A BRIEF NOTE ON TEACHER EDUCATION

Present Scenario of Teacher Education in India

The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a ‘change agent’ and not as a mere transmitter of knowledge and culture. India’s commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. As it was expressed in American commission of teacher education, the quality of the nation depends upon the quality of its citizens. Quality of citizens depends upon the quality of their education. The quality of their education depends upon the quality of their teachers. Quality of education depends on quality of teachers on which quality of community, society and nation depend. Teachers and their skills and competencies in the classroom are the single most important components in supporting a system of quality education.

Karnataka is a state in India. It is in south India. It has more than six crore population. Since independence, it had only 71 teacher training colleges (B.Ed, Colleges) to train secondary school teachers in this state. That means, there was control of state govt. & central govt. On opening such colleges. But, in 2003 Indian Govt. took a decision to liberalize higher education by permitting all those private managements to open higher education institutions, like medical, engineering, and teacher training colleges, (of course, through proper agencies) if they fulfill the norms prescribed by concerned autonomous agencies set up by central government.
The responsibility of B.Ed colleges is to prepare teachers for secondary schools. Responsibility for development and prescription of curriculum for B.Ed. course lies with different universities of Karnataka state. All professional matters relating to teachers education are governed by the NCTE norms. In the secondary education sector, there were 347 colleges of education providing B.Ed. degree in Karnataka. There are four aided and twelve private teacher education colleges in Shivamoga District.

In the state of Karnataka, there are 10 Government colleges of Teacher Education, 01 University college of Education, 46 Aided colleges of Education, 298 private unaided colleges of education, 01 Ramakrishna Institute of Moral and Spiritual Education at Mysore and Regional Institute of Education at Mysore. Presently DSERT co-ordinates the management of all the secondary teacher education colleges in the state, at present Directorate of Collegiate Education disburses salary and approves the appointment of staff in aided B.Ed colleges.
## ACADEMIC CALENDAR

**Swamy Vivekananda Vidya Samsthe (R)**  
**Kumadvathi College of Education, Shikaripura**  
(Government Aided and Permanently Affiliated to Kuvempu University & Recognised by NCTE)  
Shivamogga Road, Shikaripura – 577 427, Shivamogga District, Karnataka State  
Contact No: 08187 – 222383, 222067  
E-Mail : kumadvathibed@gmail.com

### First Semester Academic Plan - 2013-2014

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**Names**

JVR = Dr. Jayashree V.R  
YD = Sr. Devaraja Y  
KSK = Sri. Kiran Kumar K S  
VSW = Sri. Veerendra Kumar Wali  
GSS = Dr. Shivakumar GS  
NS = Sri. Nagendra S.  
DCV = Smt. Vani Nayaki  
RH = Sri. Ravi H  
YKM = Sri. Yadukumar M  
NGR = Sri. Ravikumar NG

**Subjects**

ED3: CCM-Chemistry, CCM-Biology  
ED1: CCM-History & Civics  
ED2: CCM-English, Spoken English  
ED1: CCM-Kannada  
ED2: CCM-Biology  
ED3: CCM-Physics, CCM-Maths  
ED1: CCM-History & Civics.  
ED2: CCM-Kannada  
ED4: CCM-Chemistry  
Physical Education

**Principal**

Principal
# KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(I), Section 12(6)

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<thead>
<tr>
<th>Names</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>JVR</td>
<td>Dr. Jayashree V.R FC3, CCM-Chemistry, CCM-Biology, Env Education</td>
</tr>
<tr>
<td>YD</td>
<td>Sr. Devaraja Y FC1, CCM—History &amp; Civics, Population Education</td>
</tr>
<tr>
<td>KSK</td>
<td>Dr. Kiran kumar K S FC2, CCM-English, Personality Development</td>
</tr>
<tr>
<td>VSW</td>
<td>Sri. Veerendra Kumar Wali FC1, CCM-Kannada, Population Education</td>
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<tr>
<td>GSS</td>
<td>Dr. Shivakumar GS FC2, CCM-Biology, Environmental Education</td>
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<tr>
<td>NS</td>
<td>Sri. Nagendraappa S. FC2, CCM-Physics, CCM-Maths</td>
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<td>DCV</td>
<td>Smt. Van Nayk FC1, CCM—History &amp; Civics, Population Education</td>
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<td>RH</td>
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<tr>
<td>YKM</td>
<td>Sri. Yadukumar M FC3, CCM-Chemistry, Environmental Education</td>
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</table>

Principal
A COPY OF SYLLABUS

KCE, SHIKARIPURA
KUMADVATHI COLLEGE OF EDUCATION
(Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B))
A Unit of Swamy Vivekananda Vidya Samsthe (R)

2014-2015

B.Ed., SYLLABUS

Shivamogga Road, Shikaripur—577 427
Shivamogga District (Karnataka)
Phone : (08187) 222067, 222383
Email : kumadvathibed@gmail.com
<table>
<thead>
<tr>
<th>Sl. No</th>
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<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sri. Shivakumar M.B.</td>
<td>President</td>
</tr>
<tr>
<td>2</td>
<td>Sri. B.Y Raghavendra</td>
<td>Secretary</td>
</tr>
<tr>
<td>3</td>
<td>Sri. Vijayendra</td>
<td>Treasurer</td>
</tr>
<tr>
<td>5</td>
<td>Smt. Tejaswini Raghavendra</td>
<td>Director</td>
</tr>
<tr>
<td>6</td>
<td>Smt. Prema Vijayendra</td>
<td>Director</td>
</tr>
</tbody>
</table>
KCE, SHIKARIPURA

VISION

To educate the students to explore their potentials, do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country.

MISSION

- Transforming the hidden potentials of the students into realities.
- To enable the students to develop a holistic personality with productive thinking.
- To enable the students to fulfill themselves with growth, happiness and satisfaction.

VALUES

- To encourage creativity, independent thinking and lifelong learning.
- To nurture and foster work, enthusiasm and exhibit diligence and sincerity.
- To provide education that is cognizant with changing demands of our society.
- To develop sincerity, responsibility and work culture.
- To provide the finest infrastructure, resources and services to enhance growth and development of every student.

STUDENTS PLEDGE

India is my Country
All Indians are my brothers and sisters
I love my country and
I am proud of its rich and varied heritage.
I shall always strive to be worthy of it
I shall give my parents, teachers and all elders respect and
Treat every one with courtesy. To my country and my people
I pledge my devotion.
In their Well being and prosperity alone lies my Happiness
Objectives

- To enable the students to be role models and empower them with pedagogical principles for implementing them in schools.
- To produce sincere and dedicated teachers to teach at elementary, secondary and higher secondary level.
- To develop cognitive skills among student teachers.
- To prepare professionals with distinction through academic training and guidance.
- Develop skills of guidance and counseling in student teachers.
- Enable student teachers to foster creative thinking among pupils.
- Prepare student teachers to face the challenges of globalization.
- Enable student teachers to utilize community resources for the cause of education.
- Develop communication skills necessary for teaching profession.
- To develop ethical values among student teachers.
- To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
- To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.
- To motivate the students for solving their problems related to education with the help of research process.
- To make the students academically to competent teachers along with both teaching as well as knowledge skills.
- To realize their full roles and responsibilities as a teacher inside as well as outside the class room.
- To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.
- To build leadership qualities and organizing skills of future teachers by making them along with extra-curricular and co-curricular activities.
Facilities

Library: A well equipped library cum reading room with all the relevant reference materials and good collection of books are available, spacious reading room with comfortable seating arrangement is provided to enable effective reading for the student teacher.

Computer Centre: Computer lab with adequate number of systems with advanced software is available. A well trained instructor trains the students to handle the computers professionally.

Language Lab: Language Lab with adequate number of equipments with advanced software is available. A well trained instructor trains the students.

Class rooms and Laboratories: The Spacious well-lit and fully ventilated classrooms provide an ideal atmosphere for learning activities. The college has separate labs for Psychology, Educational Technology and Science. They have all the essential instruments, equipments needed for the demonstrations and experiments.

Co-Curricular Activities: The College will provide all prospects and encouragement for the overall development of the students; special programmes for developing their personality and leadership qualities will be conducted. The services of the best available resource persons in the field will be made use for the purpose

Sports & Games: ‘A Sound mind in a Sound Body’. Our college provides ample facilities and scope for various games and sports both indoor and outdoor. such as cricket, basket ball, volley ball, badminton, table tennis, kabbadi, kho-kho, chess, carrom, athletics and specially Yoga education etc., to give vent for their bustling energy and keep the mind and body healthy. The physical education department is well equipped. Adequate opportunities and good facilities are provided for the talented sportsmen and athletes in the college. Hence the students are required to make use of all the available facilities. Physical education contributes significantly to the development of one's personality and ability to function efficiently in society. The students are encouraged to participate in the University tournaments. Every Saturday after prayer, all the students assemble for a Mass Drill to keep them physically alert for the day’s work.
KCE, SHIKARIPURA

Many of the players and athletes have added to the glory of the college by participating in university tournaments and other sports events. They are given special coaching, encouragement and motivation to participate in university, inter-collegiate, inter-divisional, national sports and tournaments.

Transportation: The institution provides transportation facilities to the students from college to town and hostel.

Hostel Facilities: Hostel facilities with all the provisions are available for both men and Women. Mess facility is available. They should follow the rules and regulations of the hostel framed from time to time.

Miscellany: The College brings every year a Miscellany called “Vivekanjali”. It has sections of English and Kannada. The copies of the magazine are distributed to all the student teachers normally on the last day of college day programme. The miscellany aims to giving an opportunity to the students for self expression.

Educational Tours: Opportunities are given to students to enhance their knowledge through educational tours.

Associations: The various associations of the college provide opportunities to students to participate in literary and cultural activities of the college like debates, curricular and co-curricular activities and competitions etc. These activities help the students for the overall development of personality.

Students Welfare Cell: There is a Students Welfare Officer to attend to the grievances of the students and to guide them in their creative actives.

Women Empower Cell: From among the staff, a lady lecturer is nominated as women counsellor to guide the lady students in all their actives and to attend to a their problems.

Career Guidance Cell: The information about employment opportunities is provided to the students in the college. Lectures and workshops are arranged for the career guidance of the students. Campus interviews are arranged by the placement cell.

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KCE, SHIKARIPURA

Grievance Redress Cell: There is a Grievance Redressal cell consisting for students Welfare officer, Lady counselor and principal is Ex-officio president.

Anti Ragging Cell: An Anti-ragging Cell is constituted in the college to check the menace of ragging among students. A “Harassment control Cell” is also functioning in the college to check the menace of harassment of female students.

Youth Red Cross Wing: Our college has “Youth Red Cross Wing”. The main objectives of the wing are
- Taking care of their own health and that of others
- Understanding and accepting of civic responsibilities.
- Maintaining a spirit of friendliness and helpfulness towards other children.
- Dissemination of the Red Cross Movement.

Alumni Association: The purpose of this organization is to promote fellowship among Alumni, Foster continued growth and support the mission of association and the college. There is an extensive interaction between the present students and alumni sharing their experiences. Life membership fees: Rs.500/- Annual membership fees: Rs. 100/-

Annual Day: College Day is celebrated every year, Presided over by the college president. A Special lecture is delivered by the Chief Guest. The rank holders are awarded by “Prathibha Purasakra” and certificates of merit. Finally, the variety entertainment programmes is a part of the celebrations.

Outstanding Achievements / Features

1. 20 Ranks in 17 years.
2. More than 500 hundred student teachers have got their job in Government and semi government sector in different levels.
3. Conducting National level Seminars and Workshops
4. Conducting Faculty Development Programmes.
KCE, SHIKARIPURA

5. Organising Extension Programmes.
7. Promotion of Cultural Activities.
8. Yearly Publication of College Miscellany “Sugjnama”.
9. Awarding Best student teacher and “PRATHIBHA PURASKARA” for rank holders/ topers of the college.

College Rules and General Discipline

1. The college will function from 09:30 a.m. to 2.10 p.m. and from 2.40 p.m. to 5.00 p.m. with lunch interval between 2.10 p.m. to 2.40 p.m. Any absence from class during.
2. Working hours, without the prior permission of the parents and the principal, will be strictly dealt with and serious action will be taken.
3. The first bell for the morning session will be rung at 09:30 a.m. when all students must assemble for prayer. Attendance in the morning assembly is compulsory for all students and staff and they must make it a point to be punctual.
4. Saturday the college will function from 09:30 a.m. to 01:20 p.m. Sunday will be weekly holiday.
5. College students are permitted to wear college uniform on Monday, Tuesday, Wednesday, and Friday. Saturday the student teachers must wear provided special uniform, Thursday student teachers can wear other than uniform like formals. They should wear the college identity card everyday for identification.
6. While attending a class, a meeting in the college or other gatherings, student are expected to be attentive, silent and maintain decorum.
7. The cleanliness of the college building and surroundings should be the responsibility of every student. Every student should help to keep the class room and the college premises neat and clean.

8. Smoking, chewing of pan, gutka and spitting and playing of transistors in the college building and around are strictly prohibited.

9. The use of cell phones by Students is Prohibited in the Class Room

10. Eve teasing is strictly prohibited.

11. Ragging is strictly prohibited.

12. Loitering in the verandahs and corridors of the college in not allowed.

13. During their free periods students should study in the library.

14. Loitering outside while the classes are going on will be severely dealt with.

15. Bicycles, Scooters, Motorcycles and mopeds will be parked only in the space provided for them.

16. The students should read the notices that are displayed on the notice board everyday and should know the information and the instructions from time to time.

17. Students will take proper care of the college furniture and premises.

18. Students will maintain perfect silence in class rooms. Students shall not stand outside the class rooms and must be within the class rooms before the teacher enters.

19. Student must maintain perfect decorum and discipline at the college functions.

20. Students must be punctual to their classes. Late comers will not be allowed

21. Students must show respect to the members of teaching and non-teaching staff. Any misbehavior will entail proper disciplinary action.

22. Without the prior permission of the Principal, no society can be formed and no pamphlet will be exhibited on the notice boards.

23. Insubordination, unbecoming language, ungentlemanly conduct, quarrelling etc., will be severely dealt with.
KCE, SHIKARIPURA

Library Rules

1. Three books will be issued to each student for a period of 8 days.
2. Books marked as reference books will not be issued except for consultation in the library.
3. Books will be issued only on presentation of the Identity card.
4. The students are required to possess their Identity cards while inside the library.
5. Books issued from the library should be used with every care and in no case be disfigured or damaged. At the time of the issue of the book the student himself/herself must check whether the book is disfigured or damaged otherwise the student will be held responsible for the damage.
6. The loss of book should be reported to the librarian before the due date and usual fine will be charged till the book is given back. Otherwise the borrower will pay in the office double the amount of the value of the book.
7. The students are expected to maintain perfect silence in the library
8. The library will be kept open from 9:30 a.m to 6:30 p.m. and on Saturdays from 09:30 a.m. to 2.00 p.m. on all working days.
9. The books will be returned at the time of collecting the Hall Tickets, failure to return the books will result in withholding of the Hall Tickets.
## COURSE STRUCTURE

<table>
<thead>
<tr>
<th>SEMESTER- I:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>FOUNDATION COURSES (FC)</td>
</tr>
<tr>
<td></td>
<td>FC-1.1 Philosophical &amp; Sociological Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>FC-1.2 Psychology of the Learner &amp; Learning Process</td>
</tr>
<tr>
<td></td>
<td>FC-1.3 Instructional Technology</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>COMPULSORY COURSE (CC)</td>
</tr>
<tr>
<td></td>
<td>CC- 1.4: Information &amp; Communication Technology</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>SPECIALIZATION-PEDAGOGICAL COURSES (PC)</td>
</tr>
<tr>
<td></td>
<td>PC- 1.5 : CC Methodology of Teaching Subject –I</td>
</tr>
<tr>
<td></td>
<td>PC- 1.6: CC Methodology of Teaching Subject –II</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>INTERNSHIP-PRACTICALS/ PRACTICE TEACHING (INT)</td>
</tr>
<tr>
<td></td>
<td>Microteaching practice (Presentation of five skills each in Teaching Subject CCM- I &amp; II.)</td>
</tr>
<tr>
<td></td>
<td>Practice of simulated lessons (Two lessons in Teaching subject CCM- I &amp; II.)</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>COMPULSORY PRACTICUM (CP)</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education SUPW/WWC</td>
</tr>
<tr>
<td></td>
<td>Co-curricular Activities (CCA)</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>MANDATORY SKILL (MS)</td>
</tr>
<tr>
<td></td>
<td>Spoken English</td>
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Page No : 8
<table>
<thead>
<tr>
<th>Semester-II:</th>
</tr>
</thead>
</table>
| **A**
| **FOUNDATION COURSES (FC)** |
| FC-2.1: Education and Social Concerns |
| FC-2.2: Psychology of Learning Process and Measurement |
| FC-2.3: Educational Administration and Management |
| **B**
| **ELECTIVE COURSE (EC) (ANY ONE)** |
| EC 2.4.3: Physical & Health Education |
| EC 2.4.7: Environmental Education |
| EC 2.4.8: Population Education |
| **C**
| **SPECIALIZATION-PEDAGOGICAL COURSES (PC)** |
| PC- 2.5 : CC Methodology of Teaching Subject –I. |
| PC- 2.6: CC Methodology of Teaching Subject –II. |
| **D**
| **INTERNSHIP-PRACTICALS/ PRACTICE TEACHING (INT)** |
| Practice Teaching : CC Methodology of Teaching Subject –I. |
| Practice Teaching: CC Methodology of Teaching Subject –II. |
| **E**
| **COMPULSORY PRACTICUM (CP)** |
| Health and Physical Education |
| SUPW/WWC |
| Co-curricular Activities (CCA) |
| **F**
<p>| <strong>MANDATORY SKILL (MS)</strong> |
| Personality Development |</p>
<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Code</th>
<th>Title of the Course</th>
<th>Workload per Week</th>
<th>I.A.* Marks</th>
<th>Theory Exam</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>1</td>
<td>B.Ed (FC): 1.1</td>
<td>Philosophical &amp; Sociological Foundations of Education</td>
<td>5</td>
<td>25</td>
<td>75</td>
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<td>2</td>
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<td>75</td>
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<td>Instructional Technology</td>
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<td>25</td>
<td>75</td>
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<td>Information and Communication Technology</td>
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**Specialization – Pedagogical Courses**

