 National Policies and Curriculum Frameworks: NCF-2005, NCFTE-2009, NEP-2020, and National Curriculum Framework for School Education, 2023 with special reference to Physics

UNIT II – RESOURCES TO TEACH PHYSICS   12 Hours

2.1 Material resources-Text book: Characteristics and function. work books, laboratory – importance, equipping and maintenance, laboratory manuals and audio-visual-aids.

2.2 Human resources and Community resources.

2.3 Organization and field-based resource science club, science fair and exhibition, field trips to scientific places (VITM, Planetarium)

2.4 E- resources- E-books, E-journals and E-Newspaper

UNIT III EVALUATION IN TEACHING   13 Hours

3.1 Concept of evaluation, tools and techniques of evaluation. Characteristics of well-balanced evaluation tool.

3.2 Unit Test – meaning, steps in the construction and administration of unit test.

3.3 Diagnostic test- meaning, steps of construction, difference with achievement test.

3.4 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH   13 Hours

4.1 Professional growth - meaning and importance.

4.2 Competencies and qualities of physics teacher.

4.3 Professional growth - meaning and importance.

4.4 Means of professional development: refresher courses, seminars, workshops, conferences, science talks and publishing articles on science topics. MOOCs, (Massive

Open Online Course), discussion forms, online courses, etc.

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

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

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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS	Marks 75+25=100	60 (50+10)

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

1. To understand the meaning, definitions, characteristics, and principles of curriculum construction in mathematics education.
2. To explore different approaches to organizing the mathematics curriculum, including psychological, logical, spiral, and topical methods.
3. To analyze national policies and curriculum frameworks (NCF-2005, NCFTE-2009, NEP-2020, and NCFSE-2023) with special reference to mathematics education.
4. To identify and effectively use various material resources, such as textbooks, workbooks, laboratories, manuals, and audio-visual aids, for teaching mathematics.
5. To utilize human and community resources for enhancing mathematics learning, including mathematics clubs, fairs, exhibitions, and quizzes.
6. To integrate online resources and assessment tools, including e-books, e-journals, e-tests, and digital rubrics, into mathematics teaching.
7. To develop skills for constructing various types of mathematics tests, including unit tests, diagnostic tests, and remedial instruction plans.
8. To design well-balanced question papers based on evaluation principles and best practices.
9. To recognize the competencies and qualities required for an effective mathematics teacher.
10. To explore the role of technology in mathematics education and develop tech-savvy teaching skills.
11. To understand the importance of professional growth and continuous learning in mathematics education.
12. To engage in professional development through refresher courses, seminars, workshops, conferences, research publications, and online courses such as MOOCs.

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS   12 HOUR

1.1 Curriculum: Meaning, definitions and characteristics

1.2 principles of curriculum construction – Child-centeredness, activity-centeredness, creativity, forward-looking approach, preparation for life, correlation, integration, individual differences, community service, variety, flexibility, and totality.

1.3 Organization of Curriculum: Psychological, logical, spiral, and topical approaches

1.4 National Policies and Curriculum Frameworks: NCF-2005, NCFTE-2009, NEP-2020, and National Curriculum Framework for School Education, 2023 with special reference to Mathematics

UNIT-II: RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS
12 HOURS

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

2.2 **Human resources** and Community resources.

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

2.4 Online- resources and Online assessment:- E-books, E-journals and E-Newspaper E-tests, quiz tools, E-rubrics etc.

UNIT III: - EVALUATION IN MATHEMATICS   13 HOURS
3.1 Constructions of variety of tests.
3.2 Unit test in mathematics- meaning, importance steps, format and procedure.
3.3 Format and characteristics of well-balanced question paper.
3.4 Diagnostic test and Remedial instruction in mathematics- meaning, need and importance, steps of preparation.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH   13 Hours
4.1   Competencies and qualities of mathematics teacher.
4.2   Tech savvy mathematics teacher-competencies
4.3   Professional growth - meaning and importance.
4.4   Means of professional development: refresher courses, seminars, workshops, conferences, and publishing articles on mathematics topics, MOOCs, **(Massive Open Online Course)** discussion forms, online courses, etc

PRACTICUM/ACTIVITY: (ANY ONE)   10 HOURS

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

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT KANNADA	Marks 75+25=100	60 (50+10)

ಉದ್ದೇಶಗಳು:

1) ವಿಷಯದ ಮೂಲಭೂತ ಅಂಶಗಳನ್ನು ಅರ್ಥೈಸುವುದು ಹಾಗೂ ಅವುಗಳ ಅನ್ವಯವನ್ನು ಚರ್ಚಿಸುವುದು.
2) ಸಂಬಂಧಿತ ವಿಷಯಗಳ ಸಂಯೋಜನೆಯನ್ನು ಮತ್ತು ವ್ಯಾಖ್ಯಾನವನ್ನು ಪರಿಗಣಿಸುವುದು.
3) ವಿಷಯದ ತಾತ್ತ್ವಿಕ ಹಾಗೂ ವೈಜ್ಞಾನಿಕ ಅಂಶಗಳನ್ನು ಸಮಗ್ರವಾಗಿ ಅಧ್ಯಯನಗೊಳಿಸುವುದು.
4) ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪಠ್ಯಕ್ರಮದ ವಿವಿಧ ಆಯಾಮಗಳ ಬಗ್ಗೆ ಸಮಗ್ರ ಅರಿವು ಒದಗಿಸುವುದು.
5) ಸಂಬಂಧಿತ ವೈಜ್ಞಾನಿಕ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ತತ್ತ್ವಗಳನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು.
6) ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರೀಯ ಅಂಶಗಳನ್ನು ಅನಾವರಣಗೊಳಿಸುವುದು.
7) ಅನ್ವಯಿಕ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸುವ ಮತ್ತು ವೃತ್ತಿಪರ ಮನೋಭಾವ ಬೆಳೆಸುವ ಅವಕಾಶ ನೀಡುವುದು.
8) ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಆಧುನಿಕ ತಂತ್ರಜ್ಞಾನ ಸಂಬಂಧಿತ ನವೀನ ತಿಳುವಳಿಕೆಯನ್ನು ಹಂಚಿಕೊಳ್ಳುವುದು.

ಘಟಕ–1 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಕಾಳಜಿಗಳು ಮತ್ತು ವೃತ್ತಿ ವಿಕಸನ ಅವಧಿ–12

1.1 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ವೃತ್ತಿ ಸಂಹಿತೆ, ಗುಣಗಳು ಮತ್ತು ಕಾಳಜಿಗಳು
1.2 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕರಿಗೆ ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ
1.3 ಭಾಷಾ ಶಿಕ್ಷಕನ ವೃತ್ತಿ ವಿಕಸನದ ಕಾರ್ಯತಂತ್ರಗಳು,
1.4 ಕವಿಗೋಷ್ಠಿ, ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳು, ವಿವಿಧ ಸ್ಪರ್ಧೆಗಳು (ಚರ್ಚಾ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ, ರಸಪ್ರಶ್ನೆ ಹಾಗೂ ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ) ಕಾರ್ಯಕ್ರಮಗಳ ಆಯೋಜನೆಯಲ್ಲಿನ ಸವಾಲುಗಳು ಹಾಗೂ ಮುನ್ನೆಚ್ಚರಿಕೆಯ ಕ್ರಮಗಳು.

