

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

Date	Particulars
06-01-2014	Opening
12-01-2014	Swamy Vivekananda Jayanthi(National Youth Day Celebration)
17-01-2014	Introductory Class and Taking Joining Report
23-01-2014	Subash Chandra Bose Birthday
26-01-2014	Republic Day Celebration
27-01-2014	General Class (Morning) & Talent Search Programme (Afternoon)
10-02-2014	Course Orientation
12-02-2014	First Assignment Announcement
13-02-2014 & 14-02-2014	Micro Teaching Orientation
17-02-2014 to 25-02-2014	Micro Teaching Session
21-02-2014	Student Union Inaguration & Inaguration of Sugandha Samskruthika VEDIKE
27-02-2014 to 03-03-2014	Data Collection
28-02-2014	National Science Day
08-03-2014	World Women's Day
10-03-2014 & 11-03-2014	Macro Teaching Demonstration
17-03-2014 & 22-03-2014	Simulated Practice Teaching
23-03-2014	World Weather Day
28-03-2014	First Assignment Submission
05-04-2014 to 07-04-2014	Citizenship Training Camp
14-04-2014	Dr. B.R Ambedkar Jayanthi
22-04-2014	World Earth Day
23-04-2014	World Book Day
23-04-2014 to 26-04-2014	First Series Test
27-05-2014	First Semester Examination

Principal



Swamy Vivekananda Vidya Samsthe (R)

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Shivamogga Road, Shikaripura – 577 427, Shivamogga District, Karnataka State

Contact No: 08187 – 222383, 222067

E-Mail : kumadvathibed@gmail.com



Second Semester Academic Plan : 2013-2014

Date	Particulars
14-07-2014	Opening and General Classes
16-07-2014	Announcement of Special Teaching aids/ Assignments
17-07-2014 to 07-08-2014	First Session Practice Teaching
11-08-2014 to 23-08-2014	Second Session Practice Teaching
06-08-2014	Hiroshima Day
09-08-2014	Nagasaki Day
15-08-2014	Independence Day and Arvind Ghosh's Birthday
20-08-2014	Day of Good Feeling and Rajivgandhi Birthday
26-08-2014 to 27-08-2014	Content Examination
29-08-2014	National Sports Day
30-08-2014	Theory Classes
05-09-2014	Teachers Day-Dr. Radhakrishnan Jayanthi
08-09-2014	World Literacy Day
10-09-2014	Assignment Submission
11-09-2014	Vinobha Bhave Birthday
15-09-2014	Engineer's Day-Sir. M. Vishweswaraiah's Birthday
16-09-2014	World Ozone Day
20-09-2014	Special Teaching Aid Submission
01-10-2014	Blood Donating Day
02-10-2014	Gandhi Jayanthi-Lal Bahadur Shastri Birth Day
08-10-2014	Valmiki Jayanthi

09-10-2014	World Postal Day
09-10-2014 to 11-10-2014	Tour
11-10-2014	Jayaprakash Narayan Birthday
16-10-2014	World Food Day
17-10-2014 to 21-10-2014	Second Semester Periodical Test
24-10-2014	World Organisation Day
28-10-2014 to 29-10-2014	Record Submission
30-10-2014	Homi Baba Birthday
31-10-2014	National Integrity Day-Indiragandhi's Demise Day
31-10-2014 to 01-11-2014	Annual Sports
01-11-2014	Kannada Rajyotsava Day
03-11-2014 to 06-11-2014	Co-ordination Board Visit
07-11-2014	Annual Day Celebration
07-11-2014	Last Working Day
07-11-2014 to 17-11-2014	Examination Vacation
17-11-2014	Second Semester Annual Examination

Principal

TIME TABLE



Swamy Vivekananda vidya Samsihte (R) KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA



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

FIRST SEMESTER TIME-TABLE : 2013-14

Time/Day	Lan	09:40-10:30	10:30-10:40	10:40-11:30	11:30-12:20	12:20-12:30	12:30-01:20	01:20-02:10	02:10-02:40	02:40-03:30	03:30-04:20	4:20-5:10
MONDAY	Kan	ED2-RH	ED3-JVR	ED3-JVR	ED1-YD		CHE-YKM PHY-NS HIST-DCV	ED4-YKM		MATH-NS KAN-VSW ENG-KSK BIO-GSS	TUTORIAL	Computer Practical
	Eng	ED2-KSK	ED3-NS	ED3-NS	ED1-VSW							
TUESDAY	Kan	ED2-KSK	ED3-NS	ED3-NS	ED1-VSW		CHE-YKM PHY-NS KAN-RH ENG-KSK	ED4-YKM		MATH-NS HIS-YD BIO-GSS	SPOKEN ENGLISH-KSK	Computer Practical
	Eng	ED1-DCV	ED2-GSS	ED2-GSS	ED3-JVR							
WEDNESDAY	Kan	ED3-NS	ED1-DCV	ED1-DCV	ED2-KSK		PHY-NS CHE-	ED4-YKM		MATH-NS BIO-GSS KAN-VSW ENG-KSK	PSYCHO LAB	Computer Practical
	Eng	ED2-RH	ED1-YD	ED1-YD	ED3-NS		HIS-YD					
THURSDAY	Kan	ED1-YD	ED3-NS	ED3-NS	ED2-GSS		PHY-NS KAN-RH ENG-KSK	HIST-YD BIO-GSS MATH-NS		TUTORIAL	LANGUAGE /SCIENCE LAB	CONTENT KAN/ENG /HIST
	Eng	ED2-KSK	ED3-JVR	ED3-JVR	ED1-VSW		CHE-YKM					
FRIDAY	Kan	ED1-VSW	ED3-JVR	ED3-JVR	ED2-GSS		PHY-NS KAN-VSW ENG-KSK	BIO-GSS/JVR MATH-NS HIST-DCV		LIBRARY	CCA	LANGUAGE /SCIENCE LAB
	Eng	ED2-RH	ED3-NS	ED3-NS	ED1-DCV		CHE-YKM					
SATURDAY	Kan	ED1-DCV	ED2-RH	ED2-RH	PE-NGR		SUPW					
	Eng	ED1-YD	ED2-GSS	ED2-GSS								
Subjects												
JVR = Dr. Jayashree V.R												
YD = Sri. Devaraja Y												
KSK = Sri. Kiran kumar K S												
VSW = Sri. Veerendra Kumar Wali												
GSS = Dr. Shivakumar GS												
NS = Sri. Nagendrappa S.												
DCV = Smt. Vani Nayaki												
RH = Sri. Ravi H												
YKM = Sri. Yadukumar M												
NGR = Sri. Ravikumar NG												

Principal



Swamy Vivekananda vidya Samsthe (R)

KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA



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SECOND SEMESTER TIME-TABLE : 2013-14

Time/Day	Lan	09:40-10:30	10:30-10:40	10:40-11:30	11:30-12:20	12:20-12:30	12:30-01:20	01:20-02:10	02:10-02:40	02:40-03:30	03:30-04:20	4:20-5:00	
MONDAY	Kan	FC1-VSW	P A t r a t y e n d a n c e	FC2-GSS	FC3-JVR	S H O R T B R E A K	CHE-YKM PHY-NS HIST-YD	POP-DCV EE-GSS P&H-NGR	L U N C H B R E A K	KAN-VSW ENG-KSK BIO-JVR/GSS MATH-NS	TUTORIAL	LIBRARY	
	Eng	FC1-DCV		FC2-KSK	FC3-RH								
TUESDAY	Kan	FC2-GSS	P A t r a t y e n d a n c e	FC3-YKM	FC1-VSW	S H O R T B R E A K	KAN-RH ENG-KSK BIO-GSS MATH-NS	POP-YD EE-YKM P&H-NGR	L U N C H B R E A K	CHE-JVR/YKM PHY-NS HIST-DCV	PERSONALITY DEVELOPMENT-KSK	PSYCHO LAB	
	Eng	FC2-KSK		FC3-JVR	FC1-DCV								
WEDNESDAY	Kan	FC3-YKM	P A t r a t y e n d a n c e	FC2-KSK	FC1-DCV	S H O R T B R E A K	HIST-YD PHY-NS CHE-YKM	POP-VSW EE-JVR/GSS P&H-NGR	L U N C H B R E A K	KAN-RH ENG-KSK BIO-GSS MATH-NS	CONTENT HISTORY /LIBRARY	LANGUAGE /SCIENCE LAB	
	Eng	FC3-RH		FC2-NS	FC1-YD								
THURSDAY	Kan	FC1-DCV	P A t r a t y e n d a n c e	FC2-KSK	FC3-RH	S H O R T B R E A K	KAN-VSW ENG-KSK BIO-GSS MATH-NS	POP-RH EE-YKM P&H-NGR	L U N C H B R E A K	HIST-YD PHY-NS CHE-JVR/YKM	CONTENT KAN&ENG/LIBRARY	LANGUAGE /SCIENCE LAB	
	Eng	FC1-YD		FC2-NS	FC3-YKM								
FRIDAY	Kan	FC2-NS	P A t r a t y e n d a n c e	FC1-YD	FC3-RH	S H O R T B R E A K	HIST-DCV PHY-JVR/NS CHE-YKM	KAN-RH ENG-KSK BIO-GSS MATH-NS	L U N C H B R E A K	LIBRARY	CCA	TUTORIAL	
	Eng	FC2-GSS		FC1-VSW	FC3-YKM								
SATURDAY	Kan	FC1-YD	P A t r a t y e n d a n c e	FC2-NS	SUPW	S H O R T B R E A K	PE		L U N C H B R E A K				
	Eng	FC1-VSW		FC2-GSS									
Names													Principal
JVR = Dr. Jayashree V.R		Subjects											
YD = Sri. Devaraja Y		FC3, CCM-Chemistry,CCM-Biology, Env Education											
KSK = Dr. Kiran kumar K S		FC1, CCM-History & Civics, Population Education											
VSW = Sri. Veerendra Kumar Wali		FC2, CCM-English, Personality Development											
GSS = Dr. Shivakumar GS		FC1, CCM-Kannada, Population Education											
NS = Sri. Nagendrappa S.		FC2, CCM-Biology, Environmental Education											
DCV = Smt. Vani Nayaki		FC2, FC3, CCM-Physics, CCM-Maths											
RH = Sri. Ravi H		FC1, CCM-History & Civics, Population Education											
YKM = Sri. Yadukumar M		FC3, CCM-Kannada, Population Education											
		FC3, CCM-Chemistry, Environmental Education											

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

KCE, SHIKARIPURA

Swamy Vivekananda Vidya Samsthe (R)
Board of Management

Sl. No	Name	Designation
1	Sri. Shivakumar M.B.	President
2	Sri. B.Y Raghavendra	Secretary
3	Sri. Vijayendra	Treasurer
5	Smt. Tejaswini Raghavendra	Director
6	Smt. Prema Vijayendra	Director

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 fulfil 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

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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.

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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.

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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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Grievance Redresses 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 Fellow-ship 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.

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5. Organising Extension Programmes.
6. Encouragement of Sports.
7. Promotion of Cultural Activities.
8. Yearly Publication of College Miscellany **“Sugjnana”**.
9. Awarding Best student teacher and **“PRATHIBHA PURASKARA”**, for rank holders/ toppers of the college.
10. Helping student teachers in getting placements.
11. Existence of Career Guidance and Counseling Cell.
12. Alumni Association.

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.

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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 is 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. Those who spoil or cause any damage or tamper with college property, furniture fitting, plants etc., shall be severely dealt with.
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.

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

SEMESTER- I :		
A	FOUNDA- TION COURSES (FC)	FC-1.1 Philosophical & Sociological Foundations of Education
		FC-1.2 Psychology of the Learner & Learning Process
		FC-1.3 Instructional Technology
B	COMPUL- SORY COURSE (CC)	CC- 1.4: Information & Communication Technology
C	SPECIALI- ZATION- PE- DOGOGICA L COURSES (PC)	PC- 1.5 : CC Methodology of Teaching Subject –I
		PC- 1.6: CC Methodology of Teaching Subject –II
D	INTERN- SHIP- PRACTI- CALS/ PRACTICE TEACHING (INT)	Microteaching practice (Presentation of five skills each in Teaching Subject CCM- I & II.)
		Practice of simulated lessons (Two lessons in Teaching subject CCM- I & II.)
E	COMPUL- SORY PRACTI- CUM(CP)	Health and Physical Education SUPW/WWC Co-curricular Activities (CCA)
F	MANDA- TORY SKILL(MS)	Spoken English

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SEMESTER- II :		
A	FOUNDA- TION 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	SPECIALI- ZATION- PE- DOGOGICA L COURSES (PC)	PC- 2.5 : CC Methodology of Teaching Subject –I.
		PC- 2.6: CC Methodology of Teaching Subject –II.
D	INTER- SHIP- PRACTI- CALS/ PRACTICE TEACHING (INT)	Practice Teaching : CC Methodology of Teaching Subject –I.
		Practice Teaching: CC Methodology of Teaching Subject –II.
E	COMPUL- SORY PRACTI- CUM(CP)	Health and Physical Education SUPW/WWC Co-curricular Activities (CCA)
F	MANDA- TORY SKILL(MS)	Personality Development

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SCHEME OF EXAMINATION

Co urs e No	<i>Course Code</i>	Title of the Course	Wor kload per Wee k	I.A.* Mar ks	The- ory Exa m	Total Marks
I Semester						
1	B.Ed (FC). : 1.1	Philosophical & Sociological Foundations of Education	5	25	75	100
2	B.Ed. (FC): 1.2	Psychology of the Learner & Learning Process	5	25	75	100
3	B.Ed.(FC): 1.3	Instructional Technology	5	25	75	100
4	B.Ed.(CC): I.4 Compul- sory Course)	Information and Communication Technology	4	25	50	75
Specialization –Pedagogical Courses						
5	B.Ed. (PC): I.5	Content cum Methodology of Teaching Subject -1	5	25	75	100
6	B.Ed. (PC): I.6	Content cum Methodology of Teaching Subject -2	5	25	75	100
Term Work (Practical/Practice Teaching)						
7	B.Ed. (INT):I.7	Term Work: Microteaching Practice	1	25+25	-	50
8	B.Ed. SDC:I-1	Practice of Communication Skills <i>Spoken English</i>	1 1	-	-	-
TOTAL			32	200	425	625

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Specialization –Pedagogical Courses						
13	B.Ed. CCM:2.5	Methodology of Teaching Subject -1	4	25	75	100
14	B.Ed. CCM:2.6	Methodology of Teaching Subject -2	4	25	75	100
Term Work (Practical/Practice Teaching)						
15	B.Ed. P.T:II-7	Term Work : 1 Teaching Practices Mo T: S-1 Terminal Lesson IT: 1	3	80 20	-	80 20
16	B.Ed. P.T:II-8	Term Work : 2 Teaching Practices Mo T: S-2 Terminal Lesson IT: 2	3	80 20	-	80 20
17	B.Ed. SDC:II-2	<i>Personality Development</i>	1	-	-	-
			34	350	425	775
		Total	66	550	850	1400

Sl · No.	COMPULSORY PRACTICUM IN I AND II SEMESTER	GRADES AWARDED IN II SEMESTER	WORK LOAD PER WEEK
1.	Physical and Health Education	A B C D	1
2.	SUPW/WWC	A B C D	1
3.	CCA	A B C D	1

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For Term Work (Practice Teaching) during II Semester

<i>Item</i>	<i>Break up of Marks</i>	
	<i>CCM-I</i>	<i>CCM-II</i>
12 Practice Lessons to be given (Minimum of 5 lessons to be observed and assessed by method master)	40	40
One Terminal Lesson	20	20
Observation Record	05	05
Unit with Unit Test Plan/Resource Unit	15	15
Content Test	10	10
Teaching Aid	10	10
Total Marks	100	100

Semester End Written Examination Question pattern:

Core and specialization

Duration: 3 hours, Maximum marks: 75

Sec- tion	Type of Questions	Marks	Total
A	Three long answer type with internal choice	3 x 10	30
B	Five short answer type questions out of 7 (At least one question from each unit to be set)	5 x 6	30
C	Five very short answer type questions out of 7 (At least one question from each unit to be set)	5 x 3	15
Total			75

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

Sec- tion	Type of Questions	Marks	Total
A	Two long answer type questions with internal choice (one question from each unit to be set)	2 x 10	20
B	Three short answer type questions out of five (At least one question from each unit to be set)	3 x 5	15
C	Five very short answer type questions out of 7	5 x 3	15
Total			50

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SEMESTER - I SYLLABUS

KCE, SHIKARIPURA

KUVEMPU UNIVERSITY

SEMESTER-I

B.Ed., FOUNDATION COURSE (FC)

**1.1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF
EDUCATION**

Total Teaching Hours 40+10

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

UNIT IV- EDUCATION.CULTURE &SOCIALCHANGE 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.

