

ಸ್ಥಾಪನೆ : 1980



ದೂರವಾಣಿ : 08372-237144

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಲೆವಂಡಿ
ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
ಗದಗ-582101

ನ್ಯಾಕ್-B+ ಮಾನ್ಯತೆ ಪಡೆದಿದೆ

ಪರಿಚಯ ಪತ್ರಿಕೆ



ESTD : 1980

Ph.No.: 08372-237144

Karnataka Vidya Vardhak Samithi, Alwandi
JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION
GADAG-582101

"B+" Grade NAAC Accredited

Prospectus



ಸ್ಥಾಪನೆ: 1980

ದೂರವಾಣಿ: 08372-400672

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿ

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PROSPECTUS

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‘ಕನ್ನಡಪ್ರೀ’ ಶ್ರೀ ವೇದಮೂರ್ತಿ
ಶಿವಮೂರ್ತಿ ಸ್ವಾಮಿಗಳು, ಅಳವಂಡಿ



ದಿ. ಶ್ರೀ ರೇವಣಸಿದ್ಧೇಶ್ವರ ಸ್ವಾಮಿ
ಹಿರೇಮಠ

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ

ಪರಿಚಯ

ನಮ್ಮ ಸಂಸ್ಥೆಯು ಸ್ವಾತಂತ್ರ ಹೋರಾಟಗಾರರು, ನೆಹರೂ ಕಾಲದ ರಾಜಕೀಯ ನಾಯಕರು, ಮಾಜಿ ಲೋಕಸಭಾ ಸದಸ್ಯರು, ಕರ್ನಾಟಕ ಏಕೀಕರಣದ ನಾಯಕರಾದ ಕನ್ನಡಪ್ರೀ ಶ್ರೀ ವೇದಮೂರ್ತಿ ಅಳವಂಡಿ ಶಿವಮೂರ್ತಿ ಸ್ವಾಮಿಗಳವರಿಂದ 1980-81ನೇ ಸಾಲಿನಲ್ಲಿ ಸ್ಥಾಪಿತವಾದ ಸಂಸ್ಥೆ, ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವು ಪ್ರಾರಂಭದಲ್ಲಿ ಸಿ.ಎಸ್. ಪಾಟೀಲ ಪ್ರೌಢ ಶಾಲೆಯ ಆವರಣದಲ್ಲಿ ಪ್ರಾರಂಭವಾಗಿ ಮುಂದೆ ವಿದ್ಯಾದಾನ ಸಮಿತಿಯ ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಮುಂದುವರೆದು 1984 ರಲ್ಲಿ ತನ್ನದೆ ಆದ ಮೂರು ಎಕರೆ ಭೂಮಿಯಲ್ಲಿ ಭವ್ಯವಾದ ಕಟ್ಟಡದಲ್ಲಿ ಪ್ರಾರಂಭವಾಯಿತು. ಪ್ರಸ್ತುತ ಮಹಾವಿದ್ಯಾಲಯವು ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ ಜೊತೆಗೆ ಶಾಶ್ವತ ಸಂಯೋಜನೆಯನ್ನು ಪಡೆದುಕೊಂಡಿದೆ. ಈ ಮಹಾವಿದ್ಯಾಲಯ ಒಂದು ತರಬೇತಿ ಪ್ರೌಢ ಶಾಲೆಯನ್ನು ಹೊಂದಿದ್ದು ಆದರ ಹೆಸರು ಜ.ಪಂ.ಶಿ.ಮ. ತರಬೇತಿ ಪ್ರೌಢ ಶಾಲೆ, ಗದಗ. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವು 2009 ರಲ್ಲಿ ಅನುದಾನಕ್ಕೆ ಒಳಪಟ್ಟಿದೆ ಮತ್ತು 2016 ರಲ್ಲಿ ನ್ಯಾಕ್‌ನಿಂದ ಬಿ+ ಶ್ರೇಣಿಯನ್ನು ಹೊಂದಿರುತ್ತದೆ. ಗುಣಾತ್ಮಕ ಶಿಕ್ಷಣದ ಜೊತೆಗೆ ತರಗತಿಗಳನ್ನು ಐಸಿಟಿಯೊಂದಿಗೆ ಮೇಲ್ದರ್ಜೆಗೇರಿಸಲಾಗಿದೆ.

ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವು ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯಲ್ಲಿ ಯಾವಾಗಲೂ ಮುಂಚೂಣಿಯಲ್ಲಿದೆ. ಇಲ್ಲಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡದಲ್ಲಿ ಉತ್ತಮ ಶ್ರೇಣಿಗಳನ್ನು ಹಾಗೂ ಬಂಗಾರದ ಪದಕಗಳನ್ನು ಪಡೆದುಕೊಂಡಿದ್ದಾರೆ. ಒಟ್ಟು 49 ಶ್ರೇಣಿಗಳನ್ನು ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಪಡೆದುಕೊಂಡಿರುತ್ತಾರೆ.

ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವು ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಡಿಯ ಕೇಂದ್ರ ಸಮಿತಿಯಿಂದ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತದೆ. ಉತ್ತಮ ನಾಯಕತ್ವ ಗುಣ ಹೊಂದಿದ ಸಮಾಜ ಸುಧಾರಕರು, ಶಿಕ್ಷಣ ಪ್ರೇಮಿಗಳು, ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ದೂರದೃಷ್ಟಿಯನ್ನು ಹೊಂದಿದ ದಿ. ಶ್ರೀ ರೇವಣಸಿದ್ಧೇಶ್ವರಸ್ವಾಮಿ ಹಿರೇಮಠ ಇವರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ನಮ್ಮ ಮಹಾವಿದ್ಯಾಲಯ ಅತ್ಯಂತ ಯಶಸ್ವಿಯಾಗಿ ಮುನ್ನಡೆಯುತ್ತಿತ್ತು. ನಮ್ಮ ದೌರ್ಬಾಗ್ಯ ಶ್ರೀಯುತರು 2020ರಲ್ಲಿ ನಮ್ಮನ್ನಗಲಿದರು. ಇದು ನಮ್ಮ ಸಂಸ್ಥೆಗೆ ತುಂಬಲಾರದ ನಷ್ಟವಾಗಿದೆ. ಆದರೆ ಅವರ ದೂರದೃಷ್ಟಿಯಂತೆ ಸಂಸ್ಥೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದೆ.

ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಪ್ರಾಚಾರ್ಯರ ನಾಯಕತ್ವದಲ್ಲಿ ಪ್ರಸ್ತುತ 04 ಅನುದಾನಿತ 03 ಅನುದಾನ ರಹಿತ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿದ್ದಾರೆ. ಪ್ರಸ್ತುತ ನಮ್ಮ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು ಸುಮಾರು 20ಕ್ಕೂ ಹೆಚ್ಚು ಪುಸ್ತಕಗಳನ್ನು ಪ್ರಕಟಿಸಿದ್ದಾರೆ.

ಶ್ರೀಮತಿ ವಿಜಯಲಕ್ಷ್ಮಿ ಆರ್. ಹಿರೇಮಠ

ಕಾರ್ಯದರ್ಶಿಗಳು,

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿ



'Kannada Shri'
Shri Vedamurti Shivamurthy
Swami, Alavandi



Late Shri
Revanasiddeshwara
Swamy Hiremath

Karnataka Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION, GADAG

Introduction

Veteran political leader of the Nehru era, freedom fighter and ex-member of parliament Shri Alwandi Shivamurthy swamy established the pioneer institution of Teacher Education in the year 1980-81. The college is recognized by the Government of Karnataka. The institution is affiliated to Karnatak University Dharwad and got permanent affiliation in the year 1995-96 from Karnatak University Dharwad. Initially, college is started in Model High School campus and then shifted to V.D.S.T.C. High school Gadag. In the year 1984, college shifted to its own building, which is situated in about 3 acres of land. The college has got one practising High school by name J. P. College of Education Practising High school Gadag.

Our college is affiliated to Karnatak University. College got grant in aid code 2009 and got its accreditation (cycle-1) status by NAAC with B+ grade in 2016.

To cater the current trend of teaching learning processes, with the active support of our esteemed Management, some of the class rooms are upgraded with ICT enabled, facilitated with sufficient science equipments for experiments.

The technical advancement has also brought change in the mode of teaching and learning , which paved for the marvelous achievements among students by securing ranks and Gold-medals at the helm of affairs of Karnatak University Dharwad. As many as 37 total ranks are bagged by our gems since its inception.

The college is managed by our esteemed governing body of Karnataka Vidyavardhaka Samithi, Alwandi. All the academic excellence, faculty academic upgradation and producing good number of quality students could able to attain only because of the Visionary leadership of our beloved late Sri. Revanashidheswar swamy Hiremath, an Agriculturist, Social Reformer and Educationist successfully guided the Institution as a Secretary. In due process of preparation of 2nd cycle of Accreditation, we have lost him in 2020. But his far sighted Visionary views are being in force in day to day activities of the college. Our late Secretary has always an inspiration to students folk and also staff at large.

Presently, college has 04 permanent and 03 management full time teachers on roll and with the able leadership of our Principal, most of them have published research articles on reputed academic journals, our faculty members including current Principal have published 20 text book as per the prescribed syllabi and good number of research articles in conference proceedings.

Smt. Vijayalaxmi. R. Hiremath

Secretary

Karnataka Vidyavardhak Samiti, Alavandi

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ ಅಳವಡಿಯ

ಕೇಂದ್ರ ಸಮಿತಿಯ ಪದಾಧಿಕಾರಿಗಳು

- | | |
|---|---------------|
| 1. ಶ್ರೀ ಭುಜಂಗಸ್ವಾಮಿ ಚನ್ನವೀರಸ್ವಾಮಿ ಇನಾಮದಾರ | ಚೇರಮನ್ನರು |
| 2. ಶ್ರೀಮತಿ ವಿಜಯಲಕ್ಷ್ಮಿ ರೇವಣಸಿದ್ದೇಶ್ವರಸ್ವಾಮಿ ಕಟ್ಟಿಮನಿ ಹಿರೇಮಠ | ಕಾರ್ಯದರ್ಶಿಗಳು |
| 3. ಶ್ರೀ ಶಂಕ್ರಪ್ಪ ಹನುಮರಡ್ಡಿ ಕಲಾದಗಿ | ಸದಸ್ಯರು |
| 4. ಶ್ರೀ ಸೂರ್ಯಕಾಂತ ಸೋಮನಗೌಡ ಮಾಲಿಪಾಟೀಲ | ಸದಸ್ಯರು |
| 5. ಶ್ರೀ ಅಂದಾನಯ್ಯ ತೋಟಯ್ಯ ಕಲ್ಮಠ | ಸದಸ್ಯರು |
| 6. ಶ್ರೀ ದೇವಪ್ಪ ಗೂಳಪ್ಪ ಲಕ್ಕನಗೌಡ | ಸದಸ್ಯರು |
| 7. ಶ್ರೀ ವೀರಣ್ಣ ವೀರಭದ್ರಪ್ಪ ಗೊಂಡಬಾಳ | ಸದಸ್ಯರು |
| 8. ಶ್ರೀ ಮಹಾದೇವಪ್ಪ ಶಂಕ್ರಪ್ಪ ಹೊಟ್ಟಿನ | ಸದಸ್ಯರು |
| 9. ಶ್ರೀ ಭರಮಣ್ಣ ಪರಸಪ್ಪ ತಗಡಿನಮನಿ | ಸದಸ್ಯರು |

Karnataka Vidyavardhak Samiti, Alavandi

Central Committee Office Bearers (Members)

- | | |
|---|-----------|
| 1. Shri. Bhujangaswamy Channaveeraswamy Inamdar | Chairman |
| 2. Smt. Vijayalaxmi. Revanasiddeshwaraswamy
Kattimani Hiremath | Secretary |
| 3. Shri. Shankrappa Hanumareddy Kaladagi | Member |
| 4. Shri. Suryakantha Somangowdra Malipatil | Member |
| 5. Shri. Anandanayya Totayya Kalamath | Member |
| 6. Shri. Devappa Goolappa Lakkanagowdra | Member |
| 7. Shri. Veeranna Veerabhadrappe Gondabal | Member |
| 8. Shri Mahadevappa Shankrappa Hottin | Member |
| 9. Shri Bharamanna Parasappa Tagadinamani | Member |



ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಗದಗ-582101

ನಮ್ಮ ಮಹಾವಿದ್ಯಾಲಯ

ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟ ಸುಧಾರಿಸದ ಹೊರತು ದೇಶದ ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟ ಸುಧಾರಿಸಲಾಗದು ಎಂಬ ಮಾತಿನಲ್ಲಿ ವಿಶ್ವಾಸವಿರಿಸಿ, ಶಿಕ್ಷಣವನ್ನೇ ಶಕ್ತಿಯನ್ನಾಗಿ ಮಾಡಿಕೊಂಡ ಜ್ಞಾನಯೋಧರು, ಸ್ವಾತಂತ್ರ್ಯಯೋಧರು, ಲೋಕಸಭಾ ಮಾಜಿ ಸದಸ್ಯರು, ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿಯ ಸಂಸ್ಥಾಪಕ ಅಧ್ಯಕ್ಷರಾದ ದಿ. ಶ್ರೀ ವೇ|| ಮೂ|| ಅಳವಂಡಿ ಶಿವಮೂರ್ತಿಸ್ವಾಮಿಗಳು ಗದುಗಿನ ಕರಿಯಮ್ಮನಕಲ್ಲು ಬಡಾವಣೆ ರಾಜೀವಗಾಂಧಿ ನಗರದಲ್ಲಿ ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯವನ್ನು 1980ರಲ್ಲಿ ಸ್ಥಾಪನೆ ಮಾಡಿದರು.