<table>
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<th>Course No</th>
<th>Course Code</th>
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<th>Workload per Week</th>
<th>I.A.* Marks</th>
<th>Theory Exam</th>
<th>Total Marks</th>
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<tbody>
<tr>
<td>5</td>
<td>B.Ed. (PC): 1.5</td>
<td>Content cum Methodology of Teaching Subject -1</td>
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<td>Content cum Methodology of Teaching Subject -2</td>
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**Term Work (Practical/Practice Teaching)**

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<th>Course No</th>
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<th>Workload per Week</th>
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<th>Theory Exam</th>
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<tbody>
<tr>
<td>7</td>
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<td>Term Work: Microteaching Practice</td>
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<td>8</td>
<td>B.Ed. SDC:1-1</td>
<td>Practice of Communication Skills Spoken English</td>
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<td>-</td>
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**TOTAL**  32  200  425  625
### Specialization - Pedagogical Courses

<table>
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<tr>
<th>Sl. No</th>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>13</td>
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<td>14</td>
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**Term Work (Practical/Practice Teaching)**

<table>
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<th>Sl. No</th>
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<th>Contact Hours</th>
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<tr>
<td>15</td>
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<td>Term Work : 1 Teaching Practices Mo T: S-1 Terminal Lesson IT: 1</td>
<td>3</td>
<td>80</td>
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<td>16</td>
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<td>17</td>
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<td>Personality Development</td>
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**Total**

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<tr>
<th>Credits</th>
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<tr>
<td>34</td>
<td>350</td>
<td>425</td>
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**KCE, SHIKARIPURA**

### Compulsory Practicum

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Course Description</th>
<th>Grades Awarded in II Semester</th>
<th>Work Load Per Week</th>
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<tbody>
<tr>
<td>1.</td>
<td>Physical and Health Education</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2.</td>
<td>SUPW/WWC</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>3.</td>
<td>CCA</td>
<td>A</td>
<td>B</td>
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</table>
KCE, SHIKARIPURA
For Term Work (Practice Teaching) during II Semester

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

Semester End Written Examination Question pattern:

Core and specialization
Duration: 3 hours, Maximum marks: 75

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

Compulsory paper/Electives  Duration: 2 hours, Maximum marks: 50

<table>
<thead>
<tr>
<th>Section</th>
<th>Type of Questions</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Two long answer type questions with internal choice</td>
<td>2 x 10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(one question from each unit to be set)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Three short answer type questions out of five</td>
<td>3 x 5</td>
<td>15</td>
</tr>
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<td>(At least one question from each unit to be set)</td>
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<td>Five very short answer type questions out of 7</td>
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SEMESTER - I
SYLLABUS
OBJECTIVES:
On completion of this course the students will be able to:
1. Recognize the meaning of philosophy & Philosophy of Education.
2. Identify the influence of philosophical thoughts on Education.
3. Appreciate the contributions of western & Indian philosophers to education.
4. Develop an Understanding of the brief historical background of Indian Education.
5. Apply the knowledge of education to various factors of social development like social change, Modernization & social mobility.
6. Acquire the various concepts of education.

UNIT I- INTRODUCTION TO EDUCATION  
Hours: 12
1.1 Concept of Education: Meaning- narrow and broader, Aims of Education -Individual & social, Functions of Education- as process & product, as growth & development, as self realization & initiation.
1.2 Agencies of education: Informal, Formal & non-formal (School, Home, Mass Media, Museum.)
1.3 Concept: Teaching, Training, Instruction & Indoctrination.

UNIT II- PHILOSOPHY AND EDUCATION  
Hours: 6
2.1 Meaning of philosophy: Relationship between Philosophy & Education.
2.2 Brief outline of- Idealism, Naturalism, Pragmatism,
2.3 Contributions of Western & Indian Philosophers: John Dewey and Rousseau, M.K.Gandhi, R.Tagore and Swami Vivekananda

UNIT III- EDUCATION IN INDIA  
Hours: 12
A review of Heritage of Education in India (with reference to aims, curriculum, Methods of Teaching, student-teacher relationship)
   (i) Education in ancient period. (Vedic & Buddhist)
   (ii) Education in Medieval period (Islamic)
3.1 Education during British period an overview of the reformations
   i. Woods Dispatch
   ii. Hunter Commission
   iii. Hartog Committee
   iv. Sargent Report
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UNIT IV- EDUCATION.CULTURE &SOCIAL CHANGE Hours: 6
4.1 Meaning of culture- Cultural change & cultural lag, characteristic of culture. Education for transmission & refinement of culture,
4.2 Meaning of social change, factors influencing social change. Education for Social Change

UNIT V- PEACE EDUCATION Hours: 4
5.1 Peace Education: Meaning, objectives Role of education in promoting peace.
5.2 Globalization & it impact on Education

PRACTICUM/ACTIVITIES: (Any one) Hours: 10
1. A study of educational, social& cultural functions of any informal agency of education.
2. As study of functions of the institution which is functioning with any basic philosophy.
3. A brief survey of educational status of women from urban & rural area with a small sample.
4. A study on background of the celebration of nature festivals.
5. A report on great personalities with regard to Peace Education.

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

REFERENCES:-
7. Tanjela, V.R.(1973) - Educational Through and Practice Sterling Publication, New Delhi,
9. താരതം എന്താണ് പുരോഗതിയും കൃഷ്ണം മനുഷ്യർ നിരന്തര സൃഷ്ടി നടത്തുന്ന ആളുകളുടെ അന്വേഷണം ചെയ്യുന്ന മനുഷ്യരും മനുഷ്യരുടെ സാമ്പത്തിക പതാകയും
10. മിശ്രമായതു. മാതൃ. ശിഖരനിരക്കു ബാലവാനായ നീം.ക്കാഴ്ച ശിഖര, നല്ല
11. മിശ്രമായതു. മാതൃ. നിരക്കു ബാലവാനായ നീം. ക്കാഴ്ച ശിഖര, നല്ല
KCE, SHIKARIPURA
6. R.S. Chourasia : History of Medieval India, Atlantic Publishers and distributors (P) LTD, 7/22 Ansari Road, New Delhi-110002
7. Palaksha : History of India (Medieval Period) Vol. II, Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
8. Palaksha : History of India (Since Independence), Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
10. J.C. Aggarwal : Modern Indian History, S. Chand and Company ltd.
12. Prof. M.S. Patil : Indian Constitution Government and Politics, Bharat Prakashana, Dharwad
17. Hays and Moon: World History (Vol. 1 & 2)

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

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<tr>
<th>Sl. No</th>
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<td>One assignment</td>
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<td>Examination (at the college level)</td>
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1.2: PSYCHOLOGY OF LEARNER AND LEARNING PROCESS

OBJECTIVES:

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

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

UNIT-I  INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

5 Hours

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

UNIT --II- UNDERSTANDING THE DEVELOPMENT OF LEARNER

10 Hours

2.1 Human Development: Concept of Growth and Development. Principles and Factors influencing development.
2.2 Development through Childhood: Brief discussion on Physical, Intellectual, Emotional, Social, moral development of 6–12 age group children, and their Educational implications.
2.4 Important aspects of Development and their Educational Implications.
   b. Psycho – social Development (Erickson).
   c. Moral Development (L.E.Kohlberg).
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UNIT III- UNDERSTANDING THE LEARNING PROCESS 10 Hours
3.1 Learning as a process: Meaning, characteristics, relationship with maturation.
3.2 Exploring different theoretical frameworks of learning theories – principles, Salient features and classroom implications.
   a. Trial and Error learning – Thorndike
   b. Classical conditioning – I.P. Pavlov
   c. Operant conditioning – B.F. Skinner
   d. Insightful learning – Kohler
   e. Discovery learning – J.S. Bruner
   f. Observational learning – Bandura
   g. Social Constructivism Theory by - Vygotsky

UNIT IV EVALUATION IN LEARNING PROCESS 10 Hours
4.4 Characteristics of good measuring instrument.

UNIT V- STUDY OF CLASSROOM AS A GROUP 5 Hours
5.1 Studying classroom groups – Socio-Emotional climate in a classroom.
5.2 Studying group patterns – Sociometry as a study of group relationships.
5.3 Preparation of Sociometry and sociogram, its usefulness to teacher.
5.4 Classroom Leadership – Types, Teacher as a Leader, Qualities of a Good Leader.

SUGGESTED PRACTICUM/ACTIVITIES: 10 Hours
Student teacher has to undertake any Two of the following experiments and maintain the records.
1. Direct observation.
2. Case study.
3. Restriction of moment on motor learning.
5. Sociometry or Social distance scale.
REFERENCES:
17. Panda B N Advanced educational psychology, discovery publishing house, New Delhi-2
20. बलिन्दर पक्षी, ‘प्रविष्ट शिक्षकार्य’ शृंखला 3 नंगादी, अनंतर (2005).
21. परिणाम संस्कृति १००, विगतिळी, नंगादी: पुस्तकारी, स्थानानी.
22. तरुणसंस्कृति ११०, विगतिळी, नंगादी: पुस्तकारी, स्थानानी.
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KUVEMPU UNIVERSITY
SEMESTER – 1
B.Ed., FOUNDATION COURSE (FC)
1.3: INSTRUCTIONAL TECHNOLOGY

OBJECTIVES

Total Teaching Hours 40+10

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

1. Acquire the knowledge of concepts like Objectives, Curriculum, Teaching and Communication.

2. Develop an understanding of Taxonomy of educational Objectives, process of Teaching, curriculum construction, principles and methods of Teaching.

3. Acquire the Knowledge of meaning, nature and Scope of educational technology.

4. Understands the concept of approaches to education.

5. Develop skills in formulating Instructional Objectives.

6. use of appropriate communication Media in classroom.

7. Apply the tools and techniques of evaluation, CCE and gain the knowledge of recent trends of evaluation.

Unit I- EDUCATIONAL OBJECTIVES 6 hours

1.1 Educational aims and objectives- concept, difference, Importance of educational Objectives, Aims of present Secondary education.

1.2 Blooms Taxonomy of educational objectives, Revised Taxonomy [Loren, Anderson’s].

1.3 NCERT Version of classification of objectives.

1.4 Instructional objectives- concepts, criteria of formulating instructional objectives.
KCE, SHIKARIPURA

Unit II- INSTRUCTIONAL TECHNOLOGY 3 hours
2.1 Concept and Importance of Instructional Technology.
2.2 General principles and maxims of teaching.

Unit II- CURRICULUM 8 hours
2.1 Meaning, components of curriculum.
2.3 Principles of curriculum construction
2.4 Approaches of curriculum organization.
2.5 Salient features of constructivism.

Unit IV- PROCESS OF TEACHING 11 hours
3.1 Meaning and importance of communication and teaching as communication.
3.2 Core- Teaching skills-
   3.2.1. Skill of writing instructional objectives.
   3.2.2. Skill of introducing a lesson.
   3.2.3. Skill of Fluency in Questioning.
   3.2.4. Skill of Probing Questioning.
   3.2.5. Skill of Explaining.
   3.2.6. Skill of Illustrating with examples.
   3.2.7. Skill of Stimulus Variation.
   3.2.8. Skill of Reinforcement.
   3.2.9. Skill of Achieving Closure.
   3.2.10. Skill of using Black Board.

Unit V- STATISTICS IN EVALUATION 12 hours
4.1 Statistics,-Meaning, - Need for study.
4.2 Preparation of frequency distribution Table, Graphs,-Histogram, frequency polygon.
4.3 Measures of central tendency, - Mean,- Median, - Mode,-Meaning, Calculation, Uses.
4.5 Measures of correlation, - R.D Method,-Meaning, - Calculation and Uses.
4.6 Normal Probability Curve, - Meaning,-Properties and uses.

Suggested Activities: (ANY ONE) 10 Hours
1. Prepare a blue print on a lesson using Blooms taxonomy.
2. Prepare instructional objectives for at least 10 lessons in any subject of your interest.
3. Prepare a curriculum using Dalton Plan in any subject.
4. Survey of different school’s lesson plan- ICSE, State, and CBSE.
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Reference:
5. Bhatia and Bhatia ()The principles and methods of teaching.
8. Bhandarkar() Statistics and education.
9. Dr. N.B. Kongavwada, “Models of Teaching”, Vidyanidi Prakashana, Gadaga
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KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-1
B.Ed. COMPULSORY COURSE (CC)
1.4: INFORMATION AND COMMUNICATION TECHNOLOGY
Total Teaching Hours: 40+10

Objectives:
On completion of this course the student teachers will be able to:
1. Explain meaning, components, functions of computer & computer system.
2. Operating system.
3. Develop skills in handling computer and using MS-Word, MS-Excel and MS-PowerPoint.
4. Become aware of on-line service of computer.
5. Understand the use of computers through school curriculum.

UNIT I- FUNDAMENTALS OF COMPUTER 8 HOURS
1.1 Meaning and characteristics and fundamentals of computer.
1.2 Concept of Data, Process and Information
1.3 Generation of computer
1.4 Block diagram of computer
1.5 Classification of Computer.
   1.5.1 Based on size and capacity (Micro, Mini, Mainframe and super computers).
   1.5.2 Based on working principle (Digital, Analogue and Hybrid Computer).

UNIT II- COMPUTER ORGANIZATION – HARDWARE AND SOFTWARE. 14 HOURS
2.1 Hardware & Software – Meaning and Differences
2.2 Hardware devices
   2.2.1 Input devices: Keyboard, Mouse, Scanner, Camera, Mike and Digital pen.
   2.2.2 Output devices: Monitor, Printer and Speaker.
   2.2.3 Memory devices: RAM, ROM, Hard disk, Compact disk, DVD, Pen drive.
2.3 Software tools - Operating system: Functions of operating system. Types of operating system: Single user and multi user. Application software.
2.4 Programming languages - Low level Language & High Level Language.
2.5 Computer Virus and its prevention.
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UNIT III- COMPUTER APPLICATION IN LEARNING 8 HOURS
3.1 Word- concept features and advantages. (Word Processor)
3.2 Excel- concept features and advantages. (Spread Sheets)
3.3 PowerPoint- concept features and advantages. (slide preparation & presentation)
3.4 Designing and developing self-Instruction material for facilitating learning – connecting, operating and presentation.

UNIT IV- APPLICATION OF ICT IN EDUCATION. 10 HOURS
4.1 Internet: Meaning, Equipments needed, types of Internet connections, Services.
   4.1.1 E-mail: Creating and E-mail ID, Checking and Sending mails, chatting.
   4.1.2 LAN, WAN, 2G, 3G and Wi-Fi their use in learning.
4.2 Computer Assisted Learning (CAL): Concept, Characteristics, merits and demerits.
4.3 Interactive white board – its features and advantages.
4.4 Uses of Mobile learning.
4.5 IPod, I Pad, I Phone & Android: its features & uses in learning.
4.6 Broadcasting and podcasting.
4.7 Challenges in Integrating ICT in Education.

PRACTICUM (At least five among these) 10 HOURS
(Should be record in practical record book and consider it like assignment for internal assessment)
1. MS- Word - Letter format, Curriculum vitae, Question paper format, School time table.
2. MS- Excel - Marks list, Result sheet (using formula), Graphical representation.
3. MS-PowerPoint- Prepare at least 10 slides related to their concern subject with inserting picture, video and animation effect.
4. Interactive white board features.
5. Creating E-mail Id, sending and receiving E-mail.
6. Downloading and saving information through internet with different file formats
7. Transferring and Saving information in secondary devices (CD/DVD, pen drive, Memory cards)
8. Downloading Anti-virus software through internet and installing to the system.
REFERENCES:
6. Y.K Singh and Ruchika Nath, “Teaching of Computers”, APH Publishing corporation, New Delhi, India
10. Dr. S.S. Patil, Dr. Geetha C. and Dr. Jagannath K. Dange “ICT in Education: Recent Trends”, Prateeksha Publications, Jaipur, India
11. Dr. S.S. Patil, Dr. Geetha C. and Dr. Jagannath K. Dange “ICT Infrastructure in Indian Education”, Prateeksha Publications, Jaipur, India
KCE, SHIKARIPURA
B.Ed. PEDAGOGICAL COURSE (PC)

1.5/1.6: ಕುಕ್ಕ್ಳಿನ ಕೆಲಸವುಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ಅಧ್ಯಯನಗಳು

ಪ್ರತ್ಯೇಕಿಸಿದ ಕೃತಿಗಳು

1. ಕೃತಿಗಳು, ಸಂಜೈಕರಾವಣ ನೂತನ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ಕೃತಿಗಳನ್ನು ಹೆಚ್ಚಿಸುತ್ತಿರುತ್ತಾರೆ ಅಥವಾ ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2. ಕೃತಿಗಳ ಲೇಖನದ ಸಮಸ್ಯೆಗಳನ್ನು ಅನುಗ್ರಹಿಸಬೇಕು.

