B.Ed. Curriculum
(For Regular Mode)
With effect from the Academic year 2018-20
Choice Based Credit System (CBCS)

Accredited by NAAC with 'B' grade

Faculty of Education

MAHATMA GANDHI UNIVERSITY, NALGONDA

PROLOGUE

Country wide a serious thinking is going on for the last several years on professionalism in teacher preparation. There are debates, serious discussions and arguments on various issues related to teacher preparation and duration of course. After 1986 there is no policy on teacher education. Verma committee created a dent with its recommendations for professionalization of teacher education with two years rigorous training of pre-service teachers based on the philosophy of National curriculum framework 2005 and 2009 to prepare a professional and humane teacher.

NCTE two year B. Ed programme has brought a paradigm shift from conventional teacher centric to learner centric curriculum. This programme intends to create teachers as reflective practitioners.

Present curriculum designers scaffold the rigour of the framework which has made a comprehensive coverage of theory and field engagement with the child, school and community. Main focus is on three broad areas: Perspectives in education, Curriculum and pedagogic studies and Engagement with the field. It has brought a unique amalgamation of holistic perspectives by creating space for inter-disciplinary approach with themes cutting across the curriculum.

Special impetus is given to enhance professional capacities of student teachers (EPC's) to create professionalism in the preparation. The mode of transaction consisted of varied dimensions to learn through case studies, group presentations, project discussions, reflective documentations, workshops, tutorials and so on. Keeping in view a reflective eye to restore the innovative ideas and also considering the local needs by involving experts from Telangana state universities.

The unique features of this curriculum are:

- Themes cutting across the curriculum
- Reflective practices
- Inclusion
- Gender
- CCE
- Creditisation
- Semesterization
- e-Portfolio assessment
- interdisciplinary approach

This curriculum created a space for introspecting oneself, emerging into reflective, autonomous, acceptable, empathetic, creative humane teacher with integrity to become a responsible citizen and lead the nation towards a progressive developed nation.

Members of Board of Studies, Department of Education, MGU:
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Faculty of Education
MAHATMA GANDHI UNIVERSITY, NALGONDA

Rules and Regulations of B.Ed. Course
MAHATMA GANDHI University, NALGONDA
With effect from the Academic Year 2018 – 20

All   the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two year (4 – semesters) B.Ed. Course has to qualify at the Education Common Entrance Test (Ed.CET) conducted by the Telangana State Council of Higher Education, Government of Telangana for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. It also provides space for Enhancement of Professional Capacities (EPCs). This curriculum also provides an enriched experience to prepare teachers with professionalism through microteaching, & reflective teaching at the institutional level and 20 weeks (120 days) of internship in the school.

Semesters	Theory + Engagement	Practicum			Total no. of days
		EPC	Internship	Microteaching & Reflective teaching	
First	83	11	06	-	100
Second	50	11	15	24	100
Third	38	11+11	40	-	100
Fourth	39	-	59+2 (Exam)	-	100
Grand Total	210	44	120+2	24	400

III. STRUCTURE OF B. Ed. COURSE – 2018 – 20

Semester – I

A. *Theory*

EDN – 01 - Paper - I	Philosophical Perspectives of Education
EDN -02 – Paper – II	Assessment for Learning
EDN-03 – Paper – III	Psychology of Childhood and Adolescence
EDN-04 a - Paper – IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05 a -Paper – V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)

B. *Practicum*

EDN 06 (EPC1) – Paper - VI   Self Development (Communicative English, Life Skills & Yoga)

C. Internship – Phase I: 6 days

EDN-07 a Paper-VII (a)	Observation Record (Observation of Regular Teachers Teaching)

Semester – II

A. *Theory*

EDN-04 b -Paper-IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05 b -Paper-V (b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)
EDN-08-Paper-VIII	Sociological Perspectives of Education

B. *Practicum*

EDN-09-Paper-IX	Microteaching & Reflective Teaching (I / II Method)
EDN-10-Paper-X	Microteaching & Reflective Teaching (I / II Method)
EDN 11 (EPC2) – Paper -XI	ICT Mediation in Teaching – Learning

C. Internship – Phase II: 15 days

EDN-12 a -Paper-XII (a)	Teaching Practice-Period plan Record (5 lessons) (I / II Method)
EDN-13 a - Paper-XIII (a)	Teaching Practice-Period plan Record (5 lessons) (I / II Method)

Semester – III

A. *Theory*

EDN-14-Paper-XIV	School Organization and Management
EDN-15-Paper-XV	Inclusive Practices
EDN-16 -Paper –XVI	Health & Physical Education

B. *Practicum*

EDN-17 (EPC 3) - Paper-XVII	Drama & Art in Education
EDN -18 (EPC 4) Paper-XVIII	Reflective Reading

C. Internship – Phase III: 40 days

EDN-12 b - Paper-XII (b)   Teaching Practice-Period plan Record (20 lessons) (I / II Method)

EDN-13 b - Paper-XIII (b)   Teaching Practice-Period plan Record (20 lessons) (I / II Method)

Semester – IV

A. Theory

EDN-19- Paper – XIX   Contemporary Education in India

EDN-20 -Paper-XX   Environmental Education: Issues and Concerns

EDN-21 -Paper-XXI
* Electives:
1. Peace Education
2. Practical ethics
3. Guidance and counseling
4. Entrepreneurship Training
5. Tribal Education
6. Classroom Management & Organization
7. Disaster Management Education

B. Internship – Phase IV: 59 days

EDN-12 c - Paper-XII (c)   Teaching Practice-Period plan Record (15 lessons) (I / II Method)

EDN-13 c - Paper-XIII (c)   Teaching Practice-Period plan Record (15 lessons) (I / II Method)

EDN-12 d - Paper-XII (d)   Practical Examination – Final Lesson (I / II Method)

EDN-13 d - Paper-XIII (d)   Practical Examination – Final Lesson (I / II Method)

EDN-07 b - Paper VII (b)   Reflective Journal
Research-based Report (Action Research)
Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMCs), PTA meetings and other school records
e- portfolio, CCE

Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Theory   1 credit @ 1 hour/week

Practicum 1 credit @ 2 hours/week

Internship 1 credit @ week.

IV. CREDITS OF THE COURSE B.Ed. 2018 - 20

Semester - I		Credits		
A. Theory		Theory	Practicum	Total
EDN – 01 Paper - I	Philosophical Perspectives of Education	4	1	5
EDN – 02 Paper - II	Assessment for Learning	4	1	5
EDN – 03 Paper - III	Psychology of Childhood and Adolescence	4	1	5
EDN – 04 a Paper - IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	4	1	5
EDN – 05 a Paper -V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	4	1	5
Sub-total		20	5	25
B. Practicum				
EDN 06 (EPC1) – Paper - VI	Self Development (Communicative English, Life Skills & Yoga)		2	2
C. Internship – Phase I: 6 days				
EDN 07 a – Paper - VII (a)	Observation Record (Observation of Regular Teachers Teaching) & Visit to different Institutions		1	1
Sub-total			3	3
Total	Theory + Practicum			28
A. Theory	Semester – II			
EDN – 04 b Paper - IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	4	1	5
EDN – 05 b Paper - V(b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	4	1	5
EDN – 08 Paper - VIII	Sociological Perspectives of Education	4	1	5
Sub total		12	3	15
B. Practicum				
EDN 09 – Paper - IX	Microteaching & Reflective Teaching (I / II Method)		1 1	1 1
EDN 10 – Paper - X	Microteaching & Reflective Teaching (I / II Method)		1 1	1 1
EDN 11 (EPC2) – Paper -XI	ICT Mediation in Teaching - Learning		2	2
C. Internship –Phase II: 15 days				
EDN 12 a – Paper - XII (a)	Teaching Practice – Period plan Record (5 lessons)		1	1
EDN 13 a – Paper - XIII (a)	Teaching Practice – Period plan Record (5 lessons)		1	1
Sub-total			8	8
Total	Theory + Practicum			23
A. Theory	Semester - III			
EDN – 14	School Organization and Management	4	1	5

Paper - XIV				
EDN – 15 Paper – XV	Inclusive Practices	2	1	3
EDN – 16 Paper – XVI	Health & Physical Education	2	1	3
Sub-total		**8**	**3**	**11**
B. Practicum				
EDN-17 (EPC 3) - Paper-XVII	Drama & Art in Education		2	2
EDN 18 (EPC4) – Paper - XVIII	Reflective Reading		2	2
C. Internship –Phase III: 40 days				
EDN 12 b – Paper - X II(b)	Teaching Practice – Period plan Record (20 lessons)		4	4
EDN 13 b – Paper - XIII (b)	Teaching Practice – Period plan Record (20 lessons)		4	4
Sub-total			**12**	**12**
Total	**Theory + Practicum**			**23**
A. Theory	**Semester - IV**			
EDN – 19 Paper – XIX	Contemporary Education in India	4	1	5
EDN – 20 Paper – XX	Environmental Education: Issues and Concerns	2	1	3
EDN – 21 Paper – XX1	* Electives 1. Peace Education 2. Practical ethics 3. Guidance and counseling 4. Entrepreneurship Training 5. Tribal Education 6. Classroom Management & Organization 7. Disaster management Education	2	1	3
Sub-total		**8**	**3**	**11**
B. Internship – Phase IV: 59 days				
EDN-12 c - Paper-XII (c)	Teaching Practice-Period plan Record (15 lessons) (I / II Method)		3	3
EDN-13 c - Paper-XII (c)	Teaching Practice-Period plan Record (15 lessons) (I / II Method)		3	3
EDN-12 d - Paper-XII (d)	Practical Examination – Final Lesson (I / II Method)		1	1
EDN-12 d - Paper-XII (d)	Practical Examination – Final Lesson (I / II Method)		1	1
EDN 07 b – Paper - VII (b)	Reflective Journal Research-based Report (Action Research) Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (Monitoring), PTA meetings and other school records e-Portfolio; and CCE		3	3
Sub-total			**11**	**11**
Total	**Theory + Practicum**			**22**

	Theory	Practicum	Total Credits
Semester – I	25	3	28
Semester - II	15	8	23
Semester - III	11	12	23
Semester - IV	11	11	22
Grand Total	62	34	96

Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Internship 1 credit @ week.