ಘಟಕ–2 ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ಸಂಪನ್ಮೂಲಗಳು ಅವಧಿ–12

2.1 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳು: ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
2.2 ನಿಘಂಟು, ವಿಶ್ವಕೋಶ: ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ಬಳಕೆಯ ವಿಧಾನಗಳು ಮತ್ತು ಕಾರ್ಯಪುಸ್ತಕ: ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ರಚನೆ
2.3 ಭಾಷಾ ಕಲಿಕೋಪಕರಣಗಳು: ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳು, ಆಯ್ಕೆ ಬಳಕೆ ಹಾಗೂ ತಯಾರಿಕೆ.
2.4 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಅರ್ಥ, ಮಹತ್ವ, ವಿನ್ಯಾಸ, ಕಾರ್ಯವಿಧಾನ.

ಘಟಕ–3 ಯೋಜನೆ ಮತ್ತು ಬೋಧನಾ ಉಪಕ್ರಮಗಳು ಅವಧಿ–13

3.1 ವಾರ್ಷಿಕ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ: ಇವುಗಳ ಅರ್ಥ ಪ್ರಾಮುಖ್ಯ ರಚನೆಯ ಹಂತಗಳು.
3.2 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ: ಅರ್ಥ, ಆಗತ್ಯತೆ ಮತ್ತು ಹಂತಗಳು.
3.3 ಬೋಧನಾ ಉಪಕ್ರಮಗಳು: ಸಂರಚನಾತ್ಮಕ, ಸನ್ನಿವೇಶ ಪ್ರಶ್ನೋತ್ತರ, ಅನುಗಮನ–ನಿಗಮನ ಯೋಜನಾ ಉಪಕ್ರಮ–ಅರ್ಥ ಮಹತ್ವ ಹಾಗೂ ಗುಣಲಕ್ಷಣಗಳು
3.4. ಬೋಧನಾ ಮಾದರಿಗಳು/ನಮೂನೆಗಳು– ಮುಂಸಂಘಟನೆ ಮಾದರಿ, ಸೃಜನಶೀಲ ಮಾದರಿ, ಪರಿಕಲ್ಪನಾ ಸಾಧನಾ ಮಾದರಿ– ಅರ್ಥ ಮತ್ತು ಹಂತಗಳು

ಘಟಕ–4 ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ಸಾಧನ ತಂತ್ರಗಳು ಅವಧಿ–13

4.1 ಮೌಲ್ಯಮಾಪನ: ಅರ್ಥ, ಮಹತ್ವ, ವಿಧಗಳು, ನಿರಂತರ ಮತ್ತು ಸಮಗ್ರ ಮೌಲ್ಯಮಾಪನದ ಪ್ರಾಧಾನ್ಯತೆ.
4.2 ಮೌಲ್ಯಮಾಪನದ ಮಾಹಿತಿ ಸಂಗ್ರಹಣಾ ಸಾಧನಗಳು ತಂತ್ರಗಳು ಅವಲೋಕನ(ದರ್ಜಾಮಾಪನ ಮತ್ತು ತಪಶೀಲುಪಟ್ಟಿ/ತಾಳೆ ಪಟ್ಟಿ),
4.3 ಪರೀಕ್ಷೆಗಳು (ಮೌಖಿಕ ಮತ್ತು ಲಿಖಿತ), ವಿವಿಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ರಚನೆಯ ನಿಯಮಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ,
4.4 ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯ ಹಂತಗಳು ಹಾಗೂ ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ತಯಾರಿ.

ಶಾಲಾ ಸಮುದಾಯ ಸಂಬಂಧಿತ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು **ಅವಧಿ–10**

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

2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯದ ಸೂಕ್ತ ವಿಚಾರಗಳನ್ನು ಆಯ್ದ ಶಾಲಾ ಮಕ್ಕಳು ಅಭಿನಯಿಸುವುದಕ್ಕೆ ಸಾಧ್ಯವಾಗುವಂತೆ ನಾಟಕಗಳಾಗಿ ರೂಪಾಂತರಿಸುವುದು.

3. ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಹಿತ್ಯಿಕ ಸ್ಪರ್ಧೆಗಳನ್ನು ಏರ್ಪಡಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.

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

5. ಸಂತುಲಿತ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ತಯಾರಿಸುವುದು ಅಥವಾ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯನ್ನು ವಿಮರ್ಶಿಸುವುದು (ತೃತೀಯ ಅವಧಿಯ ಬಿ.ಇಡಿ ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ಕಾಲೇಜು ಕೈಗೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿದೆ).

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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	**PEDAGOGY OF SCHOOL SUBJECT ENGLISH**	**Marks 75+25=100**	**60 (50+10)**

Objectives: On completion of this course the students will be able to
1. Understands the importance of Instructional Material in English language teaching.
2. Realizes the importance of teaching hand book and student's workbook.
3. Prepares, Unit plan, Resource Unit.
4. Judges, identities, selects and uses different audio-visual resources in teaching of English language.
5. Utilizes internet and website in learning of English.
6. Prepares objective based test items to evaluate language skills. Prepares well balanced question paper.

Unit - 1: Instructional Materials and Teacher in English Language Teaching (10 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.

Unit - 2 : E-learning, Resources And Materials to Teach English (20 Hours)
2.1 Audio Resources- Lingua phone, Language Laboratory, Radio Broadcast, their importance and use.
2.2 Visual Resources- the Black Board, Charts, Flannel Board, Pictures, Flash cards, Models, Portraits, projectors, their importance and use.
2.3 Audio-visual Resources- Films, T.V. Programmes, recorded videos, interactive board, smart board, their importance and uses.
2.4 Social Resources- through practice, Debates, Dramatics, Quiz, Elocution, and other literary club activities.
2.5 E-Learning in English: Use of Internet, role of Websites, Mobile learning apps, blogs, e-library, A.I tools. Advantageous of using self instructional materials , Learning packages and Multimedia materials in teaching English.

Unit - 3: Teacher of English Language (10 Hours)
3.1 Qualities of an English language teacher.
3.2 Need for professional growth
3.3 Qualitative requirements and professional growth of a good English teacher
3.4 21st century teaching skills required for an English language teacher.

Unit-4: Evaluation in English Language 10 Hours

4.1 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 Hrs**

1.   Instructional material to teach language skills/structures/vocabulary.
2.   Planning and execution of language games.
3.   Preparation of scrap book for teaching of language teaching skills/vocabulary.
4.   PPT in teaching structures and vocabulary.
5.   Visit o ELT centre and Programme of ELTs.
6.   Visit and report on function and use of English Language Laboratory.
7.   A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
8.   Content analysis of English Textbook.
9.   Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
10. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT HINDI	Marks 75+25=100	60 (50+10)

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

UNIT I- EVALUATION   **14 HOURS**
1.1   Aims & objectives of Evaluation.
1.2   Importance of Evaluation in Hindi Subject, concept, nature of evaluation.
1.3   Tools of evaluation: - Quantitative, Qualitative, Various types of Questions.
1.4   Diagnostic Test – pupil's linguistic ability.

UNIT II- TEACHING OF VARIOUS ASPECTS OF HINDI.   **12 HOURS**
PART-A:- CURRICULUM
1.1 Curriculum: - Meaning and nature of curriculum, Principles of curriculum construction.
PART-B: SYLLABUS:-
2.2   Principles of Syllabus development.
2.3   Relation between curriculum and syllabus, Analysis of syllabus.
PART-C: TEXT BOOK:-
2.4   Principles of Text Book development.
2.5   Critically study & analysis of text book for secondary school in Karnataka State.
PART-D: CONTENT ANALYSIS.