3. ಸಂಭವಿಸಿದ ವರ್ಧನ ವ್ಯಕ್ತಿಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ವ್ಯಕ್ತಿಯ ಉಪಯೋಗವನ್ನು ಅನುಗ್ರಹಿಸಬೇಕು.

4. ಕೃತಿಗಳ ಲೇಖನದ ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಯ ಉಪಯೋಗದಿಂದ ವ್ಯಕ್ತಿಯ ಉಪಯೋಗವನ್ನು ಅಂತ್ಯಿಸುತ್ತಾರೆ.

ಪ್ರವೇಶ 1- ಕೃತಿಗಳು

3.1 ಕೃತಿಗಳು, ಸಂಜೈಕರಾವಣ ಕೆಲಸವುಗಳಿಗೆ ಸಂಬಂಧವಾದ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.2 ಸಂಭವ ಕೃತಿಗಳು ಉಪಯೋಗವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.3 ಕೃತಿಗಳು ಅಧ್ಯಯನದ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.4 ಸಂಭವ ಕೃತಿಗಳು ಕೆಲಸವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.5 ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧವಾದ ವ್ಯಕ್ತಿಯ ಉಪಯೋಗವನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

ಪ್ರವೇಶ 2- ಕೃತಿಗಳ ಲೇಖನದ ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಗಳು ಸಂಭವಿಸಿದ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.1 ಕೃತಿಗಳ ಲೇಖನದ ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.2 ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಗಳು ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಗಳು ಸಂಭವಿಸಿದ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.3 ಕೃತಿಗಳ ಲೇಖನದ ಸಂಭವಿಸಿದ ವ್ಯಕ್ತಿಗಳು ಸಂಭವಿಸಿದ ಸಂಭವಗಳಿಗೆ ಸಂಬಂಧವಾಗಿ ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.4 ಸಂಭವಿಸಿದ ಸಂಭವಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.5 ಕೃತಿಗಳಿಗೆ ಸಂಭವಿಸಿದ ಸಂಭವಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

2.6 ಸಂಭವಿಸಿದ ಸಂಭವಗಳಿಗೆ ಸಂಭವಿಸಿದ ಸಂಭವಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

ಪ್ರವೇಶ 3- ಕೃತಿಗಳು ಸಂಭವಿಸಿದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.1 ಕೃತಿಗಳು : ಸಂಭವಿಸಿದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.2 ಕೃತಿಗಳು : ಸಂಭವಿಸಿದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.

3.3 ಕೃತಿಗಳು : ಸಂಭವಿಸಿದ ಕೃತಿಗಳು ಹೆಚ್ಚಿಸುತ್ತಾರೆ.
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4.1 ಮೇಲೆ ನುಡಿಸಲು ಸೂಚಿ ಕೆಲಸ ಮಾಡಲಾಗುತ್ತದೆ.
4.2 ಅವರು ಈ ನೂರಾರನ್ನು ಮೇಲೆ ನುಡಿಸಲು ಸೂಚಿ ಕೆಲಸ ಮಾಡಲಾಗುತ್ತದೆ.
4.3 ಹಿಂದುಗುಡಗಳನ್ನು ಕೊಡು, ಹಿಂದು ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ, ಹಿಂದು ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು, ಪ್ರತ್ಯೇಕದೊಡ್ಡ ಕೊಡು,
KCE, SIIKARIPURA
KUVE MPU UNIVERSITY
SEMESTER–I
B.Ed., PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT–CUM-METHODOLOGY OF TEACHING ENGLISH
Total Teaching Hours: 40+10

Objectives-on the completion of the course, the student-teachers:
1. Acquire knowledge of the nature, structure, and components of English language.
2. Appreciate the role of English in India as a Second Language and Library Language.
3. Formulate instructional objectives in terms of observable terminal behaviours of learners.
4. Develop an awareness and concern for listening speaking, reading and writing skills.
5. Transcribe phonetic transcription.
6. Accomplish competencies of an English teacher.
7. Design lesson plans for the teaching of Prose and Poetry composition and use them in classroom teaching.
8. Employ different approaches and methods for teaching prose, poetry and grammar.

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

10 Hours

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

Unit- 2 Development of language skills

12 hours

1.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill.
1.2 Speaking: Sub skills of speaking, importance of speaking skill, phonetics of English; vowel and consonant sounds of English, phonetic transcription, pronunciation, articulation, stress, rhythm, intonation, ways of developing correct speech habits.
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1.3 Reading: Sub skills of reading, importance of oral and silent reading in English, intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading.

1.4 Writing: Components of writing, importance and characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.

Unit 3 Approaches and Techniques to Teaching English as a second language. 8 Hours

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

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

4.1 Teaching of prose - objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.

4.2 Teaching of poetry - objectives, ways and approaches of teaching of poetry, steps in lesson planning.

4.3 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.
4.4 Unit plan - Importance, and steps involved in preparation of a unit plan.
4.5 Resource Unit - Importance and steps involved in preparation of resource unit.

PRACTICUM/ACTIVITIES: (Any one) 10 hours

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

REFERENCE:
KCE SHIKARIPURA

17. Allen Teaching English Language as a Second Language Mc Grow hill Bombay 65
25. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
26. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi

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

UNIT I-INTRODUCTION TO HISTORY AND CIVICS: 10 Hours
1.1 Meaning and importance of History and Civics.
1.2 Types of History
1.3 Modern concept of History – (Exploration, Criticism, Synthesis & Exposition) - History as science and as an art.
1.4 Cultivation of time and space sense in History. (Location, Distance & Duration)
1.5 Correlation – Meaning, importance and types.
1.6 Correlation of History with other schools subjects. (Geography, Political Science, Literature)

UNIT II-AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY AND CIVICS 08 Hours
2.1 Aims & objectives of History: (Moral training, Patriotism, National integration, International understanding & Transmission of Culture.)
2.2 Aims and objectives of Civics: (Democratic citizenship, Civic sense, Political consciousness, Understanding of structure & function of Government at various levels, Functional awareness of rights & duties, Awareness of Human rights.)
2.3 Instructional objectives of teaching History and Civics. (Knowledge, Understanding, Application, Skill, Attitude & Interest - Analysis of these objectives in terms of specific behaviors of learners.)
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2.4 Values of teaching History and Civics – (Moral, Social, Spiritual, Cultural & Aesthetic values.)

UNIT III-APPROACHES OF TEACHING HISTORY AND CIVICS

12 hours

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

UNIT IV-PLANNING IN HISTORY AND CIVICS

10 hours

Meaning, importance, steps, advantages & limitations in respect of-
4.1 Annual plan
4.2 Lesson Plan
4.3 Unit Plan
4.4 Resource Unit

PRACTICUM: (Any one)

10 hours

2. Preparation of Maps.
4. Organizing a Field trip to a place of Historical/political interest.
5. Preparing Resource Unit as a topic of your choice in History and Civics.
6. Visit local Historical places and prepare a report.
7. Study of local history of a place.

REFERENCES:
1. NCERT Evaluation in Social studies.
KCE, SHIKARIPURA
14. മാനോജനാഥ ശബ്ദാം മിശ്ര രാജ് പുസ്തകാംബ.
15. അനിലാംബര മിശ്ര രാജ് പുസ്തകാംബ.
16. മാനോജനാഥന് പിള്ളിയുടെ മിശ്ര രാജ് പുസ്തകാംബ.
17. കണ്ണുപല്ലിക്കരു മിശ്ര രാജ് പുസ്തകാംബ.
18. അന്തിമാവ് മിശ്ര രാജ് പുസ്തകാംബ.
19. മാനോജനാഥന് മിശ്ര രാജ് പുസ്തകാംബ.
20. അന്തിമാവ് മിശ്ര രാജ് പുസ്തകാംബ.

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

Objectives: Student teacher will be able to Total Teaching Hours 40+10
1. Identify the concepts, definitions, propositions, axioms, generalizations, relations, structures, problems etc., of the secondary school mathematics.
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the aims and objectives of teaching mathematics.
4. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
5. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication.

UNIT I: MEANING, NATURE AND SCOPE OF MATHEMATICS
10 Hours

1.1 Meaning and definition of mathematics.
1.2 Nature of mathematics- Mathematics as a language, mathematics as a science of number, science of logical thinking, and interpreter of physical phenomenon.
1.3 Scope of mathematics: - Mathematics in day to day life, various fields, different vacations.
1.4 Relationship with school subjects.
1.5 Contribution of Indian and foreign mathematicians.
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UNIT-2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

9 Hours

2.1 Aims/ Values – Meaning and importance illustrating utilitarian/ practical, disciplinary, cultural, recreational /aesthetic values.

2.2 Objectives of teaching mathematics- knowledge understanding, application, skill, interest, attitude, appreciation.

2.3 Formulation of instructional objectives in behavioral terms.

2.4 Study of mathematics content of 8th 9th and 10th in Karnataka secondary level and identify concept, sub-concepts, terms. Definitions, generalization, graphs, figures, shapes and their properties.

UNIT-3:- INSTRUCTIONAL DESIGN FOR MATHEMATICS.

8 Hours

3.1 Lesson plan- meaning definitions, importance steps, format

3.2 Unit plan- steps, format

3.3 Resource unit- steps, format

UNIT-4:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

4.1 Learner centered approaches – inductive, deductive, analytic, synthetic, laboratory method.

4.2 Activity centered approaches – Heuristic approach, project method, programmed instruction.

4.3 Devices in teaching Mathematics- oral work written work, drill work and review.

4.4 Models of teaching – Suchman’s enquiry training models - Bruners concept attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 hours


2. Critical study of mathematics question papers of secondary school.

3. Preparation of an episode on concept formation lesson for one period.

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-


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KCE. SHIKARIPURA
7. ಸ್ತ್ರೀ. ಸಹಾಸ್ರಾಂತ, “ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ ಮಾಧ್ಯಮ”, ಮಹಾಮುಖ್ಯ ಪುಷ್ಪಾಂತ, ಗಾಡಾಗ
8. ಸ್ತ್ರೀ. ದೇವಾಲಯ ಮಾಧ್ಯಮ ಆಧಾರದಲ್ಲಿ “ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ ಮಾಧ್ಯಮ”, ಮಹಾಮುಖ್ಯ ಪುಷ್ಪಾಂತ, ಗಾಡಾಗ
9. ತುಂಬಾವು ಹೌದು, “ಮಾಧ್ಯಮಕ್ಕೆ ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ ಮಾಧ್ಯಮ” ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ ಮಾಧ್ಯಮ, ಗಾಡಾಗ
10. ಸ್ತ್ರೀ. ದೇವಾಲಯ ಮಾಧ್ಯಮ ಆಧಾರದಲ್ಲಿ “ಮಾಧ್ಯಮಕ್ಕೆ ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ”, ಮಹಾಮುಖ್ಯ ಪುಷ್ಪಾಂತ, ಗಾಡಾಗ
11. ಸ್ತ್ರೀ. ದೇವಾಲಯ ಮಾಧ್ಯಮ ಆಧಾರದಲ್ಲಿ “ಮಾಧ್ಯಮಕ್ಕೆ ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ” ಮಹಾಮುಖ್ಯ ಪುಷ್ಪಾಂತ, ಗಾಡಾಗ
12. ಸ್ತ್ರೀ. ದೇವಾಲಯ ಮಾಧ್ಯಮ ಆಧಾರದಲ್ಲಿ “ಮಾಧ್ಯಮಕ್ಕೆ ಗುಣ ನಿರ್ದೇಶಿಸಿರುವ” ಮಹಾಮುಖ್ಯ ಪುಷ್ಪಾಂತ, ಗಾಡಾಗ

KUVEMPU UNIVERSITY
SEMESTER-I
B.Ed., PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY
Objectives: The student teachers will be able to

Total Teaching Hours 40+10

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter-relationship with other science subjects, and
3. Acquire the knowledge of modern trends in chemistry
4. understand the objectives & values of teaching chemistry in secondary schools.
5. Development skills in analysing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials. Preparation of resource units & unit plan. Improving teaching aids, Maintaining laboratory.
6. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
7. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.
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UNIT: I- NATURE AND SCOPE OF CHEMISTRY 08 Hours
1.1 Meaning and nature of chemistry- inter relationship with other branches of chemistry as well as other sciences.
1.2 Scope of teaching chemistry with special reference to Agriculture, Industry and Medicine.
1.3 Contribution of Indian scientists in the field of chemistry.

UNIT: II- OBJECTIVES AND VALUES OF TEACHING CHEMISTRY 08 Hours
2.1 Objectives of teaching chemistry at Secondary school level, classification of objectives in terms of category as knowledge, Understanding, Application, Skill, Appreciation and Interest.
2.2 Values of teaching chemistry-utilitarian, intellectual, scientific attitude development
2.3 Relating objectives with content units of secondary schools.

UNIT: III- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 12 Hours
3.1 Need and importance of planning, lesson plan format.
3.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.
3.3 Unit plan and Resource unit: Meaning, Components, Steps & importance
3.4 Planning and use of multimedia materials

UNIT: IV: METHODS AND APPROACHES OF TEACHING CHEMISTRY 12 Hours
4.1 Learner centered and activity centered approaches – difference
4.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method). Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).
4.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours
1. Preparation of programmed instruction materials - minimum of 60 frames.
2. Preparation of a report on use of chemistry in day to day life.
3. Identifying the facts, concepts, principles, laws etc., in Chemistry content of VIII, IX & X of Karnataka Secondary school level.
5. The colleges is free to introduce any other relevant activates.
REFERENCES:
3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – Narendra Vaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.
6. CBSE; ICSE – SCIENCE TEXT BOOKS.
8. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
13. Teaching of Chemistry – Yadav M.S.
14. Modern teaching of Chemistry – Kolasaniet.all
15. Teaching of Chemistry – Patil R.S.
16. ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯವು ಶಿಕ್ಷಣದ ಮೂಲ ದೃಢಿಪಕ್ಷ – ವಿದ್ಯಾವ್ಯವಸ್ಥಾ.
17. ಶಿಕ್ಷಣದ ಮೂಲ ದೃಢಿಪಕ್ಷ – ವಿದ್ಯಾವ್ಯವಸ್ಥಾ.
18. ರಾಜ್ಯ ಕನ್ನಡ ವಿದ್ಯಾಭ್ಯಾಸದ “ಶಿಕ್ಷಣದ ಮೂಲ ದೃಢಿಪಕ್ಷ” ನಲ್ಲಿ “ಶಿಕ್ಷಣದ ಮೂಲ ದೃಢಿಪಕ್ಷ”ನೊಂದಿಗೆ ಬಳಸಲಾಗುತ್ತದೆ, ರಾಜ್ಯ

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

Objectives: Total Teaching Hours 40+10
On completion of course the student teacher will be able to
1. Understand the Meaning, Nature and scope of science in general and biology in particular.
2. Identify the components of scientific knowledge.
3. Understand general objectives of teaching biological science in secondary schools.
4. Understand the meaning, importance, steps/features of approaches, methods and models of teaching biological science.
5. Understand the meaning and importance of content analysis in biological science.
6. Appreciate the importance of planning for teaching biological science.
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UNIT I- INTRODUCTION TO TEACHING OF BIOLOGICAL SCIENCE

10 Hours

1.1 Biological Science: Meaning, nature, scope and correlation of biology with other branches of science.

1.2 Teaching of biology in secondary schools & its values in the present context – intellectual, utilitarian, disciplinary, cultural, aesthetic, training in scientific method and development of scientific attitude.

1.3 Contribution of Indian scientists: Ancient, Indian contributors: Charaka, Sushruta, modern contributors: J.C Bose, Dr. Swaminathan, Dr. B.G.L. Swamy, Dr. Hargobind Khorana.

UNIT II- OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

08 Hours

2.1 General Objectives of teaching Biological Science at the secondary school level.

2.2 Instructional Objectives: writing instructional objectives in terms of observable terminal behaviors of learners, classifying them in to categories like knowledge, understanding, application, skill, attitudes and appreciation.