V. SCHEME OF INSTRUCTION – B.Ed. Course 2018 - 20

Syllabus Ref. No.	Subject	Scheme of instruction		
		Instructional days	*Days (hours) per week*	*Total hours*
A. Theory	**Semester – I**			
EDN – 01	Paper I	*83*	*6*	*83*
EDN-02	Paper II	83	6	83
EDN-03	Paper III	83	6	83
EDN-04 a	Paper IV(a)	83	6	83
EDN-05 a	Paper V (a)	83	6	83
Sub-total		*83*	*30*	*498*
B. Practicum				
EDN 06(EPC1)	Paper - VI	*11*	*6*	*66*
C. Internship – Phase I: 6 days				
EDN 07 a –	Paper - VII (a)	*6*	*6*	*36*
Sub-total		*17*	*6*	*102*
Total	**Theory + Practicum**		*36*	*600*
A. Theory	**Semester – II**			
EDN – 04 b	Paper - IV (b)	*50*	*6**	*100*
EDN – 05 b	Paper - V(b)	*50*	*6**	*100*
EDN – 08	Paper - VIII	*50*	*6**	*100*
Sub-total		*50*	*18*	*300*
B. Practicum				
EDN 09 –	Paper - IX	*12*	*6*	*72*
EDN 10 –	Paper - X	*12*	*6*	*72*
EDN 11(EPC2)	Paper - XI	*11*		*66*
C. Internship – Phase II: 15 days				
EDN 12 – a	Paper - X II(a)	*7 ½*	*6*	*45*
EDN 13 – a	Paper - XIII(a)	*7 ½*	*6*	*45*
Sub-total		*50*		*300*
Total	**Theory + Practicum**	100	36	600
A. Theory	**Semester – III**			
EDN – 14	Paper - XIV	*38*	*6**	*76*
EDN – 15	Paper - XV	*38*	*4**	*76*
EDN – 16	Paper - XVI	*38*	*4**	*76*
Sub-total		*38*	*14*	*228*
B. Practicum				
EDN 17(EPC3)	Paper - XVII	*11*	*6*	*66*
EDN 18 (EPC4)	Paper – XVIII	*11*	*6*	*66*
C. Internship – Phase III: 40 days				
EDN 12 – b	Paper - XII (b)	*20*	*6*	*120*
EDN 13 – b	Paper - XIII (b)	*20*	*6*	*120*
Sub-total		*62*		*372*
Total	**Theory + Practicum**	100	36	600
A. Theory	**Semester – IV**			
EDN – 19	Paper – XIX	*39*	*6**	*78*
EDN – 20	Paper – XX	*39*	*4**	*78*
EDN – 21	Paper – XXI	*39*	*4**	*78*
Sub-total		*39*		*234*
B. Internship –Phase IV: 59 days				
EDN 12 – c	Paper - XII (c)	*15*	*6*	*90*
EDN 13 – c	Paper - XIII (c)	*15*	*6*	*90*
EDN 07 – b	Paper - VII (b)	*29*	*6*	*174*
Sub-total		*59*		*354*

EDN 12 – d	Paper - XII (d)	**1**	6	6
EDN 13 – d	Paper - XIII (d)	**1**	6	6
				12
Total	**Theory + Practicum**	**98 + 2 = 100**		**588 + 12 = 600**

Note: * denotes 2 periods per day

	Days	*Hour / week*	*Hours / semester*
Semester - I	*100*	*36*	*600*
Semester - II	*100*	*36*	*600*
Semester - III	*100*	*36*	*600*
Semester - IV	*100*	*36*	*600*
Grand Total	**400**	**36**	**2400**

VI. SCHEME OF EXAMINATION 2018 - 2020

Syllabus Ref. No.	Subject	Hours of Exam.	Marks		Total
			Univ. Exam	Int. Exam	
Theory	**Semester – I**				
EDN – 01	Paper I	3	70	30	100
EDN-02	Paper II	3	70	30	100
EDN-03	Paper III	3	70	30	100
EDN-04 a	Paper IV(a)	3	70	30	100
EDN-05 a	Paper V (a)	3	70	30	100
Sub-total			**350**	**150**	**500**
Practicum					
EDN 06(EPC1)	Paper - VI	1 ½	35	15	50
Internship – Phase I: 6 days					
EDN 07 a –	Paper - VII (a)			50	50
Sub-total			**35**	**65**	**100**
Total	**Theory + Practicum**				**600**
Theory	**Semester – II**				
EDN – 04 b	Paper - IV (b)	3	70	30	100
EDN – 05 b	Paper - V(b)	3	70	30	100
EDN – 08	Paper - VIII	3	70	30	100
Sub-total			**210**	**90**	**300**
Practicum					
EDN 09 –	Paper - IX			50	50
EDN 10 –	Paper - X			50	50
EDN 11(EPC2)	Paper - XI		35	15	50
Internship – Phase II: 15 days					
EDN 12 – a	Paper - X II(a)			25 + 25	50
EDN 13 – a	Paper - XIII(a)			25 + 25	50
Sub-total			**35**	**215**	**250**
Total	**Theory + Practicum**				**550**
Theory	**Semester – III**				
EDN – 14	Paper - XIV	3	70	30	100
EDN – 15	Paper - XV	1 ½	35	15	50
EDN – 16	Paper - XVI	1 ½	35	15	50
Sub-total			**140**	**60**	**200**
Practicum					
EDN 17(EPC3)	Paper - XVII	1 ½	35	15	50
EDN 18 (EPC4)	Paper – XVIII	1 ½	35	15	50
Internship – Phase III: 40 days					
EDN 12 – b	Paper - XII (b)			50 + 50	100
EDN 13 – b	Paper - XIII (b)			50 + 50	100
Sub-total			**70**	**230**	**300**
Total	**Theory + Practicum**				**500**
Theory	**Semester – IV**				
EDN – 19	Paper – XIX	3	70	30	100

Code	Paper	Duration	Theory	Practicum	Total
EDN – 20	Paper – XX	1 ½	35	15	50
EDN – 21	Paper – XXI	1 ½	35	15	50
Sub-total			*140*	*60*	*200*
Post – Internship –Phase IV: 59 days					
EDN 12 – c	Paper - XII (c)			30 + 45	75
EDN 13 – c	Paper - XIII (c)			30 + 45	75
EDN 12 – d	Paper - XII (d)		50		50
EDN 13 – d	Paper - XIII (d)		50		50
EDN 07 - b	Paper - VII (b) 1. Reflective Journal 2. Action Research Report 3. Community experience based Report 4. PTA & SMCs meeting report 5. e-Portfolio 6. CCE Record			25 25 25 25 25 25	 150
Sub-total			*100*	*300*	*400*
Total	**Theory + Practicum**				**600**

Int.Exam. Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

	Theory	*Practicum*	*Total marks*
Semester - I	*350*	*250*	*600*
Semester - II	*210*	*340*	*550*
Semester - III	*140*	*360*	*500*
Semester - IV	*140*	*460*	*600*
Grand Total	840	1410	2250

VII. a. Working Hours / Instructional Hours

1. Every college is expected to work for 6 hours a day. In other words, a working day should

   be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week.

2. The timings of the institution / college shall be from

   a. Forenoon Session: 10.00 a.m. to 1.00 p.m. or 9.00 a.m. to 1.00 p.m.
   b. Afternoon Session: 2.00 p.m. to 5.00. p.m. or 2.00 p.m. to 4.00 p.m.

3. The college should not run B.Ed. Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE

   b. Infrastructure, Instructional facilities and Faculty
   The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 5.1 Academic faculty; 5.2 Qualifications; 5.3 Administrative and professional staff; 6.1 Infrastructure; 6.2 Instructional and 6.3 other amenities.

VIII. Selection of Methods of Teaching

     i. Every candidate is expected to select two methods of teaching under B.Ed. Course.

       The method-I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.

     ii. Method-II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the institute where the candidate is seeking admission. In case of BCA & BBA candidates, the selection of methodology subject shall be based on their Intermediate (+2) study as per Ed.CET norms.

       In case of English Method-I, selection of second method shall be based on the subject pursued at the Intermediate level.

       In case of Engineering Graduates, Mathematics and Physical Science are offered as Methodology subjects.

Note:

     i. No candidate is allowed to select two language methods.

     ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course.

IX. General Rules for Examination

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.

2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the applications online to the Examination Branch of the University.

3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets online with the photograph of the candidate, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Principal) before he/she can be admitted to the premises where the Examination is held.

4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination

shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.

5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.

6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the semester / year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.

7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.

8. Students who have appeared once at any examination of the University need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the group of subjects has been changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

9. Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.

10. Candidates will be allotted to B.Ed. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.

11. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.

12. The programme of instruction, examination and vacation shall be notified by the MAHATMA GANDHI University.

13. The medium of instruction shall be English.

14. MAHATMA GANDHI University examinations shall be held as prescribed in the scheme of the examination.

15. The course of study shall consist of class lectures, tutorials, workshops, Internship, engagement with the field, practicum & record work.

16. The MAHATMA GANDHI University examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in

the two methods of teaching opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, OU.

17. Principal of the College of Education should depute their teachers for examination work as and when assigned by the MAHATMA GANDHI University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.

X. Rules of Attendance

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a "Regular Course of Study" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.

2. A regular course of study in MAHATMA GANDHI University means attendance not less than 80% in teaching /instructional period and 90% of attendance during the period of internship of the B.Ed. programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month and the same may be sent every month to the Head, Department of Education / Dean, Faculty of Education and Chairman, Board of Studies in Education.

3. **For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately**.

4. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per OU rules in vogue.

5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.

6. Attendance shall be reckoned from the date of admission to the course in MAHATMA GANDHI University.

XI. Award of Grades, SGPA, CGPA

Credits, Grade Letter Grade Points, Credit Points

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper. It is indicated by a Grade letter O, A, B, C, D, E, F. There is a **range of marks** for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper

Award of Grades

Range of % of Marks	Grade	Grade Point
85 to 100	O	8.5-10.00
70 to 84	A	7.0-8.49
60 to 69	B	6.0- 6.99
55 to 59	C	5.5-5.99
50 to 54	D	5.0-5.49
40 to 49	E	4.0-4.99
Less than 40	F	--
	Absent	

Award of Division

CGPA Grade	Range of Marks (%)	Division
7.00-10.00	70-100	I with Distinction
6.00-6.99	60-69	I
5.00-5.99	50-59	II
4.00-4.99	40-49	PASS

Calculation of SGPA and CGPA : Credit Points per Paper = Crédits per Paper X grade

Point

Semester Grade Point Average (SGPA)

SGPA : Total Crédit Points obtained in the Semester

Total Credits in the Semester

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

SGPA = Total Credit Points in the Semester-1

Total Credits in the Semester-1

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'E' grade in Theory and 'D' grade in Practicum Papers)

In Theory out of the total marks for each course/paper 30% marks shall be earmarked for continuous assessment (internal assessment/assignments) and remaining 70% for the semester-end examinations. The pass marks in each Theory paper shall be 40%. There is no separate pass mark for internal assessment. A candidate has to secure a minimum of 40% of marks in the semester-end examination plus internal assessment put together to pass a paper.

