



KARNATAK UNIVERSITY, DHARWAD

No. KU/Aca(S&T)/(PPK-19/Spe.BOS/Edn.2 B.Ed.Regu/UG/2015-16/955/54 Date: 27 JUL 2015

NOTIFICATION

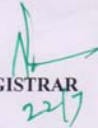
Sub: Regarding introduction of two year B.Ed. course with effect from the academic year 2015-16 & onwards alongwith its Regulation as per NCTE norms.

Ref: 1) Special BOS(UG) Res. No. 02 Dated: 05-06-2015
2) Special Education Faculty Res. 01 Dated: 09-06-2015
3) Academic Council Res. No. 11 dated 12-06-2015
4) Vice-Chancellor's order dated: 21/7/2015

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated B.Ed. Colleges coming under the jurisdiction of Karnatak University, Dharwad that the two year B.Ed.(I & IV Semester) course is introduced with effect from the academic year 2015-16 and onwards alongwith its Regulation as per NCTE norms duly exercising the powers of the Vice-Chancellor under section 15(5) of K.S.U. Act 2000 subject to the approval from the Government.

Hence, the contents of this notification may please be brought to the notice of the students, teachers and all concerned.

The concerned two year B.Ed. course Regulations may also be obtained through the Karnatak University, Website: www.kud.ac.in. Academic Folder.


REGISTRAR

To,

1. The Principals of all constituent & affiliated B.Ed. degree colleges coming under the jurisdiction of Karnatak University, Dharwad.
2. The Registrar,(Evaluation), K.U. Dharwad.
3. The Director, C.D.C. Section, K.U. Dharwad for information.
4. Director (I/C) Information Technology, Exam Section, with a request to place the Notification in the University Website: www.kud.ac.in. Academic Folder

Copy f.w.es. to:

1. Dr.N.P.Shahapur, Dean, Faculty of Education, P.G. Dept. of Education, University College of Education Building, K.U. Dharwad,
2. The Chairman, BOS in Education(UG), PG Dept. of Studies in Education, K.U. B.Ed. College Building Dharwad.

Copy to:

1. P.S. to Vice-Chancellor, K.U. Dharwad.
2. S.A. to Registrar, K.U. Dharwad.
3. S.A. to Registrar (Evaluation), K.U. Dharwad.
4. O.S., Exam. (Confdl.) Section, K.U. Dharwad.
5. O.S., Exam (Education Faculty) Section, K.U. Dharwad.
6. O.S. Exam (QP) Section, K.U. Dharwad.
7. O.S. Exam (G.A.D.) Section, K.U. Dharwad.
8. O.S. Academic (PG/CRT) Section, K.U. Dharwad.

KARNATAK



UNIVERSITY

DHARWAD

REGULATIONS AND SYLLABUS

For

BACHELOR OF EDUCATION

TWO YEAR B.Ed. COURSE

(Semesterised and CBCS Scheme)

(CHOICE BASED CREDIT SCHEME AND FOUR SEMESTER COURSE)

Prepared as per NCFTE and NCTE Recommendations and CBCS
Opted by Karnatak University, Dharwad

With Effect From
2015-2016 and Onwards

KARNATAK



UNIVERSITY

DHARWAD

FACULTY OF EDUCATION

REGULATIONS

OF

BACHELOR OF EDUCATION (B.ED.)

CHOICE BASED CREDIT SCHEME (CBCS) AND FOUR SEMESTER COURSE

WITH EFFECT FROM 2015-2016 AND ONWARDS

1. Preamble

The Bachelor of Education programme, generally known as B.Ed. is a professional course that person teaches for upper primary or middle level (Classes VI-VIII), Secondary Level (Classes IX&X) and Senior Secondary Level (Classes XI, XII).

1.1 Vision for Teacher-Education

Teacher-education must become more sensitive to the emerging demands of the school system. For this it must prepare the teacher for the role of being an:

- encouraging, supportive and humane facilitator in teaching–learning situation to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values needed to function as responsible citizens; and
- active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to the changing societal needs and the personal needs of learners.

1.2 Features of Teacher Education:

To be able to realise this vision, teacher-education must comprise the following features to enable student-teachers to

- understand the way learning occurs and to create plausible situations Conducive to learning;
- view knowledge as personal experience constructed in the shared Context of teaching–learning, rather than embedded in the external Reality of textbooks;
- be sensitive to the social, professional and administrative contexts in

- which they need to operate;
- develop appropriate competencies to be able to not only seek the abovementioned understanding in actual situations, but also to create them;
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations;
- Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts;
- View appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalised and disabled;
- To pursue an integrated model of teacher-education for strengthening the professionalization of teachers;
- develop the needed counselling skills and competencies to be a 'facilitator' for and 'helper' of children needed specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

1-3 Objectives and Duration of the Course:

1.3.1 On completion of the course the Student-Teacher will be able to:

- i.** Develop among teachers a clear understanding of the psychology of their students.
- ii.** Enable them to understand the process of socialization.
- iii.** Develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- iv.** Enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- v.** Develop the skills for guidance and counseling.
- vi.** Enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- vii.** Acquaint them with the factors and forces (within the school and outside) affecting educational system and class room situation.
- viii.** Acquaint them with educational needs of special groups of pupils.
- ix.** Enable them to utilize community resources as educational inputs.
- x.** Develop communication skills and to use the modern information technology.

- xi. Enable them to undertake action research and use innovative practices.
 - xii. Foster in them a desire for life-long learning.
- 1.3.2** B.Ed. course is of Four-Semesters and Choice Based Credit Scheme (CBCS) / Two year of Four Semester duration. Each semester shall extend over a period of 16 weeks.
- 1.3.3** The intake of students shall be as notified by the NCTE, State Government and the University.
- 2.0 Eligibility Criteria for Admission:**
- 2.1** Candidates who have obtained any Bachelor's Degree / Master Degree of this University or of any other University recognized as equivalent by UGC.
- a. Provided that the minimum marks, excluding the Internal marks and the marks obtained in class examinations for the purpose of qualification specified above shall be;
 - i. 45% of marks in the aggregate of three years of study in respect of candidate belonging to SC/ST, Physically Challenged and Cat-I candidates.
 - ii. 50% of marks in the aggregate of three years of study in respect of the other candidates.
 - b. Candidates of other Universities seeking admission to B.Ed. course of Karnatak University should necessarily attach the Eligibility Certificate issued by Karnatak University without which their applications shall be rejected.
 - c. Provided further, that candidates suffering from disability exceeding 75 percent are not eligible for selection under these rules.
- 2.2** In all Colleges of Education admission of candidates shall be made in accordance with the Government orders issued from time to time in respect of (a) reservations and (b) quota for Non-Karnataka students and any other special categories and in respect of any other aspect having a bearing on admissions.
- 2.3** Selection of subjects for Pedagogy of school Subjects
- 2.3.1** The College shall not provide admission to the candidates who desire to opt for subjects, which the college has no provision to teach.
- 2.3.2** For being eligible for admission to B.Ed. course of Karnatak University.
- (i) The two elective or equivalent studied should be those which will be offered as Pedagogy of School Subject (POSS-I & POSS-II).

2.3.3 No candidate shall be permitted to offer more than one language under special Pedagogy of School Subject unless he or she has studied both languages for at least 200 marks each at the graduate level. While selecting so the selection should be such that the two fall under different categories viz., Modern Indian Classical and Foreign Language categories.

2.3.4 If the the candidate is not studied school subjects during there degree course he/she has to select the Content Component Course. (Refer 13.1.1)

2.3.5 In those college which offer Marathi/Urdu or both as POSS students be permitted to undertake practice teaching in other Pedagogy of school subject through Marathi/Urdu as medium of instruction provided that (i) the candidate has offered that language as the medium of instruction at the SSLC Examination and (ii) guidance is provided by a teacher educator of the college or a Secondary school teacher teaching the particular subject possessing either B.A./B.Sc., M.Ed., or M.A./M.Sc/M.Com/M.C.A. & M.Ed. qualifications. However if trained teachers with above qualifications are not available, then trained teachers with a minimum of 5 years of experience in the concerned subject shall be permitted to guide. In such cases, colleges shall necessarily obtain prior permission from the University by submitting all relevant records pertaining to the students and teacher educators/secondary schoolteachers.

2.4 Fair Distribution of Seats Among Pedagogy of School Subjects:

The number of students to be admitted under special Pedagogy of School Subject shall normally be distributed across reservation categories such that 50% belong to Humanities and 50% to Science and Mathematics. Marginal adjustment to the above mentioned distribution may be permitted by the University to the extent of 15%, provided teaching facilities are available in the college.

2.5 Intake:

Each College of Education shall adhere to the intake fixed by the Government, NCTE and the University periodically. Their shall be basic Unit of 50 Students with maximum of Two Units. If the college/Department wishes to have Two Units subject to the approval of NCTE and University.

3.0 Medium of Instruction:

The medium of instruction and examination shall be English or Kannada.

4.0 Attendance:

4.1 Each semester shall be taken as a unit for purpose of calculating attendance

4.2 A student enrolled in the B.Ed. programme shall be deemed to have satisfied the requirement of attendance if he/she has attended not less than 80% of the total number of working days, which include lectures, seminars, practice teaching and practical work undertaken together during each semester.

4.3 The minimum attendance of student-teacher shall have to be 80% for all course work and practicum, and 90% for school internship.

5.0 Shortage of Attendance:

5.1 Shortage of attendance to the extent of 10% may be condoned by the Vice-Chancellor on the recommendations of the Principal of the College provided the Principal Certifies that the reasons furnished by the student for not complying with the attendance requirement are genuine. There shall not be, however, any condonation where the attendance is less than 70%.

5.2 Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may keep fresh terms by again enrolling themselves for the course following the rules of the University.

6.0 Scheme of Instruction:

6.1 In the First Semester there shall be Seven Papers (Five Core Papers + Two Pedagogy of School Subject, EPC-1 Reading and Reflecting on Texts and to Engagement with Field Work Microteaching and School Observation Demonstration by Pedagogy Teacher Education One and Two).

In the Second Semester there shall be Six Papers (Four Core Paper, Two Pedagogy of School Subject, EPC-II Drama and Art Education, Practice Teaching Four Lesson in each POSS and Practicum related and Engagement With Field work.

In the Third Semester, there shall be Five Papers (Five Core Papers)

In the Fourth Semester there shall be One paper (EPC-III Understanding Self and School Internship Program for the period of 16-18 weeks.

(Vide Annexure-II).

6.2 Every college shall offer atleast Four Optional Course in the Third Semester. Student has to select any one optional course of their choice.

7.0 Hours of Instruction (Contact Hours) Per Week:

7.1 Working Days

- (a)** There shall be atleast two hundred working days each year exclusive of the period of examination and admission.
- (b)** The institution shall work for a minimum of thirty six hours in a week of six days, during which physical presence in the institution of all the teachers and student teachers in necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c)** The minimum attendance of student-teachers shall have to be 80% for all course work & practicum and 90% for School Internship.

7.2 Practice Teaching related activities shall be completed within Three weeks in second semester. The practice teaching related activates can be extended Middle Level (Classes VI - VIII), Secondary Level (Classes IX-X) and Senior Secondary Level (Classes XI-XII), as per the preamble of the NCTE Guide.

8.0 Practice Teaching:

8.1 Each student shall practice teaching by giving Four Lessons in each subject of Pedagogy of School offered in relation to POSS-I and POSS-II in a Recognized Schools/Attached Practice Schools/Co-Operative Schools/ Govt. Schools of Middle Level, Secondary Level and Senior Secondary Level for period of about Three weeks or as a spread over programme during the Second semester.

- a)** The College Staff/Teacher Educator supervises and shall check all the Lesson Plans, the lesson shall be fully observed, assessed and marks recorded by them on the spot-followed by a feedback discussion session with the student-teachers. In the case of non-availability of College Staff Supervisors, the same may be done by the concerned subject teacher for the school appointed by the Principal of the College.
- b)** Assessment for teaching practice on POSS-I and POSS- II shall be based on quality of lesson plans written and student-teacher performance in 4 practice lessons in each subject and related teaching and learning aids used during the lesson in actual classrooms and in Microteaching and Innovative Teaching under simulated conditions (One Lesson).

8.2 Each student teacher shall fully observe a minimum 16 lessons per subject of teaching practice out of which, Eight lessons may be of the same subject and Eight may be of the other subject and attend the feedback session held by the supervising staff these student teachers shall maintain proper records of lessons observation in a prescribed proforma.

8.3 Each student shall undergo training in microteaching in simulated condition using at least any three of the following skills in each POSS without overlap. The student shall submit the lesson notes to the concerned supervisor.

(A) Writing Instructional Objectives, (ii) Introducing the Lesson, (iii) Explanation, (iv) Illustrating with Examples, (v) Questioning, (vi) Using Black Board, and (vii) Stimulus Variations

8.4 Each student-teacher shall undergo training in innovative teaching under simulated condition.

8.5 Each student-Teacher shall submit the internal assessment records of all the assignments as detailed in **9.0** for the concerned semester.

9.0 Internal Assessment:

Internal Assessment Components and Marks:

In case of all Theory Papers, the internal assessment shall be for 20 theory marks, assessed through a test of 10 marks and one assignment/semester for 10 marks.

Theory-I Semester

Paper		Test (1)* Marks	Assignment/Seminar(1)* Marks	Total Marks
S ₁ Course 1	Child & Growing Up	10	10	20
S ₁ Course 2	Language Across the Curriculum	10	10	20
S ₁ Course 3	Understanding Discipline & Subject	10	10	20
S ₁ Course 4	Skills and Strategies of Teaching	10	10	20
S ₁ Course 5	POSS-I	10	10	20
S ₁ Course 6	POSS-II	10	10	20
S ₁ EPC – 1	Reading and Reflecting on Texts	Grade	Grade	A/B/C/D/E

Note: Each test shall be one hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments
- POSS: Pedagogy of School Subject.

*** Please See Appendix – I for the Details of the EPC – I; Reading and Reflecting on Text**

Theory-II Semester

Paper		Test (1)* Marks	Assignment/Seminar(1)* Marks	Total Marks
S ₂ Course 7	Learning and Teaching	10	10	20
S ₂ Course 8	Knowledge & Curriculum-I	10	10	20
S ₂ Course 9	Assessment for	10	10	20

	Learning			
S ₂ Course 10	Educational Technology	10	10	20
S ₂ Course 11	POSS-I	10	10	20
S ₂ Course 12	POSS-II	10	10	20
S ₂ EPC – II	Drama & Art In Education	Grade	Grade	A/B/C/D/E

Note: Each test shall be one hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments
- POSS: Pedagogy of School Subject.

* Please See Appendix – II for the Details of the EPC – II Drama & Art In Education

Theory-III Semester

Paper		Test (1)* Marks	Assignment/ Seminar (1)* Marks	Total Marks
S ₃ Course -13	Gender, School and Society	10	10	20
S ₃ Course-14	Creating an Inclusive School	10	10	20
S ₃ Course-15	Critical Understanding (ICT)	10	10	20
S ₃ Course-16	Knowledge and Curriculum-II	10	10	20
S ₃ Course-17	Contemporary India & Education	10	10	20
S ₃ course-18	Optional Course (any one) Work Education/ Peace Education/ Value Education/ Guidance & Counseling/ Health & Physical Education/ Special Education/ ActionResearch/Environmental Education)	10	10	20

Note: Each test shall be one hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments
- POSS: Pedagogy of School Subject.

Theory-IV Semester

Paper		Grade	Assignment/ Seminar (1)* Marks	Total Marks
S ₄ Practicum-I	Internship On POSS – I + Project Work – I		(125+25)	150
S ₄ Practicum-II	Internship On POSS – II + Project Work – II		(125+25)	150
Practical Exam	POSS – I & II		(50+50)	100
S ₄ EPC – III	Understanding Self	A/B/C/D/E		

Note: Each test shall be one hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments
- POSS: Pedagogy of School Subject.

*** Please See Appendix – III for the Details of Internship and EPC–III Understanding and Self**

(B) Practice Teaching

The activities and the allotment of marks for Practice Teaching in each Pedagogy of Schools Subjects are as follows:

Sl. No.	Particulars	Semester -I	Semester – II		Semester – III		Semester – IV
		Marks		Marks	-----		
1	Micro Teaching Under Simulated Conditions (3 Skills Without overlapping)	50 (5x3x2)	----	-----	----	-----	-----
2	Lesson Planning	----	(4 Lessons) (2 Best Lessons to be Considered for Evaluation)	20+5 (5x2 x2)	(16 Lessons) 4 Best + the Criticism Lesson to be Considered for Evaluation)	40 (5X4X2)	
3	Lesson Teaching	----	(4 Lessons) (2 Best Lessons to be Considered for Evaluation)	20+5 (5x2 x2)	(16 Lessons) 4 Best + the Criticism Lesson to be Considered for Evaluation)	40 (5X4X2)	-----
4	Innovative Teaching (simulated) 1. Model of Teaching or 2. Integrating Technology in Teaching	----	----	----	One Lesson	20 (10X2)	
5	Unit Plan	----	----	----		----	20 (10x2)
6	Resource Unit/ Instructional Kit/ Work Book/ Working Models*	-----	----	----		----	30 (15x2)
7	Construction of Achievement Test (30 items)	----	----	----		----	30 (15x2)
8	Administration of Achievement Test and Interpretation of Test Scores	----	----	----		----	10 (5X2)
9	Observation Record (Minimum of 30 Lessons)	----	----	----		----	10 (5X2)
	Total	50	----	50	----	100	100

(C) Community Orientation and Co-Curricular Activities

In addition to the above practice teaching components, each student teacher shall participate/ undertake the following activities and submit a report in respect of each item: In the Third semester

9.1.1 Socially Useful Productive Work (SUPW) - during the fourth semester

9.1.2 Co-Curricular Activities (CCA) - during the fourth semester

9.1.3 Physical Education/ Games (PE/G) - during the fourth semester

9.1.4 Citizenship Training Camp (CTC) : The CTC should aim at fostering qualities like Working with Community, Collective Work, Co-Operative Living, Fellow Feeling, like-minded towards rural culture etc. among student teachers. The college shall arrange to have such activities in CTC that foster the above orientations. The CTC should exclusively be conducted at a rural place/outskirt city by the college during the **Second Semester**.

These activities shall be graded as A, B, C, D, and E and the grades for these activities shall be shown in the marks card. The grade elaboration is as follows:

A – Excellent, B – Good, C – Average, D – Fair and E – Poor.

9.2 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in 9.0 above to the University as and when it is called for.

9.3 Internal assessment

9.3.1. The internal assessment marks shall be based on attendance, tests, seminars, assignments and practical/practicum/Activities.

9.3.2. The internal assessment marks shall be communicated to the Registrar (Evaluation) within 15 days at the end of the each semester.

9.3.3. A candidate shall register for all the papers of a semester when he/she appears for the examination of that semester for the first time.

9.3.4. Conduct of Practical Examination: the University shall conduct Practical Examination with the help of “Practical Examination Boards” approved by the Chairman, Board of Examiners. Each practical Examination Board shall consist of two members i.e., one from the B.Ed. College and the other from Practicing School.

9.4 Practical Examination

a. The University shall conduct practical examination in teaching one lesson in each of the subjects of practice teaching offered by the student-teacher under POSS-I and POSS-II at the end of the fourth semester. Each lesson shall be observed fully and assessed by two examiners, preferably one internal and other external chosen on the basis of their special knowledge of the subject.

b. The final result shall take into account the performance of the student in I, II, III and IV Semesters assessed both internally and externally by allotting credit points semester wise .

Eligibility to take the Examination

- b.** A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus, the following additional work also and has maintained proper records.
 - i.** Participation in the Co-Curricular Programmes, SUPW, Health and Physical Education Activities Organized by the College.
 - ii.** Participation in Fieldtrip, such as visit to School/Schools, Science Slubs/Museums and the like Model Institutions.
 - iii.** Participation in Seminars-Symposia/Programmes organized by the college for professional advancement.
 - iv.** Internal assessment in respect of **9.0** (c) above shall be in a form of assigning grades from A (Highest) through B, C, D, or E (Lowest). There will be no minimum grade for pass to be obtained. However, the Grade obtained by the student shall be recorded in the marks card.
- c.** The College shall submit to the University all the internal assessment marks pertaining to theory and practicum as details in above to the University a week before the commencement of the theory examination.

10.0 The Co-Ordination Board:

A Board for Co-ordination and moderation of internal assessment may be appointed in the beginning of the every academic year, for (i) assessing and ensuring the relevance, range and quality of work and its assessment (ii) moderating and regulating the range and distribution of internal assessment in all papers including teaching practice and every subject related activities for the first semester & third semester similarly second semester & fourth semester in relation to the quality of the work turned out, suitably scaling up or down the whole set of marks in any area.

10.1 The Board shall consists of – (Each Board)

- 1.** Dean of the Faculty of Education as Chairman of the Board.
- 2.** Each Board consists of Two Senior Principal with a minimum of 15 years of Teaching experience in a College of Education under the jurisdiction of Karnatak University, Dharwad.
- 3.** The Principal of the B.Ed. colleges which the board is visiting.
- 4.** Each Board consists of a Senior faculty with a minimum of 15 years of Teaching experience in a College of Education under the jurisdiction of Karnatak University, Dharwad.
- 5.** In the event of members appointed under (2) and (4) failing to attend the Board, the Chairman may be authorized to Co-Opt a senior member from the affiliated Colleges of Education.

6. In the event of the number of Colleges of Education increasing beyond 20, a second Co-Ordination Board shall be constituted with the Dean of the Faculty of Education, Karnatak University. Further, the board consists of new members from (2), (3) and (5) categories.
- 10.2 Guidelines**
- 10.2.1** .The University shall receive the consolidated Internal Assessment marks lists (in duplicate) from each college within 15 days of the end of the each semester. The Individual colleges shall also submit the required descriptive statistics i.e. Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Practice Teaching as directed by the Coordination Board.
- 10.2.2** The Co-ordination Board shall meet at the University in the 1st instance to scrutiny the internal assessment marks of each college.
- 10.2.3** The proportion of students who are above the theoretical average (50%) given an indication of the extent of liberalism in internal assessment.
- 10.2.4** The range of marks assigned by the college indicates the extent of discrimination in evaluation of student performance in respect of quality of work, if either the range is too narrow, or the distribution is lop-sided, the Co-ordination Board shall take appropriate steps to moderate.
- 10.2.5** The range of marks for each College of Education in respect of internal assessment for the college as a whole should be between 65% to 90% and the college mean should be between 70% to 80%. The Co-Ordination Board shall review the assignments submitted by the students and their assessment pattern and would examine whether the range of marks of a College of Education is between 65% to 90% and the mean score of the college is between 70% to 80% as stipulated.
- 10.2.6** The Co-Ordination Board shall visit the colleges at the end of the every first semester & third semester similarly second semester & fourth semester after the initial meeting at the University.
- 10.2.7** The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Coordination Board duly signed to the Registrar (Evaluation), with a copy of the Chairman of the Co-ordination Board.
- 10.2.8** The Co-Ordination Board also should ensure that the Evaluation is done based on the performance of the student and record submitted them. The Co-Ordination Board shall identify 10 to 15% of the students, assignments selected at random from the two extreme and middle groups after each semester examination.
- 10.2.9** The deliberations of the Co-ordination Board and the records submitted by the Colleges shall be treated as CONFIDENTIAL.

10.2.10 In the instance of any malpractice coming to the knowledge of the Co-ordination Board, the matter will be reported to the University for Appropriate Action.

10.2.11 The decision of the Co-ordination Board shall be final.

11.0 Scheme of Examination:

11.1 There shall be a University Examination at the end of each semester and except Third semester.

11.1.1 Scheme of studies and examination of the B.Ed. Course (vide Annexure II)

11.2 The composition of theory and internal assessment for each paper shall be 80 and 20 marks respectively.

11.3 Practical Examination

a) The University shall conduct practical examination in teaching one lesson in each of the subjects of Pedagogy of School offered by the student under POSS-I and POSS-II at the end of the Second Semester. Each lesson shall be observed fully and assessed by two examiners, preferably one internal and other external chosen on the basis of their special knowledge of the subject.

b) The final result shall take into account the performance of the student in all I, II, III and IV Semesters assessed both internally and externally.

12.0 Theory Examination :

a) **Question Paper Pattern**

Pattern of Question Papers for B.Ed. Course-1 to Course-17 of Four Semester First, Second, Third & Fourth Semester.

Section	No. of Questions to be Answered	Marks Per Question	Total Marks	Nature of Objectives to be Covered
A	12 Questions out of 15 questions to be answered	5	60	Knowledge/Comprehension/Comprehension type question. Each should answer in not more than one page.
B	2 Questions with internal choice	5	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages
		Total	80	

b) **Board of Examiners and Valuation:**

- i. There shall be Board of Examiners for scrutinizing and approving the question papers.
- c) Classification of Successful Candidates:**
- i. Minimum for a pass at the University Examination in each of the Theory papers/ Practical shall be 35% and minimum for a pass in each paper including internal assessment shall be 40% and 50% in aggregate for all the papers in each semester.
 - ii. For the purpose of declaring Ranks and Classes the aggregate of the marks in both the semesters shall be taken into account. However, Ranks shall not be declared in case the candidate has not successfully completed each of the papers in the first attempt.
 - iii. Successful candidates who secure the minimum marks stipulated above in all papers in one attempt in both the semesters shall be classified as follows:
 - First Class with Distinction: 70 percent and above in both theory and practicum paper separately as well as in aggregate.
 - First Class: 60 percent and above, but below 70 percent in both theory and practicum taken separately as well as in aggregate.
 - Second Class: 50 percent and above, but below 60 percent in aggregate in both theory and practicum.
 - Third Class: 40 percent and above, but below 50 percent in the aggregate.
 - The result for the each semester should be declared in the form of credit points earned by the students semesterwise. That is Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). (Please refer 27.0 for the detailed calculation.)
- d) Provision for Repeaters**
- i. A candidate is allowed to carry all the previous unleared papers to the subsequent semester provided he/she has satisfactorily fulfilled the attendance requirements prescribed.
 - ii. The B.Ed. programme under CBCS is fully carryover system. A candidate re-appearing the odd or even semester examinations as and when they are conducted. (Even semester examinations in Even semester and Odd semester examinations in Odd semester.)
 - iii. Candidates who have failed/ remained absent or are opting for improvement in any paper/s shall complete their course within a maximum period of three years from the date of admission. However, the marks secured in the previous attempt shall be retained, if the same is higher, even after appearing for improvement. Further there is no provision for improvement in the Practice Teaching University Examination.

- iv. The candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearances.
- v. Claim of Exemption: Candidates who fail in the B.Ed. examination may claim exemption at their option at subsequent attempts in the subjects in which they have obtained 40 percent or more. Such candidates who pass in subsequent attempts however will not be eligible for a class; scholarship etc. The internal assessment once awarded for a paper shall be retained even if the candidate takes the theory/ practical examination in that paper subsequently.
- vi. There is no provision for improvement of internal assessment.