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

UNIT IV- THE TEACHER   12 HOURS

4.1   Qualities & Qualification of Hindi Teacher.
4.2   Professional & growth of Hindi teacher, pre-Service, in-service training.
4.3   Recommendations of NEP 2020 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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Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT HINDI	Marks 75+25=100	60 (50+10)

हिन्दी शिक्षण एवं मूल्यांकन पाठ्यक्रम

पाठ्यक्रम के उद्देश्य:

इस पाठ्यक्रम को पूरा करने के बाद विद्यार्थी:

1. हिंदी भाषा के मूल्यांकन की प्रक्रियाओं से परिचित होंगे।
2. हिंदी के व्याकरणीय शब्दावली और व्याकरण प्रणाली का कार्यात्मक ज्ञान प्राप्त करेंगे।
3. पाठ्यक्रम, पाठ्यक्रम-सूची, पाठ्यपुस्तक और विषयवस्तु का विश्लेषण कर सकेंगे।
4. विषयवस्तु, शिक्षण विधियों और पाठ योजना को समन्वित कर सकेंगे।
5. विभिन्न प्रकार की पाठ योजनाएँ तैयार कर सकेंगे।
6. हिंदी शिक्षण की विशेषताओं और व्यावसायिक विकास से परिचित होंगे एवं इसे प्राप्त करने में सक्षम होंगे।

इकाई 1: मूल्यांकन (14 घंटे)

1.1 मूल्यांकन के उद्देश्य एवं महत्व।

1.2 हिंदी विषय में मूल्यांकन का महत्व, संकल्पना एवं प्रकृति।

1.3 मूल्यांकन के उपकरण: मात्रात्मक, गुणात्मक एवं विभिन्न प्रकार के प्रश्न।

1.4 डायग्नोस्टिक टेस्ट – छात्रों की भाषाई क्षमता का परीक्षण।

इकाई 2: हिंदी के विभिन्न पहलुओं का शिक्षण (12 घंटे)

भाग-ए: पाठ्यक्रम

2.1 पाठ्यक्रम का अर्थ, स्वरूप एवं निर्माण के सिद्धांत।

भाग-बी: पाठ्यक्रम-सूची

2.2 पाठ्यक्रम-सूची के विकास के सिद्धांत।

2.3 पाठ्यक्रम और पाठ्यक्रम-सूची के बीच संबंध एवं विश्लेषण।

भाग-सी: पाठ्यपुस्तक

2.4 पाठ्यपुस्तक निर्माण के सिद्धांत।

2.5 कर्नाटक राज्य के माध्यमिक विद्यालयों की हिंदी पाठ्यपुस्तकों का समालोचनात्मक अध्ययन।

भाग-डी: विषयवस्तु विश्लेषण

इकाई 3: ई-लर्निंग, संसाधन एवं शिक्षण सामग्री (12 घंटे)

3.1 **ऑडियो संसाधन:** लिंग्वाफोन, ऑडियो कैसेट, सीडी, भाषा प्रयोगशाला, रेडियो प्रसारण – उनका महत्व एवं उपयोग।

3.2 **दृश्य संसाधन:** ब्लैकबोर्ड, चार्ट, फ्लैनेल बोर्ड, चित्र, फ्लैश कार्ड, मॉडल, पोर्ट्रेट, ओवरहेड प्रोजेक्टर – उनका महत्व एवं उपयोग।

3.3 **श्रव्य-दृश्य संसाधन:** फिल्में, टीवी कार्यक्रम, वीडियो कैसेट, वीसीडी, डीवीडी, एलसीडी प्रोजेक्टर, इंटरएक्टिव बोर्ड – उनका महत्व एवं उपयोग।

3.4 **सामाजिक संसाधन:** अभ्यास के माध्यम से वाद-विवाद, नाट्यकला, संगोष्ठी, भाषण, प्रश्नोत्तरी, वाचन प्रतियोगिता एवं अन्य साहित्यिक गतिविधियाँ।

3.5 **ई-लर्निंग:** हिंदी शिक्षण में कंप्यूटर आधारित अधिगम, इंटरनेट का उपयोग, वेबसाइटों की भूमिका, पावर पॉइंट प्रस्तुति के लाभ, प्रश्न बैंक का उपयोग एवं इलेक्ट्रॉनिक मूल्यांकन।

इकाई 4: शिक्षक (12 घंटे)

4.1 हिंदी शिक्षक की योग्यताएँ एवं विशेषताएँ।

4.2 हिंदी शिक्षक का व्यावसायिक विकास – पूर्व-सेवा एवं सेवा-कालीन प्रशिक्षण।

4.3 **राष्ट्रीय शिक्षा नीति (NEP 2020)** के तहत व्यावसायिक विकास के लिए सिफारिशें।

प्रायोगिक कार्य / गतिविधि: (10 घंटे) (कोई एक)

1. भाषा कौशल / संरचनाओं / शब्दावली के शिक्षण हेतु निर्देशात्मक सामग्री तैयार करना।
2. भाषा शिक्षण के लिए खेलों की योजना बनाना और उनका क्रियान्वयन।
3. भाषा शिक्षण कौशल / शब्दावली के शिक्षण हेतु स्क्रैप बुक तैयार करना।
4. व्याकरण शिक्षण हेतु पावर पॉइंट प्रस्तुति (PPT) बनाना।
5. हिंदी भाषा प्रयोगशाला के कार्य और उपयोग का अध्ययन एवं रिपोर्ट तैयार करना।
6. व्याकरण शिक्षण हेतु पारदर्शिता (Transparencies) तैयार करना।
7. वर्तनी, उच्चारण, वाचन एवं लेखन में त्रुटियों का अध्ययन एवं सुधारात्मक उपाय सुझाना।
8. माध्यमिक हिंदी पाठ्यपुस्तक का विषयवस्तु विश्लेषण।
9. अन्य कोई उपयुक्त गतिविधि।

संदर्भ पुस्तकें:

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	**PEDAGOGY OF SCHOOL SUBJECT URDU**	**Marks 75+25=100**	**60 (50+10)**

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

UNIT I- EVALUATION   **12 HOURS**
1.1 Aims & objectives of Evaluation.
1.2 Importance of Evaluation in Urdu Subject, concept 78 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 VADRIOUS 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   **14 HOURS**
4.1   Qualities & Qualification of Urdu Teacher.
4.2   Professional & growth of Urdu teacher, pre-Service, in-service training.
4.3   Urdu teacher organization their role in the professional growth of the teacher.
4.4   Recommendation of Kothari Commission about professional training.

PRACTICUM/FIELD WORK: (ANY ONE)   **10 HOURS**
1.   Instructional material to teach language skills/structures/vocabulary
2.   Planning and execution of language games.
3.   Preparation of scrap book for teaching of language teaching skills/vocabulary.
4.   PPT in teaching structures and vocabulary.
5.   Visit and report on function and use of Urdu Language Laboratory.
6.   Preparation of Transparencies for teaching grammar.
7.   A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
8.   Content analysis of Secondary School Urdu Textbook.
9.   Any other suggested activity.