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2. Hireyanna, M. (2000) outlines of Indian philosophy. Metrical Banarasidas publisher's pvt. ltd. New Delhi.
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9. ಶಿವಯ್ಯ, ಎಸ್ ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು - ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
10. ಯಾದವಾಡ, ಎಸ್.ಬಿ. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಅಶೋಕ, ಜಿ.ಎನ್ ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

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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)
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11. H.M. Rajashekara : Understanding the Indian Constitution, Prabodha Publications, Mysore.
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13. J.E. Swain : A History of World Civilization, Eurasia Publishing house (pvt) Ltd.
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15. K.L. Khurana : Modern Europe, Lakshmi Narain Agarwal Educational Publishers, Anupam Plaza, Block No-50, Agra-282002
16. K.L. Khurana : World History (1453-1966 AD, 1453-1789 AD, 1789-1871)
17. Hays and Moon: World History (Vol. 1 & 2)
18. J. Dhanakoty and Subramanian. N: Man and his world.
19. Bhattacharjee, Arun: History of Ancient India. 1977

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

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	Two Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
B.Ed., FOUNDATION COURSE (FC)**

1.2: PSYCHOLOGY OF LEARNER AND LEARNING PROCESS

OBJECTIVES:

Total Teaching Hours 40+10

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.
- 2.3 Adolescence – Concept, Characteristics of Adolescence, Perspectives of development, Physical, Intellectual, Emotional, Social, Moral development and their educational implications, Needs, Problems and Developmental tasks of Adolescence.
- 2.4 Important aspects of Development and their Educational Implications.
 - a. Cognitive Development (Jean Piaget).
 - b. Psycho – social Development (Erickson).
 - c. Moral Development (L .E .Kohlberg).

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 class room implications.
- a. Trial and Error learning –
 - 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
- } Thorndike
} Behavioural Approaches

} Cognitive Approach
} Socio Cognitive Approach

UNIT IV EVALUATION IN LEARNING PROCESS 10 Hours

- 4.1 Evaluation – Meaning - Types: Formative, Summative and Diagnostic– Product and Process Evaluation.
- 4.2 CCE – Continuous and Comprehensive Evaluation. Meaning, Process.
- 4.3 Tools and Techniques of Evaluation – Oral, Written and Performance Tests.
- 4.4 Characteristics of good measuring instrument.
- 4.5 Brief Mentioning of the following new trends in Evaluation – Question Bank, Self Evaluation, Grading System, Open book System, On– line Examination, On – line Evaluation, E – valuation (OMR).

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.
4. Conditioning of winking reflex.
5. Sociometry or Social distance scale.

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3. Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinehart and Winston.
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12. NCERT (2005) National Curriculum Framework, New Delhi.
13. Goleman, Daniel, emotional intelligence, Newyork.
14. Chintamanikar, Exceptional children, sterling publications.
15. Skinner C E, Educational psychology (1984) New Delhi, prentice hall.
16. Elizabeth B Hurlock – Developmental psychology a life span approach Vth edition.
17. Panda B N Advanced educational psychology, discovery publishing house, New Delhi-2
18. Somashekhar T V – Educational psychology and evaluation, Nirmala-prakashan Bangalore.
19. Umadevi M R – Advanced Educational Psychology, Sathkruthi Prakashana, Davangere.
೨೦. ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ (೨೦೧೨).
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೨೨. ಉಮೇಶ ಹೆಚ್.ಎಸ್. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ವಿಸ್ಮಯ ಪ್ರಕಾಶನ. ಮೈಸೂರು.

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೨೩. ಕೊಂಗವಾಡಎನ್.ಐ-ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ- ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೨೪. ಮಹಾಬಲೇಶ್ವರರಾವ್, 'ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ', ಪೇರಮುಗೇರು, ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
೨೫. ದಂಡಪಾಣಿಎಸ್. (೧೯೯೮) ಅನು. ಮಹಾಬಲೇಶ್ವರರಾವ್ (೨೦೦೦) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ.
ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
೨೬. ಚಂದ್ರಶೇಖರ್, ಸಿ.ಆರ್. (೧೯೯೭) -'ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು'.
೨೭. ವಾಮದೇವಪ್ಪ, ಹೆಚ್. ವಿ. ಕಲಕಾ ಪ್ರಕ್ರಿಯೆಯ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ.
ಶ್ರೀಯಸ್ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
೨೮. ಓಬಳೇಶ ಫಣ್ಣಿ, ಆರ್ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ಶಿವಗಂಗಾ ಪ್ರಕಾಶನ, ಸಕಲೇಶಪುರ
೨೯. ಜಯಣ್ಣ, ಸಿ.ವಿ. ಕಲಕೆ ಮತ್ತು ಬೋಧನೆಯಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು
೩೦. ಜಯಣ್ಣ ಸಿ.ವಿ. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನದ ಬುನಾದಿಗಳು: ಕಲಕೆ ಮತ್ತು ಬೋಧನೆ, ಸಪ್ನ ಬುಕ್
ಹೌಸ್ ಬೆಂಗಳೂರು

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.

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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.
- 2.2 Salient Features of National Curriculum Frame work- 2005 & 2009.
- 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.
 - 3.3.5. Skill of Explaining.
 - 3.2.6. Skill of Illustrating with examples.
 - 3.3.7. 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.
- 4.4 Measures of variability, - Q.D & S.D, - Meaning, - Calculation and 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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11. ಕೊಂಗವಾಡ, ಎನ್ ಬಿ ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
12. ಪ್ರಭು, ಆರ್ ಜಿ ಸೂಕ್ಷ್ಮ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
13. ಶಿವಯ್ಯ, ಎಸ್ ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
14. ಶಿವಯ್ಯ, ಎಸ್ ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ಸಂಖ್ಯಾ ಶಾಸ್ತ್ರ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
15. ನಾಗರಾಜ ನಾಯ್ಕ, ಕೆ.ಟಿ. ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ (I ಸೆಮೆಸ್ಟರ್) ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
16. ನಾಗರಾಜ ನಾಯ್ಕ ಕೆ.ಟಿ. & ದಿವಾಕರ್ ನಾಯ್ಕ ಕೆ.ಎಸ್.,ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
17. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟಸ್ವಾಮಿ, ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
18. ಪಟ್ಟಣಶೆಟ್ಟಿ, ಎಂ.ಎಂ ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ
19. ಪಟೇದ್, ಎಲ್ ಬಿ. "ಬೋಧನಾ ಕೌಶಲ್ಯಗಳು, ಪದ್ಧತಿಗಳು, ಮಾದರಿಗಳು ಮತ್ತು ಕಾರ್ಯತಂತ್ರಗಳು" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

**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.
6. Acquire Knowledge of recent and future trends in using a computer in classroom.

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.

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 I Pod, 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.

KCE, SHIKARIPURA

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KCE, SHIKARIPURA
B.Ed. PEDAGOGICAL COURSE (PC)

ಕುಟುಂಬ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಬಿ.ಇಡಿ ಸೆಮಿಸ್ಟರ್ - I

1.5/1.6: ಕನ್ನಡ ವಿಷಯಾಧಾರಿತ ಬೋಧನಾಶಾಸ್ತ್ರ ಪಠ್ಯವಿಷಯ

ಉದ್ದೇಶಗಳು:

ಬೋಧನಾ ಅವಧಿಗಳು 40+10

ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು:

1. ಭಾಷೆ, ಮಾತೃಭಾಷೆಯ ಸ್ವರೂಪ, ಮಹತ್ವ ಹಾಗೂ ಕನ್ನಡ ಭಾಷೆಯ ಸ್ಥಾನ ಮಾನವನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು.
2. ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
3. ಪಾಠ ಯೋಜನೆ, ಗದ್ಯ ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು.
4. ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ಆಧುನಿಕ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಹಾಗೂ ಅವುಗಳನ್ನು ಅನುಷ್ಠಾನ ಗೊಳಿಸುವ ಕ್ರಮಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವುದು.

ಘಟಕ 1- ಭಾಷೆ

6 ಗಂಟೆ

- 3.1 ಅರ್ಥ, ವ್ಯಾಖ್ಯೆಗಳು, ಸ್ವರೂಪ ಮಹತ್ವ, ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಸಿದ್ಧಾಂತಗಳು.
- 3.2 ಮಾತೃ ಭಾಷೆ: ಅರ್ಥ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ.
- 3.3 ಕನ್ನಡ ಭಾಷೆ: ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ, ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ.
- 3.4 ತ್ರಿಭಾಷಾ ಸೂತ್ರ ಹಾಗೂ ಗೋಕಾಕ ವರಧಿಯ ಶಿವಾರಸ್ಸುಗಳು.
- 3.5 ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಲಕ್ಷಣಗಳು.

ಘಟಕ 2- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಪಾಠ ಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ

14-ಗಂಟೆ

- 2.1 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು.
- 2.2 ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು: ಜ್ಞಾನ, ಗ್ರಹಿಕೆ/ತಿಳುವಳಿಕೆ, ಅಭಿವ್ಯಕ್ತಿ ಮತ್ತು ಪ್ರಶಂಸೆ ಇವುಗಳ ನಿರ್ದಿಷ್ಟಗಳು.
- 2.3 ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಾಠಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪರಿಕಲ್ಪನೆಗಳ ರೂಪಿಸುವಿಕೆ, ಬೋಧನಾ ಉದ್ದೇಶಗಳ ರಚನೆ, ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಗಳ ಅಂತರ್ ಸಂಬಂಧ.
- 2.4 ಪಾಠ ಯೋಜನೆ: ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.
- 2.5 ಘಟಕ ಯೋಜನೆಯ ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.
- 2.6 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ : ಅರ್ಥ, ಅಗತ್ಯತೆ, ಹಂತಗಳು, ಯೋಜನೆಯ ವಿನ್ಯಾಸ ಹಾಗೂ ತಯಾರಿಕೆ.

ಘಟಕ 3- ಗದ್ಯ ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಬೋಧನೆ

12-ಗಂಟೆ

- 3.1 ಗದ್ಯ ಬೋಧನೆ : - ಗದ್ಯ ಬೋಧನೆಯ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಗದ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ. ಗದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಹಂತಗಳು.
- 3.2 ಪದ್ಯ ಬೋಧನೆ : - ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಪದ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ. ಪದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು ಹಾಗೂ ಹಂತಗಳು.
- 3.3 ವ್ಯಾಕರಣ ಬೋಧನೆ : - ಅರ್ಥ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ. ಔಪಚಾರಿಕ ಮತ್ತು ಕ್ರಿಯಾಶೀಲ ವ್ಯಾಕರಣ - ಪದ್ಧತಿಗಳು

ಘಟಕ 4- ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು

- 4.1 ಬೋಧನಾ ವಿಧಾನದ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ.
- 4.2 ಆಧುನಿಕ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ವಿಧಾನಗಳ ವ್ಯತ್ಯಾಸಗಳು.
- 4.3 ಪ್ರಶ್ನೋತ್ತರ ಪದ್ಧತಿ, ಕಥಾನಕ ಪದ್ಧತಿ, ಚರ್ಚಾ ಪದ್ಧತಿ, ಪಠ್ಯಮುಸ್ತಕ ಪದ್ಧತಿ, ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಸಂವಹನ ಹಾಗೂ ಗಣಕೀಕೃತ ಬೋಧನಾ ಕ್ರಮ - ಈ ಎಲ್ಲಾ ಬೋಧನಾ ವಿಧಾನಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಹಾಗೂ ಗುಣ ದೋಷಗಳು.

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು :

1. ಸಾಹಿತ್ಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ವಾಲ್ಮೀಕಿ ಮತ್ತು ಮೃಗದೇವಿ ಮಾಡುವುದು.
2. ಕನ್ನಡ ಕವಿಗಳು, ಸಾಹಿತಿಗಳು, ವಿಮರ್ಶಕರು, ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಚಿಂತನೆಯ ಬಗ್ಗೆ ಪತ್ರಿಕೆ, ನಿಯತಕಾಲಿಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗುವ ಲೇಖನಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ವರದಿ ಮಾಡುವುದು.
3. ರಸ ಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ : ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಕವಿಗಳನ್ನು ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ನಡೆಸಿ ವರದಿ ಮಾಡುವುದು.
4. ಭಾಷಾ ಆಟಗಳ ಅಭಿವೃದ್ಧಿ ಹಾಗೂ ನಿರ್ವಹಣಾ ವರದಿಯ ತಯಾರಿಕೆ.
(ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದೇ ಇನ್ನಿತರ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಬಹುದು).

ಆಧಾರ್ಗ್ರಂಥಗಳು :

1. ಧಾರವಾಡಕರ್ ರಾ. ಯ - ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ.
2. ಕೆಂಪೇಗೌಡ ಕೆ. - ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ
3. ಚಿದಾನಂದ ಮೂರ್ತಿ, ಎಂ - ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.
4. ಕರ್ಕಿ. ಡಿ.ಎಸ್. - ಭಂಡಶಾಸ್ತ್ರ.
5. ವೆಂಕಟಾಚಲ ಶಾಸ್ತ್ರಿ. ಟಿ. ವಿ. - ಭಂಡಸ್ತು
6. ಅನಂತರಾಮ ರಾ - ಹೊಸಗನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಭಾರತೀಯ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು.
7. ಅನಸೂಯಾ ವಿ.ಪರಗಿ - ಕನ್ನಡ ಭಾಷಾ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ
8. ಓಬಳೇಶ ಘಟ್ಟ - ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ
9. ಕೃಷ್ಣಪ್ಪ ಎಸ್ - ಕನ್ನಡ ಬೋಧನೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ. ವಿ. ಮೈಸೂರು
10. ಪಂಡಿತ ಸಿ ಕೃಷ್ಣ - ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ - ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.
11. ರಮಣ ಬಿ ವಿ - ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ.
12. ಮಹಾಬಲೇಶ್ವರ ರಾವ್ - ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು.
13. ತೀ. ನಂ. ಶ್ರೀಕಂಠಯ್ಯ ಕನ್ನಡಕೈಪಿಡಿ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
14. ಭಾಷೆ- ವಿಶ್ವಕೋಶ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
15. ಮಹಾಬಲೇಶ್ವರರಾವ್ - ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ.
16. ಕೊಂಗವಾಡ- ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ.
17. ಎಸ್. ಶಿವಯ್ಯ- ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಬೋಧನಾ ವಿಧಾನ.

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-1**

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.

KCE, SHIKARIPURA

- 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.
3. Biographies of English Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of English teachers through interview or brief survey
6. Any other relevant activity based on the content.