12.1 Miscellaneous

- A. The Directions, Orders, Notifications issued by the University Authorities in respect of matters not covered by these Regulations shall be final, provided they are in conformity with the provisions of the Karnataka State Universities Act, 2000 and the Ordinances, Statutes, Regulations and Rules made there under.
- B. Not with standing anything contained in these regulations, the semester system at Post-Graduate level is hereby repealed.
- C. The provisions of any order, Rules or Regulations in force shall be inapplicable to the extent of its inconsistency with these Regulations.
- D. The University shall issue such orders, Instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this Regulations.
- E. The procedural details may be given by the University from time to time.
- F. Any unforeseen problems/ difficulties may be resolved by the Vice Chancellor, whose decision in the matter shall be final.

13.0 Additional Clause for Content Component Courses for Bachelor of Education (B.Ed.) Semester Course 2013-2014 and Onwards

- 13.1** The Content Component Course (C.C.C.) shall be made exemption or compulsory as under keeping in view the Government Orders of the past and present and convention of the University, being followed while allotting POSS-I and POSS-II respectively Content Component Course Subject in the First Semester and Second Semester Only.

13.1.1 Eligibility Criteria for Selection of Content Component

- 13.1.2** Candidates who have obtained any Bachelor's Degree of the University or of any other University recognized as equivalent thereto

with any one language and at least two subjects of three electives specified below during all three years of course of study.

Languages: English, Kannada, Hindi, Marathi, Urdu, Sanskrit.

Electives: Physics, Chemistry, Botany, Zoology, Mathematics, History, Political Science, Sociology, Geography, Economics, English, Kannada, Hindi, Marathi, Urdu, Sanskrit.

If the candidates studied above said subjects then they may be exempted from the study of content component course subject.

13.1.3 Candidates who offer a language as one of the (POSS) to be treated as equivalent in the list of Languages: English, Kannada, Hindi, Marathi, Urdu, and Sanskrit.

Electives: Physics, Chemistry, Botany, Zoology, Mathematics, History, Political Science, Sociology, Geography, Economics, English, Kannada, Hindi, Marathi, Urdu, Sanskrit, shall have studied the language for a paper of atleast 200 marks either as basic or compulsory or even without a specific nomenclature during their any Graduation Course. They are exempted from the study of Content Component Course Subject.

13.2 If the candidate has not studied school teaching subjects as option at Bachelor Degree level for all the three years/ two years at P.G. level, then candidate has to select one or two Content Component Course as per the syllabus prescribed by the University and write an examination conducted by the University and also study the Pedagogy of school subject in the same subject for the B.Ed. course (as per Government Order CAC/3/B.Ed.2013-14 dated 19.11.2013)

13.3 Any candidate who has not studied optional subject for all the three years at Any Bachelor Degree should take Content Component Course Subject(s) along with candidate has to study two Pedagogy of School Subject (POSS).

13.4 Subject(s) studied as Content Component Course at B.Ed. will not be considered as equivalent to Major/Optional subject in Bachelor's Degree/ P.G. Level.

13.5 The Content Component Course Subject(s) prescribed at B.Ed. is only to facilitate the candidates to pursue B.Ed. programme.

14.0 Provided that candidates who have obtained any degree from recognized Universities situated in Karnataka or outside the Karnataka State should have studied at least two electives specified above in

16.2.1 & 16.2.2 at their three years Degree course of study by appearing for one subject in the University Examinations for atleast two years and in the principal subjects for at least three years only and if there is any change of subject during the course of study of three years. Such candidates shall select and shall be allotted two or one Content Component Course Subject(s) which depends on subject combination of their graduation course.

- 15.0** The students of any degree who have studied school subjects or related school subjects for a period of three years and also languages as a basic for a period of two years at the degree level may be exempted from the study of content component course subject.
- 17.0** Students of any degree who have not studied either school subjects or related school subjects for a period of three years or the language as a basic for a period of two years at the any degree level shall be made compulsory to study two or one Content Component Course Subject(s) which depends on the subject combinations during their three years degree course.
- 18.0** Students who are allotted Content Component Course Subject(s), they have to be undergone University Examinations for each Content Course Subject(s) of 50 maximum marks and should obtain 20 marks minimum for passing at the end of each semester. There is no Internal Assessment Marks for Content Component Course Subject(s).
- 19.0** Students, who are allotted Content Component Course Subject(s), have to study compulsorily along with two Pedagogy of School Subject (POSS) in respective subjects.
- 20.0** Content Component Course Subject(s) marks shall not be included for the percentage calculation of B.Ed. Semester-wise University Examinations.
- 21.0** The Content Component Course Subject(s) shall not be compulsory for both Pedagogy of School Subject. However, it shall be either both methods or one method depending upon the subjects studied at three years degree level as per the above said/mentioned norms.
- 22.0** Students who are allotted Content Component Course Subject(s) which supports the trainee to enrich the Pedagogy of School Subject(POSS) along with to have practical knowledge and to understand all the assignments in respective Pedagogy of School Subject(POSS).
- 23.0** As per the Government order students who are allotted and studying the Content Component Course Subject(s) which is/are not equivalent to the students who are studying actual courses during three year UG degree programme.

24.0 Content Component Course Subject(s) shall be Guided/Taught by the either concerned Pedagogy Teacher Educator or shall be taught the subject by arranging Guest Lectures or can be taught by providing Self Learning Modules (SLM).

25.0 Any Unforeseen problems/ difficulties may be resolved by the Vice-Chancellor, whose decision in the matter shall be final.

26.0 Scheme of Examination of Content Component Course Subject for Bachelor of Education (B.ED) Degree Programme:

26.1 Scheme of Examination:

26.1.1. There shall be a University Examination at the end of each First & Second semester. University will conduct the Examination and Valuation Work but marks obtained in the Content Component Course Subject(s) should not be added for the calculation of percentage of total B.Ed. Marks.

26.1.2. There shall be Examination Fees of Rs.100/- per content paper per semester for Content Component Course Subject(s) which is to be remitted to the University in addition to the B.Ed. Main Examination.

26.1.3. The Scheme of studies and Examination of B.Ed. Course (Vide Annexure 1)

26.1.4. The Composition of each Content Component Course Subject(s) shall be 50 Theory Marks and no Internal Assessment Mark.

26.1.5. Content Component Course Subject(s) Examination Question Paper Pattern for Content Component Course subject (CCC) duration of Examination is of 2 hours.

Scheme	No. of Questions to be answered	Marks for Question	Total Marks	Nature of objectives to be covered
A	Five Questions out of Eight Questions to be answered	2	10	School subject(s) Application type of Questions each should be answered not more than one page
B	Four Questions out of Six Questions to be answered (5 X 4 = 20)	5	20	Knowledge Comprehension type of Questions on School subjects related, each should be answered one page
C	Two Questions with Internal Choice	10	20	Understanding/ Comprehension and Analysis,

	(2 X 10 = 20)			synthesis evaluation type questions on school subjects related to each should be answered 2 to 3 pages.
	Total		50	

Note: All units in a given Subject / Paper should be adequately represented in the question paper.

- Due weightage in terms of marks should be given each unit.

26.2 Board of Examiners and Valuation:

26.2.1 There shall be a Board of Examination for scrutinizing and approving the question papers of Content Component Course Subject(s).

26.2.2 Valuation should be done based on the scheme of valuation which is to be prepared by paper setter.

26.3 Successful Candidates:

26.3.1 Minimum for a passing for each Content Component Course Subject(s) is 20. Marks obtained for each Content Component Course Subject(s) cannot be considered for the calculation of percentage or awarding any class. A ward of class is not applicable for Content Component Course Subject(s) in the University Examination.

If the Candidate is obtained below 20 or less than 20 marks shall be declared as fail. A Grace Mark is applicable for Content Component Course Subject(s) as per the existing rule of the University.

26.4 Provision for Repeaters:

26.4.1. A Candidate is allowed to carry the previous Content Component Course Subject paper(s) to the subsequent semester provided he/she has to be satisfactorily fulfilled the attendance requirements prescribed.

Candidate who have failed or remained absent in any Content Component Course Subject(s) shall appear for such paper(s) in the two immediate Successive Examinations that are conducted.

The Candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearance.

26.5 Claim of Exemption:

26.5.1. Candidates who failed in the Content Component Course Subject(s) examination may claim exemption at their option at subsequent attempts in the subject(s) in which they have obtained atleast 20 marks (40 percentage or more). Such candidates who pass in subsequent attempts however will not be eligible for any class.

26.5.2. There is no provision for improvement of Content Component Course Subject(s)

26.6 Code Number for the Content Component Course Subject(s)

26.6.1. There shall be separate Code Number for the Content Component Course Subject(s) – C is code which follows number. The details of the Code Number for each semester for each paper are as follows:

Sl. No.	Subject	First Semester	Second Semester
1	Content Component Course in History	C 9	C 29
2	Content Component Course in Kannada	C 11	C 31
3	Content Component Course in English	C 10	C 30
4	Content Component Course in Sanskrit	C 15	C 35
5	Content Component Course in Hindi	C 12	C 32
6	Content Component Course in Urdu	C 14	C 34
7	Content Component Course in Marathi	C 13	C 33
8	Content Component Course in Geography	C 8	C 28
9	Content Component Course in Physical Science	C 6	C 26
10	Content Component Course in Biological Science	C 7	C 27
11	Content Component Course in Mathematics	C 5	C 25

26.7

Annexure – II

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme

Semester – I

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	S ₁ Course 1	Childhood and Growing Up	4	4	20	80	100
2	S ₁ Course 2	Language Across the Curriculum	4	4	20	80	100
3	S ₁ Course 3	Understanding Discipline & Subject	4	4	20	80	100
4	S ₁ Course 4	Skills and Strategies of Teaching	4	4	20	80	100
5	S ₁ Course 5	Pedagogy of School Subject-I (POSS-I)	4	4	20	80	100

6	S ₁ Course 6	Pedagogy of School Subject-II (POSS-II)	4	4	20	80	100
7	S ₁ EPC - I	Reading and Reflection Texts	-	-	-	-	Grade
8	* CCC-I	Content Component Course	2	2	-	50	50
9	* CCC-II	Content Component Course	2	2	-	50	50
		Total	24	24	120	480	600

I-Semester:

EPC- I Reading and Reflection Texts. To be assessed using Grades: A/B/C/D/E

- (*) University will conduct the Examination and Valuation. But Marks should not be added for the calculation of Percentage for Total B.Ed. Marks.
- (*) Candidates who are not studied school subjects at their degree level and they have to study CCC subjects as per the regulations and they have to study extra two credits for each CCC subjects.

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme Semester – II

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	S ₂ Course 7	Learning and Teaching	4	4	20	80	100
2	S ₂ Course 8	Knowledge & Curriculum-I	4	4	20	80	100
3	S ₂ Course 9	Assessment for Learning	4	4	20	80	100
4	S ₂ Course 10	Educational Technology	4	4	20	80	100
5	S ₂ Course 11	Pedagogy of School Subject-I (POSS-I)	4	4	20	80	100
6	S ₂ Course 12	Pedagogy of School Subject-II (POSS-II)	4	4	20	80	100
7	EPC-II	Drama and Art in Education	-	-	-	-	Grade
8	Practicum	Citizenship Training Camp	-	-	-	-	Grade
9	* CCC-I	Content Component Course-I	2	2	-	50	50
10	* CCC-II	Content Component Course-II	2	2	-	50	50
		Total	24	24	120	480	600

II-Semester:

EPC-II: Drama and Art in Education. To be assessed using Grades:-A/B/C/D/E

- (*) University will conduct the Examination and Valuation. But Marks should not be added for the calculation of Percentage for Total B.Ed. Marks.
- (*) Candidates who are not studied school subjects at their degree level and they have to study CCC subjects as per the regulations and they have to study extra two credits for each CCC subjects.

**B.Ed. Course Scheme of Examination – CBCS and Semester Scheme
Semester – III**

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	S ₃ Course -13	Gender, School and Society	4	4	20	80	100
2	S ₃ Course-14	Creating an Inclusive School	4	4	20	80	100
3	S ₃ Course-15	Critical Understanding (ICT)	4	4	20	80	100
4	S ₃ Course-16	Knowledge and Curriculum-II	4	4	20	80	100
5	S ₃ Course-17	Contemporary India & Education	4	4	20	80	100
	S ₃ Course 18	Select any One Optional Papers Work Education/Peace Education/Value Education/ Guidance & Counseling/ Health & Physical Education/ Special Education/Action Research/Environment Education	4	4	20	80	100
		Total	24	24	120	480	600

**B.Ed. Course Scheme of Examination – CBCS and Semester Scheme
Semester – IV**

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	POSS-I	School Internship On POSS – I + Project Work – I	4	4	125 +25	50	195
2	POSS-II	School Internship On POSS – II + Project Work – II	4	4	125 +25	50	195
3	EPC-III	Understanding Self	-	-	-	-	Grade
		Total			300	100	400

Course: Enhancing Professional Capacities :(EPC) Understanding Self
To be assessed using Grades:-A/B/C/D/E

S4 Course-19: Community Orientation and Co-Curricular Activities

1	S. U. P. W. **
2	P.E. / GAMES **
3	C. C. A. **

**** To be Assessed Using Grades – A, B, C, D, E**

27.0 Marks, Credit Points (CP), Grade Points (GP), Grades and Cumulative Grade Point Average (CGPA).

27.1 The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage marks	Credit Points	Letter Grade
75.00 to 100.00 %	7.50 to 10.00	A
60.00 to 74.90 %	6.00 to 07.49	B
50.00 to 59.94 %	5.00 to 5.99	C
40.00 to 49.94 %	4.00 to 4.99	D
Less than 40%	Less than 4.00	F

27.2 Credit point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of the course.

27.3 The award of Grade Point Average (GPA) : for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

27.4 The Cumulative Grade Point Average (CGPA): shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA to date shall be calculated by dividing the total number of credit pints in all the semesters to date by the total number of credits in all the semesters to date.

CGPA for the First Semester = Sum of the CP of the I Semester ÷ Sum of the credits of the I Semester

CPGA for the II Semester = Sum of the CP of the I Sem + Sum of the CP of II Sem. ÷ Sum of the credits of the I semester + II semester

CGPA for the III and IV Semesters shall be computed accordingly.

27.5 The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

27.6 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be awarded
7.50 to 10.00	First class with Distinction
6.00 to 7.49	First Class
5.00 to 5.99	Second Class
4.00 to 4.99	Pass
Less than 4.00	Fail

ANNEXURE – I
SUBJECTS RELATED TO SCHOOL TEACHING SUBJECTS AND METHODS OF TEACHING TO
BE OFFERED AT B.Ed. LEVEL

Sl. No.	School Teaching subjects	Equivalents in Bachelors Degree / post Graduate	POSS-I	POSS-II
I	II	III	IV	V
1	LANGUAGES TAUGHT AS LANGUAGE IN THE SCHOOLS (KANNADA, ENGLISH, HINDI, URDU, TAMIL, TELUGU, MARATI, SANSKRIT, MALAYALAM)	Languages (Kannada, English, Hindi, Urdu, Tamil, Telugu, Marati, Sanskrit, Malayalam) studied as optional at Diploma / Bachelors Degree level / P.G. level in Language offered by universities recognized by UGC, in languages taught in schools in Karnataka State.	Languages (Kannada, English, Hindi, Urdu, Tamil, Telugu, Marati, Sanskrit, Malayalam) taught in schools as Methods or above Languages studied as content-cum-methodology I	ANY subject studied as MAJOR SUBJECT as listed in col III at Sl. No 2, 3 & 4 at Bachelors degree / PG level or subject studied as content-cum-methodology II
2	ARTS/HUMANITIES/COMMERCE/SOCIAL SCIENCE (HISTORY, POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY GEOGRAPHY)	History, Political Science, Economics, Sociology, Geography as optional at Bachelors Degree level / P.G. level	History/ANY subject listed in COL No III of Sl.No 2 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Geography / Lang ANY subject studied as MAJOR SUBJECT as listed in col III at Sl. No 1, at Bachelors degree / PG level or subject studied as content-cum-methodology II

3	PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, MATHEMATICS)	Physics, Chemistry, Mathematics as optionals at Bachelors Degree level / P.G. level	Physics/ ANY subject listed in COL No III of Sl. No 3 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Mathematics/ Chemistry / ANY subject listed in COL No III of Sl. No 1 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology II
4	LIFE SCIENCE /BIOLOGICAL SCIENCE (CHEMISTRY, BOTANY, ZOOLOGY)	Chemistry, Botany, Zoology Environmental Science / Fisheries / Forestry / Micro Biology / Genetics / Bio Science / Physiology / Cell Biology / sericulture as optional at Bachelors Degree level / P.G. level	Biological Science/ ANY subject listed in COL No III of Sl. No 4 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Chemistry/ ANY subject listed in COL No III of Sl. No 1 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology II

Appendix – I : EPC -1 Reading and Reflecting on Texts

There have been studies to show that Under-Graduate Students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. Students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language Across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about Schools, Teaching, Learning, and about different people's experiences of

all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses. For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing 2-Year B.Ed. Curriculum **20** leads to the development of Critical Skills. Student-Teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

Suggested Activities on EPC-1: Library Work/Paper Reading/Journal Reading/Magazines Reading/Preparation Album on Different Themes of Education, Pamphlets Monogram, Hand Books, Manuscript Magazines, Collection of Archives etc.,

Appendix – II : EPC-II : Drama and Art in Education

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities. Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007) which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way (Heathcoat & Bolton, 1994).

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating' can be used to raise critical questions addressed to characters from the textbook or those in history, to think about

significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.

Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action. The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching learning (Prasad, 1998). Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature (Armstrong, 1980; Davis, 2008). The challenge of teacher educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work (Carini, 2001).

Note: (List of Activities for EPC-II) Dramatization, Role Play Model, Street Drama, Puppets, Tableau, Video Presentation, Lecture on Art, Group Projects, Preparing Film and Documentary on Art education , Art Based Practice through incorporating variety modes of play etc., The college should maintain record on any activities relating to promote EPC - II

Note: College is free to introduce any activities to promote EPC-II of Student Trainees.

Appendix – III School Internship

Having gained some experience with the child, the community and schools in Year 1, the Second Year would offer intensive engagement

with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and Participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than

two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

Pre-Internship Activities: This is meant to prepare the ground for making internship more meaningful and strengthen relation with the practicing schools.

Duration: One Week Provides an Orientation to student teachers on the following, taking the help of School Teachers and / or Headmasters:

- Preparing unit plans and lesson plans
- Identification of lessons and different resources available in school
- Construction of achievement and diagnostic test
- Maintaining peer group observation records
- Writing reflective journals
- Maintaining Physical Education records
- Preparing reports on school activities

Pre-internship conference with co-operating schools to be organized by institutions.

EPC III: Understanding the Self

The aim of the course is to develop understanding of student-teachers about themselves the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

Understanding and Self means-

- Defining one's values towards self and society
- Core values that focus on the dignity and worth of a person: Co-operation, Empathy, Honesty, Humility, Simplicity, Tolerance, Responsibility
- Exploring the universal values from a personal perspective
- Democratic values and other constitutional values
- Harmonious ways of living (with oneself, nature and others)
- Learning to live together
- Discussion based on films and documentaries of educational values
- Readings, discussions and reflection of values based on literature
- Designing tools (including introspection, personal diary, dance, poetry as tools) to facilitate self reflection
- Role of peace in everyday life in general and school in particular

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated

understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions:

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

Broad areas	Introduction	Values and self image	Individual and collective selves	Connecting - self-society	Social Interface
Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing Responsibility. addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the change agent – designing and leading change / social action

Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self disclosure through art, dance and theatre	Nature walk/ field visit , Adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)
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KARNATAK UNIVERSITY, DHARWAD

No. KU/Aca(S&T)/(PPK-19/Spe.BOS/Edn.2 B.Ed Syl/UG/2014-15/956/55 Date: 27 JUL 2015

NOTIFICATION

Sub: Regarding introduction of two year B.Ed. (course as per NCTE norms) syllabus with effect from the academic year 2015-16 and onwards.

- Ref: 1) Special BOS(UG) Res. No. 03 Dated: 05-06-2015
2) Special Education Faculty Res. 04 Dated: 09-06-2015
3) Academic Council Res. No. 12 dated 12-06-2015
4) Vice-Chancellor's order dated: 21/07/2015

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated B.Ed. degree colleges, coming under the jurisdiction of Karnatak University, Dharwad that the introduction of two year B.Ed. course (I to IV semesters) as per the NCTE norms and syllabus with effect from the academic year 2015-16 and onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all concerned.

The concerned introduction of two year B.Ed. Course revised syllabus may also be obtained through the Karnatak University Website: www.kud.ac.in. (Academic Folder)

REGISTRAR

To,

1. The Principals of all constituent & affiliated B.Ed. degree colleges coming under the jurisdiction of Karnatak University, Dharwad.
2. The Registrar,(Evaluation), K.U. Dharwad.
3. The Director, C.D.C. Section, K.U. Dharwad for information.
4. Director (I/C) Information Technology, Exam Section, with a request to place the Notification in the University Website: www.kud.ac.in. Academic Folder

Copy f.w.es. to:

1. Dr.N.P.Shahapur, Dean, Faculty of Education, P.G. Dept. of Education, University College of Education Building, K.U. Dharwad,
2. The Chairman, BOS in Education(UG), PG Dept. of Studies in Education, K.U. B.Ed. College Building Dharwad.

Copy to:

1. P.S. to Vice-Chancellor, K.U. Dharwad.
2. S.A. to Registrar, K.U. Dharwad.
3. S.A. to Registrar (Evaluation), K.U. Dharwad.
4. O.S., Exam. (Confdl.) Section, K.U. Dharwad.
5. O.S., Exam (Education Faculty) Section, K.U. Dharwad.
6. O.S. Exam (QP) Section, K.U. Dharwad.
7. O.S. Exam (G.A.D.) Section, K.U. Dharwad.
8. O.S. Academic (PG/CRT) Section, K.U. Dharwad.

SYLLABUS

Semester 1

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester –I
Course-1: Childhood and Growing up

Objectives: After completion of the course, student-teachers will be able to:- **48 Hours**

1. Understand children of different ages by interacting and observing them in diverse social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
2. The study of childhood, child development and adolescence.
3. Understand learning as divergent process.
4. Make aware about the importance of healthy living and preventing disease.
5. Introduce psychological trials of learners.
6. Penetrate health awareness among prospective teachers.
7. Understand the role of the family and the school in the child's development.

UNIT – I: Childhood and child Development

1. Childhood: Meaning, concept and characteristics.
2. Social and emotional development of child (with special reference to diverse social, economic and cultural backgrounds).
3. Physical & intellectual development of child.
4. Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
5. Effect of family, schools, neighborhoods and community on social and emotional development of child.

UNIT – II: Adolescent Development

1. Adolescent: Meaning, concept and characteristics.
2. Cognitive, Physical social, Emotional and moral Development patterns and characteristics of adolescent's learner.
3. Social and emotional construction of adolescence, various social-cultural and political dimension associate with its positioning and development in society.
4. Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

UNIT – III: Learning:

1. Learning: Meaning, concept and Nature of learning, factors influencing learning.
2. Process and outcome of learning.
3. Domains of learning, cognitive, Affective and psychomotor.
4. Maturation and learning.
5. Learning skills.

UNIT – IV Physical & Mental Hygiene:

1. Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
2. Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.
3. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

UNIT – V Psychological – trials & test

1. Emotional Intelligence & Intelligence
2. Personality
3. Creativity
4. Cognitive development of learner.
5. Test of Mental health

Suggested list of topics/questions/activities to organise tutorials

Unit – I : Practicum/Field Work

- Organize creative activities for children of diverse socio- cultural background with aim to

- learn to communicate and relate with them.
- Create child based new activity to learn to listen to children with attention and empathy.

Unit – II : Practicum/Field Work

- Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward Classes and street children, interact with them (special reference to their physical, mental and emotional development)
- Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverse social-economic, cultural, linguistic and regional contexts.

Unit – III : Practicum/Field Work

- Observing learners, in natural setting to study play patterns and write a report on their domain of learning, the report present class in the presence of teacher education.
- To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.

Unit – IV : Practicum/Field Work

- Examine the physical hygiene of school and any social place in order to make critical appreciation.
- Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.

Unit – V : Practicum/Field Work

- Apply any five Psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion, make a comprehensive profile, (at least ten students for each test).

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & tests	20 Marks
External Evaluation	80 Marks

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-2 : Language across the Curriculum

Objectives: After completion of the course, student-teachers will be able to:- **48 Hours**

- * understand the language background of students as the first or second language users.
- * create sensitivity to the language diversity that exists in the classroom.
- * understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- * understand the nature of reading comprehension in the content area & writing in specific content areas.
- * understand interplay of language and society.
- * understand function of language and how to use it as a tool.
- * understand language and speech disorder and make remedial measure, too.

Unit-I: Language and Society

1. Rule governed system: meaning, concept and use in language.
2. Relationship of language and society: identify, power and discrimination.
3. Nature of multilingualism: differential status of Indian classroom language.
4. Dialect; deficit theory (Eller, 1989) and discontinuity theory.

Unit- II Language development

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, physiognomy language development in different ages
3. Speech defects: - lisp, slurring, stuttering and stammering and role of teacher in its resolution.

Unit-III Language acquisition

1. Language acquisition: - stages, language and thought
2. Language acquisition and cognitive development, Biology of language acquisition language in different contexts
3. Meta- linguistic: meaning, concept & awareness, listening, speaking, reading, comprehension and writing for varying context, language proficiency of teacher.

Unit-IV Classroom and Language

1. Classroom discourse: nature, a meaning and medium.
2. Discussion as a tool for learning.
3. Questioning in the classroom-type of questions and teacher control (Thwaite&Rivalland, 2009)
4. Function of language: In the classroom and outside the classroom.
5. Classroom as a Language laboratory
6. Role of literature in language learning, learners' role on understanding literature.

Unit-V Reading, Writing & Analysis

1. Reading in the content areas: - social science, science and maths.
2. Nature of expository texts vs. narrative texts, transactional vs. reflective texts.
3. Scheme theory: text structures and examining content area.
4. Textbooks: reading strategies for children -note making, summarizing making; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose writing to learn and understand.

Suggested list of topics/questions/activities to organise tutorials

Unit - I : Practicum/Field Work

- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.

- Discuss the report in workshop or give a presentation in the class.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.

Unit – II : Practicum/Field Work

- Identify speech defects of primary level student and make a remedial strategy for resolution.
- Draft a report on entire activity and present in class among pupil teacher and teacher education.

Unit – III : Practicum/Field Work

- Draft a report by Participatory transaction for building language acquisition skill of students in school.
- Take views from parents / teachers on language acquisition of different age group in diverse situations.
- Draft a report and present it in classroom discussion.

Unit – IV : Practicum/Field Work

- Organize an activity based game to motivate students for creative questioning.
- Classroom interaction and draft a report on type of questions asked by teacher and students in class from diverse background.

Unit – V : Practicum/Field Work

- Close and critical reading of selective texts under discussion & readings in small groups. Students to go through experiential process for transacting some topics such as process writing & reading.
- Make a systematic report of entire activities with action plan for further improvements.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & tests	20 Marks
External Evaluation	80 Marks

Reference

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-3 : Understanding Discipline and Subjects

Objectives: After completion of the course, student-teachers will be able to:- **48 Hours**

1. Understand chronological evolution of knowledge.
2. Understand theory related to human needs change with time.
3. Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
4. Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
5. Understand methods of study and validation of knowledge in changing scenario.
6. Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
7. Study govt. policies on teaching of subjects after independence and its impact.