2.3 Objectives of teaching science as stated in NPE-1986 and NCF-2005.

UNIT III- PLANNING FOR TEACHING BIOLOGICAL SCIENCE

12 Hours

3.1. Meaning, Importance format and steps in the preparation of

3.1.1 Unit – Plan

3.1.2 Resource Unit

3.1.3 Lesson Planning and Evaluation (CCE)

3.1.4 Planning Laboratory activity/Practical work

Microscopy, demonstration, observation, experimentation, dissection, collection & Preservation

UNIT IV: METHODS AND APPROACHES OF TEACHING OF BIOLOGICAL SCIENCE.

10 Hours

4.1 Approaches: inductive, deductive & investigatory approaches

4.2 Methods: Lecture cum demonstration, laboratory, project and problem solving

4.3 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)

4.4 Models of teaching: Biological Science Inquiry Model (BSIM), Advanced Organizer Model (AOM)
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PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours

1. Survey on contribution of Indian scientists to Biological Science
2. Preparation of a Report on use of Biology in day to day life.
3. Preparation of a Report on interrelationship of Biology with other branches of science.
4. Preparation of Programmed Instruction materials minimum of 60 frames.
5. Critical study on effect of different methods of teaching Biology on learning of secondary school students (Secondary schools).
6. The college is free to introduce any other relevant activities.

References:
1. T.L. Green, “The Teaching of Biology in tropical secondary schools”
2. K.Yadav “Teaching of Life Sciences”
3. C.V. Myageri “Teaching of Life Sciences”
4. Miller and Blaydes “Methods and Materials for Teaching Biological Sciences”
6. R.C Sharma “Modern Science Teaching”
7. Chikara & Sharma “Teaching of Biological Sciences”
8. L.M.Sharma “Teaching of Life Sciences”
9. Richa Bhatt “Modern Methods of Teaching Biology”
10. Dr. H.V Shivashankar, Dr. P.Basavakumar& Y.S. Sumangala “Teaching Science”
12. R.S Patil, “Teaching of Biology, Vidyanidhi Prakashana, Gadaga
14. ಮೇ. ಸ್ಯ. ಮಾಣವರ್ & ಸ್ವಾಮಿಯಾಸಿ ಜ್ಯಾಮ್ “ಬಿ.ಬಿ.ಇಸ್” ಪ್ರಭೂಮಿಯ ಪ್ರತ್ಯೇಕಿತ
15. ಪ್ರಭೂಮಿಯ ಮಾಣವರ್ “ಬಿ.ಬಿ.ಇಸ್” ಪ್ರಭೂಮಿಯ ಪ್ರತ್ಯೇಕಿತ
16. ಪ್ರಭೂಮಿಯ ಮಾಣವರ್ “ಬಿ.ಬಿ.ಇಸ್” ಪ್ರಭೂಮಿಯ ಪ್ರತ್ಯೇಕಿತ
KCE, SHIKARIPURA
KUVE MPU UNIVERSITY
SEMESTER-I
B.Ed., PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF TEACHING PHYSICS

Objectives: Total Teaching Hours 40+10
On completion of course the student teacher will be able to, 40 Hours
1. Acquire the knowledge of secondary school content in Physics.
2. Understand the nature, scope and importance of Physics.
3. Understand the values of teaching Physics
4. Understand the skill of constructing instructional objectives.
5. Understand the methods of teaching.
6. Understand the models of teaching.
7. Preparing objectives based lesson plan, Resource unit and unit plan.

UNIT I- MEANING, NATURE AND IMPORTANCE OF PHYSICS. 09 Hours
1.1 Meaning, Nature and scope of physics.
1.2 Values of teaching physics.
1.3 Scientific Method: steps, Scientific Attitude: Meaning, Characteristics and development.
1.4 Contribution of scientists to the field of physics.

UNIT II- OBJECTIVES OF TEACHING PHYSICS AND CONTENT ANALYSIS 11 Hours
2.1 Educational objectives of teaching physics: Meaning classification based on Bloom’s taxonomy. Revised Bloom’s taxonomy.
2.2 Instructional Objectives: Meaning categorizing the objectives in terms of Behavioral terms under the category of knowledge, understanding, Application, skill, appreciation, attitude, interest etc.
2.3 Study of Physics content of 8th, 9th and 10th Kamataka Secondary Level and identifying the concepts and principles.

UNIT III- PLANNING AND ORGANIZATION OF LESSON TO TEACH PHYSICS 08 Hours
3.1 Lesson plan: Meaning, importance and dimensions and format of Micro and Macro lesson plans.
3.2 Unit plan: Meaning, importance, steps and format.
3.3 Resource unit: Meaning and importance, steps and format.
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UNIT IV- APPROACHES AND METHODS OF TEACHING PHYSICS

12 Hours

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

PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours

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

REFERENCES:

27. ಕೆಮುನಿ ಮಂಡಯ "ಪ್ರಭಾ ಮಾರುತ್ತಿರುವುದೇ" ಮಾರುತ್ತಿರುವಾಗಿ, ತನ್ನ
28. ಪ. ಜಂಬುರಾ "ಪ್ರಭಾ ಮಾರುತ್ತಿರುವುದೇ" ಮಾರುತ್ತಿರುವಾಗಿ, ತನ್ನ
29. ಹಿನ್ನೆಲೆ ಪ. ಮರಣಾತ "ಪ್ರಭಾ ಮಾರುತ್ತಿರುವುದೇ" ಮಾರುತ್ತಿರುವಾಗಿ, ತನ್ನ
SEMESTER II SYLLABUS
OBJECTIVES: Total Teaching Hours 40+10
On completion of this course the student-teacher will be able to…..
1. Acquire the knowledge of constitutional provisions related to education.
2. Get sensitized with issues & challenges in secondary Education.
3. the role of Education in national development.
4. Develop concern for various social issues & related education to social development.
5. Develop the awareness about environmental pollution.

UNIT: 1 CONSTITUTIONAL PROVISION FOR EDUCATION IN INDIA.
1.1 Educational Article 14, 16, 17, 19, 24, 25, 26, 28, 29, 30. 07 Hours
1.2 Directive principles: 45, 48A, 51.
1.3 Right to Education Act -2009,
1.4 Human rights, Child rights. (A brief study).

UNIT.2 EDUCATIONAL OPPORTUNITIES 05 Hours
2.1 Meaning of equality of Education of opportunities provisions & outcomes.
2.2 Measures of ensuring equality.
2.3 Meeting needs of special groups SC/ST/OBC/Women & Disabled.

UNIT.3. EDUCATION & NATIONAL DEVELOPMENT 14 Hours
3.3 National Integration its historical background, Present position, dealing with divisive force. Role of education & co-curricular programmes.

UNIT.4 ENVIRONMENTAL EDUCATION 06 Hours
4.1 Meaning of environment.
4.2 Pollution-nature, types-causes of environment pollutions,
4.3 Sensitizing learners towards environmental conservation & protection.
4.4 Role of teacher and NGO’s in promoting the concerns towards environmental education.
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UNIT 5 CURRENT ISSUES OF EDUCATION 08 Hours

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

PRACTICUM/ACTIVITIES: (ANY ONE)  10 Hours

1. A study of educational problem of Nayoda School.
2. Conduct a survey on awareness of human right among secondary school students.
3. Conduct a study on the implementation of RMSA programme.
4. Conduct a study on promotion of awareness on environment /NGO’s.

REFERENCES:

3. Education in Indian society-Mohanthy.
4. The teacher & Education in emerging Indian society- New Delhi NCERT.1985
6. ಐಸ್ ಹಿಂದು ವಿದ್ಯೆ ಅಧ್ಯಯನದಲ್ಲಿ ಸಾಧ್ಯವಾಗುತ್ತದೆ ಬ್ರಿಟ್ನೆಗಳಿಗೆ ಈಗಿನ ವಿದ್ಯಾರ್ಥಿಗಳು ನಡುಡುವಂತೆ ಸಿದ್ಧಿಸುವಂತೆಯೇ ನಿಮ್ಮದಾಗಿ ಹೊಸ ಸಾಧ್ಯತೆಗಳಿದೆ – ಗೋವಾ ಪ್ರಧಾನ, ಹೈದರಾಬಾದ್
7. ಐಗ್. ಜಿಸಿದುರ್ಗ, ಸ್ವತಂತ್ರ ಹರಿಣಡು ವಿದ್ಯಾರ್ಥಿಗಳು, ಆಧಿಪತ್ಯ ಬ್ರಿಟ್ನೆಗಳು, ರೋಡ
8. ಐರೋ ಬ್ರಿಟ್ನೆ, ಕೊನೆಯಲ್ಲಿ ಕಡಿಮೆ ವಿದ್ಯಾರ್ಥಿಗಳು, ನಡುಡುವಂತೆ ಸಿದ್ಧಿಸಿದೆ, ಹೈದರಾಬಾದ್.
OBJECTIVES: Total Teaching Hours 40 +10
On completion of this course the student-teacher will be able to:

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

UNIT- 1 INDIVIDUAL DIFFERENCES AMONG LEARNERS 15 Hours

1.1 Individual Differences -- Meaning -- Areas of I.D -- Causes of I.D, Problems arise in the classroom due to I.D and the remedial measures.
1.2 Intelligence -- Meaning -- concept of M.A, and I.Q, Distribution and measurement of Intelligence -- Guilford structure of Inte1lect.
1.3 Intelligence Tests-Classification and brief description of (any one) verbal, Non-verbal and performance tests of Intelligence.
1.4 Emotional Intelligence -- Meaning, Characteristics behavioural competencies and role of Teachers in enhancing E.Q.
1.5 Creativity -- Meaning, Nature, Stages and influencing factors--Characteristics of creative Children -- Fostering creativity.

UNIT -2 FACTORS INFLUENCING ON LEARNING 11 Hours

2.1 Motivation -- Meaning, types (Intrinsic and Extrinsic) achievement motivation-strategies for motivating learning process.
2.2 Memory and Forgetting -- Meaning, - factors influencing memory, - phases of Information Processing (Atkinson and Schifrin Model). Measures to improve Retention and Retrieval -- Meaning and causes of Forgetting.
2.3 Transfer of Learning -- Concept, - types, - significance, - theories and methods to maximize transfer of learning.
2.4 Factors influencing on learning.
   a) Biological and Hereditary factors.

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b) Sociological factors like home, school, and teacher.
c) Emotional factors – like attitudes, aptitude and interest.
d) Cognitive factors -- Intelligence.

UNIT - 3 PERSONALITY AND ADJUSTMENT 10 Hours
3.1 Personality, - Meaning - Classification - Factors influencing personality –
Measurement - types of personality tests - (subjective, objective and
projective techniques) - Characteristics of well integrated personality.
3.2 Mental Health and Adjustment - concept and mechanism of Adjustment
and their implications.
3.3 Children with special Heads (Needs) – Meaning – Classification -
Characteristics and Educational provisions.

UNIT - 5 GUIDANCE AND COUNSELLING 4 Hours
4.2 Meaning, Nature, Principles and Types of Counselling.
4.3 Stress Management -- Role of YOGA, Meditation and Relaxation
Therapy.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours
1. Adjustment Inventories.
2. Personality Tests.
3. Memory.
5. Attitude Scales.
6. Interest Inventories.
7. Anxiety Tests.
8. Learning tests.
   a) Whole and Part learning.
   b) Spaced and unspaced learning.
9. Bilateral Transfer (Mirror Drawing Experiment)

REFERENCES:
5. Chauhan S .S. Advanced Educational Psychology.Vikas Publishing
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House Pvt Ltd., New Delhi.

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KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., FOUNDATION COURSE (FC)
2.3 EDUCATIONAL ADMINISTRATION AND MANAGEMENT
Total Teaching Hours 40 +10

Objectives:
On completion of this course the students will be able to
1. Acquire the knowledge of community and material resource.
2. development and understanding the role of the Head master and teacher in school management
3. Acquire the knowledge of characteristics and demands of teaching profession and professional ethics of teacher and dimensions.
4. Understand the role organizations and functions of DSERT, NCERT, CTE, NCTE, UGC and NGO.
5. Acquire the knowledge of types of secondary school and the administrative set up for school education in Karnataka.

Unit 1: School Management and Human Resource Development
12 Hours
1.1 Concept, scope and importance of school management.
1.2 Meaning and Training and development of human resource.
1.3 Management of human Resource- Functions of Head master – Teacher, manager and Supervisor.
1.4 Classroom Management – concept, need and approaches and time management.
1.5 Management of community and Material resources- school plant, SDMC, Health care programmes.
1.6 School Records- Types, importance and maintenance.

Unit-2: School functioning
12 Hours
2.1 Institutional Planning.
2.2 School Time Table; importance, principles and procedure, annual school calendar, day to day schedule.
2.3 Peer tutoring; features and functioning.
2.4 Parent- teacher association, Alumni Association, need and functions.
2.5 Co- curricular activities- Meaning, Need and organization.

Unit-3: Education in State and Centre
10 Hours
3.1 Administrative centre for school education – MHRD, Planning commission and department of education.
3.2 CTE, DSERT, NCERT, NCTE, IASE, UGC and NGO their organization and functions.
3.3 Types of secondary school- Central Govt, State Govt and Local Bodies.
3.4 Knowledge commission and its role in school education.

Unit 4: Teaching as a profession 6 Hours

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

Practicum: (ANY ONE) 10 Hours

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

Reference:
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KUVEMPUNI UNIVERSITY
SEMESTER-II,
B.Ed., ELECTIVE COURSE (EC)
2.4.3 PHYSICAL AND HEALTH EDUCATION

OBJECTIVES: Total Teaching Hours 25+05
At the end of the course the student- teachers will able to
1. To develop the understanding of the interrelation of Physical Education.
2. To understand the national integration through Physical Education and Sports.
3. Create awareness on different aspects of health and fitness.
4. Develop skills in organizing the physical education programme in schools.
5. Understand the nature of injuries and to take care during emergencies and provide first aid.
6. Acquire knowledge of common communicable diseases.

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

UNIT-2 PHYSICAL EDUCATION 08 Hours
2.1 Meaning, definition and scope of Physical Education.
2.2 Objectives of Physical Education. Physical Education as a integral part of Education.
2.3 Methodology for Teaching Physical Education.
2.4 National integration through physical Education.

UNIT- III HEALTH EDUCATION 08 Hours
3.1 Meaning, Definition, aims and objectives of Health Education.
3.2 Scope and Importance of Health Education.
3.3 Healthful school Environment. Medical inspection.
3.4 First aid, Prevention and treatment of sports injuries.

UNIT- IV LEARN GOOD HEALTH HABITS 06 Hours
4.1 Personal hygiene, Communicable Diseases- cholera, Malaria, Diphtheria, Typhoid and Aids.
4.2 Food and Nutrition.
4.3 Elementary Knowledge of Yoga and Surya Namaskara.

UNIT-V LEADER SHIP AND ORGANIZATION 08 Hours
4.1 Importance of Discipline in schools as Quality of a good Leader.
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4.2 Meaning, Organization and benefits of Camps- CTC, NSS, NCC, Scouts and Guides, National Festivals.

4.3 Intramural and Extramural.

PRACTICAUM/ACTIVITIES: 04 Hours

1. Every student will be required to write one assignment on any one of the following topics or any other related topic to be prepared within ten pages:
2. Asian Games, Olympic Games.
3. First Aid- Laceration, Dislocation, Cuts and Wounds.
5. Indian National Flag Code and Conducting.

REFERENCES:

Objectives:  
Total Teaching Hours 25+05

The student trainees will:

1. Develop an awareness of problems or issues of local and global environment.
2. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.
3. Apply the knowledge understanding of the environmental concepts, principles, etc., to a) arrive at alternate solutions to the problems of environment and b) carry out action-oriented projects.
5. Develop skills of a) problem-solving with respect to environmental problems and b) organization of activities.
6. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
7. Use appropriate techniques and tools to evaluate the learning outcomes.

UNIT-1: OUR ENVIRONMENT  10 Hours

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

UNIT-2: RESOURCES, PROBLEMS AND MANAGEMENT  12 Hours

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

UNIT-3: ENVIRONMENTAL EDUCATION 12 Hours

3.1 Meaning, importance and scope
3.2 Objectives and principles of Environmental Education
3.3 Approaches, methods and techniques of teaching Environmental Education.
   Approaches: Infusion and problem-solving, Innovative approach.
   Methods: Discussion, demonstration, project.
3.4 Co-curricular activities in Environmental Education-field trips, collections, exhibitions, eco-clubs.
3.5 Role of teachers, government and non-governmental organizations, national and international organizations in the promotion of Environment and Environmental Education (UNDP, UNEP, IUCN, UNESCO, FAO, WWF-India, INTACH, CEE, KSSP, Namada Bachao Andolan, APPIKO are few)

UNIT-4: EVALUATION IN ENVIRONMENTAL EDUCATION 06 Hours

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

PROJECTS FOR STUDENTS PRACTICUM (Any One) 06 Hours

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

SURVEY:

Can be undertaken by two or more students
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.
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8. Conduct surveys to study the following
   1. Water pollution                               2. Air pollution
   3. Sound pollution                              4. Soil pollution

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

SCRAP BOOKS:
Developing scrap books on environment and environmental issues (including bulletin board cut-outs, newspaper clippings, environmental messages, photographs with captions etc)

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

LEARNING AIDS IN ENVIRONMENTAL EDUCATION:
1. Preparation of teaching aids for teaching environmental concepts—charts, models, albums, preparation of herbarium records, slides and transparencies.
2. Preparation of lesson plans: demonstrating infusion of environmental concepts into different subject areas and trying with children in actual classroom situations.
3. Preparing audio-cassettes on important environmental issues and assessing its effectiveness.
4. Setting up of aquariums, terrariums, herbal garden in the college etc.,
LIBRARY REFERENCE ORIENTED PROJECTS:
2. Development of self-instructional modules on certain important ecological concepts and assessing its effectiveness.
3. Analysing school textbooks for environmental massages and concepts and developing integrated environmental concepts. Developing communication materials on these concepts.

