

15AVP501**AMRITA VALUES PROGRAMME****1 0 0 1**

Amrita University's Amrita Values Programme (AVP) is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world.

Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world.

Post-graduate students shall have to register for any one of the following courses, in the second semester which may be offered by the respective school.

Courses offered under the framework of Amrita Values Programme**Art of Living through Amma**

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

Insights from the Ramayana

Historical significance of Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Misinterpretation of Ramayana by Colonial powers and its impact on Indian life - Relevance of Ramayana for modern times.

Insights from the Mahabharata

Historical significance of Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance of Mahabharata for modern times.

Insights from the Upanishads

Introduction: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the

nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketasa, Satyakama Jabala, Aruni, Shvetaketu.

Insights from Bhagavad Gita

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Idea of the Self and Realisation of the Self – Qualities of a Realised person - Concept of Avatar - Relevance of Mahabharata for modern times.

Swami Vivekananda and his Message

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message to Indians about our duties to the nation.

Great Spiritual Teachers of India

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahansa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi

Indian Arts and Literature:

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre, Paintings, Sculpture and architecture – the wonder language, Sanskrit and ancient Indian Literature

Importance of Yoga and Meditation in Life:

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali's Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

Appreciation of Kerala's Mural Art Forms:

A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural paintings are not restricted to the permanent structures and are being done even on canvas. A distinguishing characteristic of mural painting is that the architectural elements of

the given space are harmoniously incorporated into the picture. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

Practicing Organic Farming

Life and nature are closely linked through the healthy practices of society for maintaining sustainability. When modern technological knowhow on microorganisms is applied in farming using the traditional practices we can avoid damage to the environment. The course will train the youth on modern practices of organic farming. Amma says “we have to return this land to the coming generations without allowing even the slightest damage to happen to it”. Putting this philosophy to practice will bring about an awakening and enthusiasm in all to strive for good health and to restore the harmony in nature”

Ancient Indian Science and Technology

Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities, including mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical, civil engineering, architecture, shipbuilding and navigation. Ancient India was a land of sages, saints and seers as well as a land of scholars and scientists. The course gives an awareness on India's contribution to science and technology.

15CUL501

CULTURAL EDUCATION

2 0 0 P/F

Objective: Love is the substratum of life and spirituality. If love is absent life becomes meaningless. In the present world if love is used as the string to connect the beads of values, life becomes precious, rare and beautiful like a fragrant blossom. Values are not to be learned alone. They have to be imbibed into the inner sprit and put into practice. This should happen at the right time when you have vitality and strength, when your hearts are open.

The present course in value education is a humble experience based effort to lead and metamorphosis the students through the process of transformation of their inner self towards achieving the best. Amma's nectarous words of wisdom and acts of love are our guiding principles. Amma's philosophy provides an insight into the vision of our optimistic future.

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences

3. Values - Key to meaningful life. Values in different contexts
4. Personality - Mind, Soul and Consciousness - Q and A. Body-Mind-Intellect and the Inner psyche Experience sharing
5. Psychological Significance of samskara (with eg. From Epics)
6. Indian Heritage and Contribution and Q and A; Indian Ethos and Culture
7. Self-Discipline (Evolution and Practice) – Q and A
8. Human Development and Spiritual Growth - Q and A
9. Purpose of Life plus Q and A
10. Cultivating self-Development
11. Self-effort and Divine Grace - their roles – Q and A; - Vedanta and Creation - Understanding a spiritual Master
12. Dimensions of Spiritual Education; Need for change Lecture – 1; Need for Perfection Lecture - 2
13. How to help others who have achieved less - Man and Nature Q and A, Sharing of experiences

REFERENCES:

1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amritaswaroopananda Puri - Amma's Heart
3. Swami Ramakrishnanda Puri - Rising Along the Razor's Edge
4. Deepak Chopra - Book 1: Quantum Healing; Book 2: Alpha and Omega of God; Book 3: Seven Spiritual Rules for Success
5. Dr. A. P. J. Abdul Kalam - 1. Ignited Minds 2. Talks (CD)
6. Swami Ramakrishnanda Puri - Ultimate Success
7. Swami Jnanamritananda Puri - Upadesamritham (Trans: Malayalam)
8. Vedanta Kesari Publication - Values - Key to a meaningful life
9. Swami Ranganathananda - Eternal values for a changing society
10. David Megginson and Vivien Whitaker - Cultivating Self Development
11. Elizabeth B. Hurlock - Personality Development, Tata McGraw Hill
12. Swami Jagatatananda - Learn to Live (Vol.1 and 2), RK Ashram, Mylapore

16EDU401

GROWTH AND DEVELOPMENT OF CHILD

3 1 0 4

Objectives: On completion of the course, the student teacher will -

- situate individual development in a socio-cultural context;
- develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;
- acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
- become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child.

Unit 1 Learner as a Developing Individual

- 1.1 Meaning of childhood, Concept of growth and development, Maturation, Stages of development.
- 1.2 Developmental Characteristics of a child.
- Vygotsky's and Piaget's - Cognitive development;
 - Erickson - Psycho social development;
 - Kohlberg – Moral development;
 - Noam Chomsky - Language development, Factors influencing language development.

Unit 2 Adolescence

- 2.1 Meaning and characteristics.
- 2.2 Developmental tasks of an adolescent and their implications.
- 2.3 Factors influencing development - Heredity and Environment.

Unit 3 Personality

- 3.1 Concept of Personality.
- 3.2 Approaches to Personality.
- 3.3 Balanced personality - Endocrine system.

Unit 4 Contexts of Socialization

- 4.1 Concept of socialization – role of family.
- 4.2 Schooling: peer influences, school culture, relationships with teachers.
- 4.3 Social, economic and cultural differences in socialization.

Unit 5 Current Issues in Child Development

- 5.1 Understanding concept of legal childhood.
- 5.2 Constitutional provisions for the young child.
- 5.3 Protecting the rights and cultural practices and ethnic identity of minority children.

Suggested activities/ practical/ tutorial:

- Principles of growth and development.
- Influence of media on adolescents.
- Adjustment concept and barriers.
- Defense mechanisms with examples.
- The major requirements of socialization.
- The role of school in general and teacher in particular in promoting culture.
- Right to Education Act, 2009, emerging positions of early childhood and the young child in the current five year plan.
- Protection of child's right to participation (responsive environment) and prevention of child abuse, neglect and protection from punishment.
- Prevention of children at work, protecting and promoting child's right to play, rest and leisure.

References:

- Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.
- NCERT (2005). *National Curriculum Framework*, New Delhi
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction
- Jeanne, Ellis Ormrod. *Educational Psychology: Developing Learners*. Fourth Edition
- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd.ed.). Upper Saddle River, N.J.: Pearson.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
- Mangal S.K (2003) *Advanced Educational Psychology*, Prentice hall of India, New Delhi.

16EDU402**EDUCATION IN CONTEMPORARY INDIA****3 1 0 4****Objectives:** On completion of the course, the student teacher will -

- develop an understanding of the concept and aims of education to deal in the educational context;
- acquire an awareness of the development of education in India;
- analyse the divergent philosophies behind education and their implications;
- analyse the diversities, Unifying factors, Constitutional provisions;
- appreciate the role of education in National development;
- comprehend the integral relationship between education and society;
- comprehend the nature of contemporary Indian society - Social, Economic and political environment - with reference to the educational systems;
- get acquainted with various levels of education in India;
- develop proper attitude towards solving social and academic problems in the school today;
- explore the significant role to be played by teachers as agents of social change in India.

Unit 1 Education as an evolving concept

- 1.1 Concept and Aims of Education.
- 1.2 Education in India - Ancient, Medieval and Western systems of education in India (Macaulay's Minutes and Wood's Dispatch), Education Commissions in pre-Independence India (Hunter's Commission, Sargent Report).
- 1.3 Relationship between Philosophy and Education.
- 1.4 Contributions of Indian Philosophers in Education - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhiji and Sarvepalli Radha Krishnan

Unit 2 Constitutional Provisions related to education

- 2.1 Directive Principles of State Policy, Fundamental Rights and Duties.

- 2.2 Articles related to education (15, 16, 17, 19, 21, 21a, 24, 28, 29, 30, 45, 350, 350a).
- 2.3 Constitutional values related to education.

Unit 3 Policies and Programmes

- 3.1 University Education Commission (Radhakrishnan commission 1948-49), Secondary Education Commission (Mudaliar Commission 1952-53), Indian Education Commission (Kothari Commission 1964-66).
- 3.2 NPE 1986, Revised NPE (1992).
- 3.3 Sarva Shiksha Abhiyan (SSA) - Akshara Dasoha, Nali – Kali, Chaitanya, Edusat.
- 3.4 RMSA, RTE Act (2009), RUSA, Role of DIET's, NCERT, DSERT and NCTE.
- 3.5 Higher education system - structure and role of UGC and NUEPA

Unit 4 Diversities in India

- 4.1 National and emotional integration.
- 4.2 Indian society - Unity in diversity, inequality and marginalization.
- 4.3 Languages and media of instruction in schools.

Unit 5 Education in the global context

- 5.1 Liberalization, Privatization and Globalization in education (L.P.G.) - Implications for quality and expansion.
- 5.2 Education as investment – Human resource development.
- 5.3 Education for international understanding.

Suggested Activities/ Practicals/ Tutorials

- Ongoing programmes of Elementary and Secondary Education introduced by Government of Karnataka and at National Level.
- Indian concept of Education.
- Contribution of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhiji and Sarvepalli Radha Krishnan to the development of education and how far can they be incorporated in the present system of education.
- National Educational Policies - 1968 - 1986 - 1992
- Role of MHRD.

Practicum:

- Study any one of the State and Centrally Sponsored schemes of education and submit a report on it.
- An analysis of the present educational situation in India in terms of policies of the Government/ reservation/ vocationalisation etc. and present a report on it with suggestive measures to improve the present status.
- A study of hurdles in fulfilling the Constitutional provision in respect of article 15, 16, 17, 18, 19, 2, 21a, 28, 29, 30 and 45, 350 and 350a.

- Critical Analysis of the implication of Right to Education Act – 2009.
- Collect and interpret the data regarding the output of Sarva Shikshana Abhiyana (SSA).
- Discuss the comments/ views on on-going programmes Akshara Dasoha, Nali – Kali, Chaitanya, Edusat.
- Conduct a seminar on the Aims and objectives of "Rastreeya Madyamika Shikshana Abhiyana (RMSA).

References:

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- Dewey J (1967). *Experience and Education*, Touchstone, New York.
- Dewey John (1956). *The Child and the Curriculum and 'School and Society'* Chicago, Illinois, USA: University of Chicago Press.
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- Mohanty. J. (1988). *Indian Education in the Emerging Society*, Bangalore: Sterling Publishers.
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- Ilaiah, K. (1996). *Why I am not a Hindu: A Sudra critique of hindutva philosophy, culture and political economy*. Samya Publications.
- Letter to a teacher: By the school of Barbiana.(1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- NCERT. (2005). *National curriculum framework*. NCERT.
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- https://en.wikipedia.org/wiki/Fundamental_Rights,_Directive_Principles_and_Fundamental_Duties_of_India
- pathshala.nic.in/wp-content/doc/NCF/Pdf/teacher_edu_final.pdf

16EDU403

SCHOOL MANAGEMENT

3 1 0 4

Objectives: On completion of the course, the student teacher will -

- comprehend the meaning of School Management and highlights the basic principles of School Management;
- justify the need for institutional planning;
- infer the need of maintaining different school related records;
- reflect critically on supervision of school, staff and activities;
- generate a plan on the institutional functions;
- evaluate the existing infrastructure and functioning of the school;
- describe the administrative structure of the State Board of Education;
- differentiate the function of a teacher and the Head of the Institution;
- prepare and maintain the school records.

Unit 1 School Management

- 1.1 School Management – Concept, meaning, principles, scope, importance, distinction between Administration, Management and Supervision - Criteria for a good management, Concept of Quality Management.
- 1.2 Administrative Head – Qualities, Duties and Responsibilities, Role in planning, monitoring, supervision and evaluation, delegation of authority, budget and monetary allocation and maintenance.
- 1.3 Supervision and Inspection – Meaning, importance, types and procedure - Accountability – meaning and need.
- 1.4 Physical Infrastructure – Availability, adequacy and utilization, management of space, constraints and suggested strategies to overcome it.
- 1.5 Concept of School plant.

Unit 2 Planning of School Management and School Activities/ Programmes

- 2.1 Institutional planning – Meaning, need, importance, steps and areas.
- 2.2 School records and registers – need, importance and maintenance.
- 2.3 Calendar of events and School timetable – importance, types, preparation and principles involved in their construction.
- 2.4 Concept of School complex – meaning, purpose, functions and advantages - Role of SDMC.
- 2.5 Co-curricular activities – Meaning – importance - planning and principles.
- 2.6 Parent Teacher Association – Formation – role - importance and school organization functions.
- 2.7 School health care programme – importance and organization - classification and promotion of pupils - periodical health checkup and medical counseling.

Unit 3 Teacher

- 3.1 Teacher - Teacher as a facilitator, counselor - community leader - second parent and guardian

3.2 Professional skills and competencies of teachers.

3.3 Class room management – concept, principles, influencing factors and technique of class room management, importance of discipline.

Unit 4 Action Research

- 4.1 Action Research – Meaning, scope, importance, identification of problem in school and classroom, steps involved in action research.
- 4.2 Teacher as a researcher.

Unit 5 Role of Voluntary, Government and Non-Government Organisation

- 5.1 Educational Administration – Role and hierarchy (NCERT, DSERT, DIET).
- 5.2 Structure of State Educational Administration and Supervision – external and internal hierarchy.
- 5.3 Guidelines to supervising staff, Steps in conducting supervision.
- 5.4 Role of different boards in monitoring, supervising - supervision report - educational ladder (DDPI, Block Education Office).

Suggested Activities/ Practicals/ Tutorials:

- Teacher competencies, Service record.
- Head of the Institution.
- Teacher Accountability for quality improvement.
- Role of CCA.
- Activities facilitating all round development of students.
- Structure of Administration of State and Central (Comparative Study).

Practicum:

- A critical study of the working of parent-teacher association in any two secondary schools.
- Preparation of an institutional plan.
- A critical survey of co-curricular activities in a secondary school.
- Preparation of an action plan and its implementation.
- A critical study of school health programmes in a secondary school.
- A critical survey of school records maintained in a secondary school.
- Preparation of school time table.
- Preparation of an academic calendar/school calendar.
- Analysis of the changed scenario in the inclusive school and prepare a report on it.

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- Sultan Mohiddin and Siddhalingiah

16EDU404**KNOWLEDGE AND CURRICULUM****3 1 0 4**

Objectives: On completion of the course, the student teacher will -

- reflect on the nature and role of disciplinary knowledge;
- facilitate learner to construct knowledge through various disciplines;
- analyze the nature of each discipline connected with the curriculum;
- identify different disciplines connected with school education;
- investigate the emergence of each existing discipline in the school education;
- reflect on the nature and role of Curriculum;
- explore the present status of disciplines in the school curriculum;
- analyze the modern societal demand for various disciplines;
- create interdisciplinary curriculum;
- analyse the different approaches to curriculum development;
- explain the Learner, constructivist, Activity based centered approaches;
- analyse modern Concerns of Curriculum;
- distinguish between Knowledge and Skill, Teaching and Skill - Knowledge and Information;
- identify various dimensions of the curriculum and their relationship with the aims of education.

Unit 1 Knowledge and Disciplines

- 1.1 Knowledge – concept, nature, importance.
- 1.2 Distinction between – Knowledge and Wisdom, Knowledge and Skill, Knowledge and Information, Teaching and Training, Reason and Belief.
- 1.3 Discipline - concept, role, need.
- 1.4 Views of Indian Sages, Philosophers, and Educators.

Unit 2 Knowledge resources accumulation

- 2.1 Knowledge generation - Modes - Activity - Discussion – Dialogue
- 2.2 Planning – Preparation - Modes of Cultural activities – Multiculturalism - cultural lag.
- 2.3 Impact of Modernization and democracy.
- 2.4 Modern Values – equity – equality - social justice - scientific temper – environment - dignity.
- 2.5 Concept of Nationalism, Universalism and Secularism and their relationship with education.

Unit 3 Nature importance and development of School Curriculum

- 3.1 Nature - Meaning and importance of Curriculum – Syllabus and distinction.
- 3.2 Types of curriculum.
- 3.3 Approaches to curriculum development – Subject-centered, teacher-centered, Learner-centered, Dialogue-centered, Activity-based approaches.

Unit 4 Curriculum Construction

- 4.1 Principles and Components.
- 4.2 Determinants of curriculum – state - national - global levels.
- 4.3 Impact of policies in curriculum construction.
- 4.4 Role of NCF (1995 – 2009).
- 4.5 Preparation of text books - children's literature - teachers' handbooks.

Unit 5 Agencies of Curriculum

- 5.1 Role of agencies in curriculum development - State and National level - DSERT, NCERT, CBSE, NCTE, UGC, NUEIPA, and Universities.
- 5.2 Role of School formal agency.

Suggested Activities/ Practicals/ Tutorials:

- Critical analysis of existing curriculum at primary and secondary levels and their assessment.
- Revising curriculum based on global market needs.
- Teachers handbook its need and content.
- Different Modes of Knowledge Generation.
- Subject-centered, Learner-centered, Activity-centered.
- Constructivist approach to teaching.
- Hidden curriculum and its role.

Practicum:

- Case studies of schools. (Curriculum)
- Observation in schools and other field sites.
- Panel or group discussion on issues in education.
- Recording of observations and experiences of various culture groups.