The pass marks in each Practicum paper shall be 50%

Cumulative Grade Point Average (CGPA)

CGPA : Number of Credit points obtained in all semesters put together

Number of Credits in all the semesters put together

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPts) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Example   Semester – I

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I	5	80	A	8	5 x 8 = 40
Paper-II	5	60	B	6	5 x 6 = 30
Paper-III	5	90	O	9	5 x 9 = 45
Paper-IV a	5	80	A	8	5 x 8 = 40
Paper-V a	5	50	D	5	5 x 5 = 25
Paper-VI	2	60	B	6	2 x 6 = 12
Paper-VII a	1	70	A	7	1 x 7 = 7
Total	**28**				**199**

Total Credit Points: 199
Total Credits: 28
     SGPA = $\dfrac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}}$ = 199 /28 =7.1

SGPA for Semester-1 = 7.1

Example   **Semester –II**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-IV b	5	90	O	9	5 x 9 = 45
Paper-V b	5	60	B	6	5 x 6 = 30
Paper-VIII	5	80	A	8	5 x 8 = 40
Paper-IX	2	70	A	7	2 x 7 = 14
Paper- X	2	60	B	6	2 x 6 = 12
Paper-XI	2	70	A	7	2 x 7 = 14
Paper- XII a	1	70	A	6	1 x 7 = 7
Paper- XIII a	1	70	A	7	1 x 7 = 7
Total	**23**				**169**

Total Credit Points: 169
Total Credits: 23
     SGPA = $\dfrac{\text{Total Credit Points in the II - Semester}}{\text{Total Credits in the II - Semester}}$ = 181 /25 = 7.35
    SGPA for II - Semester = 7. 35

Example   **Semester –III**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-XIV	5	80	O	8	5 x 8 = 40
Paper-XV	3	60	B	6	3 x 6 = 18
Paper-XVI	3	70	A	7	3 x 7 = 21
Paper-XVII	2	70	A	7	2 x 7 =14
Paper-XVIII	2	80	A	8	2 x 8= 16
Paper- XII b	4	80	A	8	4 x 8 = 32
Paper- XIII b	4	70	A	7	4 x 7 = 28
Total	**23**				**169**

Total Credit Points: 169
Total Credits: 23
     SGPA = $\dfrac{\text{Total Credit Points in the III - Semester}}{\text{Total Credits in the III - Semester}}$ = 169/23= 7. 35
    SGPA for III - Semester = 7.35

Example

Semester –IV

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper- XIX	5	70	A	7	5 x 7 = 35
Paper-XX	3	70	A	7	3 x 7 = 21
Paper-XXI	3	80	A	8	3 x 8 = 24
Paper- XII c	3	70	A	7	3 x 7 = 21
Paper- XIII c	3	70	A	7	3 x 7 = 21
Paper- XII d	1	60	B	6	1 x 6 = 6
Paper- XIII d	1	70	A	7	1 x 7 = 7
Paper – VII b	3	70	A	7	3 x 7 = 21
Total	**22**				**156**

Total Credit Points: 156
Total Credits: 22

SGPA   =   Total Credit Points in the IV - Semester   =   156 /22 = 7.09
Total Credits in the IV - Semester

SGPA for IV - Semester = 7.09

CGPA :   Example: Faculty of Education

I Semester: Total CPts   =   199;   Total Credits =   28
II Semester: Total CPts   =   181;   Total Credits =   23
I Semester: Total CPts   =   169;   Total Credits =   23
II Semester: Total CPts   =   170;   Total Credits =   22

CGPA   =   199 + 169 + 169 + 156   = 693 / 96 = **7.22**
28 + 23 + 23 + 22

XII. Improvement of Division / Grade

1. When a candidate has passed in one or more papers/subjects in the first attempt in the regular examinations(s) conducted by the University for his/her batch, paper-wise improvement is permissible only in those papers.

2. A candidate is permitted to appear for paper-wise improvement only once in the immediately following examination.

3. A candidate who wishes to improve his/her overall performance may be permitted to do so if he/she appears in the immediate next regular examination conducted by the University.

4. Regular examination means an examination conducted at the end of the academic year for which the candidates were admitted and had undergone instruction.

5. A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of class/division.

XIII. Appearance and Reappearance for the Examination

1. Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed. course.

2. Candidates who have a minimum 80% attendance in Theory & 90% attendance in Practicum / Internship are alone eligible to appear Theory & Practical examination respectively.

3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.

4. **In case workshops, Internship, practicum & record work are not completed, the candidates will not be permitted to appear for the semester-end examination / final practical examination only after completing such practical work after seeking admission (re-admission) to B.Ed. as a casual student and producing thereafter, certificates of completion in the required areas.**

5. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter-University or Inter-State or National or International matches or Debates, Youth Festivals or Educational Excursions if they form the part of the curriculum, or attendance at such other Inter-University, inter-college activities, as approved by the University, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XIV. Teaching Faculty as Mentors

Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher, i.e., attendance, preparation for practicum, Internship and his overall participation in the B.Ed. programme. Each mentor will be allotted a maximum of 15 student teachers and he/she will take care of his/her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the B.Ed. programme.

The Principal of the College of Education is expected to submit the list of mentors and the students allotted to each mentor to the Head, Department of Education.

XV. Microteaching, Reflective Teaching and Internship

1. The candidates are expected to complete 2 microteaching lessons (choosing any two from different microteaching skills) in each Method before going for Internship.

2. The candidates are expected to take two period plans for duration of 20 minutes for their peer group as a part of their Reflective Teaching.

3. The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.

4. Every candidate shall have to undergo an internship of 20 weeks (120 working days) in a cooperating school as "Intern". During this period, the candidate shall be attached to a school (within a radius of 10KM of the college) and he/she shall have to undertake duties & responsibilities on par with regular school teacher in all the school activities. During this period, the candidate shall teach 80 period plans covering 40 period plans from each of the methodology subject respectively (40 + 40) in the school, under the supervision of the trained subject teachers in the school who are referred to here as "Supervising Teachers". During the Internship period, the concerned lecturers of the Colleges of Education will stay in the schools in turns and observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.

5. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned methodology subjects at the cooperating schools as and when necessary, in addition to the demonstration lessons given at the beginning of Internship, for the guidance of student-teachers.

6. In case, Internship is not completed, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of completion of internship.

7. The final practical examination of each candidate will be conducted by two examiners – one internal and one external.

8. The Colleges of Education will have the discretion of not sending candidates for the final examination, both in Theory and Practical, in case their Practicum & Record Work is not satisfactory and those candidates who fail in the University Practical Examination & Record work also have to seek fresh admission in the subsequent semester(s) to complete their Practicum or Record Work as mentioned in the scheme of examination.

9. Internship is of 20 weeks (120 days) duration and conducted across four Semesters as per the instruction schedule.

10. All the records shall be written strictly by the candidates in their own handwriting.

NOTE: Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all the Practicum which includes Internship, Records, EPCs and other field engagement on par with normal students.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters/Mistresses of Cooperating Schools are expected to:

1. Maintain the attendance of B.Ed. student teachers both for the forenoon and afternoon.

2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the period plan books of the candidates.

3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.

4. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.

5. Assign any activity related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, school management committees (SMCs), field trips, excursions and all other regular activities of the school and school based research activities.

6. Sign on the practicum and record work carried out by the students in the school.

XVII. Transitory Provisions: Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

Sl. No.	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semesters I and – II b) The number of backlogs if any, of Semester – I and II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters – I and II.	
		No. of papers / subjects prescribed for Semesters - I and II	No. of backlogs permitted
		7 / 8	4
		9/10	5
		11/ 12	6
		13 / 14	7
		15 / 16	8
		17 / 18	9
3	From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.	

* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

(1) A student who did not put in the required attendance in a semester/year of a course and thus detained

(2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;

(3) A student who has put in 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.

(4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of four years (Double the course duration i.e. 2 + 2). Further, the approval of the University has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college.

All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

1) they should have been promoted to next semester in which they are seeking readmission.

2) they should join the course within 4 weeks in case of semester system from the date of commencement of classes

3) they should be able to complete the course within the double the duration of the course (i.e., Four years) from the year of their original admission.

4) they should pay the readmission fee as prescribed by the University

NOTE: <u>No readmission shall be made after the cutoff date (4th week in a 16 week semester) under any circumstances</u>. The cutoff date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

5) In the normal course of time a candidate is expected to complete B.Ed. Degree Course within two years (Four Semesters) from the date of admission.

6) Whenever the syllabus is revised, the candidate reappearing shall be allowed for B.Ed. Degree examinations according to the old syllabus upto 4 years from the time of his/her admission.

7) The four-semester two -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).

XVIII. Pattern of Theory Question Papers

There are two Patterns of Theory Examinations – one with a duration of 3 hours for 70 marks; the other with a duration of 1 ½ hours for 35 marks. The question paper comprises two sections:

In 70 marks paper, Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question carries 4

Marks. Total marks for Section – A is 20 marks. **Section B** – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks.

Similarly, for 35 marks paper, Section A – consists of 5 very short answer type questions, out of which a candidate is expected to answer any three questions. Each question carries 5 Marks. Total marks for Section – A is 15 marks. **Section B** – consists of Four Essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 20 marks.

XIX. Conduct of Practicum Examinations

Each of the Practicum papers (EPCs) has examinations for 35 marks each and final practical examination (final lesson) for 50 marks. Details of the conduct of examination are given in respective papers.

Model Question Paper

Paper-I (EDN- 01)
Philosophical Perspectives of Education

Time: 3 Hours   Max. Marks: 70

PART – A = 5 x 4 =20 Marks)

Note: Answer any five questions in about one page each from the following eight questions. Each question carries 4 marks.

1.
2.
3.
4.
5.
6.
7.
8.

PART-B (5 x 10 = 50 Marks)

Note: Answer any Five essay questions in about three pages each from the following eight questions. Each question carries 10 Marks.

9.

10.

11.

12.

13.

14.

15.

16.