ಸದರಿ ಮಹಾವಿದ್ಯಾಲಯವು ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ಸಂಲಗ್ನತೆಯನ್ನು ಹಾಗೂ ಶಾಶ್ವತ ಸಂಯೋಜನೆಯನ್ನು ಪಡೆದಿರುವುದಲ್ಲದೇ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಕರ ಪರಿಷತ್ತಿನಿಂದ ಹಾಗೂ ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಮಾನ್ಯತೆಯನ್ನು ಪಡೆದಿರುತ್ತದೆ.

ಹಂತಹಂತವಾಗಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಅಭಿವೃದ್ಧಿಯನ್ನು ಹೊಂದುತ್ತಾ ಸುಸಜ್ಜಿತ ಕಟ್ಟಡ, ಉತ್ತಮ ಗ್ರಂಥಾಲಯ, ಭಾಷೆ, ವಿಜ್ಞಾನ ಇನ್ನಿತರ ಪ್ರಯೋಗಾಲಯವನ್ನು ಒಳಗೊಂಡಿದೆ.

ಪ್ರಾಧ್ಯಾಪಕ ವೃಂದ : ಕಡ್ಡಾಯ ಹಾಗೂ ಐಚ್ಛಿಕ ಬೋಧನಾ ವಿಧಾನಗಳ ಬೋಧನೆಗಾಗಿ ತಜ್ಞ ಹಾಗೂ ಅನುಭವಿಕ ಉಪನ್ಯಾಸಕರಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ವಿಕಾಸಕ್ಕೆ ವೈಯಕ್ತಿಕ ಕಾಳಜಿಯನ್ನು ನೀಡಲಾಗುತ್ತಿದೆ.

ಗಣಕಯಂತ್ರ ಪ್ರಯೋಗಾಲಯ : ವ್ಯವಸ್ಥಿತವಾದ ಗಣಕಯಂತ್ರ ಪ್ರಯೋಗಾಲಯವು 20 ಗಣಕಯಂತ್ರಗಳನ್ನು ಹೊಂದಿ ಉತ್ತಮ ಜ್ಞಾನವನ್ನು ನೀಡಲಾಗುತ್ತಿದೆ.

ಗ್ರಂಥಾಲಯ: ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ಹಲವಾರು ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಹೆಚ್ಚು ಗ್ರಂಥಗಳು ನಮ್ಮ ಗ್ರಂಥಾಲಯದಲ್ಲಿವೆ. ಜೊತೆಗೆ ಹಲವಾರು ನಿಯತಕಾಲಿಕಗಳನ್ನು ಗ್ರಂಥಾಲಯಕ್ಕೆ ತರಿಸಲಾಗುತ್ತದೆ. ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಎರವಲು ಗ್ರಂಥಾಲಯ ಹಾಗೂ ಬುಕ್ ಬ್ಯಾಂಕ್ ಸೌಲಭ್ಯವಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳು ಅವುಗಳ ಪೂರ್ಣ ಪ್ರಯೋಜನವನ್ನು ಪಡೆದುಕೊಳ್ಳಬಹುದಾಗಿದೆ. ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಓದಲು ಬರೆಯಲು ವ್ಯವಸ್ಥಿತವಾದ ಆಸನಗಳ ವ್ಯವಸ್ಥೆ ಇದ್ದು ಅನುಭವಿಕ ಗ್ರಂಥಪಾಲಕರು ಸುವ್ಯವಸ್ಥೆಯಿಂದ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಿದ್ದಾರೆ.

ಶಿಷ್ಯವೇತನ ಮತ್ತು ಬಹುಮಾನ : ಅರ್ಹ ಪರಿಶಿಷ್ಟ ಜಾತಿ, ಪರಿಶಿಷ್ಟ ಪಂಗಡ ಹಾಗೂ ಅಂಗವಿಕಲ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಯಾ ಇಲಾಖೆಗಳಿಂದ ಶಿಷ್ಯವೇತನ ಪಡೆಯಲು ಅವಕಾಶವಿದೆ. ಶ್ರಮಕ್ಕೆ ತಕ್ಕ ಗೌರವ ಪ್ರತಿಭೆಗೆ ತಕ್ಕ ಪುರಸ್ಕಾರ ಎನ್ನುವಂತೆ ಪ್ರತಿಭಾವಂತ ರ‍್ಯಾಂಕ್ ವಿಜೇತರಿಗೆ ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿಯು ನಗದು ಬಹುಮಾನ ನೀಡಿ ಗೌರವಿಸಲಾಗುತ್ತಿದೆ.

ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು: ನಾಲ್ಕು ಗೋಡೆಗಳ ಮಧ್ಯೆ ಶಿಕ್ಷಣವನ್ನು ನೀಡುವುದಲ್ಲದೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳೊಂದಿಗೆ ಸಹ ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳಾದ ವಿವಿಧ ವಿಷಯ ಸಂಘಗಳ ಸ್ಥಾಪನೆ, ಕ್ರೀಡಾ ಚಟುವಟಿಕೆ, ವಿಶೇಷ ಉಪನ್ಯಾಸ, ಕಾರ್ಯಾಗಾರ ಚರ್ಚಾಕೂಟ ವಿಚಾರ ಸಂಕರಣ ಸಂಗೀತ ಮತ್ತು ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆಗಳನ್ನು ಸಂಘಟಿಸಲಾಗುತ್ತದೆ.

ಕಾಲೇಜು ಸಂಚಿಕೆ: ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹುದುಗಿರುವ ಸಾಹಿತ್ಯಿಕ ಹಾಗೂ ಸಾಂಸ್ಕೃತಿಕ ಪ್ರತಿಭೆಯನ್ನು ವಿಕಸನಗೊಳಿಸಲು ಪ್ರತಿ ವರ್ಷ ಕಾಲೇಜು ಸಂಚಿಕೆಯನ್ನು ಪ್ರಕಟಿಸಲಾಗುತ್ತದೆ.

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Karnataka Vidyavardhak Samiti, Alawandi

Jagadguru Pachacharya College of Education

Gadag - 582102

Our College

Confident in the saying that quality of Education in the country cannot be improved unless the quality of teacher education is improved. Shri Vedamurthy Alawandi Shivamurthy Swamiji, the Founder President of Karnataka Vidyavardhak Samiti Alawandi, a freedom fighter, Ex-member of Lok Sabha who established Jagadguru Panchacharya College of Education in 1980 in Rajiva Gandhi Nagar, Kariyammankallu Badavane, Gadag.

This college of education not only has affiliation and permanent recognition from Karnataka University but also from the National Council of Teacher Education and Government of Karnataka.

The college of education has been developed step by step and includes a well-equipped building, a good library, Language, Science, Computer and other Laboratories.

Facility : The institution has experienced and highly educated lecturers, qualified teachers in methods including compulsory and optional subjects, giving personal attention to the academic development of the students.

Computer Laboratory : Teaching is well organized Computer Laboratory with 20 computer and is imparting good knowledge.

Library : The college of education has many books related to various subjects in our library. Also several Magazines are subscribed to the library. The library has lending library book bank facility and students can take full

advantage of them and there is an seating arrangement for students to read and write and experienced librarian are working smoothly.

Scholarship and Award : Eligible Scheduled Caste, Scheduled Tribe and Handicapped students are eligible to get scholarship from Respective Departments, Karnataka Vidyavardhka Samiti is honoring the ideal students and the rank students for their hard work and talent.

Co-curricular Activities : Apart from imparting education within the four walls Co-curricular activities such as NSS camps, sports activities, special lecturer, workshops, debate, music and essay competitions and field visits are organized in the college for the total development of the students.

College Magazine : College Magazine is published every year to develop the literary and cultural talent which is hidden in the students.

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ, ಅಳವಂಡಿ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಗದಗ-582101

ಬೋಧಕ ಸಿಬ್ಬಂದಿ ವರ್ಗ

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|-------------------------------------|--------------------|
| 1. ಡಾ. ಬಿ.ಬಿ. ಹೊಳಗುಂದಿ | ಪ್ರಾಚಾರ್ಯರು |
| 2. ಡಾ. (ಶ್ರೀಮತಿ) ಎಮ್.ಎಸ್. ಶಿರೋಳ | ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು |
| 3. ಡಾ. ಬಸವರಾಜ ಎಮ್.ಎಚ್. | ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು |
| 4. ಡಾ. (ಶ್ರೀಮತಿ) ಎಸ್.ಎಲ್. ಹಿರೇಕೆರೂರ | ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು |
| 5. ಡಾ. ಎಸ್.ಎನ್. ರಾಯನಗೌಡರ | ಉಪನ್ಯಾಸಕರು |
| 6. ಶ್ರೀ ಟಿ.ಎಫ್. ನದಾಫ | ಉಪನ್ಯಾಸಕರು |
| 7. ಶ್ರೀಮತಿ ಎಮ್. ಎಲ್. ಬೆಳದಡಿ | ಉಪನ್ಯಾಸಕರು |

ಬೋಧಕೇತರ ಸಿಬ್ಬಂದಿ ವರ್ಗ

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|------------------------------|--------------------------|
| 1. ಶ್ರೀ ಎಸ್. ಎಸ್. ಹುಲಿಕಂಠಿಮಠ | ಪ್ರ.ದ.ಸ |
| 2. ಶ್ರೀ ರಾಜೇಶ ಸಿ. | ಸಿ.ಸಿ.ಟಿ |
| 3. ಶ್ರೀ ಉದಯಕುಮಾರ ಭಾವಿಕಟ್ಟಿ . | ಕಂಪ್ಯೂಟರ್ ಇನ್‌ಸ್ಟ್ರಕ್ಟರ್ |
| 4. ಶ್ರೀ ಆನಂದ ಅಂಗಡಿ | ಕಂಪ್ಯೂಟರ್ ಆಪರೇಟರ್ |
| 5. ಶ್ರೀ ಎಚ್. ದೇವೇಶಪ್ಪ | ಗ್ರೂಪ್ 'ಡಿ' |
| 6. ಶ್ರೀ ಶಿವಮೂರ್ತಿ ಕೋಚಲಾಪೂರ | ಗ್ರೂಪ್ 'ಡಿ' |
| 7. ಶ್ರೀ ಎಮ್.ಎಮ್. ಭಜಂತ್ರಿ | ಗ್ರೂಪ್ 'ಡಿ' |
| 8. ಶ್ರೀ ಶಂಕ್ರಪ್ಪ ಬಿ. ಮಾನೇದ | ಕಾವಲುಗಾರ |

Jagadguru Panchacharya College of Education, Gadag-582101

Teaching Staff

- | | |
|------------------------------|------------------|
| 1. Dr B. B. Holagundi | Principal |
| 2. Dr. (Smt) M. S. Shirol | Asst. Proffessor |
| 3. Dr. Basavaraj M. H. | Asst. Proffessor |
| 4. Dr. (Smt) S. L. Hirekerur | Asst. Proffessor |
| 5. Dr. S. N. Rayanagoudar | Lecturer |
| 6. Shri T. F. Nadaf | Lecturer |
| 7. Smt. M. L. Beladhadi | Lecturer |

Non Teaching Staff

- | | |
|--------------------------------|---------------------|
| 1. Shri S. S. Hulikanthimath | FDA |
| 2. Shri Rajesh C. | CCT |
| 3. Shri Udaykumar Bhavikatti | Computer Instructor |
| 4. Shri Anand Angadi | Computer Operator |
| 5. Shri H. Deveshappa | Group D |
| 6. Shri Shivamurthy Kochalapur | Group D |
| 7. Shri M. M. Bhajantri | Group D |
| 8. Shri Shankrappa B. Maned | Watchman |



ನೂತನ ಕಟ್ಟಡ ಉದ್ಘಾಟನಾ ಸಮಾರಂಭ 2004

Inauguration Ceremony of New Building (2004) Srimad Ujjayani Saddharma Simhasandhishwara Sri Sri Sri 1008 Sri Jagadguru Maralu Siddharajadeshikendra Shivacharya Bhagwatpadagalavaru, Ujjiayani Peeth, 'Kannada Shri', Sri Vedamurthy Shivamurthy Sawmiji Alavandi, Shri D.R. Patil Ex-MLA Gadag, Shri Siddhalingaswamy Inamadar, Chairman, Karnataka Vidyavardhaka Samithi, Alavandi and other.