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT URDU	Marks 75+25=100	60 (50+10)

اردو تدریس اور جائزہ کا نصاب

مقاصد:

اس کورس کی تکمیل کے بعد طلبہ:

1. اردو زبان کے علم کے جائزے میں استعمال ہونے والے طریقہ کار سے واقف ہوں گے۔
2. اردو کے قواعدی اصطلاحات اور قواعدی نظام کا عملی علم حاصل کریں گے۔
3. نصاب، سلیبس، درسی کتاب اور اردو مضمون کے مواد کا تجزیہ کر سکیں گے۔
4. مواد، طریقہ تدریس اور سبق کی منصوبہ بندی کو مربوط کر سکیں گے۔
5. مختلف قسم کے اسباق تیار کر سکیں گے۔
6. اردو تدریس کی خصوصیات اور پیشہ ورانہ ترقی سے واقف ہوں گے اور اسے حاصل کرنے میں معاون ہوں گے۔

یونٹ 1: جائزہ (Evaluation) (12 گھنٹے)

1.1 جائزے کے مقاصد اور اہداف
1.2 اردو مضمون میں جائزے کی اہمیت، تصور اور نوعیت۔
1.3 جائزے کے آلات: - مقداری (Quantitative)، معیاری (Qualitative)۔ مختلف قسم کے سوالات۔
1.4 تشخیصی امتحان (Diagnostic Test) – طلبہ کی لسانی قابلیت۔

یونٹ 2: اردو کے مختلف پہلوؤں کی تدریس (12 گھنٹے)

حصہ-اے: نصاب (Curriculum)
2.1 نصاب کا مفہوم اور نوعیت۔
2.2 نصاب کی تشکیل کے اصول۔

حصہ-بی: سلیبس (Syllabus)
2.3 سلیبس کی ترقی کے اصول۔
2.4 نصاب اور سلیبس کے درمیان تعلق، سلیبس کا تجزیہ۔

حصہ-سی: درسی کتاب (Textbook)
2.5 درسی کتاب کی تیاری کے اصول۔
2.6 کرناٹک ریاست کے ثانوی اسکول کی اردو درسی کتاب کا تنقیدی مطالعہ۔

حصہ-ڈی: مواد کا تجزیہ (Content Analysis)

یونٹ 3: ای-لرننگ، وسائل اور تدریسی مواد (12 گھنٹے)

3.1 **آڈیو وسائل:** لنگوافون، آڈیو کیسٹ، سی ڈی، زبان کی تجربہ گاہ، ریڈیو نشریات – ان کی اہمیت اور استعمال۔
3.2 **بصری وسائل:** بلیک بورڈ، چارٹ، فلینیل بورڈ، تصاویر، فلیش کارڈ، ماڈل، پورٹریٹ، اوور ہیڈ پروجیکٹر (OHP)۔ – ان کی اہمیت اور استعمال۔
3.3 **آڈیو-بصری وسائل:** فلمیں، ٹی وی پروگرام، ویڈیو کیسٹ، LCD، DVD، VCD، انٹرایکٹو پروجیکٹر، بورڈ – ان کی اہمیت اور استعمال۔
3.4 **سماجی وسائل:** مشقوں کے ذریعے مباحثہ، ڈرامہ، سمپوزیم، تقریر، کوئز، تقریری مقابلے اور دیگر ادبی سرگرمیاں۔
3.5 **ای-لرننگ:** اردو میں کمپیوٹر مدد یافتہ تدریس، انٹرنیٹ کا استعمال، ویب سائٹس کا کردار، اردو کی تدریس میں پاور پوائنٹ کے فوائد، سوالیہ بینک کا استعمال، الیکٹرانک جائزہ۔

یونٹ 4: استاد (Teacher) (14 گھنٹے)

4.1 اردو استاد کی قابلیت اور خصوصیات۔
4.2 پری سروس – اردو استاد کی پیشہ ورانہ ترقی (Pre-Service) ان-سروس اور (In-Service) ٹریننگ۔

اردو اساتذہ کی تنظیمیں اور ان کا پیشہ ورانہ ترقی میں کردار۔ 4.3

کوٹھاری کمیشن کی پیشہ ورانہ تربیت کے حوالے سے سفارشات۔ 4.4

عملی کام / فیلڈ ورک: (10 گھنٹے) (کوئی ایک)

1. زبان کی مہارت/ڈھانچے/الفاظ سکھانے کے لیے تدریسی مواد تیار کرنا۔
2. زبان کے کھیلوں کی منصوبہ بندی اور نفاذ۔
3. زبان کی تدریسی مہارت/الفاظ کی تدریس کے لیے سکریپ بُک تیار کرنا۔
4. تدریسی ڈھانچے اور الفاظ کے لیے پاور پوائنٹ پریزنٹیشن (PPT) بنانا۔
5. اردو زبان کی تجربہ گاہ کے افعال اور استعمال پر مبنی رپورٹ تیار کرنا۔
6. اردو کے قواعد کی تدریس کے لیے ٹرانسپرنسی (Transparencies) تیار کرنا۔
7. املا، تلفظ، تقریر، مطالعہ، تحریر میں غلطیوں کا مطالعہ اور اصلاحی اقدامات تجویز کرنا۔
8. ثانوی اسکول کی اردو درسی کتاب کا مواد تجزیہ۔
9. کوئی اور تجویز کردہ سرگرمی۔

حوالہ جات:

1. اختر حسین اختر، **اردو کی تدریس**۔
2. الا بخش شیخ، **اردو کی تدریس**۔
3. الکا آہوجا، **ٹیچر ایجوکیشن**، نئی دہلی: اے مٹل پبلی کیشن۔
4. ارون اتھریا، **اے ٹیکسٹ بک آف ٹیچر ایجوکیشن**، نئی دہلی: ڈومیننٹ پبلشرز۔
5. رام، ایس، **کرنٹ ایشوز ان ٹیچر ایجوکیشن**، نئی دہلی: ساروپ اینڈ سنز۔

یہ اردو ترجمہ آپ کی دی گئی معلومات کے عین مطابق ہے! ♦ کیا آپ اس میں کوئی ترمیم یا اضافے کی خواہش رکھتے ہیں

KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 4	Hours
Semester	III	PEDAGOGY OF SCHOOL SUBJECT SOCIAL SCIENCE	Marks 75+25=100	60 (50+10)

OBJECTIVES: On completion of this course the students will be able to....
1. List out the Resources of Social Science
2. Preparing and using various resources of teaching social science
3. Chalk out various principles underlying the selection of   Social Science Curriculum
4. Analyse the current Social Science Curriculum
5. Cultivates the qualification of a good Social Science Teacher
6. Constructing and using assessment tools for evaluating social science learning.
7. Understands the principles, methods and techniques of Evaluation

UNIT–I: CURRICULUM IN SOCIAL SCIENCE   (14 Hrs)

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

UNIT–II: SUPPORTIVE RESOURCES IN TEACHING SOCIAL SCIENCE(12 Hrs)

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

UNIT–III: EVALUATION IN SOCIAL SCIENCE   (12 Hrs)
3.1   Concept of Evaluation
3.2   Techniques of Evaluation: (Oral, Objective Type, Short Answer Type and Essay Type Tests)
3.3   Criteria of a good Tests
3.4   Preparations of well-balanced Question Paper in Social Science

UNIT– IV: SOCIAL SCIENCE TEACHER   (12 Hrs)

4.1   Special Qualities of Social Science Teacher, Competencies of Social Science Teacher
4.2   Professional growth: Seminars, Workshops, Orientation, Refresher course, In-service training, Talent search, Self study through reading, Research, Journals, Magazines, Newspapers, Membership of History Clubs.
4.3   Relationship of History and Civics Teacher with – Students, Co- workers, Headmasters and Community.
4.4   Professional ethics for Social Science Teachers

PRACTICUM/ FIELDWORK: (ANYONE)   (10 Hrs)

1. Preparation of ability-based question paper and administering
2. Analysis of Social Science question paper from any practicing school and submitting a report.
3. Collecting information related to CCE from www- preparing and submitting a report.
4. Achievement tests in Social Science, preparation and use of various types of test items
5. Unit test and remedial teaching
6. Visit to community resource sites, prepare and submit a study report
7. Library based activities to sift relevant source information – reporting
8. Survey of local and community resources for learning social science
9. Preparation of materials for a History room or Museum.
10. Report of sharing pupil teacher own experiences in school regarding Social science teacher.
11. Collection of coins and stamps.
12. Conducting quiz competition and Debate program in Social Science.
13. Observation and reporting of Social science lessons by a reguler class room teacher.
14. Report of peer group lesson observation and disscussion.
15. Preparing resource unit as a topic of students choice in social science.