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KCE, SHIKARIPURA

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26. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
27. S Venkateswaran Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-I
B.Ed. PEDAGOGICAL COURSE (PC)
1.5/1.6: CONTENT CUM METHODOLOGY OF
TEACHING HISTORY AND CIVICS

OBJECTIVES:

Total Teaching Hours 40+10

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

1. Preparation of Time Roll, Time Lines, Time Graphs.
2. Preparation of Maps.
3. Preparation of Models.
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.
8. Growth of maps.

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6. GhateV.D:The Teaching of History.
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KCE, SHIKARIPURA

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13. Roddannanavar: Methodology of teaching History & Civics.
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15. ತಿಮ್ಮರೆಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.
16. ಶಂಕರ್‌ಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.
17. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.
18. ಎಸ್.ಬಿ. ಕೊಂಗವಾಡ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
19. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
20. ಎಂ. ಎಸ್. ಹೆಗಡೆ: ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ.(ಭಾಗ- 1 ಮತ್ತು 2)

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.

UNIT1: 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.

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

1. Critical study of mathematics text book of secondary school.
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-
2. Kapoor J N(1989) – Fascinating world of Mathematics New Delhi-
3. Mangal S.K(1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
4. Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
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8. ಎಸ್.ಜಿ. ದೇಸಾಯಿ ಮತ್ತು ಜಿ.ಎನ್ ದೇಸಾಯಿ “ಗಣಿತ ಬೋಧನಾ ವಿಧಾನಗಳು”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
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10. ಎಸ್.ಬಿ. ಯಾದವಾಡ ಮತ್ತು ನೀಲಕಂಠ ರಬನಾಳ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನೆ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಐ.ಎಫ್. ಮಾಗಿ, “ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಗಣಿತ” ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
12. ಆರ್.ಎಸ್. ಪಾಟೀಲ್ “ವಿಷಯ ಸಂಪದೀಕರಣ ಗಣಿತ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

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 categories as knowledge, Understanding, Application, Skill, Appreciation and Interest.
- 2.2 Values of teaching chemistry-utilitarian, intellectual, scientific attitude development
- 2.3 Relating objectives with content units of secondary schools.

UNIT: III- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 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.
4. Critical study on effect of different methods of teaching Chemistry on learning of Secondary school Students.
5. The colleges is free to introduce any other relevant activates.

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REFERENCES:

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

KUVEMPU 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 workMicroscopy, 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"
5. Dr.S.P. Kulashreshtha "Teaching of Biology", R'Lal book dipo.
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 Metnods of Teaching Biology"
10. Dr. H.V Shivashankar, Dr. P.Basavakumar& Y.S. Sumangala "Teaching Science"
11. H.S. Umesha. "Teaching Biology"
12. R.S Patil, "Teaching of Biology, Vidyanidhi Prakshana, Gadaga
13. Vinayak Malhotra, "Methods of Teaching Biology", CRESCENT Publishing Corp., New Delhi
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15. ನೀಲಕಂಠ ರಬನಾಳ "ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
16. ವಿಜಯ ಲಕ್ಷ್ಮೀ ದೇಸಾಯಿ "ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನಾ ಪದ್ಧತಿಗಳು" ಪ್ರದೀಪ ಪ್ರಕಾಶನ ಗದಗ

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KUVEMPU 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 Karnataka 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.

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

1. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
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:

1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
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KCE, SHIKARIPURA

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28. ಸ್.ಬಿ. ಯಾದವಾಡ "ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
29. ಸತೀಶ್ ಎ. ಹಿರೇಮಠ "ಭೌತ ವಿಜ್ಞಾನ ಬೋಧನೆ" ಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

KCE, SHIKARIPURA

SEMESTER - II SYLLABUS

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-II**

B.Ed., FOUNDATION COURSE (FC)

2.1: EDUCATION AND SOCIAL CONCERNS

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

3.1 Evolution of National system of Education: Secondary Education commission (1952).India Education commission (1964-66) (With respect to aims, pattern of education, curriculum, Methods and Teacher) National policy on Education 1986 (with special reference to Navodhya schools, Operation Black board & Teacher Education)

3.2 Brundt land report, aims of education as specified by UNESCO-2009. Rashtriya Madhyamika shiksha Abiyana. (RMSA) its objectives & Programmes.

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.

UNIT.5 CURRENT ISSUES OF EDUCATION

08 Hours

- 5.1 Language problem-meaning & importance
- 5.2 3 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 Nayodaya 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.
- 5. A survey of problem of SC/ST/Backward/ Minority group of children in the rural &urban area.

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- 4. The teacher & Education in emerging Indian society- New Delhi NCERT.1985
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- 6. ಎಸ್ ಶಿವಯ್ಯ, ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೇ ಪ್ರಸ್ತುತ ಮಾಧ್ಯಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿನ ಒಲವುಗಳು ಮತ್ತು ಸವಾಲುಗಳು – ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
- 7. ಎಸ್.ಬಿ. ಯಾದವಾಡ, ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- 8. ಜಿ.ಎನ್ ಅಶೋಕ, ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-II**

B.Ed., FOUNDATION COURSE (FC)

**2.2: PSYCHOLOGY OF THE LEARNING PROCESS
& MEASUREMENT**

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 Intellect.
- 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 Schiffrin 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.

KCE, SHIKARIPURA

- 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

- 4.1 Meaning, Nature, Principles and Types of Guidance.
- 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.
- 4. Aptitude Tests.
- 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)

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- 3. Woolfolk A .E. (2009) Educational Psychology 11th edition prentice hall publications.
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KCE, SHIKARIPURA

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೧೩. ಗೋವಿಂದರಾವ್ ಎ.ವಿ. ಶಿಕ್ಷಣದಲ್ಲ ಢನೋವಿಜ್ಞಾನ, ಢುರಳಿ ಪ್ರಕಾಶನ, ಢೈಸೂರು.
೧೩. ಉಢೇಶ ಹೆಚ್.ಎಸ್. 'ಶೈಕ್ಷಣಿಕ ಢನೋವಿಜ್ಞಾನ' ವಿಸ್ತೃತ ಪ್ರಕಾಶನ, ಢೈಸೂರು.
೧೪. ಕೋಂಗವಾಡಎನ್.ಜಿ-'ಶೈಕ್ಷಣಿಕ ಢನೋವಿಜ್ಞಾನ'- ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೬. ಢಹಾಬಲೇಶ್ವರರಾವ್, 'ಶಿಕ್ಷಣದಲ್ಲ ಢನೋವಿಜ್ಞಾನ', ಪೇರಢುಗೇರು, ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
೨೦. ದಂಡಪಾಣಿಎಸ್. (೧೯೯೮) ಅನು. ಢಹಾಬಲೇಶ್ವರರಾವ್ (೨೦೦೦) ಢನಃಶಾಸ್ತ್ರ ಢತ್ತು ಶಿಕ್ಷಣ. ಉಪ್ಪಿನಕೋಟೆ, ಸುಢಂತ ಪ್ರಕಾಶನ.
೨೧. ಚಂದ್ರಶೇಖರ್, ಸಿ.ಆರ್. (೧೯೯೩) -'ವಿದ್ಯಾರ್ಥಿಗಳ ಢಾನಸಿಕ ಸಢಸ್ಯೆಗಳು'.
೨೨. ಹೆಚ್. ವಿ. ವಾಢದೇವಪ್ಪ. ಕಲಕಾ ಪ್ರಕ್ರಿಯೆಯ ಢನೋವಿಜ್ಞಾನ ಢತ್ತು ಢೌಲ್ಕುಢಾಪನ, ಶ್ರೀಯಸ್ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
೨೩. ಆರ್ ಓಬಳೇಶ ಫಟ್ಟಿ, ಶೈಕ್ಷಣಿಕ ಢನೋವಿಜ್ಞಾನ, ಶಿವಗಂಗಾ ಪ್ರಕಾಶನ, ಸಕಲೇಶಢುರ
೨೪. ಜಯಣ್ಣ.ಕಲಕೆ ಢತ್ತು ಬೋಧನೆಯಲ್ಲ ಢನೋವಿಜ್ಞಾನ, ಸಪ್ಪ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು
೨೫. ಜಯಣ್ಣ, ಶೈಕ್ಷಣಿಕ ಢನೋವಿಜ್ಞಾನದ ಬುನಾದಿಗಳು : ಕಲಕೆ ಢತ್ತು ಬೋಧನೆ, ಸಪ್ಪ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು

**KCE, SHIKARIPURA
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. Understands 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.

KCE, SHIKARIPURA

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.

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2. 2) Mukhopadhyay, M(2005), Total quality management in education. New delhi: Sage Publications.
3. 3) Roa, VKRV (1966): Education and Human Resources developments. Delhi, Allied publishers.
4. 4) Mahajan, Baldev and Khullar, KK (2002): Educational administration in central Government; Structures, processes and future Prospects. Vikas publication house Pvt.Ltd New Delhi.
5. 5) Musaazi, J.C.S (1982): The Theory & Practice of educational Administration. London; The Macmillan press.
6. ಜಿ.ಎನ್ ದೇಸಾಯಿ, ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
7. ಡಾ. ಎನ್ ಬಿ ಕೊಂಗವಾಡ, ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
8. ಆರ್ ಜಿ ಪ್ರಭು, ಸೂಕ್ತ ಬೋಧನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
9. ಎಸ್ ಶಿವಯ್ಯ, ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
10. ಎಸ್ ಶಿವಯ್ಯ, ಶೈಕ್ಷಣಿಕ ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ಸಂಖ್ಯಾ ಶಾಸ್ತ್ರ, ಪೂಜಾ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ
11. ಕೆ.ಟಿ. ನಾಗರಾಜ ನಾಯ್ಕ, ಬೋಧನಾ ತಂತ್ರಜ್ಞಾನ (1 ಸೆಮಿಸ್ಟರ್) ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
12. ಕೆ.ಟಿ. ನಾಗರಾಜ ನಾಯ್ಕ & ಶ್ರೀ ದಿವಾಕರ್ ನಾಯ್ಕ ಕೆ.ಎಸ್.ಶೈಕ್ಷಣಿಕ ನಿರ್ವಹಣೆ, ಸಿಂಚನ ಪಬ್ಲಿಕೇಶನ್ಸ್, ದಾವಣಗೆರೆ
13. ಸುರೇಶ್ ಪಿ.ಎಸ್ ಪುಟ್ಟಸ್ವಾಮಿ, ಪ್ರೌಢಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಶಿಕ್ಷಕನ ಕಾರ್ಯಗಳು.
14. ಎಂ.ಎಂ ಪಟ್ಟಣಶೆಟ್ಟಿಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ ಅನುಬೋಧನೆ
15. ಎಲ್ ಬಿ. ಪಟೇಡ್, "ಬೋಧನಾ ಕೌಶಲ್ಯಗಳು, ಪದ್ಧತಿಗಳು, ಮಾದರಿಗಳು ಮತ್ತು ಕಾರ್ಯತಂತ್ರಗಳು" ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

**KCE, SHIKARIPURA
KUVEMPU 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.

KCE, SHIKARIPURA

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.
4. Rules and regulations of some major games- Hockey, Badminton, Kabaddi, Volley ball, Throw ball.
5. Indian National Flag Code and Conducting.

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7. Ludhiana: Tendon Publications.
8. Singh, Ajmer & Gill, Jagtar Singh and Brar, Racchpal Singh and Bains, Jagdish and Rathee, Nirmaljit Kaur, (2003) Essentials of Physical Education, Ludhiana : Kalyani Publishers.
9. Thomas, J.P. : Organisation of Physical Education.
10. Kamlesh Sangari : History and Principles of Physical Education.

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., ELECTIVE COURSE (EC)
2.4.7 ENVIRONMENTAL EDUCATION**

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.
4. Develop desirable attitudes towards environment and its conservation.
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.

Techniques: Observation, Nature walk, Nature game, Role-play, Brainstorming, survey, Dramatisation.

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, Narmada 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:

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

SCRAP BOOKS:

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

SEMINARY / SYMPOSIUM / WORKSHOPS / ENVIRONMENTAL EDUCATION ACTIVITIES :

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:

1. Development of an eco-dictionary.
2. Development of self-instructional modules on certain important ecological concepts and assessing its effectiveness.
3. Analysing school textbooks for environmental messages 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:

1. "Our Common Future" The World Commission of Environment and Development, Oxford University press, 1987
2. Survey of Environment: Annual Publication Hindu.
3. R.C. Sharma and Merle C Tan: Source book in Env. Education for Secondary School Teachers, Unesco, Bangkok 1992
4. Deshbandedt. Al. : Environmental Education for Sustainable development, India Environmental Society, New Delhi, 1995
5. The State of India's Environment, a series of 4 volumes published by Center for Science and Environment, New Delhi.
6. Al Gore : Earth in the Balance, Viva Books Private Ltd, New Delhi, 1992
7. C.J. Saldana: Karnataka : Environment Status Report by 1984, 1985-86 and 1990. Center for Taxonomical Studies, St. Joseph's College, Bangalore.
8. Ecology by Ricklefs E.R. Freeman and Company, 1990
9. Documents in the Environmental Education Series, a Series of 22 volumes brought out by UNESCO on various aspects of Environmental Education.
10. Man and Environment, a text book for geography for IX, NCERT, New Delhi 1976
11. MoonisRaza : General Geography of India by A text book for Class IX, NCERT, New Delhi, 1978
12. Essential Learning's in Environmental Education, hand book of environmental concepts, brought out by Center for Environment Education, Ahmedabad, 1991.
13. R.F. Daubenmire : Plants and Environment, A text book of plant Autecology, Wiley Eastern Private Ltd., New Delhi, 1970.
14. ಪಾಟೀಲ್ ಎಸ್. ಎಸ್, ಹಾಗೂ ರಕ್ಕಸಗಿ, ಜಯಶ್ರೀ.(೨೦೦೮) ಪರಿಸರ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
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

Background of population education: Meaning, concept, need and importance of population education. Objectives of population education at different stages of school education. Population education Vis-à-vis family planning, Family life Education, Health education, Sex education and Environmental education

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:

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

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)**

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

2.5/2.6 : ಕನ್ನಡ ವಿಷಯಾಧಾರಿತ ಬೋಧನಾಶಾಸ್ತ್ರ ಪಠ್ಯವಿಷಯ

ಬಿ.ಇಡಿ ಸೆಮಿಸ್ಟರ್ 2

ಉದ್ದೇಶಗಳು:

40+10 ಬೋಧನಾ ಅವಧಿಗಳು

ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು -

1. ಪ್ರಬಂಧ, ನಾಟಕ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಹಾಗೂ ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವರು.
2. ಭಾಷಾ ಕೌಶಲಗಳಾದ ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ ಹಾಗೂ ಬರವಣಿಗೆ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.
3. ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಸ್ಥಾನ, ಪ್ರಾಮುಖ್ಯತೆ, ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವರು.
4. ಭಾಷಾ ಬೋಧನೆಗೆ ಮೂರಕವಾದ ಕಲಿಕೋಪಕರಣಗಳನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ, ಅವುಗಳನ್ನು ಯೋಗ್ಯ ರೀತಿಯಲ್ಲಿ ಬಳಸುವ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು ಹಾಗೂ ಭಾಷಾ ಶಿಕ್ಷಕರ ಪಾತ್ರಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವರು.

ವ್ಯಾಕರಣಾಂಶಗಳು, ಛಂದಸ್ಸು, ಅಲಂಕಾರಗಳ ಮೂಲಕ ಭಾಷಾ ಶುದ್ಧತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳುವರು.