References:

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- Yager R (1999). *The Constructivist Learning model, towards real reform in Science education.* *The Science Teacher* 58 (60, 52-57)

16EDU411**LEARNING AND TEACHING****3 1 0 4**

Objectives: On completion of the course, the student teacher will -

- become aware of the meaning of Teaching and Learning;
- analyse learning as Process and Product;
- justify the role of teacher as facilitator;
- substantiate teaching as profession;
- reflect on his/ her own experiences to comprehend the nature and different approaches to learning;
- explore the possibilities of comprehending and analyzing human cognition and designing learning environments and experiences at school;
- acquire knowledge of various theories of learning and analyse their implications for teaching and learning;
- analyse the existing individual differences and influencing factors;
- analyse the nature and process of learning in the context of various learning theories and factors influencing learning.

Unit 1 Learning and Learning Process

- 1.1 Educational Psychology – Meaning, branches, need and importance for teachers, Methods of Psychology.
- 1.2 Learning - Meaning, relationship with development, maturation and readiness.
- 1.3 Issues related to learning – Motivation, Memory and Forgetting, Transfer of Learning Intelligence - A brief description of theories of intelligence - Earlier theories (Spearman, Thurston), Modern theories (Howard Gardner, Robert Sternberg).

Unit 2 Learning-Constructivist Perspective

- 2.1 Learning as 'construction of knowledge' - 'transmission and reception of knowledge'.
- 2.2 Perspectives and Theories on human learning: Behaviourist (Pavlov and skinner), cognitive constructivist (Bruner, Piaget, Vygotsky), information-processing view.
- 2.3 'Construction of knowledge' - Experiential learning, reflection and meta-cognition as facilitating factors of understanding.
- 2.4 Creating facilitative learning environment - social emotional climate, teachers' attitudes and expectations, motivation, collaborative and self-regulated learning.

Unit 3 Teaching

- 3.1 Meaning, importance, teaching as a profession, teaching as a complex activity.
- 3.2 Preparation for teaching - Need, analysing teaching in diverse contexts. Teaching – as process and product, as system of actions, as Communication, as interaction, as cognitive process development, as human potential development.
- 3.3 Modes of Transaction – Teacher-centered, student-centered, subject-centered, co-operative, team approaches, Different strategies and skills of teaching.
- 3.4 Teacher as a Guide, facilitator and Counsellor.

Unit 4 Individual differences among Learners

- 4.1 Individual differences: Nature, Dimensions of differences in psychological attributes - cognitive abilities, interest, aptitude, creativity, personality, values.
- 4.2 Accommodating individual differences in the class-room.
- 4.3 Measurement of individual difference with reference to cognitive Attributes (intelligence, aptitude and creativity and non-cognitive attributes (attitude, interest and values).
- 4.4 Differences in 'learning styles'.
- 4.5 Guidance and Counselling: Meaning, types and importance.

Unit 5 Learning and Environment

- 5.1 Various learning situations (school and outside).
- 5.2 Class room as a group and its impact, socialization of the learner, Concept of social learning, Group cohesiveness, Sociometry.
- 5.3 Factors related/ influencing learning – School, Home, Family, Society, Peer- group.
- 5.4 Mental Health and hygiene, Adjustment and defense mechanisms.

Suggested Activities/ Practicals/ Tutorials:**Activities -**

- Individual differences in Aptitude, Attitude, Interests.
- Process – Episode, Social Constructivism.
- Different situations – Styles and instructional strategies.
- Tools – Checklist, Rubric.
- Environment – Facilitating Learning, Games (group dynamics – facilitating hands-on learning) simulations, models and projects.

Tutorials -

- Principles of growth and development.
- Branches of applied psychology.
- Influence of media on adolescents.
- Relationship between learning and maturation.
- Measures to motivate students.
- Defence mechanisms with examples.
- Characteristics of educationally backward and gifted children.

Practicum -

- Study of behavioural patterns of VIII/IX std. students.
- Activities leading to the emergence of creativity or divergent thinking.
- Analysis of a situation and identification of the type of transfer of learning.
- Identification of the characteristics of a well-integrated personality by taking the example of celebrities Dr.Radhakrishnan, Mother Theresa, Sir M. Vishweshwaraiah, Mahatma Gandhiji and Aurobindo
- Preparation of a Sociogram.
- Case study of a well-adjusted or maladjusted student/person.

References:

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Kannada References:

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- Govindarao A V (1996), *Shikshanadalli Manovijnana*, Mysuru: Murali Prakashana
- Dandapani S (1998), Anu Mahabaleshwararao (2000) *Manahshastra matthu Uppinkote: Sumantha Prakashana*
- Vamadevappa H V (2010). *Shaikshnika Manovijnana Shreyas Publications, Davanagere*.

16EDU412**LANGUAGE ACROSS THE CURRICULUM****2 1 0 3**

Objectives: On completion of the course, the student teacher will -

- get familiarized with the nature of language;
- analyse the interplay of language and society;
- trace the process of language acquisition;
- analyse the function of Language and how children use them as a tool;
- justify the need and significance and acquisition of early literacy in the larger context of school curriculum;
- use ways of handling aspects of grammar not in isolation but by creatively integrating them with text.

Unit 1 Nature of Language

1.1 Importance of language.

1.2 Language – Phonology, morphology, syntax, semantics and pragmatics.

1.3 Ethnic and social context in language Development.

Unit 2 Multilingualism

2.1 Nature of multilingualism - Differential status of Indian languages in education.

2.2 Multilingualism: the Role of Teacher in the class rooms.

2.3 State policies on language and education.

Unit 3 Language Acquisition

3.1 Factors responsible for Language development – Acquisition.

3.2 Language acquisition among the students.

3.2 Learning: pre-school and early school years; Children's Background and School Experience.

Unit 4 Language Learning Skills

- 4.1 Importance of learning language skills.
- 4.2 Use of language in teaching of various disciplines: Literature, Social Science, Mathematics.
- 4.3 Understanding the child in the context of language – spoken-language, home-language, school-Language, community-language.

Unit 5 Classroom practices and assessment

- 5.1 Using class room situation.
- 5.2 Class room practices - Dialogue, Drama conversation, News reading, Quiz etc.
- 5.3 Role of literature in language proficiency.
- 5.4 Components of Assessment – oral, written, Paper and Pen test.
- 5.5 Impact of Language proficiency – Employability.

Suggested Activities/ Practical/ Tutorials -

- *Intensive – Extensive – Library reading and critical readings of selective texts, Readings in small groups.*
- *Any subject related participatory transaction by building them around responses of students and conducting language games.*
- *Giving Students opportunities to go through experiential process for transacting some topics such as process writing.*
- *Children - note making - taking*
- *Summarizing*
- *Making reading - writing connections - (comprehension reading)*
- *Process writing; analyzing children's writing to understand their conceptions (giving key words)*
- *Writing with a sense of purpose - writing to learn and understand.*
- *Using Children's literature across curriculum.*
- *Assessment of language as a continuous process.*
- *Use of multiple sources (picture reading, Idioms, Proverbs) for comprehensive assessment.*
- *Ways of language assessment - observation, records, maintaining profiles, Formal and Informal Letter writing, etc.*

References:

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- Armbruster, Bonnie B. (1984). *The Problem of "Inconsiderate Text"* In Duffy, G.G.(eds.) *Comprehension Instruction, Perspectives and Suggestions.* Longman Chapter 14.
- Kumar, K. (2007). *The Child's Language and the Teacher.* India: NBT.

16EDU451 CONTENT ENRICHMENT IN BIOLOGICAL SCIENCE 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- *acquire a knowledge of biological terms, facts, concepts, definitions;*
- *recognise the need for classification of plants and animal forms;*
- *develops an understanding of biological terms, facts, concepts, definitions, functions, processes, phenomena etc.;*
- *classifies plants and animals into respective families and phyla;*
- *compares the different types of plant and animal tissues;*
- *differentiates between various families and phyla;*
- *applies biological knowledge and understanding to new and unfamiliar situations;*
- *give biological reasons for the every content;*
- *develops skills in practical aspects like observation, performance, recording etc.;*
- *sketches diagrams of different structures studied under biology content;*
- *appreciate the unity of life ;*

Unit 1 Classification of living organisms

- 1.1 Branches of biology and Systems of classification of organisms (taxonomy).
- 1.2 Classification of Green plants (kingdom plantae) features morphology with examples.
- 1.3 Classification of Animals (kingdom Animalia) general characteristics, with examples.

Unit 2 Ecology evolution and Microbes

- 2.1 Ecology - Study of our environment, environmental issues and Natural resources.
- 2.2 Evolution of life – Early earth, Organic evolution (Lamarckism & Darwinism), Evidences supporting evolution (vestigial organs, embryological, fossils) and the story of Human.
- 2.3 The world of microbes and microbial diseases.

Unit 3 The study five levels of organisation of organisms

- 3.1 Cell – Structure and functions of plant and animal cells including organelles and cell Division.
- 3.2 Tissue - Structure and functions of plant and animal tissues.

Unit 4 Coordination and Physiology in organisms

- 4.1 Control and coordination in plants and animals (hormones and human organs).
4.2 Physiological functions in plants and animals (Life process - D, R, C, E & R).

Unit 5 Applied Biology and Evolution (Nutrients, Genetics and Evolution)

- 5.1 Nutrients - classification, deficiency disorders, their causes and symptoms.
5.2 Food production – Plant and animal breeding and role of Biotechnology plant breeding & food industry (applications of Biotechnology) economic botany and zoology.
5.3 Genetics – Heredity, chromosomes, structure and significance of DNA, Genetic Engineering.

References:

- Karnataka textbook society - (2013) 8th, 9th and 10th standard Science text book, the managing director, 100ft Ring Road, Bansankari 3rd stage, Bengaluru-560085.
- Mohan R Arora - Ecology, Himalaya publishers
- New expert Biology volume – I (First year PUC), Expert educational publishers, Bengaluru - 560085.
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- Dalela R.C. – A text book of Chordate Zoology, Jai praksh Nath Publications, Meerut - 250002.
- Dutta A.C. - Botany for degree students, Oxford University Press, Walton Street,
- Singh B.D. – Biotechnology, Kalyani Publishers, New Delhi.
- Sundara Rajan S – Introduction Modern Botany, Anmol publication, New Delhi.
- BSCS (NCERT); Biology, Yellow version.
- BSCS (NCERT); Biology Blue version. Molecules to Man.
- UGC – Text book Environmental Science for under graduate courses, New Delhi

16EDU452 CONTENT ENRICHMENT IN COMMERCE 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- describe the characteristics of management and its importance in an organization;
- to acquire the capacity to plan and organize co-curricular activities in commerce classes;
- mould the prospective teachers to uphold the professional spirit in diverse angles;
- enable the learner to improve his/ her professional competence as a commerce teacher;
- empower students in using digital resource for assessment and evaluation in commerce;
- become capable of constructing and implementing achievement and diagnostic tests;
- acquaint student teachers with the various assessment techniques;
- know the quality improvement programmes conducted by various agencies.

Unit 1 Commerce

- 1.1 Evolution and growth of commerce, Meaning and importance of business.

- 1.2 Emergence of different forms of business organizations, large-scale business organization, management of business, accounting in business.

Unit 2 Business

- 2.1 Nature and purpose of business, business services, emerging modes of business.
2.2 Business Finance and Marketing.

Unit 3 Business Studies

- 3.1 Introduction, meaning and importance of Business Studies.
3.2 Social responsibility of business and business ethics, sources of business finance, internal trade, international business.

Unit 4 Management

- 4.1 Nature and significance of Management, Principles of Management, Business Environment, planning, organizing, staffing, directing, controlling.
4.2 Financial Management, Financial Markets, Marketing Management, Consumer Protection, Entrepreneurship Development.

Unit 5 Accountancy

- 5.1 Introduction to accounting, theory base of accounting, recording of business transactions, bank reconciliation statement, trial balance and rectification of errors, accounting of bills of exchange, financial statement, accounts from incomplete records.
5.2 Depreciation, provisions and reserves, accounting for partnership, partnership accounts – admission of a partner – retirement, death of a partner - dissolution of partnership firm, accounting for share capital and debentures, financial statements of joint stock company, analysis of financial statements, accounting for non-profit organizations, computers in accounting.

Suggested activities/ practicals/ tutorials -

- Content analysis of +1 and +2 business studies and accountancy text books;
- Collect newspaper cuttings regarding new trends and issues in commerce field;
- Conduct an interview of a successful entrepreneur and prepare a report on it;
- Conduct a debate on impact of LPG on Indian economy;
- Visit a firm and write a report on the social responsibility activities carried out by that firm.

References:

- Sunny, K. (2015). Business Studies. Kross Publication.
- Porwal, L.S., Banerjee, B., Saxena, R.G., Mohan, M., Agarwal, N.K., (2015), National Council of Educational Research and Training.
- P.K.Lazar. (2015). Business Studies. Excel Publication.
- Higher secondary business studies and accountancy text books NCERT and SCERT (Plus 1 & Plus 2)

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CONTENT ENRICHMENT IN ENGLISH

1 0 2 2

Objectives: On completion of the course, the student teacher will -

- enhance the knowledge of Grammar;
- differentiate various forms of literature;
- design activities and adopt in classroom;
- comprehend the literature.

Unit 1 Grammar and its uses 1

1.1 Articles, Preposition.

1.2 Parts of Speech, Phrase, Clause, and Sentence.

Unit 2 Grammar and its uses 2

2.1 Tenses.

2.2 Reported speech, active and passive voice.

2.3 Degrees of comparison.

2.4 Common errors in English.

Unit 3 Vocabulary

3.1 Vocabulary Building through games.

3.2 Teaching of vocabulary.

3.3 Vocabulary and Reference skill (Dictionary).

Unit 4 Language Skills and Activities

4.1 Receptive Skills (Listening & Reading).

4.2 Productive Skills (Speaking & Writing).

4.3 Integrated Skills.

Unit 5 Literature: Art of reading and comprehension

5.1 Reading passages for better comprehension skills.

5.2 Understanding Poems, Short stories, and other various forms: to teach them using activities: 9th STD textbook contents - The enchanted pool, Upagupta, The Three Questions, Gratitude, My beginnings, Missed, Whatever we do, The wonderful words, Justice Above self, Justice.

5.3 Understanding Literature: 8th STD textbook contents - A day in the Ashram, Character of a Happy life, Sir. CV Raman, The little busy bee, No men are foreign, For a five year old, All the world her stage, Machine, The axe in the wood, The employers new clothes, The earth quake, Lal Bahudur Shastri.

5.4 Understanding Syllogisms.

5.5 Logical sequence of words.

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CONTENT ENRICHMENT IN KANNADA

1 0 2 2

References:

- key to wren & martin regular & multicolour editions of high school english grammar & composition (english)
- A textbook of english phonetics for indian students (english) 2nd edition
- Business correspondence - A guide to every day writing - Lin Lougheed
- English 8th and 9th Text books (both State and Central board)
- Word Power made easy - Norman Lewis

16EDU454

CONTENT ENRICHMENT IN KANNADA

1 0 2 2

ಕನ್ನಡ ವಿಷಯ ಸಂವರ್ಧನೆ

ಉದ್ದೇಶಗಳು: ಈ ಕೋರ್ಸ್‌ನ್ನು ಅಧ್ಯಯನ ಮಾಡಿದ ನಂತರ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ ಈ ಕೆಳಗಿನ ವರ್ತನೆಗಳನ್ನು ಪ್ರಕಟಿಸುವನು

- ವರ್ಣಗಳ, ಪದಗಳ ಮತ್ತು ವಾಕ್ಯಗಳ ನಿಯಮಗಳನ್ನು ರೂಪಿಸುತ್ತಾನೆ
- ಪದ, ವಾಕ್ಯ, ವಾಕ್ಯವೃಂದ ರಚನೆಯ ಶುದ್ಧ ಕ್ರಮವನ್ನು ಬಳಸುತ್ತಾನೆ
- ಪ್ರಸಾರ ಕ್ರಮ ಬಳಸಿ ಅಕ್ಷರ ಭಂದಿಸಿನ ಮತ್ತು ಮಾತ್ರಾ ಭಂದಿಸಿನ ವಿಧ ಗುರ್ತಿಸಿ ವರ್ಗೀಕರಿಸುತ್ತಾನೆ
- ಅಕ್ಷರ ಭಂದಿಸಿನ ಮತ್ತು ಮಾತ್ರಾ ಭಂದಿಸಿನ ನಿಯಮ ನಿರೂಪಿಸುತ್ತಾನೆ
- ಅರ್ಥಾಲಂಕಾರ ಮತ್ತು ಶಬ್ದಾಲಂಕಾರದ ನಿರೂಪಣೆ ನೀಡುತ್ತಾನೆ
- ಅರ್ಥಾಲಂಕಾರದ ವಿಧ ಗುರ್ತಿಸಿ ಅನ್ವಯಿಸುತ್ತಾನೆ
- ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಸ್ವರೂಪವನ್ನು ನಿರೂಪಿಸಿ ಲಕ್ಷಣಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುತ್ತಾನೆ
- ವಿಷಯ ಪಸ್ತು (ಉಪನ್ಯಾಸದ ಅಂಶಗಳು)

ಘಟಕ 1: ಸಂಜ್ಞಾ ಪ್ರಕರಣ

- 1.1. ವರ್ಣಮಾಲೆ, ವರ್ಣಮಾಲೆಯ ವಿಭಾಗ ಕ್ರಮ
- 1.2. ಧ್ವನಿವ್ಯವಸ್ಥೆ, ವರ್ಣೋತ್ತಮ ಮತ್ತು ಉಚ್ಚಾರಕ್ರಮ
- 1.3. ಕನ್ನಡ ಪದಗಳ ಸ್ವರೂಪ, ವಿಧಗಳು (ನಾಮ, ಕ್ರಿಯೆ, ಅವ್ಯಯ) ಮತ್ತು ಸಾಧಿತ ಪದಗಳು
- 1.4. ವಾಕ್ಯರಚನೆ, ವಾಕ್ಯವಿಧಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು

ಘಟಕ 2 : ವ್ಯಾಕರಣಾಂಶಗಳು

- 2.1. ಸಂಧಿಗಳು
- 2.2. ಸಮಾಸಗಳು
- 2.3. ಕನ್ನಡದ ಪದಕೋಶ ಬೆಳವಣಿಗೆ (ಅನ್ಯದೇಶಿಯಪದಗಳು)