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7. Ghosh K.D. 'Creative teaching of History'.
8. Johnson Henry 'Teaching of History'.
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10. NCERT ' Evaluation in Social studies'.
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14. Timmareddy K. 'Teaching of History & civics'.
15. Vajreshwari R., ' A hand book for History teacher'.
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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: PSS-S3	Credits 3 +1	Hours
Semester	III	**PEDAGOGY OF SCHOOL SUBJECT COMMERCE**	Marks 75+25=100	60 (50+10)

Course Objectives: On completion of the course, the student teacher will be able to:
1. gain competence in instructional planning
2. analyse the text book prescribed for Higher Secondary level
3. analyse the topics from business studies up to Higher Secondary level
4. analyse the topic from Accountancy up to Higher Secondary level
5. develop competence in various micro-teaching skills
6. evaluate teaching manuals with specific criteria
7. gain competence in achievement test construction
8. Diagnose the difficulties and plan for remedial instruction

UNIT: 1 – PLANNING OF INSTRUCTION IN COMMERCE   12 HOURS
1.1   Meaning, importance and purpose of planning
1.2   Approaches in lesson planning – Herbartian, constructivist approach, RIE approach
1.3   Year plan and Unit plan
1.4   5E based lesson plan

UNIT: 2 – EVALUATION IN COMMERCE   12 HOURS
2.1   Meaning and importance of Evaluation- formative and summative evaluation
2.2   Construction of Unit test –Steps, blue print.
2.3   Construction of test items, objective types, short answer and essay type question
2.4   preparation of well-balanced question paper
2.5   Construction of diagnostic test and remedial teaching method

UNIT: 3- Methods and techniques of teaching general business subjects 13 HOURS
3.1 Meaning of method, characteristics of good teaching method,
3.2 Types of teaching method- lecture, group discussion, project, demonstration and problem solving.
3.3 Introduction to techniques of teaching, importance of the techniques of teaching
3.4 questioning technique, drill technique, observation technique, examination technique, explanation technique, exploration technique, illustration technique

UNIT 4 : CO-CURRICULAR ACTIVITIES IN TEACHING COMMERCE 13 HOURS
4.1   Organisation of co-curricular activities
4.2   Field trips, excursions its importance and organization.
4.3   Community resource and its importance
4.4   Commerce hobbies-meaning, needs, types and organizations of exhibitions.

PRACTICUM/ACTIVITIES: (ANY ONE)   10 HOURS
1. Visits to banks, insurance houses, warehouse, trade centres, companies and other business houses.
2. Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
3. Organizing and conducting commerce club activities

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

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3. Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach, New Delhi
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5. Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi.
6. Teaching of Commerce in Our School Lulla B.P (BTTC-BIE Publication, Bombay).
7. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
8. Teaching of Commerce-SeemaRao Anmol Publication, New Delhi.

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SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: EPC-4	Credits 2	Hours
Semester	III	**YOGA AND HEALTH EDUCATION**	Marks 40+10= 50	50 (40+10)

OBJECTIVES:
On completion of this course the students will be able to
1. Develop the understanding of the interrelation of Yoga.
2. Create awareness on different aspects of health and fitness.
3. Develop skills in organizing the physical education programme in schools.
4. Acquire knowledge of common diseases.
5. Explain medical aspects of yoga in terms of improving mental health and reducing stress.
6. Classify yoga, yogic diet and yogic lifestyle.

UNIT – 1 HISTORY OF YOGA   **14 HOURS**

1.1 Yoga in Medieval Times, Yoga in Modern Times.
1.2 Meaning, Definition, objectives and Benefits of Yoga.
1.3 Types or Streams of Yoga-. Bhakthi Yoga, Jnana Yoga, Raja Yoga, Karma yoga.

UNIT-2 CONCEPT YOGA AND HEALTH   **13 HOURS**

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

UNIT-3 BENEFITS OF YOGA IN MODERN SOCIETY   **13 HOURS**

3.1 Yoga and Personality Development.
3.2 Surya Namaskara
3.3 Role of yoga for improving the quality of school education.
3.4 Yoga for Stress Management-Introduction to Stress, Concept of Stress; Concepts and Techniques of Stress Management in Yoga

PRACTICUM/FIELD WORK: **10 HOURS**
1. Power point presentations for a topic in the syllabus.
2. Participation in Kapalabhati Pranayama, Bhstrika Pranayama, NaadiSuddhi Pranayama.
3. Participate any five asnas –

1) Sarvangasana,

2) Paschimottanasana or Seated Forward Bend,

3) Padmasana or Lotus Pose,

4) Trikonasana or Triangle Pose,

5) Chakrasana,

6) Dhanurasana or Bow Pose,

7) Virabhadrasana,

8) Vrikshasana or Tree Pose,

9) Utkatasana or Chair Pose,

10) Badhakonasana or Butterfly Pose,

11) Vajrasana or Thunderbolt pose,

12)Makara Adho Mukha Svanasana or Dolphin Plank Pose,

13) Naukasana or Boat Pose,

14) Ardha Chakrasana or Standing Backward Bend Pose,

15) Sasankasana – Rabbit Posture.

16) Surya Namaskar (Compulsory practice of surya namaskar).

Preparation Any Three Own Articles on Yoga Syllabus.

Reference books

1) Berger, B.G. and Owen, D.R. (1988). Stress reduction and mood enhancement in four exercises modes: swimming, body conditioning, hatha yoga and fencing. Research quarterly exercise sport, Vol. 59 (2), pp. 148-159.

2) BKS Iyeng( ) Light on Yoga-

3) Gajjar, N. (2012) Effect of Yoga Exercises on Achievement, Memory and Reasoning Ability. International Journal for Research in Education (Vol.1, Issue:1) Dec, 34-53

4) Hath Yoga Pradipika- Kaivlyadham Lonavla

5) Ishwar Bharadwaj( ) Saral Yogasana-

6) Journal of Educational and Psychological Research (Vol.2, No2) July-2012, 33-36.

7) Mangal, U. and Mangal, K.S. (2007) Yoga Education. New Delhi. Arya Book Depot.

8) Ravikumara N. G(2020) Yoga and Health Education,

9) Swami Satyanand Saraswati ( ) Asana Prananyam Bandh Mudra-

10) Yoga Mimansa (1998). Lonvala Kaivalyadhama, Vol-17

11) Yoga Sudha. (1998). Vol-9, Bangalore, Vivekananda Kendra, Yoga Prakashan.