ಸಂಸ್ಥಾಪಕ ಅಧ್ಯಕ್ಷರಾದ ಕನ್ನಡಪ್ರೀತಿ, ಶ್ರೀ ವೇದಮೂರ್ತಿ ಶಿವಮೂರ್ತಿ ಸ್ವಾಮಿಗಳವರ

84ನೇ ಹುಟ್ಟುಹಬ್ಬದ ಸಂದರ್ಭದಲ್ಲಿ

84th Birth Anniversary of Shri Vedamurthy Alawandi Shivamurthy Swamiji
(Founder President of K. V. Samiti Alavandi)



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ನ್ಯಾಕ್ ಚೇರಮನ್‌ರಾದ ಪ್ರೊ. ಸೂರಜ ಮಲ್ಹೋತ್ರ ಇವರನ್ನು ಕೇಂದ್ರ ಮತ್ತು ಸ್ಥಾನಿಕ ಸಮಿತಿಯ ಪದಾಧಿಕಾರಿಗಳು ಸ್ವಾಗತಿಸುತ್ತಿರುವುದು.

During the visit of the NACC committee to the college bearers of the Central Committee Members.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ನ್ಯಾಕ್ ಸದಸ್ಯರಾದ ಪ್ರೊ. ವೆಂಕಟರೆಡ್ಡಿ ಹಾಗೂ ಡಾ|| ಮಂಜುಳಾ ಜೈನ್ ಇವರನ್ನು ಕೇಂದ್ರ ಸಮಿತಿಯ ಚೇರಮನ್‌ರಾದ ಶ್ರೀ ಭಜನಗಸ್ವಾಮಿ ಇನಾಮದಾರ ಇವರನ್ನು ಸ್ವಾಗತಿಸುತ್ತಿರುವುದು

Welcoming the NACC Committee when visited to the College of Education Pro. Venkatarreddy and Dr. Munjula Jain by Shri Bhijanagaswami Inamdar, Chairman of the Central Committee.



ನ್ಯಾಕ್ ಸಮಿತಿಯ ಸಮ್ಮುಖದಲ್ಲಿ ಮಹಾವಿದ್ಯಾಲಯದ ವಿವಿಧ ವಿಭಾಗಗಳ ಕುರಿತು ಕಾಲೇಜಿನ ನ್ಯಾಕ್ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು ಇವರು ವಿವರಣೆ ನೀಡುತ್ತಿರುವುದು.

NACC Co-Ordinator, J. P. college of Education
Gadag explaining about different branches in the presence of NACC committee.



ನ್ಯಾಕ್ ಸಮಿತಿಯ ಸದಸ್ಯರಿಗೆ ಕ.ವಿ.ವಿ. ಸಮಿತಿಯ ಕಾರ್ಯದರ್ಶಿ ಮಹಾವಿದ್ಯಾಲಯದ ವಿಜ್ಞಾನ ಪ್ರಯೋಗಾಲಯದ ಮಾಹಿತಿ ನೀಡುತ್ತಿರುವುದು.

Giving information about the Science Laboratory of the
college to the members of the NACC Committee by the Secretary



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ಪ್ರೊ. ವೆಂಕಟರಾಜ್ ಮತ್ತು ಡಾ|| ಮಂಜುಳಾ ಜೈನ್ ಇವರು ಗ್ರಂಥಾಲಯವನ್ನು ವೀಕ್ಷಿಸುತ್ತಿರುವುದು.

Prof. Venkatraddi and Dr. Manjula Jain have observed the library at the time of NAAC in the college.



ನ್ಯಾಕ್ ಸಮಿತಿಯ ಸದಸ್ಯರು ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ರೂಢಿ ಪಾಠಗಳ ನೀಡುವ ಶಾಲೆಯಾದ ಶ್ರೀ ಪಾರ್ಶ್ವನಾಥ ಆಂಗ್ಲ ಮಾಧ್ಯಮ ಪ್ರೌಢ ಶಾಲೆಯಲ್ಲಿ ರೂಢಿ ಪಾಠಗಳ ಕುರಿತು ಅಲ್ಲಿನ ಆಡಳಿತಾಧಿಕಾರಿಗಳಾದ ಶ್ರೀಮತಿ ಎಮ್. ಡಿ. ದಾನಿ ಇವರಿಂದ ಮಾಹಿತಿ ಪಡೆಯುತ್ತಿರುವುದು.

NACC Committee Members visited our college of Education a Regular Teaching School Shri Parshwanath English Medium High School and Getting information from the administration Smt. M. D. Dani.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿ ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ಹಳೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಘದ ಪದಾಧಿಕಾರಿಗಳಾದ ಶ್ರೀ ಜಿ. ಎಲ್. ಬಾರಾಟಕೆ ಉಪನಿರ್ದೇಶಕರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಗದಗ ಇವರೊಂದಿಗೆ ಸಂವಾದ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗಿಯಾಗಿರುವುದು.

During the visit of the NACC Committee to the college of Education. The old student and Alumini Association office Bearer Shri G. L. Baratakke Deputy Director Public Education Department. Gadag participating in an Interaction Programme.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ಪಾಲಕರೊಂದಿಗೆ ನ್ಯಾಕ್ ಸಮಿತಿಯ ಸದಸ್ಯರ ಸಂವಾದ

During the visit of the NACC Committee to the College of Education, the Interaction of the Members of the NACC Committee with Parents.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಮಹಿಳಾ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗಿಯಾಗಿರುವುದು.

During the visit of the NACC Committee to the College of Education, the Female Student Teachers of the College of Education involved in Cultural Programme.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿದ ಸಂದರ್ಭದಲ್ಲಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಪುರುಷ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗಿಯಾಗಿರುವುದು.

During the visit of the NACC Committee to the collage Male students teachers of the College of Education involved in a Cultural Programme.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನಡೆಸಿ ಪರಿಶೀಲನೆ ನಡೆಸಿದ ನಂತರ ನಿರ್ಗಮನ ಸಭೆಯಲ್ಲಿ ಚೇರಮನ್‌ರಾದ ಪ್ರೊ. ಸೂರಜ್ ಮಲ್ಹೋತ್ರಾ ಇವರು ಮಾನ್ಯ ಪ್ರಾಚಾರ್ಯರಾದ ಪ್ರೊ. ಬಿ. ಸಿ. ಉಪ್ಪಿನ ಹಾಗೂ ಕಾರ್ಯದರ್ಶಿಗಳಾದ ಶ್ರೀ ರೇವಣಸಿದ್ಧೇಶ್ವರಸ್ವಾಮಿ ಹಿರೇಮಠ ಇವರಿಗೆ ನ್ಯಾಕ್ ವರದಿಯ ಪ್ರತಿಯನ್ನು ನೀಡುತ್ತಿರುವುದು.

After NACC Committee visited to the college of Education and inspected Prof. Suraj Malhotra handing over a copy of the speech report to Honorable Secretary Shri Revanasiddeswara Swamy Hiremath and Honourable. Principal Shri B. C. Uppin in the Exit Meeting.



ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ನ್ಯಾಕ್ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿ ಪರಿಶೀಲನೆ ನಡೆಸಿದ ನಂತರ ನಿರ್ಗಮನ ಸಭೆಯಲ್ಲಿ ಚೇರಮನ್‌ರಾದ ಪ್ರೊ. ಸೂರಜ ಮಲ್ಹೋತ್ರಾ ಇವರು ಮಹಾವಿದ್ಯಾಲಯದ ಸಿಬ್ಬಂದಿ ವರ್ಗದವರಿಗೆ ಸಲಹೆ ನೀಡುತ್ತಿರುವುದು.

Prof. Suraj Malhotra advising to the staff in exit meeting After NACC Committee visited and inspected the college of Education



ಒಂದು ದಿನದ ರಾಷ್ಟ್ರಮಟ್ಟದ ವಿಚಾರ ಸಂಕಿರಣ

One day National Seminar on challenges of Teacher education institutions in improving quality teachers in the present content in 2019



ಒಂದು ದಿನದ ರಾಷ್ಟ್ರಮಟ್ಟದ ವಿಚಾರ ಸಂಕಿರಣ

One day state level seminar on NEP - 2020 in 2022



2012-13ನೇ ಸಾಲಿನಲ್ಲಿ ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡಕ್ಕೆ
2ನೇ ರ‍್ಯಾಂಕ್ ಪಡೆದಿರುವ
ಕುಮಾರಿ ಜಯಶ್ರೀ ಕೋಡಿಕೊಪ್ಪ

Kumari Jayashree Kodikoppa
awarded 2nd Rank to the KUD
in the year 2012-13



2013-14ನೇ ಸಾಲಿನಲ್ಲಿ ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡಕ್ಕೆ
5ನೇ ರ‍್ಯಾಂಕ್ ಪಡೆದಿರುವ
ಕುಮಾರಿ ಲಲಿತಾ ಮುಳಗುಂದ

Kumari Lalitha Mulagund
awarded 5th Rank to the KUD
in the year 2013-14



2014-15ನೇ ಸಾಲಿನಲ್ಲಿ ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡಕ್ಕೆ
2ನೇ ರ‍್ಯಾಂಕ್ ಪಡೆದಿರುವ
ಕುಮಾರಿ ಸರಸ್ವತಿ ತಿವಾರಿ

Kumari Saraswati Tiwari
awarded 2nd Rank to the KUD
in the year 2014-15



2014-15ನೇ ಸಾಲಿನಲ್ಲಿ ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡಕ್ಕೆ
9ನೇ ರ‍್ಯಾಂಕ್ ಪಡೆದಿರುವ
ಕುಮಾರಿ ಅನಿತಾ ಗೋಲಗೊಲಕಿ

Kumari Anitha Golagolaki
Awarded 9th Rank to the KUD
in the year 2016-17



ಉತ್ತಮ ರೂಢಿ ಬೋಧನಾ ಪಾಠಗಳನ್ನು ನೀಡಿರುವದಕ್ಕಾಗಿ ಹಿರಿಯ ಸಾಹಿತಿಗಳಾದ
ಶ್ರೀ ಚೆನ್ನವೀರ ಕಣವಿಯವರಿಂದ ಪಾರಿತೋಷಕ ಪಡೆಯುತ್ತಿರುವ ವಿದ್ಯಾರ್ಥಿನಿ
ಕುಮಾರಿ ಕೆ. ಬಿ. ಸಂಕನಗೌಡರ

Kumari K. B. Sankanagoudar receiving award from senior poet
Shree Channaveer Kanavi for her best practice lessons.



ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ ಪಡೆಯುತ್ತಿರುವ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು
Student teacher undergoing Computer Training.



ಹೊರಾಂಗಣ ಆಟದಲ್ಲಿ ತೊಡಗಿರುವ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು
Student teacher involved in Outdoor Games



ಅಧ್ಯಯನದಲ್ಲಿ ನಿರತರಾದ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು
Student teacher engaged in Theory Classes (Studio)



ಎನ್.ಎಸ್.ಎಸ್. ತರಬೇತಿ ಶಿಬಿರದ ಶ್ರಮದಾನದಲ್ಲಿ ನಿರತರಾದ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು
The Student teacher involved in Shramadan in NSS Camp.



ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಓದಿನಲ್ಲಿ ನಿರತರಾದ ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಗಳು
Student teacher studying in Library

ಮಹಾವಿದ್ಯಾಲಯದ ಕೆಲಸದ ವೇಳೆ

ಸೋಮವಾರದಿಂದ ಶುಕ್ರವಾರದವರೆಗೆ

ಮುಂಜಾನೆ 10-15 ರಿಂದ	ಮಧ್ಯಾಹ್ನ 01-45ರವರೆಗೆ	ತರಗತಿಗಳು
ಮಧ್ಯಾಹ್ನ 01-45 ರಿಂದ	ಮಧ್ಯಾಹ್ನ 02-30ರವರೆಗೆ	ಊಟದ ವಿರಾಮ
ಮಧ್ಯಾಹ್ನ 02-30 ರಿಂದ	ಸಾಯಂಕಾಲ 04-30ರವರೆಗೆ	ತರಗತಿಗಳು

ಶನಿವಾರ

ಮುಂಜಾನೆ 08-30 ರಿಂದ	ಮುಂಜಾನೆ 09-45ರವರೆಗೆ	ತರಗತಿಗಳು
ಮುಂಜಾನೆ 09-45 ರಿಂದ	ಮುಂಜಾನೆ 10-30ರವರೆಗೆ	ಉಪಾಹಾರ ವಿರಾಮ
ಮುಂಜಾನೆ 10-30 ರಿಂದ	ಮಧ್ಯಾಹ್ನ 12-30ರವರೆಗೆ	ತರಗತಿಗಳು

Working Hours of the Collage

Monday to Friday

Morning 10-15 to	Afternoon 01-45	Classes
Afternoon 01-45 to	Afternoon 02-30	Lunch Hours
Afternoon 02-30 to	Evening 04-30	Classes

Saturday

Morning 08-30 to	Morning 09-45	Classes
Morning 09-45 to	Morning 10-30	Breakfast Hours
Morning 10-30 to	Afternoon 12-30	Classes

ಸೀಟುಗಳ ಹಂಚಿಕೆ

ಸರ್ಕಾರ ಸೀಟುಗಳು	-	75
ಆಡಳಿತ ಮಂಡಳಿ ಸೀಟುಗಳು	-	25
ಒಟ್ಟು ಸೀಟುಗಳು	-	100

Distribution of Seats

Government Seats	-	75
Management Seats	-	25
Total Seats	-	100

ಮಹಾವಿದ್ಯಾಲಯದ ಸಾಮಾನ್ಯ ನಿಯಮಗಳು

- ✎ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಯು ಪ್ರವೇಶ ಪಡೆದೊಡನೆ ಅಧಿಕೃತವಾಗಿ ಗುರುತಿನ ಚೀಟಿಯನ್ನು ಪಡೆದುಕೊಳ್ಳಬೇಕು.
- ✎ ಗುರುತಿನ ಚೀಟಿಯಿಲ್ಲದೆ ತರಗತಿ, ಗ್ರಂಥಾಲಯ ಮತ್ತು ಪರೀಕ್ಷಾ ಕೊಠಡಿಗಳಲ್ಲಿ ಪ್ರವೇಶವಿರುವುದಿಲ್ಲ.
- ✎ ತರಗತಿಗಳಿಗೆ ಪ್ರತಿಶತ 90 ರಷ್ಟು ಹಾಜರಾತಿ ಕಡ್ಡಾಯವಾಗಿರುತ್ತದೆ. ಕಡಿಮೆಯಾದಲ್ಲಿ ವಾರ್ಷಿಕ-ಪರೀಕ್ಷೆಗೆ ಅನುಮತಿ ನೀಡಲಾಗುವುದಿಲ್ಲ.
- ✎ ವಿದ್ಯಾರ್ಥಿಗಳು ಪ್ರತಿದಿನ ಪ್ರಾರ್ಥನೆಗೆ ತಪ್ಪದೇ ಹಾಜರಿರಬೇಕು ಮತ್ತು ಗಂಟೆಯಾದೊಡನೆ ತರಗತಿಯಲ್ಲಿದ್ದು ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಬೇಕು.
- ✎ ಮಹಾವಿದ್ಯಾಲಯದ ಆವರಣದಲ್ಲಿ ಧೂಮಪಾನ, ಗುಟಕಾ, ತಂಬಾಕು ಹಾಗೂ ಮಾದಕ ಪದಾರ್ಥಗಳನ್ನು ಸೇವಿಸಬಾರದು.
- ✎ ಪ್ರತಿದಿನ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೂಚನಾ ಫಲಕದಲ್ಲಿ ಪ್ರಕಟಿಸಲಾದ ಸುತ್ತೋಲೆಗಳನ್ನು ಗಮನಿಸಬೇಕು.
- ✎ ಮಹಾವಿದ್ಯಾಲಯದ ಸಂಪ್ರದಾಯ ಸಂಸ್ಕೃತಿ, ಶಿಸ್ತಿಗೆ ಭಂಗ ತರುವಂತಹ ಯಾವುದೇ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸತಕ್ಕದ್ದಲ್ಲ.
- ✎ ಪ್ರಾಚಾರ್ಯರು ಕಾಲಕಾಲಕ್ಕೆ ನೀಡಿದ ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ತಪ್ಪದೇ ಪಾಲಿಸಬೇಕು.
- ✎ ವಾಹನಗಳನ್ನು ನಿಗದಿತ ಸ್ಥಳದಲ್ಲಿ ತಮ್ಮ ವೈಯಕ್ತಿಕ ಹೊಣೆಗಾರಿಕೆಯ ಮೇಲೆ ಇಡತಕ್ಕದ್ದು.
- ✎ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ಜರುಗುವ ಎಲ್ಲ ಪರೀಕ್ಷೆಗಳು ಕಡ್ಡಾಯವಾಗಿವೆ.
- ✎ ವಿದ್ಯಾರ್ಥಿ ವೇತನ ಹಾಗೂ ಮತ್ತಿತರ ಸೌಲಭ್ಯಗಳನ್ನು ನೀಡುವಾಗ ಹಾಜರಾತಿ, ಆಂತರಿಕ ಪರೀಕ್ಷೆ ಮತ್ತು ನಡವಳಿಕೆಗಳು ಕ್ರಮಬದ್ಧವಾಗಿವೆಯೇ ಎಂಬುದನ್ನು ಗಮನಿಸಲಾಗುತ್ತದೆ.
- ✎ ಬೋಧನಾ ವಿಧಾನದ ತರಗತಿಗಳು ನಡೆದಿರುವ ಸಂದರ್ಭದಲ್ಲಿ ಬಿಡುವಿನ ಅವಧಿಯಲ್ಲಿ ಹೊಂದಿದ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ಗ್ರಂಥಾಲಯದಲ್ಲಿದ್ದುಕೊಂಡು ಅಧ್ಯಯನದಲ್ಲಿ ನಿರತರಾಗಬೇಕು.
- ✎ ಸಾಂಸ್ಕೃತಿಕ, ಶೈಕ್ಷಣಿಕ, ಕ್ರೀಡೆ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿ ಸಂಘಗಳ ಸಂಘಟನೆ ಮತ್ತು ಅವುಗಳ ಚಟುವಟಿಕೆಗಳನ್ನು ನಡೆಸಿಕೊಂಡು ಹೋಗುವ ಇಲ್ಲವೇ ರದ್ದುಪಡಿಸುವ ಅಧಿಕಾರವನ್ನು ಪ್ರಾಚಾರ್ಯರು ಹೊಂದಿರುತ್ತಾರೆ.
- ✎ ಬಹಿಷ್ಕಾರ, ಪ್ರತಿಭಟನೆ ಮುಂತಾದವುಗಳನ್ನು ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ನಿಷೇಧಿಸಲಾಗಿದೆ.
- ✎ ರೂಢಿ, ಬೋಧನೆಯ ಸಂದರ್ಭದಲ್ಲಿ ಆಯಾ ಶಾಲೆಗಳ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು, ಸಿಬ್ಬಂದಿ ವರ್ಗ, ವಿದ್ಯಾರ್ಥಿ / ವಿದ್ಯಾರ್ಥಿನಿಯರು, ಮಾರ್ಗದರ್ಶಿ ಉಪನ್ಯಾಸಕರು ಹಾಗೂ ಸಹ ಅಧ್ಯಾಯಿಗಳೊಂದಿಗೆ ಸೌಜನ್ಯತೆಯಿಂದ ನಡೆದುಕೊಳ್ಳಬೇಕು.
- ✎ ತರಗತಿಗಳಿಗೆ ಗೈರುಹಾಜರಿರಬೇಕಾದಲ್ಲಿ ಪ್ರಾಚಾರ್ಯರಿಂದ ಪೂರ್ವಾನುಮತಿಯನ್ನು ಪಡೆಯಬೇಕು.
- ✎ ಮೊಬೈಲ್ ಫೋನ್‌ಗಳನ್ನು ತರಗತಿಯ ಕೊಠಡಿ ಮತ್ತು ಮಹಾವಿದ್ಯಾಲಯದ ಆವರಣದಲ್ಲಿ ನಿಷೇಧಿಸಲಾಗಿದೆ.
- ✎ ನಿಗದಿತ ಸಮಯದಲ್ಲಿ ದತ್ತಕಾರ್ಯ ಹಾಗೂ ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳನ್ನು ಸಂಬಂಧಿಸಿದ ಉಪನ್ಯಾಸಕರಿಗೆ ಮೌಲ್ಯಮಾಪನಕ್ಕಾಗಿ ಒದಗಿಸಬೇಕು.
- ✎ ಮೇಲಿನ ನಿಯಮಗಳನ್ನು ಪಾಲಿಸದೇ ಇರುವ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳನ್ನು ಮಹಾವಿದ್ಯಾಲಯದಿಂದ ವಿಮುಕ್ತಿಗೊಳಿಸಲಾಗುವುದು.

GENERAL INSTRUCTIONS OF THE COLLEGE

- ✎ Teacher trainee is required to get duly signed identity card soon after the admission.
- ✎ Teacher trainees will not be allow to library and examination hall without the identity card.
- ✎ 90 percentage of attendance is compulsory for the classes, who's attendance is below 90 percentage will not be allowed to annual examination.
- ✎ Everyday the trainee should attend the prayer without fail; and should involve in teaching / activities after bell rings.
- ✎ Smoking and consumption of Tobacco, Gutka and intoxicating drugs are strictly prohibited.
- ✎ Everyday the trainees have to read ahead the circulars which are display on notice board.
- ✎ The trainees should not participate in any illegal activities which badly affect the tradition, culture and discipline of the instruction.
- ✎ Suggestions and instructions oftenly given by the Principal should be followed without fail.
- ✎ Park the vehicles in the parking area on your own responsibilites.
- ✎ The examinations and tests which are going to conduct in the college are compulsory.
- ✎ Attendance, class tests and behaviours of the Trainees will be considered while providing scholarship and other facilities.
- ✎ While method classes are taking place, who have the leisure time should be in the library and go through the study.
- ✎ The principal has the right to organize, continue or cancel the activities such as cultural, educational and students association activities.
- ✎ Boycott, protests... etc. are prohibited in the college.
- ✎ During practice teaching the trainee has to behave politely and smoothly with headmaster, staff, students, his co-trainees and guidance teacher of the respective school.
- ✎ If the trainee wants to absent for the classes, he/she has to get the prior permission from the principal.
- ✎ Mobile Phones are prohibited in the class rooms and college campus.
- ✎ Assignments and practical work must be submit to the concerned teacher within the given time.
- ✎ The teacher trainee who do not follow the above said instructions will be removed from the college.

ಅಭ್ಯರ್ಥಿಗಳಿಗೆ ಸೂಚನೆಗಳು

1. ಅಭ್ಯರ್ಥಿಗಳು ಪ್ರವೇಶದ ಕಾಲಕ್ಕೆ ತಮ್ಮ ಎಲ್ಲ ದಾಖಲೆಗಳ ಝರಾಕ್ಸ್ ಪ್ರತಿಗಳನ್ನು ದ್ವಿ ಪ್ರತಿಯಲ್ಲಿ ಸಲ್ಲಿಸಬೇಕು.
2. ವರ್ಗಾವಣೆ ಪ್ರಮಾಣ ಪತ್ರ (T.C.) ವನ್ನು ಪರೀಕ್ಷಾ ಅರ್ಜಿಯನ್ನು ತುಂಬುವ ಮೊದಲೇ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ ಸಲ್ಲಿಸಬೇಕು.
3. ಪದವಿಯ ಮೂರು ವರ್ಷಗಳ ದೃಢೀಕರಿಸಿದ (Attested) ಅಂಕಪಟ್ಟಿಯ ಝರಾಕ್ಸ್ ಪ್ರತಿಗಳನ್ನು ಒದಗಿಸಬೇಕು.
4. ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹೊರತು ಪಡಿಸಿ ಬೇರೆ ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ಪದವಿ ಪಡೆದ ಅಭ್ಯರ್ಥಿಗಳು ಪ್ರವೇಶ ಪಡೆಯುವ ಮುನ್ನ ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದಿಂದ ಅರ್ಹತಾ ಪ್ರಮಾಣ ಪತ್ರ (Eligibility Certificate) ಹಾಗೂ ವಲಸೆ ಪ್ರಮಾಣ ಪತ್ರ (Migration Certificate) ಸಲ್ಲಿಸಬೇಕು.
5. ಉದ್ಯೋಗಸ್ಥ ಅಭ್ಯರ್ಥಿಗಳು ಸಂಬಂಧಪಟ್ಟ ಇಲಾಖಾ ಅಧಿಕಾರಿಗಳಿಂದ ತಕರಾರು ರಹಿತ ಪ್ರಮಾಣ ಪತ್ರ (No Objection Certificate) ಸಲ್ಲಿಸತಕ್ಕದ್ದು.
6. ಪರಿಶಿಷ್ಟ ಜಾತಿ / ಪರಿಶಿಷ್ಟ ವರ್ಗ ಮತ್ತು ಇತರೇ ಹಿಂದುಳಿದ ವರ್ಗಗಳಾದ C-1, 2A, 2B, 3A, 3B ಪ್ರವರ್ಗದಲ್ಲಿ ಆಯ್ಕೆಯಾದ ಅಭ್ಯರ್ಥಿಗಳು ಸಂಬಂಧಪಟ್ಟ ಇಲಾಖೆಯಿಂದ ಸಿಂಧುತ್ವ ಪ್ರಮಾಣ ಪತ್ರವನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಸಲ್ಲಿಸಬೇಕು.
7. ಮಹಾವಿದ್ಯಾಲಯವು ಸ್ವೀಕರಿಸಿದ ಎಲ್ಲಾ ಪ್ರವೇಶಗಳು ತಾತ್ಕಾಲಿಕವಾಗಿದ್ದು; ನಿರ್ದೇಶಕರು ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಡಿ.ಆರ್.ಇ.ಆರ್.ಟಿ) ಬೆಂಗಳೂರು ಹಾಗೂ ಕುಲಸಚಿವರು ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ ಧಾರವಾಡ ಇವರ ಅನುಮೋದನೆಯ ನಿಯಮಕ್ಕೆ ಒಳಪಟ್ಟಿರುತ್ತವೆ.
8. ಸರಕಾರದ ನಿಯಮಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಆಕರಣೆ ಮಾಡುವ ಶುಲ್ಕವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ಭರಿಸಬೇಕಾಗುತ್ತದೆ.