Unit-I Disciplinary knowledge

1. Knowledge: - definition, its genesis and general growth from the remote past to 21st century.
2. Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline
3. History of the teaching of subject areas in schools.
4. The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from philosophical point of view John Dewey)

Unit-II Disciplinary areas

1. Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts)
2. Sea change in disciplinary areas (especially social science, natural science and linguistic) during last fifty years :-Science from 15th century up to 21st century
3. Linguistic from 15th century up to 21st century
4. Advances of knowledge : teaching from 15th century up to 21st century
5. Evolution of knowledge: humanities from 15th century up to 21st century.
6. Landmarks of knowledge: social science from 15th century up to 21st century.

Unit-III Content of discipliner

1. Theory of content: need theory, hygiene theory and Maslow's theory
2. Selection criteria of content in the syllabus.
3. Transformation of content for construction of learners own knowledge through it,
4. Criteria of inclusion or exclusion of a subject area from the school curriculum.

Unit-IV Development in disciplines:-

1. Recent developments in science, maths and philosophy in school level curriculum.
2. Post independence era govt. policies on teaching of science, math and social science.
3. Modes of thinking: meaning, concept and factors effecting it.
4. Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.

Unit-V Designing of disciplines

1. Differentiate among curriculum, syllabus and text books.
2. Designing of curriculum, syllabus and text books.
3. Criteria of selection good text books, magazine and journal.
4. Importance of practical, community and intuitive or tacit knowledge in design of school subjects.
5. Issues of social reconstruction selected to design school subjects.

Suggested list of topics/questions/activities to organise tutorials

Unit – I : Practicum/Field Work

- Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
- Conduct a play on life history of eminent persons, so that students can follow or accept as role model.
- Seminar on scheme of school curriculum.

Unit – II : Practicum/Field Work

- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyse the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.
- Conduct a play on advances of knowledge in teaching/education from 15th century to 21th Century.

Unit – III : Practicum/Field Work

- Workshop on “writing a paper for book, magazine and journal.
- Workshop on transformation of content for construction of learners own knowledge. according to present need.
- Debate on criteria of inclusion or exclusion of a subject area from school curriculum.

Unit – IV : Practicum/Field Work

- Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.
- Critical review of post-independence era govt. policies and its implementation on teaching of science/maths/social science/ language.
- Draft a report after deep study on recent developments in science/maths/philosophy in school curriculum.
- Analyse the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.

Unit – V : Practicum/Field Work

- Critical review of a text literature of your subject area.
- Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline.
- Write about a book, which is the best, with logic and justification.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I

Course-4: Skills and Strategies of Teaching

Objectives : Upon completion of the course the student teacher will able to : **48 hours**

1. Acquire competency in different teaching skills.
2. Understand the content of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role communication in effective teaching.
4. Understand the implicit of teacher communication on student personality.
5. Understand the various features of models of teaching effectiveness.
6. Know and understand the correlates of teaching effectiveness.
7. Acquaint with classroom interaction analysis category system.

Unit : 1 Micro Teaching

- 1.1 Meaning, definitions and importance of micro teaching.
- 1.2 Micro teaching cycle
- 1.3 Elements of micro teaching – Modelling, Setting Feedback, Integration.
- 1.4 Planning and teaching of micro skills – Meaning, Components, Observational schedule and planning of :
 - 1.4.1 Set induction / Introducing lesson
 - 1.4.2 Explanation
 - 1.4.3 Probing questions
 - 1.4.4 Stimulus variation
 - 1.4.5 Illustrating with examples
 - 1.4.6 Black board writing
 - 1.4.7 Fluency in questioning
 - 1.4.8 Writing Instructional Objectives
(only first six skills are to be practiced)

Unit : 2 Strategies of Teaching

Teacher centered methods:

- 2.1 Exposition method – Meaning, context of use, features of exposition method.
- 2.2 Demonstration method – Meaning, Planning and uses.

Learner Centered Method

- 2.3 Discussion method – Meaning, context, and importance. Types of small group discussion – Meaning, procedure of conducting and uses of Brain storming, Buzz and Panel discussion.
- 2.4 Project method – Meaning, purpose, steps, merits and demerits

Unit : 3 Models of Teaching

- 3.1 Meaning, distinction between methods and models.
- 3.2 General features in terms of objectives, syntax, social system, principles of reaction, support system and effects.
- 3.3 Families of models of teaching.
- 3.4 Concept attainment model and Role playing model.

Unit : 4 Communication and Teaching Effectiveness

- 4.1 Meaning, components, types (verbal and non-verbal), barriers (physical, language and psychology) and effective classroom communication.
- 4.2 Meaning and distinction between teaching effectiveness and teacher competency.
- 4.3 Flanders Interaction Analysis Category System : Description of categories, observation procedure and training in observation.
- 4.4 Correlates of teaching effectiveness :
 - i. Clarity
 - ii. Variability
 - iii. Enthusiasm
 - iv. Criticism
 - v. Students opportunity to learn criterion
 - vi. Use of structuring comments.

Suggested list of topics/questions/activities to organise tutorials

Unit : 1

- Integration of micro teaching skill using any two types
- Writing instructional objectives on an unit of your choice
- Writing questions on a concept using the components of fluency in questioning skill
- Seminar on importance of micro teaching

Unit : 2

- Organizing small group discussions- brain storming
- Organising small group discussions- buzz
- Organizing small group discussions-panel discussion
- Project activity (in any one MOT)

Unit: 3

- Writing lesson plan using concept attainment model of teaching
- Writing lesson plan using role playing model of teaching
- Seminar on distinction between methods and models of teaching
- Seminar on families of models of teaching

Unit : 4

- Observation, analysis and interpretation of lesson using FIACS.
- Seminar on effective classroom communication
- Writing an assignment on correlates of teaching
- Discussion on barriers to communication

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I

Course-5: Pedagogy of School Subject - I (POSS-I) ಕನ್ನಡ

48 Hours

ಉದ್ದೇಶಗಳು: ಅಧ್ಯಯನಾಂತ್ಯದಲ್ಲ/ಕೋರ್ಸು ಮುಗಿಸುವಷ್ಟರಲ್ಲ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿ ಈ ಕೆಳಕಂಡವರ್ತನೆಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಕೆ:

1. ಕನ್ನಡ ಭಾಷೆಯ ಸ್ವರೂಪವನ್ನು ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳ ಸ್ವರೂಪವನ್ನು ವಿವರಿಸುವುದು
2. ಕನ್ನಡ ಬೋಧನೆಯ ಭಾಷಿಕ ಮತ್ತು ಸಾಹಿತ್ಯಕ ಮೌಲ್ಯಗಳನ್ನು ವಿವರಿಸುವುದು ಮತ್ತು ಪ್ರಶಂಸಿಸುವುದು
3. ಭಾಷಿಕ ಮತ್ತು ಸಾಹಿತ್ಯಕ ದೃಷ್ಟಿಯಿಂದ ಪಠ್ಯವನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು
4. ಭಾಷಾಂಶ ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶಗಳ ಬೋಧನೋದ್ದೇಶಗಳನ್ನು ಮತ್ತು ನಿರ್ದಿಷ್ಟತೆಗಳನ್ನು ರಚಿಸುವುದು
5. ಭಾಷಾ ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶ ಬೋಧನಾ ಕ್ರಮವನ್ನು ರೂಪಿಸುವುದು

ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಸ್ವರೂಪ

- 1.1 ಭಾಷೆ - ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಸ್ವರೂಪ, ಕನ್ನಡ ಭಾಷೆಯ ರಚನೆ - ಧ್ವನಿಮಾ ಧ್ವನ್ಯಂಗಳು ಉಚ್ಚಾರಣೆ (ಸ್ಥಾನ ಮತ್ತು ವಿಧಾನ ಅನುಸರಿಸಿ) ಅಕ್ಷರತಮಾ, ಅಕ್ಷರತಮಾ ವಿಧಗಳು, ಕನ್ನಡ ಅಪಿ ಸ್ವರೂಪ
- 1.2 ಕನ್ನಡ ಪದರಚನೆ - ಸಂಧಿಗಳು (ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ) ಕನ್ನಡ ಪದವರ್ಗಗಳು (ನಾಮಪದ ವರ್ಗ, ಕ್ರಿಯಾಪದ ವರ್ಗ) ಕನ್ನಡ ವಾಕ್ಯಗಳು, ವಾಕ್ಯದ ಘಟಕಗಳು, ವಾಕ್ಯದ ವಿಧಗಳು
- 1.3 ಕನ್ನಡ ಭಾಷೆಯ ರೂಪಗಳು - ಪ್ರಾದೇಶಿಕ ವ್ಯತ್ಯಾಸಗಳು, ಭಾಷಾ ಮಿಶ್ರಣ, ಕಂಪ್ಯೂಟರಲ್ಲ ಕನ್ನಡ (ನುಡಿ, ಬರಹ, ಪ್ರಕಾಶಕ)
- 1.4 ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಲಕ್ಷಣಗಳು
 - ಅ) ಪದ್ಯ - ಮಹಾಕಾವ್ಯ, ಭಾವಲೀಲೆ ಮತ್ತು ಜನಪದಲೀಲೆ
 - ಆ) ಗದ್ಯ - ಸಂಕ್ಷಿಪ್ತ, ಪ್ರಬಂಧ, ಜೀವನ ಚರಿತ್ರೆ
 - ಇ) ನಾಟಕ - ಯಕ್ಷಗಾನ, ನಾಟ್ಯ, ದೋಡ್ಡಾಟ, ಲೀಲನಾಟಕ, ಜೀವನನಾಟಕ

ಘಟಕ 2 : ಕನ್ನಡ ಬೋಧನೆಯ ಮೌಲ್ಯಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು

- 2.1 ಐತಿಹಾಸಿಕ ಮೌಲ್ಯ, ಸಾಂಸ್ಕೃತಿಕ ಮೌಲ್ಯ, ಸಾಮಾಜಿಕ ಮೌಲ್ಯ ಸೌಂದರ್ಯ ಮೀಮಾಂಸಾತ್ಮಕ ಮೌಲ್ಯ, ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ, ವ್ಯಾಪಕಾಲಕ ಮತ್ತು ಆಡಳಿತಾತ್ಮಕ ಮೌಲ್ಯ
- 2.2 ಕನ್ನಡ ಬೋಧನೆಯ ಭಾಷಿಕ ಉದ್ದೇಶಗಳು - ಭಾಷಾ ಪ್ರೌಢಿಮೆ (ಕೌಶಲಗಳ ಪ್ರಭುತ್ವ) ಶೈಲಿಯನ್ನು ಬೆಳೆಸುವುದು (ಸಾಹಿತ್ಯಕ ಭಾಷೆಯ ತಲೆಕೆ) ಪದ ಸಂಪತ್ತಿನ ವೃದ್ಧಿ
- 2.3 ಕನ್ನಡ ಬೋಧನೆಯ ಸಾಹಿತ್ಯಕ ಉದ್ದೇಶಗಳು (ಗ್ರಹಿಕೆ, ಪ್ರಶಂಸೆ, ನೃಜನಶೀಲತೆ), ಗದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶ (ಕತೆ, ಪ್ರಬಂಧ, ಜೀವನ ಚರಿತ್ರೆ), ಪದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು (ಕಾವ್ಯ, ಭಾವಲೀಲೆ, ಜನಪದ) ನಾಟಕ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ವಿಸ್ತರಣ, ಸಂಕ್ಷೇಪಣಗಳ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು
- 2.4 ಕನ್ನಡ ಬೋಧನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಬೋಧನಾತ್ಮಕ ಉದ್ದೇಶಗಳು ಜ್ಞಾನ, ತಿಳುವಳಿಕೆ, ಅನ್ವಯ, ಕೌಶಲಗಳು, ಪ್ರಶಂಸೆ ಮತ್ತು ಆಸಕ್ತಿ

ಘಟಕ 3 : ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

- 3.1 ವಿಶ್ಲೇಷಣೆ - ವಿಮರ್ಶೆ - ಅರ್ಥ, ವಿಮರ್ಶೆಯ ಪ್ರಕಾರಗಳು ಪ್ರಾಯೋಗಿಕ ವಿಮರ್ಶೆ, ಸಾಮಾಜಿಕ ವಿಮರ್ಶೆ, ಮನೋ ವಿಶ್ಲೇಷಣಾತ್ಮಕ ವಿಮರ್ಶೆ - (ಮೂರು ಪ್ರಕಾರಗಳಿಗೂ ದೃಷ್ಟಾಂತಗಳು)
- 3.2 ಪಠ್ಯದ ಸ್ವರೂಪ, ಕಾಲವೈಶಿಷ್ಟ್ಯ, ಕರ್ತೃವಿನ ವ್ಯಕ್ತಿತ್ವ, ಸಾಮಾಜಿಕ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಹಿನ್ನೆಲೆಯ ವಿವರ
- 3.3 ಪಠ್ಯಭಾಗದಲ್ಲ ಅರಿಸಿಕೊಂಡಿರುವ ವಸ್ತು, ಅದರ ಕಲ್ಪನೆ, ರಸ, ಧ್ವನಿ, ಸಂದೇಶ, ಕರ್ತೃವಿನ ನೃಜನ ಶೀಲತೆಯ ವಿವರ
- 3.4 ಪಠ್ಯ ಭಾಗದಲ್ಲ ಬಳಕೆಯಾದ ಭಾಷಾ ಶೈಲಿ, ಲಾಘವ್ಯ, ಪದಸಂಚಯ ಪ್ರಯೋಗ, ಭಾಷಾ ಪ್ರೌಢಿಮೆ ಮತ್ತು ಕರ್ತೃವಿನ ಶೈಲಿಗಳ ವಿವರ

ಘಟಕ 4 : ಭಾಷೆ ಮತ್ತು ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು ಬೋಧನಾ ತಂತ್ರಗಳು

- 4.1 ಪದ/ಪದಸಂಜ/ನುಡಿಗಟ್ಟು - ಔಪಚಾರಿಕ (ನೇರ) ಮತ್ತು ಅನೌಪಚಾರಿಕ - ಸಾಂದರ್ಭಿಕ ತಂತ್ರ (ಜಿತ್ತ, ಘಟನೆ, ಕತೆ, ಪತ್ರಿಕೆ)
- 4.2 ವ್ಯಾಕರಣ/ಭಂದಸ್ಸು/ಅಲಂಕಾರ - ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ
- 4.3 ಗದ್ಯ ಬೋಧನೆ - ಸಾಹಿತ್ಯ ಪ್ರಕಾರಕ್ಕೆ ತಕ್ಕಂತೆ ವಾಚನ ಕ್ರಮದ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಉಪನ್ಯಾಸ, ಚರ್ಚೆ ಮೇಲ್ವಿಚಾರಕ ಅಧ್ಯಯನ , ಪ್ರಶೋತ್ತರ
- 4.4 ಪದ್ಯ ಬೋಧನೆ - ಹಾಡುಗಾಲಿಕೆ/ಗಮಕ ವಾಚನ, ವಸ್ತು ಮತ್ತು ಭಾವಾಂಶ ಪ್ರಶಂಸೆ - ಭಾವಾನುವಾದ ರಚನೆ ಮತ್ತು ಕಂಠಪಾಠ
- 4.5 ನಾಟಕ ಬೋಧನೆ - ನಾಟಕೀಕರಣ, ಪಾತ್ರ ಹಂಚಿಕೆ - ಸಂಭಾಷಣೆ ಕಲಿಕೆ, ಅಭಿನಯ, ನಾಟಕ ವಿಮರ್ಶೆ, (ಬಾಯ್ಕೆರೆ ಮತ್ತು ಅಖತ)
- 4.6 ಪ್ರಬಂಧ, ಗಾದೆ, ಭಾವ ವಿಸ್ತರಣೆ, ಸಂಕ್ಷೇಪಣೆಗಳ ಬೋಧನೆ - ಬಾಯ್ಕೆರೆ ಚರ್ಚೆ ಮತ್ತು ಅಖತ ರೂಪಕ್ಕೆ ಸಲಹೆ

ಟ್ಯೂಟೋರಿಯಲ್/ವಿಚಾರ ಸಂಕೀರ್ಣ/ ಸೆಮಿನಾರ್/ಪ್ರಾಕ್ಟಿಕಲ್ಸ್ :

ಘಟಕ 1 :

- ಧ್ವನಿ - ಅಕ್ಷರಗಳನ್ನು ನಿಜ ಉಚ್ಚಾರಣಾ ಸ್ಥಾನ ಮತ್ತು ವಿಧಾನದ ವಿವರಣೆ ಕೊಡುವುದು
- ಒತ್ತರಕ್ಷರಗಳಿರುವ ಅಕ್ಷರಗಳ ಉಚ್ಚಾರಣೆಗೂ ಬರಹಕ್ಕೂ ಇರುವ ವ್ಯತ್ಯಾಸಗಳು
- ಕನ್ನಡದಲ್ಲ ಸಂಸ್ಕೃತ ಪದಗಳನ್ನು ಬರೆಯುವುದು ಮಾಡುವ ದೋಷಗಳು - ತಿದ್ದುವ ಕ್ರಮ
- ಸಂಸ್ಕೃತ, ಹಿಂದೂಸ್ಥಾನಿ, ಮೋಜುಲೀನ, ಪ್ರಾಕೃತ ಭಾಷೆಯಿಂದ ಬಂದ ಶಬ್ದಗಳ ಸಂಗ್ರಹ (ವರ್ಣಕರಣ) ಲಕ್ಷಣಗಳ ವಿವರ
- ಭಾಷಾ ಮಿಶ್ರಣ ನಡೆಯುವ ಬಗೆ ಮಾಡಿ ವಿವರಣೆ

- ಕನ್ನಡ ಮತ್ತು ಇತರ ದ್ರಾವಿಡ ಭಾಷೆಗಳೊಂದಿಗಿನ ಸಂಬಂಧ
- ಹೆಣ್ಣು, ನಡುಗನ್ನಡ, ಹೊಸಗನ್ನಡ - ಸಾಹಿತ್ಯ ರೂಪಗಳು
- ನವೋದಯ, ನವ್ಯ, ಪ್ರಗತಿಶೀಲ, ದಲಿತ, ಬಂಡಾಯ ಸಾಹಿತ್ಯಗಳ ಲಕ್ಷಣಗಳು

ಘಟಕ 2 :

- ಕನ್ನಡ ಪ್ರಾಚೀನತೆ
- 'ಮಾತೃಭಾಷೆಯೇ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮ' ಚರ್ಚೆ/ವಾದ
- ಲಾಸ್ಕಿಯ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ
- ಜಾಗತೀಕರಣದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ - ಕನ್ನಡ
- ಪಠ್ಯ ನೀಡಿ - ಬೋಧನಾತ್ಮಕ ಉದ್ದೇಶ ಮತ್ತು ನಿರ್ದಿಷ್ಟತೆಗಳ ರಚನೆ
- ಅಡಳಿತದಲ್ಲ ಕನ್ನಡ ಬಳಕೆ - ಚರ್ಚೆ

ಘಟಕ 3 :

- ಪ್ರಾಯೋಗಿಕ, ಸಾಮಾಜಿಕ, ಮನೋವೈಜ್ಞಾನಿಕ ವಿಮರ್ಶೆ - ತಲಾ ಒಂದು ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ದೃಷ್ಟಾಂತ ಬರೆಯುವುದು.
- ಪದ್ಯ / ಗದ್ಯ ಪಾಠ ಅಯ್ಯು ನೀಡಿ
 - ಅ) ಸಾಮಾಜಿಕ ಸಾಮಾನ್ಯತೆ ಹಿನ್ನೆಲೆ ವಿಶ್ಲೇಷಣೆ
 - ಆ) ವಸ್ತು - ವಿಶ್ಲೇಷಣೆ
 - ಇ) ಭಾಷಾ ವಿಶ್ಲೇಷಣೆ
 - ಈ) ಕೃತಿಕಾರನ ಸೃಜನ ಶೀಲತೆ
- ನಾಟಕ - ಪಾತ್ರ ಚಿತ್ರಣ - ವಿಮರ್ಶೆ, ಸನ್ನಿವೇಶ ಚಿತ್ರಣ - ವಿಮರ್ಶೆ
- ಸಾಧಾರಣ ಸನ್ನಿವೇಶಗಳ ಬಳಕೆಯಾಗುವ ಭಾಷೆಗೂ ಸಾಹಿತ್ಯದ ಭಾಷೆಗೂ ಇರುವ ಅಂತರ ತೋರುವ ಉದಾಹರಣೆಗಳು ಮತ್ತು ಪ್ರಶಂಸೆ

ಘಟಕ 4 :

- ನುಡುಗಟ್ಟುಗಳ ಬೋಧನೆ, (ಸಾಂದರ್ಭಿಕ ತಂತ್ರ ಬಳಸಿ)
- ಉಚ್ಚಾರಣಾ ಸಾಮ್ಯ ವಿಧ್ಯ ಅರ್ಥ ವ್ಯತ್ಯಾಸವಿರುವ ಪದಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ - ಓದುವುದು ಮತ್ತು ಅರ್ಥೈಸುವುದು
- ವಿವಿಧ ಪ್ರತ್ಯಯ ಮತ್ತು ಉಪಸರ್ಗ ಬಳಸಿ ಪದರಚನೆ
- ವಾಕ್ಯವ್ಯಂಧ ನೀಡಿ ಅರ್ಥ ಬದಲಿಸದೆ - ಪದ ಬದಲಾಯಿಸಿ ಹೇಳುವುದು / ಬರೆಯುವುದು
- ಪದ್ಯ ನೀಡಿ / ನಾಟಕ ಭಾಗ ನೀಡಿ ವಾಚನಲು ಹೇಳಿ ಹಿಂಮಾಹಿತಿ ನೀಡುವುದು
- ಗಾದೆ/ಕವಿ ಮಾತು ನೀಡಿ - ಭಾವ ವಿಸ್ತರಣೆ ಮಾಡಿ ಬರೆಯಲು ಹೇಳುವುದು
- ಲೇಖನ ನೀಡಿ ಸಂಕ್ಷೇಪಣೆ ಮಾಡುವುದು

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

ಪರಾಮರ್ಶನ ಸಲಹೆ :

1. ಎಸ್. ರಂಗನಾಥ ಶರ್ಮ; (1977) ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಚಾಮರಾಜ ಪೇಟೆ, ಬೆಂಗಳೂರು.
2. ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ - ಕನ್ನಡ ಲೈಲಿ ಕೈಪಿಡಿ-ಮೈಸೂರು ಮತ್ತು ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ ಸಂಯುಕ್ತ ಪ್ರಕಟಣೆ.
3. ಕೆ. ವಿ. ನಾರಾಯಣ, ಭಾಷೆಯ ಸುತ್ತ ಮತ್ತು ಕನ್ನಡ ಸಂಘ ಕ್ರೈಸ್ಟ್ ಕಾಲೇಜ್, ಬೆಂಗಳೂರು.
4. ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ, ಇಗೋ ಕನ್ನಡ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
5. 'ಕನ್ನಡ ಸಂಪದ' ;(2008) ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು.
6. ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ ಪ್ರಕಾಶನ ಅ) ಮೊದಲ ಹೆಜ್ಜೆ ಅ) ಸಲ ಹೆಜ್ಜೆ ಇ) ಹೊಸ ಹೆಜ್ಜೆ ಈ) ನಿರಂತರ ಉ) ಸಮಕಾಲೀನ
7. ಬಿ.ವಿ. ರಮಣ, ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ
8. ಡಾ. ಕೆ. ಕೆಂಪೇಗೌಡ, 'ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ' ಭಾರತಿ ಪ್ರಕಾಶನ ಸಂಸ್ಕೃತಿ ಪುರಂ, ಮೈಸೂರು
9. ಅನುಸೂಯೆ ವಿ. ಪರಗಿ, (2005) 'ಮಾತೃ ಭಾಷಾ ಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ', ವಿವೇಕ ಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ.
10. ಡಿ. ಎನ್. ಶಂಕರ ಭಟ್ಟ; (1978) (ಅ) 'ಕನ್ನಡ ವಾಕ್ಯಗಳು' (ಆ) ಕನ್ನಡ ಶಬ್ದ ರಚನೆ ಲೀಲಾ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.
11. ರಾ. ಅನಂತರಾಮು; (1971) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ, ಜೀತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.
12. ಕೆ. ಸಜ್ಜಿದಾನಂದಯ್ಯ 'ಕನ್ನಡಿಯ ಕಲಕೆ'
13. ಡಾ|| ಕೆ.ಎಲ್. ಗೋಪಾಲ ಕೃಷ್ಣಯ್ಯ 'ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಕೈಪಿಡಿ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು
14. ಮಹೇಶ್ವರಯ್ಯ ಎಸ್. ಎಂ. - ಭಾಷೆ ಮತ್ತು ಸೃಜನ ಶೀಲತೆ, ಸಂಹಿತಾ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
15. ತಿ.ನಂ. ಶ್ರೀಕಂಠಯ್ಯ - ಕನ್ನಡ ಮಧ್ಯಮ ವ್ಯಾಕರಣ, ಭಾರತೀಯ ಕಾವ್ಯ ಖೇಮಾಂಸೆ
16. ನಾರಾಯಣ ಕೆ.ವಿ. ದಿನದಿನ - ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಹಂಪಿ

17. ಸಾ.ಶಿ. ಮರುಳಯ್ಯ - ಕನ್ನಡ ಭಾಷೆಯ ಜಲತ್ರೈ - ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ ಬೆಂಗಳೂರು
18. ಎಂ.ವಿ. ನಾರಾಯಣರಾವ್ ; (1999) ಅರವತ್ತು ಹೆಜ್ಜೆಗಳಲ್ಲಿ ಶುದ್ಧ ಕನ್ನಡ.
19. ಶ್ರೀಧರ್ ಎಸ್.ಎನ್. - ಇಂದಿನ ಕನ್ನಡ; ರಜನಿ ಮತ್ತು ಬಳಕೆ; ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
20. ಪ್ರಹ್ಲಾದರಾವ್ - ಲೇಖನ ಕಲೆ
21. ವ್ಯಾಜೇಂದ್ರ ಸ್ವಾಮಿ - ಬರೆಯುವ ದಾಲ
22. ಅ.ರಾ. ಮಿತ್ರ - ಛಂದೋಮಿತ್ರ
23. ಡಾ|| ಮಹಾಬಲೇಶ್ವರ ರಾವ್;(1996) ಪೌಢಲಾಲಿಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ ನವ ಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
24. ವೆಂಕಟೇಶ್ವರ ಎಂ.ಎನ್;(2006) ಹೆಗಡೆ 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ - ಪ್ರಥಮ, ದ್ವಿತೀಯ ನೆಮಿಸ್ಟರ್ ಪ್ರವೇಶ ಪ್ರಕಾಶನ ಗದಗ.
25. ಕಾಶಿನಾಥ ಎಚ್.ಎಂ. ಇತರರು - 'ಬೋಧನಾ ಮಾದರಿಗಳು' - ಡೆಕ್ಕನ್ ಜನಬಸವ್ವ, ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಪ್ರತಿಷ್ಠಾನ, ಧಾರವಾಡ
ಎಂ. ಜಿದಾನಂದ ಮೂರ್ತಿ - ಕನ್ನಡ ಭಾಷಾಬಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು

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हिंदी भाषा शिक्षण पद्धति

* उद्देश्य : बी.एड. के हिंदी शिक्षण पद्धति इस विषय के लिए निर्धारित पाठ्यवस्तु के अध्ययन पूर्ति के उपरान्त छात्राध्यापक निम्नलिखित योग्यताओं को प्राप्त करेंगे – ४८ घंटे

- हिंदी भाषा का उद्भव एवं विकास के बारे में जानकारी प्राप्त करेंगे ।
- भाषा शिक्षण नीति को समझेंगे ।
- हिंदी शिक्षण के विभिन्न उद्देश्यों की जानकारी प्राप्त करेंगे ।
- भाषा कौशलों के बारे में ज्ञान प्राप्त करेंगे ।
- विभिन्न पाठयोजनाओं के स्वरूप को समझेंगे ।
- शिक्षण विधियों और प्रविधियों का प्रयोग कर सकेंगे ।
- अनुदेशनात्मक सामग्रियों का प्रभावी ढंग से प्रयोग कर सकेंगे ।
- पाठ्यसहगामी क्रियाओं के बारे में जानकारी प्राप्त करेंगे ।
- मूल्यांकन की विभिन्न विधियों के बारे में जानकारी प्राप्त करेंगे ।
- भावी हिंदी शिक्षक के लिए तैयार होंगे ।

घटक १ : हिंदी भाषा शिक्षण नीति और शिक्षण उद्देश्य

- १.१ भाषा : अर्थ, परिभाषा, प्रकृति, बालक के विकास में भाषा की भूमिका
- १.२ हिंदी भाषा का उद्भव एवं विकास
- १.३ भारत की भाषा शिक्षण नीति : त्रिभाषा सूत्र, हिंदी की दशा और दिशा : राष्ट्रीय और अंतर्राष्ट्रीय स्तर पर
- १.४ उद्देश्यों का विश्लेषण: ज्ञानात्मक, कौशलात्मक, रसात्मक, सृजनात्मक, अभिवृत्त्यात्मक, तृतीय भाषा हिंदी शिक्षण के उद्देश्य

घटक २ : भाषायी कौशलों का शिक्षण

- २.१ श्रवण कौशल : उद्देश्य, महत्व, विकास हेतु क्रियाएँ
- २.२ मौखिक अभिव्यक्ति कौशल : उद्देश्य, महत्व, विकास हेतु क्रियाएँ, मौखिक अभिव्यक्ति में त्रुटियाँ एवं उनका निराकरण
- २.३ वाचन कौशल : उद्देश्य, महत्व, वाचन के प्रकार, विकास हेतु क्रियाएँ, वाचन में त्रुटियाँ
- २.४ लेखन कौशल : उद्देश्य, महत्व, लेखन के प्रकार, लेखन में त्रुटियाँ के कारण, सुधारने के उपाय

घटक ३ : पाठयोजना

- ३.१ पाठयोजना : परिभाषा, आवश्यकता, विशेषताएँ, निरंतर मूल्यांकन के आधार पर पाठ योजना (CCE). अर्थ, उद्देश्य, महत्व, रूपरेखा
- ३.२ सूक्ष्म शिक्षण : सूक्ष्म शिक्षण की प्रक्रिया, पर्यवेक्षक की भूमिका, कौशलों का परिचय, सूक्ष्म शिक्षण की प्रयोगशाला, सूक्ष्म शिक्षण पाठ योजना
- ३.३ इकाई योजना : महत्व, स्वरूप, दैनिक पाठयोजना और इकाई योजना में अंतर,
- ३.४ पाठयक्रम निर्माण के तत्व, पाठयक्रम रचना की पद्धतियाँ, पाठयक्रम की विशेषताएँ, पाठ्यपुस्तक की उपयोगिता, स्वरूप : अध्ययन पक्ष, रूपात्मक पक्ष

घटक ४ : साहित्यिक विधाओं का शिक्षण

- ४.१ गद्य शिक्षण : प्रमुख विधाएँ, उद्देश्य, महत्व, प्रणालियाँ
 ४.२ पद्य शिक्षण : उद्देश्य, महत्व, प्रणालियाँ, काव्यात्मक अभिरूचि बढ़ाने के साधन
 ४.३ व्याकरण शिक्षण : उद्देश्य, महत्व, व्याकरण के प्रकार, प्रणालियाँ
 ४.४ रचना शिक्षण : उद्देश्य, महत्व, रचना के भेद, प्रणालियाँ

प्रदत्त कार्य / प्रात्यक्षिक कार्य

घटक १ :

- भारतीय जन जीवन में हिंदी
- संपर्क भाषा एवं राजभाषा के रूप में हिंदी
- हिंदी के प्रचार-प्रसार की संस्थाएँ
- बालक के भाषा विकास पर सी.डी. निर्माण और अवलोकन

घटक २ :

- भाषा कौशलों के विकास में प्रचलित एवं प्रभावित जनसंचार माध्यमों का योगदान (समाचार पत्र, दूरदर्शन, आकाशवाणी, विज्ञापन, संगणक)
- श्रवण कौशल और लेखन कौशल विकास हेतु क्रियाएँ
- वर्तनी दोषों का संकलन और उनके लिए उपचारात्मक अभ्यास की रचना
- मुहावरें, कहावतें और लोकोक्तियों का संकलन (अर्थ विश्लेषण सहित)

घटक ३ :

- किन्हीं दो कौशलों के घटकों का परिचय
- सूक्ष्म शिक्षण प्रयोगशाला की व्यवस्था
- निरंतर मूल्यांकन के आधार पर पाठ योजना का निर्माण
- इकाई पाठ योजना का निर्माण

घटक ४ :

- साहित्यिक विधाओं का परिचय – नाटक, एकांकी, कहानी, निबंध, जीवनी, आत्मकथा
- आधुनिक साहित्यकार का परिचय
- अंत्याक्षरी / नाटक का आयोजन
- व्याकरण शिक्षण में सी.डी. का प्रयोग

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
 External Evaluation

20 Marks
 80 Marks

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मराठी भाषा अध्यापन पध्दती

४८ तास

* उद्दिष्टे : बी.एड. च्या मराठी भाषा अध्यापन पध्दती या विषयासाठी निर्धारित पाठ्यक्रमाच्या अध्ययना नंतर विद्यार्थी-शिक्षक खालील योग्यता प्राप्त करतील -

- भाषे मुळे व्यक्तित्व विकास होतो हे जाणून घेतील.
- अमराठी भाषिक विद्यार्थ्यांसाठी मराठी भाषेचे महत्व समजून घेतील.
- भाषा कौशल्यांच्या अध्यापना विषयी माहिती करून घेतील.
- मराठी अध्यापनांची उद्दिष्टे समजून घेतील.
- पाठ नियोजनांचा आराखडा समजून घेतील.
- मराठी विषयाच्या अध्यापनांसाठी अध्यापन पध्दती व प्रयुक्त्या समजून घेतील.
- मराठी भाषा अध्यापनाच्या साधन साहित्यांचा उपयोग करू शकतील.
- मूल्यमापनांचे प्रकार, उद्देश्य समजु शकतील.
- मराठी भाषेचा शिक्षक होण्यासाठीची पात्रता मिळवू शकतील.

घटक १ : मराठी भाषेचे महत्व

- १.१ भाषा : अर्थ, दैनंदिन जीवनातील भाषेचे महत्व
- १.२ भाषा आणि व्यक्तित्व विकास (बौद्धिक, भावनिक, सामाजिक, साहित्यिक)
- १.३ अमराठी भाषिक विद्यार्थ्यांच्या जीवनातील मराठी भाषेचे महत्व
- १.४ मराठी आणि इतर भाषेचा सहसंबंध

घटक २ : भाषा कौशल्यांचे अध्यापन

- २.१ श्रवण कौशल्य : उद्देश्य, महत्व, विकास संबंधी क्रिया कलाप
- २.२ मौखिक अभिव्यक्ति कौशल्य : उद्देश्य, महत्व, विकास संबंधी क्रिया कलाप
- २.३ वाचन कौशल्य : उद्देश्य, महत्व, प्रकार, विकास संबंधी क्रिया कलाप
- २.४ लेखन कौशल्य : उद्देश्य, महत्व, विकास संबंधी क्रिया कलाप

घटक ३ : मराठी अध्यापनाची उद्दिष्टे व पाठ नियोजन

- ३.१ मराठी अध्यापनाची ध्येये, उद्दिष्टे (ज्ञान, आकलन, उपयोजन, कौशल्य, प्रकटीकरण, अभिरूची, रसग्रहण)
- ३.२ पाठनियोजनाची आवश्यकता, सतत मूल्यांकना साठी पाठ नियोजन (CCE): अर्थ, उद्देश्य, महत्व, आराखडा
- ३.३ सूक्ष्म शिक्षण: कौशल्यांची ओळख, सूक्ष्म शिक्षण पाठ नियोजन
- ३.४ मराठी : प्रथम भाषा, द्वितीय भाषा

घटक ४ : मराठीचे अध्यापन व नियोजन

- ४.१ गद्य : उद्देश्य, महत्व, अध्यापन पध्दती
- ४.२ पद्य : उद्देश्य, महत्व, अध्यापन पध्दती
- ४.३ व्याकरण : उद्देश्य, महत्व, अध्यापन पध्दती
- ४.४ पाठ नियोजनाचा आराखडा

दत्त कार्य / प्रात्यक्षिक कार्य / क्षेत्र अध्ययन / परिसंवाद / प्रश्न

घटक १ :

- भारतीय संविधान मध्ये मराठीचे स्थान या विषयी लिहा.
- शिक्षणातील मातृभाषेचे स्थान या विषयी चर्चा करा.
- भाषेमुळे होणाऱ्या व्यक्तित्व विकासाचे परीक्षण (बौद्धिक व भावनिक) करून माहिती संग्रहित करा.

घटक २ :

- भाषा कौशल्यांच्या विकासामध्ये समूह संपर्क माध्यमांचा हात भार (लोककला, नभोवाणी, जाहिराती, वृत्तपत्रे, चित्रपट दूरचित्रवाणी) या विषयी चर्चा करा.
- म्हणी, वाक्यप्रचार, (अर्थ विश्लेषण सहित) अलंकार, छंद या विषयी माहिती संग्रहित करा.
- विराम चिन्हांचा उपयोग – दत्त कार्य लिहा.

घटक ३ :

- कोणत्याही दोन कौशल्यांची ओळख – या वरती परिसंवादाचे आयोजन करा.
- सूक्ष्म अध्यापनाची प्रयोगशाळा – दत्त कार्य लिहा.
- निरंतर मूल्यमापन पाठ नियोजना विषयी चर्चा करा.

घटक ४ :

- साहित्यिक परिचय – निबंध, नाटक, कथा, आत्मकथा, कादंबरी या विषयी विस्तृत माहिती द्या.
- आधुनिक मराठी साहित्यकाराची मुलाखत घेऊन आलेख तयार करा.
- व्याकरण अध्यापनासाठी सी.डी चा उपयोग कसा कराल ? प्रस्तुत करा.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-5: Pedagogy of School Subject – I (POSS-I)

PHYSICAL SCIENCE

Objectives: Upon completion of the course the student teacher will be able to: 48 Hours

1. Understand the nature, scope and importance of physical science with special reference to secondary school content.
2. Understand the aims and objectives of teaching physical science
3. State the specific behavioural changes under each objective.
4. Understand and make use of different approaches & methods of teaching physical science.
5. Prepare objective based lesson plans and use them in their practice teaching.
6. Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
7. Plan, use and maintain the physical science laboratory systematically
8. Understand the principles of text-book construction.
9. Understand the importance of appropriate instructional materials (hardwares and soft wares) in teaching physical teaching.
10. Understand the importance of principles of curriculum construction in the organisation of physical science contact.
11. Get mastery in physical science content and imbibe the special qualities of physical science teacher.
12. Prepare and use different tools of evaluation to assess the achievements of students in physical science.
13. Develop professionally by attending lectures of professional interest, reading journals, magazines and enrol as members of professional organisation.
14. Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
15. Apply the knowledge of physical science to develop scientific thinking and scientific out look
16. Develop skills in analyzing the content in terms of concepts and in learning experiences.
17. Construct and administer unit test, conduct experiments improves teaching aids.

Unit 1: Introduction to Physical Science Teaching

- 1.1. Physical science : Concept nature and scope and science as a process and product.
- 1.2. Impact of physical science on human welfare
- 1.3. Scientific Method : Meaning steps and illustrations
- 1.4. Scientific attitude : Meaning importance, Qualities and Role of Teacher in developing scientific attitude

Unit 2: Aims and Objectives of Teaching Physical Science

- 2.1 Disciplinary Aim
- 2.2 Utilitarian Aim
- 2.3 Cultural Aim
- 2.4 Objectives : Instructional objectives of teaching physical science – knowledge, understanding, skill and application, and stating the specific behavioural changes under each objectives.

Unit 3 : Lesson plan in Teaching Physical Science

- 3.1 Lesson Plan : Meaning, definition characteristics of good lesson plan & Advantages & disadvantages.
- 3.2 Unit plan : Meaning, definition characteristics of good unit plan & Advantages & disadvantages.
- 3.3 Resource unit : Meaning, definition, steps, characteristics, Advantages & disadvantages of resource unit.
- 3.4 Differences between unit plan & Lesson plan

Unit 4: Approaches and Methods of Teaching Physical Science

- 4.1 Inductive and deductive approaches.
- 4.2 Demonstration method
- 4.3 Laboratory method

- 4.4 Project method
- 4.5 Problem solving method
- 4.6 Heuristic method (Meaning, steps, advantages & disadvantages with respect above methods).

Suggested list of topics/questions/activities to organise tutorials:

Unit -1

- Visit and write a report on museum / industries / laboratories / hospitals etc. to inculcate scientific attitude.
- Contribution of Indian scientist in the field of physical science.

Unit -2

- Seminar on inculcation of scientific values
- Writing instructional objectives in observable behavioural changes (Bloom / NCERT).

Unit -3

- Preparation of resource unit (group wise).

Unit -4

- Preparing a model lesson plan based on CCE format & teaching by role play / integration with technology.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-5: Pedagogy of School Subject – I (POSS-I)
SANSKRIT

Objectives – Upon completion of the course the student-teacher will be able to : 48 hours

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the Form of specific behavioral changes.
3. Prepare objectives based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction of Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his Practice teaching lessons.
7. Understand the importance of appropriate instructional materials and co-curricular activities and use them in his practice teaching lessons.
8. Understand the importance of Evaluation, prepare and use different tools of evaluation in language learning.
9. Imbibe the special qualities of Sanskrit teacher.

Unit-I Sanskrit language – Nature & Place of Sanskrit in the Secondary School Curriculum

- 1.1 Historical Background of Sanskrit Language.
- 1.2 Contribution of Sanskrit to other Indian Languages, Cultural Heritage of India, National Integration of India.
- 1.3 Three language formula – meaning and scope, Place of Sanskrit in the secondary school curriculum with reference to Three language formula.
- 1.4 Importance of Sanskrit as first language in the secondary school curriculum in the Karnataka State.

Unit-2 Lesson Plan in Sanskrit Language

- 2.1 Aims and objectives of Sanskrit teaching – General objectives and Instructional objectives.
- 2.2 Planning lesson plans in Prose, Poetry and Grammar.
- 2.3 Micro lesson plan – Importance & format.
- 2.4 Unit plan and Resource unit – Importance & format

Unit- 3 Development of Language Skills

- 3.1 Listening - Meaning & importance; Defects in pupil's listening skills and their remedies; Factors to be kept in mind while developing listening skill in the classroom teaching.
- 3.2 Speaking - Importance of speaking skill in the development of personality of the child; Defects in pupil's speaking skills and their remedies; activities to develop Speaking skill among the pupil's in classroom.
- 3.3 Reading - meaning and importance; Preparation for development of reading skill; Types of reading - loud reading & silent reading-Their meaning & importance.
- 3.4 Writing - Importance of legible and beautiful handwriting in the development of pupil's personality; Characteristics of good handwriting; Methods of teaching in skill of writing; Composition – its importance and types - oral composition & written composition.

Unit 4 Curriculum Design

- 4.1 Sanskrit text book - Features and importance.
- 4.2 Principles of text book construction of Sanskrit.
- 4.3 Characteristics of good Sanskrit text book.
- 4.4 Critical analysis of present VIII and IX text books of Sanskrit.

Suggested list of topics/questions/activities to organise tutorials:

Unit 1:

- Arrange a seminar on the topic “Sanskrit is not a dead language.”

Unit 2:

- Prepare a report analysing difference between objectives of prose and objectives of poetry on the topics of your choice.

Unit 3:

- List the language activities to develop speaking skills among the pupils in Sanskrit teaching either in the 8th standard or 9th std textbook.

Unit 4:

- Analyse Sanskrit grammar from VIII and IX First language Sanskrit text books.

Assignments: (Any one)

- Work book in Sanskrit.
- Collection of Sanskrit Quotations with explanation.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-5: Pedagogy of School Subject – I (POSS-I)
URDU

Objectives: Upon the completion of the course the student – teacher will be able to: 48 Hours

1. Know the importance of teaching the mother tongue (Urdu).
2. Acquire the Basic skills of language learning and Teaching
3. Uses, defects, methods of teaching learning literature.
4. Select the methods diaries and techniques of Urdu teaching.
5. Use varieties of learning Experiences and instructional materials while teaching Urdu.
6. Help the trainees acquire working knowledge of grammatical terminology and grammatical system in Urdu.
7. Analyse curriculum, syllabus, textbook and contents of the subjects Urdu.
8. Integrate content methods lesson plans.

Unit 1 : Concept and Nature of the Urdu Language

- 1.1. Language : its meaning, origin, development and uses
- 1.2. Special features of Urdu language.
- 1.3. Urdu as a first language, medium of instruction and link language
- 1.4. Importance of Urdu language in school curriculum.

Unit 2 : Aims and Objectives of Teaching Urdu

- 2.1 Aims and general objectives of teaching Urdu at secondary level
- 2.2 Instructional objectives of teaching Urdu with their specification.
- 2.3 Developing of language skill: listening, speaking, reading, writing.
- 2.4 Role of Urdu as a cultural, functional and literary.

Unit 3 : Preparation of lesson plan in Urdu language

- 3.1 Micro teaching : concept, construction, administration
- 3.2 Preparation of model lesson plan for prose and poetry, grammar and composition
- 3.3 Unit plan : meaning, steps, uses
- 3.4 Recourse unit : meaning, steps, uses

Unit 4 : Organising Co - Curricular Activities in Teaching Urdu Language

- 4.1 Liked in teaching: need: importance: audio visual and audio visual aids
- 4.2 Different occasion for their uses, preparing, improving and selecting
- 4.3 Teaching aid for effective Urdu language laboratory
- 4.4 Different co curricular activities which promotes learning languages
- 4.5 Use of computer in Urdu language teaching

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- Exercise to enrich vocabulary among secondary students
- Innovative lesson plan for the teaching of prose, poetry, grammar and composition
- Classroom organization, beginning and ending lessons, asking questions, giving instructions, building report.
- Plug points for CCE

Unit 2

- Biography of Urdu poets and authors
- Studying the problems of student teacher thru interview or brief survey
- Usining Rhymes and songs from web sites, listening to cassettes and CDs
- Reading and discussing, NCF -2005,

Unit 3

- Critical analysis of any one of the biography on poet
- Any other relevant activity based on the content
- Using Web resources – teaching Ideas, Lesson plans, etc.
- Materials preparation-using and supplementing textbooks, teacher made task/worksheets, learning cards, big books

Unit 4

- A study of errors in spelling pronunciation and speaking, reading, writing suggesting remedial measures
- PPT in teaching structures in vocabulary Urdu language
- Video watching –using You Tube.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-5: Pedagogy of School Subject – I (POSS-I)
ENGLISH

Objectives: On Completion of the course the student teacher will be able to; 48 Hours

1. Understand structure and functions of English language.
2. Discuss the position of English in India.
3. Understand different approaches and methods of teaching English and their uses in the class-rooms.
4. Acquire the basic skills of language learning.
5. Understand the relationship between language and literature.
6. Understand the teaching of prose, poetry and drama.
7. Develop and use teaching aids in the class room both print and audio-visual materials.
8. Understand the process of language evaluation.
9. Analyse the syllabus and textual materials.
10. Understand and develop competencies and professional growth of English teacher.
11. Develop activities and project for learners.

Unit 1: Nature of English Language

- 1.1 Meaning and structures of English language – Phonological, Morphological, Syntactic, Graphic and Semantic.
- 1.2 Functions of language – Informative, Expressive and Directive functions.

Unit 2: Position of English in India

- 2.1 English as a Colonial language, English in post – Colonial times – views of Kothari Commission (64-66) and National Curriculum Framework (2005)
- 2.2 Role of English language – English as library language, link language and International language.
- 2.3 Aims and objectives of teaching English as a First and Second language in India.

Unit 3: An overview of Language Teaching

- 3.1 Psychological principles of learning English
- 3.2 A critical Analysis of Different Approaches / Methods of Teaching English : The Structural approach, The Grammar translation method, The Direct method, The Bilingual method, The Audio lingual method and The Communicative approach
- 3.3 Language and Literature: Teaching of different forms of English literature : poetry, prose and Drama. Understanding literature in the school curriculum.
- 3.4 Translation : Importance and need. Translation as a creative activity.

Unit 4: Acquisition of Language Skills

- 4.1 Listening and speaking : Tasks and materials for developing the listening and speaking skills : Storytelling, dialogues, situational conversations, role plays, speeches, games, language laboratory, pictures, authentic materials and multimedia resources.
- 4.2 Reading : Sub skills of reading, Importance of reading. Types of reading: Reading aloud and silent reading ; Extensive and Intensive reading ; Study skills : use of reference materials – dictionary, encyclopaedia, source books.
- 4.3 Writing : Aims and stages of writing ; process of writing. Evaluation of Formal and informal writing such as poetry, short story, letter, diary, notices, reports, advertisements.

Suggested list of topics/questions/activities to organise tutorials:

- Collect ten examples of Grammar in context from English text books of classes VIII and IX
- Visit Three schools in the neighbourhood and prepare a report on the three Language formula being implemented in the schools
- Write a brief Life sketch on any author of your choice.

- preparation of substitution table
- Descriptive analysis of vowel, consonants sounds.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks

80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-6: Pedagogy of School Subject – II (POSS-II)
GEOGRAPHY AND ECONOMICS

OBJECTIVES: Upon completion of the course the student-teacher will be able to: 48 Hours

1. Acquire knowledge about basic facts, concepts, laws, principles, and trends in Geography and Economics.
2. Acquire knowledge and understanding of the aims and objectives of Geography and Economics.
3. Realize the values of learning Geography and Economics.
4. Make use of Audio-Visual aids about Geography and Economics.
5. Develop skills in organizing planning learning experiments and in writing and organizing the lesson plan.
6. Know and understand importance of methods of teaching Geography and Economics.
7. Acquire knowledge about the content of text-book of Geography and Economics.

UNIT-1. Conceptual Framework of Geography and Economics.

- 1.1. Meaning, Definitions, Nature, Scope and Importance of Geography.
- 1.2. Physical and Economical Geography and their importance.
- 1.3. Meaning, Definitions, Nature, Scope and importance of Economics.
- 1.4. Study of Geography and Economics for National Integration and International Understanding.

UNIT-2 Goals and Instructional materials in teaching of Geography and Economics.

- 2.1. Aims /Values of teaching Geography and Economics.
 - 2.1.1. Intellectual aims.
 - 2.1.2. Cultural aims.
 - 2.1.3. Environmental aims.
 - 2.1.4. Utilitarian aims.
 - 2.1.5. Aesthetic aims.
- 2.2. Taxonomy and Objectives of teaching Geography and Economics.
 - 2.2.1. Knowledge.
 - 2.2.2. Understanding
 - 2.2.3. Application.
 - 2.2.4. Skills.
 - 2.2.5. Attitude and Interest.
- 2.3. Need and characteristics of text-book in teaching of Geography and Economics.
- 2.4. Audio-visuals Aids-software – charts, maps, globe, pictures and models.

UNIT-3. Lesson Planning in Geography and Economics

- 3.1. Meaning, Definitions, Importance and format of lesson plan.
- 3.2. Steps involves in Lesson Planning and Characteristics of Lesson Plan.
- 3.3. Unit Plan- Meaning, Definitions, Importance, Format, Characteristics and difference between Unit Plan and Lesson Plan .
- 3.4. Resources Unit – Meaning , Importance, and format.

UNIT-4. Approaches and Methods of Teaching Geography and Economics

- 4.1. Meaning and importance of methods of teaching Geography and Economics.
- 4.2. Different methods of teaching Geography and Economics.
- 4.3. Teacher centered Methods.

4.3.1. Lecture Method	}	Meaning , Steps , Merits and Demerits.
4.3.2. Laboratory Method	}	
- 4.4. Child centered Methods

4.4.1. Observation Method	}	Meaning , Steps , Merits and Demerits.
4.4.2. Excursion Method	}	
4.4.3. Project Method	}	
4.4.4. Discussion Method	}	

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- To study the physical conditions around the Locality.
- To study the physical conditions around the school.
- Reading of geography discoverers.
- The role of geography and economics in developing national integration.

Unit 2

- Identification of Geographical values from any one of the unit of Geographic Economics.
- Preparation of maps, charts and models.
- Writing of instructional objectives in behavioural terms.

Unit 3

- Constructional unit plan.
- Construction of resource plan.
- To study the difference between lesson plan and unit plan.

Unit 4

- Collections of specimens.
- Preparation of a project report based on local geographical survey.
- Visit to industry.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I

Course-6: Pedagogy of School Subject – II (POSS-II)
History and Civics

Objectives: Upon completion of the course the student teacher will be able to: 48 Hours

1. Understand meaning, scope and importance of History and Political Science in the school curriculum.
2. Acquire content knowledge of methods of History and Political Science.
3. Acquire knowledge of aims and instructional objectives of teaching History and Political Science.
4. Acquire skills in planning lesson in History and Political Science.
5. Acquire knowledge about local, regional, national and world History.
6. Acquire the knowledge of instructional material and resources in teaching History and Political Science.
7. Cultivate the qualities of a good History and Political Science teacher.
8. Acquire the knowledge of content of History and civics for VIII to Xth standard in Karnataka.
9. Evaluate History and Political Science text books and prescribed courses.

Unit-I Nature and Scope of History, Sociology and Political Science

- 1.1 Meaning, Nature, scope and importance of History.
- 1.2 Modern concept of History, History is an art or science, Different levels of History – local, regional, national and world History.
- 1.3 Meaning, scope & importance of Political Science.
- 1.4 Meaning, scope & importance of Sociology

Unit-II Aims and Objectives of Teaching History, Sociology and Political Science

- 2.1. Aims and objectives of teaching History,
- 2.2 Aims of teaching Political Science
 - 2.2.1 Political consciousness, understanding of current events, democratic citizenship, understanding structure and functions of union and state government.
 - 2.2.2 Functional awareness of rights and duties of citizens.
- 2.3 Aims of teaching sociology Social life, social awareness and socialization.
- 2.4 Instructional objectives of teaching History and Political Science and Sociology- Knowledge, understanding, critical thinking skills, attitude, interest, application, appreciation; analysis of these objectives of specific behaviors of learners.