ಘಟಕ 1 : ಕನ್ನಡ ವ್ಯಾಕರಣ, ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಮೌಲ್ಯ ಮಾಪನ **12 ಅವಧಿಗಳು**

- 1.1 ಸಂಧಿಗಳ ಮತ್ತು ಸಮಾಸಗಳ, ವಾಕ್ಯ ಪ್ರಬೇಧಗಳು, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಲೇಖನ ಚಿಹ್ನೆಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.
- 1.2 ಛಂದಸ್ಸು : ಅಕ್ಷರಗಣ, ಮಾತ್ರಾಗಣ ಮತ್ತು ಅಂಶಗಣಗಳ ಪರಿಚಯ
- 1.3 ಅಲಂಕಾರ : ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ವಿಧಗಳ ಪರಿಚಯ.
- 1.4 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಅರ್ಥ, ಮಹತ್ವ, ರಚನೆಯ ಮುಖ್ಯ ತತ್ವಗಳು ಹಾಗೂ ಒಳ್ಳೆಯ ಪಠ್ಯಪುಸ್ತಕದ ಲಕ್ಷಣಗಳು
- 1.5 ಮೌಲ್ಯ ಮಾಪನ : ಅರ್ಥ ಹಾಗೂ ವಿಧಗಳು
- 1.6 ಘಟಕ ಪರೀಕ್ಷೆಯ ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಹಂತಗಳು ಹಾಗೂ ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ

ಘಟಕ 2: ಪ್ರಬಂಧ ಹಾಗೂ ನಾಟಕ ಬೋಧನೆ

08 ಅವಧಿಗಳು

ಅ) ಪ್ರಬಂಧ ಬೋಧನೆ

- 2.1 ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಪ್ರಬಂಧದ ವಿಧಗಳು.
- 2.2 ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು
- 2.3 ಪ್ರಬಂಧ ರಚನೆ ಮತ್ತು ಬೋಧನೆಯ ಹಂತಗಳು
- 2.4 ಪ್ರಬಂಧ ರಚನೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಹಾಗೂ ತಿದ್ದುಪಡಿ ಕ್ರಮಗಳು
- 2.5 ಪ್ರಬಂಧ ಬೋಧನೆಗೆ ಮೂರಕವಾದ ಚಟುವಟಿಕೆಗಳು - ಪ್ರಶ್ನಲೇಖನ, ದಿನಚರಿ, ವರದಿ, ಸಾರಸಂಗ್ರಹ, ಸಾರವಿಸ್ತಾರ, ಭಾಷಾಂತರಗಳ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ.

ಆ) ನಾಟಕ ಬೋಧನೆ

- 2.6 ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ಮಹತ್ವ.
- 2.7 ನಾಟಕ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು
- 2.8 ನಾಟಕದಲ್ಲಿನ ಪರಿಕರಗಳ (ವಸ್ತು, ಸನ್ನಿವೇಶ, ಪಾತ್ರಚಿತ್ರಣ, ದೃಶ್ಯ, ನಿರ್ದೇಶಕ ಇತ್ಯಾದಿ) ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಘಟಕ : 3 ಭಾಷಾ ಕೌಶಲಗಳು ಹಾಗೂ ಅವುಗಳ ಅಭಿವೃದ್ಧಿ

12 ಅವಧಿಗಳು

ಅ) ಅಲಿಸುವಿಕೆ :

- 3.1 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 3.2 ಅಲಿಸುವಿಕೆ ವಿಧಗಳು
- 3.3 ಅಲಿಸುವಿಕೆಯ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು

ಬ) ಮಾತುಗಾರಿಕೆ :

- 3.4 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
- 3.5 ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

ಕ) ಓದುಗಾರಿಕೆ :

- 3.6 ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
- 3.7 ಓದುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.

ಡ) ಬರವಣಿಗೆ :

- 3.8 ಅರ್ಥ, ಮಹತ್ವ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ವೈಶಿಷ್ಟ್ಯಗಳು.
- 3.9 ಅಕ್ಷರ ಸ್ಥಾಪಿತಗಳು ಅವುಗಳಿಗೆ ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
- 3.10 ಬರಹವನ್ನು ಸುಧಾರಿಸುವ ಕ್ರಮಗಳು.

ಘಟಕ 4 : ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಹಾಗೂ ಭಾಷಾ ಶಿಕ್ಷಕ

8 ಅವಧಿಗಳು

- 4.1 ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ವಿಧಗಳು
- 4.2 ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ, ನಿಘಂಟು, ವಿಶ್ವಕೋಶ, ಕಾರ್ಯಪುಸ್ತಕಗಳ ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯ ವಿಧಾನಗಳು.
- 4.3 ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ : ರೇಡಿಯೋ, ದೂರದರ್ಶನ, ವಸ್ತು ಸಂಗ್ರಹಾಲಯ, ಮತ್ತು ಗಣಕಯಂತ್ರ.
- 4.4 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ವಿನ್ಯಾಸ ಮತ್ತು ಮಹತ್ವ.
- 4.5 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಅರ್ಹತೆಗಳು, ಗುಣಗಳು ಹಾಗೂ ಕಾರ್ಯಚಟುವಟಿಕೆ
- 4.6 ಸೇವಾ ಮೂರ್ವ ಮತ್ತು ಸೇವಾಂತರ್ಗತ ತರಬೇತಿಗಳ ಅಗತ್ಯತೆ.

ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು (ಯಾವುದಾದರೂ ಒಂದು)

10 ಅವಧಿಗಳು

1. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಶ್ಲೇಷಣೆ.
2. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿಘಂಟು ರಚನೆ.
3. ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಕನ್ನಡ ಕೈ ಬರಹದ ಸಂಚಿಕೆಗಳನ್ನು ರಚಿಸಿ ಸಲ್ಲಿಸುವುದು.
4. ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಕ್ಕೆ ಕಾರ್ಯಪುಸ್ತಕ ತಯಾರಿಕೆ.
(ಪಠ್ಯಕ್ಕೆ ಪೂರಕವಾಗಿ ಯಾವುದಾದರೂ ಇನ್ನಿತರ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಳ್ಳುವುದು)

ಆಧಾರಗ್ರಂಥಗಳು :

1. ರಾ. ಯ ಧಾರವಾಡಕರ್ - ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ.
2. ಕೆ. ಕೆಂಪೇಗೌಡ - ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ
3. ಎಂ ಚಿದಾನಂದ ಮೂರ್ತಿ - ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.
4. ಡಿ.ಎಸ್.ಕರ್ಕಿ - ಭಂದಶಾಸ್ತ್ರ.
5. ಟಿ. ವಿ. ವೆಂಕಟಾಚಲ ಶಾಸ್ತ್ರಿ - ಭಂದಸ್ಸು

KCE, SHIKARIPURA

6. ಅನಂತರಾಮು ರಾ - ಹೊಸಗನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಭಾರತೀಯ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಮಠ, ಮೈಸೂರು.
7. ಅನಸೂಯ ವಿ.ಪರಗಿ - ಕನ್ನಡ ಭಾಷಾ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ
8. ಓಬಳೇಶ ಘಟ್ಟ - ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ
9. ಕೃಷ್ಣಪ್ಪ ಎನ್ - ಕನ್ನಡ ಬೋಧನೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿ. ವಿ. ಮೈಸೂರು
10. ಪಂಡಿತ ಸಿ ಕೃಷ್ಣ - ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ - ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.
11. ಬಿ ವಿ ರಮಣ - ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ.
12. ಮಹಾಬಲೇಶ್ವರ ರಾವ್ - ಕನ್ನಡ ಬೋಧನೆ ಕೆಲವು ವಿಚಾರಗಳು.

**KUVEMPU 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.
5. Utilize internet and website in learning of English.
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.
- 2.2 Hand book and Work book- concept, need and importance.
- 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.

KCE, SHIKARIPURA

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

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REFERENCE:

1. Allen: Teaching English as a second Language, Megrow Hill Bombay, 1965.
2. Anderson, Annual Lynch Jony: Listening Oxford University Press, 1988
3. Baruach J.C.: The English teachers Hand book (Sterling Publishes Pvt. Ltd. 1984)
4. Billows F L: The Techniques of English Language Teaching Longman Group Ltd, London 1961.
5. Bright, J-A, and Me Gregor G P: Teaching English as a Second Language, ELBS London, 1972.
6. Gordon B S : The Teaching of English in Free India, Christian Literature Society, Madras 1960.
7. Harris : Testing English, Tata Me Grow Hill, Bombay 1974.
8. Hornby: Teaching of Structural Words and Sentence Patterns Stage 1, 2, 3 & 4. London: ELBS and OUP (1959)
9. Kohli A L : Techniques of Teaching English 9th Edition, DhanpatRai and Sons, Delhi- 1984
10. Menon&Patel : Teaching of English as a Foreign Language, Acharya Book Depot, Baroda – 1957.
11. Morris I : Teaching of English as a Second Language
12. Ryburn W H and Parkinson J G : The Teaching of English, London OUP (1961)
13. Sachdeva M S: A New approach of Teaching of English in Free India, Ludhiana, Prakash Publications 1976.
14. Sharma K L : Method and Principles of Teaching English.
15. Bose K : Teaching of English Language, A modern Approach Doaba House Book Seller & Publishers, New Delhi 1979
16. N.P. Pahuja : Teaching of English, Anmol Publications Pvt Ltd., New Delhi.
17. V.K. Nanda: Teaching of English, Anmol Publications Pvt Ltd., New Delhi.
18. K VenugoplaRao: Method of Teaching English, Neel Kamal publications Pvt Ltd, Hyderabad.
19. GeethaRai: Teaching of English, R Lall Book Depot, Meerut.
20. T. N. Raju : Content Cum Methodology of Teaching English DSERT
21. Widdowson H G: Teaching Language as Communication, London: OUP (1982)
22. Geetha : Techniques and Approaches of Teaching English RIE.
23. Sachdev : M S- Approaches of Teaching English
24. Sharma K L : Fundamentals of Teaching English.

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
SEMESTER-II
B.Ed., PEDAGOGICAL COURSE (PC)
2.5/2.6 CONTENT CUM METHODOLOGY:
HISTORY AND CIVICS-2**

Total Teaching Hours 40 +10

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.
- 1.4 Modern trends in curriculum construction- Views of NPE – 1986 & National Curriculum Framework – 2005 with reference to teaching of Social Science.
- 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, re-search, Journals, Magazines, Newspapers, Membership of History Clubs.

KCE, SHIKARIPURA

3.3 Relationship of History and Civics Teacher with – Students, Co-workers, Instructional Headmasters and Community.

UNIT – 4: Evaluation in History & Civics

8 Hours

4.1 Evaluation in Teaching History & civics – Meaning & Importance.

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.

4. Collection of coins and stamps.

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.

2. Arora K.L: Teaching of History.

3. Johnson Henry: Teaching of History.

4. Ghosh K.D: Creative teaching of History.

5. Vajreshwari. R: A hand book for History teacher.

6. GhateV.D:The Teaching of History.

7. Shaida B.D & Sshib Singh: Teaching of History.

8. Timmareddy. K: Teaching of History & civics.

9. Agarwal J.C: Teaching of Social Studies, fourth addition, vikasa publishing house(2006), New Delhi.

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

11. Four Authours- Teaching History made easy 2007, Doaba house, New Delhi.

12. Veenakumari & Digumathi Bankar Rao: Method of Social Science, Discovery publishing house, Delhi.

13. Roddannanavar: Methodology of teaching History & Civics.

14. ಮೂರ್ತಿ. ಎಂ.ಸಿ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.

15. ತಿಮ್ಮಾರೆಡ್ಡಿ. ಕೆ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ.

16. ಶಂಕರಗೌಡ. ಎಸ್.ಡಿ: ಇತಿಹಾಸ ಬೋಧನೆ.

KCE, SHIKARIPURA

17. ವಸಂತಕುಮಾರ್.ಜಿ.ಎಸ್: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ.
18. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಪದ್ಧತಿ.
19. ಶಿವಯ್ಯ: ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನಾ ಶಾಸ್ತ್ರ
20. ಎಂ. ಎಸ್. ಹೆಗಡೆ: ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ. (ಭಾಗ-1 ಮತ್ತು 2)

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.
- 1.4 NCF -2005, NCF-2009 and NCFTE-2009.

**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.
4. Critical review of text book of mathematics.

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Kapoor J N(1989) – Fascinating world of Mathematics New Delhi-
3. Mangal S.K(1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
4. Butler and Wren (1960) The Teaching of Secondary Mathematics, Tokyo, McGraw Hill Book Company
5. Henderson, K et.al(1975) Dynamics of Teaching Secondary Mathematics, London Houghton Mifflin
6. Jantli R, T,(2000) SubhodhaGanithaBodhane, Vidyanidhi Prakashana Gadag.
7. ಎಸ್.ಬಿ. ಯಾದವಾಡ, “ಗಣಿತ ಬೋಧನಾ ಪದ್ಧತಿ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
8. ಎಸ್.ಜಿ. ದೇಸಾಯಿ ಮತ್ತು ಜಿ.ಎನ್ ದೇಸಾಯಿ “ಗಣಿತ ಬೋಧನಾ ವಿಧಾನಗಳು”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
9. ಮಲ್ಲಿಕಾರ್ಜುನ ಶಾಸ್ತ್ರಿ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನಾ ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್” ಪ್ರದೀಪ ಪ್ರಕಾಶನ. ಗದಗ
10. ಎಸ್.ಬಿ. ಯಾದವಾಡ ಮತ್ತು ನೀಲಕಂಠ ರಬನಾಳ, “ವಿಷಯಾಧಾರಿತ ಗಣಿತ ಬೋಧನೆ”, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
11. ಐ.ಎಫ್. ಮಾಗಿ, “ವಿಷಯಾಧಾರಿತ ಬೋಧನಾ ಪದ್ಧತಿ ಗಣಿತ” ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
12. ಆರ್.ಎಸ್. ಪಾಟೀಲ್ “ವಿಷಯ ಸಂಪದೀಕರಣ ಗಣಿತ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

**KCE, SHIKARIPURA
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-Study, Chemistry Curriculum, NCF-2005.
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbook.

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.

PRACTICUM/ACTIVITIES: (ANY ONE)

10 Hours

1. Critical study of chemistry text book of 8th or 9th standard.
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

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

**KCE, SHIKARIPURA
KUVEMPU 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 in to 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.

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. ಎಸ್.ಎಸ್. ಪಾಟೀಲ್ & ಜಯಶ್ರೀ ರಕ್ಕಸಗಿ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
12. ನೀಲಕಂಠ ರಬನಾಳ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನೆ” ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
13. ವಿಜಯ ಲಕ್ಷ್ಮೀ ದೇಸಾಯಿ “ಜೀವ ವಿಜ್ಞಾನ ಬೋಧನಾ ಪದ್ಧತಿಗಳು” ಪ್ರದೀಪ ಪ್ರಕಾಶನ ಗದಗ

**KCE, SHIKARIPURA
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.
- 1.3 Recommendations made by NPE - 1986, NCF - 2005. NCF - 2009.

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

1. Critically study of physics text book of 8th or 9th standard.
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.
7. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
8. The college is free to introduce any other relevant activities.