ಘಟಕ 3: ಭಂದಸ್ತು

- 3.1 ಭಂದಿಸಿನ ಪರಿಚಯ ಮತ್ತು ಮಹತ್ವ
- 3.2 ಮೂಲ ತತ್ವಗಳು, ಪ್ರಸ್ತಾರಕ್ರಮ
- 3.3 ಗಣಗಳು- ಅಕ್ಷರ, ಮಾತ್ರ, ಅಂಶ
- 3.4 ಖ್ಯಾತ ಕರ್ನಾಟಕ ವೃತ್ತಗಳು, ತ್ರಿಪದಿ, ಕಂದ, ಷಟ್ಪದಿ, ರಗಳೆ, ಸಾಂಗತ್ಯ

ಘಟಕ 4 : ಅಲಂಕಾರಗಳು

- 4.1 ಸಾಹಿತ್ಯಿಕವಾಗಿ ಅಲಂಕಾರದ ಮಹತ್ವ
- 4.2 ಶಬ್ದಾಲಂಕಾರದ ವಿಧಗಳು - ಅನುಪ್ರಾಸ, ಯಮಕ, ಚಿತ್ರಕವಿತ್ವ
- 4.3 ಅರ್ಥಾಲಂಕಾರದ ವಿಧಗಳು - ಉಪಮಾ, ರೂಪಕ, ದೀಪಕ, ಉತ್ತೇಜ್ಜೆ, ದೃಷ್ಟಾಂತ, ಅತಿಶಯ, ಶ್ಲೇಷ, ಅರ್ಥಾಂತರನ್ಯಾಸ, ಪ್ರತಿಮಾ

ಘಟಕ 5 ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಸ್ಥೂಲ ಪರಿಚಯ

- 5.1 ಗದ್ಯಪ್ರಕಾರಗಳು: ಪ್ರಬಂಧ, ನಾಟಕ, ಸಣ್ಣಕಥೆ
- 5.2 ಪದ್ಯಪ್ರಕಾರಗಳು: ಚಂಪೂ, ರಗಳೆ, ವಚನ, ಕೀರ್ತನೆ, ಭಾವಗೀತೆ, ಜನಪದಗೀತೆ
- 5.3 ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ: ಸ್ವರೂಪ, ಅಗತ್ಯ ಮತ್ತು ವಿಧಗಳು (ಸಾಂಪ್ರದಾಯಿಕ, ಪ್ರಾಯೋಗಿಕ, ಸಾಮಾಜಿಕ ಮತ್ತು ಮನೋವೈಜ್ಞಾನಿಕ)

ಸ್ವಾಧ್ಯಯನ, ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯ ಮತ್ತು ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಳ್ಳಲು ನೀಡಿರುವ ಸಲಹಾ ಮಾರ್ಗಸೂಚಿ:

- ದಕ್ಷಿಣ ಭಾರತ ಭಾಷಾ ಸಂಸ್ಥಾನದ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯಕ್ಕೆ ಭೇಟಿ
- ಪದಗಳ ವಿಧ ಮತ್ತು ವಾಕ್ಯಗಳ ವಿಧದ ಚಾರ್ಟ್‌ಗಳ ತಯಾರಿಕೆ
- ರಸಪ್ರಶ್ನೆ
- ವಾಕ್ಯ ವಿಧ ಮತ್ತು ವಾಕ್ಯವೃಂದದ ರಚನೆ (ಕಾರ್ಯಾಗಾರ)
- ಲೇಖನ ಚಿಹ್ನೆ (ನಾಟಕೀಕರಣ)
- ವ್ಯಾಕರಣ ವ್ಯಕ್ತಿ (ಚಾರ್ಟ್ ತಯಾರಿಕೆ) ಬಳಸಿ ವಿವರಣೆ
- ಪ್ರಸ್ತಾರ ಕ್ರಮದ ಅಭ್ಯಾಸ (ಡ್ರಿಲ್ ವರ್ಕ್) ಮಾಡಿಸುವುದು
- ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ ವಿಧಾನಗಳ ಬಳಕೆ (ಪ್ರಾತ್ಯಕ್ಷಿಕೆ)
- ರಸಪ್ರಶ್ನೆ
- ಅಲಂಕಾರಗಳ ಚಾರ್ಟ್ ತಯಾರಿಕೆ
- ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ ವಿಧಾನಗಳ ಬಳಕೆ (ಪ್ರಾತ್ಯಕ್ಷಿಕೆ)
- ವಿಚಾರ ಮಂಡನೆ
- ಕಾಲತಃಖ್ತೆ ತಯಾರಿಕೆ (ಚಂಪೂ ಕಾವ್ಯ)
- ಭಾವಗೀತೆಯ ವಿಧಗಳ ಪಟ್ಟಿ ತಯಾರಿಕೆ
- ಜನಪದ ಗೀತೆಯ ವಿಧಗಳು (ಕಾರ್ಯಾಗಾರ)
- ಪಾಠವನ್ನು ಆಯ್ದು - ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ(ಅನ್ವಯಿಸಿ)

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

- | | | |
|-----------------------|---|----------------------------------|
| ಡಿ. ಎನ್. ಶಂಕರ ಭಟ್ಟ | - | ಕನ್ನಡಕ್ಕೆ ಬೇಕು ಕನ್ನಡದ್ದೇ ವ್ಯಾಕರಣ |
| ಡಾ. ಕೆ. ಕೆಂಪೇಗೌಡ | - | ಧ್ವನಿ ವಿಜ್ಞಾನ |
| ಡಾ. ಕೆ. ಗೋಪಾಲಕೃಷ್ಣಯ್ಯ | - | ಕನ್ನಡ ವ್ಯಾಕರಣ ಕೈಪಿಡಿ |

- | | | | |
|-------------------|---|---------------|----------------------------|
| ಕೆ. ಸಚ್ಚಿದಾನಂದಯ್ಯ | - | ಕನ್ನಡಿಯ ಕಲಿಕೆ | } ದಕ್ಷಿಣ ಭಾರತ ಭಾಷಾ ಸಂಸ್ಥಾನ |
| ಭಾ. ಮಲ್ಲಿಕಾರ್ಜುನ | - | ಸರಿಹೆಜ್ಜೆ | |
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| ಡಿ.ಎಸ್.ಇ.ಆರ್.ಟಿ. ಪ್ರಕಟಣೆ | - | ಕನ್ನಡ ಸಂಪದ |
| ರಂ. ಶ್ರೀ. ಮುಗಳಿ | - | ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ |
| ರಾಜಪ್ಪ ದಳವಾಯಿ | - | ಕನ್ನಡ ಸಾಹಿತ್ಯ ಕೋಶ |
| ಡಾ. ಕೆ. ಗೋಪಾಲಕೃಷ್ಣಯ್ಯ | - | ಕನ್ನಡ ವ್ಯಾಕರಣ ಕೈಪಿಡಿ |
| ಡಾ. ಎಂ. ಪ್ರಹ್ಲಾದ ರಾವ್ | - | ಲೇಖನ ಕಲೆ |
| ಡಾ. ಟಿ.ವಿ.ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ | - | ಕನ್ನಡ ಛಂದಃಸ್ವರೂಪ |

16EDU455

CONTENT ENRICHMENT IN MATHEMATICS

1 0 2 2

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of - Numbers, Algebraic expressions, Triangles; Basic concepts of trigonometry.
- develop an Understanding about - Formulating some games and puzzles involving numbers; Operations on Sets.; Angle sum properties of triangle and quadrilaterals.
- apply knowledge and understanding of - Solving simultaneous linear equations by different methods; Writing variation symbolically; Solving for measures of central tendencies.
- develop skill of - Construction of 3x3 magic squares; Prove the theorems on triangles; Construct cyclic quadrilaterals.

Unit 1 Understanding the basics of Arithmetic I

- 1.1 Number system
- 1.2 Sets
- 1.3 Progression of numbers

Unit 2 Understanding the basics of Arithmetic II

- 2.1 Profit and Loss
- 2.2 Banking
- 2.3 Statistics

Unit 3 Understanding the basics of Algebra

- 3.1 Introduction to Algebra
- 3.2 Exponents
- 3.3 Factorisation
- 3.4 HCF and LCM
- 3.5 Simultaneous Linear Equations
- 3.6 Variations

Unit 4 Understanding the basics of Geometry

- 4.1 Introduction to Geometry
- 4.2 Triangles
- 4.3 Polygons

Unit 5 Understanding the basics of Geometry and Trigonometry

- 5.1 Quadrilaterals
- 5.2 Circles
- 5.3 Basic concepts of Trigonometry

References:

- Karnataka state board 8th standard mathematics text book.
- Karnataka state board 9th standard mathematics text book.
- Karnataka state board 10th standard mathematics text book.
- CBSE 8th standard mathematics text book.
- CBSE 9th standard mathematics text book
- CBSE 10th standard mathematics text book
- NCERT 8th standard mathematics text book.
- NCERT 9th standard mathematics text book.
- NCERT 10th standard mathematics text book

16EDU456 CONTENT ENRICHMENT IN PHYSICAL SCIENCE 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- develop basic understanding of concepts in Physical Science.
- analyse the concepts in Physics and Chemistry.
- acquire the various laboratory skills.

Unit 1 Understanding the basics of Chemistry

- 1.1 Structure of atom, More about atoms, Chemicals in our daily life, Types of chemical reactions, States & Properties of matter.
- 1.2 Synthetic materials, Electronic configuration, Chemical bonding, Periodic table - its significance, Metals.

Unit 2 Understanding the basics of Physics

- 2.1 Describing motion, Force and Newton's laws of motion, Energy and its forms.
- 2.2 World of sounds, Heat & Light, Communication gadgets & Basics of Computer.

Unit 3 World of Chemistry

- 3.1 Radio activity, Carbon and its compounds.
- 3.2 Ionic conduction, Behaviour of gases.

Unit 4 World of Physics

- 4.1 Universe, Electricity & Magnetism.
- 4.2 Gravitation.

Unit 5 Laboratory skills Physical Science

- 5.1 Laboratory skills in Chemistry
- 5.2 Laboratory skills Physics

Practicum:

- Preparing the list of apparatus to be used in the lab.
- Preparing the list of experiments to be conducted and the list of material to be used for conducting these experiments.
- Prepare a manual to use five equipments in a Physical Science Laboratory
- Construction of an improvised aid for the teaching of any topic in Physical science up to plus two level
- PowerPoint presentation on selected topics in Physics and Chemistry.

References:

- NCERT 8th, 9th and 10th Standard Science Text books.
- KSEEB 8th, 9th and 10th Science Textbooks.
- NCERT 11th and 12th Physics and Chemistry Textbooks.

16EDU457 CONTENT ENRICHMENT IN SOCIAL SCIENCE 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- develop basic understanding of concepts in Social Science.
- analyse the concepts in History, Political Science, Civics, Geography, Economics and Sociology.
- acquire the various skills related with Social Science.

Unit 1 History

- 1.1 Sources - Geographical features and prehistoric India - Ancient civilization of India - Ancient civilization of the World - Greek Roman and American Civilization - The birth of new religions - Mauryas and Kushans - The Guptas and vardanas - South India - Sadahavahanas Kadambas and Gangas - The chalukiyas of

Badami. Pallavas of Kanchi - The rashtrakudas of manyakheta and chalukiyas of kalyana - The Cholas and Hoysalas of Dwarasamudra.

1.2 Christianity and Islam - Europe in the middle ages - India from 9th century AD to 14th Century AD - Religious reformers of India - Vijayanagara and Bahamani Kingdoms - The Moghuls and the Marathas - Bhakti Bandh - Modern Europe. 15th & 16th Century - Revolution and raise of nation states.

1.3 16th and 17th century Advent of the Europeans to India - Mysore state and the British 17th Century - The establishment of English rule in India 19th Century - The first war of Indian Independence 1857 - The impact of British rule in India - The constitutional development of India - The Socio-religious Reform Movements - The Freedom Movement - The Freedom Movement in Karnataka - India after Independence - The Modern World - The First World War - The Second World War - The contemporary world.

Unit 2 Political Science/ Civics

2.1 Meaning and Importance of Political Science.

2.2 Citizen and citizenship - Democracy.

2.3 Local Self Government - Our constitution.

2.4 The Union Government - State Government - Defense of the nation.

2.5 National Integration.

2.6 The challenges facing India.

2.7 India and the world - India and world Problems

Unit 3 Sociology

3.1 Man and Society.

3.2 Man and Culture.

3.3 Sociology in daily life.

3.4 Kinds of societies

3.5 Family.

3.6 Socialization and family relationship.

3.7 Cities and other communities.

Unit 4 Geography

4.1 The earth - Our living planet.

4.2 Lithosphere – Atmosphere – Hydrosphere - Biosphere.

4.3 Out state Karnataka.

4.4 Physiographic divisions.

4.5 Climate, Soil, Natural Vegetation and Animals of Karnataka.

4.6 Water resources of Karnataka.

4.7 Land resources of Karnataka.

4.8 Mineral resources.

4.9 Transport.

4.10 Industries of Karnataka.

4.11 Major tourist centers of Karnataka.

4.12 Population of Karnataka.

4.13 India - Climate of India.

4.14 Natural vegetation and animal life.

4.15 Our resources – Agriculture - Mineral and power resources.

4.16 Industries - Transport and communication

Unit 5 Economics

5.1 Meaning and importance of Economics.

5.2 Natural resources.

5.3 Human resources.

5.4 Poverty and Hunger.

5.5 Economics structure.

5.6 Sectors of Indian economy.

5.7 Money and credit.

5.8 Labour and employment.

5.9 Agriculture developments in India.

5.10 Cottage and small scale industries.

5.11 Domestic and foreign trade in India.

5.12 Government and economic development

References:

- Government of Karnataka Textbook Society Social Science Eighth Standard Text Book (2016)
- Government of Karnataka Textbook Society Social Science Ninth Standard Text Book (2016)
- Government of Karnataka Textbook Society Social Science Tenth Standard Text Book (2016)

16EDU461

PEDAGOGY OF BIOLOGICAL SCIENCE

2 0 2 3

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of nature and scope of Biological Science;
- appreciate the role of Biological Science in Daily Life;
- list out the importance of Biological Science in day today life;
- appreciate the values of teaching Biological Science, content categories of Biological Science;
- applying the different methods, models and approaches of teaching Biological Science;
- develop the skill of analyzing the Biological Science content in terms of content and learning;
- state objectives in behavioral terms content categories of Biological Science;
- Analyse the Constructivist base for lesson planning (5E Model);
- explain Science Education as envisaged in NCF – 2005;
- explain the different resources for Teaching Biological Science;

- develop the skill of selecting and using appropriate media and materials while teaching lessons in Biological Science;
- prepares Learning Aids, conduct experiments and demonstrate in Biological Science.

Unit 1 Introduction

- 1.1 Meaning, Nature, Scope, importance and application of Biological Science to day-to-day life.
- 1.2 Types of correlation in Biological Science and correlation of Biological Science with other subjects.
- 1.3 Values of teaching Biological Science – Aesthetic, Intellectual, Vocational and Utilitarian values.
- 1.4 Components of Biological Science as a process – Science process skills, Observation, Identification, Classification, Hypothesis, Experimentation and Scientific method.
- 1.5 Components of Biological Science as a Product – Facts, Concepts, Generalization, Laws, Theories and Scientific Attitude.
- 1.6 Contribution of Indian (Ancient and Modern) and Western Biologists.

Unit 2 Objectives

- 2.1 Science Education as envisaged in NCF – 2005.
- 2.2 General objectives of teaching Biological science at higher primary, Secondary and Higher secondary level.
- 2.3 Revised Anderson and Karthwohl cognitive domains Taxonomy.
- 2.4 Constructing instructional objectives with constructivist approach at HP, Secondary and HS level.

Unit 3 Planning

- 3.1 Lesson Plan – Need and Importance; based on evaluation approach.
- 3.2 Unit Plan – Meaning, stages, importance and format.
- 3.3 Year Plan - Meaning, stages, importance and format.
- 3.4 Constructivist base for lesson planning and annual planning.

Unit 4 Approaches and Methods

- 4.1 Approaches - Structural and Functional, Type and Specimen, Inductive and deductive approach.
- 4.2 Methods – Lecture cum demonstration, Laboratory, and Project methods.
- 4.3 Models of teaching with Constructivism approach (CAM and, BSIM)
- 4.4 Innovative teaching - Constructivism with 5E Model (Engage, Explore, Express, Expand and Evaluate), Concept mapping and Integration of ICT in teaching Biological science.

Unit 5 Teaching and Learning Resources

- 5.1 Library Resources: Text book, Work book, Teacher guides, Supplementary reading materials Reference materials and Laboratory Manuals – Characteristics and uses.
- 5.2 Laboratory – Design, equipment, apparatus, maintenance, precautions and measures.
- 5.3 Skills in Biological Science - Microscopy, Dissection, Collection, Preservation, Culturing, Experimentation, Observation and Reporting.
- 5.4 Technological Resources: Audio-Visual Materials - Models, charts.
- 5.5 Preparation - Preservation resources of – Specimens, Aquarium, Vivarium, Terrarium, and Herbarium.
- 5.6 Community resources and Improvised Learning Aids – Meaning, Identification and utilization in teaching Biological Science.

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16EDU462

PEDAGOGY OF COMMERCE

2 0 2 3

Objectives: On completion of the course, the student teacher will -

- familiarize the evolution of commerce as a discipline;
- appreciate commerce as a dynamic and expanding body of knowledge;
- develop insights into the aims, objectives and skills of teaching commerce as a discipline;
- understand the values of teaching commerce;
- gain an insight of the interdisciplinary nature of commerce;
- apprehend the pedagogy of commerce of Higher Secondary level;
- understand various approaches, techniques, methods and innovative strategies of teaching commerce;
- develop proficiency in selecting and developing appropriate teaching learning resources;
- equip the prospective teachers to become a techno-pedagogue and aware of the concept of TPCK;
- be competitive in designing digital texts and e-content in commerce disciplines.