INSTRUCTIONS TO STUDENTS

1. Students should submit 2 sets of xerox at the time of Admission.
2. Students should submit the Transfer Certificate (TC) before filling the Examination Application.
3. Students should provide the Degree marks cards with attested.
4. Students those who are from other Universities other than Karnataka University should submit Eligibility and Migration certificate before the Admission.
5. Students who are employed should provide no objection certificate (NOC) from the relating department.
6. Scheduled Caste (SC) / Scheduled Tribe (SC) and Other Backward Caste (OBC), C-I, 2A, 3A, 3B Categories selected students should provided the certificate from their related department.
7. The admission that the college has pvisional and approved by the DSERT Bangalore and Registrar Karnataka University Dharwad.
8. Students has to pay the fee in accordance to the Government Rules.

KARNATAK UNIVERSITY DHARWAD



**Regulations & Syllabus of Two Year B.Ed. Course
Prepared as per the State Syllabus**

With effect from 2015-16 and onwards

FIRST SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Childhood and Adolescence	4	20	08	80	32	100
	C-II	Philosophical and Sociological Bases of Education	4	20	08	80	32	100
	C-III	Educational Technology	4	20	08	80	32	100
	Pd-C (I&II)	Understanding Discipline and Pedagogy-I & II	4	20	08	80	32	100
Practical	EPC-I	ICT Basic	2	50	25	..	..	50
	EPC-II	Language across the Subjects	2	50	25	..	..	50
	EF-I	Psycho-Social Tools and Techniques	2	50	25	..	..	50
	EF-II	Micro Teaching and Integration	2	50	25	..	..	50
				280		320		600

SECOND SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical	EPC-I	ICT Applications	2	50	25	..	..	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	..	..	50
	EF-I	Simulated and ICT based Lessons	2	50	25	..	..	50
	EF-II	School Lessons and Reflective diary	2	50	25	..	..	50
				280		320		600

THIRD SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Inclusive Education	4	20	08	80	32	100
	C-II	Educational Evaluation	4	20	08	80	32	100
	Pd-C (I&II)	Subject Specific Pedagogy I & II	4	20	08	80	32	100
	Optional	Optional course (any one) 1. Value Education 2. Guidance and Counseling	4	20	08	80	32	100
Practical	EPC-I	Fine Art and Theaters	2	50	25	..	..	50
	EPC-II	Research Project	2	50	25	..	..	50
	EF-I	Field Assignment	2	50	25	..	..	50
	EF-II	School Lesson (Unit Based) and Reflective dairy	2	50	25	..	..	50
				280		320		600

FOURTH SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Gender, School and Society	4	20	08	80	32	100
	C-II	Educational Management and Organization	4	20	08	80	32	100
	C-III	Advanced Pedagogy of specificSubjects-I & II	4	20	08	80	32	100
Practical	EPC-I	Reading and Reflecting on Texts	2	50	25	..	..	50
	EF-I	Field work and Immersion	6	150	..	..	..	150
	EF-II	Annual Lesson I & II	2+2	..	..	50+50.		100
			24	260		340		600

Modalities of Transaction and Assessment

Part-A: Inputs:

The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables. Theoretical Courses, Practice lesson, Field Engagement, Co-Practice lesson inputs and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORITICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	60Credits/1500 (62.5%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	8 Credits/200 (8.3%)	8 Credits/200 (8.3%)	32 Credits/800 (33.2%)
ANNUAL LESSONS (I & II)	-	-	-	4 Credits /100 (4.1%)	4 Credits/100 (4.1%)
TOTAL	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	96 Credits/2400 (100%)

(Percentages are out of the total marks for the programme)

Karnatak University Dharwad
SEMESTER-I
Course-I CHILD HOOD AND ADOLESCENCE

Marks: 100

Unit 1: Approaches to Human Development

10hrs

Concepts and Principles of development

Developing Human- Stages and Characteristics of (Childhood, Adolescence, Adulthood)

Role of Heredity and Environment.

Domains (Physical, Sensory- Perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

20hrs

Cognitive - theories (Piaget, Bruner,)

Social- cognitive theories (Vygotsky, Bandura)

Psychosocial Theory (Erikson)

Psychoanalytic Theory (Freud)

Unit 3: Adolescence as a period of transition

15hrs

Concept and Needs of Adolescence

Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development.

Mechanism of adjustment with special reference to defense mechanisms and holistic development.

Life Skills and Independent living

Unit-4 Transition into Adulthood

15hrs

Psychological well-being

Formation of identity and self-concept

Emerging roles and responsibilities

Career Choices

Assignment.;

1. Seminar on human development
2. Defense mechanism

SEMESTER-I

Course-II PHILOSOPHICAL AND SOCIOLOGICAL BASE OF EDUCATION

Marks: 100

Unit-1. Philosophical Foundation of Education

15hrs

Meaning and Scope of Philosophy
Need of Philosophy In Life and for Teaching Practical
Meaning and various Definitions of Education
Interrelationship between Philosophy and Education

Unit-2 Schools of Philosophy

15hrs

Idealism, Naturalism, Pragmatism
Educational Implications of these Schools
Aims and objectives and Curriculum Methodology Teachers Pupil Relationship and Discipline
Contribution of selected philosophers
Human Values And Education:- Types of Various Spiritual, Moral, Social, Authentic Human Values
National Values as in the Indian Constitution

Unit-3 Sociological bases for Education

15hrs

Relationship of sociology and education, the concept, scope and functions of educational sociology and sociology of education- education has a social sub system - specific characteristics which make for social harmony.

Unit-4 State and Education:

15hrs

- 1 Education For and the State Provisions in Indian Constitution
- 2 Educations and Democracy, National Integration Through Education 3 Education for International Understanding.
3. Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture. Changes in Indian with special reference changes in India education and social change social stratification and social psychological education and its responsibilities for social changes

Assignment.;

1. Seminar on Sociological base of Education 2. Interrelationship between Philosophy and Education

SEMESTER-I
Course-III EDUCATIONAL TECHNOLOGY

Marks: 100

Unit- I Basics of Education Technology **15 hrs**

1. Educational technology- Meaning, Nature, Scope, objectives, and Importance.
2. Instructional technology and teaching technology: Meaning, nature and scope.
3. Approaches of educational technology –Hardware, Software and Systems approach.
4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education **12hrs**

1. Print media- Books, Journals, Magazines and newspapers.
2. Digital Media- Documentaries, still pictures, websites, webpage etc,
3. A-V Aids: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films
4. Multi-media: Meaning & concept, scope and importance.
5. Multi sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit- III Educational systems **15hrs**

1. e-learning, Collaborative learning, mobile learning- concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3. Web services: e-mail, chat, online forums, blog, wiki, e-library
4. Resource centres and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, EDUSA, NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education **18hrs**

1. Concept of ICT and Principles of using ICT in teaching learning process
2. Impact of ICT in education (impact of ICT in social, cultural, economical)
3. Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.

4. Issues and concerns related to ICT
5. Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational broadcast, Web- based learning, Cloud computing.

Assignment.

1. Seminar Using ICT(on any one Topic)
2. Collection of Printed Materials

Semester – I

Course – IV : Understanding Discipline and pedagogy: Language

Marks: 50

Unit 1: General Introduction on Language

Language: Meaning, Concept, Components and Functions

Pedagogy of different languages-Critical analysis- Dialect, Standard and Non-standard languages.

Characterizing mother tongue, first language, and second language, bilingual and multi- lingual.

Language Policies and Politics-Power, identity and politics of language; Language as a medium of instruction, debate about English as a medium of instruction;

The recommendations of NCF-2005 on language education.

Unit 2: Language Acquisition

Language learning in early childhood

Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;

1.3 Second language acquisition

Unit 3: Challenges in Language Learning

Issues of non-comprehension

Lack of independence in language use

Examining the role of school context in creating difficulties for language learners

Understanding language “disability” and the language teacher’s role in dealing with it

Practicum/Assignment :

1. A Classroom seminar on ‘Power Politics of language in India’ or ‘The Recommendations of NCF-2005’.
2. Construction of remedial teaching programme for disable students

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Social Science

Max marks :50

Unit I Evolution of Social Science : 10 Hrs

History and Geography- Temporal and Spatial Dimensions: Concept and their interrelationship.

Meaning and Importance of Political science and Economics

Philosophical and Theoretical discourses

Concept of Social Science and Social Studies

Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools : 10 Hrs

Challenges in the development of Social Science Curriculum.

General Principles in the construction of social science curriculum:

Thematic organization: Interdisciplinary and multi disciplinary

Issues in social science

Teaching of Social Science: The importance of critical enquiry, critical thinking and problem solving in building social, historical, environmental and economic perspective in social science.

Unit III Pedagogical practices in Social Science Curriculum : 10 Hrs

Review different Commissions/Committees Reports

National Curriculum Frameworks-2000 and 2005

Critical Review of Social Science Text books from class 8th to 10th

3.4Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Assignments: (Any one)

1. Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.
2. Critical Review of Social Science Text books of 8th or 9th std. of Karnataka state

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Science

Marks:50

Unit-I introduction to Science and Science Education: 10 Hrs

Meaning and Nature of Science.

Historical Perspectives :

- a. Development of Science as a discipline.
 - b. Awareness of the contribution of Popper and Kuhn
- Purpose and critical understanding of science as a subject at the various Levels of science education.
- Development of Ethics of science and Public Understanding of science

Unit- 2 Learner context: 10 Hrs

‘Construction of Knowledge in science: Meaning and Importance

Understanding children’s fear of science and their inability to Correlate the observed phenomenon with micro level processes and symbolic representations

- a. Role and limitations of language: towards Expression, Articulation and the Understanding of science.
- 2.4 Addressing learner diversity: Gender issues and special need-learner

Unit - 3 The Science Curriculum: 10 Hrs

Meaning and Nature of Curriculum

Approaches of Curriculum transaction

- a. Integrated Approach
- b. Disciplinary Approach
- c. Interdisciplinary Approach

A critical review of science curriculum at the National level i.e NCERT and State level curriculum i.e SCERT

Meaning and Importance of NUFFIELD Science, Harvard Science

Practicals / Assignment :

1. Critical review of science curriculum at the state and national level
2. Criteria for Analysis of science text book of 8th or 9th Std. Karnataka State

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Mathematics

Marks: 50

Unit : 1. Introduction to Mathematics : 15 Hrs

- 1.1 Meaning, Nature and Scope of Mathematics.
Language and Symbolism of Mathematics.
Understanding Mathematics as a humanly created Subject
Axioms and Postulates- definition and Examples
Proofs : Meaning, Different Methods (Direct and Indirect Methods) and Examples
Factors in the development of Mathematics: Socio-Cultural, Economical and Political
Multicultural Mathematics : Understanding of fundamental Mathematics like Number system, Arithmetics, Algebra and Geometry.

Unit: 2. Learning Mathematics : 10 Hrs

- Developmental Progression in the Learning of Mathematical Concepts:
Piaget, Bruner and Vygotsky.
Processes of Mathematics: Reasoning, Logical thinking, Problem Solving and Connecting
Socio-cultural Perspectives in Mathematics Learning: Situated Learning: Social Construction of Knowledge, Social Interaction and Community of Practice.

Unit: 3. Issues and Challenges : 5 Hrs

- 3.1 Need, Importance and Problems related to Mathematics
Issue of Gender, Class and Culture in Mathematics Learning
Construction of Learner's Identity in a Mathematics Classroom.