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KCE, SHIKARIPURA

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**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
B.Ed., PROGRAMME
CONTENT COURSE IN KANNADA
(To be Conducted at College Level)**

ಪಠ್ಯವಸ್ತು

೩೦ ಘಂಟೆಗಳು

ಘಟಕ ೧ : ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ

೧. ಭಾಷೆಯ ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣ, ಭಾಷೆ ಮತ್ತು ಲಿಪಿಗಳ ಸಂಬಂಧ.
೨. ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸಗಳ ಸಿದ್ಧಾಂತಗಳು - ಯುರೋಪಿಯನ್, ಟಿಬೆಟಿಯನ್, ಆಫ್ರಿಕನ್, ಕನ್ನಡ ಹಾಗೂ ಇತರ ಭಾಷೆಗಳೊಂದಿಗಿನ ಸಂಬಂಧ (ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ, ಉರ್ದು, ಮರಾಠಿ, ಇಂಗ್ಲೀಷ್, ಮತ್ತು ಪೋರ್ಚುಗೀಸ್)
೩. ಭಾಷೆಯ ವರ್ಗೀಕರಣ-ರಾಚನಿಕ, ವಾಂಶಿಕ, ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಕನ್ನಡದ ಸ್ಥಾನ.
೪. ಧ್ವನಿ, ಧ್ವನ್ಯಂಗಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಧ್ವನಿಗಳ ವರ್ಗೀಕರಣ (ಧ್ವನಿ-ಸ್ಥಾನ, ಉಪಧ್ವನಿ-ಉಪಸ್ಥಾನ, ಧ್ವನಿಮಾ-ಸ್ಥಾನಮಾ, ಆಕೃತಿ-ಉಪಾಕೃತಿ ಆಕೃತಿಮಾಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಹಾಗೂ ಉಚ್ಚಾರಣಾ ಸ್ಥಾನಗಳ ಸಂಕ್ಷಿಪ್ತ- ಪರಿಚಯ)

ಘಟಕ ೨ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ

೧. ಸಾಹಿತ್ಯದ ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣ, ಪ್ರಾಚೀನತೆ, ಪ್ರಯೋಜನ ಹಾಗೂ ಉಗಮ ಮತ್ತು ವಿಕಾಸ
೨. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖ ಘಟ್ಟಗಳು, ಲಕ್ಷಣಗಳು, ಪ್ರೇರಣೆಗಳು (ಧರ್ಮ, ಸಾಹಿತ್ಯ, ರಾಜಕೀಯ, ಹಾಗೂ ಅನ್ಯಭಾಷೆ) ಮತ್ತು ಪ್ರಯೋಜನಗಳು.
೩. ಕನ್ನಡದ ಪ್ರಮುಖ ಕವಿಗಳು, ವಚನಕಾರರು, ದಾಸರುಗಳ ಪರಿಚಯ—(ಪಂಪ, ಪೊನ್ನ, ರನ್ನ, ಜನ್ನ, ನಾಗವರ್ಮ, ನಾಗಚಂದ್ರ, ಕೇಶಿರಾಜ, ಕುಮಾರವ್ಯಾಸ, ಹರಿಹರ, ರಾಘವಾಂಕ, ಜೇಡರದಾಸಿಮಯ್ಯ, ರತ್ನಾಕರವರ್ಣಿ, ಲಕ್ಷ್ಮೀಶ, ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಸರ್ವಜ್ಞ, ಇನ್ನೂ ಮುಂತಾದ ಕವಿಗಳ ಕಾಲ, ದೇಶ, ಕೃತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸವಿವರಣೆ ನೀಡುವುದು)
೪. ಪ್ರೌಢಶಾಲೆಯ ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕಗಳಲ್ಲಿರುವ ಸಾಹಿತ್ಯ ಭಾಗಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಲೇಖಕರ ಹಾಗೂ ಕವಿ, ಕಾವ್ಯಗಳ ಪರಿಚಯ.

ಘಟಕ ೩ : ಕಾವ್ಯ ಮೀಮಾಂಸೆ ಮತ್ತು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ

೧. ಕವಿ ಹಾಗೂ ಕಾವ್ಯ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಪ್ರಮುಖ ಲಾಕ್ಷಣಿಕರು ಪ್ರತಿಪಾದಿಸಿದ ಕವಿ, ಕಾವ್ಯ ಲಕ್ಷಣಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ - (ಭಾಮಹ, ದಂಡಿ, ವಾಮನ, ರುದ್ರಭಟ್ಟ, ಆನಂದವರ್ಧನ, ಮಮ್ಮಟ, ಜಗನ್ನಾಥ ಪಂಡಿತ, ವಿಶ್ವನಾಥ)
೨. ಕಾವ್ಯ ಮೀಮಾಂಸೆಯ ಅರ್ಥ, ಸ್ವರೂಪ, ಪ್ರಯೋಜನಗಳು ಹಾಗೂ ಮೀಮಾಂಸೆಯ ಕುರಿತಾಗಿ ಭಾರತೀಯ - ಪಾಶ್ಚಾತ್ಯ ಲಾಕ್ಷಣಿಕರ ಚರ್ಚೆಗಳು, ಮತ್ತು ಕೆಲವು ಪರಿಕಲ್ಪನೆಗಳು.
೩. ವಿಮರ್ಶೆ, ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು, ಪ್ರಯೋಜನಗಳು, ವಿಮರ್ಶೆ ಮತ್ತು ವಿಮರ್ಶಕ ಸಂಬಂಧ, ಉತ್ತಮ ವಿಮರ್ಶೆ ಹಾಗೂ ವಿಮರ್ಶಕನ ಲಕ್ಷಣಗಳು ಭಾರತೀಯ - ಪಾಶ್ಚಾತ್ಯ ವಿಮರ್ಶೆಯ ಸ್ವರೂಪ, ಧೋರಣೆಗಳು.

KCE, SHIKARIPURA

ಘಟಕ ೪ : ವ್ಯಾಕರಣ

೧. ವ್ಯಾಕರಣ-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ರಚನೆ, ಸ್ವರೂಪ, ಕನ್ನಡ ವ್ಯಾಕರಣದ ವೈಲಕ್ಷಣಗಳು. ವರ್ಣಮಾಲೆ ರಚನೆ, ವಾಕ್ಯದ ರಚನೆ, ವಾಕ್ಯಭೇದ ಪರಿಚಯ, ವಿಭಕ್ತಿಪ್ರತ್ಯಯ, ನಾಮಪದ, ಕ್ರಿಯಾಪದ, ನಾಮವಾಚಕಗಳು, ನುಡಿಗಟ್ಟುಗಳು, ಗಾದೆಗಳು, ಸರ್ವನಾಮಗಳು, ಕೃದಂತಗಳು, ಅವ್ಯಯಗಳು, ತದ್ವಿಶಾಂತಗಳು, ತತ್ಸಮ-ತದ್ಭವಗಳು, ಸಂಧಿ ಪ್ರಕರಣ, ಸಮಾಸ ಪ್ರಕರಣ, ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಲಕ್ಷಣಗಳು ಹಾಗೂ ಕನ್ನಡದಲ್ಲಿ ಇವುಗಳ ಪ್ರಯೋಜನಗಳು.
೨. ಅಲಂಕಾರಗಳು-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯಲ್ಲಿ ಅಲಂಕಾರಗಳ ಪಾತ್ರ, ಶಬ್ದಾಲಂಕಾರಗಳು, ಅರ್ಥಾಲಂಕಾರಗಳು, ರೂಪಕ ಅಲಂಕಾರಗಳ ಪರಿಚಯ. ಪ್ರಸಿದ್ಧ ಅಲಂಕಾರಗಳ ಲಕ್ಷಣ ಹಾಗೂ ಲಕ್ಷಣಗಳು.
೩. ಭಂದಸ್ತು-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ, ಲಕ್ಷಣಗಳು, ಪ್ರಯೋಜನಗಳು, ಕನ್ನಡ ಹಾಗೂ ಸಂಸ್ಕೃತ ಭಂದಸ್ತುಗಳ ಲಕ್ಷಣಗಳು (ಅಕ್ಷರ, ಮಾತ್ರಾ, ಅಂಶ ಭಂದಸ್ತುಗಳ ಪರಿಚಯ) ಕರ್ನಾಟಕ ವಿಷಯ ಜಾತಿ ಮತ್ತು ಭಂದಸ್ತು (ಕಂದ, ಏಳೆ, ಸಾಂಗತ್ಯ, ತ್ರಿಪದಿ, ದ್ವಿಪದಿ, ಚೌಪದಿ, ರಗಳೆ, ಪಟ್ಟದಿ, ಮತ್ತು ಖ್ಯಾತಕರ್ನಾಟಕಗಳ ಪರಿಚಯ.
೪. ಆಧುನಿಕ ಭಂದಸ್ತು-ರಚನೆ, ಲಕ್ಷಣಗಳು, ಪ್ರಭೇದಗಳು ಹಾಗೂ ಸ್ಥೂಲ ಪರಿಚಯ.

ಘಟಕ ೫ : ಆಧುನಿಕ ಸಾಹಿತ್ಯ (ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ)

೧. ಆಧುನಿಕ ಸಾಹಿತ್ಯ-ಕಾಲ, ದೇಶ, ಕೃತಿಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.
೨. ಆಧುನಿಕ ಸಾಹಿತ್ಯದ-ಕಾಲಘಟ್ಟಗಳು, ಕವಿ, ಕೃತಿ, ಕಾಲ ಚರ್ಚೆಗಳು ಹಾಗೂ ಅವುಗಳ ರೂಪರೇಷೆಗಳು (ನವೋದಯ, ನವ್ಯ, ಪ್ರಗತಿಶೀಲ, ದಲಿತ ಮತ್ತು ಬಂಡಾಯ ಸಾಹಿತ್ಯಗಳ ಸಮಗ್ರ ವಿವರಣೆ)
೩. ಆಧುನಿಕ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳ ಅರ್ಥ, ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು ಹಾಗೂ ಅವುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕವಿಗಳು, ಕಾಲ, ಕೃತಿಗಳ ಕುರಿತ ಚರ್ಚೆಗಳ ಜಿಜಿತ್ವ - ಸಣ್ಣಕತೆ, ಕಾದಂಬರಿ, ಪ್ರವಾಸ ಕಥನ, ಪ್ರಬಂಧ ಸಾಹಿತ್ಯ, ಜೀವನ ಚರಿತ್ರೆ, ಆತ್ಮಕಥನ, ಭಾವಗೀತೆ, ನಾಟಕ, ಪತ್ರಲೇಖನ, ಲಘುಹಾಸ್ಯ, ಕಥನ ಕಾವ್ಯ, ಮಹಾಕಾವ್ಯ, ವಿಮರ್ಶೆ ಹಾಗೂ ಸಂಶೋಧನೆ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ.

ಪರಾಮರ್ಶನ ಪುಸ್ತಕಗಳು

- | | | |
|--------------------------------|---|----------------------------|
| ೧. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | — | ಡಾ. ತ. ಸು. ಶಾಮರಾಯ |
| ೨. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | — | ರಂ. ಶ್ರೀ. ಮುಗಳಿ |
| ೩. ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ | — | ರಾ. ಯ. ಧಾರವಾಡಕರ |
| ೪. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರ | — | ಡಾ. ಹಂಪಾ ನಾಗರಾಜಯ್ಯ |
| ೫. ಸಾಹಿತ್ಯ ಮೀಮಾಂಸೆಯ ಮೂಲತತ್ವಗಳು | — | ಡಾ. ಹೆಚ್.ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ |
| ೧. ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ | — | ವಿ. ಎಂ ಇನಾಂದಾರ್ |

KCE, SHIKARIPURA

೨. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ — ಡಾ. ಸಿ. ಎಸ್. ರಾಮಚಂದ್ರನ್
೩. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ — ಡಾ. ಹೆಚ್. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ
೪. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ — ತೀ. ನಂ. ಶ್ರೀಕಂಠಯ್ಯ
೫. ಕಾವ್ಯಾರ್ಥ ಚಿಂತನ — ಡಾ. ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ
೬. ಅಲಂಕಾರಶಾಸ್ತ್ರ — ಬಿ. ಕೆ. ಶಿವರಾಮಯ್ಯ
೭. ಕನ್ನಡ ಕೃಷಿಡಿ — ಮೈಸೂರು ವಿ. ವಿ ಪ್ರಕಾಶನ
೮. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಕೋಶ — ರಾಜಪ್ಪ ದಳವಾಯಿ
೯. ಬರೆಯುವ ದಾರಿ — ವೃಷಭೇಂದ್ರ ಸ್ವಾಮಿ
10. ಲೇಖನ ಕಲೆ — ಮಿರ್ಜಿ ಅಣ್ಣಾರಾಯ

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

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	One Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75

**KCE, SHIKARIPURA
KUVEMPU UNIVERSITY
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 maintained):

Sl. No	Item	Internal Marks	External Marks
1	One Assignment	15	-
2	One Periodic Test	10	-
3	Examination (At college level)	-	75
Total		25	75

References:

- 1. Narayan R K., '*The English Teacher*', Indian Thought publication, New number 38, Thani Kachalam Road, T. Nagra, Chennai 600017
- 2. Kennedy, Graeme. *Structure and Meaning in English: A Guide for Teachers*. Harlow: Pearson, 2003.
- 3. Douglas Biber, Susan Conrad and Geoffrey Leech, *The Longman 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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5. David Crystal, *The Fight for English: How language pundits, ate, shot and left* (Oxford UP, 2007).
6. David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge UP, 2003).
7. Richard Betting, *Grammar Today: The New American Language and Grammar Primer* (Skeptical Press, 2008) ISBN-10: 0979993601; ISBN-13: 978-0979993602.
8. Web resources • History of the English Language (University of Toronto). www.chass.utoronto.ca/~cpercyl/hell/
9. The Grammar Hardware Store
www.uncp.edu/home/canada/work/markport/
10. Merriam-Webster OnLine
www.Merriam-Webster.com
11. English Grammar Review
www.iei.uiuc.edu/structure/structure1/salzmänn_index.html
12. Adams, Joseph Quincy (1917). *Shakespearean Playhouses*. Houghton Mifflin.
13. Bald, Robert Cecil (1928). *Review of English Studies* (Oxford University Press) 4: 429–31.
14. Banham, Martin; Mooneeram, Roshni and Plastow, Jane *Shakespeare and Africa* in Wells and Stanton (2002, 284-299)
15. Barnet, Sylvan (1998). "Macbeth on Stage and Screen". In Barnet, Sylvan. *Macbeth*. Signet Classics. New American Library. pp. 186–200. ISBN 978-0451524447.

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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 Mouryan Empire - Asoka and Kalinga war.
5. Vijayanagara Empire.
6. Religious reform movement.
7. The Mughals.
8. The rise of Marathas – Early life and achievements of Shivaji.
9. Indian freedom movement.
10. Indian Constitution, State and Central Government.