Unit 1 Nature of Commerce

- 1.1 Commerce – Meaning, Definition, Importance and Scope of Commerce as a subject and a vehicle for nation building in the 21st century.
- 1.2 Role of commerce in the technological era.
- 1.3 Commerce Education – nature and scope and values attained through commerce education (practical, social, utilitarian and disciplinary).
- 1.4 Interdisciplinary approach in commerce education - relation of commerce with other subjects (geography, mathematics, statistics, international relations, management information system).
- 1.5 General aims and objectives of teaching commerce at higher secondary level.

Unit 2 Approaches, Techniques and Methods of Teaching Commerce

- 2.1 Approaches of Teaching Commerce (Balance Sheet approach, equation approach and spiral development approach).
- 2.2 Techniques of Teaching Commerce (Role Play, Dramatization, Brainstorming, Buzz Session, Jigsaw, Simulation, Business Quiz, Drill).
- 2.3 Methods of Teaching Commerce (Discussion, Case Study, Project, Problem Solving, Inductive-Deductive, Socialized, Symposium, Workshop, Seminar).

Unit 3 Innovative Strategies of Teaching Commerce

- 3.1 Innovative strategies – peer tutoring, team teaching, co-operative learning, problem-based learning, reflective journaling.
- 3.2 Mapping strategies – Concept Mapping, Graphic Organizers, Brain Based Learning Strategies for Inclusiveness - Think Pair, Flexible Grouping.
- 3.3 Constructivist base for lesson planning, Models of teaching commerce – Advance Organizer Model, Concept Attainment Model and Jurisprudential Model.

Unit 4 Resources for Teaching Learning Commerce

- 4.1 Textbooks and Handbooks.
- 4.2 Reference Materials – Newspapers, Articles, Reports, Business magazines, conference and seminar papers.
- 4.3 Commerce library – importance.
- 4.4 Audio Visual aids – Projected aids, Non projected aids and Activity aids.
- 4.4 Community resources: Collecting hands on experience from banks, insurance companies, cooperative societies and industry/ firms etc.

Unit 5 Techno Pedagogic Content Knowledge (TPCK)

- 5.1 Introduction, Meaning of Techno Pedagogic Content Knowledge (TPCK).
- 5.2 Teacher as a techno – pedagogue, ways and means to link technology to pedagogic content knowledge.
- 5.3 Use of electronic resources - use of internet and inflienet, web based learning - concept of e-learning, educational CDs, Interactive White Boards, Multimedia

Packages, m-learning, educational blogs, e-journals, you tube, CDs, role of Virtual classroom and use of smart board in commerce learning.

Suggested activities/ practicals/ tutorials -

- Prepare a digital album related to any topic in accountancy or business studies.
- Conduct a debate on recent issue related to commerce.
- Conduct a case study in commerce and present a report.
- Prepare a concept map on any topic in commerce.
- Conduct an experimental study by making use of brainbased learning method and write a research report.
- Content analysis of 11th and 12th commerce textbooks.
- Organize quiz programmes.
- A comparative study of commerce curriculum of Higher Secondary Stage of Karnataka State with that of the CBSE.
- Conduct a survey to find out the social responsibility of various industries and prepare a report.
- Documentation of source documents in commerce.

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- *Higher secondary business studies and accountancy text book (Plus 1 & Plus 2)*.

16EDU463

PEDAGOGY OF ENGLISH

2 0 2 3

Objectives: On completion of the course, the student teacher will -

- be aware of English Language in India and its importance as First and Second Language (FL and SL);
- develop language skills among students;
- acquire knowledge about the recent trends in English language teaching and learning;
- distinguish different approaches and methods of teaching English and use the Appropriate ones for teaching of English;
- get acquainted with the teaching of different aspects of English language.

Unit 1 Introduction

1.1 Introduction - Need and Importance of English language in Local, National and global contexts.

1.2 Structure of English Language - Formal/ Functional.

Unit 2 Skills – Language Skills

- 2.1 Basic principles of language learning - Listening, Speaking, Reading, Writing.
2.2 Interference of mother tongue - corrective measures.

Unit 3 Planning

- 3.1 Aims and Objectives - Comprehension, Expression, Appreciation - Specific Objectives.
3.2 Planning - Year plan, Unit plan, Lesson plan - Prose/ Poetry/ Grammar.

Unit 4 Approaches – Methods - Techniques

- 4.1 Approaches - Structural, Communicative, Humanistic, Constructivist.
4.2 Methods - Direct, Bilingual, Learner Centered, Activity based etc.

Unit 5 Resources

- 5.1 Print materials: Text Books, Supplementary reader, work book, Resource Unit, Dictionary, Thesaurus, Journals, Magazines, Fictions, News Papers etc.
5.2 Audio Aids: Lingua phone, Audio Cassettes, Language Laboratory, Radio Broadcasts etc.
5.3 Visual Aids: Black boards, charts, Flannel Board, Pictures, Flash cards etc.
5.4 Audio-Visual Aids: Films, TV Programmes, Video Cassettes, Computer etc.

Suggested Activities/ Practicals/ Tutorials

- English language teaching situation in India – Present Scenario.
- English as a second language and library language.
- Difference between the learning of First and Second Language, structure of English language
- Comparison of teaching of prose and poetry.

Practicum -

- Passage reading, Language games.
- Tongue twisters, Crossword puzzles (providing clues).
- Listen and repeat exercise, Minimal pair drills.
- Preparing a list of homophones, Peer speech.
- Practice on commonly mispronounced words.
- Practice for consonant clusters.
- Practicing different kinds of conversations.
- Referring to the dictionary to find out the correct pronunciation.
- Skimming and scanning exercises.
- Designing tasks for development of LSRW.
- Project related to the difficulties in pronunciation and remedial measures.
- A study of errors in pronunciation among secondary school students.
- Aural – oral activities/ work at the initial stages.
- Preparation of scrap book consisting of illustrative examples given in daily newspapers.

- Practicing language functions in peer groups.
- Preparation of scrap book for the teaching of the skills.
- Preparing list of structures and providing illustrative and exemplifying teaching situations. (As given by the theory).
- Exercises like:
 - a) Listen and do,
 - b) Listening to discussion,
 - c) Pick and Speak,
 - d) Mock Interview,
 - e) Read and do,
 - f) Dramatic activities,
 - g) Role Play,
 - h) Quiz,
 - i) Narrate events,
 - j) Vocabulary games, Etc.

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16EDU464

PEDAGOGY IN KANNADA

1 0 2 2

ಕನ್ನಡ ಬೋಧನಾ ಶಾಸ್ತ್ರ- 1

ಉದ್ದೇಶಗಳು: ಈ ಕೋರ್ಸ್ ಮುಗಿಸಿದ ನಂತರ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ ಈ ಕೆಳಗಿನ ವರ್ತನೆಗಳನ್ನು ಪ್ರಕಟಿಸುತ್ತಾನೆ

- ಕನ್ನಡ ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಭಾಷಾಶಾಸ್ತ್ರದ ನಿಯಮ ಹಾಗೂ ಕನ್ನಡದ ಧ್ವನಿ ವ್ಯವಸ್ಥೆಗಳನ್ನು ನಿಖರವಾಗಿ ಗುರುತಿಸುತ್ತಾನೆ
- ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡವನ್ನು ಪ್ರಥಮ, ದ್ವಿತೀಯ, ತೃತೀಯ ಭಾಷೆಯಾಗಿ ಬೋಧಿಸುವ ಗುರಿಗಳನ್ನು ಬೋಧನಾ ಉದ್ದೇಶಗಳಲ್ಲಿ ನಿರೂಪಿಸುತ್ತಾನೆ
- ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಬೋಧಿಸಲಾಗುವ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯದಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿರುವ ಸಾಹಿತ್ಯವನ್ನು ಬೋಧನಾಂಶಗಳಾಗಿ ವಿಶ್ಲೇಷಿಸುತ್ತಾನೆ
- ಭಾಷಾ ಕೌಶಲಗಳ ಲಕ್ಷಣಗಳನ್ನು ಗುರುತಿಸಿ ಆ ಸಾಮರ್ಥ್ಯಗಳ ವರ್ಧನೆಗೆ ಸೂಕ್ತ ಚಟುವಟಿಕೆಗಳನ್ನು ರಚಿಸಿ ಬಳಸುತ್ತಾನೆ.
- ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಗುರುತಿಸಿ, ಬೋಧನೋದ್ದೇಶಗಳ ಸಾಧನೆಗೆ ಸೂಕ್ತ ಪಾಠಗಳನ್ನು ಯೋಜಿಸಿಕೊಂಡು ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ರಚಿಸುತ್ತಾನೆ.

ಘಟಕ 1 : ಪರಿಚಯ

- 1.1 ಭಾಷೆ-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಸ್ವರೂಪ
- 1.2 ಕನ್ನಡ ಭಾಷೆಯ ಮಹತ್ವ- ಮಾತೃಭಾಷೆಯಾಗಿ, ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ, ಆಡಳಿತ ಭಾಷೆಯಾಗಿ, ಸಾಮಾಜಿಕ ಭಾಷೆಯಾಗಿ
- 1.3 ಭಾಷಾ ಕೌಶಲಗಳ ವರ್ಗೀಕರಣ- ಆಲಿಸುವಿಕೆ-ಓದುಗಾರಿಕೆ(ಆಸಕ್ತಿ ಅಥವಾ ಗ್ರಹಿಕಾ)- ಮಾತುಗಾರಿಕೆ ಮತ್ತು ಬರವಣಿಗೆ (ಸಕ್ರಿಯ ಮತ್ತು ಅಭಿವ್ಯಕ್ತಿ)

ಘಟಕ 2 : ಗುರಿಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು

- 2.1 ಭಾಷಾ ಬೋಧನೆಯ ಸಾಮಾನ್ಯ ಗುರಿಗಳು
- 2.2 ಶೈಕ್ಷಣಿಕ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣ ಶಾಸ್ತ್ರ - ಬೋಧನಾ ಉದ್ದೇಶಗಳ ವರ್ಗೀಕರಣ
- 2.3 ಭಾಷಾ ಬೋಧನೋದ್ದೇಶಗಳು : (ಭಾಷಾ ಕಲಿಕೆ ಮತ್ತು ಸಾಹಿತ್ಯಭ್ಯಾಸಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ), ಬ್ಲೂಮ್‌ವರ್ಗೀಕರಣ - ಆಂಡರ್‌ಸನ್‌ರ ಪರಿಷ್ಕೃತ ಪಟ್ಟಿ - ಸ್ಮರಿಸುವಿಕೆ, ಅರ್ಥೈಸುವಿಕೆ, ಅನ್ವಯಿಸುವಿಕೆ, ಮೌಲಿಕರಿಸುವಿಕೆ ಮತ್ತು ಸೃಷ್ಟಿಸುವಿಕೆ

ಘಟಕ 3 : ಯೋಜನೆಗಳು

- 3.1 ಸೂಕ್ತ ನಮೂನೆಯಲ್ಲಿ ಪಾಠ ಯೋಜನೆಗಳ ತಯಾರಿಕೆ ಕ್ರಮ
- 3.2 ವಾರ್ಷಿಕಯೋಜನೆ, ಘಟಕಯೋಜನೆ
- 3.3 ಪಾಠಯೋಜನೆ -ಗದ್ಯ, ಪದ್ಯ, ವ್ಯಾಕರಣ, ಪ್ರಬಂಧ, ಪತ್ರಲೇಖನ, ವಿಸ್ತರಣ ಮತ್ತು ಸಂಕ್ಷೇಪಣ (ರಾಜನಿಕ ವಾದದ ನೆಲೆಯಲ್ಲಿ 5ಇ ಮಾದರಿ ಬಳಸಿ ಯೋಜನೆ ತಯಾರಿಸುವುದು)

ಘಟಕ 4 : ಪದ್ಧತಿಗಳು

- 4.1 ಸಾಂಪ್ರದಾಯಿಕ ಪದ್ಧತಿಗಳು - ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ, ಅನುಗಮನ-ನಿಗಮನ ಪದ್ಧತಿ ಮತ್ತು ನಾಟಕೀಕರಣ ಪದ್ಧತಿ
- 4.2 ಆಧುನಿಕ ಪದ್ಧತಿಗಳು - ಕ್ರೀಡಾ ಪದ್ಧತಿ, ಯೋಜನಾ ಪದ್ಧತಿ, ಜಿಜ್ಞಾಸಾ ಪದ್ಧತಿ ಮತ್ತು ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ.
- 4.3 ಸಾಂಪ್ರದಾಯಿಕ ಪದ್ಧತಿ ಮತ್ತು ಆಧುನಿಕ ಪದ್ಧತಿಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸ

ಘಟಕ 5 : ಸಂಪನ್ಮೂಲಗಳು

- 5.1 ಮುದ್ರಣಮಾಧ್ಯಮ- ಪಠ್ಯಪುಸ್ತಕ, ಕಾರ್ಯಪುಸ್ತಕ, ನಿಘಂಟು,ಶಿಕ್ಷಕರಕೈಪಿಡಿ, ವಿಶ್ವಕೋಶ, ನಿಯತಕಾಲಿಕಗಳು, ಪತ್ರಿಕೆಗಳು, ಆಕರಗ್ರಂಥಗಳು
- 5.2 ಶ್ರವ್ಯ ಮಾಧ್ಯಮ-ಆಕಾಶವಾಣಿ, ಧ್ವನಿ ಸುರುಳಿಗಳು
- 5.3 ದೃಶ್ಯ ಮಾಧ್ಯಮ- ಚಿತ್ರಗಳು, ದೂರದರ್ಶನದ ವಿವಿಧ ವಾಹಿನಿಯ ಸಾಂಸ್ಕೃತಿಕ, ಸಾಹಿತ್ಯ ಮತ್ತು ಭಾಷಾ ಕಾರ್ಯಕ್ರಮಗಳು, ಕಂಪ್ಯೂಟರ್ ಸಿ.ಡಿ.ಗಳು, ಚಲನಚಿತ್ರಗಳು(ಸಾಹಿತ್ಯಾಧಾರಿತ-ಸಾಕ್ಷ್ಯಚಿತ್ರಗಳು)
- 5.4 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ -ಸ್ವರೂಪ, ಬಳಸುವ ಬಗೆ

ಟ್ಯೂಟೋರಿಯಲ್

- ಉಚ್ಚಾರ ದೋಷಗಳು - ನಿವಾರಣಾಕ್ರಮ
- ಧ್ವನಿ ಮುದ್ರಿತ ಭಾಷಣ / ವಾರ್ತಕೇಳಿಸಿ - ಪ್ರಶೋತ್ತರ (ಆಲಿಸುವಿಕೆ ಪರೀಕ್ಷೆ)
- ಲೇಖನ ವಾಚನ - ಹಿಂಮಾಹಿತಿ
- ಸೃಜನ ಶೀಲ ಬರಹ (ಕತೆ) ಓದಿಸಿ, ಪ್ರಶಂಸೆ, ಚರ್ಚೆ
- ಓದುಗರ ಪತ್ರಗಳನ್ನು - ಓದಿಸಿ ವಿಶ್ಲೇಷಿಸುವುದು
- ಅಂಕಣಗಳನ್ನು ಓದಿಸಿ ವಿಶ್ಲೇಷಣೆ ಮಾಡುವುದು
- ಲೇಖನ ನೀಡಿ ವಿಮರ್ಶಾತ್ಮಕ ಓದು ಕೈಗೊಳ್ಳುವುದು
- ಆಡಳಿತದಲ್ಲಿ ಕನ್ನಡ ಬಳಕೆ -ಚರ್ಚೆ
- ಬೋಧನಾತ್ಮಕಗಳ ಉದ್ದೇಶಗಳ ರಚನೆ
- ಪ್ರಸಕ್ತ ಪ್ರೌಢಶಾಲಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿವಿಧ ಪಾಠಗಳು ಸಾಧಿಸುವ ಉದ್ದೇಶವನ್ನು

ವಿಶ್ಲೇಷಿಸುವುದು.

- ಪಠ್ಯ ವಿಷಯ ನೀಡಿ - ಬೋಧನಾತ್ಮಕ ಉದ್ದೇಶ ಮತ್ತು ನಿರ್ದಿಷ್ಟಕಗಳ ರಚನೆ
- ನುಡಿಗಟ್ಟುಗಳ ವಿಶ್ಲೇಷಣೆ. (ಸಾಂದರ್ಭಿಕತಂತ್ರ ಬಳಸಿ)
- ವಾಕ್ಯವೃಂದ ನೀಡಿ ಅರ್ಥ ಬದಲಿಸದೆ - ಪದ ಬದಲಾಯಿಸಿ ಹೇಳುವುದು /ಬರೆಯುವುದು ಗದ್ಯಪದ್ಯ ಮತ್ತು ಪ್ರಬಂಧ ನಾಟಕ ಭಾಗ ನೀಡಿ ವಾಚಿಸಲು ಹೇಳಿ ಹಿಂಮಾಹಿತಿ ನೀಡುವುದು
- ಗಾದೆ/ಕವಿ ಮಾತು ನೀಡಿ - ಭಾವ ವಿಸ್ತರಣೆ ಮಾಡಿ ಬರೆಯಲು ಹೇಳುವುದು ಲೇಖನ ನೀಡಿ ಸಂಕ್ಷೇಪಣೆ ಮಾಡಿಸುವುದು.