Unit – III Planning of Lessons in History, Sociology and Political Science

- 3.1 Meaning, characteristics and importance of lesson plan
- 3.2 Format of lesson plan – its stages, selection of relevant content, selection of appropriate devices and assignments. (Spelling out instructional objectives and learning outcome)
- 3.3 Unit Plan – Meaning, Steps and Importance
- 3.4 Resource Unit – Meaning, Steps and Importance

Unit-IV Methods and Techniques of Teaching History, Sociology and Political Science

- 4.1 Meaning and importance of methods
- 4.2 Methods of teaching History – Dramatization, Discussion, Source, Project, Biographical.
- 4.3 Methods of teaching Political Science – Survey, Observation, Demonstration method
- 4.4 Methods of teaching sociology – field trips, visits, excursion.

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- Debate on History is an Art or Science? And prepare a report on it.
- Visit local Historical places and prepare a report.
- Visit to rural and urban social backward community and prepare a report on it.

Unit 2

- Organize the Mock Parliament and prepare a report.
- Organize College Election and report on it.
- Writing instructional objectives on different topics of History/Political Science/Sociology.

Unit 3

- Prepare a lesson plan on topic of History/Political Science/Sociology.
- Prepare a Unit plan on any one topic of History/Political Science/Sociology.
- Prepare a resource unit on any one topic of History/Political Science/Sociology.

Unit 4

- Prepare a lesson plan on Dramatization on any one of the History topic.
- Visit a Gram Panchayat and report activities on it.
- Visit Migrated peoples/ religious institution and report on it,

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-6: Pedagogy of School Subject – II (POSS-II)
BIOLOGICAL SCIENCE

Objectives: On Completion of the course the student teacher will be able to; 48 Hours

1. Understand the nature, scope & importance of Biological Science and get acquainted with ancient as well as modern developments in the field of Bio-sciences.
2. Understand the aims & objectives of teaching Bio-science & will be able to state the objectives in behavioral terms..
3. Acquaint with the Resources for teaching Biology & their effective utilization.
4. Get exposed to Micro teaching & preparing Resource Unit, Unit Plan & Lesson plans.
5. Understand the concept of curriculum, principles of curriculum construction & trends in curriculum revision.
6. Be introduced to various methods, approaches & models of teaching Biological science & implement them in their teaching practice.
7. Understand & prepare the different types of test items for the evaluation of student's performance in Biology.
8. Appreciate & inculcate the competencies & commitments needed for a biological science teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio- Science.

Unit 1: Introduction to Biological Science

- 1.1 Biological Science: Meaning & Importance
- 1.2 Nature and Scope of Biological Science
- 1.3 Relationship between Biology & Human welfare
- 1.4 Latest Development in the Field Of Biology – Genetic Engineering, Agriculture, Biotechnology, Microbiology, Food Technology, Environmental Biology, Medicine

Unit 2: Aims and Objectives of Teaching Biological Science

- 2.1 Aims- Utilitarian Aim; Disciplinary Aim
- 2.2 Scientific Attitude (Meaning Characteristics and how to develop); Training in Scientific Method; Meaning, Steps, Significance
- 2.3 Instructional Objectives - As per NCERT Curriculum Framework – 2005 and NCF2005
- 2.4 Behavioral Specifications of Instructional Objectives with respect to- Knowledge, Understanding, Application, Skill.

Unit 3: Approaches, Methods, Models & Techniques of Teaching Biology.

- 3.1 Approaches; Structural and Functional Approach; Type Specimen, Integrated, Constructivist and Spiral Approach
- 3.2 Methods Of Teaching- Laboratory Method, Lecture-Cum-Demonstration Method and Guided Discovery Method
- 3.3 Models of Teaching- Biological Science Enquiry Model (Joseph Schwab); Memory Model (J. Lucas)
- 3.4 Self Instructional Technique-Programmed Instruction, Computer Assisted Instruction

Unit 4 Preparation for Teaching

- 4.1 Text book –Meaning Importance and Characteristics; Pedagogical Analysis of 8th or 9th Standards Biology Text books of Karnataka State.
- 4.2 Lesson Planning and Unit Planning – Meaning, Importance and Steps
- 4.3 Resource Unit – Meaning, Importance and Components
- 4.4 Concept mapping – Meaning, merits, demerits and example

Suggested list of topics/questions/activities to organise tutorials:

UNIT 1

- Collect the latest contribution / information in the field of biology

- Discuss the issues and their implication in different areas in biological service a) Agriculture b) Health and Medical Science C) Biotechnology Finding Scientific reasons behind traditional beliefs
- Conducting practical class which involves, observation; identification; classification; hypotheation and experimentation Observation and aesthetic value in biology
- Seminar on developing scientific attitude among high school children

Unit-2

- Suggest any five activities for developing scientific attitude among secondary school students.
- Writing instructional objectives for selected units at secondary school level.
- Write instructional objectives and behavioral specification for selected unit at secondary school

Unit-3

- Studying structure and function of some plants, animals that are prescribed in secondary school text book.
- Comparison between conceptual approach and investigatory approach Discussion with respect to teaching a particular concept in both inductive and deductive approach. Analysis of certain projects that are already conducted in previous years. Preparation of programmed instruction (linear programming). Discussion with respect to Chaitanya – 2 programme in high schools.
- Power point presentations Studying structure and function of some plants animals that are prescribed in the high school text book Conducting some Botany and Zoology (Microbiology) practicals and writing practical records.
- Seminars on meaning, nature and importance of chitanya programme at secondary school level

Unit-4

- Analysis of 8th and 9th Biology Text with special reference to components of scientific knowledge and learning activities.
- Write a concept map on any topic of your choice
- Analysis of content of 8th and 9th standard biology with special reference to components of scientific knowledge and learning activities
 - Analysis of NCF 2005 science curriculum
 - Discussion on historical perspective of Biology curriculum with special reference to BSCS (Biological Science curriculum survey)

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I
Course-6: Pedagogy of School Subject – I (POSS-I)
MATHEMATICS

OBJECTIVES: Upon completion of this course student teachers will be able to: 48 Hours

1. Develop insight in to the meaning , nature , scope and importance of Mathematics Education
2. Appreciate Mathematics to strengthen the student’s resource.
3. Appreciate the importance of Mathematics Club and Mathematics Laboratory.
4. Construct, Appropriate assessment, Tools for evaluating Mathematics Learning.
5. Stimulate curiosity, Creativity and Inventiveness in Mathematics.
6. Explain the teaching methods , technique , devices for effective teaching - learning Process and better instruction.
7. Explain the concept and Use of evaluation process , diagnostic and remedial
 - a. Measures in Mathematics.
8. Develops attitudes to be a committed and competent Mathematics Teacher.

UNIT- 1 Introduction to Mathematics

- 1.1. Meaning , Nature , Scope , Need and Importance of Mathematics.
- 1.2. Language and Symbolism of Mathematics
- 1.3 Relationship of Mathematics with other school subjects and branches of mathematics.
- 1.4 Contributions of famous Mathematicians

1.4.1. Bhaskaracharya	1.4.2 Shrinivas Ramanujan	1.4.3 Pythagoras
1.4.4 Brahmagupta	1.4.5 Aryabhata	1.4.6 Euclid

UNIT- 2 Aims and objectives of Mathematics Education

- 2.1 Aims and Values of Teaching Mathematics

2.1.1. Utilitarian Value	2.1.2 Disciplinary Value
2.1.3 Cultural Value	2.1.4 Recreational Value
- 2.2 Objectives of Teaching Mathematics.
- 2.3 Writing instructional objectives in behavioral terms by following NCERT version
- 2.4 Revised taxonomy of educational objectives (LORIN ANDERSON)

2.4.1 Remembering	2.4.2 Understanding
2.4.3 Analyzing	2.4.4 Syntheses
2.4.5 Evaluation	2.4.6 Creation

UNIT -3 Planning for Teaching Mathematics

- 3.1 Lesson Planning : Meaning , Characteristics , Importance and Lesson format
- 3.2 Unit Plan : Meaning , steps , Advantages and format
- 3.3 Resource Unit : Meaning , Steps , Importance and Format
- 3.4 Year Planning : Meaning , Advantages and Format.

UNIT - 4 Approaches and Methods of Teaching Mathematics

- 4.1 Methods : Meaning, Steps, Examples, Merits, Demerits and Role of teacher of the following.

4.1.1 Inductive and Deductive method	4.1.2 Project Method
4.1.3 Analytic and Synthetic method	4.1.4 Problem Solving method
- 4.2 Techniques of teaching Mathematics : Meaning and Importance of the following

4.2.1 Supervised Study	4.2.2 self study
4.2.3 Home Work	4.2.4 Drill and Review
- 4.3 Constructivist approaches : Meaning, Steps and Importance
- 4.4 Concepts : Meaning of Concepts, Concept formation, Concept mapping

Suggested list of topics/questions/activities to organise tutorials:

Unit 1 :

- Mathematics in day today life.

- Collections of biographies and contributions of at least two mathematicians

Unit-2 ;

- Identifying the mathematics values in school text book.
- Writing instructional objectives on any two topics.

Unit-3

- Preparation of Resource unit
- Preparation of year plan

Unit-4

- Writing lesson plan by using Inducto-deducto method
- Conducting and reporting brain storming activities

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -I

Course EPC1: Reading and Reflecting on Text

48 Hours

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objectives: After completion of the course, student-teachers will be able to:-

1. Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
2. This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage students with the readings interactively – individually and in small groups.
4. To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
5. Course Content:

Activities I: - Reading of Texts

1. Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
2. Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activities II: - Skill and Strategies

1. Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
2. Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
3. Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

Activities III: - Reading assignment

1. Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, learning and about different people's experiences for discussion or creative writing.
2. Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

Activities IV: - Observation & Discussion

1. Pupil teachers will observe the activities of peer group also.
2. Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
3. Critically analyse activities of own and group during reading, discussion and writing.

Activities V: - Evaluation & Reflection

1. Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
2. Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

Reference:

1. Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
2. Reflective Practice: Writing and Professional Development . Gillie Bolton. Sage Publication

3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from .By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning



KARNATAK UNIVERSITY, DHARWAD
KARNATAKA, INDIA – 580 003
STATEMENT OF MARKS EXAMINATION OF MAY – 2016
BACHELOR OF EDUCATION - I SEMESTE (CBCS) MODEL

No: XXXXXX

NAME :											SEAT NO : XXXXXXXX			
FATHER NAME :											MOTHER NAME :			
NAME OF THE COLLEGE :														
SUBJEC CODES 1	SUBJECT NAME 2	THEORY/PRACTICAL			IA		TOTAL			CREDIT HRS 11	SEM GRADE POINTS 12	CREDIT POINTS 13	GRADE 14	
		MAX 3	MIN 4	OBT 5	MAX 6	OBT 7	MAX 8	MIN 9	OBT 10					
SI COURSE 1	CHILDHOOD AND GROWING UP	80	32		20		100	40		4			A/B/C/D/E	
SI COURSE 2	LANGUAGE ACROSS THE CURRICULUM	80	32		20		100	40		4				
SI COURSE 3	UNDERSTANDING DISCIPLINE	80	32		20		100	40		4				
SI COURSE 4	SKILLS AND STRATEGIES OF TEACHING	80	32		20		100	40		4				
SI COURSE 5	PADAGOGY OF SCHOOL SUBJECT-I (POSS-I)	80	32		20		100	40		4				
SI COURSE 6	PADAGOGY OF SCHOOL SUBJECT-II (POSS-II)	80	32		20		100	40		4				
SI PRATICUM-I	READING AND REFLECTING ON TEXT	--	--		--		--	--		--				
SI PRATICUM-II	PRACTICUM ON POSS-I	--	--		50		50	--		2				
SI EPC-I	PRACTICUM ON POSS-II	--	--		50		50	--		2				
SI CCC-I	CONTENT COMPONENT COURSE SUBJECT-I	50	20		--		50	20		2				
SI CCC-II	CONTENT COMPONENT COURSE SUBJECT –II	50	20		--		50	20		2				
Total							700	240			28			
In Words														
Semester GPA :					Result					Grade				

Note: Column No.12= (Column 10)/10, Column 11= Total credit hours for each subject. Column No.13= (Column 12)* (Column 11)

G.P.A= Total value of Column 13/ Total value of column 11

E.P.C=Enhancing Professional Capacity.

PLACE :

DATE :

REGISTRAR (EVALUATION)

Semester 2

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester 2

Course-7: Learning and Teaching

Objectives: After completion of the course, student-teachers will be able to:- 48 Hours

1. To develop scientific attitude for the process of teaching & learning.
2. To develop understanding about the relationship of cognitive, social and emotional development with learning process.
3. To provide an overall view on teaching & learning style and ideas to enhance these activities.
4. To introduce student – teachers with teaching skill, component and parameters of effective teaching.
5. To develop insight for perfect teaching by with its overall perspectives in detail.

Unit -1 Psychological domains of Teaching & Learning

1. Cognition and Cultural cognitive Psychology: - Meaning, concept, Important, domains and its relationship with Learning & Teaching.
2. Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction(Bruner)
3. Emotional development: - Meaning, Process, Need to Study and its effect on Teaching and Learning Process.

Unit -2 Effective Teaching:

1. Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
2. Teaching for culturally diverse students, theory of culturally relevant pedagogy (Landson Billing 1995 and Plato, 2009).
3. Values & personal relationship between Teachers and Learners relationship among learners, self-esteem and freedom experienced by learner.

Unit -3 Learning:

1. Learning – Meaning, and characteristics, learning factors, influencing factors, Kind of learning, Tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Discovering learning-Meaning, concept, Principle to assess quality of learning.
4. A learning Cycle for discovery, classroom Instruction Strategies Theories supporting the new view of the learning process.
5. Learning as construction of knowledge (NCERT, 2005) Learning in and outside school and its relationship with learners' motivation learning in diverse socio-cultural condition.

Unit -4 learning style:

1. Diversity among learners and learning needs (with reference to special needs) multilingual background concept and Philosophy of inclusive education. Learning Style: - concept, Types and importance in Teaching –Learning process, factor effecting on learning style, concept of thinking style and its relationship with learning style.

Unit V Teaching style

1. Teaching Style: - Concept, Types and effect on learners' learning process, factor effecting on Teaching Style.
2. Effective Teacher behavior, Role of Hemisphere city in Thinking learning and Teaching Style.
3. Teaching as profession, effective classroom management.

Suggested list of topics/questions/activities to organise tutorials:

Unit – I : Practicum/Field Work

- Critical analysis of School situation in terms of its role in promoting learners cognitive and non-cognitive learning outcome and report on entire activities.

- Preparation of learners profile based on cognitive and non cognitive characteristics to depict inter and intra individual differences.

Unit – II : Practicum/Field Work

- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Analysis of record or Teaching and Learning by Video recording of your own lesson.
- Analysis of classroom teaching episode in the light of teaching skill/strategies.

Unit – III : Practicum/Field Work

- Study of a case and prepare a report on influential factors of learning.
- On the basis of regular visit (one week) to same class and student, analysis of influential factors of learning.
- Present the report in class workshop.

Unit – IV : Practicum/Field Work

- Identify learning style of at least 5-student at primary to secondary level. (Any one)
- Through active involvement with students(playing, storytelling, puzzlegames, readingetc.) observe differential learning needs of the learners with regard to learning styles and draft a report for presentation.

Unit – V : Practicum/Field Work

- Draft a report on Teachers’ Teaching Style by one week Classroom observation of two teachers (One may be Rural and One may be Urban)
- Make your own lesson Plan by studying Teacher’s diaries.
- Analysis of classroom teaching episode in the light of classroom management.
- Create facilitative learning environments through enhancing motivation, positiveemotions, collaborative and self-regulated learning, examine the effect on learning level.(Through pre and posttest of learners treatment should at least of one week)
- Present the report of entire programme in class.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester 2

Course 8: Knowledge and Curriculum-I

Objectives: After completion of the course, student-teachers will be able to: 48 Hours

1. To understand the way in which the curriculum is driven by assessment.
2. To critically analyse various samples of textbook
3. To identify various dimensions of the curriculum and their relationship with the aims of Education.
4. To examine the epistemological basis of education.
5. To discuss the basics of modern child centered education.
6. To identify relationship between the curriculum framework and syllabus.
7. To understand the relationship between power, ideology and the curriculum.
8. To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
9. To discuss the basis of modern child-centered education
10. To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Unit –I Knowledge Generation

1. Concept & Meaning of Education, Distinction between knowledge and skill Teaching and Training, Knowledge and information, reason and belief. Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge and their linkage and relationship.

Unit –II Child- centered education

1. Modern Child-Centered Education,: meaning, concept and its basis.
2. Educational Thoughts on child centered Education of Gandhi & Tagore, Dewey (2004) and Plato, Buber and Freire.

Unit – III Society, culture and Modernity

1. Society, Culture and Modernity: - Meaning, Concept and, relationship, amongst Historical Changes introduced by Industrialization, democracy and ideas of individual autonomy Education in relation to modern values, equity, equality, individual opportunity and social justice and dignity with special reference to amSSkar.(Rodrigues, 2002)

Unit –IV National issues

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (With Special reference to Tagore (2003) and Krishnamurti (1992)

Unit-V : Text book and curriculum

1. Idea of Meritocracy: - The relationship between power, ideology and curriculum (Apple, 2008) Power, ideology and curriculum: Meaning, concept and importance.
2. Text book – Criteria of selection, and critical analysis of Text Book, Children’s literature and teacher’s handbooks Method of Assessment.Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.)

Suggested list of topics/questions/activities to organise tutorials:

Unit – 1 : Practicum/Field Work

- Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio computer.
- Decide dialogues and characters according to the script of the play.

- Make use of full presence of students and staff for impressive performance.
- Analysis of social myths in the light of scientific values and culture. , life skills etc.

Unit – 2 :Practicum/Field Work

- Organize a /stage play a drama on educational thought of Mahatma Gandhi/RavindraNath Tagore.
- Organize child entered activity for enhancement of children education and values based on Gandhian/ Ravndra thoughts.
- Perform a drama on social, academic and life history of eminent educationist like RavindraNath Tagore.

Unit – 3 : Practicum/Field Work

- Make a presentation, feedback collect Folk songs, Folk culture and Customs.to find out modern values.
- Organize a debate on Social equality.
- Organize a poster designing competition for awareness of girl’s education and Female infanticide.
- Student should contact the people of nearby area of school for social issues. For collecting information related to Folk songs, Folk culture and Customs, student should contact rural people.
- To understand how to sing folk songs, the student should be present in the folk song events.

Unit – 4 : Practicum/Field Work

- Practice of Poems/Songs/Parodies on nationalism, universalism and regionalism.
- Formation and administration of attitude scale on Nationalism, Universalization and secularism and prepare a report.
- Organize a quiz contest on Nationalism, Universalization and secularism and prepare a report.
- Prepare a questionnaire subject wise.
- Communicate rules about quiz competition in group.
- Ensure participation of all the members of school in programs.

Unit – 5 : Practicum/Field Work

- Organize a seminar on relationship among power, ideology and Curriculum.
- Critical review or analysis of the text book at upper primary and senior secondary level.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference

1. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty.M.C MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha rammohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y.
5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
6. Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14
7. Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
8. Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
9. Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. newdelhi: rupa&co.
10. Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester 2

Course- 9: Assessment for Learning

Objectives: After completion of the course, student-teachers will be able to:- 48 Hours

1. To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
2. To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
3. To introduce student teachers to the history of evaluation and current practices.
4. Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
5. Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
6. Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
7. Develop enabling processes which lead to better learning and more confident and creative learners.
8. Understand the critical role of assessment in enhancing learning
9. Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

Unit 1 Concept of Assessment

1. Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Diagnosing, Principles of Assessment, and Perspectives.)

Unit-2: Type of assessment

1. Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc.), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
2. Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .

Unit-3: Continuous and comprehensive evaluation.

1. Assessment of affective learning: attitude and values, interest, self – concept items and procedures for their assessment.
2. Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment.
3. Continuous and Comprehensive Evaluation: Concept, Need and Process.
4. School visits followed by presentation on evaluation practices in schools

Unit-4: Assessment Devices

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.
4. Commercialization of assessment.
5. Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.
6. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.

7. Feedback to/from students, parents and teachers.

Unit-5: Assessment practices

1. Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration.
2. Scoring procedure – Manual and e-assessment.
3. Analysis and interpretation of student's performance processing test, performance, calculation of percentage, central tendency measurement, graphical representations.
4. Recording and reporting of forums for engagement with community work.
5. Relationship of assessment with self-esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
6. Non-detention policy in RTE act (2009) and its relationship with curriculum, pedagogy and teachers.

Suggested list of topics/questions/activities to organise tutorials:

Unit-1 :Practicum/Field Work

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a diagnostic test of any subject at upper primary to senior secondary, give suggestions for improvement.

Unit-2: Practicum/Field Work

- Organize a group discussion to assess thinking skills of students.
- Conduct a competition amongst students, giving them any topic and asking them to make a response oral or written. On the basis of response evaluate their personality or skills; ask them to take remedial measure, too. Measures.
- Presentation of papers on examination and evaluation policies.

Unit-3: Practicum/Field Work

- To organize a drama/short play on value based topic.
- To assess self-concept of the students in class room and provide them feedback for it.
- Conduct a summary to express the feeling of students about parents, teacher and peers.

Unit-4 :Practicum/Field Work

- Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher.
- Draft a report on variation among assessment.
- Seminars on contemporary issues of assessment and measurement.
- School Visits followed by presentation on evaluation practices in schools.
- Conduct a community work with involvement of children, students, teachers and society, and evaluate the work.
- Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.

Unit-5: Practicum/Field Work

- Debate on merits and demerits of manual and electronic scoring procedure.
- Construction, administration and interpretation of self-made achievement text.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference:

- 1- Paul, Black (2012). Assessment for learning McGraw.
- 2- East, lorna M. Assessment as learning sage pub. 2010
- 3- Ecclestone, Kathryn. Transforming formative assessment in life long learning. McGrawHill. Eng.2010

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester 2
Course- 10: Educational Technology

Objectives: Upon completion of the course the student teacher will be able to. 48 Hours

1. Acquire the knowledge of Educational Teaching, its meaning and importance.
2. Understand the taxonomy of educational objectives-classified by Bloom, Krathwohl and Harrow.
3. Explore the creative avenues in technological advancements for improving the teaching learning process.
4. Empower prospective teachers through the blending of technological aspects with pedagogical principles.
5. Learn to use specified media hardware and to produce and select instructional software appropriate to particular occasions.
6. Familiarise with domain based assessment practices.

Unit 1: Concept of Educational Technology.

- 1.1 Educational technology – meaning definition and Importance.
- 1.2 Objectives of Educational Technology
- 1.3 Nature and scope of Educational Technology.
- 1.4 Instrumental Resource centre for Educational Technology.
CIET- Central Institute of Educational Technology in NCERT
SIET- State Institute of Educational Technology
EDUSAT- Educational Satellite
Gyan Darshan-

Unit 2: Educational Objectives.

- 2.1 Concept and differences of Educational Aims and Objectives.
- 2.2 Taxonomy of Educational objectives. Classification given by Bloom, Krathwohl and Harrow.
- 2.3 NCERT Version of classification of objectives : Knowledge, understanding, application, skill, attitude interest and appreciation.
- 2.4 Mager's components for writing an instructional objective.

Unit 3 : Innovation in Teaching

- 3.1 Programmed Instruction – Meaning, Basic principles.
- 3.2 Styles of programming
Linear – meaning, characteristics, merits and demerits
Branching - meaning, characteristics, merits and demerits.
- 3.3 Evaluation of a programme: Individual small group and field testing. Error rate, Density of the programme.
- 3.4 Computer Assisted Instruction (CAI)

Unit 4: Audio – Visual Equipments.

- 4.1 Meaning, significance and guiding principles of A.V. Equipments.
- 4.2 Classification :Hardware and Software- Meaning and Difference
Examples: Charts, Models, Specimens, LCD, Computer, Interactive Board.
(Important of the above in teaching learning process)
- 4.3 Role of Mass Media in education: Radio, News papers, Television and Films
- 4.4 Edger Dales Cone of Experience.

Suggested list of topics/questions/activities to organise tutorials :

Unit -1

- 1.1. Discuss the Importance of Education technology
- 1.2. Collection of information regarding educational technology
- 1.3. Programmes-reports of Edusat, Gyan Darshan
- 1.4. Functions of CIET- Central Institute of Educational Technology in NCERT

Unit -2

- 2.1. Differences between Educational aims and objectives
- 2.2. Writing instructional objectives classification of Bloom Taxonomy
- 2.3. Krathwohl and Harrow using Mager's components
- 2.4. Classification of objective According Cognitive, Affective and Psych-motors domain
- 2.5. NCERT version of objectives using specifications.
- 2.6. Mager's components for writing an instructional objectives

Unit -3

- 3.1. Writing ten frames in linear programme
- 3.2. Writing frames of branching programme
- 3.3. Finding Error rate of the programme
- 3.4. Writing lesson plan C I in any one method

Unit -4

- 4.1. Preparation of PPT in respective methods (any one).
- 4.2. List the Hardwares for teaching and learning
- 4.3. Write Role of Radio and Mass Media in education
- 4.4. Write a Radio lesson on any topic.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference

- Bloom.B.S. (1956). Taxonomy of Educational Objectives.
- Sharma.R.A. (1991). Technology of Teaching.
- Gulati.R. (1976). Programmed Learning.
- Skinner.B.F. (1968). Technology of Teaching.
- J.C.Aggarwal.(1979). Essentials of Educational Technology, New Delhi:IBH.
- Shahapur N P. (2009). Advanced Educational Technology. Gadag: Vidyanidhi Prakashan.
- Kongawad N B (2009). Shikshandalli Tantrajnyan. Gadag :Vidyanidhi Prakashan.
- Vanaja.M. (2012). Educational Technology.
- Myageri.C.(2012).EducationalTechnology,Gadag:Vidyanidhi Prakashan.
- Yadawad S B & Shet G P (2013) Education Technilogy, Vdyanidhi Prakashan Gadag.
- Kongawad N B Shaikshanik Tantrashastra v Education Gadag Vidyanidhi Prakashana.
- Hampi holi & Kulkarni (1998). Shykshanika Tantragyana.

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -II
Course-11: Pedagogy of School Subject – I (POSS-I)
ENGLISH

48 hours

Unit 1: Teaching of English Language

- 1.1 Teaching of prose – objectives, steps in lesson planning and methods.
- 1.2 Teaching of poetry – Objective, steps in lesson planning and methods.
- 1.3 Teaching of grammar – objectives, types: formal and functional, methods of teaching
- 1.4 Teaching of vocabulary-types of vocabulary selection and gradation, ways of enrichment of vocabulary.

Unit 2: Teaching – Learning Materials and Aids: (Meaning and purposes of use)

- 2.1 ICT – audio,visual and audio-visual aids : Video, T.V. Films, Language lab, Print media : texts, magazine, news paper, class library and e-learning in English
- 2.2 Planning co-curricular activities : discussion, debates. Workshops, seminar to promote Learning of language. Language club: importance and activities.
- 2.3 Teacher of English language
- 2.3.1 The teacher of English language – competencies, role of teacher as an innovator, and researcher.
- 2.3.2 Need of training, ways of professional growth and English teacher’s Association.