PART-II
WORLD HISTORY

1. Ancient Civilization of the World – Egyptian and Greek.
2. Birth of Christianity – Life and teachings of Jesus Christ.
3. Rise of Islam – Life and teachings of Prophet Mohammad.
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:

1. B.N. Lunia : Life and Culture In Ancient India, Lakshmi Narain Agarwal Educational Publishers, Anupam Plaza, Block No-50, Agra-282002
2. Braham Singh, H.C. Sharma: History of Ancient India, Omega Publications, New Delhi-110002
3. V.D. Mahajan : Ancient India, Chand and Company LTD, Ram Nagar, New Delhi-110055

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4. Rama shankar Tripathi : History of Ancient India, Motilal Banarsidass Publishers private limited, Delhi.
5. R.K. Mukharjee : Hindu Civilization.
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)
9. Burton Stein : A History of India, Oxford University press, New York.
10. J.C. Aggarwal : Modern Indian History, S. Chand and Company ltd.
11. H.M. Rajashekara : Understanding the Indian Constitution, Prabodha Publications, Mysore.
12. Prof. M.S. Patil : Indian Constitution Government and Politics, Bharat Prakashana, Dharwad
13. J.E. Swain : A History of World Civilization, Eurasia Publishing house (pvt) Ltd.
14. Edwin Dunbaugh : World History, Collier books, New York.
15. K.L. Khurana : Modern Europe, Lakshmi Narain Agarwal Educational Publishers, Anupam Plaza, Block No-50, Agra-282002
16. K.L. Khurana : World History (1453-1966 AD, 1453-1789 AD, 1789-1871)
17. Hays and Moon: World History (Vol. 1 & 2)
18. J. Dhanakoty and Subramanian. N: Man and his world.
19. Bhattacharjee, Arun: History of Ancient India. 1977

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

Sl. No	Item	Internal Marks	External Marks
1	One assignment	15	
2	One Periodic tests	10	
3	Examination (at the college level)		75
	Total	25	75

ನಾಡಗೀತೆ



ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೇ ಕರ್ನಾಟಕ ಮಾತೆ!
ಜಯ ಸುಂದರ ನದಿ ವನಗಳ ನಾಡೇ,
ಜಯ ಹೇ ರಸಖುಷಿಗಳ ಬೀಡೆ!
ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೇ ಕರ್ನಾಟಕ ಮಾತೆ!
ಭೂದೇವಿಯ ಮಕುಟದ ನವಮಣಿಯೆ,
ಗಂಧದ ಚಂದದ ಹೊನ್ನಿನ ಗಣಿಯೆ;
ರಾಘವ ಮಧುಸೂಧನರವತರಿಸಿದ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ !

||ಭಾರತ||

ಜನನಿಯ ಜೋಗುಳ ವೇದದ ಘೋಷ,
ಜನನಿಗೆ ಜೀವವು ನಿನ್ನಾವೇಶ,
ಹಸುರಿನ ಗಿರಿಗಳ ಸಾಲೇ,
ನಿನ್ನಯ ಕೊರಳಿನ ಮಾಲೆ,
ಕಪಿಲ ಪತಂಜಲ ಗೌತಮ ಜಿನನುತ,
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ !
ಜಯ ಹೇ ಕರ್ನಾಟಕ ಮಾತೆ!

||ಭಾರತ||

ಶಂಕರ ರಾಮಾನುಜ ವಿದ್ಯಾರಣ್ಯ,
ಬಸವೇಶ್ವರ ಮಧ್ವರ ದಿವ್ಯಾರಣ್ಯ
ರನ್ನ ಷಡಕ್ಷರಿ ಪೊನ್ನ,
ಪಂಪ ಲಕುಮಿಪತಿ ಜನ್ನ
ಕುಮಾರವ್ಯಾಸರ ಮಂಗಳ ಧಾಮ,
ಕವಿ ಕೋಗಿಲೆಗಳ ಪುಣ್ಯಾರಾಮ
ನಾನಕ ರಾಮಾ ನಂದ ಕಬೀರರ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ !

||ಭಾರತ||

ತೈಲಪ ಹೊಯ್ಸಳರಾಳಿದ ನಾಡೇ,
ಡಂಕಣ ಜಕಣರ ನೆಚ್ಚಿನ ಬೀಡೆ
ಕೃಷ್ಣ ಶರಾವತಿ ತುಂಗಾ,
ಕಾವೇರಿಯ ವರ ರಂಗಾ
ಜೈತನ್ಯ ಪರಮಹಂಸ ವಿವೇಕರ,
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ !

||ಭಾರತ||

ಸರ್ವ ಜನಾಂಗದ ಶಾಂತಿಯ ತೋಟ,
ರಸಿಕರ ಕಂಗಳ ಸೆಳೆಯುವ ನೋಟ
ಹಿಂದೂ ಕೈಸ್ತ ಮುಸಲ್ಮಾನ,
ಪಾರಸಿಕ ಜೈನರುದ್ಯಾನ
ಜನಕನ ಹೋಲುವ ದೊರೆಗಳ ಧಾಮ,
ಗಾಯಕ ವೈಣಿಕರಾರಾಮ
ಕನ್ನಡ ನುಡಿ ಕುಣಿದಾಡುವ ಗೇಹ,
ಕನ್ನಡ ತಾಯಿಯ ಮಕ್ಕಳ ದೇಹ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೇ ಕರ್ನಾಟಕ ಮಾತೆ

||ಭಾರತ||

ಜಯ ಸುಂದರ ನದಿ ವನಗಳ ನಾಡೇ,
ಜಯ ಹೇ ರಸಖುಷಿಗಳ ಬೀಡೆ!
ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೇ ಕರ್ನಾಟಕ ಮಾತೆ!

||ಭಾರತ||

KCE, SHIKARIPURA
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, Karnataka State

☎: 08187 – 222383, 222067

E-Mail : kumadvathibed@gmail.com

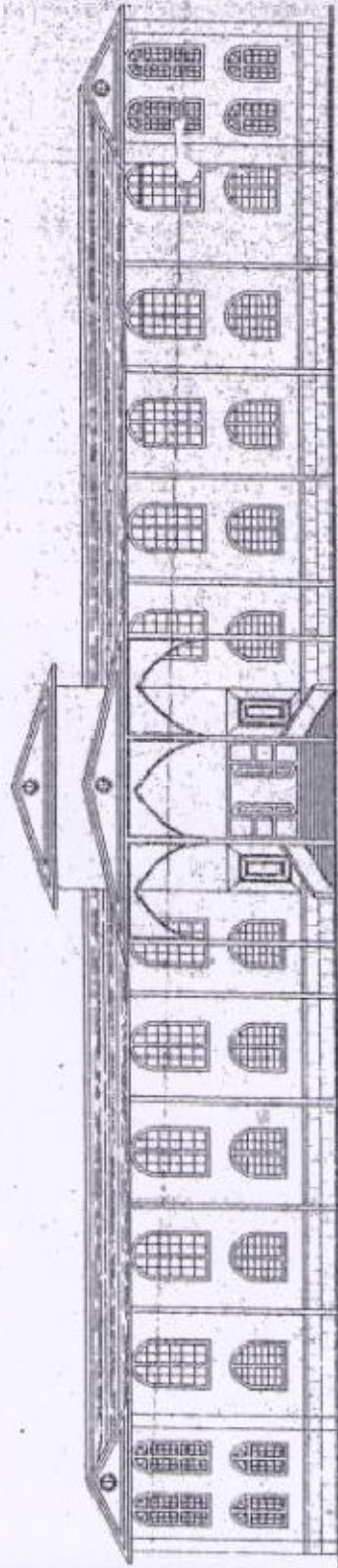
ROLE OF HONOURS OF OUR COLLEGE

Year	Name of the Student	Percentage	University Rank
1997-1998	Suma P	81.80%	-
1998-1999	Sunith Mary D'Souza Jayashree K.	83.80% 83.00%	7 th Rank 9 th Rank
1999-2000	Mamatha B. Salimath Bindurani H.	86.80% 85.30%	4 th Rank 6 th Rank
2000-2001	Netravathi M.	84.40%	8 th Rank
2001-2002	Ramesh K.S. Bhavya L.	86.70% 86.50%	4 th Rank 5 th Rank
2002-2003	Ravikumar G.H.	84.30%	9 th Rank
2003-2004	Sadiya Barjees Uma A.E.	85.50% 85.40%	4 th Rank 5 th Rank
2004-2005	Umadevi R.	83.20%	-
2005-2006	Shilpa H.G. Kumar G.	86.00% 84.40%	2 nd Rank 10 th Rank
2006-2007	Namitha H.S . Nagarathana H.M. Sunitha C.M.	86.30% 85.10% 84.60%	2 nd Rank 8 th Rank 10 th Rank
2007-2008	Pushpa B.	84.50%	-
2008-2009	Prathibha S. Dixit Ranjitha V.S.	84.80% 84.80%	-
2009-2010	Asha C.A.	85.40%	-
2010-2011	Shanaz Khanum	86.00%	7 th Rank
2011-2012	Chaitra KM	86.30%	-
2012-2013	Malleshappa R.G. Sreedhar Naik Siddanagouda G H Deepa B Sameena HM	86.90% 86.70% 86.60% 86.40% 86.20%	3 rd Rank 5 th Rank 6 th Rank 8 th Rank 10 th Rank