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- ಡಾ.ಎನ್.ಬಿ.ಕೊಂಗವಾಡ ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
- ರಾಘವೇಂದ್ರ ಹೇರ್ಲೆ ಜಿ. ಕನ್ನಡ ಬೋಧನ ವಿಧಾನ ಮೈಸೂರು: ಶ್ರುತಿಲೋಕ ಪ್ರಕಾಶನ

16EDU465

PEDAGOGY OF MATHEMATICS

2 0 2 3

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of - nature and scope of mathematics; history of mathematics.
- develop an Understanding about - values and objectives of teaching mathematics; content categories of mathematics; approaches and methods of teaching of mathematics.
- develop Skill of - preparing lesson plan and unit lesson plan and year plan; critically analyze current mathematics text books.
- appreciate - the role of mathematics in daily life; contribution of Indians, Greeks and Arabs to mathematics; structure of mathematics.

Unit 1 Introduction

1.1 Introduction - Need and Importance of English language in Local, National and global contexts.

1.2 Structure of English Language - Formal/ Functional.

Unit 2 Skills – Language Skills

- 2.1 Basic principles of language learning - Listening, Speaking, Reading, Writing.
- 2.2 Interference of mother tongue - corrective measures.

Unit 3 Planning

- 3.1 Aims and Objectives - Comprehension, Expression, Appreciation - Specific Objectives.
- 3.2 Planning - Year plan, Unit plan, Lesson plan - Prose/ Poetry/ Grammar.

Unit 4 Approaches – Methods - Techniques

- 4.1 Approaches - Structural, Communicative, Humanistic, Constructivist.
- 4.2 Methods - Direct, Bilingual, Learner Centered, Activity based etc.

Unit 5 Resources

- 5.1 Print materials: Text Books, Supplementary reader, work book, Resource Unit, Dictionary, Thesaurus, Journals, Magazines, Fictions, News Papers etc.
- 5.2 Audio Aids: Lingua phone, Audio Cassettes, Language Laboratory, Radio Broadcasts etc.
- 5.3 Visual Aids: Black boards, charts, Flannel Board, Pictures, Flash cards etc.
- 5.4 Audio-Visual Aids: Films, TV Programmes, Video Cassettes, Computer etc.

Tutorials -

- Contribution to Indians and others to Mathematics,
- Values of Teaching Mathematics,
- Content categories in Mathematics,
- Methods of teaching - steps and importance.
- Resources for teaching mathematics.
- Logical thinking in mathematics.

Practicum -

- Formulating instructional objectives;
- Preparation of unit plan and lesson plan;
- Content analysis of the topics from state mathematics 8th and 9th text books;
- Text book analysis- comparative study;
- Developing workbooks;
- Developing learning aids/ transparencies.

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16EDU466

PEDAGOGY OF PHYSICAL SCIENCE

2 0 2 3

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of nature and Scope of Physical Science;
- analyse the importance of Physical science in life, objectives and Values of Teaching Physical science, content Categories of Physical science, approaches and Methods of Teaching of Physical science;
- develop the Skill of analysing Physical science in terms of content and learning experiences;
- stating objectives in behavioural terms;
- appreciate the role of Physical science in daily life;
- list out the different resources for Teaching Physical Science.;
- develop the Skill of selecting and using appropriate media and materials while Teaching lessons in Physical science;
- preparing Learning Aids, conducting experiments and demonstrations in Physical science.

Unit 1 Introduction

1.1 Meaning, Nature, Scope and Values.

1.2 Components of Scientific Knowledge-Process and Product.

1.3 Importance of Physics and Chemistry in daily life and growth of knowledge.

Unit 2 Planning and Approaches

2.1 General aims and objectives of teaching Physical Sciences.

2.2 Writing instructional objectives in behavioural terms (Blooms/ Anderson's revised taxonomy).

2.3 Anderson's Constructivist base for lesson planning.

Unit 3 Methods of Teaching Physical Science

3.1 Approaches, methods and models of teaching.

3.2 Concept of correlation - incidental and systematic correlation of physical sciences - Interdisciplinary and intra disciplinary.

Unit 4 Teaching and learning resources in Physical Science

4.1 Library Resources: Text books, Reference Materials.

4.2 Laboratory, Importance and uses of Laboratory Manuals.

Unit 5 Technological and Community resources in Physical Science

5.1 Technological resources: Audio-Visuals Materials, Virtual labs, Smart Class, Multimedia and E- learning resources.

5.2 Community resources and improvised aids.

Suggested Activities/ Practicals/ Tutorials -

- Contribution of Scientists in the field of Physics and Chemistry,
- Physical science as an integral part of science,
- Importance, Steps/features, Merits and limitations of Inductive and Deductive methods, Lecture cum Demonstration method, Problem solving method,
- Identifying different components of scientific knowledge in the given context,
- Development of scientific attitude among students,
- Critical analysis of formulation of instructional objectives in behavioural terms.

Practicum -

- Construction of self-instructional materials.
- Preparation of Power point presentation – Slides.
- Planning and designing for Laboratory work.
- Preparing the list of experiments to be conducted in the laboratory.
- Preparing lesson plan for different methods and models of teaching.

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16EDU467**PEDAGOGY OF SOCIAL SCIENCE****2 0 2 3**

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of nature, Scope and importance Social Science;
- appreciate the role of Social Science in life of human beings;
- appreciate the importance of the objectives and values of teaching Social Science;
- inculcate the various Approaches and methods in social science;
- develop the skill of analyzing the Social Science content in terms of content and learning experiences;
- narrate the objectives in behavioral terms in social science;
- construct Unit plan and lesson plan;

- enumerate the Social science education as envisaged in NCF2005;
- elicit the different sources for teaching Social Science;
- prepare different learning aids in Social Science;
- critically analyse the current secondary school Social Science curriculum, text book.

Unit 1 Introduction

- 1.1 Meaning Nature Importance and Scope of Social Science.
- 1.2 Aims of teaching Social science.
- 1.3 Objectives of teaching Social science.

Unit 2 Values, Correlation and Time sense

- 2.1 Teaching of Social science in secondary school - Changing values in the present context.
- 2.2 Correlation meaning and types.
- 2.3 Time sense devices to develop time sense.

Unit 3 Approaches in Social Science

- 3.1 Approaches - Biographical approach - Source approach.
- 3.2 Historical Method, Discussion method, Project method, observation method – Survey method - Story telling method.
- 3.3 Role play - Dramatization.

Unit 4 Planning in Social Science

- 4.1 Writing instructional objectives – (Blooms/ Anderson revised Taxonomy).
- 4.2 Annual Plan - Unit Plan.
- 4.3 Constructive approach for Lesson planning.

Unit 5 Teaching and learning resources in social science

- 5.1 Library resources – Text book – Work book - Reference materials - Characteristics and uses – Social Science Room - Design – equipment.
- 5.2 Teaching resources - Audio visual aids - Improvised learning aids - M-aid, T-aid.
- 5.3 E-learning Resources.
- 5.4 Community resources.

Suggested Activities/ Practicals/ Tutorials -

- E.H. Carr "History is an unending Dialogue between the present and the past" analyse the statement,
- Illustrate correlation of Social Science with other school subjects,
- Preparation of time line, time chart, time graphs,
- Techniques of achieving Objectives of Social Science in secondary schools,
- Debate, discussion, colloquium on suggested topics,
- Prepare a plan for project work,

- Preparation of unit plan,
- Preparation of lesson plan,
- Review of 8th or 9th standard social science text book,
- Equipping a good Social Science room,
- Prepare maps, charts, models and transparencies, slides and films strips, scrap books, albums with reference to Social Science.

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16EDU480**READING AND REFLECTING ON TEXTS****0 1 2 2**

Objectives: On completion of the course, the student teacher will -

- reflect on the objectives of reading;
- analyse the process of reading;
- develop the skills of reading;
- explore the problems of reading;
- develop the skills of reading;
- explore the problems of reading different texts;
- develop the skill of documentation, note taking;
- develop the habit of reading various texts;
- differentiate the styles of reading various texts identify different skills and sub-skills of reading.

Unit 1 The Reading Process

1.1 Objectives of Reading.

1.2 The reading process - Reading variety of Texts.

1.3 Types of Reading and Texts - Exploratory reading, Conceptual reading, Historical

reading, Policy Documents, Narrative Texts, Expository Texts (Predictive), Autobiographical Texts, Field Experiences, Ethnographies.

Unit 2 Reading Comprehension

2.1 Reading Skills – Skimming and Scanning.

2.2 Development - Critical reading, skill reading and writing.

2.3 Responding to a text, Own opinion, Writing with in Context.

Unit 3 Reading: Pedagogical Aspects

3.1 Role of Language and Pedagogical aspects in Reading.

3.2 Impact of types of reading on students.

3.3 Reading of different texts – Science, Mathematics, Language, Social Science, Various Class-room activities to develop reading skills.

Unit 4 Reflections of Reading

4.1 Documentation, Note taking, Reflective Journals, Note making.

4.2 Analysis of various text structures.

4.3 Difference between reading for comprehension/ meaning and reading for pleasure, oral, silent reading, aural-oral-visual.

Unit 5 Reading and Evaluatio

5.1 Uses of Reading - Check the Prediction, Answers to Question, Summaries the Texts Influence on Writing.

5.2 Evaluation of loud Ready - Check pronunciation, use of punctuations, pause, stress.

Suggested Activities/ Practicals/ Tutorials:

- Identifying various Reading materials, texts etc.,
- Differentiating various texts,
- Analyse various text structures,
- Activities to enhance comprehensive skill,
- Opportunities to be provided to prepare policy documents, reports about school functioning, documenting once own experiences in the school.,
- Developing recording skills, reflecting on existing available documents of field notes.

References:

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16EDU481 DRAMA, MUSIC AND ART IN EDUCATION 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- get familiarized with the concept of Art education;
- identify the varieties in art education;
- accept challenges of art in education;
- analyse the benefits of art education;
- identify the Current trends of Art in Education;
- bring out the role of art in the student's academic achievement;
- describe various teaching techniques of art in education;
- use technology in art in education;
- practice art supporting teaching strategies;
- get practical experience in using art in education.

Unit 1 Introduction to Drama, Music and Art in Education

1.1 Historical concept, need and importance.

1.2 Nature and interpretation of Drama, Music and Art in Education.

Unit 2 Role of Drama, Music and Art in Education

2.1 Role of Arts - Visual, fine, performing and digital.

2.2 Arts in Education for all-round development of an individual.

Unit 3 Add on effects of Arts and its various forms in Pedagogy

3.1 Capacity Building programme - self-expression and exploration of Creativity.

3.2 Current trends - Interpersonal, Intercultural sensitization and Instructional mode of classroom teaching.

3.3 Employs maxims of teaching - Known to Unknown, Particular to General Achievement and performance.

3.4 Role of Art Education in inclusive schools and specially abled children.

Unit 4 Performing art forms and artists

4.1 Identification of different performing art forms and artists: Dance, Music and Musical Instrument, theater, Puppetry etc.

4.2 Drama, Arts & Music - Critically analyze and Review - prepare questionnaire - opinion air Dance and other Arts.

Unit 5 Mode of evaluation - follow up

5.1 Organization and evaluation of various school programmes and reporting/ criteria - to be followed in arranging stage.

5.2 Indian festivals and its contribution to the arts.

Suggested Activities/ Practical/ Tutorials:

- Select the appropriate mode of art to transact textual information in the class and prepare a lesson plan,
- Prepare scripts for drama, dance drama, and art supporting programme for school curriculum,
- Attend and observe various cultural activities conducted by various organizations and write a synopsis,
- Visiting art galleries and preparing a report,
- Conducting interviews with great artists and performers: video recording,
- Undertake Survey to assess the importance and application of art in education,
- Conduct competitions during important days - music, drawing, dance, collage making, role play and skits etc.
- Conduct school level exhibitions of drawing, paintings, charts, artifacts, greeting cards, placards and games etc.
- Watching various cultural programme and videos on television and internet List out the educational benefits.

16EDU482 UNDERSTANDING THE SELF 1 0 2 2

Objectives:

- Understanding self as a person and as a teacher (Professional identity);
- Develop sensitivities, dispositions and skills which will help to facilitate personality of students;
- Develop social relational sensitivity (develop desirable social relationships with students, colleagues, managers and parents and members of the community);
- Develop resilience to deal with conflicts at different levels;
- Learn to organize groups to draw collective strength to handle (solve) academic, personal and social (group) tensions/ conflicts;
- Develop a holistic and integrated understandings of human self and personality;
- Identify self-identities (gender, relational, social cultural) and analyses one beliefs, stereotypes, prejudice, attitudes and values objectively.

Workshop session 1: Developing relational sensitivity (objective)

Subject Content -

Meaning of social relational sensitivity, impact of community on individuals, social relationships with students, colleagues, administrators peers, parents and community, interaction between school/ teachers and community role of emotional reaction in social relationships, conflict resolution at different levels (colleagues, students, parent, community) is using group efforts to resolve conflicts, creativity and group dynamics.

Activities:

1. Discussion on how to develop positive social relationships among the peer, siblings, neighbors /community teacher and head master in the school context.

2. Analyse the social structure of a class-room using sociometry.
3. Listen to a recitation of a passage or a story building or a narration and record it after listening and evaluate the content listened. Submit it in a report form.
4. Analysis of greeting people on special occasions with special items – how and why – Report.
5. Social distance scale.

Workshop Session 2: Understanding the self-personality (objective)

Subject Content:

Concept of self, identities of self as a person, personality development, social cultural influence on self-development, beliefs, attitudes and values.

Activities:

1. Write a note on oneself consisting of perception of one's self (Who I am?); social cultural back-ground, one's beliefs, attitudes and values.
2. Watching a movie/ documentary about successful persons and analyse the influence of life - event on self-development.
3. Understanding one's ability to transfer learning using Bilateral Transfer of learning.
4. Analyse the personality of individual using Eyesenck's Personality test.
5. Thematic Apperception test (TAT).

Workshop Session 3: Understanding the self-adjustment and mental health resolving conflicts.

Subject Content:

Concept of adjustment and mental health. Different modes of resolving conflicts and Defense mechanisms.

1. Analyse self-adjustment using Bell's Adjustment Inventory.
2. Discussion on students' real life experiences to strengthen their mental health and personal adjustment.
3. Analyse a conflicting situation and reflect on the strategies adopted to solve item. Discuss the types of conflicts.
4. Identify the frustrating and depressed situations Come out with the strategies to resolve them.

Workshop Session 4: Intelligence and Creativity

1. Understanding the level of intelligence using Raven's Progressive matrices.
2. Discussion on different modes of intelligence, Emotional intelligence.
3. Creative work for self expression (writing a poem, story or drama relating to Understanding of self, critical analysis of one-self).
4. Production of creative work – Small group production and display – Example – painting, clay models, greeting cards, imitation jewelry, embroidery.

16EDU483

CRITICAL UNDERSTANDING OF ICT

1 0 2 2

Objectives: On completion of the course, the student teacher will –

- develop skills to work on the application programs in MS Office Suite;
- become aware of the on-line service of computers;
- applies the knowledge of computers across the school curriculum;
- prepare and presents materials for day-to-day teaching-learning process;
- evaluates digital lesson plan/project/presentation;
- uses computers as research, communication and publishing device;
- Be aware of the meaning, nature and scope of ICT in Education;
- get acquainted with structure, Hardware and Software of computer;
- identify the changes that occur due to ICT in Education;
- prepare students to select the appropriate communication facilities through Internet;
- will have the awareness of legal and Ethical issues related to internet and student safet.;
- would adopt the knowledge of ICT in teaching learning strategies;
- get acquainted with e-learning and its development in ICT.

Unit 1 Word Processor - MS Word and Spread Sheets - MS Excel

- 1.1 Document - creation of a new or opening of an existing file and saving.
- 1.2 Entering text - editing and formatting - using insert options.
- 1.3 Working with tables and drawing tools.
- 1.4 Page setting and printing a document.
- 1.5 Worksheet - creation of a new/opening of an existing/ saving.
- 1.6 Entering data - inserting and deleting rows, columns and worksheets – formatting.
- 1.7 Use – sort - filter options and formulae functions.
- 1.8 Inserting charts.

Unit 2 Presentations - MS Power Point

- 2.1 Slide - creation of a new presentation or opening of an existing presentation - editing and saving.
- 2.2 Enhancing the knowledge - slides using colors, backgrounds & templates.
- 2.3 Inserting clipart, audio/ video clips and Animating slides.
- 2.4 Presentation of slides.

Unit 3 Uses of ICT in teaching and learning process& On-line services

- 3.1 Worldwide web-browsing, search engines, downloading, printing.
- 3.2 Facilities available for Communication e-mail - creating, sending mails, and Attachments, checking, chat, online conferencing,
- 3.3 E-Library, websites, Blog, Internet forum, News Groups,
- 3.4 E-Learning, Virtual Classroom,
- 3.5 Legal and copyright issues regarding downloading materials from Internet.

Suggested Activities/ Practicals/ Tutorials -

- Development self-instruction/ Program instruction/ computer-assisted instruction material for any unit of any school subject of your choice;
- Discussion on legal and ethical issues regarding internet;
- Policies on Cyber crimes;
- Impact of ICT on socio-cultural, political and economic spheres;
- Prepare any programme pertaining to ICT.

References -

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- Instructional system Design - Instructional Technology V.K. Rao
- Computer fundamentals - Arora Bansal
- Information and communication - Kishore, Chavan
- Information Technology - Dyne, Nandkishore
- Crumlish Christian - ABC o internet
- Fun of computer - Singh and Sukhvir
- ICT strategies of for school - Mohenty Laxman
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- Rajasekar, S (2005) Computer Education, Hyderabad; Neelkamal Publication
- Varanasi Lalini and others (2005) Computer Education, Hyderabad; Neelkamal Publication

16EDU484**SCHOOL INTERNSHIP I****0 1 2 2**

During the first phase of internship to support better understanding of schools, student teachers are made to visit different schools and innovative centers of pedagogy and learning. They are going to participate in all school activities, interact with community members and children, observe the school and classrooms for a week to understand its philosophy and aims, organization and management, the life of a teacher, needs of the physical, mental, emotional development of children, aspects of curriculum and its transaction, quality and assessment of teaching – learning.