Unit 3: Evaluation in English

- 3.1 Importance and Types of evaluation
- 3.2 Techniques of evaluation – oral, written, self-evaluation, peer evaluation, group evaluation.
- 3.3 Typology of Questions: Reflecting, problem solving, creative and critical thinking questions. Continuous and comprehensive evaluation.

Unit 4: Analysis of syllabus and Textual materials

- 4.1 Understanding the relationship among curriculum, syllabus and text books.
- 4.2 Critical evaluation of VIII and IX standard text books.
- 4.3 Connecting learning to the world out sides moving away from rote-learning to Constructivism.

Suggested list of topics/questions/activities to organise tutorials:

- Prepare a report containing the critical analysis of any one English poem of your Choice.
- Prepare a list of audio visual aids related to teaching of text books prescribed either for Higher Primary & secondary Schools.
- Prepare a Typology of questions on the topic of your choice.
- Analyse the Annual question paper of English language of X std.
- Preparation of instructional kit

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference

- V. Saraswati: English language Teaching : Principles and Practice. Orient Longman.
- R. Mathew, L . Eapen and J.Thar . Language Curriculum : Dynamics of Change (Vols 1 and 2). Orient Longman
- S. Kudchedkar . Readings in English , English language Teaching in India. Orient Longman
- M. L. Tickoo . Teaching and Learning English : A sourcebook for Teachers and Teacher Trainers . Orient Longman.
- J. Chandler and M. Stone . the Resourceful English Teachr. Viva Books.
- Geeta Nagaraj. English Language Teaching (2010) Orient Blackswan Private Limited, New Delhi.
- Baruah T.C. (1984) The English Teachers Handbook. Sterling Publishers.

- Allan C.R. (1971) Teaching English as a second Language. Sterling Publishers.
- Gordon B.S. (1960) The Teaching of English in Free India – Madras; Christian Literature Society.
- Abbott. G and P. Wingard, eds. (1981) The Teaching of English as an International Language. London: Collins.
- Brumfit, C.J. (1980) Problems and Principles of English Language Teaching. Oxford : Oxford University Press.

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -II

Course-11: Pedagogy of School Subject - I (POSS-I)

ಉದ್ದೇಶಗಳು : ಅಧ್ಯಯನಾಂತ್ಯದಲ್ಲ / ಕೋರ್ಸು ಮುಗಿಸುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿ ಈ ಕೆಳಕಂಡ ವರ್ತನೆಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳಿ

(48 ಗಂಟೆಗಳು)

- 1 ವಿವಿಧ ರೂಪದ ಕನ್ನಡ ಪಾಠಗಳ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು
- 2 ಗ್ರಹಿಕೆಯ ಮತ್ತು ಅಭಿವ್ಯಕ್ತಿಯ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸುವುದು ಮತ್ತು ನಿರ್ವಹಿಸುವುದು
- 3 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಗಳನ್ನು ಸಮೀಕ್ಷೆ ಮಾಡುವುದು
- 4 ಮುದ್ರಣ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸುವ ಕ್ರಮ ವಿವರಿಸುವುದು
- 5 ಭಾಷಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಹಂತಾನುಸಾರ ಏರ್ಪಡಿಸುವ ಕರಮ ನಿರೂಪಿಸುವುದು
- 6 ವಿವಿಧ ಬಗೆಯ ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುವುದು, ನಿರ್ವಹಿಸುವುದು, ನೈದಾಸಿಕ ಉದ್ದೇಶಕ್ಕೆ ಬಳಸಿಕೊಳ್ಳುವುದು.

ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಯೋಜನೆಗಳು

- 1.1 ಘಟಕ ಯೋಜನೆ (ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ಪಾಠಗಳಿಗೆ)
- 1.2 ಪಾಠ ಯೋಜನೆ - ಪಠ್ಯ (ವಸ್ತು) ವಿಶ್ಲೇಷಣೆ ಆಧಾರದಿಂದ - ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯಗಳ ಮುಖ್ಯಾಂಶಗಳ ಪಟ್ಟಿ ಮತ್ತು ಅನುಕ್ರಮವಾರಿ ಜೋಡಣೆ, ಪ್ರತಿ ಮುಖ್ಯಾಂಶಕ್ಕೆ ಬೋಧನೋದ್ದೇಶಗಳ ನಿರೂಪಣೆ.
- 1.3 ಪ್ರತಿ ಬೋಧನೋದ್ದೇಶಕ್ಕೆ ತಕ್ಕ ಕಲಿಕೆಯ ಅನುಭವ ಮತ್ತು ಚಟುವಟಿಕೆಗಳ ಆಯ್ಕೆ
- 1.4 ಸೂಕ್ತ ನಮೂನೆಯಲ್ಲಿ ಪಾಠ ಯೋಜನೆಗಳ ತಯಾರಿಕೆ ಕ್ರಮ
ಅ) ಗದ್ಯ ಪಾಠ ಯೋಜನೆ, ಆ) ಪದ್ಯ ಪಾಠ ಯೋಜನೆ, ಇ) ವ್ಯಾಕರಣ ಪಾಠ ಯೋಜನೆ, ಈ) ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ವಿಸ್ತರಣ ಮತ್ತು ಸಂಕ್ಷೇಪಣ ಇವುಗಳ ಪಾಠ ಯೋಜನೆಗಳ ರಚನೆಯ ಕ್ರಮ

ಘಟಕ 2 : ಭಾಷಾ ಕೌಶಲಗಳ ಬೋಧನೆ

- 2.1 ಭಾಷಾ ಕೌಶಲಗಳ ವರ್ಗೀಕರಣ - ಅನುಕ್ರಮ ಅಥವಾ ಗ್ರಹಿಕಾ ಕೌಶಲಗಳು ಆಲಿಸುವಿಕೆ ಮತ್ತು ಓದುಗಾಲಿಕೆ, ಸಕ್ರಿಯ/ಅಭಿವ್ಯಕ್ತಿ ಕೌಶಲಗಳು - ಮಾತುಗಾಲಿಕೆ ಮತ್ತು ಬರೆಯುವ ಕೌಶಲಗಳು
- 2.2 ಆಲಿಸುವಿಕೆ - ಅರ್ಥ, ಉತ್ತಮ ಕೇಳುವ ಲಕ್ಷಣಗಳು, ಆಲಿಸುವ (ಉದ್ದೇಶ ಆಧಾರ) ಬಗೆಗಳು-ಸಾಮಾನ್ಯ, ಸಾರಗ್ರಹಣ ಮತ್ತು ವಿಮರ್ಶಾ ಆಲಿಸುವಿಕೆ - ಇವುಗಳನ್ನು ಬೆಳೆಸಲು ಚಟುವಟಿಕೆಗಳು
- 2.3 ಮಾತುಗಾಲಿಕೆ - ಉತ್ತಮ ಮಾತುಗಾಲಿಕೆಯ ಲಕ್ಷಣಗಳು, ಮಾತುಗಾಲಿಕೆಯಲ್ಲಿ ಕಾಣುವ ದೋಷಗಳು, ಮಾತುಗಾಲಿಕೆ ಅಭಿವ್ಯಕ್ತಿಗೆ ಚಟುವಟಿಕೆಗಳು - ಸ್ವಂತ ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರಿಸುವುದು, ಸಾರಾಂಶ ಹೇಳುವುದು, ಸಂಭಾಷಣೆ ನಡೆಸುವುದು, ಚರ್ಚಾ ಸ್ಪರ್ಧೆ, ಭಾಷಣ ಕಾಯಕ್ರಮ
- 2.4 ಓದುಗಾಲಿಕೆ - ಉತ್ತಮ ಓದುಗನ ಲಕ್ಷಣಗಳು - ಓದುವ ಬಗೆಗಳು (ಉದ್ದೇಶ ಅನುಸರಿಸಿ) ಸಾರಗ್ರಹಣ ಓದು, ರಸಗ್ರಹಣ ಓದು, ವಿಮರ್ಶಾತ್ಮಕ ಓದು, (ವೇಗ ಅನುಸರಿಸಿ) ಜಾಗೃತ ಓದು, ಸಹಜ ಓದು, ಶೀಘ್ರ ಓದು ಮತ್ತು ಅತಿ ಶೀಘ್ರ ಓದು.
- 2.5 ಬರೆಯುವ ಕೌಶಲ - ಉತ್ತಮ ಬರವಣಿಗೆಯ ಲಕ್ಷಣಗಳು, ಬರವಣಿಗೆಯ ತಾತ್ವಿಕ ಅಂಶಗಳ ಪರಿಗಣನೆ, ವ್ಯಾವಹಾರಿಕ ಬರವಣಿಗೆ - ಪತ್ರ, ವರದಿ, ಅರ್ಜಿ, ಸೃಜನ ಶೀಲ ಬರವಣಿಗೆ - ಸಣ್ಣಕತೆ, ಕವನ, ನಾಟಕ.

ಘಟಕ 3 : ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

- 3.1 ಭಾಷಾ ಪಠ್ಯ ಪುಸ್ತಕಗಳು - ಲಕ್ಷಣಗಳು, ರಚನೆಯ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆ
- 3.2 ಮುದ್ರಣ ಮಾಧ್ಯಮ - ನಿಘಂಟು, ವಿಶ್ಲೇಷಣೆ, ನಿಯತ ಕಾಲಕೆಗಳು, ಪತ್ರಿಕೆಗಳು, ಅಕರ ಗಂಧಗಳು
- 3.3 ದೃಶ್ಯ ಮಾಧ್ಯಮ - ಚಿತ್ರಗಳು, ದೂರದರ್ಶನದ ವಿವಿಧ ವಾಹಿನಿಯ ಸಾಂಸ್ಕೃತಿಕ, ಸಾಹಿತ್ಯ ಮತ್ತು ಭಾಷಾ ಕಾಯಕ್ರಮಗಳು, ಕಂಪ್ಯೂಟರ್ ಸಿ.ಡಿ ಗಳು, ಚಲನಚಿತ್ರಗಳು (ಸಾಹಿತ್ಯಧಾರಿತ - ಸಾಕ್ಷ್ಯಚಿತ್ರಗಳು)
- 3.4 ಶ್ರವಣ ಮಾಧ್ಯಮ - ಆಕಾಶವಾಣಿ, ಧ್ವನಿ ಸುರುಳಿಗಳು
- 3.5 ಸಾಹಿತ್ಯ ಸಂಘದ ಚಟುವಟಿಕೆಗಳು - ಭಾಷಣ, ಚರ್ಚಾಸ್ಪರ್ಧೆ, ರಸ ಪ್ರಶ್ನೆ, ಕವಿಗೋಷ್ಠಿ, ಚಿತ್ರ ಪತ್ರ ರಚನೆ, ಶಾಲಾ ಪತ್ರಿಕೆ, ಭಾಷಾ ಆಟಗಳ ನಿರ್ವಹಣೆ, ಪುಸ್ತಕ ಪ್ರದರ್ಶನ, ಕವಿಜಯಂತಿ ಇತ್ಯಾದಿ
- 3.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ - ಸ್ವರೂಪ, ಬಳಸುವ ಬಗೆ
- 3.7 ಸಂದರ್ಶನ, ಪ್ರವಾಸಗಳು - ಏರ್ಪಡಿಸುವ ಬಗೆ
- 3.8 ಕನ್ನಡ ಶಿಕ್ಷಕನ ವಿಶೇಷ ಸಾಮರ್ಥ್ಯಗಳು ಮತ್ತು ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆಗೆ ಮಾರ್ಗೋಪಾಯಗಳು

ಘಟಕ 4 : ಭಾಷಾ ಕಲಿಕೆಯ ಮೌಲ್ಯ ಮಾಪನ

- 4.1 ಘಟಕ ಪರೀಕ್ಷೆ - ರಚನೆ, ಉಪಯೋಗ

- 4.2 ವಾರ್ಷಿಕ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯ ರಚನೆ
 4.3 ಭಾಷಾ ಸಾಮರ್ಥ್ಯದ ಸಾಧನೆ ಪರೀಕ್ಷೆಗಳು
 4.4 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಗಳ ರಚನೆ, ಪರಿಹಾರೋಪಾಯಗಳು (ಓದುಗಾಲಿಕೆಯಲ್ಲಿ, ಮಾತುಗಾಲಿಕೆ ದೋಷ ಬರವಣಿಗೆಯಲ್ಲಿ)

ಟ್ಯೂಟೋರಿಯಲ್/ವಿಚಾರ ಸಂಕೀರ್ಣ/ ಸೆಮಿನಾರ್/ಪ್ರಾಕ್ಟಿಕಲ್ಸ್ :

ಘಟಕ 1 :

- ಪದ/ನುಡಿಗಟ್ಟುಗಳ ಬೋಧನೆಯ ಯೋಜನೆ, ಚರ್ಚೆ
- ಒಂದು ಪದ್ಯ ಬೋಧನೆಗೆ ಅದೇ ವಸ್ತು ಕುರಿತ ಇತರ ಕವಿಗಳ - ಪದ್ಯ ಆಯ್ಕೆ ಹೋಲಿಸಿ, ಚರ್ಚೆ
- ಬೋಧನಾಂಶಕ್ಕೆ - ಕಲಿಕೆ ಚಟುವಟಿಕೆಗಳ ಪಟ್ಟಿರಚನೆ
- ವಸ್ತು ನಿರೀಕ್ಷೆ - ಸಂಭಾಷಣೆ ರಚನೆ ಮತ್ತು ಅಭಿನಯ
- ವಿಸ್ತರಣ, ಸಂಕ್ಷೇಪಣ - ಪಾಠ ಯೋಜನೆಗಳ ತಯಾರಿಕೆ - ಚರ್ಚೆ

ಘಟಕ 2 :

- ಕಾಗುಣಿತ ದೋಷ - ನಿವಾರಣೆ ಕ್ರಮಗಳು
- ಉಚಾರ ದೋಷಗಳು - ನಿವಾರಣಾಕ್ರಮ
- ಧ್ವನಿ ಮುದ್ರಿತ ಭಾಷಣ / ವಾರ್ತೆಚೇಟಿಸಿ - ಪ್ರಶೋತ್ತರ (ಆಲಿಸುವಿಕೆ ಪರೀಕ್ಷೆ)
- ಲೇಖನ ವಾಚನ - ಹಿಂಮಾಹಿತಿ
- ನೈಜನ ಶೀಲ ಬರಿಹ (ಕತೆ) ಓದಿಸಿ, ಪ್ರಶಂಸೆ, ಚರ್ಚೆ
- ಓದುಗರ ಪತ್ರಗಳನ್ನು - ಓದಿಸಿ ವಿಶ್ಲೇಷಿಸುವುದು
- ಅಂಕಣಗಳನ್ನು ಓದಿಸಿ ವಿಶ್ಲೇಷಣೆ ಮಾಡುವುದು
- ಲೇಖನ ನಿರೀಕ್ಷೆ ವಿಮರ್ಶಾತ್ಮಕ ಓದು ಕೈಗೊಳ್ಳುವುದು

ಘಟಕ 3 :

- ಭಾಷಾ ಕ್ರಿಯೆಗಳ ನಿರ್ವಹಣೆ, ಪದರಂಗಗಳ (ರಚಿಸಿದ) ನಿರ್ವಹಣೆ
- ಥರ್ಟ್ ಅಂತ್ ಹೇಟ (ಚಂದನ ವಾಹಿನಿ) ಮಾದರಿ ಕನ್ನಡ ಭಾಷಾಸಾಹಿತ್ಯ ಕಾರ್ಯಕ್ರಮಗಳು
- ಧ್ವನಿ ಸುರಳಿ ಆಲಿಸಿ - ಚರ್ಚೆ
- ಅಣಕು ಸಂದರ್ಶನ
- ಜಮಕಿತ ಕಾರ್ಡುಗಳ ಬಳಕೆ
- ಕವಿರೋಷಿ
- ಶ್ರವ್ಯ ಭಾರತಿ - ಸಿಬಿಎಲ್ ಧ್ವನಿ ಸುರಳಿ ಆಲಿಸಿ ಚರ್ಚೆ

ಘಟಕ 4 :

- ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಸಮೀಕ್ಷೆ (8,9ನೇ ತರಗತಿಯ (ಶಾಲಾ) ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಅಧರಿಸಿ)
- ಘಟಕ ಒಂದಕ್ಕೆ ನಿರೀಕ್ಷೆ ತಯಾರಿಸುವುದು
- ವಿವಿಧ ಮಾದರಿ ಉದ್ದೇಶ ಅಧಾಲತ ವಸ್ತುನಿಷ್ಠೆ ಪ್ರಶ್ನೆಗಳ ರಚನೆ
- ಪ್ರಶ್ನೆಕೋಶ ತಯಾರಿಕೆ
- ನೈದಾನಿಕ ಪರೀಕ್ಷೆ ತಯಾರಿಕೆ

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
 External Evaluation

20 Marks
 80 Marks

ಪರಾಮರ್ಶನ ಸಲಹೆ

1. ಎನ್. ಕೃಷ್ಣಪ್ಪ - ಪಾಠ ಟಿಪ್ಪಣಿಗಳು
2. ಭ.ಮಲ್ಲಕಾರ್ಜುನ, ಎನ್.ಎಸ್. ಯದುರಾಜನ್ - ಸಮಕಾಲೀನ ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮೈಸೂರು
3. ಟಿ.ವಿ. ತಿಮ್ಮಿಗೌಡ 'ಓದುವಶಕ್ತಿ'
4. ಎಂ. ವೈಷ್ಣವೇಂದ್ರಸ್ವಾಮಿ - ಬರೆಯುವುದು ದಾಲ
5. ಟಿ.ಟಿ. ರಂಗಸ್ವಾಮಿ - ಪತ್ರಲೇಖನಕಲೆ - ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು

6. ನಾಗೇಶ್ ಎಚ್.ವಿ. - ಪ್ರಬಂಧ ಪ್ರಪಂಚ 1990 - ಧಾರವಾಡ
7. ಎ.ಎ. ಗೋವಿಂದರಾವ್ - ಶಿಕ್ಷಣದಲ್ಲ ಮೌಲ್ಯಮಾಪನ
8. ಪುರುಷೋತ್ತಮ ಜಿ - ಕಲಕೆಯ ತೊಂದರೆಗಳು, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
9. ಎನ್. ಪ್ರಹ್ಲಾದರಾವ್ - ಲೇಖನ ಕಲೆ
10. ಸತ್ಯನಾರಾಯಣ ಮಲ್ಲಪಟ್ಟಣ, ನಾಗರಾಜರಾವ್ ಜವಳಿ (ಸಂ) (2000) ಸಂವಹನ ಕನ್ನಡ, ದಾಸಜನಿ, ಮಂಗಳೂರು
11. ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ 'ಎರವಲು ಪದಕೋಶ', ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
ಎನ್. ಸೀತಾಲಕ್ಷ್ಮಿ - ಪತ್ರಿಕೆ ಓದಿ ಕನ್ನಡ ಕಲಕೆ.

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -II
Course-11: Pedagogy of School Subject – I (POSS-I)

हिंदी भाषा शिक्षण पद्धति

४८ घंटे

घटक १ – हिंदी शिक्षण की विधियाँ एवं प्रविधियाँ

- १.१ विधियाँ : प्रत्यक्ष पद्धति, शब्द-परिवर्तन पद्धति, डॉ. वेस्ट पद्धति, व्याकरण, अनुवाद पद्धति, योजना-पद्धति, प्रविधियाँ : प्रश्न, विवरण, दृष्टान्त, कथाकथन
- १.२ अनुवाद शिक्षण : उद्देश्य, रूप, विधियाँ
- १.३ हिंदी शिक्षण में मातृभाषा (कन्नड) का उपयोग
- १.४ उच्चारण शिक्षण का महत्व, उच्चारण में अशुद्धियाँ, उनका निराकरण

घटक २ – अनुदेशनात्मक सामग्री

- २.१ अनुदेशनात्मक सामग्री-चित्र, चार्ट, नमूने, डायमपट, फ्लैनेल बोर्ड, उपयोगिता, प्रयोग
- २.२ हिंदी शिक्षण में सूचना एवं संप्रेषण तकनीकी – रेडियो, टेपरिकॉर्डर, टेलिविजन, संगणक, इंटरनेट, स्मार्ट ब्लॉकबोर्ड, उपयोगिता, प्रयोग
- २.३ रेडिओ पाठ, दूरदर्शन पाठ, वीडियो पाठ
- २.४ पाठ्यसहगामी क्रियाएँ, उपयोगिता, शिक्षक की भूमिका

घटक ३ – हिंदी शिक्षण में मूल्यांकन

- ३.१ मूल्यांकन : उद्देश्य, महत्व, विधियाँ, गुणदोष
- ३.२ प्रश्नपत्र की विशेषताएँ, प्रश्न-पत्र निर्माण, अंकभार, नीलनक्शा, घटक कसौटी की संकल्पना और संरचना,
- ३.३ निदानात्मक शिक्षण : उद्देश्य, निदान के रूप, विधियाँ
- ३.४ उपचारात्मक शिक्षण : उद्देश्य, महत्व, विधियाँ

घटक ४ – हिंदी शिक्षक

- ४.१ हिंदी शिक्षक की योग्यता, व्यावसायिक गुण
- ४.२ अहिंदी प्रदेश में हिंदी शिक्षक के उत्तरदायित्व और चुनौतियाँ
- ४.३ हिंदी अध्यापन में गुणात्मकता वृद्धि हेतु कार्यक्रम-संगोष्ठी, कार्यशाला, प्रशिक्षण, चर्चासत्र
- ४.४ हिंदी भाषा शिक्षण द्वारा मूल्यों का विकास

प्रदत्त कार्य / प्रात्यक्षिक कार्य

घटक १ :

- व्याकरण-अनुवाद पद्धति का प्रयोग
- हिंदी शिक्षण में मातृभाषा (कन्नड के) प्रयोग के आधार पर सी.डी. प्रस्तुतिकरण
- किसी एक गद्य पाठ का अनुवाद
- भाषा प्रयोगशाला और उच्चारण शिक्षण

घटक २:

- अनुदेशनात्मक सामग्रियाँ
- स्मार्ट ब्लॉकबोर्ड

- संगणक का हिंदी शिक्षण में प्रयोग
- रेडियो प्रसारण के लिए हिंदी पाठ की तैयारी

घटक ३ :

- मूल्यांकन की विधियाँ एवं गुण दोष
- निदानात्मक शिक्षण व उपचारात्मक शिक्षण की विधियाँ
- नीलनक्षा, प्रश्न पत्र निर्माण और मूल्यांकन
- घटक कसौटी की संरचना तथा कार्यवाही

घटक ४:

- हिंदी के ज्ञानपीठ पुरस्कार प्राप्त साहित्यकार
- कृष्णभक्ति या रामभक्ति शाखा के प्रमुख कवियों का पारिचय
- हिंदी साहित्यकार का साक्षात्कार
- क्रियात्मक अनुसंधान (किसी एक समस्या पर)

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

संदर्भ ग्रन्थ सूची

- १) डॉ. मंगल उमा, (२०१२), हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
- २) डॉ. पाण्डेय रामशकल, (२०१०), नूतन हिन्दी शिक्षण, विनोद पुस्तक मंदिर शिक्षण आगरा ।
- ३) डॉ.शर्मा, शिवमूर्ति, (२०१०), हिन्दी शिक्षण विधियाँ, नीलकमल पब्लिकेशनस प्रायवेट लिमिटेड, नई दिल्ली।
- ४) डॉ. शर्मा, आर.ए. सूक्ष्म शिक्षण द्वारा शिक्षण अभ्यास, साहित्य प्रकाशन, आगरा ।
- ५) डॉ. पचौरी गिरिश, डॉ. शर्मा सीमा; (२०१२), हिन्दी शिक्षण, आर.लाल बुक डिपो, मेरठ ।
- ६) डॉ. देशपांडे, सुलोचना, (२००७), व्यावहारिक हिंदी व्याकरण रावा प्रकाशन, कोल्हापुर ।
- ७) डॉ. अग्रवाल, लता, (२००९), भाषा शिक्षण एवं शिक्षण विधियाँ, एच.पी. भार्गव बुक हाउस, आगरा ।
- ८) डॉ. दीपिका, (२००९), हिंदी शिक्षण, संजय पब्लिकेशन्स आगरा ।
- ९) डॉ.शर्मा गंगाराम, डॉ.भारद्वाज सुधीर कुमार, (२००८) हिन्दी भाषा शिक्षण, एच.पी. भार्गव बुक हाउस, आगरा ।
- १०) डॉ. दुबे, सत्यनारायण शरतेन्दु, हिन्दी शिक्षण, साहित्य प्रकाशन, आगरा ।

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Semester -II
Course-11: Pedagogy of School Subject – I (POSS-I)
मराठी भाषा अध्यापन पध्दती

४८ तास

घटक १ – मराठी भाषा अध्यापन पध्दती व प्रयुक्त्या

- १.१ मराठी अध्यापनाची तत्वे व सूत्रे
- १.२ मराठी भाषा अध्यापनाच्या पध्दती (नाट्यीकरण, कथाकथन, रसग्रहण, चर्चा, व्याख्यान, उद्गामी अवगामी) भाषिक खेळ
- १.३ प्रयुक्त्या; प्रश्न, उदाहरण, स्पष्टिकरण
- १.४ उच्चारण अध्यापनाचे महत्व, उच्चारणेतील अशुद्धता सुधारण्यासाठी उपाय

घटक २ – मराठी भाषा अध्यापनाची साधने

- २.१ छापील साहित्य, वृत्तपत्रे, मासिके, हस्तपुस्तिका, शब्दकोष, विश्वकोष
- २.२ मराठी अध्यापन माहिती आणि संप्रेषण तंत्रज्ञानाचा वापर – आकाशवाणी, दूरदर्शन, संगणक, टेपरिकॉर्डर, इन्टरनेट, स्मार्ट ब्लॅकबोर्ड
- २.३ वाडमय मंडळ : उद्दिष्टे, उपक्रम, महत्व
- २.४ भाषा अध्यापन अध्ययनासाठी सहशालेय कार्यक्रम

घटक ३ – मूल्यमापन

- ३.१ मूल्यमापन : संकल्पना, आवश्यकता, उद्दिष्ट
- ३.२ भाषा विषयतील मूल्यमापनाचे स्वरूप
- ३.३ प्रश्नांचे प्रकार, गुणदोष
- ३.४ परीक्षांचे नियोजन, उद्दिष्टानुसार गुण विभागणी व प्रश्नसंख्या, संविधाननक्ता

घटक ४ – मराठी भाषेचा शिक्षक

- ४.१ मराठी भाषा शिक्षक : पात्रता, गुण वैशिष्ट्ये
- ४.२ अमराठी प्रांततील मराठी भाषा शिक्षकांच्या समस्या व समाधान
- ४.३ मराठी शिक्षक व व्यवसायिक उन्नति
- ४.४ मराठी भाषेमुळे मूल्यांचा विकास

दत्त कार्य / प्रात्यक्षिक कार्य

घटक १ :

- मराठी भाषा अध्यापनाच्या पध्दती विषयी चर्चा करा.
- उच्चारण आणि भाषा प्रयोग शाळा यावरती दत्त कार्य प्रस्तुत करा
- भाषा अध्यापन प्रयुक्त्यांचा उपयोग करून पाठ प्रस्तुत करा..