FIELD TRIPS:
1. Conducting field trips to near by 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.

REFERENCE:
5. The State of India’s Environment, a series of 4 volumes published by Center for Science and Environment, New Delhi.
9. Documents in the Environmental Education Series, a series of 22 volumes brought out by UNESCO on various aspects of Environmental Education.
11. MoonisRaza : General Geography of India by A text book for Class IX, NCERT, New Delhi, 1978
KCE, SHIKARIPURA
KUVEMPUNIVERSITY
SEMESTER-II
B.Ed., ELECTIVE COURSE (EC)
2.4.8 POPULATION EDUCATION

Course Objectives: Total Teaching Hours 25+05
On completion of the course, the student teacher will be able to:
1. To help the student-teachers become aware of population dynamics, determination and consequences of population growth in India and a few selected countries.
2. To make them understand the concept, meaning, scope and the nature of population education.
3. To help them to know the approaches to curriculum construction and teaching methodologies population education.
4. To enable them to understand the role of few national and international agencies and programs in population education.
5. To enable them to acquire abilities and skills needed to assess a population education program and also to teach population education as a subject.

UNIT-1: NATURE AND SCOPE OF POPULATION EDUCATION 14 Hours


UNIT-2: POPULATION EDUCATION AND DYNAMICS 4 Hours
Distribution and density, population composition, age, sex, rural-urban, world and Indian factors affecting population growth, mortality and their implications.

UNIT-3: POPULATION AND QUALITY OF LIFE 6 Hours
Population in relation to socio-economic development, health status, health services, food and nutrition. Population environment, resources, educational provision.

UNIT-4: APPROACHES AND METHODS 16 Hours
1. Direct teaching approach, Integration approach, Curricular approach and innovative approach
2. Methodology of classroom teaching, value clarification, Observation, Self study, Discussion, Assignments, Role-play, Psychological games etc;
3. Use of media, organization of activities.
4. Working with community.

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PRACTICUM : (Any One) 10 Hours
1. Each student-teacher shall undertake one of the following activities and submit report.
2. Content analysis of existing textbook to find out the plug points and relevant components of population education.
3. Survey of population situation pertaining to a certain locality in respect of population dynamics, population profile and their impact on standards of living.
4. Survey of the localities inhabited by the disadvantaged section of the society such as slums etc;
5. Creating community awareness about social evils such as superstitions, early marriages etc;
6. Organization of debates, discussions, seminar, quiz competitions, dramas, drawing competition, exhibition of population related material etc;
7. Organization of population education clubs.
8. Preparation and execution of at least three integrated lessons during practice teaching.
9. Developing a test on population education.

REFERENCE:
5. INESCO, Curriculum Development in Population Education, Bangkok, 1984
6. DSERT, Bangalore, Training Manual in Population Education (for different target groups).
KCE, SHIKARIPURA
KUVEMPURI UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)

2.5/2.6:  ಸಂಖ್ಯೆ ಇತರ್ಭಾಗದಲ್ಲಿ ಬೆಳೆದುಕೊಂಡಿದ್ದ ಸಂಖ್ಯೆಗಳು

ಎಂಕಾರ್ ಹೇಳುವುದು 40+10 ಬಾರೆಯ ವಿಧಾನವು

1. ಹೆಸರು, ಗೆದ್ದು ಹೇಳಿಸುವುದು ಬಣ್ಣವಾಸ್ತು ಅಥವಾ ಬೇರೆ ವಿವರಣೆ ಹೊಂದಿರುವುದು ಎಣಿಕೆಯಲ್ಲಿಯೇ ಬೇರೆ ವಿಧಾನವು.
2. ವಿಭಜನೆ ಹೇಳಿಸುವುದು ವಿಷೇದದಿಂದ, ಕಾರ್ಯವಾದರು, ಇಲ್ಲಿದಿನ ಅಥವಾ ಸೇರಿಕೆ ವಿಧಾನದ ವಿಧಾನವು.
3. ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಪ್ರತಿನಿಧಿಯನ್ನು ಹೊಂದಿರುವುದು ಇತರ್ಭಾಗದಲ್ಲಿಯೇ ಬೇರೆ ವಿಧಾನವು.
4. ವಿಭಜನೆ ಇತರದಿಂದ ಅಳವಡಿಯಾಗಿರುವುದು ಹೊಂದಿರುವುದು, ಹೊಂದಿರುವುದು ಇತರದಿಂದ ಬೇರೆ ವಿಧಾನವು.

ಅಂಗೀಕರಣಗಳು, ವರ್ಧನ, ವೇಶಗಳು ಇತರ ಬೇರೆ ವಿದೇಶದಲ್ಲಿಯೇ ಬೇರೆ ವಿಧಾನಗಳಿದ್ದು.

ಎಂಕಾರ್ ಹೇಳುವುದು 12 ಸ್ವರೂಪಗಳು

1.1 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಅಥವಾ ಗೆದ್ದು ಹೇಳಿಸುವುದು, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನದ ಸಹಿತಾ ವಿಧಾನ.
1.2 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಗೆದ್ದು ಹೇಳಿಸುವುದು ವಿಧಾನ.
1.3 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
1.4 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
1.5 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
1.6 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.

ಎಂಕಾರ್ ಹೇಳುವುದು 8 ಸ್ವರೂಪಗಳು

2.1 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
2.2 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
2.3 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
2.4 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.
2.5 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇರೆ, ಹೊಂದಿರುವುದು, ಕಾರ್ಯ ವಿಧಾನ.

3.1 ವಿಭಜನೆ ಇತರದಿಂದ ಬೇಯಬಿಳಿಸಬಹುದು.
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3. 3. നാല് മിത്രരോട് ആന്റി സമുച്ചയം കരുതിയിരുന്നു
   3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം
   3.2 നാലും മിത്രരോട്
   3.3 നാല് മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

4. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

5. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

6. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

7. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

8. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

9. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
   3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

10. 3.1 അപ്പി, നാലും ആന്റി സമുച്ചയം.
    3.2 നാലും മിത്രരോട് സമുച്ചയം, രാജാവും നാലും നാല്ലയോകില്ലയും

ജലച്ചായം മാവ്‌ശാരം (തൗട്ടിയാട്ട വാസം)

1. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
2. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
3. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
4. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.

അഖ്യാനനിർവ്വചനം:

1. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
2. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
3. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
4. അപ്പി നാലും മിത്രരോട് സമുച്ചയം.
5. അപ്പി നാലും മിത്രരോട് സമുച്ചAYAM

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6. [Text in Kannada]
7. [Text in Kannada]
8. [Text in Kannada]
9. [Text in Kannada]
10. [Text in Kannada]
11. [Text in Kannada]
12. [Text in Kannada]

KUVEMPURI UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING ENGLISH

Objectives: Total Teaching Hours 40 +10
On the completion of the course the student teachers are able to,
1. Understand the importance of Instructional Material in English language teaching.
2. Realize the importance of teaching hand book and students workbook.
3. Prepare Unit plan, Resource Unit.
4. Judge identities, selects and uses different audio-visual resources in teaching of English language.
6. Prepare objective based test items to evaluate language skills.
7. Prepare well balanced question paper.

UNIT-1 CONTENT ENRICHMENT 10 Hours
1.1 The sentence, type, structures of English phrases and clauses, idioms.
1.2 Parts of Speech, Tenses, Active and passive voice.
1.3 Transformation of Sentences, Degrees of Comparison, Reported speech, question forms and question Tag, Figures of Speech.

UNIT-2 INSTRUCTIONAL MATERIALS AND TEACHER IN ENGLISH LANGUAGE TEACHING: 12 Hours
2.1 Text book in English, Need and Principles in the preparation of good text books, critical analysis of present English text books as prescribed by Government of Karnataka.
2.3 Reference materials, need, types of reference material, skill of note making and taking.
2.4 Qualities and qualification of a teacher in English.
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2.5 Needs and ways for professional growth of a teacher of English.
2.6 Teaching of vocabulary - Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
2.7 Teaching of composition - types of composition, Ways of teaching Composition, (Letter Writing, Essay Writing), steps in lesson planning.

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

10 Hours

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

UNIT- 4 EVALUATIONS IN ENGLISH LANGUAGE  

8 Hours

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

PRACTICUM: (ANY ONE)  

10 Hours

1. Instructional material to teach language skills/structures/vocabulary
2. Planning and execution of language games.
4. PPT in teaching structures and vocabulary.
5. Visit to ELT Centre and Programme of ELTs.
6. Visit and report on function and use of English Language Laboratory.
7. Preparation of Transparencies for teaching grammar.
8. A study of errors in spelling, pronunciation speaking reading, writing and suggesting remedial measures.
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REFERENCE:
8. Hornby: Teaching of Structural Words and Sentence Patterns Stage 1, 2, 3 & 4. London: ELBS and OUP (1959)
11. Morris I : Teaching of English as a Second Language
20. T. N. Raju : Content Cum Methodology of Teaching English DSERT
22. Geetha : Techniques and Approaches of Teaching English RIE.
23. Sachdev: M S- Approaches of Teaching English

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

UNIT –1: CURRICULUM OF HISTORY AND CIVICS 12 Hours
1.1 Meaning and principles of curriculum.
1.2 Concept & Principles of selection of content.
1.3 Organization of the content: Approaches – Chronological, Concentric, Biographical, Spiral & Cultural epoch.
1.5 Critical review of present secondary school History and Civics Text books

UNIT –2 :RESOURCES IN TEACHING HISTORY AND CIVICS:
12 Hours
2.1 List of History & Civics resources.
2.2 Text book- importance & characteristics.
2.3 Current events in teaching History & Civics.
2.4 Uses of ICT in teaching History & Civics.
2.5 History Room : Importance, planning, equipping and maintaining
2.6 History museum & Exhibition.

UNIT – 3: COMPETENCIES OF HISTORY AND CIVICS TEACHER
8 Hours
3.1 Competencies of History and Civics Teacher.
3.2 Professional growth : Seminars, Workshops, Orientation, Refresher course, In-service training, Talent search, Self study through reading, research, Journals, Magazines, Newspapers, Membership of History Clubs.
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3.3 Relationship of History and Civics Teacher with – Students, Co-workers, Headmasters and Community.

UNIT – 4: Evaluation in History & Civics 8 Hours

4.2 Types of Evaluation based on instructional objectives.
4.3 Balanced Question paper in History & Civics
4.4 Unit test

PRACTICUM: (ANY ONE) 10 Hours

1. Preparation of an Album as an adjunct to the teaching of History and Civics.
2. Critical review of a text books of standard 8th and 9th.
3. Preparation of materials for a History room or Museum.
5. Conducting quiz competition and Debate programme in History and Civics.
6. Conducting of model Parliament (Mock) and process of election, submission of report.

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

REFERENCES:

1. NCERT Evaluation in Social studies.
8. Timmareddy, K: Teaching of History & civics.
15. ತಿರುರಾ. ಗೊ.ಜ: ಅರುಬಾರು ಹಿಸ್ತೇರು ಹಾಗ್ಗೆ ಮಾರುತ್ತಿರುವುದು.

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KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS

OBJECTIVES: -
Total Teaching Hours 40 +10
STUDENT TEACHER WILL BE ABLE TO,
1. Develop the understanding of Resources for Teaching Mathematics.
2. Acquire the knowledge of extended activities in mathematics.
3. Develop the skills in construction and administering unit test and Diagnostic tests in Mathematics.
4. Develop the skills in critically analyze the text book and question papers of secondary school mathematics.

UNIT -1: CURRICULUM DESIGN IN MATHEMATICS 12 Hours
1.1 Syllabus and curriculum – Meaning, definition and Difference.
1.2 Principles and organization of curriculum construction.
1.3 New trends of Mathematics curriculum in India.

UNIT -2:- RESOURCES TO TEACH SECONDARY SCHOOL MATHEMATICS 10 Hours
2.1 Text book- Meaning, characteristics and importance.
2.2 Work book- Meaning, characteristics, steps, importance.
2.3 Learning aids and types-Meaning, Characteristics, need, preparation and etc.
2.4 Laboratory – Need, importance, equipments and maintenance.

UNIT -3:- EVALUATION IN MATHEMATICS 12 Hours
3.1 Constructions of variety of tests.
3.2 Unit test in mathematics- meaning, importance steps, format and procedure.
3.3 Format and characteristics of well balanced question paper.
3.4 Diagnostic test in mathematics- meaning need and importance steps preparation, use
3.5 Remedial instruction – Meaning and importance.
3.6 National Talent Search Examination scheme and its objectives.
UNIT - 4: EXTENDED CURRICULAR ACTIVITIES IN MATHEMATICS  

6 Hours

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

PRACTICUM: (ANY ONE)  

10 Hours

1. Preparation of Diagnostic test
2. Comparative study of syllabus NCERT, CBSE, ICSE
3. Preparation of programmed learning materials on a unit.

REFERENCES

1. Agarwal S M (1977) A course in teaching of modern mathematics, New Delhi
7. "मथ्स. अध्यायांमधैल, "हस्तिरे निमित्तेचा नेक"", विद्यार्थी पुस्तकार, गडग
ds. 8. "मथ्स. अध्यायांमधैल काही मायक निमित्त "हस्तिरे निमित्ते महत्वाचे"”, महत्वाचे श्रृंखला, गडग
d. 9. "मथ्स. पाठ्यक्रमांमधैल "हस्तिरे निमित्ते महत्वाचे नेक"" युवक "हस्तिरे निमित्ते", गडग
d. 10. "मथ्स. अध्यायांमधैल काही मायक निमित्त "हस्तिरे निमित्ते", महत्वाचे श्रृंखला, गडग
d. 11. "मथ्स. अध्यायांमधैल "हस्तिरे निमित्ते महत्वाचे "हस्तिरे" महत्वाचे श्रृंखला, गडग
d. 12. "मथ्स. अध्याय "मथ्स. पाठ्यक्रमांमधैल "हस्तिरे" महत्वाचे श्रृंखला, गडग
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KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF
TEACHING CHEMISTRY

Objectives: Total Teaching Hours 40+10
The student teachers will be able to,
1. Development of skills in construction and administration of unit tests
2. Understanding the resources in teaching chemistry
3. Understand the meaning & importance of content analysis in chemistry
4. Understand the assessment procedure in chemistry
5. Developing the professional teacher competencies

Unit: I- curriculum study in chemistry 08 Hours
1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-
1.2 Study of the Karnataka state secondary school science curriculum with
special reference to chemistry and organization of the curriculum.
1.3 Review of the present Chemistry Textbook.

UNIT: II- RESOURCES OF TEACHING CHEMISTRY 14 Hours
2.1 Laboratory- Equipment Planning and organization of practical work,
Laboratory manual – maintenance of apparatus, Chemicals and records.
2.2 Text Books in chemistry – Workbook, Characteristics and uses.
Community Resources – Experts in the field, places of interest.
2.3 Audio – Visual Aids – Film’s Film strips, Tape (Audio –Video), Models
and Mock-up, Transparencies and OHP, Radio, Television and
Computers.
2.4 Improvised apparatus – Meaning and importance.

UNIT: III- EVALUATION IN CHEMISTRY 08 Hours
3.1 Concepts of Unit test – importance – weight ages – format –
construction, scoring and interpretation.
3.2 Diagnostic test – uses and importance in chemistry
3.3 Question Bank – Instructional objectives, its importance and uses.

UNIT: IV: PROFESSIONAL GROWTH AND CHEMISTRY
TEACHER 10 Hours
4.1 Extended curricular activities–Science club, Science fair and Exhibitions
their objectives, organization, importance.
4.2 Organization of study group and Teacher organization.
4.3 Study of Journals, reference books and enrichment materials.
4.4 Competencies of Chemistry teacher – Special skills.
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PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours

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

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

REFERENCES

3. Teaching in the pursuit of science – wood bourn and obern.
4. Impact of Science teaching – Narendra Vaidya.
5. Teaching Chemistry in tropical secondary schools – New burn.
6. CBSE; ICSE – SCIENCE TEXT BOOKS.
7. Modem science teaching – R.C Sharma.
8. Discovery teaching in science – Columbus, Ohio; chalesE. Merrill Books, Inc.,
13. Teaching of Chemistry – Yadav M.S.
14. Modem teaching of Chemistry – Kolasanet.all
15. Teaching of Chemistry – Patil R.S.