MASTER PLAN OF THE COLLEGE

KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

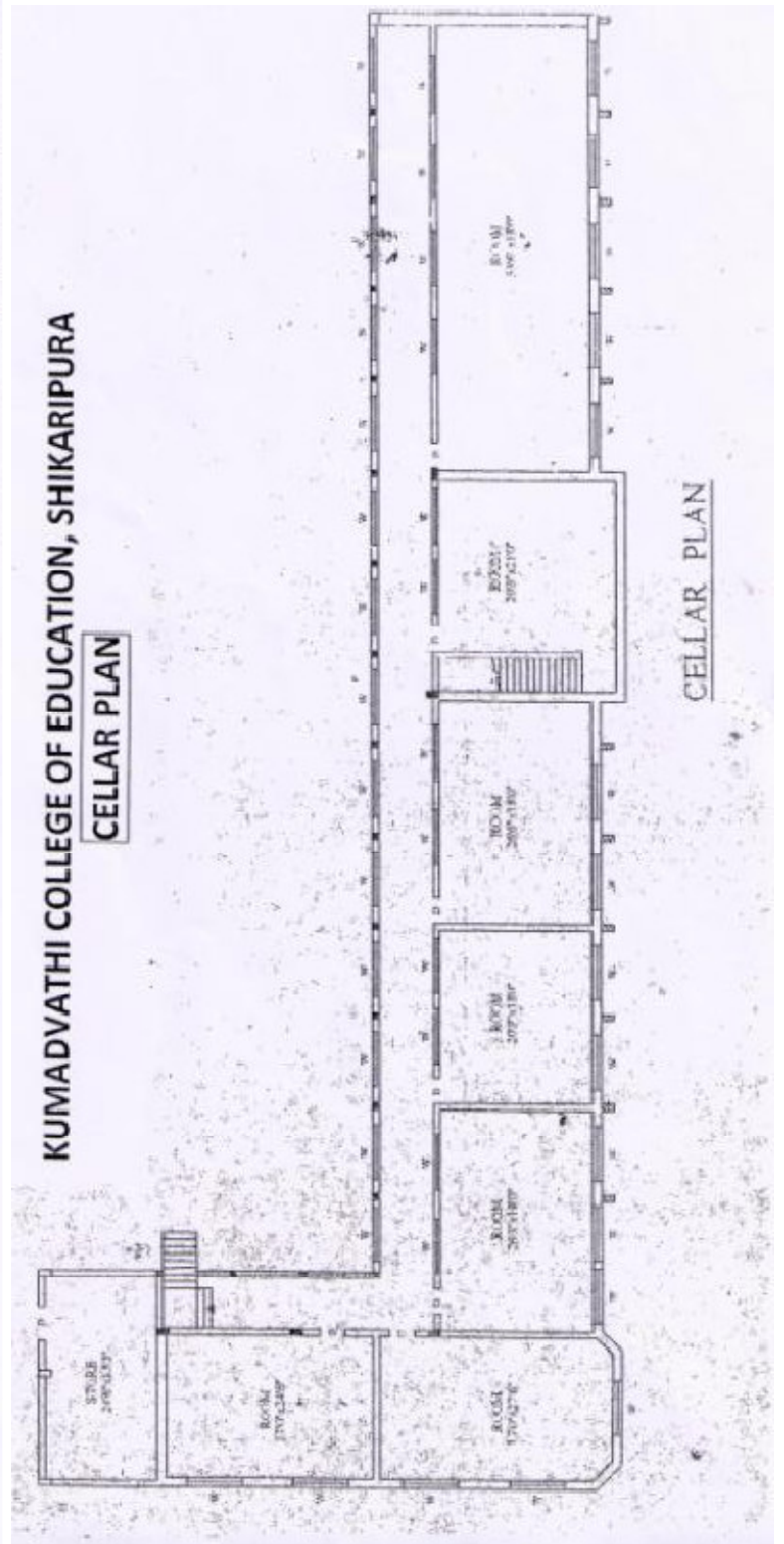
FRONT ELEVATION



FRONT ELEVATION

KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

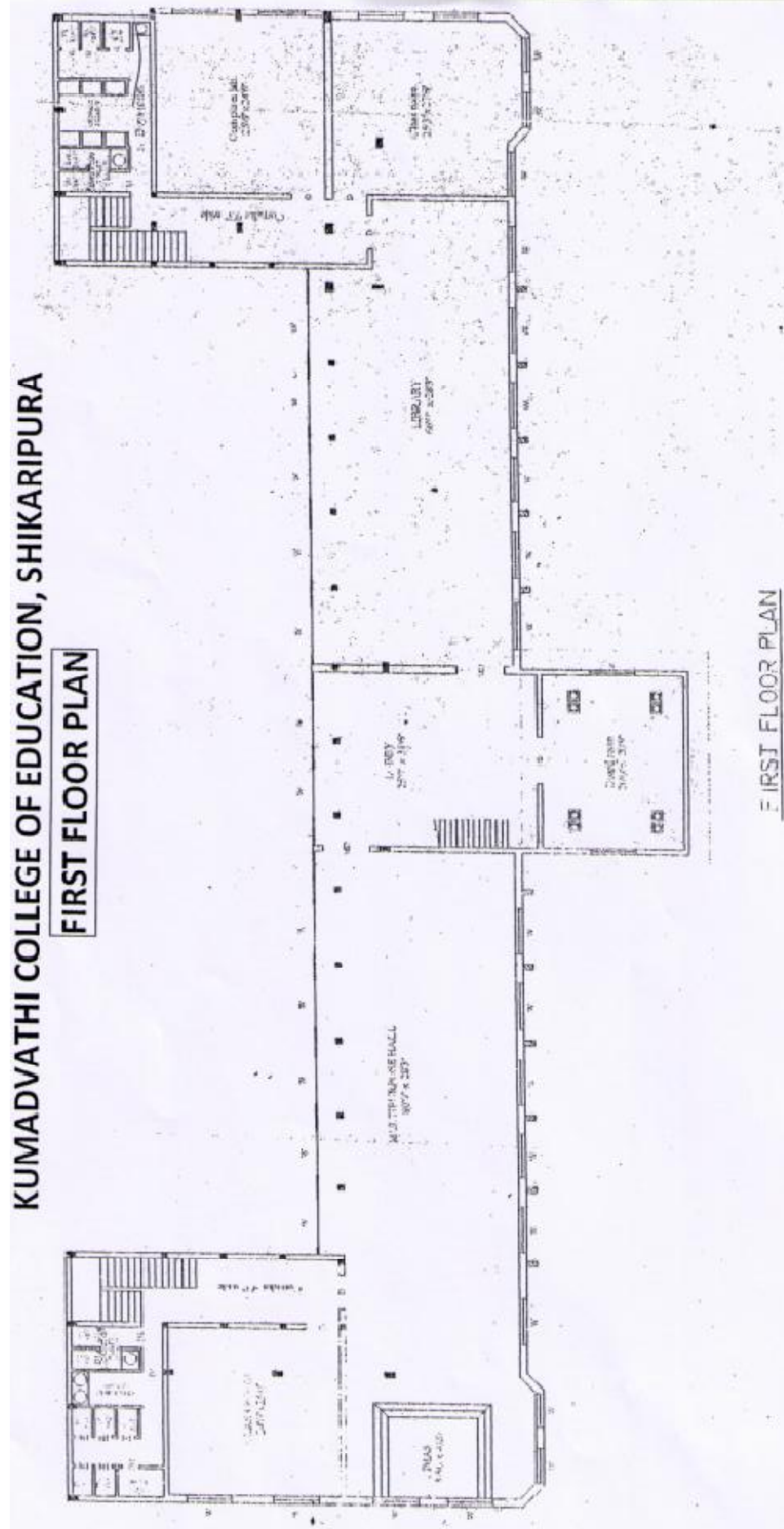
CELLAR PLAN



CELLAR PLAN

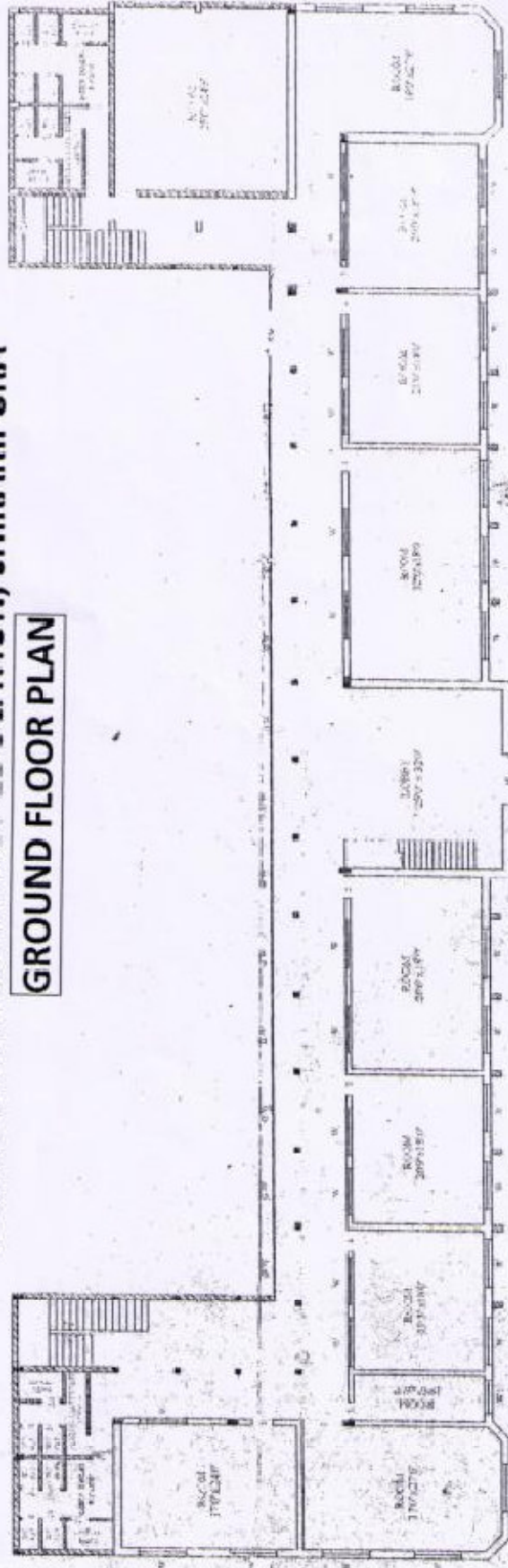
KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

FIRST FLOOR PLAN

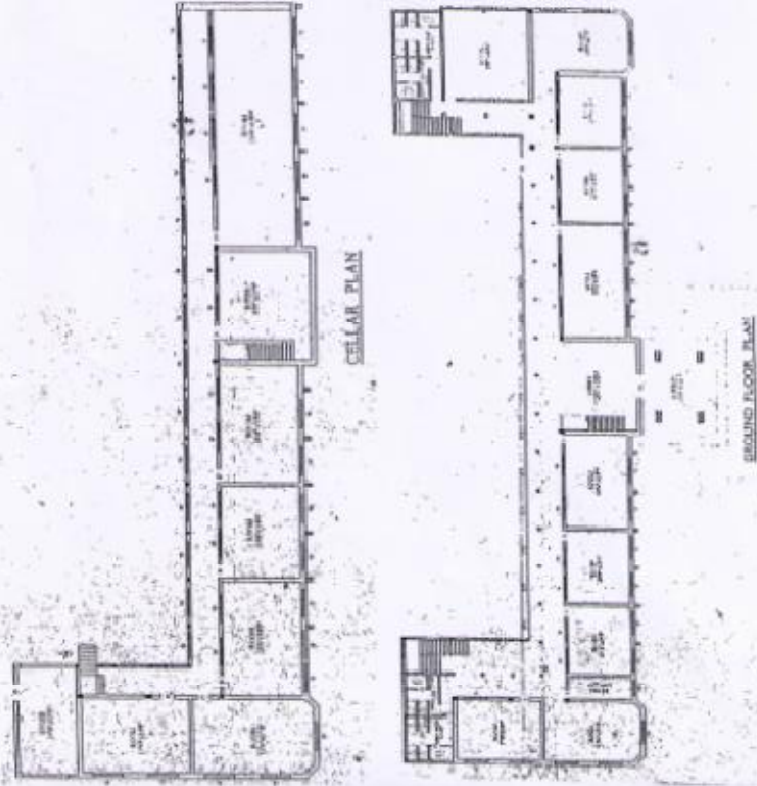
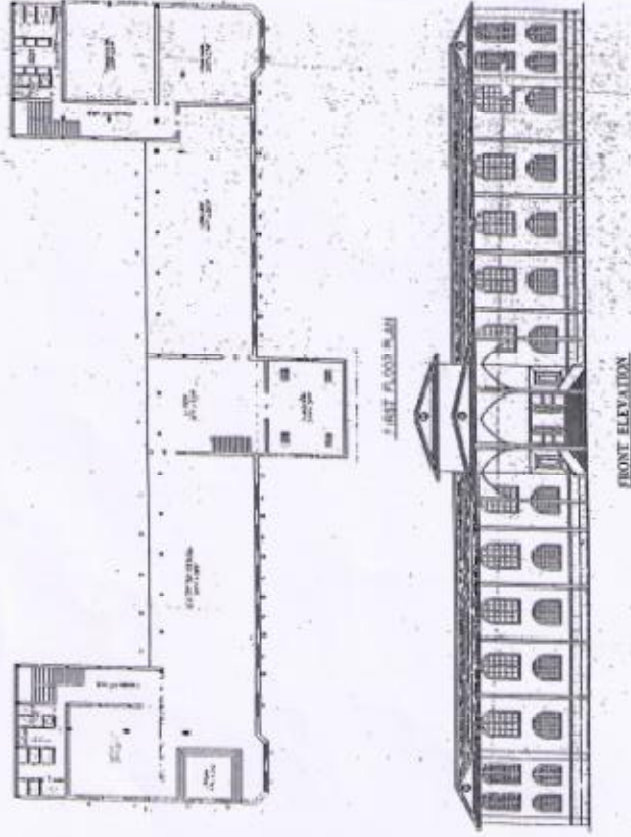


FIRST FLOOR PLAN

GROUND FLOOR PLAN



KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA PLAN OF THE INSTITUTION



SAMPLE OF STUDENTS FEEDBACK ON CURRICULUM AND FACULTY

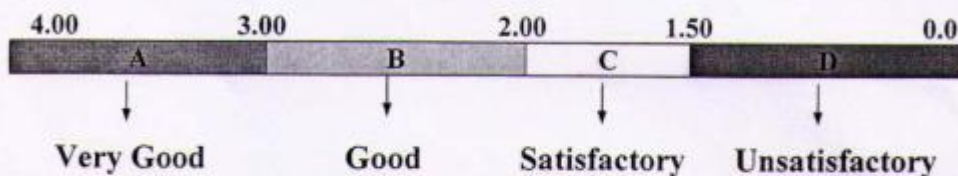
Feedback from Students KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

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.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extent of coverage of course			✓	
3. Applicability / relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material		✓		
6. Relevance of additional source material (Library)			✓	
7. Extent of effort required by students			✓	
8. Overall rating		✓		

Feedback from Students

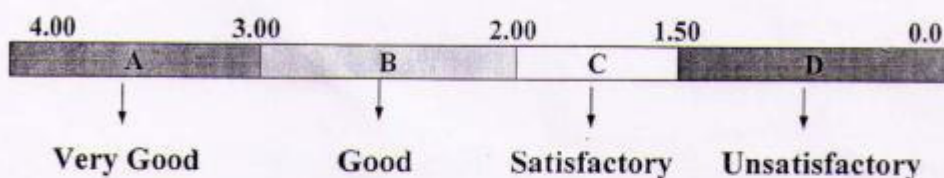
KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

Programme : B.Ed.,

Department: *Phy/ 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.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	✓			
2. Extent of coverage of course		✓		
3. Applicability / relevance to real life situations			✓	
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)		✓		
5. Clarity and relevance of textual reading material		✓		
6. Relevance of additional source material (Library)			✓	
7. Extent of effort required by students		✓		
8. Overall rating		✓		


Signature

KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

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


Dear Sir LUMESH . P.

Please find below statements showings 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.

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

If you have any suggestion kindly write below

Date 18/07/18


 Head Master
 Sri Guna Rudramuni Shivayogi
 High School, Ambaragoppa
 Shikaripura (Tq) Shimoga (Dt)

KUMADVATHI COLLEGE OF EDUCATION, SHIKARIPURA

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

Dear Sir Head Master, Siddalingeswara High School

Please find below statements showings 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.

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

If you have any suggestion kindly write below

Date 04/08/14


HEAD MASTER,
Siddlingeshwara High Sch
SHIKARIPUR-577427, Shimoga D.

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)**

Mark your assessment by putting, 5 (Excellent), 4 (Very Good), 3 (Good), 2 (Satisfactory), 1 (Unsatisfactory)																																														
Name of the Teacher Educators		Dr. Jayashree V. R					Sri. Devaraja V					Sri. Kiran Kumar KB					Sri. Venendra Kumar Wal S					Dr. Shivakumar G.S.					Sri. Yada Kumar H					Sri Ravi H					Smt. Vani Nayaki DC					Sri. Nageshappa K				
Sl. No	Item/Response	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1					
1	The Teacher is Punctual to the class			✓				✓						✓					✓					✓				✓				✓					✓					✓				
2	The teacher is able to maintain discipline in the class		✓					✓						✓					✓					✓				✓				✓					✓					✓				
3	The teacher has a clear knowledge of the subject		✓					✓						✓					✓					✓				✓				✓					✓					✓				
4	The teacher has effective communication skills		✓					✓			✓								✓		✓				✓				✓			✓					✓					✓				
5	The teacher uses creative methods of teaching			✓					✓					✓						✓	✓				✓				✓			✓					✓					✓				
6	The teacher encourages students to ask questions in the class			✓					✓					✓						✓					✓				✓			✓					✓					✓				
7	The teacher is available to the students outside the class hours		✓						✓					✓						✓					✓				✓			✓					✓					✓				
8	The teacher does not cancel his/her classes		✓						✓					✓						✓					✓				✓			✓					✓					✓				
9	The teacher takes interest in the betterment of the weaker students			✓					✓					✓						✓					✓				✓			✓					✓					✓				
10	Percentage of syllabus covered in the class																																													

Sl. No	Item/Response	J					D					K					V					S					Y																		
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1									
11	The teacher sets a balanced question paper		✓					✓					✓					✓					✓				✓				✓				✓					✓					
12	The valuation of the answer script is objective		✓					✓					✓					✓					✓				✓				✓				✓					✓					
13	The teacher treats all students equally, without favouritism			✓				✓					✓					✓		✓				✓				✓				✓				✓					✓				
14	The teacher is an example to students in his behavior		✓					✓					✓					✓					✓				✓				✓				✓					✓					
15	Guidance of the P.T. guidance is conducted seriously		✓					✓					✓					✓					✓				✓				✓				✓					✓					
16	The teacher motivates students to learn and creates interest in studies.		✓					✓					✓					✓					✓				✓				✓				✓					✓					
17	The teacher has a clear knowledge of the subject		✓					✓					✓					✓					✓				✓				✓				✓					✓					
18	The teacher does not victimize students			✓				✓					✓					✓					✓				✓				✓				✓					✓					

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)**

Mark your assessment by putting 5 (Excellent), 4(Very Good), 3(Good), 2 (Satisfactory), 1(Unsatisfactory)																																														
Name of the Teacher Educators		Dr. Jayashree V. R.					Sri. Devendra Y.					Sri. Kiran Kumar RS					Sri. Veerendra Kumar Wali S.					Dr. Shivakumar G.S.					Sri. Yash Kumar M.					Sri. Ravi H.					Smt. Vandana DC.					Sri. Rajendra S.				
Sl. No	Item/Response	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1										
1	The Teacher is Punctual in the class				✓									✓														✓																		
2	The teacher is able to maintain discipline in the class			✓											✓														✓																	
3	The teacher has a clear knowledge of the subject			✓											✓														✓																	
4	The teacher has effective communication skills			✓											✓														✓																	
5	The teacher uses creative methods of teaching				✓										✓														✓																	
6	The teacher encourages students to ask questions in the class				✓										✓														✓																	
7	The teacher is available to the students outside the class hours				✓										✓														✓																	
8	The teacher does not expect higher classes				✓										✓														✓																	
9	The teacher takes interest in the betterment of the weaker students				✓										✓														✓																	
10	Percentage of syllabus covered in the class																																													

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

Name of the student teacher Abhulasha D.H

Date: 2013-2014


Signature

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).

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

If you have any suggestion kindly write below.

Name : Bi Bi Sumayya Batch : 2012-13


 Signature

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).

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

If you have any suggestion kindly write below.

Name: Abhulasha DH Batch: 2013-2014


Signature

AUDIT REPORT

N RAMACHANDRA, B.Com,FCA,
3RD CROSS, NEHRU ROAD,
SHIMOGA-577201

PH(O): 08182-224239
® 08182-220274

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



CHARTERED ACCOUNTANT

SWAMY VIVEKANANDA VIDYA SAMSTHE (R)
Shimoga Road, Shikaripura

Kumadwathi College of Education

BALACE SHEET AS ON 31-03-2014

Schedules		
SOURCES OF FUNDS		
Current Liabilities	Sch - 1	28,91,355.55
Inter - Trust Receivables/(Payables)	Sch - 2	25,74,826.00
		54,66,181.55
APPLICATION OF FUNDS		
Fixed Assets	Sch - 3	2,00,028.10
Other Current Assets	Sch - 4	21,26,000.00
Cash & Bank Balances	Sch - 5	7,64,696.55
Income and Expenditure A/c	Sch - 6	23,75,456.90
		54,66,181.55

" Vide My report of Even Date"

N Ramachandra
Chartered Accountant
Shimoga/15/09/2014



Managing Trustee

SWAMY VIVEKANANDA VIDYA SAMSTHE (R)
Shimoga Road, Shikaripura

Kumadwathi College of Education

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

	Schedules	Amount
INCOME		
Fees	Sch - 7	57,70,782.00
		57,70,782.00
EXPENSES		
Repairs & Maintenance	Sch - 8	5,777.00
Staff Expenses	Sch - 9	57,70,782.00
Administration & Office Expenses	Sch - 10	53,923.00
Depreciation	Sch - 3	27,388.90
		58,57,870.90
Excess of Income/(Expenses)		(87,088.90)

" Vide My report of Even Date "

N Ramachandra
Chartered Accountant
Shimoga/15/09/2014



Managing Trustee

Schedules Annexed to Balance Sheet 31.03.2014

Shcedule 1 - Current Liabilities

Govt & Non Govt Fees	7,69,044.55
Excess HRS	25,766.00
Salary payable	20,32,188.00
Staff LIC Advance	53,812.00
Practical Exam Remuneration	10,545.00
	<u>28,91,355.55</u>

Shcedule 2 - Inter - Trust Payables

Swamy Vivekananda Vidya Samsthe	25,74,826.00
	<u>25,74,826.00</u>

Shcedule 4 - Other Current Assets

Group Insurance	53,812.00
Salary Grant Receivable	20,32,188.00
Advance - seminar	40,000.00
	<u>21,26,000.00</u>

Shcedule 5 - Cash & Bank Balances

Cash in hand	4.00
Canara Bank CA - 5050	5,84,422.79
SBM - 22634	67,299.76
SBM Salary A/c - 84604	27,580.00
SBM JOINT - 9286	11,740.00
Canara Bank SB - 36406 (ALLUMI)	73,650.00
	<u>7,64,696.55</u>