घटक २:

- मराठी साहित्यावर आधारित हस्तपुस्तिका तयार करा.
- आकाशवाणी / दूरदर्शन वर प्रसारित करण्यासाठी पाठ नियोजन तयार करा.
- शैक्षणिक सहलीचे आयोजन करा.

घटक ३ :

- नवीन मूल्यमापनाच्या पध्दतींची माहिती लिहा.

- ८-९ वीं मराठी विषयासाठी प्रश्नपत्रिका तयार करा.
- संविधानतक्ता तयार करा.

घटक ४:

- मराठी शिक्षकांचा भेटी घेऊन मराठी शिक्षणासाठी त्यांचे मार्गदर्शन घ्या व लिहून प्रस्तुत करा.
- अमराठी प्रांतातील मराठी शिक्षकांच्या समस्येवर चर्चा करा.
- मराठी भाषेमुळे मूल्यांचा विकास कसा होईल उदाहरण देऊन स्पष्ट करा,

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

संदर्भ ग्रन्थ

१. अक्रोलकर ग.वि. मराठीचे अध्यापन, (१९७७), व्हिनस प्रकाशन, पुणे.
२. कुंडले म. बा., मराठीचे अध्यापन, (१९९१), श्री विद्या प्रकाशन, पुणे.
३. पाटील लीला, मातृभाषेचे अध्यापन, (१९६४), व्हिनस प्रकाशन, पुणे.
४. सरदेशमुख व्यं. वि., मातृभाषा अध्ययन अध्यापन, (१९७१), नीलकंठ प्रकाशन, पुणे.
५. साठे द. त्र्य., मराठी भाषेचे अध्यापन, (१९६०), ठाकूर आणि कंपनी, अमरावती.
६. डॉ. करंदीकर सु. मराठी आशय अध्यापन पद्धती, (१९९६) (२००५), फडके प्रकाशन, कोल्हापूर.
७. डांगे चंद्रकुमार, मातृभाषेचे अध्यापन, (१९५३), चित्रशाळा प्रेस, पुणे.
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१०. डॉ. बरकले नलिनी, डॉ. रामदास, मातृभाषा मराठीचे अध्यापन, (२००१), शास्त्रीय विश्लेषण.
११. आळंदकर जयकुमार, शिक्षणांचे अध्यापन शास्त्र (२०१०),
१२. चौगुले सुनंदा, मातृभाषा मराठीचे अध्यापन (२०१४), सुरज भूषण पब्लिशर्स, बेलगाँव

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Semester –II
Course-11: Pedagogy of School Subject – I (POSS-I)
PHYSICAL SCIENCE

48 Hours

Unit:1 Curriculum and Co-Curricular Activities in Physical Science

- 1.1 Curriculum
 - 1.1.1 Curriculum : Meaning, definition Importance & principles
 - 1.1.2 Organisation of curriculum : psychological, logical , spiral & topical
- 1.2 Correlation of physical science with school subjects : Meaning , Importance & Types
- 1.3 Trends in curriculum : PSSC, CHEM, NCERT -2010 & NCFTE-2010 for physical science,
- 1.4 Co-curricular activities :
 - 1.4.1 Field trips – Meaning, advantages & disadvantages
 - 1.4.2 Science exhibition : Meaning, organization & Importance
 - 1.4.3 Physical science Museum – Meaning , organization and importance

Unit -2 Teaching & Learning Resources of Physical Science

- 2.1 Physical science laboratory
 - 2.1.1 Importance of laboratory
 - 2.1.2 Characteristics of an Ideal Physical science laboratory
 - 2.1.3 Storage of chemicals & equipments
 - 2.1.4 Precautions to be taken in laboratory
 - 2.1.5 Laboratory records – Meaning, types & Maintenance
 - 2.1.6 Improvised apparatus : concept, preparation and importance
- 2.2 Science text books- Meaning, Functions, characteristics
- 2.3 Work books- Meaning, Types & Importance
- 2.4 Audio – Visual equipments
 - 2.4.1 Charts
 - 2.4.2 Models
 - 2.4.3 OHP Transparencies
 - 2.4.4 CD's and DVD's
 - 2.4.5 Web -2.0 technologies, Youtube, Face book, Wikipedia, Twitter. (Meaning, & importance)

Unit 3 Evaluation in Physical Science

- 3.1 Evaluation : Meaning, Importance & characteristics of a good test
- 3.2 Unit Test –Meaning, Preparation using blue print
- 3.3 Remedial planning teaching – Meaning, organization & uses
- 3.4 Evaluation of practical work
- 3.5 Continues and comprehensive evaluation (CCE) : concept, objectives and its importance

Unit 4 Physical Science Teacher

- 4.1 Characteristics of an ideal physical science teacher
- 4.2 Avenues for Professional growth of physical science teacher
- 4.3 Role of physical science teacher
 - 4.3.1 Inspection & supervision
 - 4.3.2 Quiz master
 - 4.3.3 NTSS trainer
- 4.4 General problems of physical science teacher in Karnataka State solutions to overcome them.

Suggested list of topics/questions/activities to organise tutorials:

Unit –I

- critical analysis of physical science text book of viii or ix standard of Karnataka state

Unit-II

- Work book or Instructional kit

- Survey of laboratory facilities of any two secondary school with practice suggestion for improvement
- Preparation of working model

Unit III

- Preparation of well balanced question papers of secondary school

Unit IV

- 4.1 Conducting the quiz competitions
- 4.2 Organising science club of conducting activities and talks on
- a) NTSE
 - b) Careers in science
 - c) Science exhibition
 - d) Bio-graphics of scientists
 - e) Field trips
 - f) In service teacher programme

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

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Semester –II
Course-11: Pedagogy of School Subject – I (POSS-I)
SANSKRIT

48 hours

Unit-I Methods of Teaching Sanskrit

- 1.1 Teaching of prose – pathashala Method, textbook method, direct Method and translation method.
- 1.2 Teaching of poetry- analytic method, synthetic method and integrated method.
- 1.3 Teaching of Drama- Adarshanatyanidhi and Abhinayavidhi.
- 1.4 Importance of memorization in Sanskrit teaching-learning process.

Unit-2 Instructional Resources and Co-Curricular Activities

- 2.1 Instructional resources in Sanskrit teaching and its importance.
- 2.2 Language Laboratory – structure and importance of language Laboratory.
- 2.3 Importance of Co-Curricular activities in the teaching of Sanskrit – Co- Curricular activities in Sanskrit teaching.
- 2.4 Sanskrit Sambhaashana Shibira- Characteristics and Importance.

Unit-3 Evaluation in Language

- 3.1 Continuous Evaluation and comprehensive Evaluation (CCE) – Concept, Characteristics of good Evaluation.
- 3.2 Evaluation of language skills.
- 3.3 Importance of essay type questions in the Evaluation of Sanskrit Language.
- 3.4 Importance of Unit test.

Unit-4 Sanskrit Teacher

- 4.1 Special competencies of Sanskrit Teacher
- 4.2 Good characteristics of Sanskrit teacher.
- 4.3 Importance of relationships of Sanskrit teacher with other subject teachers.
- 4.4 Need for in-service training programme.

Suggested list of topics/questions/activities to organise tutorials:

Unit 1:

- Collect 25 Subhashitas of Sanskrit and analyse them.

Unit 2:

- Prepare 2 charts in Sanskrit teaching and explain their use in Sanskrit teaching.

Unit 3:

- Write a lesson plan on CCE

Unit 4:

- Prepare a report on the challenges faced by Sanskrit teacher

Assignments: (Any one)

1. Preparations of Dictionaries: Synonyms and Antonyms
2. Collection of Sanskrit Shlokas.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

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URDU

48 Hours

Unit 1 Teaching of Grammar and methods of teaching Urdu literature

- 1.1 Aims and objectives of Urdu grammar
- 1.2 Methods of teaching of Urdu grammar
- 1.3 Objectives :mastery over the Urdu language, vocabulary building comprehension and appreciation recitation (criticism), summarising of teaching prose
- 1.3.1 Prose : Essay, story, role playing, lecture method, discussion method, inductive and deductive method, project method and question answer method.
- 1.4 Biography of famous authors and poets : Mirza Galib, Altaf Husain Hali, Sir Sayed Ahmed Khan, Abul Kalam Azad

Unit 2 : The Urdu Teacher

- 1.1 Qualities and qualification of Urdu teacher
- 1.2 Professional growth of Urdu teacher in service training programmes : programmes, seminars, conferences, workshop ect.
- 1.3 Urdu teacher organisation their role in the professional growth of the teacher
- 1.4 Academic problems of Urdu teacher

Unit 3 Evaluation in Urdu language concept, importance and examination

- 3.1 Different types of test : Essay type, short answer type, objective type
- 3.2 Tests of evaluate, pupil linguistic ability, unit test, diagnostic test
- 3.3 Comprehensive contains evaluation : meaning important and objectives
- 3.4 Types and tools and techniques of CCE evaluation

Unit 4 Urdu text books

- 4.1 Concept important, details of Urdu text book
- 4.2 Principals of Urdu text book and construction
- 4.3 Characteristics of good text book, a critical evaluation of the current text book for 8th,9th, 10th .
- 4.4 Critical study and analysed text book for secondary school of Karnataka state.

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- Instructional material to teach language Urdu skill / structure / vocabulary
- Grammar games / Grammar practice activities
- Learning Vocabulary– dictionary using habits collocation and word families, idioms and phrases, affixes, synonyms and antonyms, compound words, vocabulary notebook
- Planning and execution of language Urdu

Unit 2

- Preparation of scrap book for teaching of Urdu language
- Teaching body language using any unit then prepare CD
- Visit and report on functions and use of Urdu language laboratory
- Common errors in speech and writing
- Listen and draw pictures, listen and mime or enact and narrate or dramatize

Unit 3

- Preparation of trainees for teaching Urdu
- Preparing assessment tools

- Constructing test items
- Designing test papers
- Formative assessment should be carried out using checklists, observation schedules, rating scales. Summative assessment may be carried out through oral and written test

Unit 4

- Critically analysing the 8th standard text book
- Using textbooks to develop language skills, analysing a unit and designing supplementary activities
- Content analysis of secondary school
- Critically analysing the 9th standard text book

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References :

- 1 Akthar Ansar (1986) studies in language and language teaching : Hyderabad Neelkalam book unit publishers.
- 2 Ibbat – Barebari (2002)Urdu Tanqueed – Ka – Irtaka, Aligar Educational book House
- 3 Mirza Khaleed Ahmed Saif (1995) Urdu Zuban Ki Tareekh, Aligar Educational book House

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -II
Course-12: Pedagogy of School Subject – II (POSS-II)
BIOLOGICAL SCIENCE

48 Hours

Unit 1 Curriculum

- 1.1 Meaning and principles of curriculum
- 1.2 Types of Organization of Content- Psychological, Spiral
- 1.3 Trends in Biology Curriculum Construction- B.S.C.S, Nuffield, NCF - 2005
- 1.4 Integration of Biology with other school subjects

Unit 2 Activities in Teaching Biology

- 2.1 Curricular activities -Organization and maintenance of Bio-Science Lab; Preservation of specimen(procedure any two)
- 2.2 Project Activities – Improvisation of Biology apparatus- Meaning, importance, Procedure; Aquarium, Vivevarium, Terrarium, Bio museum and medicinal plants garden .Maintenance and importance
- 2.3 Co- curricular Activities – Bio-Science Club – Organization & its activities
- 2.4 Development of scientific attitude through Nature Study, Bird Watching, Collection and Preservation of Specimens; Bonsai –Meaning and importance

Unit 3 Evaluation

- 3.1 Continuous and comprehensive evaluation in Biology; Meaning, objectives, importance and model.
- 3.2 Types of Tests: Essay Type, Short answer and Objective Type – Meaning & Merits; Construction of Unit Test – Meaning and preparation of Blue Print
- 3.3 Diagnostic testing and remedial measures
- 3.4 Talent Search Programme in Biology, National Means Merit Scheme (NMMS) 8th Std; National Talent Search Exam (NTSE) 10th Std

Unit 4 Biology Teacher

- 4.1 Competencies of a biology teacher as per NCTE; Opportunities for professional growth –Seminars, Conferences, Workshop, Refreshes and Orientation Courses
- 4.2 Academic problems of Biology Teacher
- 4.3 Commitments – Learner, Professional excellence (Membership for various Science bodies), Community.
- 4.4 E-Resource in Bio-Science for Secondary School level.

Suggested list of topics/questions/activities to organise tutorials:

Unit:I

- Analysis of content of 8th and 9th standard biology with special reference to components of scientific knowledge and learning activities
- Analysis of NCF 2005 science curriculum
- Discussion on historical perspective of Biology curriculum with special reference to BSCS (Biological Science curriculum survey)
- NCFTE 2009 Science curriculum

Unit:II

- Preparation of any two biology based improvised apparatus of your choice and write the procedure
- Set up and maintenance of aquarium.
- Conducting Science Club activities
- Collection and preservation of biology specimen.

Unit:III

- Preparation of different types of questions for different levels of learning and analysis

- Procedure to be followed for item analysis and its interpretation Critical analysis of the existing 10th standard question papers-Preparation of a diagnostic test
- Preparation of blue print
- Preparation of a well balanced question paper for 8th and 9th standard
- Orientation on NTS examination

Unit:IV

- Expected and existing competences of a biology teacher
- Available opportunities for professional growth (at district, state and national level)
- Discussion on kind of support available from school management, head master, colleagues, students and community members to take up science related action research or projects or other related research works as part of their professional growth
- Preparation of self evaluation tool

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References:

- Ahmad. J (2009) – Teaching Of Biological Sciences. New Delhi: PHI Learning Private Limited.
- Bruce Joyees, Marsha Weil(1985 & 1990),- Models of Teaching, New Delhi Printice Hall of India.
- Chikkara & Sharma (1989) Teaching Of Biology, Ludhiyana: Prakash Bros.
- Guddalli N M (1993) Jeeva Vijnyana Bodhane. Gadag: Vidyanidhi Prakashana.
- K.Yadav (1995) Teaching Of Life Sciences, New Delhi: Anmol Pub.
- Mangal S.K., (1997) Teaching Of Physical & Lie Sciences, New Delhi: Avg. Book Depot.
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- NCERT (1982) Teaching Of Science in Secondary Schools, New Delhi.
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- T.L.Green (1965) Teaching Of Biology in Tropical Secondary Schools. London: Oxford University Press.
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Semester -II
Course-12: Pedagogy of School Subject – II (POSS-II)
GEOGRAPHY AND ECONOMICS

48 Hours

Objectives:

1. Acquire the knowledge of Geography curriculum.
2. Acquire the knowledge of Geography Grammar.
3. Develop skills in equipping the geography (1) Museum (2) Room.
4. Acquire the qualities of good Geography teacher.
5. Know about content of Secondary School Geography and its critical study of text-book.

UNIT-1. Curriculum development in Geography

- 1.1. Principles of Curriculum construction.
- 1.2. Organization of content of the curriculum-Psychological, Logical, and Spiral.
- 1.3. view of NCF (2005) regarding geography and economics curriculum
- 1.4. Co-relation of Geography and History, Science, Mathematics and Languages.

UNIT-2. Geography Teacher and professional growth

- 2.1. Qualification and qualities of Geography Teacher- His Training and Practical experience.
- 2.2. Programmes for Professional growth of a Geography Teacher.
- 2.3. Geographical Grammar.
- 2.4. Problems of Geography Teacher.

UNIT-3. Co-curricular activities in teaching Geography and Economics

- 3.1. Geography Museum: Meaning, need and its importance, Equipments and arrangements.
- 3.2. Geography Room: Importance, Planning, Equipments and arrangements.
- 3.3. Geography based hobbies.
- 3.4. Geography club Activities.

UNIT -4. Evaluation in teaching Geography and Economics

- 4.1. Meaning and importance of Evaluation.
- 4.2. Types of Evaluation-Essay types. Short answer type, Objective types and continues and comprehensive evaluation: meaning, important and procedures.
- 4.3. Preparation of Unit test- Construction of test items, Diagnostics test and remedial teaching.
- 4.4. Critical study of Geography text book of 8th to 10th standard in Karnataka State.

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- Justify the correlation between geography and other school subjects with examples
- List out the defects of high school curriculum
- Views of NCF regarding geography and economics curriculum

Unit 2

- Analysis of conventional signs and symbols of geography
- List out the problems of geography teacher
- Discuss about the qualifications and qualities of geography teacher.

Unit 3

- Visit to commercial centres
- Preparation of album of different countries: Flags, stamps, coins, currency ect.
- Visit to special institution like agricultural school, market mining area, horticultural dept

Unit 4

- Construction of unit test

- Critical study of geography of 8th or 9th standard
- Critical study of present evaluation system

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References

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- Brianlt, E.W. and D.W.Shave, (1965), Geography in and out of School, London, Harrap and Co.
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Semester -II
Course-12: Pedagogy of School Subject - II (POSS-II)
HISTORY AND CIVICS

48 Hours

Unit – I Curriculum and Resources of Teaching History Political Science and Sociology

- 1.1 Meaning and principles of selection and organization of content- chronological, concentric, biographical
- 1.2 History, political science and sociology text book and its characteristics
- 1.3 Co curricular activities- organizing field trip, visits, excursion and other co curricular activities, hobby clubs
- 1.4 A.V Aids : Maps, pictures, charts, models, time line, family tree chart and films, T.V, Multimedia and Smart board- their importance procedure & uses

Unit – II Correlation of History with Other Subjects

- 2.1 Meaning and importance of correlation
- 2.2 Types of correlation
- 2.3 Correlation of History with geography, economics and literature
- 2.4 Current events

Unit – III History, Political Science and Sociology Teacher

- 3.1 Qualification, qualities and competencies of History teacher
- 3.2 Professional growth - seminars, workshops, orientation, refresher course, in service training, talent search, membership of History clubs and research mindedness.
- 3.3 Relationship of History teacher with students and co workers, head master and community
- 3.4 academic problems of history, political science and sociology

Unit - IV Evaluation & Co Curricular Activities in History, Sociology and Political Science

- 4.1 Meaning and importance of evaluation
- 4.2 Continuous Comprehensive Evaluation-meaning, importance, objectives,tools and techniques of CCE
- 4.3 Unit Test – meaning, importance, Blue- print etc
- 4.4 Importance of organizing Fieldtrip, visits, excursions, co-curricular activities, History based hobby clubs

Suggested list of topics/questions/activities to organise tutorials:

Unit 1

- Critical review of HPS content of present secondary school.(6th to 9th Std)
- Preparation of models/ Time line in HPS
- Collection of learning materials related to HPS and report.
- Prepare any PPT lesson for HPS.
- Conducting HPS club activities & report.

Unit 2

- Illustrate co-relation of History with other school subjects.

Unit 3

- Report on academic problems facing HPS teacher in present context.

Unit 4

- Visit to secondary School and collect information about CCE & report.
- Prepare a Unit test on any one topic of HPS with analysis and interpretation of test items.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

References

1. Agarwal J. C. (2002) Teaching of History, Prakash Publishing House Pvt. Ltd., New Delhi.
2. Arora R.L. (1990) Teaching of History, Prakash Brother Ltd.
3. Habib S.B. (2006) Itihas mattu Pouraneeiti Bhodhane, Pradeep Prakashan, Gadag
4. Kochhar S.K. - Teaching of History, sterling publisher, New Delhi.
5. Kochhar S.K. - Teaching of social studies, sterling publisher, New Delhi.
6. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Bhodhane, Vidyanidhi Prakashana, Gadag
7. N.C.E.R.T. (1970) effective teaching of History in India a Hand Book for History Teaching.
8. Roddannavar J.G. (2009) Methods of Teaching History and civics, Vidyanidhi Prakashana, Gadag
9. Rudresh B.S. (2010) Itihas mattu Pouraneeiti Bhodhane, Vidyanidhi Prakashana, Gadag
10. Shaida B.D. and Shaib Sing - Teaching of History Civics, Vidyanidhi Prakashana, Gadag
11. Thimmareddy K. - Teaching, Gadag

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Semester -II
Course-12: Pedagogy of School Subject – II (POSS-II)
MATHEMATICS

48 Hours

UNIT - 5 Curriculum Development in Mathematics

- 5.1 Curriculum : Meaning , Definition and Principles of curriculum construction
- 5.2 Organization of the contents :
- Logical and Psychological
 - Spiral and Topical
- 5.3 Recommendations of NCF –2005, KCF -2009 and NCFTE -2010 with reference to Mathematics Education.
- 5.4 Critical analyses of Karnataka state secondary school mathematics curriculum keeping In view of the curriculum principles or standard format.

UNIT - 6 Resources for Strengthening Teaching Mathematics.

- 6.1 Printed Resources :
- 6.1.1 Text Book : Meaning ,Characteristics , Importance and analysis of Text Book (Vogel’s Spot check text book evaluation scale)
- 6.1.2 Work Book : Meaning , guidelines for preparing a Work Book , Advantages.
- 6.1.3 e- Resources : Internet , e-learning , Websites related to Mathematics Education , ICT Kit in Mathematics
- 6.2 Visual resources : Charts , Pictures , Models , Television, L.C.D. , Black Board, Interactive Board. Smart Board and Digital board.
- 6.3 Co-curricular Activities :
- 6.3.1 Mathematics Club : Meaning , Organization , Importance and activities
- 6.3.2 Mathematics Laboratory : Need and Importance , Equipping Mathematics Laboratory.
- 6.4 Improvised Apparatus ; Meaning and Importance.

UNIT - 7 Evaluation in Mathematics :

- 7.1 Evaluation : Meaning , Purposes and Advantages , Qualities of a Good Test
- 7.2 Achievement test ; Meaning , Importance and construction of test
- 7.3 Unit Test in Mathematics : Meaning , Importance and format
- 7.4 Tests :
- 7.4.1 Essay Type Test , Short Answer Type Tests , Objective type test
- 7.4.2 Diagnostic Test and Remedial Teaching ; Meaning , Importance
- 7.5 Question Bank meaning and importance

UNIT – 8 Mathematics Teacher :

- 8.1 Teacher : Essential Qualities , Duties and Responsibilities
- 8.2 Professional growth : Seminars , Workshop, conference
- 8.3 Problems faced by mathematics teacher in rural and urban areas And Measures to overcome them.
- 8.4 Continuous comprehensive evaluation ; Concepts, Objectives, Types & tools & Tequnique of CCE , Components of CCE in teaching mathematics

Suggested list of topics/questions/activities to organise tutorials:

Unit-5

- Seminar on NCF-05 and NCFTE-12
- Critical analyses of Karnataka state secondary school mathematics curriculum keeping In view of the curriculum principles.

Unit-6

- Review of text book on any topic using Vogel's check list.
- Preparation of any one improvised apparatus

Unit -7

- Preparation of 25 multiple choice questions on any one topic
- Construct achievement test on any one topic.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

ASSINGMENTS : Yadavad S B (2010)

- Briefly explain about the meaning , scope , need and importance of Mathematics.
- Briefly discuss about the relationship of Mathematics with other school subjects and With other branches of mathematics.
- Briefly analyse the contributions of any three famous mathematicians.
- Briefly explain the values of mathematics.
- Discuss Loren Anderson's taxonomy of educational objectives.
- Explain the meaning , importance and steps of Lesson Planning.
- Explain the meaning , components, cycle and importance of Micro Teaching.
- Explain the meaning , steps , difference and importance of any one approaches or methods of teaching mathematics.
- Briefly discuss about techniques of teaching mathematics.
- Briefly discuss about the constructivist approach in teaching methods.
- Critical analyses of Karnataka State Secondary School Mathematics Curriculum Keeping In view the curriculum principal.
- Critical analyses of Karnataka State Secondary School Mathematics text book of 8th and 9th Standard by Vogel's Spot check text book evaluation scale
- Explain in brief about mathematics club with respect to meaning, organization and activities.
- Explain in brief the different types of test. Analyse 8th or 9th std question paper of your method.
- Explained in brief the difficulties faced by the mathematics teacher in rural areas. Suggest measures to overcome these difficulties.

REFERENCES :

- Mangal S.K. (1987) . Teaching of Mathematics , Ludhiana ; Tondan Publicatins
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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester 2

Course – EPC II: Drama and Arts in Education

48 Hours

Objectives: After completion of the course, student-teachers will be able to:-

1. Fulfill an individual's potentials through fine art.
2. Create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature.
3. Help appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.
4. Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
6. Critique the current trends in art education and develop a possible scenario for art for change.
7. Understand the range of traditional art forms in the light of National Integration.
8. Develop an appreciation for diverse music forms and the role of music in human cultures.
9. Create and present pieces of art: using visual arts and crafts
10. Create and present pieces of performance art using music and movement
11. Evolve collective art projects incorporating different art media – into a public festival/ event.
12. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
13. Enable student-teachers to use drama processes to examine their present knowledge.
14. To generate new knowledge, understanding and perceptions of the world.
15. To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Activities-I

1. Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self-expression alone.
2. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student- building her/his creative capacities through theatre.
(These activities will be conducted in school in the presence and under guidance of teacher educator.)

Activities-II

1. Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.
2. Structured exercises for coordinating, enhancing and translating imagination into physical expression. (Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)
3. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

Activities-III

1. Pupil teacher will learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, then transfer their learning in school.

2. Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.
3. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the others what does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.
4. To sharpen observation and to learn to continuously ask probing questions while investigating situations.

Activities-IV

1. Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.
2. Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl feticide, women education, child abasement etc., and plan and organize the drama.
3. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students. By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. And how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalized dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how? Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group progress in class.

Activities-V

1. Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.
2. For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
3. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
4. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.

Note: - Pupil Teacher will draft a report on entire activities.

KARNATAK UNIVERSITY, DHARWAD
KARNATAKA, INDIA – 580 003
STATEMENT OF MARKS EXAMINATION OF DEC – 2016/JAN 2017
BACHELOR OF EDUCATION - II SEMESTER (CBCS)
MODEL

No: XXXXXX

NAME :											SEAT NO : XXXXXXXX		
FATHER NAME :											MOTHER NAME :		
NAME OF THE COLLEGE :													
SUBJEC CODES 1	SUBJECT NAME 2	THEORY/PRACTICAL			IA		TOTAL			CREDIT HRS 11	SEM GRADE POINTS 12	CREDIT POINTS 13	GRADE 14
		MAX 3	MIN 4	OBT 5	MAX 6	OBT 7	MAX 8	MIN 9	OBT 10				
S2 COURSE 7	LEARNING AND TEACHING	80	32		20		100	40		4			A/B/C/D/E
S2 COURSE 8	KNOWLEDGE AND CURRICULUM-I	80	32		20		100	40		4			
S2 COURSE 9	ASSESSMENT FOR LEARNING	80	32		20		100	40		4			
S2 COURSE 10	EDUCATIONAL TECHNOLOGY	80	32		20		100	40		4			
S2 COURSE 11	PADAGOGY OF SCHOOL SUBJECT-I (POSS-I)	80	32		20		100	40		4			
S2 COURSE 12	PADAGOGY OF SCHOOL SUBJECT-II (POSS-II)	80	32		20		100	40		4			
S2 EPC-II	DRAMA AND ART IN EDUCATION	--	--		--		--	--		--			
S2 PRATICUM-I	PRACTICUM ON POSS-I	--	--		50		50	--		2			
S2 PRATICUM-II	PRACTICUM ON POSS-II	--	--		50		50	--		2			
S2 CCC-I	CONTENT COMPONENT COURSE-I	50	20		--		50	20		2			
S2 CCC-II	CONTENT COMPONENT COURSE-II	50	20		--		50	20		2			
S2 EWF-1	COMMUNITY LIVING CAMP/CITIZENSHIP CAMP	--	--		--		--	--		--			
Total							700	240		28			
In Words													
Semester GPA :				Result				Grade					

Note: Column No.12= (Column 10)/10, Column 11= Total credit hours for each subject. Column No.13= (Column 12)* (Column 11)

G.P.A= Total value of Column 13/ Total value of column 11

E.W.F= Engagement With Field

E.P.C= Enhancing Professional Capacity.