16. ಅಷ್ಟು ನಿರೂಪಣಮಂತ್ರಿ ಶಾಸ್ತ್ರಾಧ್ಯಯನ ಶಾಸ್ತ್ರವಿದ್ಯೆ–ಜಿಲ್ಲಾಧಿಕಾರಿ. ಮ.ಸ
17. ಶಾಸ್ತ್ರಾಧ್ಯಯನ ಶಾಸ್ತ್ರವಿದ್ಯೆ – ಜಿಲ್ಲಾಧಿಕಾರಿ.
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KUVEMPURU UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY OF TEACHING
BIOLOGICAL SCIENCE –II

Objectives:  Total Teaching Hours 40+10
On completion of course the student teacher will be able to
1. Note the recent trends in the content and curriculum of biology in India and other countries and realize its significance in teaching.
2. To develop the skill of setting and maintaining biology laboratory.
3. Use advanced and creative techniques, learning aids and improvised apparatus in their biology lessons in secondary schools.
4. Plan and execute various curricular and co – curricular activities related to teaching of biological science.
5. Gain an insight into the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
6. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT I- BIOLOGICAL SCIENCE CURRICULUM AND CONTENT ANALYSIS 10 Hours

1.1 Historical perspectives of biology curriculum.
   1.1.1 NPE – 1986(National Policy of Education)
   1.1.2 Programme of Action - 1992
   1.1.3 NCF – National Curriculum Framework 2005
   1.1.4 NCFTE-2009

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

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

UNIT II- RESOURCES TO TEACH BIOLOGICAL SCIENCE 08 Hours

2.1 Biological science text book, teacher hand book, laboratory manuals, student work books; Need and characteristics.

2.2 Audio Visual aids and improvised materials.

2.3 Field based resources: School Garden, Aquarium, Vivarium, and Terrarium.

2.4 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

2.5 Community resources: identification and utilization.

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UNIT III- EVALUATION IN BIOLOGICAL SCIENCE 12 Hours
3.1 Construction of unit test with the help of blue print.
3.2 Construction of diagnostic test and planning remedial measures.
3.3 Question bank: Features, Development and uses.
3.4 Identifying talented students and planning special programmes with
Reference to NTSE (National Talent Search Exams)

UNIT IV: PROFESSIONAL GROWTH AND ORGANIZING CO-CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE 10 Hours
4.1 Biological science Teacher: Professional competencies, professional
growth through seminars, conferences, workshops, action research etc.
4.2 Study of journals and role of professional organizations in biological
science.
4.3 Science Club, science museum, science fairs and exhibitions, science
question box, science quiz,- organization and activities.
4.4 Field trips, visits, nature study, bird watching – need organization and
usefulness.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours
1. Critically study of biological science text book of 8th or 9th standard.
2. Preparation of diagnostic test in biological science.
3. Survey of biological science laboratory facilities of any three high schools
with practical suggestion for improvement.
4. Preparing a report of different activities of biological science club.
5. Preparation of workbook for 1 or 2 units.
6. The college is free to introduce any other relevant activities.

REFERENCES:
1. Modern methods of Teaching Biology- D .D. Aggarwal
2. Learn and Teach Biology- R.P Yadav
3. Teaching Science Creatively – N.S Washton
4. B.S.C.S –NCERT Series
5. Models of Teaching-Bruce Joyce & Marsh Well
6. Methodology of Teaching Science- H.S Mallikarjuna Shashtri
7. Methodology of Teaching Science-Neelakanta Rabanala
8. Life Science Education Today-V.K Gupta
9. Teaching of Biology- Jean Bremner
10. Methods of Teaching Life Sciences- G. Bhuvaneshwara Lakshmi and
    D.BhaskaraRao.
11. ශ්‍රී ලංකා ඔළදු මහ විදේශ විදේශ අධ්‍යායකය විස්තර සුදුසු, කොරු
12. මණවත් ආරක්ෂා “විශේෂ අධ්‍යාපක විස්තර” විස්තර සුදුසු, කොරු
13. මණවත් ආරක්ෂා “විශේෂ අධ්‍යාපක විස්තර හා විශේෂා විශේෂව” විස්තර සුදුසු, කොරු

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

Objectives: Total Teaching Hours 40+10
On completion of course the student teacher will be able to
1. Identify different curricula in Physics.
2. Organize and maintain science laboratory and put it into efficient use.
3. Organizing co-curricular activities in Physics.
4. Purpose and use of different tools of evaluation.
5. Development of professional growth.
6. Understand the competencies of Physics teacher.

UNIT I- PHYSICS CURRICULUM STUDY 10 Hours
1.1 Curriculum: Meaning and principles.
1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.

UNIT II – RESOURCES TO TEACH PHYSICS 14 Hours
2.1 Text book: Characteristics and function.
2.2 Work books, Teacher Guide.
2.3 Laboratory – Importance, equipping, maintenance and its management.
2.4 Library: Classification of books based on themes, Role of magazine, Journals, Periodicals, encyclopedia. Newspaper and websites.
2.5 Teaching Aids, Types, (Audio, Visual, Audio-Visual Aids) and E-learning resources.
2.6 Community resources.
2.7 Co –Curricular activities
   a. Science club
   b. Science fair and exhibition
   c. Field trips to scientific places (VITM, Planetarium)
   d. Science museum

UNIT III- EVALUATION IN TEACHING PHYSICS 10 Hours
3.1 Concept of evaluation, tools of evaluation.
3.2 Concept of unit Test – Preparation of unit Test.
3.3 Preparation of balanced question paper in physics.
3.4 Identifying educationally backward children and organizing remedial programmes.
3.5 Identifying talented students and organizing special programmes.

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3.6 National talent search programme and its objectives.

UNIT IV- PROGRAMME FOR PROFESSIONAL GROWTH 06 Hours

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

PRACTICUM/ACTIVITIES: (ANY ONE) 10 Hours

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

REFERENCES:


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ಜಿ. ದಿ. 1 : ಕನ್ನಡದ ನಾಲ್ಕು ವ್ಯಾಂತಿ

ಗ. ಕನ್ನಡದ್ವೇಷೆ, ಅನುಕೂಲ, ಪ್ರಭ, ಹಾಸ್ಯ ಪ್ರತಿಭೆಯನ್ನು ಸೃಷ್ಟಿಸಿದ್ದು.

ಇ. ಕನ್ನಡದ ವ್ಯಾಂತಿಯಲ್ಲಿ ವಿವಿಧ ವಿಭಾಗಗಳು - ಮಂದಿರೆಂದರೂ,
ಯಾತ್ರೆಗಳು, ಕಾಲಂಕಾಮ್ಯ, ಮೂಲಕ ತಾತ್ಕಾಲಿಕ ಜೀವಿತವನ್ನು ಹೊಂದಿದ್ದಲು ವ್ಯಾಂತಿಯಲ್ಲಿ ಸೃಷ್ಟಿಸಿದ್ದು (ಮಂದಿರೆ, ಕಾಲಂಕಾಮ್ಯ, ತೆರಳಿಕೆ, ವೀಕ್ಷಣೆ, ಮೂಲಕ ಮಂದಿರೆಂದರೂ).

ಈ. ಅಧ್ಯಯನದ ನಿಯಂತ್ರಣ ಸಂಸ್ಥೆಗಳು, ಕಾರ್ಯಾಲಯಗಳು, ಗ್ರಾಮ ಗಾಲುಗಳು ಸ್ಥಾಪಿಸಿದ್ದ ವ್ಯಾಂತಿಯನ್ನು.

ಜ. ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದಗಳು ಆದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ವ್ಯಾಂತಿಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ, ಸೂತ್ರದ ನಿಯಂತ್ರಣ ಸಂಸ್ಥೆಗಳು).

ಜಿ. 2 : ಕನ್ನಡಕ್ಕೆ ಬಳಸಬೇಕಾದ ಉದ್ದೇಶ

ಗ. ಸಾಮಾನ್ಯ ಪ್ರಶ್ನೆ, ಅನುಕೂಲ, ಪ್ರಭ, ಹಾಸ್ಯ ಪ್ರತಿಭೆ, ಸ್ಥಾಪಕರು ಆದ ಪ್ರಶ್ನೆಗಳನ್ನು ಬಳಸಬೇಕಾದ

ಇ. ಸಾಮಾನ್ಯ ಪ್ರಶ್ನೆಯ ತಂತ್ರಜ್ಞಾನ ಸಂಶೋಧನೆ, ಪ್ರತಿಭೆ, ಆನಂದ (ಮಂದಿರೆ, ಜೀವಿತ, ಸಂಶೋಧನೆ)

ಈ. ಸೂತ್ರದ ನಿಯಂತ್ರಣದ ಸಂಶೋಧನೆ, ಬಿಡುಗಡೆ ಸಾಮಾನ್ಯ ಪ್ರಶ್ನೆಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ, ಸೂತ್ರದ ನಿಯಂತ್ರಣ)

ಜ. ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಅನುಕೂಲ, ಪ್ರತಿಭೆ, ಆನಂದದ ಸಂಶೋಧನೆಯನ್ನು ಬಳಸಬೇಕಾದ ಪ್ರಶ್ನೆಯನ್ನು ಸಂಶೋಧಿಸಲಾಗಿದೆ.

ಜಿ. 3 : ಕನ್ನಡದ ವ್ಯಾಂತಿಕವಲಿಗೆ ಬಳಸಬೇಕಾದ ಉದ್ದೇಶ

ಗ. ಸೂತ್ರದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ ಸ್ತಂಭಗಳು ಸೃಷ್ಟಿಸಿದ್ದು.

ಇ. ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದವನ್ನು ಸೃಷ್ಟಿಸಿದ್ದು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

ಈ. ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನದ ಸಂಶೋಧನೆ, ಸಂಶೋಧನೆಯ ಸಂಶೋಧನೆಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

ಜ. ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದದ ಸಂಶೋಧನೆಯನ್ನು ಬಳಸಬೇಕಾದ ಪ್ರಶ್ನೆಯನ್ನು ಸಂಶೋಧಿಸಲಾಗಿದೆ.

ಜಿ. 4 : ಕನ್ನಡದ ವ್ಯಾಂತಿಕವಲಿಗೆ ಬಳಸಬೇಕಾದ ಉದ್ದೇಶ

ಗ. ಸೂತ್ರದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದವನ್ನು ಸೃಷ್ಟಿಸಿದ್ದು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

ಇ. ಸೂತ್ರದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದದ ಸಂಶೋಧನೆಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

ಈ. ಸೂತ್ರದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದದ ಸಂಶೋಧನೆಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

ಜ. ಸೂತ್ರದ ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದದ ಸಂಶೋಧನೆಯನ್ನು (ಸೂತ್ರ, ಸೂತ್ರಪ್ರತ್ಯೇಕ ಜೀವನ, ಪ್ರತಿಭೆ, ಆನಂದ)

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ಜೊತೆ ೨ : ಅದ್ಭುತ

೧. ಅನುಭವ ಅನುಮ್ಲಕ, ಕಾಪಿ, ಹುಸ್ತೀ, ಎಲ್ಲಾ ಅನೇಕ ಅನುದೃಢತೆಯ ರೂಪದಲ್ಲಿ. ವಸದ ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ.

೨. ಬಿಡುವ ಬುದ್ಧಿ ಕಾಟು, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ.

೩. ಪ್ರಕಂಠ ಅಭಿಪ್ರಾಯ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ.

೪. ಅಧ್ಯಯನ ಅನುಮ್ಲಕ, ಕಾಪಿ, ಹುಸ್ತೀ, ಎಲ್ಲಾ ಅನೇಕ ಅನುದೃಢತೆಯ ರೂಪದಲ್ಲಿ. ವಸದ ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ. ವಸದವು ಪ್ರಕೃತಿ, ಆಭಾರೆ, ಅನುಭವದ ಸಮೀಪದ ರೂಪದಲ್ಲಿ.

ಜೊತೆ ೩ : ಅದ್ಭುತ ಮಾಡು (ಬೆಳ್ಳೆಗೆ ಮಾಡು)

೧. ಅಧ್ಯಯನ ಮಾಡು-ಪೂರೈ, ವ್ರಾತ್ರಿ, ಹಿಂದುಸ್ತನ ಅಗ್ರಣಿಯು ಮಾಡಿಸಿಕೊಂಡು.

೨. ಅಧ್ಯಯನ ಮಾಡು-ಪೂರೈ, ವ್ರಾತ್ರಿ, ಹಿಂದುಸ್ತನ ಅಗ್ರಣಿಯು ಮಾಡಿಸಿಕೊಂಡು (ಪ್ರಯಾಣ ಸ್ಮರಣ, ಚನ್ನೆ, ಗುರು ಮತ್ತು ಮಾಹೋದಯ ಮಾಡಿಸಿಕೊಂಡು ಸರಿಯಾಗಿ ಕೇಂದ್ರಿಸಿ)

೩. ಅಧ್ಯಯನ ಮಾಡು, ದೊಡ್ಡ ವಿಶೇಷ ಅಧ್ಯಯನ, ಹಿಂದು ಸ್ಥಾನಿಸಿಕೊಂಡು ಅಧ್ಯಯನದ ಸ್ಥಾನ ಸಂಖ್ಯೆಯಲ್ಲಿ. ಅಧ್ಯಯನ ಮಾಡು, ವ್ರಾತ್ರಿ, ಹಿಂದುಸ್ತನ ಅಗ್ರಣಿಯು ಮಾಡಿಸಿಕೊಂಡು,

ಮಾನವರು, ಪ್ರಾಣಿ, ಮತ್ತು ತಾಣಿನಿಲ್ಲವಾದರೂ, ಅಧ್ಯಯನ ಮಾಡು, ವ್ರಾತ್ರಿ, ಹಿಂದುಸ್ತನ ಅಗ್ರಣಿಯು ಮಾಡಿಸಿಕೊಂಡು, ಅಧ್ಯಯನ ಮಾಡು, ವ್ರಾತ್ರಿ, ಹಿಂದುಸ್ತನ ಅಗ್ರಣಿಯು ಮಾಡಿಸಿಕೊಂಡು.

ಮಾತ್ರೇಯರು ಎಲ್ಲರು

೧. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಕೆ. ಸಂದರ್ಶನ
೨. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ನಮ್ಮ ಮಾಡಿಸಿಕೊಂಡು
೩. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಸ್ಪರ್ಶಾಂತರ
೪. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಕೆ. ಸಂದರ್ಶನ
೫. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಸ್ಪರ್ಶಾಂತರ
೬. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಸಂದರ್ಶನ
೭. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಸಂದರ್ಶನ
೮. ಸಂದರ್ಶನ ಮಾಡಿಸಿಕೊಂಡು - ಕೇಂದ್ರ. ಡಿ. ಸಂದರ್ಶನ

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**ASSESSMENT (To be Conducted at College level and records should be maintained):**
KCE, SHIKARIPURA
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B.Ed. PROGRAMME
CONTENT COURSE IN ENGLISH
(To be conducted at college level)

UNIT I ENGLISH GRAMMAR  Total Teaching Hours 30
1.1 The sentence, type, structures of English phrases and clauses, idioms.
1.2 Parts of Speech. Tenses. Active and passive voice.
1.3 Transformation of Sentences, Degrees of Comparison, Reported speech, 
question forms and question Tag. Figures of Speech.

UNIT II LITERATURE IN ENGLISH
2.1 INDIAN LITERATURE: R.K. Narayan ‘The English Teacher’
2.2 POEM: (ANY TWO)
   1. Milton: On His Blindness
   2. Robert Frost: Road Not Taken
   3. William words worth: The Solitary Reaper

2.3 DRAMA: (ANY ONE)
   1. Shakespeare : Macbeth
   2. Shakespeare : King Lear

ASSESSMENT (To be conducted at college level and records should be 
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</table>

References:
   number 38, Thani Kachalam Road, T. Nagra, Chennai 600017
   Student Grammar of Spoken and Written English(Pearson Education, 
   2005, PB).
4. Lynne Truss, Eats, Shoots & Leaves: The Zero Tolerance Approach to 
   Punctuation (Gotham, 2006).
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8. Web resources • History of the English Language (University of Toronto). www.chass.utoronto.ca/~cpercy/hell/
14. Banham, Martin; Mooneeram, Roshni and Plastow, Jane*Shakespeare and Africa* in Wells and Stanton (2002, 284-299)
KCE, SHIKARIPURA

KUVEMPU UNIVERSITY
B.Ed., PROGRAMME
CONTENT COURSE IN HISTORY
(To be Conducted at College Level)

PART-I
INDIAN HISTORY

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

PART-II
WORLD HISTORY

2. Birth of Christianity – Life and teachings of Jesus Christ.
4. The Age of Revolution.
   - American and French Revolution – Causes, Events and Result.
   - Unification of Italy and Germany.
5. I and II World war – Causes and Events and Result.
6. League of Nation and UNO.