Note:

1. The question paper should cover all the units judiciously.

2. Application type of questions may also be included.

3. Examiners may give questions from Practicum.

Model Question Paper

Paper- XV (EDN-15)
Health & Physical Education

Time: 1 ½ Hours   Max. Marks: 35

PART – A = 3 x 5 = 15 Marks)

Note: Answer any three questions in about one page each from the following five questions. Each question carries 5 marks.

1.
2.
3.
4.
5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the following four questions. Each question carries 10 Marks.

6.
7.
8.
9.

Note:

1. The question paper should cover all the units judiciously.

2. Application type of questions may also be included.

3. Examiners may give questions from Practicum.

PAPER-I (EDN-01)

Philosophical Perspectives of Education

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Examine the epistemological basis of education
2. Understand the theory of knowledge
3. Understand various learner-centric curricular perspectives.
4. Examine the basis of education in a social context
5. Understand the link between school and social progress
6. Understand educative processes
7. Understand the evolution of disciplines and knowledge and school subjects
8. Understand the theory of content and framing curriculum

Content:

Unit-1: Understanding Philosophy as foundation to Education:

1. Meaning, Nature and Scope of philosophy and Education.
2. Critical understanding of the difference between: knowledge and skill, teaching and training, knowledge and information, reason and belief,
3. Knowledge: understanding the differences between knowledge and skill, teaching and training, knowledge and information, reason and belief and ways of knowing.
4. Other kinds of knowledge emerged from various subjects- practical knowledge, community knowledge, intuitive or tacit knowledge.

Unit-2: Examining Philosophical basis of education in a social context.

1. Philosophical perspectives of learning- activity theory of learning, -Gandhi, Tagore
2. Discovery theory of learning-Dewey
3. Dialogue and theory of learning- Plato/Buber/Freire
4. Context of universalism, nationalism, and secularism with respect to Ambedkar, Jyothi Rao Phule and Jiddu Krishnamurthy.

Unit-3: Perspectives and Functions of School

1. Conservative functions of school – Idealistic Perspective.
2. Progressive functions of school – Pragmatic Perspective.
3. Natural functions of school – Naturalistic Perspective.
4. School and revolutionary change
5. Indoctrination, Academic freedom, liberty of teacher, freedom of learner and learning

Unit-4: Educative process-understanding disciplines and knowledge.

1. Educational aims, debates on the nature of the curriculum, selection of the curriculum-interest, discipline and duty, interest and effort.

2. Nature and Role of Disciplinary Knowledge in the School Curriculum.
3. Emergence of various disciplinary areas and Schema: Language, Math, Science, Social Science.
4. The process acquisition of Language across curriculum
5. Reflecting on the paradigm shift from discipline centered to learner centered curriculum.

Unit-5: Professional ethics and humanization of education

1. A special ethic for education, principal dimensions and applications of professional ethics, as per NCTE: Commitment to profession, learner, society, achievement of the excellence of the learner, and human values.
2. Critical understanding of Child rights and positive discipline.
3. Human rights and humanization of curriculum transaction.
4. Educational values-scope, kinds of values subjective vs. objective, hierarchy of values.
5. Indian constitution –citizenship value training to create an egalitarian society.

Engagement:

1. Debates and Discussion on the nature of human nature.
2. Various sources of knowledge, discuss on how to acquire knowledge.
3. Collecting ideal practices from school like Siva Sivani, Bharatiya Vidya Bhavan.
4. Interviewing some retired teachers with high values, personal discipline on values, present state of education.
5. Personal Interviews and Reporting about purpose of life and purpose of education: Teachers, Community Leaders, Religious Leaders, Political Leaders, Scientists, Women, Adolescents, Children etc.
6. Reading, Understanding, Reflections on Stories, Prominent Personalities & Religious Texts and Seminar Presentations.
7. Review of Schools of Philosophy & Presentation: Understanding about the relationship between Ideologies and Aims of Education.
8. Field Visits and Report writing: Educational Institutions based on practicing various philosophies like Ramakrishna Math, Rishi Valley School, Sri Aurobindo schools, Missionary schools etc. And Voluntary Organizations, UNICEF, MV Foundation.
9. Exhibitions and Documents about philosophers, institutes, display of photographs, preparing albums etc.
10. Collection from the news-papers, Magazine, Websites about good educational practices.
11. Collection of scholarly articles published and quotations related to education.
12. Preparation of quotation boards to display in the college premises.
13. Workshop – VITAL – Value Integrated Teaching and Learning – Lessons.

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PAPER- II (EDN- 02)
Assessment for Learning

Theory   **Credit: 4 + 1**
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**

Objectives:
    The student teachers will be able to:
1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
2. become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
3. get exposure to different kinds and forms of assessment that aid student learning;
4. use of a wide range of assessment tools, and learn to select and construct these appropriately;
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Content
Unit-1: Overview of Assessment and Evaluation
1. Perspective on assessment and evaluation of learning in a constructivist paradigm
2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
3. Purpose of assessment in a 'constructivist' paradigm:
    i. Engage learners' minds in order to further learning in various dimensions.
    ii. Promote development in cognitive, social and emotional aspects.
4. Developing distinctions between the terms
    i. assessment, evaluation, test, examination, measurement
    ii. formative and summative evaluation
    iii. continuous and comprehensive evaluation
5. Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT-2: Dimensions to consider for Assessment
1. Dimensions and levels of learning
2. Retention/recall of facts and concepts; Application of specific skills
3. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
4. Meaning-making propensity; Abstraction of ideas from experiences;
5. Seeing links and relationships; Inference; Analysis; Reflection
6. Originality and initiative, Collaborative participation, Creativity, Flexibility
7. Contexts of assessment- Subject-related, Person-related

Unit-3: Teacher Competencies in Evolving Appropriate Assessment Tools
1. Visualizing appropriate assessment tools for specific contexts, Content, and student
2. Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
3. Evolving suitable criteria for assessment
4. Organizing and planning for student portfolios and developing rubrics for portfolio assessment
5. Using assessment feedback for furthering learning

Unit-4: Examination System: Reforms
1. Place of marks, grades and qualitative descriptions
2. Examination for social selection and placement
3. Introducing flexibility in examination-taking requirements
4. Improving quality and range of questions in exam papers school-based credits
5. Examination management
6. Role of ICT in examination

Unit-5: Data Analysis, Feedback and Reporting
1. Statistical tools, Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
2. Graphical representation of results.
3. Feedback as an essential component of formative assessment
4. Use of assessment for feedback; For taking pedagogic decisions
5. Types of teacher feedback (written comments, oral); Peer feedback
6. Developing and maintaining a comprehensive learner profile
7. Purposes of reporting: To communicate
8. Progress and profile of learner
9. Basis for further pedagogic decisions
10. Reporting a consolidated learner profile.

Mode of transaction:
     Discussion, lecture, field experience, debates, seminars, projects

Engagement:

1. Critical review of current evaluation practices and their assumptions about learning and development;
2. Explore alternative modes of certification.
3. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders
4. Entrance tests and their influence on students and school system.
5. De-linking school-based assessment from examinations: Some possibilities and alternate practices.
6. Critically review the Examination reform efforts in India based on various commissions and committees.
7. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reform'.

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PAPER-III (EDN-03)

Psychology of Childhood and Adolescence

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**

Objectives;

> The student teachers will be able to:

1. Understand about children of different age groups

2. Observe and interact with children from diverse socio-economic and cultural backgrounds

3. Understand how social-political realities construct different childhoods

4. Explore children's lived contexts: family, schools, neighborhoods & community

Content:

Unit-1: Understand the Nature and Development of a learner: Child and Adolescent

1. Introduction to Psychology and Educational Psychology.

2. Learner as a developing individual - Stages of development.

3. Developmental characteristics of a child and an adolescent: Physical, Cognitive, Social, Emotional, Moral & Language.

4. Psycho-social entity of an individual –understanding how different socio-political realities construct different childhoods.

5. Influence of family, school, neighborhood & community on development of childhood and adolescence.

Unit-2: Understanding differences in Learners: Childhood & Adolescence

1. Influence of environment on childhood and adolescence in social development.

2. Exploring causes for individual differences in addressing children

3. Understanding differently abled learners in the classroom and adopting inclusive practices.

4. Representation of Gender, Class, poverty in Media and assumptions on childhood and adolescents.

Unit-3: Understanding Childhoods

1. Children in difficult circumstances – Multiple childhoods.

2. Self-concept, self-esteem, self-image, attitude, aptitude, skills and competencies

3. Learning styles in children

4. Understanding children from Multiple Intelligence Perspective – Howard Gardner

5. Emotional Intelligence – Daniel Goleman

Unit-4: Perspectives on learning

1. Learning as a process and an outcome
2. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles, Rules.
3. Pedagogic principles for organizing learning – Behaviouristic (Skinner), Cognitive (Piaget) and Humanistic (Carl Rogers)
4. Constructivist approach in learning (Vygotsky)
5. Factors influencing learning – Hereditary, Environment and Pedagogic factors

Unit-5: Learning environment: Issues & Concerns

1. Motivation in Learning – (Maslow)
2. Individual vs. Group learning – study habits, self-learning, learning to learn skills.
3. Teacher-centric and learner-centric environment and challenges.
4. Collaborative learning and cooperative learning.
5. Creativity in inclusive learning environment – individual autonomy, flexibility to address diverse needs

Mode of transaction:

Discussions, Seminars, presentations, Projects, field experiences, Cases studies, Explorations, Inquiry.

Engagement:

1. Students should visit children's places to understand the home, social, cultural background and influence on the childhood and adolescence.
2. Study children in difficult circumstances identifying some cases & observing and reporting (Child laborers, street children, orphan children, parent exploited children, emotionally disturbed children, abused children, migrant children, poverty stricken children, child trafficking, drug-abused, socially backward, economically backward, malnourished children)
3. Observe child-rearing practices of children from diverse backgrounds
4. Observe parenting styles, learning styles and report.
5. Observe the dietary habits of children in different circumstances and Gender disparities.
6. Observe children living of difficult circumstances and report any one case and discuss and present in the classroom.
7. Interview Children & collect stories from them, their home/ family stories, parent's stories, study habit related stories.
8. Observe various classrooms and the curriculum transaction and learning styles in children.
9. Observe classroom practices: Teaching styles, disciplinary practices, Teacher language and treatment of children in the classroom and report.
10. Collect the interests and likes of children of different age groups – 12 to 15 years.

11. Collect the daily routine of children and dietary habits in children.

12. Collect the views of children about television programmes, characters, stories – what they like? Why they like? What are their suggestions? What are the popular TV programmes?