16EDU501**ASSESSMENT FOR LEARNING****3 1 0 4**

Objectives: On completion of the course, the student teacher will -

- gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- be acquainted with the use of a wide range of assessment tools, and learn to select and construct these appropriately;
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Unit 1 Assessment and Evaluation

- 1.1 Modality – assessment – measurement – test – examination – evaluation - marking scheme – ranking - grading and on-line examination.
- 1.2 Purposes of assessment - assessment in a constructivist paradigm.
- 1.3 Classification of assessment - formative and summative, CRT (Criterion-Referenced Test) and NRT (Norm-Referenced Test); Peer assessment and Self-assessment.
- 1.4 Continuous and Comprehensive Evaluation.
- 1.5 Distinction between 'Assessment of Learning' and 'Assessment for Learning'.

Unit 2 Assessment of formal Learning

- 2.1 Taxonomy of educational objectives – Blooms and Anderson's revised classification of objectives.
- 2.2 Assessment of cognitive learning.
- 2.3 Assessment of affective learning – attitudes, aptitude and interest; items and procedure for assessment.
- 2.4 Assessment of performance – skill learning - Multitask.
- 2.5 Construction of a Unit test – three dimensional Blue print.

Unit 3 Assessment for Learning

- 3.1 Assessment for information as an input of learning.
- 3.2 Assessment devices - Assignments, projects, seminars, practical works, and performance based activities, and reports.
- 3.3 Using assessment feedback for further learning.(Both teacher and student).
- 3.4 Developing performance test (rubrics for portfolio assessment).
- 3.5 Organising and planning for student portfolios.

Unit 4 Evaluation Mechanism - Examination System

- 4.1 Examination - Need and types, objectives and uses of objective test, achievement test, entrance test, paper pencil test, on-line examination, open book examination and question bank.
- 4.2 Critical analysis of prevailing examination system on student learners and stakeholders.
- 4.3 Purpose of Examination grade placement.
- 4.4 Directions for Examination Reform: Introducing flexibility, improving quality of questions papers, Examination management, Scheme of valuation.
- 4.5 Analysis of test results - Alternative modes of certification, School-based credits, CBCS and Role of ICT in examination.

Unit 5 Data Analysis, Interpretation and follow-up

- 5.1 Data Analysis – significance and uses - Presentation of data – tabulation and graphical representation - frequency polygon.

- 5.2 Analysis of data - Measures of central tendency, variability, relationship types and uses.
- 5.3 Normal Probability Curve - Characteristics and uses. Interpretation - Concepts of skewedness and Kurtosis.
- 5.4 Follow-up; Diagnosis and remediation

Suggested Activities/ Practicals/ Tutorials -

- Planning of other assessment tools;
- School visits followed by presentation on evaluation practices in schools;
- Data processing and interpretation of achievement test performance of school students;
- Presentation of papers on issues and concerns/ trends in assessment and evaluation;
- Presentation of papers on examination and evaluation policies;
- One sessional test;
- Construction and administration of an achievement test - Classification, tabulation and graphical representation of data as well as interpretation of data;
- Construction and administration of a diagnostic test and suggesting appropriate remedial measures;
- Construction of observation schedule, rating scale, check lists, attitude scale, interest inventories;
- Development of a question bank;
- Critical analysis of question papers.

References:

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16EDU502**GENDER, SCHOOL AND SOCIETY****2 1 0 3****Objectives:** On completion of the course, the student teacher will -

- develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, patriarchy and feminism;
- analyse gender issues in school, curriculum, textual materials across disciplines and pedagogical processes;
- critically analyse the impact of policies, programmes and scheme for promotion of gender equality and empowerment;
- understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy;
- understand how gender relates to education and schooling.

Unit 1 Gender Roles

- 1.1 Patriarchy, feminism and Gender.
- 1.2 Meaning of gender roles, influences of gender roles.
- 1.3 Gender bias, trans gender, gender stereotyping.
- 1.4 Women empowerment.
- 1.5 Policy Initiatives relating to women empowerment - schemes and programmes relating to various commissions and committees.

Unit 2 Gender and Education

- 2.1 Gender Identities and Socialisation Practices in - Family, Schools.
- 2.2 Girls education - issues of access, retention and exclusion - national policy Beti Bachao Beti Padhao.
- 2.3 Violence against women - Family, school, work place and media (print and electronic)
- 2.4 Gender disparity and Curriculum - role of Co-Education in eliminating gender disparity.

Unit 3 Gender and Society

- 3.1 Teacher as an agent of change in eliminating gender disparity and gender in equality.
- 3.2 Role of Society, Family, School, Counsellors, Women and Child Welfare Department and Media.

Unit 4 Gender Equality - Issues and Challenges

- 4.1 Indian Constitutional Provisions relating to women; Violence against women - Female Infanticide, Human trafficking.
- 4.2 Legal provisions relating to protection of rights of women. Role of UNO.

Unit 5 Policies for Protection of Women

- 5.1 Policies at National and International levels - Human Rights as Women's Rights.
 5.2 Role of different organisation and NGO.
 5.3 Institutions for redressal of sexual harassment and abuse.

Suggested Activities/ Practicals/ Tutorials:

- Debate on how boys and girls perceive role models in their own lives,
- Preparing analytical report on portrayal of women in print and electronic media,
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region,
- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women,
- Project on women role models in various fields with emphasis on women in unconventional roles,
- Debates and discussions on violation of rights of girls and women,
- Role plays on women empowerment,
- Brain storming after watching videos of great women.

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16EDU503**INCLUSIVE SCHOOL****2 1 0 3****Objectives:** On completion of the course, the student teacher will -

- trace the historical perspective of Inclusive Education;
- distinguish the concepts of Special Education, Integrated Education and Inclusive Education;
- justify the need for Inclusive Education;
- analyze critically the needs, problems, causes and educational provisions meant for challenged children;
- critically review issues and challenges in Inclusive Education;
- interpret the policies and procedures for Inclusive Education.

Unit 1 Introduction to Inclusive Education

- 1.1 Historical perspective.
 1.2 Concepts of Inclusion - Special Education, Integrated Education and Inclusive Education.
 1.3 Inclusive Education - Need, Objectives and scope.

Unit 2 Inclusive School: Issues and Challenges

- 2.1 Inclusive School – Concept, need and planning - barriers free school.
 2.2 Factors responsible for successful inclusion in the mainstream – future vision.
 2.3 Issues and challenges in creating an inclusive environment in schools.

Unit 3 Differently abled children in Inclusive system

- 3.1 Concept, Identification, classification, causes and characteristics of children with orthopaedic, Visual, auditory, speech, Mental, learning challenges, and Social disadvantages.
 3.2 Educational provisions for children with orthopaedic, Visual, auditory, speech, Mental, learning challenges, and Social disadvantages.

Unit 4 Policies and Provisions for Inclusion

- 4.1 National and State Policies – Disability Act 1995, Convention of Right of Act 1992, Rehabilitation Council of India 1992 and International Policies.
 4.2 Constitutional provisions and RTE act.

Unit 5 Role of functionaries

- 5.1 Role of functionaries - Parents, Peers, Teachers, Administrators, Community, Government and Private Organizations.
 5.2 Class room management - Teacher skills and competencies.

Suggested Activities/ Practicals/ Tutorials:

- Identification of children with orthopaedic, Visual, auditory, speech, Mental challenges, learning challenges, and Social disadvantages.
- International Policies of Inclusive Education

Practicum -

- Case studies - individual/ families/ institution,
- Visit to special schools,
- Visit to inclusive schools,
- Sociometry of a small group,
- Visit to National institutes, Government organizations and NGO's,
- Interview – Parents, Peers and Teachers,
- Diagnosis and remedial measures – Procedures to be undertaken,
- Clinical and Psychological tests required,
- Designing evaluation tools - Preparing an Anecdote of an inclusive child.

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- Pandey R.S. & Advani L. (1955), *Perspectives in Disability and Rehabilitation, New Delhi: Vikas Publications.*
- Prasad Lakshman (1994), *Rehabilitation of the physically handicapped, Hyderabad: Konark Publishes Pvt. Ltd.*
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16EDU531**ENVIRONMENTAL EDUCATION****2 1 0 3**

Objectives: On completion of the course, the student teacher will -

- analyse the significance of eco system;
- develop awareness to conserve natural resources;
- identify and develop the awareness of the various environmental problems;
- analyse the different phenomena related to environment;
- justify the need and importance of environmental education in the conservation and the protection of our environment;
- identify the significance of environmental education for a sustainable future;
- uses appropriate teaching methods and approaches in environmental education.

Unit 1 Concept of environmental education

1.1 Concept of an eco-system - Structure and function of an eco-system - Producers, consumers and decomposers.

1.2 Energy flow in the eco system - Food Chains, Food Webs.

Unit 2 Management of environmental hazards

2.1 Environmental hazards – Pollution - Air, Water, Soil, Sound, and Ozone layer depletion, Global Warming.

2.2 Protection of Environment - Greenhouse effect, Organic Evolution.

2.3 Role of family, school and society.

Unit 3 Environmental Policies and Programmes

3.1 Environmental movements.

- 3.2 Environmental conservation measures taken in India – Constitutional Provisions and legal aspects.
- 3.3 Global initiatives and Efforts.

Unit 4 Environmental Education in Secondary schools

4.1 Meaning and scope of environmental education.

4.2 Approaches and methods to Environmental Education – Discussion, case study, Project.

Unit 5 Role of Co-Curricular activities in Environmental Education

5.1 Environmental ethics and environmental accountability.

5.2 Role of Co-curricular activities.

5.3 Role of teacher in promoting Environmental Education.

Suggested Activities/ Practicals/ Tutorials:

- Plan and design instructional experience for the transaction of Environmental Education through infusion;
- On a given topic related to Environment, identify the key questions that help to trigger the discussion in the class;
- Organization of role plays to convey environmental measures to secondary students;
- Discuss the multi-disciplinary and interdisciplinary nature of environmental education by citing illustrations from secondary school curriculum;
- Create environmental themes;
- A study on Noise, Water, Air, Soil Pollution;
- A study on the Insecticides, Pesticides and Fungicides used locally, details of their effect on the Soil.

Practicum -

- Visit a spot and explore a tree/ pond as an eco-system.
- Analysis of the causes for the pollution of your local tank/ pond and suggest remedial measures.
- Visit to a local Hospital and find out the ways of hospital management and prepare a report.
- Visit a place to find out the mechanism of Rain water Harvesting.
- Visit a nearby Water body and test for its Quality and Report.
- Identify any three Local, National, Global environmental issues and suggest measures to conserve the natural resources.
- Organize Brain Storming sessions to conserve Natural Resources.
- Prepare a Scrap book, Album, Posters on relevant environment related themes.
- Compose simple Poems and Slogans on related environmental concepts.
- Prepare open ended Questions/ items on relevant environmental theme.
- A Survey of environmental awareness among people in Urban/Rural locality
- Environmental friends/ enemies.

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16EDU532**GUIDANCE AND COUNSELLING****2 1 0 3****Objectives:** On completion of the course, the student teacher will -

- take up guidance programme at the high school level;
- analyse the history, principles, scope, needs of guidance and counselling;
- acquaint with the knowledge of different techniques of guidance and counselling;

- develop the skills of using the tools and techniques to know the abilities, interest of high school pupils;
- explore the process of collection and dissemination of occupational information.

Unit 1 Introduction to Guidance

- 2.1 Guidance – Meaning, nature, principles uses with reference to schools.
- 2.2 Educational guidance – meaning, objectives, nature, scope, promotion of parental collaboration, role of Schools.
- 2.3 Vocational guidance - meaning, objectives, need and role of schools, peer and parents influence, societal needs.

Unit 2 Guidance Services

- 2.1 Guidance service in schools – Individual - Group, guidance bureau and its functions, Role of Head master and Career master, Organization of guidance programmes at the secondary school stage.
- 2.2 Types of Guidance Services – orientation, pupil inventory, placement, counselling and follow up.
- 2.3 Group guidance – meaning, advantages over individual guidance. Group guidance techniques, Group guidance programmes in schools – Orientation talks - Career Talks - Career Visits – Career Conference – Career Exhibition - Career resource center.

Unit 3 Tools and Techniques of Guidance

- 3.1 Test and its benefit - intelligence – attitude - aptitude – interest - personality.
- 3.2 Tools and techniques for collecting data – observation, rating scales, anecdotal records, sociometry, casestudy, cumulative records, fact finding interview.
- 3.3 Self-Report - Personal data blank, autobiography, diary.

Unit 4 Counselling

- 4.1 Counselling – meaning, nature, distinction between guidance and counselling, important features, steps of counselling process, different approaches of counselling - directive, non-directive, eclectic, Types of Counselling – Individual, Group – Group size - Group counselling process – Differentiate Group Guidance and Group Counselling - qualities and qualifications of a counsellor.
- 4.2 Mentoring – meaning, scope, specific responsibility of mentor and frame of operation for mentors, role of teacher in counselling.

Unit 5 Counselling Skills and Ethics

- 5.1 Basic skills in Counselling - observation, communication, making notes and reflections, interview, history, developing case histories of adolescence – physical/ mental/ emotional/ social, documenting information, Analysis working with other professionals, further planning.
- 5.2 Ethics in counselling, legal responsibilities.

5.3 Guidance and counselling for children with special needs - role of teacher in dealing students with special needs.

Suggested Activities/ Practicals/ Tutorials:

- Differences between educational and vocational guidance;
- Discrepancies in Indian and Global counseling;
- Brief history of guidance movement in India;
- Highlighting identifying adolescence problems.

Practicum -

- Conduct an action research on a problem that is most prevalent in schools which immediate attention of a guidance worker is needed and prepare a brief report – discipline, time concept, environment pollution and Personal hygiene.
- Construct a questionnaire to students for evaluating the guidance services of their school.
- Identifying learning difficulties in a particular subject.
- Visiting a school and identifying adjustment problems (children having negative attitude, low self-esteem, unable to get self-motivated etc.) and prepare a report.
- Preparation of an anecdotal record.
- Conduct mock counselling interview and prepare a brief report on it.
- Preparing rating scale (to evaluate participation in CCA)
- Visiting and reporting guidance service programmes in a school.
- Prepare a detailed outline of career talk in any institution
- Organizing career exhibition.
- Video presentation on career conference.
- Annual program of work for guidance and counselling activities for the students of Std. VIII, IX and X.
- Talk by a school counsellor.
- Role play representing directive, non-directive and eclectic counselling.
- Video presentation of the counselling session and discussion of the same.
- Prepare and administer a questionnaire on mental health of secondary school students and analyse the findings and submit an individual report.
- Identify children with special needs in any two schools and prepare a report.
- Peer pressure, mobile usage, pocket money, internet usage.

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16EDU533

HEALTH AND PHYSICAL EDUCATION

2 1 0 3

Objectives - On completion of the course, the student teacher will -

- explain the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- analyse his health status, identify health problems and be informed for taking remedial measures;
- become aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- develop right habits about exercise, games and sports, sleep, rest and relaxation;
- become sensitized, motivated and acquire with the skills for physical fitness, learn correct postural habits and activities for its development;
- practice of yogasanas and meditation through which learns the skills/ art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
- develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/ AIDS and substance abuse;
- be aware of various policies and programs related to health, physical education and yoga; and help them to understand the process of assessment of health and physical fitness.

Unit 1 Health Education programme

- 1.1 Health - Concept, importance, dimensions and determinants of health; Physical and mental health.
- 1.2 Health needs - importance of keeping good health children and adolescents, including differently-abled children.
- 1.3 Understanding of the body system – central nervous system, skeleton, muscular, respiratory, circulatory and digestive – coordination and cooperation.

Unit 2 Human Physiology, diseases, prevention and First Aid

- 2.1 Health problems and communicable diseases - causes, prevention and cure.
- 2.2 Role of first aid - safety and security.

Unit 3 Food and Nutrition

- 3.1 Food habits - their functions of nutrition.
- 3.2 Diversity and variety foods, preservation of food value during cooking, indigenous and modern ways to preserve food.
- 3.3 Change in food habit of globalization - changing life style.
- 3.4 Awareness of food hygiene preservation and consumption.
- 3.5 Choice and consumption of healthy diet- need and importance. Causes of food decay micro-organization.

Unit 4 Physical Fitness and self defense

Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities-relationship between physical fitness and good food.

Unit 5 Physical Education

- 5.1 Physical activity sports and Games - athletics (general physical fitness exercises), games (lead-up games, relays and major games), rhythmic activities, gymnastics and their impact on health.
- 5.2 Yogic practices - importance of yoga, yogasanas, kriyas and pranayama and meditation, Sthitaprajna.
- 5.3 Role of institutions - school and family - voluntary organization impact on body and mind.
- 5.4 Health services, Health insurance policies and major health and physical education-related programmes.
- 5.6 Blood banks, role of media.

Suggested Activities/ Practicals/ Tutorials:

- Giving first aid;
- Organizing Intramural activities;
- Marking Playground;
- Flag hoisting and de-hoisting;
- Making physical aids for propagating health education;
- Components of balanced diet. Components of food;
- Pollution;
- Advantages of yoga;
- Postural Deformities;
- Effectiveness of exercises;
- Safety measures in home, school and playground;
- Drawing fixtures.

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16EDU534**RESEARCH METHODOLOGY****2 1 0 3**

Objectives: On completion of the course, the student teacher will -

- acquire knowledge of research in the field of education;
- know the fundamental principles and functions of educational research;
- review the educational research articles;
- understand the steps involved in educational research;
- develop a research proposal;
- equip the students with the required knowledge about the ethical issues related to research;
- explain a sampling design appropriate for a research study;
- understand the use of different tools and techniques in educational research;
- understand the role and use of statistics in educational research;
- equip the students to prepare and to evaluate research reports.