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		III SEMESTER				
18	PEC-H8	Inclusive Education	75	25	100	4
19	PEC-H9	Educational Administration and Management	75	25	100	4
20	PEC-H10	Educational Assessment and Evaluation	75	25	100	4
22	PSS-S5	Languages/Chemistry/Biology/Physics/Mathematics/	75	25	100	4
23	PSS-S6	Social Science/Commerce **(Any Two)**	75	25	100	4
24	EPC-3	Yoga and Health Education	40	10	50	2
25	EFC-4	School Visits and Reflective dairies (4 weeks)	-	100	100	4
		Total	**415**	**235**	**650**	**26**

FOURTH SEMESTER

Year	II	Course Code: PEC-H11	Credits 2	Hours
Semester	IV	**GENDER SCHOOL & SOCIETY**	**Marks 40+10=50**	**50 (40+10)**

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

UNIT – I CHILDHOOD, SOCIALIZATION AND GENDER BIASES   12 Hours

1.1 Concept of Sex, Gender & transgender, Difference between sex and gender
1.2 History of Feministic perspectives and Masculinity in India
1.3 Gender discrimination - In the Family, School, Society
1.4 Gender identity and socialization practices in family, school and organization

Unit II: SOCIAL DIFFERENTIATION, WOMEN AND EDUCATION   12 Hours

2.1 Gender inequality-by Religion, Caste, Region
2.2 Superstitious believes and Gender discrimination, Constitutional provisions for avoiding gender disparity
2.3 Government programmes (Central & State) for girl child education
2.4 Brief life history and social contributions of Sarojini Naidu, Savitribai Phule, Kamaladevi Chattopadhyay.

Unit III: STRATEGIES FOR GENDER EQUITY IN EDUCATION   16 Hours

3.1 Addressing Gender Inequality in Schools- Gender bias in textbooks and classroom interactions.
3.2 Educational Models for Gender Inclusivity- Co-Education, Single-Sex Schools, Girl-Friendly Schools
3.3 Approaches to Gender Equity- School management reforms for gender sensitization. Use of modernization and technology to bridge gender gaps.
3.4 women's action groups and mass media campaigns. Millennium Development Goals promoting gender equality.

PRACTICUM/FIELD WORK: 10 Hours
1. collaborate with or observe the activities of local women's action groups, NGOs, or campaigns focused on gender equality.
2. a review of the implementation of government programs such as Beti Bachao Beti Padhao, Kasturba Gandhi Balika Vidyalaya, and others.
3. facilitate research and documentation of the life stories and social contributions of influential women, global figures

4. The College is free to any relevant activity based on the related subject

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- Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl child in South Asia', Indian. Journal of Social Sciences .Vol 3 No. 1 .
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Year	II	Course Code: PEC-H12	Credits 2	Hours
Semester	IV	GUIDANCE AND COUNSELLING	Marks 40+10= 50	50 (30+20)

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

1) Develop an awareness and understanding of the need and importance of Guidance and counseling
2) Acquire the information and methods to facilitate the processes of guidance and counseling
3) Know about guidance and counseling services in school
4) understanding Requirement and procedure of establish guidance and counseling unit in school
5) elucidate the data driven process in guidance and counseling
6) Know about the different ways counseling
7) understanding the therapy nature in school scenoria
8) create an awreness of Future directions in teaching and training for guidance and counseling

Unit: 1: Basic Concepts of Guidance and Counseling.   **4 Hour**
1.1   concept of Guidance (Meaning, nature, principles and goals)
1.2   Dimension of guidance (personal, Educational, career and social)
1.3   Concept of counselling (Meaning, nature, principles and goals)
1.4   Methods of counselling, qualities of effective counsellor (general qualities, functional qualities and ethical qualities)

Unit:2: Guidance and counselling services in school.   **8 hour**
2.1 Guidance and counseling service (types, chartestics, need and importance)
2.2 Requirement and procedure of establish guidance and counseling unit in school
2.3 Data driven process in Non-testing technics (case study, student fort polio, autobiography, observation)
2.4 Data driven process in Testing technics (personality, intelligence, aptitude, attitude, Achievement test)

Unit:3: process of Guidance and counselling   **12 hour**
3.1 process of Guidance and counseling in school (types of guidance, role of teacher in guidance programme, stages of counseling)
3.2 Types of counseling (Educational and vocational, child protection and child rights, Anxiety)
3.3 counseling therapy (behavioral, cognitive and behavioral, Drama and Art)
3.4 Future directions in teaching and training for guidance and counseling.

PRACTICUM/FIELD WORK   **5 Hours**
1. Visit to School's Guidance Committees.
2.   interview of counselor(psycho therapy, social.industrial)

3. Students may conduct any one of these tests and report. Intelligence, Attitude, Aptitude, Interest, Achievement and Personality Tests)
4. Organizing Career Conference.
5. Visit to rehabilitation Centers.
6. Report state government programmes for Mental health

References:
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Year	II	Course Code: PEC-H13	Credits 2	Hours
Semester	IV	ACTION RESEARCH	Marks 40+10= 50	50 (40+10)

Rationale

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

Objectives

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

Unit 1: Reflective Practices   **Theory (First week 2 hour)**

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

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

                                                                    Theory 2 hours

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

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

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

b. Tools of data collection – tests, observation schedules, diaries etc.

c. Collection of data through various sources – observation, tests, interviews

d. Analysis of data and interpretation

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

a. Need for reflections

b. Preparing report – components of a report

c. reflections at the individual and institutional levels

d. Facilitating sharing and reflections in school as well as CRC meetings

e. Moving on to phase II of action research

Use of ICT

1. Browsing the internet for more information and reports

2. Preparation of tools using WORD PROCESSORS

3. Preparation of the report using WORD PROCESSORS

4. Use of spreadsheet for keying in data and its analysis

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

Mode of transaction

Unit 1: Reflective Practices

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

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

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

Theory will be followed by this Practice

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

- General discussions in the class over the reports read.

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

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

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

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

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

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

Unit 4: Reflections, sharing and further initiatives

There will be sharing of experiences at school, small group discussion on their insights. Teacher educator would further carry this discussion to bring out reflections of the trainees.

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

The Trainees would discuss components of a report.

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

Trainees would engage in actual report writing using WORD PROCESSORS.

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

Use of Art forms

For preparation of support material/activities as relevant

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Year	II	Course Code: EPC-3	Credits 2	Hours
Semester	IV	DRAMA AND ART IN EDUCATION	Marks 40+10=50	50 (30+20)

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

Unit-I: INTRODUCTION TO ART IN EDUCATION   10 Hrs

1.1 Meaning and Scope of Art in Education.
1.2 Forms of Art.
    1.2.1 Visual Art (Meaning and basic skills)
- Fine Art
- Sculpture
- Architecture

    1.2.2 Performing Art (Meaning and Basic Skills)
- Dance
- Music
- Drama

1.3 Art forms as Teaching tool for various school subjects.
1.4 Role of Technology in Art Education.

Unit – II: CONSTRUCTION OF DRAMA   10 Hrs

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

Unit – III: THEATRE AND EDUCTION   10 Hrs

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

3.4.2 Ninasam, Heggodu.
3.4.3 Rangayana, Mysore.

Unit –IV: THEATRE ACTIVITIES (Practical)   **20 Hrs**

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

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Year	II	Course Code: EPC-5		Credits 2	Hours
Semester	**IV**	**ACTION RESEARCH PROJECT WORK (ARP) (During Internship)**		**Marks 40+10= 50**	**50 (40+10)**

Objectives

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

Activities to be conducted

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

Preparation of action research project as following.