13. What are the perception of children on Media, Cinemas, family, Parents, Teachers' characters.

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PAPER-IV (EDN-04 a)
Method I / II - Pedagogy of Mathematics

Theory   Credits: 4 +1
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**

Objectives:

     The student teachers will be able to:

1. Understand the nature of Mathematics

2. Appreciate the Mathematical concepts

3. Understand the values of teaching Mathematics

4. Understand the processes of learning Mathematics

5. Explore various perspectives in understanding objectives of teaching Mathematics

6. Develop logic behind pedagogical shift

7. Empower in content and pedagogy

Content:

1. **Nature and Scope of Mathematics**

    1. Mathematics: Meaning and Definition
    2. Nature of Mathematics: Utility, originality, abstractness, truthfulness, logical conclusions, Nature of verification , aesthetics, co- existence of Provision, Inclusive and Deductive reasoning , and correlation, Identifying Mathematical patterns
    3. Scope of Mathematics
       i. Use of Mathematics in daily life
      ii. Difficulties in using mathematics

2. **Mathematics and Society**

    1. Exploring mathematical language from children's experiences
    2. Appreciating dialogue among peer-group
    3. Unfolding child's math abilities (Activities, Live Experiences, Tasks)
    4. History of Mathematics and contributions of Mathematicians: Pythagoras, Euclid, Aryabhatta, Bhaskaracharya-II, Ramanujan, Hypatia, Hertha Marks Ayrton

3. **Aims of Learning Mathematics**

    1. Aims of Learning Mathematics

    2. Knowledge and Understanding through Mathematics

    3. Relating Mathematics Education to Natural and Social Environment, Technology and Society, Gender & Mathematics, Mathematics for Inclusion.

    4. Imbibing the Values through Mathematics Teaching

    5. Development of Problem Solving Skills

4. **Learning objectives of Mathematics**

    1. Meaning of Learning Objectives, Is learning objectives eternal?

    2. Developing Learning Objectives, Features of well-developed learning objectives

    3. Blooms Taxonomy - Anderson and Krathwohl's Taxonomy.

4. Writing Learning Objectives: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages

6. Learning Objectives in the Constructivist Perspective

7. Academic Standards in Mathematics

5. Pedagogical Shift in Mathematics

1. Pedagogical Shift:

   i. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge

   ii. Nature of Mathematics

   iii. Knowledge

   iv. Learners, learning and teachers

   v. Assessment

   vi. Mathematics curriculum and scientific inquiry

   vii. Scientific method to Mathematics as inquiry

2. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples

3. Pedagogical Shift: Inclusion- Mathematics curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development

4. Democratizing Mathematics Learning: Critical pedagogy and role of teachers

5. Content-cum-methodology: Meaning, Concept & Nature

6. Steps to Content-cum-methodology

7. Steps to Pedagogical Analysis

8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Seminar presentations on Life and contributions of Mathematicians.
3. Collecting stories and sociopolitical context of discovering Math concepts.
4. Collecting pictures and resources related to different concepts in Mathematics, Mathematicians & creating Collage & Albums
5. Visiting children involved in helping parents during Marketing – understanding Mathematics, Calculations in done by children.
6. Observe & inquire the process of learning by children from different backgrounds & record your observations.

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PAPER-IV (EDN-04 a)
Method I / II - Pedagogy of Biological Sciences

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Understand the nature of Biological science

2. Appreciate the Biological science concepts

3. Understand the values of teaching Biological science

4. Understand the processes of learning Biological science

5. Explore various perspectives in understanding objectives of teaching Biological science

6. Develop logic behind pedagogical shift

7. Empower in content and pedagogy

Content:

Unit-1: Nature of science

1. What is Science?

2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge, Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative; Tentative nature of scientific theories, Science promotes skepticism; scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and Science as a Process of constructing knowledge

3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of Biological science, such as Structure and Function, Molecular aspects, interaction between living and non-living, Biodiversity, etc)

4. An Illustration of How Science Works, How children learn Science?

Unit-2: Science and Society

1. Biological science and society

2. Biological science for environment, Biological science for health, Biological science for peace, Biological science for equity – Gender and Science, Science for Inclusion

3. Need and Significance of History of Science in teaching Science – Historical development perspective of science

4. Some Eminent Biologist's contributions & reflection on society – William Harvey, Lamarck, Charles Darwin, S.N. Bose, M.S. Swaminathan, Birbal Sahni, Rosalind Franklin, Elizabeth Blackburn, Gertrude B. Elion

5. Recent Advancement and Research in Biological Science

Unit-3: Aims of Learning Biological Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular science, its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Biological Science Education to Physical Science and Social Environment, Technology and Society and Environment.
7. Imbibing the Values through Science Teaching, Feyman's Perspective of Science values.
8. Development of Problem Solving Skills

Unit-4: Learning objectives of Biological science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Blooms Taxonomy - Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Biological Science

Unit-5: Pedagogical Shift in Biological Science

1. Pedagogical Shift:
   a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
   b. Nature of Biological Science
   c. Knowledge
   d. Learners, learning and teachers,
   e. Assessment
   f. Science curriculum and scientific inquiry
   g. Scientific method to Science as inquiry
2. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
3. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development

4. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers

5. Content-cum-methodology: Meaning, Concept & Nature

6. Steps to Content-cum-methodology

7. Steps to Pedagogical Analysis

8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. New Discoveries & findings (Nobel Laureates, Stem Cells, Cancder cloning, HIV AIDS, Epidemics, Chicken Guinea, Dengue, Swine Flu, Ebola, Anthrax
3. Diagnosis & Preventive Measures of Epidemics
4. Medical Service, Government & NGO role
5. Planning and conducting awareness programmes/ Camps / Rallies.
6. Application of New technologies in the field of Biological Sciences – Collecting such examples & sharing.
7. List out the names of medicinal plants and their medicinal value
8. Participating in Eco-clubs in the practicing schools.
9. Hands-on-experience through Visits to botanical gardens and fields
10. Visits to scientific & research institutions – IICT, CCMB, NIN, ICRISAT, NACO AIDS – Write a report. Share with a peer group.
11. Plan for a biodiversity project in practicing school.

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PAPER-IV (EDN-04 a)
Method I / II - Pedagogy of Social Sciences

Theory   **Credits: 4 +1**

Internal Assessment: 30 Marks
 External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Understand the areas of Social science

2. Appreciate the Social science concepts

3. Understand the values of teaching Social sciences

4. Understand the processes of learning Geography and Economics

5. Explore various perspectives in understanding objectives of teaching Social science

6. Empower in content and pedagogy

7. Analyse various approaches to curriculum designing in Social science

8. Develop ability to explore various learning resources to teach social sciences

Content:

Unit-1: Social sciences as an Integrating Area of Study: Context and Concerns

1. Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.

2. Nature of Social Sciences - What is 'social' about various Social Sciences?

3. Uniqueness of disciplines vis-a-vis interdisciplinary

4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

5. Contributions of Some Eminent Social Scientists– Christopher Columbus, Max Weber, Karl Marx, Chanakya, Amartya Sen, Mother Teresa

Unit-2: Aims and Objectives of Learning Social Sciences

1. Aims of Learning Social Science

2. Imbibing the Values through Social Science Teaching

3.   Blooms Taxonomy - Anderson and Krathwohl's Taxonomy

4. Meaning of Learning Objectives - Developing Learning Objectives, Features of well-developed learning objectives

5. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating

6. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages

7. Learning Objectives in the Constructivist Perspective

8. Academic Standards in Social Sciences

Unit-3: School Curriculum and Resources in Social Sciences

1. Curriculum development Process
2. From Subject-centered, Behaviourist to Constructivist Approach in Curriculum Development
3. Recommendations of NCF-2005 and APSCF-2011 on Social Sciences Curriculum-National Focus Group Position Paper on Social Sciences - State Position Paper (2011) on Social Sciences.
4. Syllabus – Selection and Organization of Content. Analysis of Social Science Textbook.
5. Teacher as Curriculum Developer – Localized curriculum, Place for local knowledge resources for the curriculum.
6. Moving from Textbook to Teaching-learning Materials, Going beyond Textbook.
7. People as Resource: Significance of Oral Data, Types of Primary and Secondary Sources; Data from field, Textual materials, Journals, magazines, Newspapers, Encyclopedia And Dictionaries
8. Classification of Teaching aids & Digital Resources in Social Sciences - Dale's Cone of Experience.

Unit-4: Teaching-Learning of Geography - Space, Resources and Development

1. Meaning, Nature and Scope of Geography – Human Geography, Physical Geography.
2. Teaching and Learning Major Themes and Key Concepts in Geography – Location, Place, Human Environment interaction, Movements, Region.
3. Developing Skills in Geography
4. Teaching Strategies in Geography

Unit-5: Teaching-Learning of Economics – State, Market, and Development

1. Meaning, Nature and Scope of Economics: Current Trends
2. Key Concepts in Economics – Micro-economics, Macro-economics, Demand, Supply, Production, Distribution, Market.
3. Classification of Economic system – Capitalisam, Socialisam and Mixed Economy.
4. Developmental Issues in Economics
5. Teaching- Learning Methods in Economics
6. Teaching-Learning Materials

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Reading the contributions of Social scientists and presenting seminars.
3. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
4. Visiting Social sciences related Research Institutes & Organizations.
5. Students should prepare Maps related to different concepts in Geography, History & Political Science.

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PAPER-V (EDN-05 a)
Method I / II - Pedagogy of Physical Sciences

Theory   **Credits: 4 +1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Understand the nature of Physical science

2. Appreciate the Physical science concepts

3. Understand the values of teaching Physical science

4. Understand the processes of learning Physical science

5. Explore various perspectives in understanding objectives of teaching Physical science

6. Develop logic behind pedagogical shift

7. Empower in content and pedagogy

Content:

Unit-1: Nature of science

1. What is Science?

2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative, Tentative nature of scientific theories, Science promotes skepticism; Scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and as a Process of constructing knowledge

3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of science / physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics, etc)

4. An Illustration of How Science Works, How children learn science?

Unit-2: Science and Society

1. Physical science and society-

2. Physical science for environment, Physical science for health, Physical science for peace, Physical science for equity – Gender and Science, Science for Inclusion.

3. Need and Significance of History of science in teaching science – Historical development perspective of Science.

4. Contributions of Some Eminent Scientists– Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Louis Victor de Broglie, Bimla Buti, Venkataraman Ramakrishnan, APJ Abdul Kalam, Marie Curie.