Assignments:

1. Language and symbolism of mathematics

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Commerce

Maximum Marks: 50

Unit 1 Nature of Commerce – 10 Hrs

Concept, nature and scope of commerce

Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education

Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce – 10 Hrs

Interrelationship within
Commerce (Accountancy
and Business
Studies/ Management)

Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law)

Place of commerce in secondary school

Unit 3 Commerce and Society – 10 Hrs

Understanding Ethics and Values

Techniques for development of attitudes in commerce education

Contemporary Business Environment and Commerce Education

Assignments:

1. Relationship of commerce with business a macro perspective

Semester – I

(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)

Course – IV :

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Marks: 50

Unit I : Basics of Academic disciplines –

8 Hrs

Meaning and characteristics of academic disciplines

Emergence of academic disciplines

Relationship between academic disciplines and subjects

Unit II : Teaching across disciplines –

8 Hrs

Classification of academic disciplines: Becher -Biglan typology (pure- hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution

Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit III : Humanities and Social Sciences in the Curriculum –

7 Hrs

Place of Humanities and Social Sciences in present school curriculum

Issues and challenges in teaching Humanities and Social sciences

Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit IV : Natural Sciences and Mathematics in the Curriculum –

7 Hrs

Place of the disciplines Science and Mathematics in present school curriculum

Issues and challenges in teaching the disciplines Science and Mathematics

Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.

Semester – I
EPC – I : Course for lab work: ICT-BASIC
Total Marks: 50 (Internal Assessment)

Course Contents

Unit I. ICT basics: Operating system and application software – 15 Hrs

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
 - a. Features of different operating system(Ex: Obantu, etc)
 - b. Files and directory operations
 - c. Windows Explorer and desktop
4. Introduction to Application Software
 - a. Word Processor
 - b. Spreadsheets
 - c. Presentations

Unit II Computer Applications and Internet – 15 Hrs

1. Applications of computers in various fields of education: Planning, Administration and management, Library management, Evaluation
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, e- Content, Daily planner, Evaluation
4. Internet: Introduction, advantages and disadvantages

Assignment : Maintain lab records of any 3 activities

1. Prepare the printed teaching materials using the MS-Word (In any subject Any unit to be selected, in any language).Use of self-learning materials for anyone unit by using ICT.
 2. Preparation of PPT slides (at least 10) for classroom usage.
 3. Preparation of a blog in Individual / Group.
 4. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
 5. Enabling students to plan and execute projects (using computer based research)
- Write a report on INSAT programs.

Sl.No.	Items	InternalMarks
1	Assignment / Lab Records	15
2	One Test	10
3	Practical Exam	25
Total		50

Semester – I
EPC – II : Language Across the Subject

Total Marks: 50

Unit I. Learners Background –

10 Hrs

1. Background of a learner in Learning language
2. Home language & School language: Effect of language environment of a school and class room on the learner
3. Concept formation, Cognitive development and language
4. Factors affecting language development

Unit II. Language and Communication –

10 Hrs

1. Meaning and concept of communication
2. Language as a tool of communication
3. Verbal and non-verbal communication-meaning and uses
4. Barriers of communication

Unit III. Basic language Competencies –

10 Hrs

1. Listening: Need , Types and Strategies to Enhance Listening
2. Speaking: Need and strategies for enhancing
3. Reading: Importance and Strategies of reading
4. Writing: Importance and Types –Note making, Summarizing and creative writing

Assignments:

1. Keeping the records of Note making, Summarizing and creative writing

Semester – I

EF – I : Psycho-social Tools and Techniques

Total Marks: 50

Part A : Lab Assignments (class room experiments) – 20 Hrs

Every student teacher has to undergo following experiments and to write Lab report

1. Learning Curve
2. Transfer of Learning
3. Division of Attention
4. Distraction of Attention

B. Field Assignments - 10 Hrs

Every student teacher has to administer one intelligence test (verbal/ non-verbal) on three students of age group 12-18 years and reporting with the scope to use the results for the beneficiary.

Or

Visiting schools and generate the socio metry result through socio metry technique and use them for interpretation.

Or

Case study on Differently Abled children(Any One)

Or

Administering and Reporting Personality Inventory –TAT/ Cattell'S 16 PF

Semester – I
EF – II : Micro Teaching and Integration

Total Marks: 50

Part A : Micro Teaching Practice - 25 Hrs

Every student teacher has to practice the following skills (Any Six) in a Micro Teaching setting and write report

1. Skill of Introduction
2. Skill of questioning
3. Skill of probing questions
4. Skill of explanation
5. Skill of Illustration with examples
6. Skill of stimulus variation
7. Skill of reinforcement
8. Skill of Blackboard

Part B. Integration - 5 Hrs

Simulation (non micro teaching) Integration of overall skills with teaching learning processes for 15 minutes each –One Lesson per Pedagogy

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE SEMESTER-II

COURSE-1: LEARNING & TEACHING PROCESSES **Max marks;100**

Unit 1: Human Learning and Intelligence **15hrs**

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories: Pavlov, Thorndike, Skinner and Insight learning
- Intelligence: - Concept, definition, types, test of intelligence, RPM, Batia, Otis
- Creativity: Concept, Definition and Characteristics
- Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation **10hrs**

- Sensation: Meaning and Types
- Perceptions Meaning and Types
- Attention: Meaning, a types and Factors Affecting
- Memory and Thinking and problem solving.
- Motivation: Meaning, Nature and types of motivation Maslow's theory

Unit 3: Teaching Learning Process **20hrs**

- Meaning and Principles of teaching.
- Stages of Teaching: Plan, Implement, Evaluate, Reflect
- Learning Process
- Factors affecting learning physical, psychological and Environmental
- Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System **15hs**

- Assessment: Conventional meaning and constructivist perspective
- Formative and summative evaluation, Curriculum Based Measurement
- Reviewing key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Assignment

1. Seminar on creativity
2. Assesment;conventional and constructivist

SEMESTER-II
COURSE 2: KNOWLEDGE AND CURRICULUM

Max marks;100

Unit - 1 Epistemological Basis of Education **15hrs**

- 1.1 Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3 Activity based learning –according to primary, secondary
Modern child centred education with following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education **15hrs**

- 2.1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization.
- 2.2 Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar
Conventional school activities and daily routine of school class room with reference to multiculturalism.
Concept of Nationalism, Universalism, Secularism and their interrelation with Education.

Unit - 3 Process of Curriculum Development **15hrs**

- Curriculum: Concept and Importance, Basis of Curriculum
- Principles of Curriculum Construction
- Role of Curriculum in Effective Teaching
- Relationship between Aims of Education and Curriculum
- 3.5. Teacher's role in curriculum construction

Unit - 4 Vision, Mission in relation to curriculum and reconstruction of society 15hrs

Various co-curricular activities and its impact on reconstruction of society

Relationship between syllabus and textbook

Criteria of selection and critical analyses of textbooks, children literature, hand books and other TLM.

Evaluation of curriculum

Broad determinants of curriculum making: At the national and state level, national priorities ; economic necessities, Technological possibilities; cultural orientations and International contexts.

Assignment;

1. Seminar on Dewey's concept of discovery
2. Teacher's role in reconstruction of curriculum

SEMESTER-II
COURSE 3: EDUCATION IN CONTEMPORARY INDIA

Max marks:100

Unit – 1 Development of Education in India

1.1 Meaning and importance of Education

Pre independence Education period

Education of Vedic Period

Education of Buddhistic Period and

Education of Muslim Period of Education (with reference to aims and objectives, curriculum methods of teaching and teachers students relationship.)

Post independence Education period

Kothari Commission (1964-66)

National Education policy 1986

Unit – 2 Constitutional provisions and Current Issues in Indian Education

Education and Four pillars of Indian Constitution

Articles related to Education

Education of disadvantage groups (SC,ST, OBC & Minorities)

Inclusive Education

Right to Education – 2009

Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

In relation to Funding: State, Aided, un-aided

In relation to Philosophy: Aurobindo, Rabindranath Tagore and Jiddu Krishnamurthy

Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-4 : Policies, programmes & Schemes for enhancement of quality Karnataka

Education Act 1983: with reference to primary and secondary education. Role and Functions: BRC, DIET, CTE, IASE, DSERT

Assignment;

1. Seminar on Right to Education
2. Role and Functions DIET

SEMESTER-II

COURSE-4: PEDAGOGIC TOOLS, TECHNIQUES, AND APPROACHES

Marks: 100

Unit1: Teaching – Learning System

15hrs

1.1 Teaching: System approach

Inputs for the learning-teaching system

Learning, evaluation and feed back

Objectives for teaching –learning system,

Detailed Taxonomy Cognitive, Psychomotor and Affective

Unit 2: Empowering teacher with tools and techniques. 20hrs

Teaching Competencies: Components, significance and its contextual use

Content analysis: Meaning, Purpose and Uses

Designing teaching learning system in terms of planning class room. Activities, field activities, evaluation, time management and its relation to curricular transaction and outcomes

Teaching as a profession, effective classroom management

Role of teacher in terms of maintaining records, counseling, and relating to course outcomes

Unit 3: Teaching and teacher as facilitator

15hrs

Maxims of Teachers

Techniques of teaching: Questioning, Discussing, narrating,

Methods of teaching: Induction, Deduction, Inductive-deductive processes,

Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,

Unit 4: Teaching learning material

10hrs

Learning packages

Software material

Performance tasks and material

Exercise and practice materials

Assignment;

1. Seminar on Role of teacher in terms of maintaining records, counseling and relating to course outcomes
2. Learning packages as teaching learning materials

SEMESTER-II

EPC-2 UNDERSTANDING SELF, PERSONALITY AND YOGA

Marks : 50

UNIT-I INTRODUCTION TO YOGA AND YOGIC PRACTICES. 10hrs

2.1 The concept importance and initiation of yoga.

The objectives of learning yoga.

The history of the development of yoga in India.

The schools of yoga: Raja yoga and Hatha yoga. -4 periods.

UNIT-II YOGA EXERCISES AND HEALTH. 10hrs

Need of yoga for good health.

Yogic principles for healthy living.

Integrated approach of yoga for management of health.

Some selected yoga practices. 3:4:1 Stress releasing yogasanas

UNIT III - PRACTICING DIFFERENT ASANA. 10hrs

1. Meditation 2. Asana 3. Pranayama

4. Yoga-nidra 5 Sukhasana 6. Vajrasana

7. Dhanurasana 8. Bhujasana

9. Padmasana 10. Trikonasana 11. Ardha Halasan 12. Shavasana

13. Daudasana 14. Ardha padmasana 15. Swastikasana 16. Shashankasana. Uses of these Asan's & Merit & Demerits

Assignment;

1. Seminar on need of Yoga for good health
2. Write a report on any one of the Asana & Merit & Demerits

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE SEMESTER – III
INCLUSIVE EDUCATION

Marks: 100

UNIT 1 – INTRODUCTION TO INCLUSIVE EDUCATION. 10 Hours

Concept of Inclusive Education, Integrated Education and Special Education.
Need, Objectives & scope of Inclusive Education.
Factors responsible for successful inclusion in the mainstream – future vision
Understanding the cultures,
Policies and practices of Inclusive schools
Definition of disability and inclusion in educational framework
Threats of psychological problems of disability
Models of disability
Policies and programs of Inclusion
Identification of barriers in learning and participation in relation to learners
in Inclusive set up.

UNIT 2 –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

20 Hours

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
- Physically challenged.
 - Visually challenged.
 - Children with auditory challenges.
 - Children with speech challenges.
 - Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.
 - Mentally challenged.
 - Children with learning challenges.

UNIT 3 – POLICIES AND PROVISIONS FOR INCLUSION

20hrs

National and state policies – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.

International Policies.

Legal Provisions.

Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

An introduction to Child With Special Needs (CWSN).

3.5.1 NPE 1986

UNESCO 1989

UNESCO 2006

RTE Act

Role of Government and local authorities

SSA

Integration schools and normal schools

Role of teachers in Inclusive schools

Assessment of knowledge and skills in inclusive classrooms

Role of children, parents, community, administrators and policy makers.

UNIT 4 – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

10 Hours

Early identification.

School and Curricular adaptation.

Teacher's training: developing of teaching materials, innovative practices.

Evaluation procedures.

Assignments;

- 1) Seminar on S.S. A
- 2) Analysis of needs, problems, causes and educational provisions for challenged children.

SEMESTER – III
Educational Evaluation

Marks: 100

- 1. Educational Evaluation and measurement - 15hrs**
Objectives and its relation to evaluation
Relationship between objectives, learning experiences and learning outcomes.
Steps in the processes of evaluation
Wholistic evaluation
Major techniques of evaluation.
Test as measurable instrument.
Measurable and non measurable learning out comes.
Reporting evaluation results.
- 2. Tools of Evaluation and their uses - 15hrs**
Validity, reliability, and objectivity and their interdependency.
Major tools of Evaluation :
Oral testing , paper pencil testing, Achievement test, Diagnostic test
2.2.2Intelligence test, aptitude test
Rating scale, checklist,
Thematic test , word association test, socio metric technique
Interview, questionnaire and inventory
- 3. Standard tests and Teacher made achievement tests - 15hrs**
Standard test and components and its uses.
Teacher Made Achievement Test: Essay type, Objective type test and it improving upon essay type questions for efficiency, different tests their characteristics and uses.
Preparation of blue print, and setting a good question paper.
Grading :concept and its relevance, credits-grade and course certification, Transcripts.
- 4. Data processing and statistics - 15hrs**
Raw scores,
Frequency distribution ,
Graphical representation of scores,
Measures of Central tendencies,
Measures of variability's.
Normal Probability Curve (NPC) and its uses.
Cumulative curves, ogives and percentiles and its uses.