Unit 1 Introduction to Educational Research

- 1.1 Research – meaning, definition and its importance.
- 1.2 Educational research – meaning, definition, significance of educational research, need for scientific approach to research, kinds of educational research - basic, applied research, evaluation research and action research – meaning and their importance.
- 1.3 Steps of educational research – identification of a research problem, review of literature, formulation of objectives and hypothesis, finalization of research design, collection of data, analysis of data and interpretation and report of results.
- 1.4 Preparation of research proposal.
- 1.5 Research Ethics – meaning and ethical treatment of participants.
- 1.6 Ethical issues in educational research.

Unit 2 Research Designs

- 2.1 Research Design – meaning and criteria of a good research design.
- 2.2 Quantitative research – historical research, case study and ethnography.

- 2.3 Qualitative research – survey and experimental research.
 2.4 Sampling – meaning, steps in sampling design, types of sampling design.
 2.5 Methods of data collection – types of data – primary data collection methods – observation, experimentation, simulation and interview.
 2.6 Tools for collecting data – Questionnaire, observation schedules, rating scales, sociometry, attitude scale, interest inventories.

Unit 3 Analysis and Report Writing

- 3.1 Processing of data – Editing, coding, classification, tabulation,
 3.2 Graphical representation of data - frequency tables, mean, bar charts, pie charts, histograms, cross tabulation, other table based analysis,
 3.3 Descriptive and inferential statistics - Measures of central tendency – mean, median, mode., Measures of variability – range, quartile deviation, standard deviation, Normal Curve, correlation, chi-square tests, Analysis of variance (ANOVA).
 3.4 A brief introduction to hypothesis testing.
 3.5 Uses of statistical software in data analysis.
 3.6 Report - Introduction, meaning of report, types of reports.
 3.7 Writing a report - Planning report writing, format of a research report, report writing stages.
 3.8 Presentation – Meaning and types of presentations.

Practicum -

- Prepare a Research Proposal.
- Preparation, Try Out and finalization of a tool.
- List out the ethical issues related with the research and conduct a discussion on it.
- Participate and Present the paper in workshop, Seminar and Conferences.
- Identify a problem and submit an Action Research report.
- Select a topic of your choice and write Literature Review.
- Preparation of Research report.

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16EDU535

VOCATIONAL EDUCATION

2 1 0 3

Objectives: On completion of the course, the student teacher will -

- acquire knowledge of the various aspects of vocational education in India;
- trace the development of vocational programme in India with those in U.S.A. Russia and Japan;
- appreciate the significant role of vocational education in increasing productivity;
- develop proper attitude towards vocational education;
- analyse the significant changes in the field of vocational education in India;
- analyse the various committees and report related to vocational education.

Unit 1 Introduction

- 1.1 Vocational education – Meaning, Need and importance.
 1.2 National Policy on Education in the programme of action in Vocational Education.
 1.3 Vocational education at Higher Secondary stage - objectives, course of study – list of vocations – syllabus, scheme of examination, allocation of periods, qualification and training of teachers for vocational education.
 1.4 Human Resources Development – skilled manpower – productivity - Work experience - concept – distinction between work experience and vocational education.

Unit 2 Basic education and S.U.P.W.

- 2.1 Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.
- 2.2 S.U.P.W. – Concept – Objectives – Selection of activities – programmes - advantages.

Unit 3 Models of Vocational Education

- 3.1 Vocational education - Problems measures to improvement.
- 3.2 Models of Vocational Education – School Model, Dual Model, Mixed Model.

Unit 4 Vocational education and training

Vocational education and training, correspondence and continuing education – need and Importance - in service programme - training for self – employment and small scale industry. Training in Entrepreneurship - Government's Assistants.

Unit 5 Role of Centre and State Governments

- 5.1 The role and functions of center and state governments' vocational education and training DSERT, NCTE, ICAR, CSIR, SBTE and NCERT – funding agencies.
- 5.2 Vocational and Technical education in INDIA - Skill India - job oriented programs - significance - economic development.

Suggested Activities/ Practicals/ Tutorials -

- *Secondary Education Commission (1952–53);*
- *Kothari Commission Report (1964–66);*
- *Ishwarbhai Patel Committee Report (1977);*
- *Malcolm Adiseshiah Committee Report (1978);*
- *Report of Kulandaisamy Group (1985);*
- *National Policy on Education in the programme of action in Vocational Education (1986);*
- *The role of center and state governments regarding vocational education and training. AICTE, DSERT, NCTE, ICAR, CSIR, SBTE and NCERT – their functions;*
- *Vocational and Technical education in INDIA, U.S.A. Russia and Japan;*
- *Vocational education and economic development – Vocational education in five year plans.*

Practicum -

- *Visits to places of any one of the small scale industries.*
- *Administer an Occupational Preference Inventory and report it.*
- *Preparation of Socially Useful Productive Work (SUPW) materials.*
- *Activities related to local visits and other activities.*

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16EDU551 ADVANCED PEDAGOGY OF BIOLOGICAL SCIENCE 2023

Objectives: On completion of the course, the student teacher will -

- *develop the skill of analyzing the Biological Science content in terms of content and learning experiences;*
- *acquire the knowledge of professional competencies of a Biological Science Teacher;*
- *conducting experiments and demonstrations in Biological Science;*
- *constructing Achievement, Diagnostic Tests, Rubrics;*
- *appreciate the importance of organizing co-curricular activities.*

Unit 1 Role and Professional Growth of Biological Science Teacher

- 1.1 Qualification and responsibilities.
- 1.2 Professional ethics.
- 1.3 Competencies and measures to promote the Professional growth of a Biological Science Teacher.
- 1.4 Programme for quality improvement - Work shop – Seminar – Symposium - Orientation Refreshment course – Conference.

Unit 2 Evaluation

- 2.1 Different types of test items – merits and demerits.
- 2.2 Continuous comprehensive evaluation in life science.
- 2.3 Evaluation of projects, seminars and assignments.

Unit 3 Assessment

- 3.1 Construction of an achievement test, Port folios, Checklists, Observation Schedules, Rubrics.
- 3.2 Diagnostic test and Remedial teaching in Biological Science.
- 3.3 Assessments based on performance, learners records of practical observation, field diary, herbaria and collection of materials flora and fauna.

Unit 4 Extended Curricular Activities

- 4.1 Meaning, Importance and organisation of Science Club.
- 4.2 Activities of Science Club organising– Science fair - Science exhibition - Science Museum - Science Quiz – Competitions.

- 4.3 Field Visits/ trips – Excursions - Nature club - Bird watching.
4.4 Celebrating 'Days of Scientific Significance with reference to Biological Science.

Unit 5 Application of Educational Technology

- 5.1 Computer Assisted Instruction – Meaning, need and Importance.
5.2 Internet and e-learning - Meaning, need and Importance.
5.3 Power point – Need, importance and steps.
5.4 Digital – Usages of Smart Class, Multimedia and EDU Sat.

Suggested Activities/ Practicals/ Tutorials -

- Science Teacher – Qualities, (general & special) duties and responsibilities;
- Measures to promote professional growth of Biological Science teacher;
- Tools and techniques of evaluation – concept and significance;
- Science club activities – importance and organization;
- Importance of celebrating 'Days of Scientific Significance' particularly in Biological Science.

Practicum:

- A survey on 'Professional growth' of science teachers in the community schools.
- Preparation of blue print, test items and assessment criteria.
- Preparation of Test Items.
- Construction of a well-balanced question paper for 8th and 9thstd.
- Preparation of self-evaluation tool.
- Procedure to be followed for item analysis and interpretation.
- Construction of a Question Bank in Biological Science for VIII/ IX/ X Std.
- Outline criteria for the evaluation of projects, seminars and assignments.
- Construction of a Diagnostic test in Biological Science with possible learning difficulties and relevant remedial measures.
- Planning, Organizing and Evaluation of a Field-trip or visit to any place of scientific interest.
- Science Talk.
- Quiz programme.

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16EDU552 **ADVANCED PEDAGOGY OF COMMERCE** **2 0 2 3**

Objectives: On completion of the course, the student teacher will -

- develop an understanding about the extended curricular activities for teaching commerce;
- acquire the capacity to plan and organize co-curricular activities in commerce classes;
- mould the prospective teachers to uphold the professional spirit in diverse angles;
- enable the learner to improve his/her professional competence as a commerce teacher;
- empower students in using digital resource for assessment and evaluation in commerce;
- become capable of constructing and implementing achievement and diagnostic tests;
- acquaint student teachers with the various assessment techniques;
- know the quality improvement programmes conducted by various agencies.

Unit 1 Extended Curricular Activities in Commerce

- 1.1 Meaning, importance and organization of commerce club.
- 1.2 Commerce magazine.
- 1.3 Running of school bank and cooperative store in schools.
- 1.4 Importance of organizing activities like field trip, excursion, quizzes and competitions.

Unit 2 Objectives

- 2.1 Instructional objectives (Blooms Taxonomy of Educational objectives, Blooms revised taxonomy).
- 2.2 General objectives of teaching commerce.

Unit 3 Assessment and Evaluation in Commerce

- 3.1 Types of evaluation – formative and summative evaluation, continuous and comprehensive evaluation.
- 3.2 Test items – Types of test items, merits and demerits.
- 3.3 Construction and administration of achievement test, diagnostic test, remedial teaching, portfolio assessment, rubrics, self-reflection and peer evaluation.
- 3.4 Evaluation of projects, seminars and assignments.
- 3.5 E-assessment – computer-assisted assessment, online assessment tools, online quizzes, online tests.

Unit 4 Teaching as a Profession and Agencies involved

- 4.1 Teaching as a profession – Teacher qualities and competencies, traits and professional ethics.
- 4.2 Role of Commerce Teachers Association, NCERT, SCERT, DIET.

Unit 5 Professional Growth

- 5.1 Professional development – Need, Continuous professional development (CPD).
- 5.2 Professional Growth of commerce teacher – ways and means – in service programme, research activities, membership in professional organization, participation in seminars and workshop, published work, peer networking, E-twinning, soft skills development.

Suggested activities/ practicals/ tutorials:

- Prepare a question bank for various type of test items from accountancy or from business studies;
- Reflect on your experiences as a commerce teacher during internship and post it in e-platform;
- Form a commerce club and manufacture and conduct marketing of those products produced;
- Prepare an online test material in commerce;
- Prepare a well balanced question paper for +1 and +2 accountancy and business studies;
- Preparation of self evaluation tool;
- Organize activities in a commerce club;
- Conduct an interview of commerce teachers at higher secondary level on the professional development and present a report;
- Prepare a drama script on any topic related with commerce;
- Conduct a field visit to any nearby industry;
- Draft a plan on a supporting programme for enriching children with special needs;
- Prepare your own plan to organize a store in school/ college.

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16EDU553**ADVANCED PEDAGOGY OF ENGLISH****2 0 2 3**

Objectives: On completion of the course, the student teacher will

- become familiar with the resources and materials for the teaching of English;
- be motivated to use Audio-visual resources in their practice-in-teaching work as well as in their work as regular classroom teachers;
- be acquainted with the different procedures of evaluation of language skills at different stages;
- realize their responsibilities as language teachers and to pursue towards professional growth.

Unit 1 Co-Curricular Activities

- 1.1 Language Club - Need, Importance & organization.
- 1.2 Activities - Debates, Elocution, picture reading, symposium, panel discussion, Declamation, Quiz etc.

Unit 2 Language and Material

- 2.1 Teacher's Handbook and Pupils' Workbook, Supplementary Reader.
- 2.2 Reference Material in English – Dictionary, Thesaurus, Encyclopedia.
- 2.3 Authentic materials (Bank challan, Railway, Bus reservation forms, Maps, Timetables, graphs, magazines, journals components, advertisement.).

Unit 3 Evaluation

- 3.1 Need and types - Formative, Summative.
- 3.2 Balanced Question Paper - objective type, short, long answers, new type questions.
- 3.3 Characteristics of a good English test - objectivity, validity, Reliability, Practicability.
- 3.4 Unit Test – Meaning, Stages involved in Construction, Blueprint, content Analysis, interpretation of results.

Unit 4 Tools of Evaluation

- 4.1 Difference between measurement and evaluation.
- 4.2 Types of tests - Progress test, Achievement test, proficiency test, Aptitude test, Diagnostic test.
- 4.3 Diagnostic Test – Meaning, Importance, uses, remedial measures, follow-up activities.

Unit 5 English Language Teacher

- 5.1 Teacher - Qualification, qualities, competencies, Skills.
- 5.2 Professional Growth - FDP, developing referential skills, knowledge of other languages, Research Activities.
- 5.3 Teacher as a researcher - Action Research - Meaning, importance, Steps, uses.

Suggested Activities/ Practicals/ Tutorials:

- Different types of materials and resources for teaching of English;
- Teaching of structures and vocabulary;
- English text books at different stages;
- The English Reader (detailed and non-detailed);
- Comparative study of the English text books used in State schools, CBSE, ICSE;
- Literary terms in English;
- Types of handwriting;
- Writers in English and their writing.

Practicum -

- Preparation and construction of a unit test on the lessons taught in the school administering, scoring, analysis and interpretation.
- Visiting English language laboratories established in other institutions and reporting on their functioning.
- Preparing transparencies for teaching of grammar.
- Making a study of errors through diagnostic tests and suggesting remedial measures.
- Conducting a symposium on different types of evaluation in terms of their practice in secondary schools.
- Preparation of different tests for the testing of listening, speaking, reading and writing skills.
- Preparing a question bank on the topic/ lesson selected for practice teaching.
- Visiting English language Teaching centers and submitting a report about their functioning in relation to program for teachers.
- Preparation and presentation of a seminar paper on the use of educational technology in teaching English.
- Interviewing English teachers and reporting.
- A contrastive study of state syllabus with that of CBSC or ICSE.
- Presentation of a paper on the characteristics of a good achievement test and comparing it with a diagnostic test.
- Conducting quiz competition to children in the practicing school.
- Display of manuscripts about articles on the notice boards.
- Analysis of VIII or IX std textbook in terms of characteristic of a good English text book.
- Preparing a dictionary or glossary for the content words of VIII and XI std list book.
- Working with encyclopedia and thesaurus in the library.
- Preparation and presentation of a seminar paper on the importance of supplementary readers.

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16EDU554**ADVANCED PEDAGOGY IN KANNADA****1 0 2 2**

ಪ್ರಗತಿವರಬೋಧನಾಶಾಸ್ತ್ರ

ಉದ್ದೇಶಗಳು: ಈ ಕೋರ್ಸ್‌ನ್ನು ಅಧ್ಯಯನ ಮಾಡಿದ ನಂತರ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕ ಈ ಕೆಳಗಿನ ವರ್ತನೆಗಳನ್ನು ಪ್ರಕಟಿಸುವನು

- ಕನ್ನಡ ಭಾಷಾಪಾಠಗಳ ಬೋಧನೆಯ ಮೂಲಕ ಭಾಷಾಪ್ರಭುತ್ವ, ಸಾಹಿತ್ಯಾಸಕ್ತಿ ಮತ್ತು ಸೃಜನಶೀಲತೆಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
- ಸಾಹಿತ್ಯ ಪ್ರಕಾರ, ಬೋಧನೋದ್ದೇಶಕ್ಕನುಗುಣವಾಗಿ ಬೋಧನಾ ಮಾದರಿ ಹಾಗೂ ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುತ್ತಾನೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕೌಶಲಗಳ ವಿಕಾಸವನ್ನು ಮತ್ತು ಸಾಹಿತ್ಯಾಸಕ್ತಿ ಸೃಜನಶೀಲ ಶಕ್ತಿಗಳ ಪ್ರಶಂಸಾ ಶಕ್ತಿಯನ್ನು ಮಾಪನ ಮಾಡುವ ಸಾಧನ ಹಾಗೂ ನೈದಾನಿಕ ಸಾಮಗ್ರಿಗಳನ್ನು ರಚಿಸುತ್ತಾನೆ.
- ಉದ್ದೇಶ ಸಾಧನೆಗೆ ಅನುರೂಪವಾದ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ರಚಿಸುತ್ತಾನೆ.
- ಕನ್ನಡ ಸಂಘ/ಸಾಹಿತ್ಯ ಸಂಘದ ಚಟುವಟಿಕೆಗಳನ್ನು ಏರ್ಪಡಿಸುತ್ತಾನೆ.