Unit-3: Aims of Learning Physical Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular Science – Its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Physical Science Education to Natural and Social Environment, Technology, Society and Environment.
7. Imbibing the Values Through Science Teaching – Feyman's Perspective of Science values
8. Development of Problem Solving Skills

Unit-4: Learning objectives of physical science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Blooms Taxonomy - Anderson and Krathwohl's Taxonomy.
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Physical Science

Unit-5: Pedagogical Shift in Physical Science

1. Pedagogical Shift:
   a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
   b. Nature of Science
   c. Knowledge
   d. Learners, learning and teachers,
   e. Assessment
   f. Physical science curriculum and scientific inquiry
   g. Scientific method

2. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples

3. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development

4. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers

5. Content-cum-methodology: Meaning, Concept & Nature

6. Steps to Content-cum-methodology

7. Steps to Pedagogical Analysis

8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic.
2. Plan for suitable teaching learning material, working models and resources.
3. Reading the contributions of Physicists and presenting seminars.
4. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
5. Visiting science related Research Institutes & Organizations.

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PAPER-V (EDN-05 a)

Method I / II - Pedagogy of English

Theory   **Credit:4 +1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

1. To enable teacher trainees with the various aspects of the B. Ed Programme with special reference to the nature of the language skills& language items to be developed, practiced, and evaluated.
2. To acquire information on current directions in English language teaching.
3. To identify and be sensitive to the proficiency, interests and needs of learners.
4. To develop an appreciation of the role of English in both academics and life.
5. To develop creativity among language learners

Content:

Unit-1: Language around Us:

1. Concept Language, Nature of English Language and its importance in human life
2. Philosophy of Language Learning-Linguistic, Social, Academic demands
3. Learning Process in Language acquisition and Language Learning
4. Factors affecting language   learning : Physical, Psychological and social factors
5. Aims and objectives of teaching English : Prose, Poetry, Grammar, composition:- Pedagogical analysis

Unit-2: Development of English language in India

1. Development of Language Policy in India: NPE(MIL), Three - Language Formula
2. Status of teaching English language in India;
3. Language learning theories
4. Importance of teaching English at different level
5. Multilingualism in ELT

Unit-3: Phonetics of English

1. The different speech organs and their role.
2. The individual Sounds - Vowels and Consonants - their place and manner of Articulation - The cardinal vowel scale.
3. The concept of the phoneme and the allophone.
4. Stress - Words Stress and sentence Stress - Strong and weak forms.
5. Intonation - Four basic patterns of intonation in English.

Unit-4: Vocabulary and Grammar in Context

1. Word Formation(Prefix, Suffix, Compounding)
2. Synonyms, Antonyms, Homophones, Homonyms, Phrasal Verbs, Idioms.
3. Prescriptive Grammar, Descriptive Grammar, Pedagogical Grammar
4. Elements of a sentence ; typology of sentences;
5. Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)
6. Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, agreement)
7. Reported Speech

8. Degrees of Comparison
9. Figures of Speech

Unit-5: Understanding Language and Producing Discourses
1. Listening Skills: a) listening process, factors conducive to listening, sub skills of listening, Listening comprehension, Analyzing supra segmental features
   b) Tasks for Developing listening skills
2. Speaking Skills: a) factors of good speaking abilities, sub skills of speaking, Present language using supra segmental features
   b) Tasks for Developing speaking skills
3. Reading Skills: a) Types of Reading, Sub skills of reading, Practicing Critical Reading
   b) Tasks for Developing Reading skills
4. Writing Skills: a) Types of Writing, Sub skills of writing, Creative Writing
   b)Tasks for Developing Writing skills
5. Integration of Skills - Creative expressions in Producing Discourses

Engagement:

1. Listen to Videos& audios and Developing Skits and presenting Conversations / Dialogues in different situations & Writing diary, letters, notice expressing opinions and ideas.
2. Seminars and debates on position of English language in India
3. Discussion on position papers on language, NCF 2005
4. Listen to phonetics and practice. Record while pronouncing and observe sounds with the guidance of teacher educators.
5. Phonetic transcription of words
6. Vocabulary games – practice exercises to develop language proficiency.

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PAPER-V (EDN-05 a)

Method I / II - Pedagogy of Telugu

Theory   Credit:4 +1
Internal Assessment: 30 Marks
External Assessment: 70   Total marks: 100

బి.యిడి. కోర్సు లక్ష్యాలు

రెండు సంవత్సరాల కోర్సు పూర్తయ్యేసరికి ధాత్రోపాధ్యాయులు కింద అంశాలను అర్థం చేసుకొని నైపుణ్యాలు సాధిస్తారు.

* భాష, ఆవశ్యకత, భాష – సమాజ సంబంధాలను అర్థంచేసుకొంటారు.

* తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటె ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మాధ్యమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్థం చేసుకొంటారు.

* తెలుగు సాహిత్యం గురించి, సాహితయ అధ్యయనం ఆవశ్యకత గురించి, దాని ప్రయోజనాల గురించి అర్థం చేసుకొంటారు. భాషా బోధనలో సాహిత్యాన్ని వినియోగిస్తారు.

* పిల్లలు భాషను గ్రహించే విధానం, భారతీయ, పాశ్చాత్య దృక్పథాలను అర్థంచేసుకొంటారు. దీన్ని తరగతి గదుల్లో అన్వయిస్తారు.

* తెలుగు భాషా బోధనోద్దేశాలను, తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలను అర్థంచేసుకొని, వాటిని సాధించడానికి అవసరమైన వ్యూహాల పట్ల సామర్థ్యాన్ని సాధిస్తారు.

* భాషోపాధ్యాయుల సన్నద్ధత ఆవశ్యకత గ్రహిస్తారు. వార్షిక, పాఠ్య, పీరియడ్ ప్రణాళికలను రాస్తారు. వీటి ఆధారంగా బోధించే సామర్థ్యాన్ని అలవర్చుకొంటారు.

* భాషాభివృద్ధికి తోడ్పడే కార్యక్రమాలను తెలుసుకొని అమలుపరుస్తారు.

* వివిధ వ్యవహారరూపాల వారీగా వ్యూహాలను తెలుసుకొని అమలుపరుస్తారు.

* మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్థం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం ఆవశ్యకతను, సంగ్రహణాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్థంచేసుకొని అమలు పర్యగల్గుతారు.

* సామర్థ్యాల వారీగా కేటాయించిన భారత్వాల ప్రకారం ప్రశ్నపత్రాల తయారీ, జవాబు పత్రాలను సూచికల ఆధారంగా దిద్దే సామర్థ్యాన్ని పొందుతారు.

* భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధికియక సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెలుసుకొని వినియోగించగల్గుతారు.

* ఆధునిక సాంకేతిక పరిజ్ఞానం ఆవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.

* ఆవరణాత్మక కృత్యాలను అమలుపరచడం ద్వారా తమకున్న ఆపోహలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యసన గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

I. భాష – అవశ్యకత – స్వభావం – సమాజం – ప్రయోజనాలు :

- భాష యొక్క అవశ్యకత – భాష స్వభావం – భాషోత్పత్తి – ధ్వనులు ధ్వని ఉత్పత్తి స్థానాలు – మానవ భాష – జంతువులభావ తేడాలు – భాషా ప్రయోజనాలు – భాషా నిర్మాణం – ప్రపంచ భాషల వర్గీకరణ – భాష, గుర్తింపు – భాష ఒక మాధ్యమం – విషయం – భాష మరియు లిపి – (తిభాషా సూత్రం, భాష మరియు సమాజం, సమాజంలోని వివిధ వర్గాలు భాష భాష – నాగరికత – సంస్కృతి, భాష మరియు అస్తిత్వం, – బహుభాషలు / బహుభాషిత్వం.

II. తెలుగు భాష తీరు తెన్నులు ఇతర భాషల ప్రభావం :

- స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష, స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష, నిత్య వ్యవహారంలో తెలుగు భాష – లౌకిక భాష – గ్రాంథిక భాష – వ్యవహారిక భాష – మాండలికాలు – ప్రామాణిక భాష Vs వ్యవహారిక భాష – తెలుగు భాష – సంస్కృతం, తెలుగు – ఉర్దూ, తెలుగు – ఆంగ్లం తెలుగు – పారశీ, కన్నడం ఇతర భాషలు, భాషోద్యమం – తెలుగు భాష ప్రస్తుత పరిస్థితి, యూనిట్స్ అధ్యయనం, ప్రసార మాధ్యమాల్లో తెలుగు భాష – భాష పరిరక్షణ చేపట్టాల్సిన వర్గాలు – పరిసరాల్లోని భాషలు – పాఠశాలల్లో భాష – పాఠశాలేతర వ్యవహారాల్లో భాష – పార్శ్వంగా భాష – మాతృభాష – మాధ్యమభాష – (పారామ్యతలు – పరిమితులు – బహుభాష విభిన్న సంస్కృతుల తరగతిలో తెలుగు భాష

III. తెలుగు సాహిత్యం అధ్యయనం అవశ్యకత ప్రయోజనాలు :

- తెలుగు సాహిత్యం – ప్రాచీన, ఆధునిక ప్రక్రియలు.
- తెలంగాణ సాహిత్యం – బాల సాహిత్యం మొI వాటి అధ్యయనం అవశ్యకత ప్రయోజనాలు, కవులు, రచయితలు, తెలులు.
- జరివెంటి కృష్ణమూర్తి ప్రాచీన సాహిత్య అధ్యయనం ఆధారంగా ఈ యూనిట్ ప్రాయాలి.

పిల్లలు – భాష :

- పిల్లలు భాషను ఎలా నేర్చుకొంటారు. పిల్లలకున్న భాషా సామర్థ్యం – పిల్లలు నేర్చుకోవటం గురించి అపోహలు వాస్తవాలు పిల్లలు భాషానియమాలను గ్రహించే తీరు – తాత్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు, భాష – ఆలోచన, భాషాజ్ఞాన నిర్మాణం, భాష – అలివ్యత్తి సృజనాత్మకత – ఉపాధ్యాయుల పాత్ర.