Assignment,

- 1) Seminar on qualitative & quantitative tools & techniques of evaluation
 - 2) preparation of blue print and setting a good question paper.
-

SEMESTER – III
PAPER VII: GUIDANCE AND COUNSELLING

Marks: 100

Unit - 1: Fundamentals of Guidance and Counseling **15hrs**

Nature & Need of Guidance and Counseling with special reference to Modern Indian Society.

Scope of Guidance-Educational, Vocational and Personal

Aims & Principles of Guidance and Counseling, Group Dynamics & Group Guidance.

Methods of Counseling: Directive, Non-Directive, Eclectic

Unit - 2: Personnel Associated with Guidance and Counseling **15hrs**

School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master

Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School

Unit - 3: Tools and Techniques in Guidance and Counseling **10hrs**

Testing Techniques - Intelligence, Aptitude, Achievement Tests, Personality, Adjustment, Interest,

Non-Testing Techniques: Case Study, Cumulative Records,

Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - 4: Career Guidance in Secondary Schools **20hrs**

Career Awareness Skills,

Career Information,

Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

Meaning, Definition and Characteristics of Exceptional Children, Gifted Children.

Children with Disabilities; Disadvantaged Children

Assignment:

1 Seminar on job analysis of a counselor 2 Case Study of Problem Child

Semester - III
VALUE EDUCATION

Marks: 100

UNIT 1 - INTRODUCTION TO VALUES

15 Hours

Values: Concept, Nature and significance.

Classification of values: Personal and social, Intrinsic and instrumental

Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.

Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT 2 – SOURCES OF VALUES

15 Hours

Meaning and importance of value education.

Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

Role of teachers in value education.

UNIT 3 - ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION 15 Hours

Family

Religion

Educational Institutions

Communities

Mass Media (print and Electronic)

Information and communication technology (Computer and internet)

UNIT 4- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

15 Hours

Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.

Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).

Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.

Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
 - I. Cultural Heritage,
 - II. National Integration
 - III. Secularism
 - IV. Family
 - V. Religion

**ಕೋರ್ಸ್ : ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ
(Pedagogy of School Subject-I, POSS-I)**

ವಿಷಯ : ಕನ್ನಡ ಬೋಧನೆ

ಘಟಕ - 1 : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಬೋಧನೆ

- 1.1 (ಅ) ಗದ್ಯ ಬೋಧನೆ
 - 1.1.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.1.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ
 - 1.1.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ
- 1.2 (ಬ) ಪದ್ಯ ಬೋಧನೆ
 - 1.2.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
 - 1.2.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.2.3 ಪದ್ಯ ಬೋಧನಾ ವಿಷಯಗಳು : ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು
 - 1.2.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ, ಭಾವಾನುವಾದ
- 1.3 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ
 - 1.3.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.3.2 ಪ್ರಾಯೋಗಿಕ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು
 - 1.3.2.1 ಅನುಗಮನ ಪದ್ಧತಿ
 - 1.3.2.2 ನಿಗಮನ ಪದ್ಧತಿ
 - 1.3.2.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ
- 1.4 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು
 - 1.4.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ : ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ
 - 1.4.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು
 - 1.4.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ
 - 1.4.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ
 - 1.4.5 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ

ಘಟಕ - 2 : ಮೌಲ್ಯಮಾಪನ

- 2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ಪ್ರಯೋಜನಗಳು
- 2.2 ಭಾಷಾ ಪರೀಕ್ಷೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು
- 2.3 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ
- 2.4 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ, ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ
- 2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ - 3 : ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

- 3.1(ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು
- 3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
- 3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ
- 3.4(ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು
- 3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
 - 3.5.1 ಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.3 ವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಕನ್ನಡ ಸಂಘದ ಸಂಘಟನೆ ಹಾಗೂ ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು/ದತ್ತ ಕಾರ್ಯಗಳು (ಬೇಕಾದ ಒಂದು)

1. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
2. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30

Marks 50

Credits: 2

UNIT – 1 : ACQUISITION OF LANGUAGE SKILLS

15 hrs

Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.

Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.

Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.,

Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing,

such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

UNIT –2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE

08 hrs

Bilingual approach, meaning, principle and procedure.

Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.

Situational approach - Meaning and principles, ways of creating situation.

Communicative approach- meaning and principles, procedures followed in communicative approach.

Constructive approach its meaning and procedure.

Direct method-meaning and procedure

UNIT – 3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH **7 hrs**

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

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

Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.

Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Transactional Strategies

Lesson planning: - Concept, construction and administration.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Assignment

1. Seminar on. exercises to enrich vocabulary among secondary students.OR
2. Innovative lesson plans for the teaching of prose, poetry and composition.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT : HINDI

Contact Hours :30

Marks 50

Credits:2

UNIT 1 - PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM **10 hrs**

Importance of Hindi in school Curriculum.

Concept and nature of the Hindi.

Place and History of Hindi language in the school curriculum & human life.

Objectives of mother tongue and its importance.

Hindi as a first language – Medium of instruction and link language.

Developing of language skills.

Auditory

Speaking

Reading

Writing.

1.7 Role of Hindi as Cultural, Functional and literary.

UNIT 2 - TECHNIQUE AND METHODS OF TEACHING HINDI. **10 hrs**

Maxims of teaching.

Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

Dramatization, Explanation etc.

Lecture method, Inductive and Deductive methods.

Integration of content and methods.

UNIT 3 - TRANSACTIONAL STRATEGIES. **10 hrs**

Lesson planning: - Concept, construction and administration.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Assignment (Any one)

1. Innovative lesson plans for the teaching of prose, poetry and composition.
2. Critical analysis of any one of the poem or essay of a great poet or writer.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT :URDU

Contact Hours :30

Marks 50

Credits:2

UNIT 1 - PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM

12 hrs

Importance of Urdu in school Curriculum.

Concept and nature of the Urdu.

Place and History of Urdu language in the school curriculum & human life.

Objectives of mother tongue and its importance.

Urdu as a first language – Medium of instruction and link language.

Aims and general objectives of teaching Urdu at secondary level..

Instructional objectives of teaching Urdu with their specification.

Developing of language skills.

a. Auditory, b. Speaking, c. Reading, d. Writing.

Role of Urdu as Cultural, Functional and literary.

UNIT 2 - TECHNIQUE AND DEVICES OF TEACHING URDU.

10 hrs

Maxims of teaching.

Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

Dramatization, Explanation etc.

Lecture method, inductive and Deductive methods.

Integration of content and methods.

UNIT 3 - TRANSACTIONAL STRATEGIES

8 hrs

Lesson planning: - Concept, construction and administration.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Assignment (Any one)

1. Innovative lesson plans for the teaching of prose, poetry and composition.
2. Critical analysis of any one of the poem or essay of a great poet or writer.

Semester - III

SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

Contact Hours: 30

Max Marks: 50

Credits: Two

UNIT-I (A): NATURE IMPORTANCE AND PLACE OF SANSKRIT.

Nature : Characteristics of Sanskrit language, Sanskrit as a living language - classical language, Mother of Indian Languages.

Importance : The language of culture, Heritage, Unity, Spiritual and Religious life, importance as the language of computer.

Place in the Curriculum : Present position of Sanskrit in the curriculum.

B) AIMS AND OBJECTIVES OF TEACHING SANSKRIT.

Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.

Objectives of Sanskrit as given in the present curriculum at the secondary level.

Instructional objectives of teaching sanskrit and their specifications.

UNIT -II - METHODS OF TEACHING SANSKRIT

Traditional Methods Brief Review.

Pathashala Method. Dr.Bhandarkar Method, Translation Method.

Existing Method- Direct/oral Approach Method, Evaluation Method,

Methods of Teaching Grammar – Inductive & Deductive methods.

Project Method. Source Method, Lecture Method.

UNIT -III- A: LEARNING EXPERIENCES, TEACHING MATERIAL AND SUPPORT SERVICES FOR SANSKRIT.

Learning Experiences-Direct and Indirect, Verbal and Non-verbal Reading, writing, Dramatization, Recitation.

Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.

Language Laboratory.

B) PLANNING IN SANSKRIT.

Lesson Plan, Unit plan , Unit Test - planning, Administration.

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.

Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, A critical study of the syllabus with reference to the above points in the state of Karnataka.

Textbooks – A Critical study of the textbook of sanskrit at secondary and Higher secondary level with reference to principles of construction of an Ideal Text Books.

(B) TEACHING OF VARIOUS ASPECTS OF SANSKRIT.

Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson.

Poetry- Nature of poetry-Definition, characteristics aims and objectives of teaching poetry content analysis, preparation of lesson plan steps, methods of teaching poetry

Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching, sources of encouraging the study of poetry.

Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar

Methods : Inductive & Deductive, correlation Traditional,

Experimental steps of grammar lesson. suggestion for the teaching of grammar effectively.

Semester - III
PEDAGOGY : HISTORY

Total Credits: 2

Total Hours: 30 hours

Total Marks: 50

Unit - 1 : Understanding History Nature of History, 10hrs

Historical thinking concepts(big six historical thinking concepts Peter Sexias & Morton),

Objectives of teaching History & Political Science at secondary level.

Correlation of History & Political Science: Internal and external.
(literature, Science, Mathematics, Geography, Economics, Craft)

Unit -2 : Constructing History 10hrs

Difference between facts and opinions & arguments.

Multiperspectivity v/s Monoperspectivity in understanding history

Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis

Collingwood's approach to reconstruct historical imagination

Unit -3 : Pedagogies of teaching History and Political Science 10hrs

Process, merits and limitations

Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.

Cooperative learning strategies (think pair share, round robin, buzz,)

Learning resources [uses and importance]

Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Artifacts Print Media: Magazine, news papers, archives On line resources: websites, virtual tour

Assignment (Any one)

1. Choose any topic from history text book Design activities to facilitate correlation with other subjects.
2. Seminar on any one unit

Semester - III
SPECIFIC PEDAGOGY : GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50 Total Credits: 2

UNIT 1 : GEOGRAPHY AS A SUBJECT **10hrs**

Epistemological framework (Evolution and major contributors –Aristotle, Herodotus, Eratosthenese and Aryabhata)

Nature, scope and importance of Geography

Aims of Teaching Geography

Geo-literacy: concept, need and ways to create awareness

UNIT – 2 : ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION **7hrs**

Principles of curriculum construction in Geography

Correlation with other School Subjects - History, Language, science, Mathematics

Approaches of curriculum construction: Concentric, Topical

UNIT - 3 : LEARNING RESOURCES **13hrs**

Importance & uses: Maps, travelogues, globe, atlas, models and computer in Geography Teaching.

Current events (importance and use)

Geography Club & Geography room (importance and organization)

Characteristics of a Geography textbook

Specific Approaches of pedagogy in Geography:

Project method, Journey method, Field visit.

Assignment (Any one)

1. Illustrate the use of any two of the following in Geography teaching :- Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/ serial/novels
2. Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

Semester - III

PEDAGOGY OF SCHOOL SUBJECT:PHYSICS

Contact Hours :30

Marks 50

Credits:2

UNIT - 1 : APPROACHES AND METHODS OF TEACHING PHYSICS 12 hrs

Teacher centered and learner centered approach.

Teacher centered approach: Lecture method, Lecture cum Demonstration.

Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction

Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).

UNIT -2 : PHYSICS CURRICULUM STUDY 8 hrs

Curriculum: Meaning and principles.

Different approaches of curriculum construction: NCERT, CBSE and DSERT Recommendations made by NPE - 1986, NCF - 2005.

Organisation of curriculum

Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

UNIT III- RESOURCES TO TEACH PHYSICAL SCIENCE 10 hrs

Physical science text book, Teacher hand book, Laboratory manuals, Student work Books

Transactional Strategies.

Lesson planning: - Concept, construction and administration.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Assignment (Any one)

1. Preparing a report on use of physics day today life.
2. The college is free to introduce any other relevant activities.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

Contact Hours :30

Marks 50

Credits:2

UNIT – 1 : CURRICULUM STUDY IN CHEMISTRY

8 hrs

Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM- Study, Chemistry Curriculum, NCF-2005.

Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.

Review of the present Chemistry Textbooks.

UNIT – 2 : PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY

10 hrs

Need and importance of planning, lesson plan format.

Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.

Unit plan and Resource unit: Meaning, Components, Steps & importance

Planning and use of multimedia materials

UNIT-3:METHODS AND APPROACHES OF TEACHING CHEMISTRY

Learner centered and activity centered approaches – difference **12 hrs**

Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).

Assignment (Any one)

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Preparing a report of different activities of science club.
2. The college is free to introduce any other relevant activities.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Contact Hours :30

Marks 50

Credits:2

UNIT -1 : PLANNING FOR TEACHING BIOLOGICAL SCIENCE 12 hrs

Transactional Strategies.