Book for Study and References:
3. V.D. Mahajan: Ancient India, Chand and Company LTD, Ram Nagar, New Delhi-110055
KCE, SHIKARIPURA
6. R.S. Chourasia: History of Medieval India, Atlantic Publishers and distributors (P) LTD, 7/22 Ansari Road, New Delhi-110002
7. Palaksha: History of India (Medieval Period) Vol. II, Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
8. Palaksha: History of India (Since Independence), Shashi Prakashana, III main, K.R Extension, Tiptur- 572202 Tumkur (D)
10. J.C. Aggarwal: Modern Indian History, S. Chand and Company ltd.
12. Prof. M.S. Patil: Indian Constitution Government and Politics, Bharat Prakashana, Dharwad
17. Hays and Moon: World History (Vol. 1 & 2)
18. J. Dhanakoty and Subramanian, N: Man and his world.

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

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ನಂತರಗಳು
ಕೆಲಸ ಕುಶಿನ ಆಧಾರಗಳು,
ಕೆಲಸ ಕೀ ಆಧಾರಗಳು!
ಕೆಲಸ ಕುಶಿನ ಆಧಾರಗಳು,
ಕೆಲಸ ಕೀ ಆಧಾರಗಳು!
ಖಡಿಗೆಯ ಬಹುಭಾಗ ಸ್ಥಳಗಳು,
ಪ್ರತಿದಿನ ಚಾರು ಅಂಡಿಗಳು;
ವಾಡಿ ಮಾರಿಕೊಳ್ಳಬಹುದು ಹೇಗೆ,
ವಾಡಿ ಕಸಗೆ ಸಂಕ್ಷೇಪಿಸಿ.

ರಜಾ ಕುಶಿನ ಆಧಾರಗಳು,
ರಜಾ ಕೀ ಆಧಾರಗಳು!
ರಜಾ ಕುಶಿನ ಆಧಾರಗಳು,
ರಜಾ ಕೀ ಆಧಾರಗಳು!
ಜೆಗೆಯ ಪ್ರತಿದಿಯರ ಸ್ಥಳಗಳು,
ಜೆಗೆಯ ಚಾರು ಅಂಡಿಗಳು;
ಜೆಗೆಯ ಕೆಲಸ ಆಧಾರಗಳು,
ಜೆಗೆಯ ಕೀ ಆಧಾರಗಳು!

ಹೇಗೆ ಕುಶಿನ ಆಧಾರಗಳು,
ಹೇಗೆ ಕೀ ಆಧಾರಗಳು!
ಹೇಗೆ ಕುಶಿನ ಆಧಾರಗಳು,
ಹೇಗೆ ಕೀ ಆಧಾರಗಳು!
ಹೇಗೆಯ ಪ್ರತಿದಿಯರ ಸ್ಥಳಗಳು,
ಹೇಗೆಯ ಚಾರು ಅಂಡಿಗಳು;
ಹೇಗೆಯ ಕೆಲಸ ಆಧಾರಗಳು,
ಹೇಗೆಯ ಕೀ ಆಧಾರಗಳು!

ಹೇಗೆಯ ಆಧಾರಗಳು ಸ್ಥಳಗಳು,
ಹೇಗೆಯ ಕೀ ಆಧಾರಗಳು!
ಹೇಗೆಯ ಆಧಾರಗಳು ಸ್ಥಳಗಳು,
ಹೇಗೆಯ ಕೀ ಆಧಾರಗಳು!
ಹೇಗೆಯ ಪ್ರತಿದಿಯರ ಸ್ಥಳಗಳು,
ಹೇಗೆಯ ಚಾರು ಅಂಡಿಗಳು;
ಹೇಗೆಯ ಕೆಲಸ ಆಧಾರಗಳು,
ಹೇಗೆಯ ಕೀ ಆಧಾರಗಳು!
### ROLE OF HONOURS OF OUR COLLEGE

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of the Student</th>
<th>Percentage</th>
<th>University Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>Suma P</td>
<td>81.80%</td>
<td>-</td>
</tr>
<tr>
<td>1998-1999</td>
<td>Sunith Mary D'Souza Jayashree K.</td>
<td>83.80%</td>
<td>7th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.00%</td>
<td>9th Rank</td>
</tr>
<tr>
<td>1999-2000</td>
<td>Mamatha B. Salimath Bindurani H.</td>
<td>86.80%</td>
<td>4th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.30%</td>
<td>6th Rank</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Netravathi M.</td>
<td>84.40%</td>
<td>8th Rank</td>
</tr>
<tr>
<td>2001-2002</td>
<td>Ramesh K.S. Bhavya L.</td>
<td>86.70%</td>
<td>4th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.50%</td>
<td>5th Rank</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Ravikumar G.H.</td>
<td>84.30%</td>
<td>9th Rank</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Sadiya Barjees Uma A.E.</td>
<td>85.50%</td>
<td>4th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.40%</td>
<td>5th Rank</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Umadevi R.</td>
<td>83.20%</td>
<td>-</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Shilpa H.G. Kumar G.</td>
<td>86.00%</td>
<td>2nd Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>84.40%</td>
<td>10th Rank</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Namitha H.S. Nagarathana H.M. Sunitha C.M.</td>
<td>86.30%</td>
<td>2nd Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.10%</td>
<td>10th Rank</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Pushpa B.</td>
<td>84.50%</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Pratibha S. Dixit Ranjitha V.S.</td>
<td>84.80%</td>
<td>-</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Asha C.A.</td>
<td>85.40%</td>
<td>-</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Shanaz Khanum</td>
<td>86.00%</td>
<td>7th Rank</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Chaitra KM</td>
<td>86.30%</td>
<td>-</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Malleshappa R.G. Sreedhar Naik Siddanagouda G H Deepa B Sameena HM</td>
<td>86.90%</td>
<td>3rd Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.70%</td>
<td>5th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.60%</td>
<td>6th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.40%</td>
<td>8th Rank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86.20%</td>
<td>10th Rank</td>
</tr>
</tbody>
</table>
MASTER PLAN OF THE COLLEGE

KUMADAVATHI COLLEGE OF EDUCATION, SHIKARIPURA

FRONT ELEVATION

CELLAR PLAN

KUMADAVATHI COLLEGE OF EDUCATION, SHIKARIPURA

CELLAR, PLAN
SAMPLE OF STUDENTS FEEDBACK ON CURRICULUM AND FACULTY

Feedback from Students
KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

Programme: B.Ed.,

Department:

Semester/Term/Year: 2012 - 2013

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.

<table>
<thead>
<tr>
<th>Course-I Parameters</th>
<th>A Very Good</th>
<th>B Good</th>
<th>C Satisfactory</th>
<th>D Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth of the course content including project work if any</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extent of coverage of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Applicability / relevance to real life situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. Clarity and relevance of textual reading material</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Relevance of additional source material (Library)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. Extent of effort required by students</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Overall rating</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback from Students
KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

Programme: B.Ed.,

Department: Play/Maths  Semester/Term/Year: 2013-14

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>A Very Good</th>
<th>B Good</th>
<th>C Satisfactory</th>
<th>D Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth of the course content including project work if any</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extent of coverage of course</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>✓</td>
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</tr>
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<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Overall rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature
KUMADVATI COLLEGE OF EDUCATION, SHIKARIPURA

Evaluation of Practice Teaching Feedback From Heads of Co-operating Schools

Dear Sir ________________

Please find below statements showing the effectiveness of practice teaching (PT) of the teacher trainees who were attached to your school. Kindly put a (√) mark to show your assessment of the entire programme.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Question</th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Days allotted for PT and their timing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preparedness of the teacher trainees for practice teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Availability of the Guides/Supervisors to guide the teachers trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Subject knowledge of the Teacher trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Availability of Teacher Trainees for substitution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Directions given to the co-operating school and the teacher trainees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Duration of internship and its timing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Participation of Teacher trainees in school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Methodology of teaching by teacher trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Use of teaching Aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Rapport of teacher trainees with the administration of the staff and the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Contribution of Teacher trainees to the growth of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Punctuality and presentation of the teacher trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Classroom control of teacher trainees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Over all assessment of practice teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any suggestion kindly write below

Date __________

[Signature]

[Handwritten Notes]
Evaluation of Practice Teaching Feedback From Heads of Co-operating Schools

Dear Sir, Head Master, Siddalingeshwara HighSchool

Please find below statements showing the effectiveness of practice teaching (PT) of the teacher trainees who were attached to your school. Kindly put a (✓) mark to show your assessment of the entire programme.

<table>
<thead>
<tr>
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<th>Very Good (4)</th>
<th>Good (3)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Days allotted for PT and their timing</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td></td>
<td></td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any suggestion kindly write below

Date 04/08/14

[Signature] Head Master, Siddalingeshwara High School, Shikaripura 577427, Shimoga Etc.
**KUMADVATI COLLEGE OF EDUCATION, SHIKARIPURA**

**ASSESSMENT OF TEACHER EDUCATORS PERFORMANCE BY STUDENT TEACHERS**

Dear students, You are expected to assess the performance of teacher educators on the basis of the statements given below.

Mark your assessment by putting 5 (Excellent), 4 (Very Good), 3 (Good), 2 (Satisfactory), 1 (Unsatisfactory)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher is punctual to the class</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The teacher is able to maintain discipline in the class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The teacher has a clear knowledge of the subject</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The teacher has effective communication skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>The teacher uses effective methods of teaching</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>The teacher encourages students to ask questions in the class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>The teacher is available to the students outside the class hours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>The teacher does not favor his/her close friends</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>The teacher takes interest in the betterment of the weaker students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Percentage of syllabus covered in the class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Item/Response</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The teacher sets a balanced question paper</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>The evaluation of the answer script is objective</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>The teacher treats all students equally, without favoritism</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>The teacher is an example to students in his behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Guidance of the P.T. guidance is conducted seriously</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>The teacher motivates students to learn and creates interest in studies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>The teacher has a clear knowledge of the subject</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>The teacher does not victimize students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Name of the student teacher: Megha A. B

Signature

Date: 19/8/13
KUMADVAT, I COLLEGE OF EDUCATION, SHIKARIPURA
ASSESSMENT OF TEACHER EDUCATORS PERFORMANCE BY STUDENT TEACHERS

Dear students, you are expected to assess the performance of teacher educators on the basis of the statements given below.

Mark your assessment by putting 5 (Excellent), 4 (Very Good), 3 (Good), 2 (Satisfactory), 1 (Unsatisfactory)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sl. No</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Basic Response</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1 The teacher is punctual in the class</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2 The teacher is able to maintain discipline in the class</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3 The teacher has a clear knowledge of the subject</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4 The teacher has effective communication skills</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>5 The teacher uses creative methods of teaching</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>6 The teacher encourages students to ask questions in the class</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>7 The teacher is approachable in the students outside the class hours</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>8 The teacher does not belittle the students</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>9 The teacher takes interest in the development of the students in the subject</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>10 Percentage of syllabus covered in the class</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Sl. No</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Basic Response</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>11 The teacher sets homework in balanced question paper</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>12 The evaluation of the answers is done objectively</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>13 The teacher begins all students equally without reservation</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>14 The teacher is an example for students in his behavior</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>15 Guidance of the P.T. during practical work is conducted seriously</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>16 The teacher motivates students in their work and creates interest in students</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>17 The teacher has a clear knowledge of the subject</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>18 The teacher does not belittle students</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

Name of the student teacher: Abhijit D. H
Signature:

Date: 2013-2014
EVALUATION OF B.ED., COURSE AT KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

BY ALUMNI

Statements below indicate various aspects of the B.Ed., curriculum offered at Kumadvathi College of Education, Shikaripura. Please put tick ( ) mark and indicate your assessment – Excellent (5), Very Good (4), Good (3), Satisfactory (2), Unsatisfactory (1).

<table>
<thead>
<tr>
<th>Questions</th>
<th>(5)</th>
<th>(4)</th>
<th>(3)</th>
<th>(2)</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching methods and skills imparted by the college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The commitment and competence of the Teaching staff.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The commitment and competence of the non-teaching staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college provides opportunity for professional development &amp; personal growth.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college provides conducive environment for study &amp; reflection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduates remain highly employable and creative</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college promotes human values and commitment to teaching profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college promotes healthy relationship between staff &amp; students, students &amp; students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college administration is efficient and management is effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college infrastructure and facilities are Conducive for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college library promotes user education &amp; guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any suggestion kindly write below.

Name: Bi Bi Sunayya  Batch: 2012-13
EVALUATION OF B.ED., COURSE AT KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

BY ALUMNI

Statements below indicate various aspects of the B.Ed., curriculum offered at Kumadvathi College of Education, Shikaripura. Please put tick ( ) mark and indicate your assessment – Excellent (5), Very Good (4), Good (3), Satisfactory (2), Unsatisfactory (1).

<table>
<thead>
<tr>
<th>Questions</th>
<th>(5)</th>
<th>(4)</th>
<th>(3)</th>
<th>(2)</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching methods and skills imparted by the college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The commitment and competence of the Teaching staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The commitment and competence of the non-teachering staff.</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The college library promotes user education &amp; guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have any suggestion kindly write below.


Signature:
AUDITORS REPORT

We have audited the Balance Sheet KUMADVATHI COLLEGE OF EDUCATION., run by “SWAMY VIVEKANANDA VIDYA SAMSTHE,SHIKARIPURA”, as at 31.03.2014 and the Income and Expenditure Account for the year ended on that date which are in agreement with the books of accounts maintained by the said trust. These Financial Statements are the responsibility of the Management and Heads of the respective institutions. Our responsibility is to express an opinion on these financial Statements.

1. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of the audit. In our opinion proper books of accounts have been kept by the above named institution.

2. In our opinion and to the best of our information and according to the information given to us, the said accounts exhibit a true and fair view.

- In the case of Balance Sheet, the affairs of the Trust as at 31-03-2014 and
- In the case of Income and Expenditure Account, the Deficit for the year ended on that date.

SHIMOGA/15-09-2014

M. No. 14020
3rd Cross
Nehru Road
SHIMOGA

CHARTERED ACCOUNTANT
SWAMY VIVEKANANDA VIDYA SAMSTHE (R)
Shimoga Road, Shikaripura

Kumadwathi College of Education

BALANCE SHEET AS ON 31-03-2014

<table>
<thead>
<tr>
<th>SCHEDULES</th>
<th>SCH -</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCES OF FUNDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>1</td>
<td>28,91,355.55</td>
</tr>
<tr>
<td>Inter - Trust Receivables/(Payables)</td>
<td>2</td>
<td>25,74,826.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>54,66,181.55</strong></td>
</tr>
<tr>
<td>APPLICATION OF FUNDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>3</td>
<td>2,00,028.10</td>
</tr>
<tr>
<td>Other Current Assets</td>
<td>4</td>
<td>21,26,000.00</td>
</tr>
<tr>
<td>Cash &amp; Bank Balances</td>
<td>5</td>
<td>7,64,696.55</td>
</tr>
<tr>
<td>Income and Expenditure A/c</td>
<td>6</td>
<td>23,75,456.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>54,66,181.55</strong></td>
</tr>
</tbody>
</table>

"Vide My report of Even Date"

N Ramachandra  
Chartered Accountant  
Shimoga/15/09/2014  

Managing Trustee
**INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31-03-2014**

<table>
<thead>
<tr>
<th>Schedules</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>Sch - 7</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>Sch - 8</td>
</tr>
<tr>
<td>Staff Expenses</td>
<td>Sch - 9</td>
</tr>
<tr>
<td>Administration &amp; Office Expenses</td>
<td>Sch - 10</td>
</tr>
<tr>
<td>Depreciation</td>
<td>Sch - 3</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
</tr>
<tr>
<td>Excess of Income/(Expenses)</td>
<td></td>
</tr>
</tbody>
</table>

"Vide My report of Even Date"

[Stamp]

N Ramachandra Chartered Accountant
Shimoga/15/09/2014

Managing Trustee
### Schedules Annexed to Balance Sheet 31.03.2014

**Schedule 1 - Current Liabilities**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt &amp; Non Govt Fees</td>
<td>7,69,044.55</td>
</tr>
<tr>
<td>Excess HRS</td>
<td>25,766.00</td>
</tr>
<tr>
<td>Salary payable</td>
<td>20,32,188.00</td>
</tr>
<tr>
<td>Staff LIC Advance</td>
<td>53,812.00</td>
</tr>
<tr>
<td>Practical Exam Remuneration</td>
<td>10,545.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28,91,355.55</strong></td>
</tr>
</tbody>
</table>

**Schedule 2 - Inter - Trust Payables**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swamy Vivekananda Vidya Samsthe</td>
<td>25,74,826.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25,74,826.00</strong></td>
</tr>
</tbody>
</table>

**Schedule 4 - Other Current Assets**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Insurance</td>
<td>53,812.00</td>
</tr>
<tr>
<td>Salary Grant Receivable</td>
<td>20,32,188.00</td>
</tr>
<tr>
<td>Advance - seminar</td>
<td>40,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,26,000.00</strong></td>
</tr>
</tbody>
</table>

**Schedule 5 - Cash & Bank Balances**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash in hand</td>
<td>4.00</td>
</tr>
<tr>
<td>Canara Bank CA - 5050</td>
<td>5,84,422.79</td>
</tr>
<tr>
<td>SBM - 22634</td>
<td>67,299.76</td>
</tr>
<tr>
<td>SBM Salary A/c - 84604</td>
<td>27,580.00</td>
</tr>
<tr>
<td>SBM JOINT - 9286</td>
<td>11,740.00</td>
</tr>
<tr>
<td>Canara Bank SB - 36406 (ALLUMI)</td>
<td>73,650.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,64,696.55</strong></td>
</tr>
</tbody>
</table>