IV. తెలుగు భాష బోధనోద్దేశాలు, సాధించాల్సిన సామర్థ్యాలు :

- పాఠశాల విద్యలో తెలుగును ఒక ముఖ్యమైన విషయంగా ఎందుకు నేర్చుకోవాలి.
- ప్రాథమిక స్థాయి బోధనోద్దేశాలు – మాధ్యమిక / ఎలిమెంటరీ స్థాయి బోధనోద్దేశాలు ఉన్నత స్థాయి బోధనోద్దేశాలు.
- భాషా బోధన ద్వారా సాధించాల్సిన సామర్థ్యాలు / విద్యాసామర్థ్యాలు.
- సామర్థ్యాల వారీగా వ్యూహాలు – వినడము అర్థం చేసుకోవడము ప్రతిస్పందించడము – ధారాళంగా చదవడం అర్థం చేసుకోవడం.
- ఆలోచింది ఆత్మవిశ్వాసంతో మాట్లాడడం – స్వీయరచన.
- సృజనాత్మక వ్యక్తీకరణ – పదకోశాల వినియోగం – ప్రశంస – భాషాంశాలు.

V. భాష – ఆధునిక దృక్పథము నూతన భాషావావకాలు :

- భాషను నేర్చడము అంటే ఏమిటి? గతంలో భాషను బోధించిన విధానం వీటి పరిణామాలు. భాషా బోధన ఆధునిక దృక్పథం – ఆలోచింపజేయటలము వ్యక్తీకరించడము.
- తప్పులు వెతకటానికి బదులు తప్పులు సరిదిద్దే వ్యూహాలు అమలుపరచడం వివరించడానికింత బదులు స్వయం అధ్యయనం చర్యలు.
- నూతన తెలుగు వాచకాలు వాటి తాత్విక నేపథ్య సూత్రాలు.
- పాఠ్య పుస్తకాలలోని ప్రత్యేకత – పాఠ్య పుస్తకాలను ఎలా ఉపయోగించాలి.

ఆచరణాతలప్పుక కృత్యాలు – నివేదికలు (Practicum)

PART - A

1) 3 సంవత్సరాల పిల్లలు మాట్లాడే కొన్ని వాక్యాలను సేకరించండి. వాటిని రాయండి. వీటిలో ఇమిడియున్న వ్యాకరణ సూత్రాలు వివరించండి – వీటిని పిల్లలు ఎలా గ్రహించారు విశ్లేషించండి.

2) టి.వి. / ఎఫ్.ఎమ్. రేడియో చానెల్స్‌లోని యాంకర్లు లేదా జాకీలు మాట్లాడే భాషను పరిశీలించండి.

   వ్యావహారిక భాషను – వీనికి మధ్య గల సామ్యభేదాలు విశ్లేషించండి. వీటి వలన చోటుచేసుకొనబోయే పరిణామాలను ఊహించండి. భాషోపాధ్యాయులుగా మనము చేపట్టవలసిన చర్యలు తెల్పండి.

3) తెలంగాణా రాష్ట్రములోని ప్రముఖ కవులు / రచయితల్లా మిమ్మల్ని ప్రభావితం చేసిన వారెవరు? వారి ఒక రచనను చదివి దానిపై నివేదికను వ్రాయండి.

4) 2 1/2 సంవత్సరాల నుండి 3 సంవత్సరాల పిల్లలు మాట్లాడే తీరును పరిశీలించండి. వారు మాట్లాడే పదాలు / వాక్యాలు నమోదుచేయండి.

   వీటిలో మిమ్మల్ని ఆశ్చర్యానికి గురిచేసిన అంశాలేమున్నాయి.

   పిల్లలు వాడే పదజాలాన్ని వారు ఎలా గ్రహించి ఉంటారు? దీని ఆధారంగా ఒక నివేదికను తయారుచేయండి.

5) 6 నుండి 10వ తరగతి పాఠ్యపుస్తకాలలో ఏదేని ఒక దానిని ఎంపిక చేసుకొని దీనితో సాధించవలసిన సామర్థ్యాలను చదవండి. వ్రాయండి. ఏదైనా ఒక సామర్థ్యాన్ని పెంపొందించటానికి పాఠాల వారీగా ఇచ్చిన అభ్యాసకృత్యాలు రాయండి. వాని స్వభావాన్ని తెల్పండి. వీటిని తరగతి గదిలో ఉపాధ్యాయులు ఎట్లు నిర్వహిస్తున్నారో పరిశీలించి నివేదిక వ్రాయండి.

ఉపాధ్యాయ విద్య – తెలుగు – బోధన వ్యూహాలు (Mode of Transantion)

1) ఉపన్యాసము – చర్చ

2) Power Point Presentation – చర్చ

3) జట్టు పనులు – ప్రదర్శన – చర్చ

4) సెమినార్

5) కార్యశాలలు (Workshops)

6) పుస్తక పఠనం – నివేదిక సమర్పణ

7) సమీక్ష – ప్రదర్శన

8) జట్టు బోధన (Group Teaching)

9) ప్రశ్నోత్తర పద్ధతి

10) మేథోమథనము – మొదవి

11) ICT ఆధారిత బోధన

ప్రచురణ సంస్థల పేర్లు

క్ర.సం.	సంస్థపేరు	వెబ్సైట్ పేరు
1.	విజయవాడి పబ్లికేషన్స్, చిత్తూర్ డిస్ట్రిక్ట్, హైదరాబాద్	
2.	ఎమెస్కో పబ్లికేషన్స్, హైదరాబాద్	
3.	విశాలాంధ్ర పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్హౌస్, హైదరాబాద్	
5.	అన్వేషి (తూడిసి బుక్స్) – టేల్స్ ఫ్రమ్ ది మార్జిన్స్ ఎ సీరిస్ ఆఫ్ 8 బుక్స్)	http://www.anveshi.org/content/view/172/99
6.	భారత్ జ్ఞాన్ విజ్ఞాన్ సమితి (బిజివి యస్)	www.bgws.org
7.	సెంటర్ ఫర్ లర్నింగ్ రిసోర్సెస్	www.clirindia.net/materials/childrenbooks.html
8.	చందమామ ఇండియా	www.chandamama.com
9.	చిల్డన్ బుక్ట్రస్ట్	www.childrenbooktrust.com
10.	ఏకలవ్య	http://eklavya.in
11.	ఇండియా బుక్ హౌస్	www.ibhworld.com
12.	జన్చేతన	http://janchetnaa.blogspot.com
13.	కరాడి టేల్స్ కంపెనీ	www.karaditales.com
14.	కథ, న్యూఢిల్లీ	www.katha.org
15.	మెక్మిలన్ పబ్లిషర్స్	http://international.macmillan.com
16.	నేషనల్ బుక్ ట్రస్ట్	www.nbtindia.org.in
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రీసర్చ్ అండ్ ట్రైనింగ్	www.ncert.nic.in
18.	నవనీత్ ప్రకాశ్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	–
19.	పిసియమ్ చిల్డ్రన్స్ మాగజైన్	www.pcmmagazine.com
20.	ప్రథమ్ బుక్స్	www.prathambooks.org
21.	పుస్తక్ మహల్	www.pustakmahal.com
22.	రూమ్ టు రీడ్	www.roomtoread.org
23.	ద లర్నింగ్ ట్రీ స్టోర్	http://www.tltree.com
24.	తులిక బుక్స్	www.tulikabooks.com

పరామర్శ గ్రంథాలు

1.	Kadambinisharma & Tripat Teteja	:	Teaching of Language and linguistics commonwealth publishers.
2.	U. K. Singh & K N. Sudarshan	:	Language Education D.P.H. Publishar
3.	Dr. Santhosa Areekkuzhigil	:	Instructional Approaches Neelkamal Publication (HW)
4.	Santhosh Sharma	:	Constructional Approach to Teaching & Learning NCERT - 2006.
5.	NCERT	:	Teaching Reading a Challenge
6.	డా॥ దహగాం సాంబమూర్తి	:	తెలుగుబోధన పద్ధతులు – నీల్కమల్ ప్రచురణ
7.	డా॥ శివరత్నం డా॥ సాంబమూర్తి	:	తెలుగు బోధన పద్ధతులు (Bord) తెలుగు అకాడమీ
8.	Cameron, L(2001)	:	Teaching Languages to young learners
9.	NCERT	:	Natinoal Curriculam Frame Work (2005)
10.	NCERT	:	Language Teaching Position Papers
11.	SCERT (AP)	:	State _____ Frame Work (2011)
12.	SCERT (AP)	:	Language Teaching Position Paper (2011)
13.	Butler A and Turbill J (1984)	:	Towards Reading - Writing in class room corewell - unversity - Newyork
14.	_____ Girl (1994)	:	Teaching writing - Ma_____
15.	డా॥ పోరంకి దక్షిణామూర్తి	:	భాష ఆధునిక దృక్పథం – నీల్కమల్ ప్రచురణ
16.	డా॥ భద్రిరాజుకృష్ణమూర్తి	:	భాష – సమాజం – సంస్కృతి – నీల్కమల్ ప్రచురణ
17.	డా॥ డి. యస్. సుబ్రహ్మణ్యం	:	ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు – తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	:	_____ structure
19.	Aitchinson	:	Teach your self linguisties
20.	చేకూరి రామారావు	:	తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం
21.	డా॥ డి. చంద్రశేఖర రెడ్డి	:	పిల్లలభాష – మీడియాహౌజ్
22.	డా॥ వి.సాంబమూర్తి	:	విద్యా మూల్యాంకనం – నీల్కమల్ ప్రచురణ
23.	డా॥ డి. చంద్రశేఖర రెడ్డి	:	మనభాష – మీడియాహౌజ్ ప్రచురణ
24.	డా॥ దహగాం సాంబమూర్తి	:	తెలుగు భాషా సాహిత్య దర్పణం (రూపాలు, ప్రక్రియలు, ధోరణులు) – నీల్కమల్ ప్రచురణ
25.	కె. వి. వి. యల్. నరసింహారావు	:	భాషాబోధన – భాషాశాస్త్రం – నీల్కమల్ ప్రచురణ

భాషాభ్యాసానికి సంబంధించిన కొన్ని వెబ్‌లింకులు

1) http://www.bbc.co.uk/schools/magickey/adventures/drogon game.shtml is a game that helps learn about a question and a question mark.

2) http://www.proteacher.com/cgi.bin/outsidesite.cgi?id=4731Extexternel=http://www.sdcoe.k12.ca.us/actbank/sorganiz.htmEtoriginal=http://www.proteacher.com/070037.shtmltitle=Graphic%20organizers containswell-delineated writing standards. level wise.

3) http://www.lessonplanspage.com/LAK1.htm contains a whole host of ideas for language activities

4) http://www.0P97.org/ftcyber/jack/puzzles/puzzles.html has easy, medium and hard jigsaw puzzles that are based on fairy tabes.

