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: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

Insights from Bhagavad Gita

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 Paramahamsa, 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 spirit 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

REFERENCES:
1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Ramakrishnananda Puri - Amma's Heart
3. Swami Ramakrishnananda 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 Ramakrishnananda Puri - Ultimate Success
7. Swami Jnananandanananda Puri - Upadesamrititham (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 Jagatamananda - 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:
• Jeanne, Ellis Omrod. Educational Psychology: Developing Learners. Fourth Edition
• Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology

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 Gandhi and Sarvepalli Radha Krishnan

Unit 2 Constitutional Provisions related to education
2.1 Directive Principles of State Policy, Fundamental Rights and Duties.
SYLLABI BEd 2016 admissions onwards

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

2.3 Constitutional values related to education.

Unit 3 Policies and Programmes
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.
- Contribution of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi and Sarvepalli Radha Krishnan to the development of education and how far can they be incorporated in the present system of education.
- 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.

References:
- NCERT (1985). Teacher and Education in Emerging Indian Society. New Delhi, NCERT.
- UNDP Human Development Reports. New Delhi: Oxford University Press.
- Yadav and Yadav (1990) Education in Emerging Indian Society, New Delhi, Tandon Publications.
- pathshala.nic.in/wp-content/doc/NCF/Pdf/teacher_edu_final.pd
16EDU0403 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

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.

References:
16EDU404 KNOWLEDGE AND CURRICULUM

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.
2.5 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.
4.5 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.
SYLLABI

References:
- Von Glasersfeld E (1989), Cognition, Construction of knowledge and teaching synthesis. 80(1), 121-140.

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 Gandhi and Aurobindo
- Preparation of a Sociogram.
- Case study of a well-adjusted or maladjusted student/person.

References:

References:

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.
• Ways of language assessment - observation, records, maintaining profiles, Formal and Informal Letter writing, etc.

References:

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 planate) 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.
• New expert Biology volume – II (Second year PUC), Expert educational publishers, Bengaluru - 560085.
• 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.

References:
• Higher secondary business studies and accountancy text books NCERT and SCERT (Plus 1 & Plus 2)
16EDU453 CONTENT ENRICHMENT IN ENGLISH

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.

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

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16EDU454 CONTENT ENRICHMENT IN KANNADA

Unit 1: ಕನ್ನಡ ವಾಸತಿ

1.1. ಕನ್ನಡ ವಾಸತಿ, ಕನ್ನಡಕ್ಕೆ ಸೇರಿದಂತೆ ಪ್ರಸ್ತುತಿಕಾಲದ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂದರ್ಭ
1.2. ಸ್ಥಾನಿಕ, ಸ್ಥಾನಾತಿ ವಾಸತಿ ಅನುಗುಣ
1.3. ಕನ್ನಡ ಶಾಸ್ತ್ರದ ಸಂಶೋಧನೆ, ಪ್ರಗಮ (ಸೂಕ್ಷ್ಮ, ಕೆಂಪು, ಸಂದರ್ಭ)
1.4. ಕನ್ನಡಕ್ಕೆ ಸಂಬಂಧಿಸಿತ ವಿಷಯಗಳು

Unit 2: ಸ್ವತಂತ್ರ ಪ್ರಕಾರ

2.1. ಸ್ವತಂತ್ರ
2.2. ಸ್ವತಂತ್ರತಾ
2.3. ಸ್ವತಂತ್ರ ಜೀವಿತದ ಸಂಬಂಧಿತ (ಸ್ವತಂತ್ರವಿಷಯಗಳು)

Unit 3: ಉದಾಹರಣೆಗಳು

3.1. ಉದಾಹರಣೆಗಳು ಪ್ರತಿ ಖ್ಯಾತಿ ಪಾತ್ರ
3.2. ಉದಾಹರಣೆಗಳು ಪ್ರತಿ ಖ್ಯಾತಿ ಪಾತ್ರ
3.3. ಉದಾಹರಣೆಗಳು - ಸೂಕ್ಷ್ಮ, ಸಂದರ್ಭ, ಸ್ವತಂತ್ರ
3.4. ಉದಾಹರಣೆಗಳು ಸಂಬಂಧಿಸಿತ, ಪ್ರತಿ ಖ್ಯಾತಿ, ಪ್ರತಿ ಖ್ಯಾತಿ, ಪ್ರತಿ ಖ್ಯಾತಿ
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 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.

Unit 2 Understanding the basics of Physics
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.

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 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 vardantras - South India - Sadahavahanas Kadambas and Gangas - The chalukyas of
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.


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 Tenth Standard Text Book (2016)
• 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, Hypothecation, 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.

References:
• Chikkara and Sharma (2000). Teaching of Biological Science (Life Sciences), Ludhiana: Tandon Publications.
• Monika Davar (2012). Teaching of Science, New Delhi: PHI learning private Ltd.
• Promila Shrama (2009). Teaching of life science, New Delhi: A P H Corporation Ansari Road, Darya Ganj
• Ramakrishna A - Methodology of teaching Life Science. Pearson.
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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 inflibnet, web based learning - concept of e-learning, educational CDs, Interactive White Boards, Multimedia.

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1.1 Commerce – Meaning, Definition, Importance and Scope of Commerce as a subject and a vehicle for nation building in the 21st century.
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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 inflibnet, 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 brain-based 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.

**References:**

**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.
- Comparison between the learning of First and Second Language, structure of English language.