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

NOTE:

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

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Year	II	Course Code: ELC-1	Credits 2	Hours
Semester	IV	**ECONOMICS OF EDUCATION**	Marks 40+10= 50	50 (40+10)

Course Objectives: Upon completion of the paper, the students will be able to;

1. Understand the origin, growth, status and scope of economics of education.
2. Calculate the different costs of education.
3. Explain the fundamental concepts in economics of education.
4. Analyse the correlation ship between education system and economic growth.
5. Measure the contribution of education set up to economic growth of a nation.

Unit- 1: Introduction to Economics of Education   **13 Hours**

1.1 Concept of Economics
1.2 Concept of Economics of Education
1.3 Scope and status of Economics of Education
1.4 Historical Development of Economics of Education
1.5 Education and Economic Order.

Unit- 2: Resources and Returns in Education   **13 Hours**

2.1 Resources for education
2.2 Taxonomy of costs of education
       2.2.1. Social and Household cost
       2.2.2. Direct and Indirect cost
       2.2.3. Private cost
       2.2.4. Unit cost
       2.2.5. Opportunity cost
       2.2.6. Economical (Real) cost
2.3 Resource Constraints and Crunch
2.4 Benefits of education
2.5 Commercialisation of education

Unit-3: Measuring the Contribution of Education to Economic Growth   **14 Hours**

3.1 Concept of Economic Growth
3.2 Factors of Economic Growth
3.3 Education as a Industry
3.4 Relative contribution of different levels of Education to Economic Growth
3.5 Approaches for measuring the contribution of education to Economic Growth
       3.3.1. Cost-Benefits Analysis Approach
       3.3.2. Correlation Approach

3.3.3. Residual Approach

3.3.4. Wage Differential Approach

Practical Activities: **10 Hours**

1. Collect the information about all the Education institutions in your area and study the trends in enrolment for different courses/classes over the last 5 years. Also try to identify the reasons for the increase or decrease in the enrolment for some courses.

2. Select an educational institution and collect the details about the various sources of its receipts and find out whether it is adequate to meet its legitimate expenses. Also find out the profitability or deficit.

3. Study the role of Educational institutions in your place in the economic development number of Graduates, their average monthly income enhancement of the economic status of the family, etc.

4. Select a few educated people who have taken up entrepreneurial activities and study their contribution to the economic development of the place in terms of generation of employment opportunities, utilization of locally available resources, economic welfare of the suppliers of input, etc.

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Year	II	Course Code: ELC-2	Credits 2	Hours
Semester	IV	**GLOBALIZATION AND EDUCATION**	Marks 40+10= 50	50 (40+10)

Objectives: Upon completion of the paper the students will be able to;
1. Gain knowledge and understand about the meaning and importance of globalization, liberation and privatization.
2. Understand the importance of Education on Globalization
3. Inculcate the values in the professional education

Unit-1: Introduction to Globalization   13 Hours
1.1 Meaning of Globalization, Liberalization and Privatization
1.2 Importance of Globalization, Liberalization and Privatization
1.3 Historical perspectives in Globalization
1.4 Globalization and the changing society

Unit-2: Education and Globalization   13 Hours
2.1 Need and Importance of Education on Globalization
2.2 Role of Education on Globalization-Informal education and non-formal Education, Development and Colonialism.
2.3 Quality Concern in Education.
2.4 Global challenges in Education-Economic, Social, Political and Cultural

Unit-3: Web based Education and Globalization   14 Hours
3.1 Influence of Modern technologies on Globalization of Education
3.2 Web based Technology and Web based teacher training programmes
3.3 World Wide Web-Web Pages, Websites and Digital Library
3.4 On line learning and E-learning

Practical/Activities: 10 Hours
1. Report on functioning of any foreign University center in your locality.
2. Construct an attitude scale to measure the attitude of students towards multinational University Centers in India.
3. Study the problems of foreign students enrolled in Post-Graduate Departments of Indian Universities.
4. Evaluation of Faculty exchange programmes between Indian and Foreign Universities.
5. Construct a Scale to measure intentional understanding among University Students.
6. Enrol online learning course from MOOC and report.

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Year	II	Course Code: ELC-3	Credits 2	Hours
Semester	IV	ENTREPRENEURSHIP EDUCATION	Marks 40+10= 50	50 (40+10)

Objective: Upon completion of the paper the student will be able to;
1. Understand the concept of entrepreneurship and opportunities for education in the field of education.
2. Establish and efficiently manage non-government organization in the field of education.
3. Know the structure and functioning of entrepreneurship organizations in the field of education.
4. Understand the schemes and programmes for promotion of the culture of entrepreneurship in India.
5. Undertake entrepreneurship projects in the field of education.

Unit-1: Introduction to entrepreneurship education   13 Hours
1.1 Concept of entrepreneurship
1.2 Role of entrepreneurship in Development.
1.3 Concept of Social work Crafts, Basic education, Work education and S.U.P.W.
1.4 Types and Problems of entrepreneurship

Unit-2: Integration of Entrepreneurship in School Subjects   13 Hours
2.1 Teachability of Entrepreneurship
2.2 Role of school in Teaching Entrepreneurship
2.3 Integration of Entrepreneurship in school subjects
      2.3.1. Entrepreneurship and Languages subjects
      2.3.2. Entrepreneurship and Science
      2.3.3. Entrepreneurship and Social Science
      2.3.4. Entrepreneurship and Mathematics
      2.3.5. Entrepreneurship and Art Education
      2.3.6. Entrepreneurship and Business Studies
      2.3.7 Entrepreneurship and Accountancy

Unit-3: NGO'S and VO'S in Education   14 Hours
3.1 Concept of Voluntary and Non-Government Organization
3.2 Legal foundations of NGO'S and VO'S in India
3.3 Objects and functions of NGO'S and VO'S
3.4 Establishment and Management of NGO and VO'S in education
3.5 SWOT analysis of India Entrepreneurship
3.6 Entrepreneurship in the era of Globalization

Practical Activities: **10 Hours**

1. Survey and report on NGO's activities in the field of Education
2. Study of administrative set up of NGO's
3. Preparing a brief outline/framework to start entrepreneurship project
4. Visit an Educational Institution and collect all the details about the procedure to be followed and the preparations to be made to start an Educational Institutions.

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Year	II	Course Code: ELC-4	Credits 2	Hours
Semester	IV	HUMAN RIGHTS EDUCATION	Marks 40+10= 50	50 (40+10)

Objectives:

1. To understand the Human Rights Concepts
2. To understand the issues concerning the rights of citizens in general
3. Identifies the problems related to human rights with regard to social customs prevailing in India.
4. Develops an awareness for the need of Human Rights

UNIT- I Concept of Human Rights;   **(10 hours)**

1.1. Meaning, evolution and importance and Characteristics
1.2. Approaches: Western, Marxian and Third World
1.3. Contributions of American and French Revolutions

UNIT- II - Universal Declaration of Human Rights   **(10 hours)**

2.1. International Covenant on civil and Political Rights
2.2. Implementation and critical analysis
2.3. United Nations Charter and Universal Declaration of Human Rights

UNIT- III Indian Constitution and Human Rights   **(10 hours)**

3.1. Civil and Political Rights, Socio-economic and cultural Rights.
3.2. Acts of Human Rights: Right to Information Act, Right to Education act
3.3. Human Rights violations - Minorities, Dalits, Adivasis, women and children.