Shcedule 6 - Income and Expenditure A/c

Opening balance	22,81,084.00
Add: Transfer - Interest 2012-13	7,284.00
Add: Current Year Deficit	87,088.90
	<u>23,75,456.90</u>



Schedules Annexed to Income & Expenditure Account

Schedule 7 - Fees

Salary Grant	57,70,782.00
	<u>57,70,782.00</u>

Schedule 8 - Repairs & Maintenance

Computer Repairs & Maintenance	5,777.00
	<u>5,777.00</u>

Schedule 9 - Staff Expenses

Salary	57,70,782.00
	<u>57,70,782.00</u>

Schedule 10 - Administration & Other Expenses

SWF & TWF Expenses	2,460.00
Travelling & Postage	3,873.00
Printing & Stationery	16,660.00
PT annual Charges	2,500.00
Postage & Courier	390.00
Miscellaneous Expenses	3,790.00
Electricity Charges	21,248.00
Telephone Charges	3,002.00
	<u>53,923.00</u>




Kumadwathi College of Education

Schedule - 3: Fixed Assets

Particulars	Opening WDV	Rate	Additions - Put to use for		(Deletions)	Depreciable Value	Depreciation	Closing WDV
			> 182 Days	< 182 Days				
Computer	4,148.00	60.00%	-	-	-	4,148.00	2,488.80	1,659.20
Furniture	1,68,037.00	10.00%	-	-	-	1,68,037.00	16,803.70	1,51,233.30
Lab Equipments	32,451.00	15.00%	-	-	-	32,451.00	4,867.65	27,583.35
Sports Equipments	19,013.00	15.00%	-	-	-	19,013.00	2,851.95	16,161.05
Sundry Assets	3,768.00	10.00%	-	-	-	3,768.00	376.80	3,391.20
	2,27,417.00		0.00	0.00	0.00	2,27,417.00	27,388.90	2,00,028.10



A COPY OF THE LATEST RECOGNITION LETTER ISSUED BY NCTE

<p>राष्ट्रीय अध्यापक शिक्षा परिषद (भारत सरकार का एक विधिक संस्थान) दक्षिण क्षेत्रीय समिति</p>	 गुरुगुरुतमो धाम NCTE	<p>National Council for Teacher Education (A Statutory Body of the Government of India) Southern Regional Committee</p>
<p>TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART III, SECTION IV</p>		
		<p><u>RPAD</u></p>
F.KR/B.Ed/New/SRO/NCTE/2000-2001/ 1591		Date: 16/08/2000
<p><u>ORDER</u></p>		
<p>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:</p>		
<ol style="list-style-type: none">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.		
<p>1622/40 1623/40</p>		
<hr/> <p>= 125, Infantry Road, Bangalore - 560001; Ph : 2861369 ; Telefax : 2860962</p>		

8. The institution shall continue to fulfil 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.

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

By order

Paul
(M. Pankaja)
Regional Director

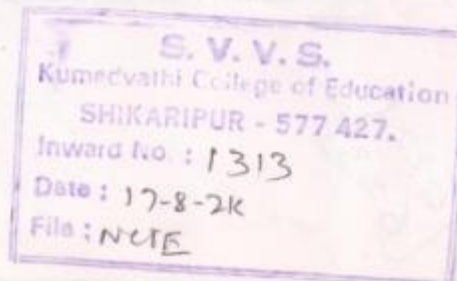
The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054.

To

The Principal
Kumadvathi College of Education,
Shimoga Road, Shikaripur-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. Wadia 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), Kumadvathi College of Education, Shimoga Road, Shikaripur-577427, Shimoga District, Karnataka.
8. The Member Secretary, NCTE, New Delhi.
9. Office Order file.



UNIVERSITY PERMANENT AFFILIATION ORDER

KUVEMPU UNIVERSITY
No.KU:CDC-3/03/1: 2006-07

Office of the
College Development Council
Joanna Sahyadri,
Shankaraghatta - 577 451,
P:08182-237299, 236381-307,
e-mail:cdc@kuvempu.ac.in,
Date:19-12-2006.

ORDER

Sub: Permanent Affiliation - Reg.

Ref: 1) Application for the College, No.05, Dated 19-07-2004

2) This Office Proposal No.KU:CDC-264/1367/2004/05,
Dated: 29-03-2005.

3) Govt. Letter No.ED 166 USV 2005, Dated 25-11-2006.

In exercise of the power conferred under section 59 (12) of the Karnataka State Universities Act 2000, Permanent Affiliation is sanctioned to the *Kumudvathi College of Education, Shikaripura* from the Academic Year 2006-07, subject to the conditions mentioned below:

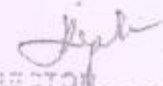
Course	Languages	Optional/Combinations	Intake
B.Ed.	Kannada English	Kannada, English, History and Civics, Teaching Method Physics-Chemistry-Geography, Biology-Mathematics	100

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 admissions 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,

To,
The Principal,
Kumudvathi College of Education,
Shikaripura - 577 427.


DIRECTOR
College Development Council
Kuvempu University
Shankaraghatta-577 451

Copy to:

- 1) The Principal Secretary, Higher Education Department (Uni), Govt. of Karnataka, Bangalore-61.
- 2) The Commissioner, Department of Collegiate Education, Pulce Road, Bangalore.
- 3) The Registrar (Evaluation), Kuvempu University, Joanna Sahyadri, Shankaraghatta.
- 4) The Joint Director, Collegiate Education, Jail Circle, Shimoga.
- 5) The Deputy Registrar (Academic), Kuvempu University, Joanna Sahyadri, Shankaraghatta.
- 6) Office Copy.

ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಸಂಖ್ಯೆ:ಕುವೆಂಪು-3-03/1, 974/1-2006-07

ಆರ್.ಆರ್.ಎ.ಎ.ಎ.ಎ.

ಕುವೆಂಪು ಅಭಿವೃದ್ಧಿ ಪರಿಷತ್ತು,
ಬಿ.ಎ.ಎ.ಎ.ಎ.,
ಕಂಪೌಂಡ್ - 577 451,
ಮೊಬೈಲ್: 98282-257259,
256301-307

ಇ-ಮೇಲ್: kuvempu.ac.in
ದಿನಾಂಕ: 19-12-2006

ಅಧೀನ

ವಿದ್ಯಾ: ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ ಮತ್ತು

ಅಧೀನ: 1) ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ, ದಿನಾಂಕ: 19-07-2004,

2) ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ, ದಿನಾಂಕ: 29-03-2006,

3) ಸರ್ಕಾರಿ ಪ್ರಾಧ್ಯಾಪಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ, ದಿನಾಂಕ: 25-11-2006.

ಅಧೀನ

ಸರ್ಕಾರಿ ಪ್ರಾಧ್ಯಾಪಕ (3)ರ - ಪದವಿ ಮಂಡಳಿ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2000ರ ಪ್ರಕಾರ 69(12)ರನ್ವಯ ಶಿಕ್ಷಾರ್ಹತೆ ಕುರಿತು ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ 2006-07ನೇ ಸ್ವರ್ಣಕ ಪಾಲಿಸಿಯ ಕೆಳಕಂಡ ವಿಷಯಗಳಿಗಾಗಿ ಮಂಡಳಿ ಸಂಯೋಜನಾ ಮಂಡಳಿಯಾಗಿ ನೋಡಲಾಗಿದೆ.

ಪದವಿ	ಪ್ರಾಧ್ಯಾಪಕ	ವಿದ್ಯಾ ವಿಷಯ ಮತ್ತು ವಿಷಯಗಳು	ಪ್ರವೇಶ ಮಿತಿ
ಬಿ.ಎ.ಎ.	ಕಾವ್ಯಕ	ಕಾವ್ಯಕ-ಕಾವ್ಯಕ (ಆರ್ಟ್) ಅನುಸಾರ ಮತ್ತು ಪಾಲಿಸಿಯ ಕೆಳಕಂಡ ವಿಷಯಗಳಿಗಾಗಿ	100
	ಕಾವ್ಯಕ	ಕಾವ್ಯಕ-ಕಾವ್ಯಕ (ಆರ್ಟ್) ಅನುಸಾರ ಮತ್ತು ಪಾಲಿಸಿಯ ಕೆಳಕಂಡ ವಿಷಯಗಳಿಗಾಗಿ	

ಅಧೀನ:

- 1) ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ ವಿಧಿಸಿದ ಪ್ರತಿಯೊಂದು ವಿಷಯಕ್ಕೆ ಕಟ್ಟಬೇಕಾಗಿ ಪಾಲಿಸಿಯನ್ನು.
- 2) ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅನುಸಾರವಾಗಿ ವಿಷಯವನ್ನು ಮತ್ತು ಅಧ್ಯಾಪಕರನ್ನು ತಯಾರಿಸಬೇಕಾಗಿ.
- 3) ಸರ್ಕಾರಿ ಪ್ರಾಧ್ಯಾಪಕರನ್ನು ತಯಾರಿಸಬೇಕಾಗಿ, ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ ಮತ್ತು ಅಧೀನಗಳನ್ನು ಪಾಲಿಸಿಯನ್ನು.
- 4) ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ ಮತ್ತು ಅಧೀನಗಳನ್ನು ನೋಡಲಾಗಿದೆ.
- 5) ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪ್ರವೇಶ ನಿಯಮಾವಳಿಗಳನ್ನು ಮತ್ತು ಅಧೀನಗಳನ್ನು ನೋಡಲಾಗಿದೆ.
- 6) ವಿಶ್ವವಿದ್ಯಾಲಯದ ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ ಮತ್ತು ಅಧೀನಗಳನ್ನು ನೋಡಲಾಗಿದೆ.

ಅಧೀನ ಮಂಡಳಿ,

ಬಿ.ಎ.ಎ.ಎ.ಎ.

ಕುವೆಂಪು ಅಭಿವೃದ್ಧಿ ಪರಿಷತ್ತು,
ಬಿ.ಎ.ಎ.ಎ.ಎ.,
ಕಂಪೌಂಡ್ - 577 451,

ಮಾ.ಎ.ಎ.ಎ.ಎ.,
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಶಿಕ್ಷಾರ್ಹತೆ.

ಪ್ರತಿಗಳು:

- 1) ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ (ವಿ.ವಿ), ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಬಹುಮತದಿಂದ ಕಟ್ಟಬೇಕಾಗಿ.
- 2) ಅಧೀನಗಳು, ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ, ಅಧೀನಗಳು, ಬಿ.ಎ.ಎ.ಎ.ಎ.
- 3) ಬಿ.ಎ.ಎ.ಎ.ಎ., ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ, ಅಧೀನಗಳು, ಬಿ.ಎ.ಎ.ಎ.ಎ.
- 4) ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- 5) ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- 6) ಕಾವ್ಯಕ ಸಂಯೋಜನಾ ಮಂಡಳಿ.

UNIVERSITY RESULTS FOR PREVIOUS ACADEMIC YEAR



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

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

☎: 08187 – 222383, 222067

E-Mail : kumadvathibed@gmail.com



Kuvempu University Results 2012-2013

No of Students Appeared for Exam	94
Above 80%	49
Distinction	43
First Class	2
Fail	-
Total No of Students Passed	94
Result %	100%
Highest Marks Scored	Malleshappa R.G. 86.90%



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

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Kuvempu University Results 2013-2014

No of Students Appeared for Exam	89
Above 80%	43
Distinction	40
First Class	6
Fail	-
Total No of Students Passed	89
Result %	100%
Highest Marks Scored	Shaziya Khanum A B 86.07%



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

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Kuvempu University Examination Results

2008 to 2014

Year	Total No of Appeared for Exam	Total No of student Passed	Above 80 %	Distin ction	First Clas s	Highest marks %	Result %
2008-09	74	71	23	45	03	84.80	95.96%
2009-10	53	49	12	34	03	85.40	92.45%
2010-11	49	49	14	33	02	86.00	100%
2011-12	87	84	22	54	08	86.30	96.55%
2012-13	94	92	49	43	02	86.90	100%
2013-14	89	89	43	40	06	86.07	100%

FACULTY LIST



Swamy Vivekananda Vidya Samsthe (R)

Kumadvathi College of Education

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E-Mail : kumadvathibed@gmail.com



Teaching Staff Details

Sl. NO	Name	Designation	Date of Birth	Qualification	Category	Post Approval Date	Remarks
1	Dr. Jayashree V Rakkasagi	Principal	22/05/1969	B.Sc., M.A., M.Ed., Ph.D	GM	29/06/2011	
2	Sri. Devaraja Y	Assistant Professor	05/08/1978	M.A., M.Ed., (Ph.D)	GM	29/06/2011	
3	Dr. Kirankumar K.S	Assistant Professor	25/05/1981	M.A., M.Ed., Ph.D	II A	29/06/2011	
4	Sri Veerendra Kumar Wali S	Assistant Professor	14/07/1978	M.A., M.Ed., (Ph.D)	GM	29/06/2011	
5	Dr. Shivakumar G.S	Assistant Professor	22/07/1973	M.Sc., M.Ed., Ph.D	GM	29/06/2011	
6	Smt. Vaninayaki D.C	Assistant Professor	10/06/1981	M.A., M.Ed., M.Phil., (Ph.D)	ST	29/06/2011	
7	Sri. Ravi H	Assistant Professor	06/07/1982	M.A., M.Ed., K-SET., (Ph.D)	SC	29/06/2011	
8	Sri. Yadu Kumar M	Assistant Professor	29/09/1976	M.Sc., M.Ed., NET., K-SET., (Ph.D)	SC	29/06/2011	
9	Sri. Nagendrappa S	Assistant Professor	01/01/1976	M.Sc., M.Ed., K-SET., (Ph.D)	C-I	29/06/2011	



Swamy Vivekananda Vidya Samsthe (R)
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Contact No: 08187 – 222383, 222067 E-Mail : kumadvathibed@gmail.com



Non-Teaching Staff Details

Sl. NO	Name	Designation	Date of Birth	Qualification	Category	Post Approval Date	Remarks
1	Vishwanatha G	Librarian	20/06/1979	B.A., M.Sc Lib., M.Phil	SC	29/06/2011	
2	Ravikumar N G	Physical Education Director	01/03/1978	M.P.Ed., M.Phil	GM	29/06/2011	
3	Manjunatha N P	Technician	16/05/1980	ITI (Electric)	GM	29/06/2011	
4	Kavitha Haravishettar	Asst. Librarian	01/06/1982	PUC	GM	29/06/2011	
5	Manjunatha S	FDA	26/04/1967	B.Com	IIA	29/06/2011	
6	Girish Kamath R	FDA	09/05/1980	B.Com	GM	29/06/2011	
7	Nagaraj H G	C.C.T	26/01/1975	SSLC., Junior Kannada Typing	C-I	29/06/2011	

8	Devaraja Nayak	C.C.T	01/04/1974	SSLC., Junior Kannada Typing	GM	29/06/2011	
9	Nagaraj Gadachikki	Attender	08/06/1983	SSLC	IIA	29/06/2011	
10	Ananda Krishna C	Attender	12/04/1972	SSLC	GM	29/06/2011	
11	Chandrappa D R	Attender	10/09/1969	SSLC	SC	29/06/2011	
12	Mallikarjuna Matad	Watchman	22/06/1986	SSLC	GM	29/06/2011	
13	Vinod Kumar	Sweeper	01/12/1982	9th	SC	29/06/2011	
14	Vijaya S	Peon	03/06/1980	SSLC	IIIB	29/06/2011	
15	Chetan Kumar B Y	Peon	06/07/1986	7th	GM	29/06/2011	