**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.

**References:**

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<tr>
<th>Unit 1 Introduction</th>
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<tr>
<td>1.1 Introduction - Need and Importance of English language in Local, National and global contexts.</td>
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<td>1.2 Structure of English Language - Formal/ Functional.</td>
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**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.

**References:**
16EDU466 PEDAGOGY OF PHYSICAL SCIENCE 2023

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
1.2 Components of Scientific Knowledge-Process and Product.
1.3 Importance of Physics and Chemistry in daily life and growth of knowledge.

References:
- Polya, G. (1985), How to Solve it, New Delhi, Prentice Hall, Private Ltd.
- Shivarudrappa G., Ganitha Bhodana karma, Bengaluru Vishwavidya Nilaya, 1982
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- Guddalli S. M (2003), Vijnana Bodhane, Dharwad: Bharatha Prakashana

### 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;

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- 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.
3.3 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
5.2 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,
Syllabi

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.

References:

16EDU480 READING AND REFLECTING ON TEXTS

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 Evaluation
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 schoo,
- Developing recording skills, reflecting on existing available documents of field notes.

References:
- Alderman, Gary L., and Susan K Green (2011), "Fostering Lifelong Spellers through Meaningful Experiences" The Reading Teacher, 64(8), 599-605
- Ediger, Marlow (2011), "Shared Reading, the Pupil, and the Teacher" Reading Improvement, 48(1), 55-58.
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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.

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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.
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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.
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 it. 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 1022

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**

- Assessment and Evaluations - P.G. Pnog
- 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
- Intel Teach to the Future pre-Service Version 2.0 manual

16EDU484 **SCHOOL INTERNSHIP I**

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**

**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.
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 skewness 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:
• Ebel (1964) Measurement and Evaluation.
• Ram Bahia Patel – Evaluation Theory and Practice.
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.

References:

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.

References:
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 environmental theme.
• A Survey of environmental awareness among people in Urban/Rural locality
• Environmental friends/ enemies.
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References:
- Ravindranath M.J., Bhaskara, S., (ED.). (1997) Environmental Education in Pre-service Teacher Education (EEEP), Bangalore: Centre for Environment Education.

Websites
- http://www.env/for/nic.in/divisions/ee/ee.html

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.

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.

**References:**
- Asha K Kinra (2009), Guidance and Counselling, Dorling Kindersley (India) Pvt Ltd
- Gupta S.K. (1980), Guidance and Counselling in Indian Education, New Delhi: NCERT
- Gupta S.K. (1980), Guidance and Counselling in Indian Education, New Delhi: NCERT
Unit 3 Food and Nutrition
3.1 Food habits - their functions of nutrition.
3.2 Diversity and verify foods, preservation of food value during cooking, indigenous and modern ways to persevere 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, in digenous 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, Shtiaprajna.
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.

References:

16EDU534 RESEARCH METHODOLOGY 2103

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.
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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.

**References:**


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**SYLLABUS**

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Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.


R.P. Bhattachar (Ed.) Readings in Methodology of research in Education; Meerut, R Lal Book Depot, 2002.


Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.


Koul Lokesh, Methodology of Education Research, vikas publishing house Pvt. Ltd. Noida.


M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company, 2001

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**16EDU535 VOCATIONAL EDUCATION**

**Objective:**

- 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.
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Unit 2 Basic education and S.U.P.W.
2.1 Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.

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.

References:
• Secondary Education Commission (1952–53)
• Kothari Commission Report (1964–66)
• Tarun Rashtriya, Vocational Education, APH Publishing Corporation, New Delhi, 2005

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.

References:
- Promila Shrama (2009). Teaching of Life science, New Delhi: A P H Corporation Ansari Road, DaryaGanj.
- Shanmugam S. PaneerSelvam - Laboratory handbook on Biochemistry. PHI.
- Vignana Bhodhane, Dharwad. Bharatha Prakashana.
- Vishyaadharatita Bodhana Paddati Vignana Bengaluru.
SYLLABI BEd 2016 admissions onwards

16EDU552 ADVANCED PEDAGOGY OF COMMERCE 2023

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;
• 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.

References:
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.
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.

References:
2.1. ... 2.4. ...

3.1. ... 3.2. ... 3.3. ...

4.1. ... 4.2. ... 4.3. ... 4.4. ...

5.1. ... 5.2. ... 5.3. ...

- ... - ...

- ... - ... - ...
16EDU555  ADVANCED PEDAGOGY OF MATHEMATICS  2023

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.

16EDU556  ADVANCED PEDAGOGY OF PHYSICAL SCIENCE  2023

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 a balanced question paper for 8th and 9th std;
• 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.

References:
• Chikkara and Sharma (2000). Teaching of Biological Science (Life Sciences), Ludhiana: Tandon Publications.
• Monika Davar (2012). Teaching of Science, New Delhi: PHI learning private Ltd.

16EDU557 ADVANCED PEDAGOGY OF SOCIAL SCIENCE

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.

References:
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.

References:
• Aggarwal J.C. (Second reprint 2003) Teaching of Social Studies a practical approach, New Delhi: Vikas publishing House
• Aggarwal J.C. (Third revised edition 2000) Teaching of History a practical approach, New Delhi: Vikas publishing

SYLLABI BEd 2016 admissions onwards

YOGA AND MEDITATION

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.
• Guidelines of University (Amrita Vishwa Vidyapeetham) to be adopted and followed accordingly.
• Guidelines of NCATE (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.

**References:**

**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 classroom 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 classroom 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 classroom 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 classroom 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 classroom 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 classroom 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 classroom 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.