UNIT- IV Agencies for protecting Human Rights   **(10 hours)**

4.1. Judiciary
4.2. National &State Human Rights Commission and Media.
4.3. Public Interest Litigation.

Activities:

1. Write a short paper on the evolution of human rights and its importance in the modern world.
2. Compare and contrast Western, Marxian, and Third World approaches to human rights with real-world examples.

3. Analyze how the American and French Revolutions contributed to the development of human rights.
4. Prepare a summary of key rights enshrined in the International Covenant on Civil and Political Rights.
5. Assess the impact and effectiveness of the United Nations Charter and the Universal Declaration of Human Rights in addressing global human rights violations.
6. Conduct a small survey on awareness of fundamental human rights among citizens in your locality.
7. Write a report on the Right to Information Act or the Right to Education Act, including real-life case studies where these rights were exercised.
8. Prepare a presentation on human rights violations against minorities, Dalits, Adivasis, women, and children in India, using case studies.
9. Research and present a landmark Supreme Court case in India related to human rights.
10. Create a report analyzing how media has played a role in exposing human rights violations and ensuring justice.

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KUVEMPU UNIVERSITY
BACHELOR OF EDUCATION PROGRAMME
SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: ELC-5	Credits 2	Hours
Semester	IV	SUSTAINABILITY AND ENVIRONMENTAL EDUCATION	Marks 40+10= 50	50 (40+10)

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

UNIT-1: OUR ENVIRONMENT **10 Hours**
1.1 Concept, Importance, Components-living (biotic) and non-living (abiotic), principles.
1.2 Our earth-a miracle planet.
1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and interrelationships)
1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)
1.5 Carrying capacity of environment.

UNIT-2: POLLUTION AND ENVIRONMENTAL EDUCATION **10 Hours**
2.1 Meaning and definition of Environmental hazards and pollution. Types of environmental hazards and disaster.
2.2 Types of pollution, land, air, water, noise and radiation – green house effect, ozone layer depletion. Factors of degradation of environment. Socio economic and cultural impact of degradation of environment.
2.3 Meaning, definition and characteristics of Environmental Education. Importance, Objectives, Scope and Principles of Environmental Education.
2.4 Approaches, methods and techniques of teaching Environmental Education.

UNIT-3: MANAGEMENT AND CONSERVATION OF ENVIRONMENTAL 10 Hours
3.1 Environment Management – Need, Function and Characteristics.
3.2 Sustainable Development concept and Need for Sustainable Development.
3.3 Agenda 21
3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.
3.5 Relevant legislative measures.

UNIT-4: INTERNATIONAL EFFORTS ON ENVIRONMENT.   **10 Hours**

4.1 The Stockholm Declaration, 1972
4.2 Brandt land Commission, 1983
4.3 Rio-Summit 1992 (Earth Summit)
4.4 Kyoto Conference and pact on Global warming 1997

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

Can be undertaken by two or more students
1. Study of the utilization of the cooking gas in city households.
2. Study of the utilization of electricity and water at home.
3. Study of the effective utilization of space at home and college.
4. A survey of factors or components affecting environment of a place.
5. A Survey of the relationship between the food habits of people and the environment in which the live.
6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
1. Water pollution 2. Air pollution
3. Sound pollution 4. Soil pollution
INVESTIGATORY PROJECTS:
1. Calculation of the mass of carbon-di-oxide produced by plants.
2. Study of the samples of water from different sources and areas.
3. Noise pollution
4. Studying plant diversity in a given area.
5. Pollution prevention measures undertaken by a factory
6. Soil erosion and its effects
7. A study to find out generation of solid wastes in houses
8. A study to find out adulteration in food items.
9. Collection of names of insecticides, pesticides and fungicides used locally, details of their composition and effect on the soil. Designing communication materials such as posters, pamphlets, handbills etc., on the harmful effects of these chemical of soil.
FIELD TRIPS:
1. Conducting field trips to nearby places of environmental significance.
2 Preparing a map of natural resources of a given area.
3 Preparing a map of plant diversity in a given locale.
4 Identifying and preparing a list of local birds.
5 Identifying and preparing a list of medicinal plants and preparing posters on them.

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KUVEMPU UNIVERSITY
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SYLLABUS OF TWO YEAR (FOUR SEMESTERS)

Year	II	Course Code: ELC-6	Credits 2	Hours
Semester	IV	**PHYSICAL AND HEALTH EDUCATION**	Marks 40+10= 50	50 (40+10)

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

UNIT – 1 INTRODUCTION TO PHYSICAL EDUCATION   13 Hours
1.1   Meaning, Definition, Aim and Objectives of Physical Education.
1.2   Relationship of Physical Education with General Education.
1.3   Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness.
1.4   Olympic games - Origin and Development of Modern Olympic games. Objectives of Modern Olympic games.

UNIT-2 CONCEPT OF HEALTH EDUCATION   13 Hours
2.1 Meaning, Definition, Aims, Objectives and Importance of Health Education.
2.2 Communicable and Non-Communicable Diseases.
2.3 First-Aid- Principles of First Aid, Concept of First Aid Box, Reasons of Sports Injuries.
2.4 Healthful school Environment. Medical inspection.

UNIT-3 METHODS, ORGANISATION AND ADMINISTRATION   14 Hours
3.1 Methods of Teaching Physical Education.
3.2 Intramural and Extramural Competitions.
3.3 Camping - Definition and Meaning – Scope and significance of Camping.
3.4 Warming up: Types of Warming up - Importance of warming up.

PRACTICAUM/FIELD WORK: 10 Hours
1.   Power point presentations for a topic in the syllabus.
2.   Preparation of first aid kit.
3.   Preparing a report of the achievements of eminent players
4.   Strategies for positive thinking and motivation
5.   Rules and regulations of any two games-Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
6.   Code of Conduct of Indian National Flag.

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		IV SEMESTER				
26	PEC-H11	**Gender School and Society**	40	10	50	2
27	PEC-H12	Guidance and Counselling	40	10	50	2
28	PEC-H13	Action Research (Theory)	40	10	50	2
29	EPC-4	Drama and Art in Education	40	10	50	2
30	EPC-5	Action Research (Project)	-	50	50	2
		ELECTIVE PAPERS (ANY ONE)				
31	ELC-1	Economics of Education	40	10	50	2
	ELC-2	Globalization and Education				
	ELC-3	Entrepreneurship and Education				
	ELC-4	Human Rights Education				
	ELC-5	Sustainability and Environmental Education				
	ELC-6	Physical and Health Education				
32	EFC-5	School Visits/Reflective Dairies (10 Weeks)	-	150	150	6
		Practical Examination 1	-	50	50	2
		Practical Examination 2	-	50	50	2
		Total	**200**	**350**	**550**	**22**

1. ಡಾ. ಜಗನ್ನಾಥ ಕೆ ಡಾಂಗೆ — ಅಧ್ಯಕ್ಷರು

2. ಡಾ. ಮಂಜುನಾಥ್. ಹೆಚ್. ಪಿ. — ಸದಸ್ಯರು

3. ಡಾ. ಶಿವಕುಮಾರ್ ಜಿ .ಎಸ್. — ಸದಸ್ಯರು

4. ಡಾ. ಮಧು. ಜಿ. — ಸದಸ್ಯರು

5. ಡಾ. ಬಸವಣ್ಣ ಕೆ. ಸಿ. — ಸದಸ್ಯರು

6. ಡಾ. ನೀತ ಎ. ಜಿ. — ಸದಸ್ಯರು