PLACE :

DATE :

REGISTRAR (EVALUATION)

Semester 3

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III

Course -13: Gender, School and Society

48 Hours

Objectives: After completion of the course, student-teachers will be able to:

1. Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
2. Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
3. Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
4. Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
5. Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
6. Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
7. Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
8. Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
9. Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit 1: Gender Issues: Key Concepts

1. Concepts and terms and relate them with their context in understanding the power relations to Gender, sex, sexuality, patriarchy, masculinity and feminism
2. Gender bias, gender stereotyping, and empowerment
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit 2: Gender Studies: Paradigm Shifts

1. Paradigm shift from women's studies to gender studies.
2. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

Unit 3: Gender, Power and Education

1. Theories on Gender and Education: Application in the Indian Context:
 - Socialisation theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
2. Gender Identities and Socialisation Practices in:
 - Family
 - Schools
 - Other formal and informal organisation.
3. Schooling of Girls:
 - Inequalities and resistances (issues of access, retention and exclusion).

Unit 4: Gender Issues in Curriculum

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Curriculum and the gender question

3. Construction of gender in curriculum framework since Independence: An Analyse
4. Gender and the hidden curriculum
5. Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
6. Teacher as an agent of change
7. Life skills and sexuality.

Unit 5: Gender, Sexuality, Sexual Harassment and Abuse

1. Linkages and differences between reproductive rights and sexual rights.
2. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).
3. Sites of conflict: Social and emotional.
4. Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
5. Agencies perpetuating violence: Family, school, work place and media (print and electronic).
6. Institutions redressing sexual harassment and abuse. Suggested Practicum.

Suggested list of topics/questions/activities to organise tutorials:

Unit – 1 : Practicum/Field Work

- Analyse of textual materials from the perspective of gender bias and stereotype.
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.

Unit-2 :Practicum/Field Work

- Preparation of project on critical Analyse of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectively and have helped in encouraging grassroots mobilisation of women, such as *MahilaSamakhyaprogrammes*.
- Plan and organize a play on the development of women education from nineteenth to twentieth century.
- Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

Unit – 3 : Practicum/Field Work

- Collection of folklores reflecting socialisation processes and drafts a report on entire programme.
- Debate and discussion on rights of girls and women.
- Field visits to schools, to observe the schooling process from a gender perspective. Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private,-aided and managed by religious organizations and prepare a report.

Unit – 4 :Practicum/Field Work

- Debate on women role models in various fields with emphasis on women in unconventional roles.
- Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

Unit – 5 :Practicum/Field Work

- Case study on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed.
- Case study on how students perceive role models in their own lives. Debate must be conducted in school among adolescence.
- Prepare an analytical report on portrayal of women in print and electronic media.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests
External Evaluation

20 Marks
80 Marks

References

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III

Course-14: Creating an Inclusive School

48 Hours

Objectives: After completion of the course, student-teachers will be able to:

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

Unit I: Introduction, Issues & perspectives of Inclusive Education

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of right to education.
5. N.C.F 2005 and adaptation of teaching learning material.

Unit-II: Policy Perspective

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

UNIT-III: Diversity in the classroom

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.
3. Models of disabilities & Barriers to learning and participation.
4. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
5. MDGs (Millennium development Goals) and EPA goal of UNESCO

UNIT IV: Curriculum, Pedagogy and assessment in Inclusive School

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school
3. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.

4. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
5. Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom.

Unit-V: Teacher Preparation and Inclusive Education

1. Review existing educational programmes offered in secondary school (general and special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Suggested list of topics/questions/activities to organise tutorials:

Unit – 1 :Practicum/Field Work

- Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
- To investigate the opinion of primary teachers on the integration of students with disability in normal schools.

Unit – 2 :Practicum/Field Work

- To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school
- Analyse and interpret results in the light of inclusive education and write a report.
- Workshop/ presentations on child right:
- Explain the main constitutional provisions on inclusive education.

Unit – 3 :Practicum/Field Work

- Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
- Conduct an awareness program on millennium goal of UNESCO.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.

Unit – 4 :Practicum/Field Work

- Planning and conducting multi-level teaching in the persons with disabilities (two Classes).
- To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
- Write a report on entire activity and present it in classroom presentation.(among peer group)

Unit – 5 :Practicum/Field Work

- Discussion, group work and presentation by students on uses of internet in inclusive setting:
- Prepare an action plan for implementation of policies of inclusive education in school setting.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III
COURSE-15:Critical Understanding of ICT

48 Hours

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

1. Understand Computer, Computer System and Operating System.
2. Become aware of On-line services of Computers.
3. Understand how Computers can be used across the School Curriculum.
4. Acquire knowledge of recent and future trends in using a Computer in Classroom.

Unit 1 : Fundamentals of Computer

- 1.1 Concept of IT – Meaning of IT, Information Processing, Applications of IT in different areas.
- 1.2 Meaning and definition, History and generations of Computers.
- 1.3 Types of Computers : Micro, Mini, Mainframe and Super Computers.
- 1.4 Capabilities and Limitations of Computer.
- 1.5 Basic structure of Computer – Input, CPU, Memory unit, Output unit, block diagram of computer.

Unit 2 : Computer System – Hardware and Software

- 2.1 Input devices – Keyboard and Mouse.
- 2.2 Output devices – Monitor and Printer.
- 2.3 Memory devices – Primary devices : RAM, ROM, Prom, E prom Ee prom. Secondary device - Hard disk, Compact disk, pen drive.
- 2.4 Peripherals – Mike, Speakers, Modem, Scanners, Camera.
- 2.5 Computer Language and Classification of Software, Kannada softwares,

Unit 3 : Application Programs and Internet Resources

- 3.1 Word Processor – MS – word, Concept, basic elements.
- 3.2 Spread Sheets – MS – Excel, Concept, basic elements.
- 3.3 Presentation – MS – Power Point, Concept, basic elements.
- 3.4 Multimedia : meaning component, uses of multimedia in education
- 3.5 Internet resources – OFF line and ON line. – Meaning and uses of internet, Equipment needed, ISP. Web browsing, surfing, search engines. E-mail and its usage.

Unit 4 : Computers in Education

- 4.1 Computer Assisted Learning (CAL).
- 4.2 Modes of CAL – Drill and practice, tutorials, simulation, computational and games.
- 4.3 Merits and limitations of CAL.
- 4.4 Application of Computers in different walks of life.
- 4.5 Recent/future trends in using computers in Education.
 - i. On line instruction.
 - ii. Smart Classroom.
 - iii. Educational pod casting services.
 - iv. Instructions through holography.

Suggested list of topics/questions/activities to organise tutorials :

Unit 1 :

- History and Generation of Computers.
- Data and information.
- Configuration of computers.
- Draw the block diagram of computer and label the parts .

Unit 2 :

- Input devices – Keyboard and Mouse.
- Output devices – Monitor and Printer.

- Memory devices - RAM, ROM, Hard disk and external hard disk, Compact disk, pen drive, Blue Ray disk.
- Peripherals – Mike, Speakers, Modem, Scanners, Camera.

Unit 3:

- Creation of a Word Document.
- Computation of measures of central tendency using MS – Excel.
- Graphical representation of data.
- Creation and presentation of slides.
- Sorting and filtering of Data
- ISP, WWW and search engines, downloading.
- Misuse of Internet and Cyber crimes.
- Legal and copyright issues regarding downloading materials from Internet.

Unit 4 :

- Modes of CAL.
- Prepare the CAL material
- Applications of Computers in different walks of life.
- Visit and use of smart class room

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References :

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III

Course- 16: Knowledge and Curriculum – II

48 Hours

Objectives: After completion of the course, student-teachers will be able to:

1. Understand the epistemological, sociological and the psychological basis of curriculum development.
2. Understand the different types of curriculum with respect to their main orientation and approaches.
3. Compare and analyze the NCF over the years with respect to their foundation
4. Considerations, concerns, priorities and goals.
5. Understand linkage among curriculum framework and critical issues. Which directly and indirectly are related with learning.
6. Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

Unit I-Introduction to Curriculum-

1. Meaning of curriculum, four perspectives of curriculum – Traditionalist, Conceptual – Empiricist, Re-conceptualists, Social Constructivists.
2. Concept of core curriculum, Hidden curriculum, spiral curriculum, in legal led curriculum and their relevance.
3. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level) and draft a report of work.

Unit-II:Curriculum framework & learner

1. Curriculum framework: -meaning, concept, need and importance; ramification of curriculum framework into curriculum, syllabus and text books.
2. Nature of learner and learning process: developmental characteristics of learners: developmental tasks; behavioristic, cognitivist and social learning (and their relevance to curriculum development.) learning approaches.

Unit III – Basis of curriculum-

1. Epistemological basis of curriculum: Epistemology: Meaning, concept-and forms of knowledge, structure of a discipline, characteristics of disciplines and levels of understanding.
2. Sociological basis societal needs and aspirations, culture and values, social changes, knowledge explosion /national concerns and goals, global –
3. Globalization localization and privatization, political ideology and technological inferences, economic necessities in reference to curriculum.
4. (Cultural context of students: - multicultural, multilingual aspects/ critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.)

Unit IV- Curriculum & Society

1. Curriculum: meaning, concept purpose characteristics and types:
2. Subject- centered; learner- centered; community centered; Environmental centered; humanistic curriculum:
3. Social Reconstructionist curriculum meaning, concept characteristics & purpose, role of teacher.

Unit V-Features of curriculum framework

1. The salient features of national curriculum framework 2005 and NCFTE 2010 Analyse of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
2. Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns and goals towards school education.

Suggested list of topics/questions/activities to organise tutorials :

Unit – 1 :Practicum/Field Work

- Organize a workshop related to curriculum development.
- Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level)
- On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

Unit – 2 :Practicum/Field Work

1. Organize a workshop related to curriculum Structure/framework.
2. Case study on school students to understand Nature of learner and learning process.
3. Critically evaluate or assess the text book of secondary level of your subject.

Unit – 3 :Practicum/Field Work

1. Play a drama on good discipline in school.
2. Content Analyse of any subject school level book in the light of gender issues/values.
3. Organize tree plantation program with the involvement of community members and school.
4. Organize awareness campaign for cleanliness in nearby school and at home.

Unit – 4 :Practicum/Field Work

1. To organize street theatre/play on environment awareness.
2. Organize a seminar on type of Curriculum.

Unit – 5 : Practicum/Field Work

1. Comparative Analyse of curriculum of school at any one level in the light of NCF 2005.
2. Prepare Project on NCF2005.
3. Organize an orientation program for school teachers on NCF2005 and NCFTE 2010.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference

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Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester –I

Course -17 :Contemporary India and Education 48 Hours

Objectives: After completion of the course, student-teachers will be able to:-

1. evolve a deeper understanding of its purpose and its relationship with society and Humanity.
2. contextualize contemporary India and education.
3. understand the classroom as a social context.
4. provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
5. critically analyse human and child rights.
6. equips the teacher with proactive perspective and sense of agency.
7. engage with concepts which are drawn from a diverse set of disciplines.
8. learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I:Diversity in Society & Education:

- Education: Meaning, concept and Nature.
- Social & Cultural diversity: Meaning, concept and their impact on Education.
- Social, Cultural, Economic and Political perspective of society and Education.
- Meaning & Concept of diverse set of disciplines (with special reference to sociology, history, philosophy, political science), and economics.
- The role of educational institution for creating new social orders.

UNIT – II:Issues of contemporary Indian society & Constitutional Provision:

- Meaning & concept of: Pluralistic culture, identity, gender equality, poverty and Gender sensitization and their relation with education
- Concept of inequality, discrimination, marginalization (Govinda, 2011) and their impact on education and society(the PROBE team,1999)
- Preamble, Fundamental rights & duties of citizens & directive principles of state policies.
- Constitutional provisions on human & child right, and values.
- Role of NCPCR (National Commission on Protection of Child Right)
- National Integration and National Security

UNIT – III School as a Social Context:

- Social order: Meaning, Concept and its impact on school
- Role of Education in sustaining a democratic social order.
- Role of education in developing Socialistic patterns.
- Rights for gender equality and their implication for social change.
- School cultures & issues of society.
- Class room as a social context: Pedagogical and curricular shift of 1990s to at present ,mid-day meal programme and role of legislative action by order of Supreme Court.

UNIT – IV Emerging Indian Concerns and their Educational Implications:

- Meaning, Concept and impact on Education of Liberalization, Globalization, Privatization.
- Stratification of Education: concept and process.
- Education for marginalized group like women, dalits and tribal people(Chakravarti 1998)

UNIT – V Contemporary Issues and Policies

- Contemporary issues related policies in the pre-independence period
- Right to Education (GOI 2009, Raina 2010), SSA, Policies for UEE, Naye Taleem
- Kothari commission recommendations and their implementation in the context of planned Industrialization & Education.

- National Policy on Education 1986, its review 1992 (context of Liberalization and Globalization of Indian Economic)

Suggested list of topics/questions/activities to organise tutorials :

Unit – 1 :Practicum/Field Work

- Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.
- Match people’s experiences about their and others’ culture and diversity.

Unit – 2 : Practicum/Field Work

- Prepare a report after studying the major characteristics of India’s pluralistic society, which select in or out school.
- To organize stage show or play to demonstrate cultural diversity of India / Rajasthan/ regional.
- Observe mid-day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc.come together)
- Conduct an awareness programme on Child Rights with students, parents and community.

Unit – 3 :Practicum/Field Work

- Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.
- Write a survey based report on financial allocations/field conditions/policies/ imperatives of schools.

Unit -4 :Practicum/Field Work

- Conduct a special camp for children or women of tribal/nomad/illiterate/remote area to make them literate or skilful or/to provide knowledge about hygiene.
- Draft a report on above special camp and present it in classroom seminar.

Unit -5 : Practicum/Field Work

- Examine policy & constitutional provision on equality and right to education.
- Make a report after critical study of any earlier policies (NayeeTaleem or universal elementary education) to integrate life, work and education the context of community participation and development.
- Train students in any five handicrafts on the basis of the Nayeetaleem.and other related to cottage industries.
- Organize an exhibition on handicraft material.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III
Course -18 : Optional Course

Health & Physical Education

48 Hours

- As Physical Education is made compulsory in Primary and Secondary education by Government of Karnataka.
- To make student teachers physically fit, mentally healthy, and emotionally balanced some physical activities should be made compulsory throughout the B.Ed. course.
- So following activities should be conducted regularly. So that they can become model teachers.

Activities :

- Student teachers should participate in physical exercise and yoga (compulsory) every day.
- They should participate in one outdoor game and in one indoor game.
- They have the knowledge of ground measurement, marking and officiating skills in any two games.

Objectives: Upon completion of the course the student teacher will be able to,

1. Understand the significance of Health Education for the all round development.
2. Maintain and promote good health.
3. Develop the understanding of Physical Education and its related fields.
4. Know about the effective organization of physical education activities.

Unit I : Health and Health Education :

- 1.1: Meaning of health.
- 1.2: Importance of health.
- 1.3: Meaning of health education.
- 1.4: Aims, objectives and scope of health education.

Unit 2 : Health Service and Supervision :

- 2.1: Personal care – skin, eyes and teeth.
- 2.2: Safety Education – Meaning and significance, safety measures in Schools, Play-fields, Roads and Homes.
- 2.3: First Aid - Meaning, Significance, Principle of giving first aid.
- 2.4: Fatigue - Meaning, Causes and Remedies.
- 2.5: Balanced Diet – Meaning and Benefits.

Unit 3 : Physical Education and its Related Fields :

- 3.1: Meaning
- 3.2: Aims, Objectives and Scope.
- 3.3: Related fields – Health, Education.
- 3.4: Recreation, Meaning & importance.
- 3.5: National integration – through sports and physical education.
- 3.6: Yoga - Meaning, Astanga yoga, significance in modern society.

Unit 4 : Leadership, Discipline, Incentives & Awards :

- 4.1: **Leadership**
 - 4.1.1: Meaning and qualities of good leader in physical education.
 - 4.1.2: Teacher leadership.
 - 4.1.3: Students leadership.
- 4.2: **Discipline**
 - 4.2.1: Meaning

- 4.2.2: Common forms of indiscipline in schools.
- 4.2.3: Causes for indiscipline.
- 4.2.4: Steps to check indiscipline.
- 4.2.5: Rewards & discipline.
- 4.3: **Incentives and Awards**
- 4.3.1: Significance of Incentives & Awards
- 4.3.2: Types of Incentives & Awards

Unit 5 : Organization of Physical Education Activities

5.1: Internal and External Competition

- 5.1.1: Meaning
- 5.1.2: Organization
- 5.1.3: Benefits.

5.2: Tournaments :

- 5.2.1: Meaning
- 5.2.2: Types – single knock out and league
- 5.2.3: Benefits

5.3: Camps, Hike/Picnic

- 5.3.1: Meaning
- 5.3.2: Organization
- 5.3.3: Benefits

Practicum:

1. Participation in Athletics and in any one major game (Indoor /Outdoor)
2. Ground marking for selected games and sports
3. Commands, line formation and ceremonial parade.
4. Participation in two National festival programmes for flag hoisting.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

References:

- Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana : Tandon Publication.
- Nadgir, K.G. (1998), Sharir Shikshanad Vidhanagal, Dharwad : Mallesajjan Vyayama Shale.
- Nadgir, K.G (1997), Arogya Mattu Arogya Shikshana, Dharwad : Mallasajjana Vyayama Shale.
- Prakash Brothers (2000), Organization, Administration and Recreation in Physical Education, Ludhiana : Prakash Brother Publication.
- Rao, V.K. (2003), Physical Education, New Delhi : A.P.H. publishing Corporation.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education, Ludhiana : Kalyeni Publishers.
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -III
Course -18 : Optional Course

Value Education

48 Hours

Objectives: Upon completion of the course the student-teacher will be able to 48 Hours

1. understand the concept and type of values.
2. understand the meaning and basic – theories of axiology.
3. get an insight into the strategies of inculcation of values among children.
4. develop awareness about the different agencies working in the sphere of value education.
5. develop skills and techniques needed to teach value education.
6. understand the role of the teacher in value education.

Unit I : Introduction to Values

- 1.1 Values: Concept, Nature, Types and Significance.
- 1.2 Classification of Values – Intrinsic Values, Instrumental (Extrinsic) Values, Moral Values, Aesthetic Values, Economic Values, Social Values.
- 1.3 Classical and Contemporary Values in Indian Context
 - 1.3.1 Classical Values of India
 - 1.3.2 Purushartha Theory of Values
 - 1.3.3 Panchakosha Theory of Values
 - 1.3.4 Basic Human Values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
 - 1.3.5 Contemporary Values-Scientific Temper,-Intellectual Honesty, Social Service and Protection of Environment.

Unit 2 : Philosophical Bases of Value Education

- 2.1 Axiology – Meaning and Origin
- 2.2 Basic Theories of Axiology
 - 2.2.1 Theory of Interest
 - 2.2.2 Pragmatic Theory
- 2.3 Branches of Axiology – Ethics(Meta-Ethics and Normative Ethics) and Aesthetics)
- 2.4 Educational Implications of Axiology.

Unit 3 : Strategies of Inculcation of Values

- 3.1 Sources of Value Education – Autobiography and Biography of Great people, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents.
- 3.2 Techniques of Inculcating Values in Life
 - 3.2.1 Ashtanga yoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana and Samadhi)
 - 3.2.2 Shatashtala (Bhakta, Mahesh, Paranalingi, Prasada, Sharana and Aikya)
 - 3.2.3 Eight Fold Path of Budhixm
- 3.3 Role of Teacher in Value Education.

Unit 4 : Role of Social Agencies in Value Education

- 4.1 Family
- 4.2 Religion
- 4.3 Educational Institutions
- 4.4 Community
- 4.5 Mass Media (Print and Electricity)
- 4.6 Information and Communication Technology (Computer and Internet)

Unit 5 : Value Education in Secondary Schools

- 5.1 Integrated (Indirect) approach
- 5.2 Direct (Specialized) Approach

- 5.3 Incidental approach
- 5.4 Co-curricular and Extra-Curricular Activities.
 - 5.4.1 Resolving Value-Curricular Activities
 - 5.4.2 Discussion of Burning Social and Moral Problem
 - 5.4.3 Project Work and Community Centred Activities.

Assignments(any

one)

1. Visit to religious institutions which are involved in Educational endeavour
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values.
3. Selection of incidences/episodes from the biographies depicting particular/selected Value.
4. Preparation of Value Judgment Scale.

Note : The college is free to introduce any related practicum / fieldwork activities on relevant unit or sub-unit

Evaluation Procedure

Sessional work & Two tests	20 Marks
External Evaluation	80 Marks

Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education, New York: Macmillan.
- Doyle, T.F. (1973) Educational Judgments. London: Roulledge and Kegam Paul.
- Feather T. Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value – education: Theory and Practice, Amjeer, Krishna brothers.
- Kneller, G.F. (1971) Introduction to the Philosophy of Education, New York: Johnwilly and Sons.
- Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education, New York, Planeum.
- Marlow A.H., Ed. (1959) New Knowledge in Human Values, London: Harper and Row.
- Peters R.S. (1963) Authority, Responsibility and Education, London: George Allen and Unwin.
- Rogers. C.R. (1980) A way of Being, Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life, New York: Leveright.
- Venkataiah N. (Ed), (1998) Value Education, New Delhi: APH Publishing Corporation.



KARNATAK UNIVERSITY, DHARWAD
KARNATAKA, INDIA – 580 003
STATEMENT OF MARKS
EXAMINATION OF MAY/JUN – 2017
BACHELOR OF EDUCATION - III SEMESTER
MODEL

No: XXXXXX

(CBCS)

NAME :											SEAT NO : XXXXXXXX			
FATHER NAME :											MOTHER NAME :			
NAME OF THE COLLEGE :														
SUBJEC CODES 1	SUBJECT NAME 2	THEORY/PRACTICAL			IA		TOTAL			CREDIT HRS 11	SEM GRADE POINTS 12	CREDIT POINTS 13	GRADE 14	
		MAX 3	MIN 4	OBT 5	MAX 6	OBT 7	MAX 8	MIN 9	OBT 10					
S3 COURSE 13	GENDER SCHOOL AND SOCIETY	80	32		20		100	40		4				
S3 COURSE 14	CREATING AN INCLUSIVE SCHOOL	80	32		20		100	40		4				
S3 COURSE 15	CRITICAL UNDERSTANDING ICT	80	32		20		100	40		4				
S3 COURSE 16	KNOWLEDGE AND CURRICULUM-II	80	32		20		100	40		4				
S3 COURSE 17	CONTEMPORARY INDIA AND EDUCATION	80	32		20		100	40		4				
S3 COURSE 18	OPEN ELECTIVE COURSE SUBJECT (ANYONE)	80	32		20		100	40		4				
Total							500	250			24			
In Words														
Semester GPA :					Result					Grade				

Column No.12 = (Column 10)/10, Column 11 = Total Credit Hours For Each Subject. Column No.13 = (Column 12)* (Column 11)

G.P.A = Total Value Of Column 13/ Total Value Of Column 11

E.W.F= Engagement With Field

DATE : _____

PLACE: _____

REGISTRAR (EVALUATION)

SEMESTER - 4

Karnatak University, Dharwad
Bachelor of Education (B.Ed) course
Semester -IV
Course EPC: 3 Understanding the Self

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor - when available - will guide and debrief the student teacher on a periodic basis.

Learning Outcomes: After completion of the course, student-teachers will be able to:-

1. To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. To address aspects of development of the inner self and the professional identity of a teacher.
3. To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
4. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
6. To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
7. To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
8. To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activities I –

1. Conduct seven days' workshop in school for personality development on *ChetnaVikasMulyaShiksha*, after attending seven days' shivir of CVMS.
2. Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activities II –

1. Organise yoga and meditation Classes at least for two months in a school.
2. Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activities III –

1. Prepare a Performa for cumulative records of students.
2. Make a record of students through the narration of their life stories and group interactions.

Activities IV –

1. Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
2. Make a detailed report on entire activity and its result.

Activities V –

1. Prepare and maintain a reflective journal by trainees.in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.



KARNATAK UNIVERSITY, DHARWAD
KARNATAKA, INDIA – 580 003
STATEMENT OF MARKS
EXAMINATION OF DEC – 2017/ JAN 2018
BACHELOR OF EDUCATION - IV SEMESTER
MODEL

No: XXXXXX

(CBCS)

NAME :											SEAT NO : XXXXXXXX			
FATHER NAME :											MOTHER NAME :			
NAME OF THE COLLEGE :														
SUBJEC CODES 1	SUBJECT NAME 2	THEORY/PRACTICAL			IA		TOTAL			CREDIT HRS 11	SEM GRADE POINTS 12	CREDIT POINTS 13	GRADE 14	
		MAX 3	MIN 4	OBT 5	MAX 6	OBT 7	MAX 8	MIN 9	OBT 10					
S4 PRATICUM-I	SCHOOL INTERNSHIP ON POSS-I	--	--		150		150	60		6			A/B/C/D/E	
S4 PRATICUM-II	SCHOOL INTERNSHIP ON POSS-II	--	--		150		150	60		6				
S4 EPC-III	UNDERSTANDING SELF	--	--		--		--	--		--				
S4 PRATICUM-III	PRACTICAL EXAMINATION ON POSS-I	50	20		--		50	20		2				
S4 PRATICUM-IV	PRACTICAL EXAMINATION ON POSS-II	50	20		--		50	20		2			A/B/C/D/E	
S3 EWF 2	SOCIALLY USEFUL PRODUCTIVE WORK	--	--		--		--	--		--				
S3 EWF 3	PHYSICAL EDUCATION	--	--		--		--	--		--				
S3 EW F 4	CO –CURRICULAR ACTIVITIES	--	--		--		--	--		--			A/B/C/D/E	
Total							400	200		16				
In Words : THREE HUNDRED TWENTY ONLY														
Semester GPA :		CGPA	Result			Grade A (FINAL GRADE)								

Note: Column No.12= (Column 10)/10, Column 11= Total credit hours for each subject. Column No.13= (Column 12)* (Column 11)

G.P.A= Total value of Column 13/ Total value of column 11

C.G.P.A = Total Value Of Semester GPA For All Semesters/ Total Credit Hours

E.P.C=Enhancing Professional Capacity.

	SEM I	SEM II	SEM III	SEM IV	TOTAL
CREDIT POINTS	159	194.0	153.2	160.00	684.4
CREDIT HOURS	28	28	20	16	96
MAXIMUM MARKS	700	700	500	400	2400
OBTAINED MARKS	416	520	383	320	1696

PLACE :

DATE :

REGISTRAR (EVALUATION)