**Schedule 6 - Income and Expenditure A/c**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening balance</td>
<td>22,81,084.00</td>
</tr>
<tr>
<td>Add: Transfer - Interest 2012-13</td>
<td>7,284.00</td>
</tr>
<tr>
<td>Add: Current Year Deficit</td>
<td>87,088.90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,75,456.90</strong></td>
</tr>
</tbody>
</table>
### Schedules Annexed to Income & Expenditure Account

#### Schedule 7 - Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Grant</td>
<td>57,70,782.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57,70,782.00</strong></td>
</tr>
</tbody>
</table>

#### Schedule 8 - Repairs & Maintenance

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Repairs &amp; Maintanance</td>
<td>5,777.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,777.00</strong></td>
</tr>
</tbody>
</table>

#### Schedule 9 - Staff Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>57,70,782.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57,70,782.00</strong></td>
</tr>
</tbody>
</table>

#### Schedule 10 - Administration & Other Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWF &amp; TWF Expenses</td>
<td>2,460.00</td>
</tr>
<tr>
<td>Travelling &amp; Postage</td>
<td>3,873.00</td>
</tr>
<tr>
<td>Printing &amp; Stationery</td>
<td>16,660.00</td>
</tr>
<tr>
<td>PT annual Charges</td>
<td>2,500.00</td>
</tr>
<tr>
<td>Postage &amp; Courier</td>
<td>390.00</td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td>3,790.00</td>
</tr>
<tr>
<td>Electricity Charges</td>
<td>21,248.00</td>
</tr>
<tr>
<td>Telephone Charges</td>
<td>3,002.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53,923.00</strong></td>
</tr>
</tbody>
</table>
### Schedule - 3: Fixed Assets

![Image of the schedule](image)

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Opening WDV</th>
<th>Rate</th>
<th>Additions - Put to use for 182 Days</th>
<th>(Deletions)</th>
<th>Depreciable Value</th>
<th>Depreciation</th>
<th>Closing WDV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>4,148.00</td>
<td>60.00%</td>
<td>-</td>
<td>4,148.00</td>
<td>2,488.80</td>
<td>1,659.20</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td>1,68,037.00</td>
<td>10.00%</td>
<td>-</td>
<td>1,68,037.00</td>
<td>16,803.70</td>
<td>153,233.30</td>
<td></td>
</tr>
<tr>
<td>Lab Equipments</td>
<td>32,451.00</td>
<td>15.00%</td>
<td>-</td>
<td>32,451.00</td>
<td>4,857.65</td>
<td>27,583.35</td>
<td></td>
</tr>
<tr>
<td>Sports Equipments</td>
<td>19,013.00</td>
<td>15.00%</td>
<td>-</td>
<td>19,013.00</td>
<td>2,851.95</td>
<td>16,161.05</td>
<td></td>
</tr>
<tr>
<td>Sundry Assets</td>
<td>3,768.00</td>
<td>10.00%</td>
<td>-</td>
<td>3,768.00</td>
<td>376.80</td>
<td>3,391.20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,27,417.00</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td><strong>27,388.90</strong></td>
<td><strong>2,00,028.10</strong></td>
<td></td>
</tr>
</tbody>
</table>
In exercise of the powers vested under Section 14(3)(a) of the National Council For Teacher Education (NCTE) Act, 1993, the Southern Regional Committee grants recognition to Kumadvathi College of Education, Shimoga Road, Shikaripur-577427, Shimoga District, Karnataka for B.Ed Course of One year duration from the academic session 2000-2001 with an annual intake of 100, subject to fulfilling the following conditions:

1. The institution shall function with 10 teaching staff in addition to Principal. Lecturer for Physical Education and other supporting staff possessing the qualifications as laid down in the NCTE norms and in the salary structure prescribed by the UGC/Central Government/State Government as the case may be.

2. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.

3. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating University / State Government.

4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating University / State Government till such time NCTE regulations in respect of fee structure come into force.

5. Curriculum transaction, including practical work / activities, should be organised as per the norms and standards for the course and the requirements of the affiliating University / examining body.

6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.

7. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
8. The institution shall continue to fulfill the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The performance appraisal report should inter alia give the extent of compliance of the conditions indicated above.

Kumardvathi College of Education, Shimoga Road, Shikanpur- 577427, Shimoga District, Karnataka contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfill the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

(M.Pankaja)
Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054.

To

The Principal
Kumardvathi College of Education,
Shimoga Road, Shikanpur-577427,
Shimoga District, Karnataka

C.C. to:
1. The Principal Secretary (Higher Education), Government of Karnataka, Bangalore, Karnataka.
2. The Commissioner of Public Instructions, Nrupathunga Road, Bangalore, Karnataka.
3. The Director, DSERT, B.P.Wada Road, Basavanagudi, Bangalore, Karnataka.
4. The Special Officer, CAC, Old Junior College Building, K.G. Road, Bangalore, Karnataka.
5. The Registrar, Kuvempu University, Karnataka.
6. The Registrar (Exams), Kuvempu University, Karnataka.
7. The Correspondent (Management), Kumardvathi College of Education, Shimoga Road, Shikanpur-577427, Shimoga District, Karnataka.
8. The Member Secretary, NCTE, New Delhi.
UNIVERSITY PERMANENT AFFILIATION ORDER

KUVEMPURI UNIVERSITY

Office of the
College Development Council
Jaana Sahayadri
Shankaraghatta - 577 451,
Tel: 0822-227299, 25631-327,
e-mail: cdc@kuvempu.ac.in.
Date: 19-12-2006.

ORDER

Subject: Permanent Affiliation - Reg.
Ref: 1. Application for the College, No. 03, Dated: 16-01-26/04.

In exercise of the power conferred under section 39 (12) of the Karnataka State Universities' Act 2002, Permanent Affiliation is sanctioned to the Kannadavathi College of Education, Shikaripura from the Academic Year 2006-07 subject to the conditions mentioned below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Languages</th>
<th>Optional/Combinations</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd</td>
<td>Kannada</td>
<td>Kannada, English, H/E, and Curry</td>
<td>100</td>
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<tr>
<td></td>
<td>English</td>
<td>Teaching Method, Physics-Chemistry-Geography, Biology-Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Conditions:
1. The conditions of the Local Inquiry Committee should be fulfilled.
2. Statutes, rules, regulations, and order of the University, Government shall be strictly followed.
3. Students should be admitted according to admission regulations of the university.
4. Permanent Affiliation should be renewed once in five years.
5. The college shall furnish such information and pay fees as may be prescribed by the University periodically.

By order,

DIRECTOR
College Development Council
Kuvempu University
Shankaraghatta - 577 451

Copy to:
1. The Principal Secretary, Higher Education Department (UC), Govt. of Karnataka, Bangalore-01.
2. The Commissioner, Department of Collegiate Education, Palace Road, Bangalore.
3. The Registrar (Evaluation), Kuvempu University, Jaana Sahyadri, Shankaraghatta.
4. The Joint Director, Collegiate Education, Jan 1st Circle, Shimoga.
5. The Deputy Registrar (Academics), Kuvempu University, Jaana Sahyadri, Shankaraghatta.
6. Office Copy.
<table>
<thead>
<tr>
<th>ಸೂತ್ರ</th>
<th>ಪರಮ ಪರಿಮಿತಿ</th>
<th>ಪ್ರವೃತ್ತಿ ಪರಿಮಿತಿ</th>
<th>ವೈಶಿಷ್ಟ್ಯ ಪಂಬೆಂಟೆ</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.a</td>
<td>ಬೀರ</td>
<td>ಬೀರ-ನಗರ(ಬೀರ)</td>
<td>ಬೀರ-ನಗರ(ಬೀರ)</td>
<td>100</td>
</tr>
</tbody>
</table>

ಷಪ್ಟೆಂಬರ್ 2005

ಲಿಬೆರ್ ಗೋಕರ್ ಮಾರುಕತೆ

ಭಾಪ್ತರ ಜಿಲ್ಲಾಕಾರ ಆಧುನಿಕ ಕಾಲದ ವ್ಯವಸ್ಥೆ

1) ಎಲ್ಲಾ ಹೊಸ ಸ್ವಾಧೀನ, ಮೂಲ ರೀತಿಯ ಏಕರಸು, ತಮ್ಮ ರೀತಿ, ಪ್ರತಿಪದಚಕ್ರ - 1.
2) ಸಹಾಯಿ, ಮೇಲೆ ತಲೆ ಬಲಸು, ಕ್ರಮ ಯೋ, ಹಿಂದೆ.
3) ಮಿಶ್ರ ಏಕರಸು, ಮೂಲ ರೀತಿಯ ಏಕರಸು, ತಮ್ಮ ರೀತಿ, ಪ್ರತಿಪದಚಕ್ರ.
4) ಭಾವಿಯ ಏಕರಸು, ಮೂಲ ರೀತಿಯ ಏಕರಸು, ತಮ್ಮ ರೀತಿ, ಪ್ರತಿಪದಚಕ್ರ.
5) ಹೊಸ ಸ್ವಾಧೀನ (ಸ್ವ), ಮೂಲ ರೀತಿಯ ಏಕರಸು, ತಮ್ಮ ರೀತಿ, ಪ್ರತಿಪದಚಕ್ರ.
6) ಹೊಸ ಸ್ವಾಧೀನ (ಸ್ವ), ಮೂಲ ರೀತಿಯ ಏಕರಸು, ತಮ್ಮ ರೀತಿ, ಪ್ರತಿಪದಚಕ್ರ.
UNIVERSITY RESULTS FOR PREVIOUS ACADEMIC YEAR

Kumadvathi College Of Education
(Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B))
Shivamogga Road, Shikaripura – 577 427, Shivamogga District
E-Mail: kumadvathibed@gmail.com

Kuvempu University Results 2012-2013

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Students Appeared for Exam</td>
<td>94</td>
</tr>
<tr>
<td>Above 80%</td>
<td>49</td>
</tr>
<tr>
<td>Distinction</td>
<td>43</td>
</tr>
<tr>
<td>First Class</td>
<td>2</td>
</tr>
<tr>
<td>Fail</td>
<td>-</td>
</tr>
<tr>
<td>Total No of Students Passed</td>
<td>94</td>
</tr>
<tr>
<td>Result %</td>
<td>100%</td>
</tr>
<tr>
<td>Highest Marks Scored</td>
<td>Malleshappa R.G. 86.90%</td>
</tr>
</tbody>
</table>
Kuvempu University Results 2013-2014

<table>
<thead>
<tr>
<th>No of Students Appeared for Exam</th>
<th>89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 80%</td>
<td>43</td>
</tr>
<tr>
<td>Distinction</td>
<td>40</td>
</tr>
<tr>
<td>First Class</td>
<td>6</td>
</tr>
<tr>
<td>Fail</td>
<td>-</td>
</tr>
<tr>
<td>Total No of Students Passed</td>
<td>89</td>
</tr>
<tr>
<td>Result %</td>
<td>100%</td>
</tr>
<tr>
<td>Highest Marks Scored</td>
<td>Shaziya Khanum A B 86.07%</td>
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## Kuvempu University Examination Results

### 2008 to 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Total No of Appeared for Exam</th>
<th>Total No of student Passed</th>
<th>Above 80%</th>
<th>Distinction</th>
<th>First Class</th>
<th>Highest marks %</th>
<th>Result %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>74</td>
<td>71</td>
<td>23</td>
<td>45</td>
<td>03</td>
<td>84.80</td>
<td>95.96%</td>
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<tr>
<td>2009-10</td>
<td>53</td>
<td>49</td>
<td>12</td>
<td>34</td>
<td>03</td>
<td>85.40</td>
<td>92.45%</td>
</tr>
<tr>
<td>2010-11</td>
<td>49</td>
<td>49</td>
<td>14</td>
<td>33</td>
<td>02</td>
<td>86.00</td>
<td>100%</td>
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<tr>
<td>2011-12</td>
<td>87</td>
<td>84</td>
<td>22</td>
<td>54</td>
<td>08</td>
<td>86.30</td>
<td>96.55%</td>
</tr>
<tr>
<td>2012-13</td>
<td>94</td>
<td>92</td>
<td>49</td>
<td>43</td>
<td>02</td>
<td>86.90</td>
<td>100%</td>
</tr>
<tr>
<td>2013-14</td>
<td>89</td>
<td>89</td>
<td>43</td>
<td>40</td>
<td>06</td>
<td>86.07</td>
<td>100%</td>
</tr>
</tbody>
</table>
# FACULTY LIST

<table>
<thead>
<tr>
<th>Sl. NO</th>
<th>Name</th>
<th>Designation</th>
<th>Date of Birth</th>
<th>Qualification</th>
<th>Category</th>
<th>Post Approval Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Jayashree V Rakkasagi</td>
<td>Principal</td>
<td>22/05/1969</td>
<td>B.Sc., M.A., M.Ed., Ph.D</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sri. Devaraja Y</td>
<td>Assistant Prof.</td>
<td>05/08/1978</td>
<td>M.A., M.Ed., (Ph.D)</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dr. Kirankumar K.S.</td>
<td>Assistant Prof.</td>
<td>25/05/1981</td>
<td>M.A., M.Ed., Ph.D</td>
<td>II A</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sri Veerendra Kumar Wali S</td>
<td>Assistant Prof.</td>
<td>14/07/1978</td>
<td>M.A., M.Ed., (Ph.D)</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dr. Shivalkumar G.S.</td>
<td>Assistant Prof.</td>
<td>22/07/1973</td>
<td>M.Sc., M.Ed., Ph.D</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
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<tr>
<td>6</td>
<td>Smt. Vaninayaki D.C.</td>
<td>Assistant Prof.</td>
<td>10/06/1981</td>
<td>M.A., M.Ed., M.Phil., (Ph.D)</td>
<td>ST</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sri. Ravi H</td>
<td>Assistant Prof.</td>
<td>06/07/1982</td>
<td>M.A., M.Ed., K-SET., (Ph.D)</td>
<td>SC</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sri. Yadu Kumar M</td>
<td>Assistant Prof.</td>
<td>29/09/1976</td>
<td>M.Sc., M.Ed., NET., K-SET., (Ph.D)</td>
<td>SC</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sri. Najendrappa S</td>
<td>Assistant Prof.</td>
<td>01/01/1976</td>
<td>M.Sc., M.Ed., K-SET., (Ph.D)</td>
<td>C-I</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>Sl. NO</td>
<td>Name</td>
<td>Designation</td>
<td>Date of Birth</td>
<td>Qualification</td>
<td>Category</td>
<td>Post Approval Date</td>
<td>Remarks</td>
</tr>
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<td>--------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Vishwanatha G</td>
<td>Librarrian</td>
<td>20/06/1979</td>
<td>B.A., M.Sc Lib., M.Phil</td>
<td>SC</td>
<td>29/06/2011</td>
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<tr>
<td>2</td>
<td>Ravikumar N G</td>
<td>Physical Education</td>
<td>01/03/1978</td>
<td>M.P.Ed., M.Phil</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Manjunatha N P</td>
<td>Technician</td>
<td>16/05/1980</td>
<td>ITI (Electric)</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Kavitha Haravishettar</td>
<td>Asst. Librarian</td>
<td>01/06/1982</td>
<td>PUC</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Manjunatha S</td>
<td>FDA</td>
<td>26/04/1967</td>
<td>B.Com</td>
<td>IIA</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Girish Kamath R</td>
<td>FDA</td>
<td>09/05/1980</td>
<td>B.Com</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nagaraj H G</td>
<td>C.C.T</td>
<td>26/01/1975</td>
<td>SSLC., Junior Kannada Typing</td>
<td>C-I</td>
<td>29/06/2011</td>
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</tr>
<tr>
<td>8</td>
<td>Devaraja Nayak</td>
<td>C.C.T</td>
<td>01/04/1974</td>
<td>SSLC., Junior Kannada Typing</td>
<td>GM</td>
<td>29/06/2011</td>
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<tr>
<td>9</td>
<td>Nagaraj Gadachikki</td>
<td>Attender</td>
<td>08/06/1983</td>
<td>SSLC</td>
<td>IIA</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ananda Krishna C</td>
<td>Attender</td>
<td>12/04/1972</td>
<td>SSLC</td>
<td>GM</td>
<td>29/06/2011</td>
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</tr>
<tr>
<td>12</td>
<td>Mallikarjuna Matad</td>
<td>Watchman</td>
<td>22/06/1986</td>
<td>SSLC</td>
<td>GM</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Vinod Kumar</td>
<td>Sweeper</td>
<td>01/12/1982</td>
<td>9th</td>
<td>SC</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Vijaya S</td>
<td>Peon</td>
<td>03/06/1980</td>
<td>SSLC</td>
<td>IIIB</td>
<td>29/06/2011</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Chetan Kumar B Y</td>
<td>Peon</td>
<td>06/07/1986</td>
<td>7th</td>
<td>GM</td>
<td>29/06/2011</td>
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</tbody>
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