Lesson planning: - Concept, construction and administration.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

UNIT -2 BIOLOGICAL SCIENCE CURRICULUM: 8hrs

Principles of curriculum construction

Historical perspectives of biology curriculum.

NPE (National Policy of Education) – 1986 and Programme of Action - 1992
2.3 NCF (National Curriculum Framework) – 2005 and NCFTE – 2009

UNIT -3 : METHODS AND APPROACHES OF TEACHING OF BIOLOGY 10 hrs

Approaches: Inductive, Deductive. Guided discovery, structure and Functional approach.

Methods

Teacher centred - Lecture cum demonstration.

Learner centred - Laboratory, Project method

Technique: Specimen method.

Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

resources to teach biological science

Biological science text book, Teacher hand book, Laboratory manuals, Student work Books

Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.

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

Assignment (Any one)

1. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.
2. Making charts, improvised apparatus and models.

Semester - III

PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

Contact Hours :30

Marks 50

Credits:2

UNIT – 1 : CURRICULUM STUDY

10 hrs

Curriculum: Meaning and principles.

Different approaches of curriculum construction: NCERT, CBSE, ICSE.

Recommendations made by, NCF - 2005.

Organisation of curriculum

Critical Review of present Karnataka state secondary school mathematics curriculum

UNIT – 2 : INSTRUCTIONAL DESIGN FOR MATHEMATICS

10 hrs

Lesson plan- meaning definitions, importance steps, format

Unit plan- steps, format

Resource unit- steps, format

Year plan- meaning, principles, and format.

UNIT - 3 :METHODS AND APPROACHES OF TEACHING MATHEMATICS

10 hrs

Learner centred approaches – inductive, deductive, analytic, synthetic, laboratory method.

Activity centred approaches – Heuristic approach, project method, programmed instruction.

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

Assignment (Any one)

1. Preparing a report on use of Mathematics in day today life.
2. The college is free to introduce any other relevant activities.

Semester - III
SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

UNIT - 1 : CONCEPT AND SCOPE OF COMMERCE EDUCATION 10 hrs

Meaning, nature, need and scope of commerce education.

Commerce education in India (relevance in life and curriculum).

Objectives of teaching of commerce at Higher Secondary level (as per NCF 2005)

UNIT – 2 : BASES OF COMMERCE EDUCATION 10hrs

Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.

Inter correlation of commerce with maths, economics and geography.

Principles of Teaching of Commerce : Principle of flexibility, Principle of activity, Principle of individual differences Principle of learner centeredness, Principle of community centeredness

UNIT – 3 : LATEST TREND IN TEACHING OF COMMERCE 10 hrs

Co-operative learning (meaning, importance and types)

Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)

Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment (any one of the following)

1. Prepare and execute a lesson plan by using any one of the following :
 - i. e-resources
 - ii. Simulation techniques
2. Study and compare the commerce education at higher secondary level in India with any one developed country.

Semester - III

UNDERSTANDING DRAMA AND ART IN EDUCATION (FINE ART & THEATRE)

Contact Hours: 30

Marks: 50

Credits : 02

UNIT - 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

Forms of Drama and Art.

Elements of Drama and Art.

Performing (Dance, Drama, Music – vocal and instrumental)

Space, Speed, Pause, Rhythm;

Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes) , Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/ External Visuals (Costume, Make up, stage decoration); Saatvika/Psychophysical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)

1. Workshop on theatre games and improvisations (as given in the position paper NCTE) Participate in a stage presentation and observe the stagecraft and audience etiquettes.

UNIT - 2: APPLICATION OF DRAMA AND ART IN ACADEMICS 10 HOURS

Concept drama and art, Functions of Drama and Art - – Information, Instructive, Persuasive, Educative, Entertainment, Development.

The communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent.

Integration of Drama and Art in the school curriculum

UNIT – 3 : DRAMA AND ART FOR

Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also

Benefit a great deal when drama and art are used in education.

Drama and Art for self realization

Drama and Art for children with special needs c. Drama and Art for creative expression

ACTIVITIES /ASSIGNMENTS

1. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
2. Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)
3. Integration of Drama and Art in the school curriculum 4.Visit to any centre of art and reporting
5. Understanding social and environmental issues through Drama and Art 6.Perform a drama or dance or music of local culture
7. Understanding global culture through Drama and Art.

Semester - III
RESEARCH PROJECT

Contact Hours: 30

Marks: 50

2 Credits

UNIT – 1 : RESEARCH AND EDUCATION

10hrs

Research in Education and its Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.

Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

UNIT – 2 : DESCRIPTIVE STATISTICS

10hrs

Classification and tabulation of Data, Measures of Central Tendency- Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;

Measures of Correlation - Rank Difference and Product Moment

Method; Normal Probability curve - Properties and Uses.

Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

UNIT – 3 : WRITING RESEARCH REPORT

10hrs

Format, Style,

Typing, Bibliography, Pagination, Tables, Figures, Graphs,

Difference between Reference and Bibliography, Appendices.

ASSIGNMENTS:

1. Identify problem and execute Action Research in any one of the following areas:
(1) Staff (2) Students (3) Discipline (4) Teaching strategies
(5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities.

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
IVth Semester
GENDER, SCHOOL AND SOCIETY

Contact Hours: 60

Marks: 100

4 Credits

Unit I: Key Constructs in Gender

Patriarchy and power politics, resources and opportunities, sex, A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender

Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) Commercialization of girls and women prevalent in the society, media and literature;

Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialised male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School

Girls as learners, hidden curriculum(teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender

Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Unit IV :

Constitutional provision for girl child education.

Legal support and provision in various acts and Govt support Govt and other agencies for girl child uplift.

Important legal decisions related to the women protection

Semester - IV

EDUCATIONAL MANAGEMENT AND ORGANIZATION

Contact Hours: 60

Marks: 100

4 Credits

Unit I: Educational Administration and Management: Conceptual Framework.

Periods: 10 hours

1. The concept and importance of Educational organization, Administration and management.
2. Distinction between Educational Administration and management.
3. The objectives and nature of Educational management
4. Educational management as a System: Concept, importance & principles of system management.

Unit II: Administration and Management of Education at Centre and State

Periods: 15 hours

1. Centre-State relationship in educational administration and management
Administration and management of Education at Centre Ministry of Human Resource Development (MHRD) Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.
2. Administration and Management of Education at State. The Administrative structure of education in the State: DSERT Management of Primary, Secondary and Higher Education and Grant-in- Aid Policy. Type of leaves, charge taking, handing over charge. The School Development and Monitoring Committee (SDMC) and Management Committee

Unit III: Management of School and Supervision Periods: 20 hours

- 1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision
- 3 Institutional Planning: Concept, importance and stages of institutional planning.
- 4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.

- 5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion.

Karnataka State Quality Assessment Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Periods: 15 hours

- 1 Institutional organization climate(school): Human resources and school components.
- 2 The Institutional Plant: Physical Surrounding and maintenance
- 3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.
- 4 School Records: types, Need and maintenance. E-records: nature, Need and applications.

Assignment/Practicum (Any One) write a profile on:

- 1 Preparation of School Academic Plan
- 2 Holding Staff Meeting and recording the minutes and Proceedings.

Semester - IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him for study part two specifically refers to higher secondary class subjects

ADVANCED PEDAGOGY ON SPECIFIC SUBJECT OF STUDY

(Common format for all pedagogies)

Credits: 2

Marks: 50

Theory to Practice:

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given fifteen days for completion.

Part-A (On the Subject of Secondary School)

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Construct a lesson plan based on inductive –deductive method
- III) Design a blue print on a unit .
- IV) Develop a self –learning module on a concept.

Part-B

- I) Develop 10 linear programme frames on a unit. Tryout ,reflect and report.
- II) Analyse a topic from VIII/IX class in terms of information , concepts, theories, application and evolve a design to provide self learning material. Try out, reflect and report.
- III) Analyse performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the constraints, provide remedial measures.
- IV) Analyse a class result of VIII/IX/X/XI/XII std of any institute and evolve a report of their performance, inputs, learner study habit and processes

Semester - IV
REFLECTIVE READING AND WRITING

Contact Hours: 30

Marks: 50

2 Credits

Unit 1 Expressive Reflections (6 hours)

1. Reflective and expository writings - creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

Write up based on the text – e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Write a review or a summary of the text, with comments and opinions (individual task)

Presentations of selected papers, questions and answers (large group).

Unit 2 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World
 2. Reading for Change – Multicultural Perspective (fiction, poetry)
 - Inclusive Perspective (gender, class, caste, differently abled and the like)
- Activities:
- Write in journal about all the three types of connections with the text Read texts from diverse areas and fields
 - Group discussion on texts from different cultures, marginalised sections Attend seminars, paper readings, workshop on reading skills
 - Hold public reading events by inviting stakeholders to the event

- Attend release of new books, listening to the writer's reading of the books and book festivals
- Conduct debates/discussions educational policies and documents on them. Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine
- Suggested tasks and Assignments
- Home reading assignments, maintaining reading log Discussions on interpretation of the texts
- Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.
- Analyzing texts and text structures and connecting to the curriculum Writing an exploratory essay on a text and presenting in the class Writing a critical reflection from 2 diverse texts.
- Macaulay's Minutes
- Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books Of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.
- PlaysAutobiographies/biographiesJournalsDocumentaries Fiction-
- REFERENCES Reflective Reading http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Student_s_in_Re.pdf
<http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>
<http://www.nlb.gov.sg/sure/reflective-reading/> <http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350> http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf
- <http://www.slideshare.net/MOKOGEONG/a-reflective-teachingin-the-use-of-context-in-reading-texts>
- <https://secure.ncte.org/store/you-gotta-be-the-book>
<http://www.arvindguptatoys.com/>
- <http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text> <http://oer.educ.cam.ac.uk/wiki/OER4Schools/>

- Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample
- http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making
 - <http://mrsbrogley.com/blog/?p=3009> <https://prezi.com/erhgpaokpps/copy-of-chapter-5-mentor-texts/> Collaborative Reader
 - http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf
 - <http://www.ericdigests.org/1999-3/reading.html>
 - [https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling \(interactive reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling+(interactive+reader))
 - <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf> Reflective Writing http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
 - <http://www.brad.ac.uk/academicskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments—Workshop-Booklet.pdf> <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf> <http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf>
 - <http://www.writingforward.com/creative-writing/creative-writingreflective-journaling>
 - Reflective Journal Rubric http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm <http://www.bothell.washington.edu/wacc/teaching/reading/journals> <http://edtech.boisestate.edu/connectionsacademy/rubrics/reflection.html>
 - http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf
 - http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm
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 - Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.
 - Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).
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B.Ed. INTERNSHIP PROGRAMME DETAILS

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort.

There are 3 stages in the internship programme. They are

- i. Pre-internship stage
- ii. Actual internship stage &
- iii. Post-internship stage

i. Pre-internship Stage

Sl. No.	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1.	Meeting	Principal, Faculty Members	Curriculum finalized, Roles and Responsibilities sheets		
2.	Meeting	BEOs, Principals of B. Ed Colleges and Faculties and principals of selected PU colleges	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3.	Workshop mode. Production of Observation Schedule/Check list/Class observation Schedule/Tentative time table	All B. Ed teacher trainees	College faculties	Develop the required materials for the whole of the internship session	
4.	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

ii.a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No Day
1.	Walk in and around school- Secondary/Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and students	1 da
2.	School Planning process		Taking SAP & SDP	1 da
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	1 da
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply,	1 da
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 da
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	1 da
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	1 da
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 da
92	Visit to nearby HPS/Sec. schools to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Sec. School	Actual Class Observation by the trainees and followed by discussion	1 da
10.	Visit to Special School		Observation followed by discussion	1 da
11.	Visit to Residential school		Observation followed by discussion	1 da

ii b.) ***Actual Internship Stage (II Phase)***

Sl. No.	Activity	Place	Process	No of Days	Monitoring Staff/ Agency
1.	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	24 days	Head Teacher/Mentor
2.	Innovative class / ICT		Trainee with his/her own innovations takes the class and getting feed back after each class	2 day (2 Classes)	Head Teacher/Mentor
3.	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor
4.	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor
5.	Remedial classes		Trainee organises the Remedial classes to the below average students and conducts unit test	2 day	Head Teacher/Mentor
6.	Organising Co-scholastic activities to the students		Trainee organises various activities in the area of his choice including PE & HE	2 days	Head Teacher/Mentor
7.	Action research planning & data collection		Trainee during his practicing session identifies the low achievers and conducts action research	2 days	

iii. ***Post Internship Stage at GCTEM (II Phase)***

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	1 day	Principal & College faculties
2.	Viva voce	1 day	Principal & College faculties
3.	Submission of Reports on Visits organised, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	1 day	Principal & College faculties
4.	Reports by the Head Teacher		Principal & College faculties
5.	Test lessons (1+1)	6 days	Principal(Chairman) & Examiners appointed by K U Exam board