ಘಟಕ 1 : ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು

- 1.1. ಸಾಹಿತ್ಯ ಸಂಘಗಳು - ರಚನೆ, ಅವಶ್ಯಕತೆ ಮತ್ತು ಸಂಘಟನೆ
- 1.2. ಸಾಹಿತ್ಯ ಸಂಘದ ಚಟುವಟಿಕೆಗಳು - ಭಾಷಣ, ಚರ್ಚಾಸ್ಪರ್ಧೆ, ರಸಪ್ರಶ್ನೆ, ಕವಿಗೋಷ್ಠಿ, ಭಿತ್ತಿಪತ್ರ ರಚನೆ, ಶಾಲಾಪತ್ರಿಕೆ, ಭಾಷಾ ಆಟಗಳ ನಿರ್ವಹಣೆ, ಪುಸ್ತಕ ಪ್ರದರ್ಶನ, ಕವಿಜಯಂತಿ, ವಾರ್ತಾ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಇತ್ಯಾದಿ
- 1.3. ಸಾಂಸ್ಕೃತಿಕಚಟುವಟಿಕೆ, ಕ್ಷೇತ್ರ ಭೇಟಿ

ಘಟಕ 2 : ಮೌಲ್ಯ ಮಾಪನ

- 2.1. ಮೌಲ್ಯಮಾಪನ-ಸ್ವರೂಪ, ಮಹತ್ವ ಮತ್ತು ಉಪಯೋಗ
- 2.2. ರೂಪಣಾತ್ಮಕ ಮತ್ತು ಸಂಕಲನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ

- 2.3. ರಾಜನಿಕ ದೃಷ್ಟಿಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ - ಕಲಿಕಾ ಪೂರ್ವ, ಕಲಿಕಾ ಅವಧಿಯಲ್ಲಿ ಮತ್ತು ಕಲಿಕೋತ್ತರ ಹಂತಗಳಲ್ಲಿ
- 2.4. ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು - ಮೌಖಿಕ, ಲಿಖಿತ ಕಾರ್ಯ ನಿರ್ವಹಣ ಪ್ರಶ್ನೆಗಳು ಪಠ್ಯವಿಷಯಗ್ರಹಣ ಪ್ರಶ್ನೆಗಳು -ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು, ಅಭಿವ್ಯಕ್ತಿಯನ್ನು ಪರೀಕ್ಷಿಸುವ ಪ್ರಶ್ನೆಗಳು- ವಾಚನ ಸಾಮರ್ಥ್ಯಪರೀಕ್ಷಣಾ- ಆಲಿಸುವಿಕೆ ಒರೆಗಳು

ಘಟಕ 3 : ಮೌಲ್ಯಾಂಕನ

- 3.1 ಮೌಲ್ಯಾಂಕನ- ಗೃಹಕಾರ್ಯ-ವಿಚಾರ ಸಂಕರಣ- ನಿಯೋಜಿತಕಾರ್ಯ
- 3.2 ಘಟಕ ಪರೀಕ್ಷೆ-ತಯಾರಿಕೆ-ಹಂತಗಳು-ತತ್ವಗಳು-ಉಪಯೋಗಗಳು-ವಿಶ್ಲೇಷಣೆ
- 3.3 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ-ರಚನೆ, ಪರಿಹಾರಬೋಧನೆ
(ಓದುಗಾರಿಕೆಯಲ್ಲಿ, ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ಬರವಣಿಗೆಯಲ್ಲಿನ ದೋಷ)

ಘಟಕ 4 : ಭಾಷಾ ಶಿಕ್ಷಕ

- 4.1 ಅರ್ಹತೆಗಳು- ಶೈಕ್ಷಣಿಕ, ವೃತ್ತಿ ಮತ್ತು ವಿಶೇಷ ಅರ್ಹತೆ-ಗುಣಗಳು- ಸಾಮರ್ಥ್ಯಗಳು- ಅನ್ಯಭಾಷಾ ಪರಿಚಯ
- 4.2 ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾ ನಿರತ ತರಬೇತಿಯ ಅವಶ್ಯಕತೆ-ಅವಕಾಶಗಳು
- 4.3 ವೃತ್ತಿ ಬೆಳವಣಿಗೆ- ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ
- 4.4 ತ್ರಿಯಾ ಸಂಶೋಧನೆ- ಅರ್ಥ, ಪ್ರಾಮುಖ್ಯತೆ, ಹಂತಗಳು, ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸುವಿಕೆ

ಘಟಕ 5 : ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ತಂತ್ರಜ್ಞಾನದ ಅನ್ವಯ

- 5.1 ಕಂಪ್ಯೂಟರ್ ಆಧಾರಿತ ಕಲಿಕೆ - ಅರ್ಥ, ಅವಶ್ಯಕತೆ, ಪ್ರಾಮುಖ್ಯತೆ
- 5.2 ಅಂತರ್ಜಾಲದ ಬಳಕೆ- ಇ-ಆಧಾರಿತ ಕಲಿಕೆ- ಅರ್ಥ, ಅವಶ್ಯಕತೆ, ಪ್ರಾಮುಖ್ಯತೆ
- 5.3 ಪಿಪಿಟಿ -ಪ್ರಸ್ತುತಿಕರಣ- ಅವಶ್ಯಕತೆ- ಪ್ರಾಮುಖ್ಯತೆ

ಟ್ಯೂಟೋರಿಯಲ್/ವಿಚಾರ ಸಂಕರಣ

- ಪ್ರೌಢಶಾಲೆ ಪಠ್ಯಪುಸ್ತಕಗಳ ಪಾಠಗಳಿಗೆ ಸೂಕ್ತ ಕ್ರಮ ಬಳಸಿ ಯೋಜನೆ (ಚಟುವಟಿಕಾ ಪ್ರಧಾನ)
- ನುಡಿಗಟ್ಟುಗಳ ಬೋಧನೆ(ಸಾಂದರ್ಭಿಕ ತಂತ್ರ ಬಳಸಿ)
- ವಿವಿಧ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಉಪಸರ್ಗಗಳನ್ನು ಬಳಸಿ ಪದರಚನೆ ಲೇಖನ ನೀಡಿ ಸಂಕ್ಷೇಪಣೆ ಮಾಡಿಸುವುದು
- ಪ್ರೌಢ ಶಾಲೆಯ ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಗಳನ್ನು ಸಮೀಕ್ಷೆ ಮತ್ತು ವಿಶ್ಲೇಷಣೆ
- ಮುದ್ರಣ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸುವ ಕ್ರಮ ವಿವರಿಸುವುದು
- ಭಾಷಾ ಕ್ರೀಡೆಗಳ ನಿರ್ವಹಣೆ, ಪದಬಂಧಗಳ ರಚನೆ ಮತ್ತು ನಿರ್ವಹಣೆ
- 'ಥಟ್‌ಅಂತ ಹೇಳಿ' (ಚಂದನ ವಾಹಿನಿ) ಮಾದರಿಕನ್ನಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಕಾರ್ಯಕ್ರಮಗಳ ಚರ್ಚೆ
- ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಧ್ವನಿ ಸುರುಳಿ ಆಲಿಸಿ-ಚರ್ಚೆ

- ಅಣಕು ಸಂದರ್ಶನ
- ಚಮಕಿತ ಕಾರ್ಡುಗಳ ಬಳಕೆ
- ಕವಿಗೋಷ್ಠಿ
- ಶ್ರವ್ಯಭಾರತಿ -ಸಿಐಐಎಲ್ ಧ್ವನಿ ಸುರುಳಿ ಆಲಿಸಿ ಚರ್ಚೆ
- ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಸಮೀಕ್ಷೆ (8,9ನೇ ತರಗತಿಯ (ಶಾಲಾ) ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಆಧರಿಸಿ) ಘಟಕ ಒಂದಕ್ಕೆ ನೀಲಿನಕ್ಷೆ ತಯಾರಿಸುವುದು
- ವಿವಿಧ ಮಾದರಿ ಉದ್ದೇಶ ಆಧಾರಿತ ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳ ರಚನೆ
- ಪ್ರಶ್ನೆಕೋಶ ತಯಾರಿಕೆ
- ನೈದಾನಿಕ ಪರೀಕ್ಷೆ ತಯಾರಿಕೆ

ಗ್ರಂಥಮಾಲೆ:

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16EDU555 ADVANCED PEDAGOGY OF MATHEMATICS 2 0 2 3

Objectives: On completion of the course, the student teacher will -

- acquire the knowledge of Professional Competencies of a Mathematics Teacher.
- develop an Understanding about extended curricular activities for Teaching Mathematics.
- develop Skill of - Constructing Achievement and Diagnostic Tests; Organizing Co-Curricular Activity.

Unit 1 Curricular Activities

- 1.1 Mathematics Projects.
- 1.2 Developing Mathematics Laboratory.
- 1.3 Mathematics club.

Unit 2 Recent trends in Mathematics

- 2.1 Co-operative Learning.
- 2.2 Mathematics Olympiad.
- 2.3 Use of Calculators, m-learning.

Unit 3 Assessment in Mathematics

- 3.1 Construction of Unit Test.
- 3.2 Preparation of Balanced question paper.
- 3.3 Evaluation of Projects and Assignments.
- 3.4 Diagnosis and Remediation – Diagnostic Test Construction.
- 3.5 National Talent Search Scheme.

Unit 4 Mathematics Teacher

- 4.1 Qualities.
- 4.2 Professional Competencies.

Unit 5 Professional Development

- 5.1 Professional Development: in-service Programmes, Continuing Education, Research Activities – Action Research.
- 5.2 Seminars, Workshops and Conferences.
- 5.3 Teacher Associations – NCTM, AMTI, AISMTA.

Tutorials -

- Achievement test - concept and importance.
- Diagnostic test.
- Mathematics club activities.
- Teacher associations - functions.

Practicum -

- Review of articles related to mathematics teaching.

- Interaction with students of other colleges of education.
- Conducting Action Research (Practice-in-teaching).
- Organizing mathematics quiz (Practice-in-teaching).

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16EDU556 ADVANCED PEDAGOGY OF PHYSICAL SCIENCE 2 0 2 3

Objectives: On completion of the course, the student teacher will -

- develop the skill of analyzing the Physical science content in terms of content and learning experiences;
- state objectives in behavioural terms, prepare Year Plan, Unit Plan and Lesson Plan;
- acquire the knowledge of professional Competencies of a Physical science Teacher;
- conduct experiments and does demonstrations in Physical science;
- construct Achievement and Diagnostic Tests, organise Co-Curricular Activities.

Unit 1 Co-Curricular Activities in Physical Science

- 1.1 Meaning, Importance and organization of Science Club.
- 1.2 Organization of activities of Science Club - Field Visits, Science fair, exhibition, Museum, celebrating 'Days of Scientific Significance'.

Unit 2 Tools of Assessment in Physical Science

- 2.1 Construction of an achievement test, Port folios, Checklists and rubrics.
- 2.2 Different types of test items – merits and demerits.

Unit 3 Testing and Evaluation in Physical Science

- 3.1 Diagnostic test and remedial teaching in Physical Science.
- 3.2 Evaluation through projects, seminars and assignments.

Unit 4 Role of Teacher

4.1 Qualities of a Physical Science Teacher.

4.2 Competencies of a Physical Science Teacher.

Unit 5 Professional Qualities of Teacher

5.1 Professional growth of a Physical Science Teacher.

5.2 Professional ethics of a Physical Science teacher.

Suggested Activities/ Practicals/ Tutorials -

- Preparation of blue print;
- Preparation of Test Items;
- Preparation of a well-balanced question paper for 8th and 9thstd;
- Preparation of work book for existing 8th and 9th Physical science text book;
- Preparation of self-evaluation tool;
- Preparation of different types of questions for different levels of learning and analysis;
- Procedure to be followed for item analysis and its interpretation.

Practicum -

- Organization of a science club.
- Organization of science fair, science competitions, field trips and exhibition with reference to Physical science.
- Expected and existing competencies of a Physical science teacher.
- Preparation of model question paper with blue print.

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16EDU557 ADVANCED PEDAGOGY OF SOCIAL SCIENCE 2 0 2 3**Objectives:** On completion of the course, the student teacher will -

- construct a well-balanced question paper for a unit test;
- appreciate rich cultural heritage and contributions of Social Sciences to the World;
- develop interest in organizing various Co-curricular activities in teaching Social Science;
- critically analyse the evaluation system;
- appreciate the importance of Field Trip and Excursion;
- construct well-balanced question paper with the help of Blue print;
- conduct a Diagnostic test and identify the problems;
- be aware of the qualification and competencies of social science teacher;
- explore the quality improvement programmes conducted by various agencies.

Unit 1 Curricular activities

1.1 Social science club – Meaning - Importance and Organization.

1.2 Organizing activities - Mock parliament – Quiz-competitions – Album - Scrap book – Election.

Unit 2 Extended curricular activities

2.1 Field Visit – Trip – Excursion.

2.2 Celebrating significant days.

Unit 3 Assessment

3.1 Construction of an Achievement test.

3.2 Different types of test items merits and demerits - Blue print.

3.3 Diagnostic test – Remedial teaching.

Unit 4 Evaluation

4.1 Evaluation of projects-seminars –assignments.

4.2 Continues and comprehensive evaluation (CCE).

Unit 5 Professional growth and role of Social Science teacher

5.1 Qualities and Competencies of Social Science Teacher.

5.2 Professional growth of Social Science teacher.

5.3 Professional ethics.

Suggested Activities/ Practicals/ Tutorials -

- Writing instructional objectives on different topics of history and civics in different domains;
- Collect the different sources of history and classify them;
- Organise the mock parliament as a group activity;
- Visit a local historical place and prepare a report;
- Collection of historical articles published in periodicals, journals, etc.;
- Construction of different objective based test items in Social Science;
- Prepare a unit test;
- Prepare a well-balanced – question paper on any one unit of 8th or 9th standard Social science;
- List out learning disabilities in Social Science learning;
- List out the objectives of Social Science club;
- Organise the activities in Social Science club;
- Measures taken in maintaining and protecting the historical monument;
- Organise quiz programs;
- Power point presentation on Seven Wonders of the World.

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16EDU580**YOGA AND MEDITATION****0 0 2 1****Objectives:**

- Yoga works on the level of one's body, mind, emotion and energy;
- It embodies unity of mind and body, thought and action, restraint and fulfillment, harmony between man and nature;
- A holistic approach to health and well-being;
- Yoga is not about exercise but to discover the sense of oneness with ourselves, the world and Nature;
- By changing our lifestyle and creating consciousness, it can help us to deal with climate change;
- This has given rise to four broad classifications of Yoga: Karma "Yoga" where we utilise the body; Jnàna "Yoga" where we utilise the mind; Bhakti "Yoga" where we utilise the emotion and KriyaYoga where we utilize the energy;
- Each system of Yoga we practice falls within the gamut of one or more of these categories;
- Every individual is a unique combination of these four factors. Only a guru" (teacher) can advocate the appropriate combination of the four fundamental pathas is necessary for each seeker.

Activities -

- Demonstration of Asanas.
- Practice of "I Am Technique" in the Workshop mode.
- Routine practice of Yoga and Meditation.s
- Guidelines of University (Amrita Vishwa Vidyapeetham) to be adopted and followed accordingly.
- Guidelines of NCTE (National Council of Teacher Education) will be followed.

16EDU581 COMMUNITY-RELATED ACTIVITIES 0 0 2 1**Objectives:**

- Provides holistic education for the trainees;
- To prepare student Teachers for entry-level ecologically-based generalist practice at all levels of intervention individuals, groups, families, organizations, and communities through various activities;
- To prepare students for inclusive practice with diverse & vulnerable groups in society throughout a variety of local, regional, national human service settings, elderly and sick persons, & persons with various challenges;
- To prepare students for ethical decision-making guided by the values, principles & standards of the social work, particularly the values of self-determination, empowerment, & regard for diversity;
- Apply critical thinking skills in problem solving, values and ethics, human diversity issues and interactions among systems;
- Identify and make appropriate use of supervision and consultation;
- Conduct research to evaluate their own social work interventions and those of others, as well as to evaluate agency and community practice.

Activities:

- Amala Bharatham Campaign.
- Telemedicine.
- Village Visit.
- Reflective Journal.

16EDU582 COMMUNICATIVE ENGLISH 1 0 2 2

Objectives: On completion of the course, the student teacher will -

- be aware of the meaning and process of communication;
- develop the skill in communication with special reference to listening, speaking, reading, and writing co-related with comprehension, expression and appreciation;
- analyse the importance and the role played by the languages/s in the art of communication;
- learn the various ways and choose the most appropriate way of speaking language.

Unit 1 Importance of English language for overall development

1.1 English Language - Need and Importance.

1.2 Grammar - Formal and Functional.

1.3 Activities - To learn the right use of parts of speech, Types of sentences, Transformation of sentences.

1.4 Syntax - Common errors and corrections.

Unit 2 Developing Speaking Skills

2.1 Phonetics – International Phonetic Association & Received Pronunciation.

2.2 Influence of Mother Tongue.

2.3 Activities to enhance speaking skills: Role Play, Skits, GD, Presentations, Panel Discussions.

Unit 3 Development of Writing Skills

3.1 Writing skills: Significance – Types.

3.2 Creative writing – Cursive – Script – Penmanship.

3.3 Written Communication: Narration, Letter, Theme, descriptive, Report, Picture Reading, Weaving Stories.

Suggested Activities/ Practicals/ Tutorials:

- Word tree.
- Word building.
- Pick and speak.
- Change the voice.
- Reading a passage.
- Dialogue writing.
- Picture description.
- Proverb expansion.
- Role play.
- Introducing one self.
- Theme writing.
- Prefix and suffix.
- Substitution table.
- Space orientation.

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16EDU583 SKILL DEVELOPMENT 0 1 1 2

1. Practice of Communicative Skills

2. Microteaching –

a. Core teaching skills:

- Skill of introducing a lesson;
- Skill of explaining ;
- Skill of illustrating with examples;
- Skill of fluency in questioning.

b. Subject Specific Skills:

- Skill of drawing diagrams;
- Skill of drawing mathematical constructions;
- Skill of reading aloud;
- Skill of stimulus variation.

16EDU591 SCHOOL INTERNSHIP IN BIOLOGICAL SCIENCE 8 cr

Practice in Teaching in Biological Science consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM), one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons, a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Biological Science, as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU592 SCHOOL INTERNSHIP IN COMMERCE 8 cr

Practice in Teaching in Commerce consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM), one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons, a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Commerce, as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU593 SCHOOL INTERNSHIP IN ENGLISH 8 cr

Practice in Teaching in English consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM), one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in English, as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU594 SCHOOL INTERNSHIP IN KANNADA 8 cr

Practice in Teaching in Kannada consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM), one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Kannada, as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU595 SCHOOL INTERNSHIP IN MATHEMATICS 8 cr

Practice in Teaching in Mathematics consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM) one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Mathematics, as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU596 SCHOOL INTERNSHIP IN PHYSICAL SCIENCE 8 cr

Practice in Teaching in Physical Science consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM) one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Physical Science as 'Term work'. The whole term work is evaluated for 150 marks.

16EDU597 SCHOOL INTERNSHIP IN SOCIAL SCIENCE 8 cr

Practice in Teaching in Social Science consists of delivery of TWO (2) integrated lessons in simulated situation. Later during internship FIFTEEN (15) regular class-room lessons need to be delivered in the respective Schools selected for internship. Out of which five are based on constructivist approach, three innovative lessons (ICT/ CAM/ ITM) one remedial lesson and later ending in a culminating lesson.

After the completion of all Fifteen (15) lessons a Practical examination is conducted. Thus each student teacher will have to complete FIFTEEN (15) lessons in Social Science, as 'Term work'. The whole term work is evaluated for 150 marks.