5) http://www.youtube.com.watch?v=2LVNi-FPEuYhas a video of the panchatantra story about the doves ina hunter's net (collective stuength) in Hindi.

6) http://www.darsie.net/talesofwonder/contains Folk and Fairy Tales from around the world.

7) http://www.thepromisefoundation.org/TPFLt RH.pdf is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.

8) http://www.rubybridges.org/story.htm contains the inspring story of Ruby Bridges and her teacher.

9) http://puzzlemaker.discoveryeducation.com/allows the user to create and print customized word search, criss-cross, match puzzles, and more using his/her own word lists.

10) http://gem.win.co.nz/mario/wsearch/wsearch.php allows you to generate your own word maze/word search puzzle.

11) http://georgemcgum.com/articles/reading forpleasure.html has a good article on reading for pleasure.

12) http://www.atozteacherstuff.com/pages/374.shtml for a lovely idea on getting children excited about reading.

13) http://lesl.about.com/od/vocabularylessonplans/a/characteradj.htm for an excellent activity that develops and broadens knowledge of character adjective vocabulary.

14) http://www.scholastic.com/ispy/play/ for a set of award winning puzzles and games that allow children to discover word associations, word play and themes help them build important learning skills including reading.

15) http://www.readwritethink.org/materials/in the bag/index, html for an interactive game that builds vocabulary.

16) http://www.sacred.texts.com/hin/ift/index.htm has links to indian fairy tales.

17) http://primary.naace.co.uk/activities/BigBooks/index.htm has audio-e-books for kids.

18) http://www.vrml.k12.la.us/krause/Reading.htm for slide shows that excite a childr to read.

19) http://www.thepromisefoundation.org/TPFLtkb.pdf is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.

20) http://www.thepromiselfoundation.org/TPFRdk.pdf is report of a study on Reading difficulties in Kannada, useful for languages researchers in indian language.

PAPER-V (EDN-05 a)

METHOD I / II - PEDAGOGY OF URDU

Theory   **Credit:4 +1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**

عثمانیہ یونیورسٹی

ڈپارٹمنٹ آف ایجوکیشن

نصاب برائے بیچلر آف ایجوکیشن (بی ایڈ) کورس

I - SEMESTER

اغراض ومقاصد:

اس کورس کی تکمیل کے بعد تربیتی اساتذہ میں یہ قابلیت پیدا ہوگی کہ وہ

ـ زبان کے مختلف رول کو سمجھ سکیں

ـ زبان اور ادب کے تعلق کو سمجھ سکیں

ـ زبان کے مختلف رجسٹرز کو سمجھ سکیں

ـ اپنے طالب علموں میں تخلیقی صلاحیوں کو فروغ دینے کے قابل بنا سکیں

ـ تدریس زبان میں ترجمہ کے رول اور اسکی اہمیت و افادیت کو سمجھ سکیں

ـ مستند واول غیر ادبی متوں کا جائزہ لے سکیں اور اسکے ذریعے بصیرت و استحسان ادب کو فروغ دے سکیں۔

ـ زبان کی تدریس واکتساب میں تعمیری طرز رسائی کو سمجھ سکیں

ـ طالب علموں کیلئے عملی مشاغل کو فروغ دے سکیں

ـ گھر کی زبان، اسکول کی زبان کی اہمیت کو سمجھ سکیں اور تعلیم میں مادری زبان کے کردار کو سمجھ سکیں۔

ـ کمرہ جماعت میں تدریسی آلات بشمول سمعی وبصری آلات، کمپیوٹر، انٹرنیٹ وغیرہ کے استعمال کے قابل بن سکیں

ـ کمرہ جماعت میں کثیر لسانیتی حکمت عملیوں کو روبہ عمل لانے کے قابل بن سکیں

ـ لسانی جانچ اور اندازہ قدر کی مختلف تکنیکوں سے واقف ہو سکیں

ـ عصر حاضر کے اُمور جیسے حق تعلیم برائے اطفال، تعلیم انس، تعلیم ماحولیات وغیرہ کے تعلق سے حساسیت پیدا کریں

ـ لینگویج لیاب کی ضرورت وافادیت سے واقف ہو سکیں۔

تدریس زبان (اُردو)

کورس کا خاکہ حصہ اوّل برائے سمسٹر اوّل

یونٹ (1-5)

یونٹ (۱) زبان کا کردار

(۱) زبان اور معاشرہ: زبان اور صنف، زبان اور شناخت، زبان اور قوت اظہار زبان اور طبقہ

(۲) اسکول اور زبان: گھر کی زبان اور اسکول کی زبان، افہام و تفہیم کی زبان، اکتساب میں زبان کی مرکزیت، نصاب پر محیط زبان، زبان اور تعمیر علم، زبان بحیثیت اسکولی مضمون، زبان بحیثیت ذریعہ تعلیم، ذریعہ تعلیم کی حیثیت سے زبان کا تنقیدی جائزہ، کثیر لسانی کمرہ جماعت، کثیر تمدنی آگاہی اور تدریس زبان۔

(۳) دستوری مراعات اور لینگویج ایجوکیشن کی پالیسیاں: ہندوستان میں مختلف زبانوں کا موقف، دستور ہند میں زبان سے متعلق مراعات اور پالیسیاں (دفعہ A 350, 351, 343) کوٹھاری کمیشن (1964-66) نئی تعلیمی پالیسی (1986) پروگرام آف ایکشن (1992)

(۴) قومی نصابی ڈھانچہ (2005) ہندوستان میں اُردو کا موقف بحیثیت زبان اوّل، دوّم اور سوّم
عملی مشاغل:۔

ـ ہندوستانی زبانوں کی تدریس پر مقالہ خصوصاً اُردو زبان کی تدریس کے حوالے سے

ـ ریڈیو یا ٹیلی ویژن پر نشر ہونے والے اشتہارات کا تجزیہ زبان اور صنف کی اساس پر

ـ جماعت ششم تا ہفتم کی سائنس، سماجی علوم اور ریاضی کی درسی کتب سے چند استباسات لیں
اور درج ذیل تجزیہ کریں

(i) زبان کے مختلف رجسٹرز (رجسٹر سے مراد کسی مخصوص شعبہ علم میں استعمال ہونے والے ذخیرہ الفاظ کا مجموعہ) کو کس طرح متعارف کروایا گیا ہے۔

(ii) کیا زبان کے ذریعے عنوان کے معانی پوری طرح واضح ہوئے ہیں؟

(ii) کیا زبان متعلم ـ دوست ہے؟

(iv) کیا زبان بہت زیادہ تکنیکی ہے؟

(v) کیا زبان اکتساب زبان میں معاون ہے؟

مذکورہ بالا امور پر ایک تجزیاتی رپورٹ تحریر کریں

پروجکٹ:

ـ دستور ہند میں پیش کردہ: زبانوں کے موقف ہر ایک رپورٹ لکھیں

ـ کوٹھاری کمیشن، نئی تعلیمی پالیسی اور پروگرام آف ایکشن کے تحت بنائی گئس لسانی پالیسوں پر ایک رپورٹ لکھیں

ـ اپنے اطراف و اکناف میں واقع کوئی پانچ اسکولس کا دورہ کریں اور ان اسکولوں میں سہ لسانی فارمولہ پر کس طرح عمل آوری ہو رہی ہے جائزہ رپورٹ تیار کریں

مشقی تدریس:

ـ طلباء سے گفتگو کر کے معلوم کیجئے کہ وہ کون کون سی زبانیں بولتے ہیں۔ اردو کے کمرہ جماعت میں کثیر لسانیت کو بحیثیت ایک حکمت عملی استعمال کرنے کا منصوبہ تیار کریں

ـ اردو کی نصابی کتب برائے جماعت ششم یا بارہویں میں شامل عنوانات اور مشاغل کی درج ذیل پر مبنی فہرست تیار کریں

(i) زبان اور صنف

(ii) زبان اور امن

درسی کتب میں ان امور کو کس طرح ظاہر کیا گیا ہے رپورٹ تیار کریں

یونٹ II : ہندوستان میں اُردو زبان کا موقف

۱) ہندوستان میں اُردو زبان کا موقف وکردار تقسیم ہند سے قبل اور بعد

۲) اُردو کی مختلف اقسام: اُردو بحیثیت زبان علم، اُردو بحیثیت زبان اوّل دوّم اور سوّم اردو بین الاقوامی سطح پر تدریس اُردو اور اکتاب اُردو میں درپیش چیلنجس، ریاست تلنگانہ، ریاست آندھرا پردیش میں اُردو کے موقف کا تقابلی جائزہ۔

مشاغل:

ـ اُردو کے کردار اور آزاد ہندوستان میں اسکی اہمیت پر گرر رہی مباحثہ

ـ عنوان "جب الفاظ نا کام ہوتے ہیں تو جنگ چھڑتی ہے" پر بحث کا انعقاد

ـ اس یونٹ میں دیئے گئے عنوانات کو مدِنظر رکھتے ہوئے سوالنامہ تیار کیجئے

اور دس افراد سے انٹرویو لئے کر ایک رپورٹ بعنوان "ہندوستان میں اُردو زبان کا موقف" تیار کیجئے

پراجکٹ:

اپنے اطراف واکناف کے کوئی پانچ اسکولوں کا دورہ کیجئے اور معلوم کیجئے

(i) اُردو کو کس سطح سے متعارف کروایا جا رہا ہے

(ii) کمرہ جماعت میں کونسی درسی کتابیں استعمال ہو رہی ہیں

یونٹ III تدریس زبان کا جائزہ:

۱ زبان کی تدریس کی مختلف طرز رسائیاں، زبان کی تدریس واکتاب کے مختلف نظریات فلضیانہ، سماجی اور نفسیاتی بنیادیں برائے حصول زبان اور اکتاب زبان استقرائی و استخراجی طرز رسائیاں تعمیری طرز رسائی، کثیر لسانی طرز رسائی (جان ڈیوی، برونز پیاجے، ویگوٹسکی، چوسکی) تدریس زبان کے تعلق سے ہندوستانی خیالات (پانینی، کاملا پرشاد، کشوری داس وغیرہ)

۲ تدریس زبان کے طریقہ کار کی جانچ کا تنقیدی جائزہ

قواعد و ترجمہ کا طریقہ، راست طریقہ، فطری طریقہ، سمعی ولسانی طریقہ، ترسیلی طریقہ وغیرہ

مشاغل

''مادری زبان اور دیگر زبان'' پر مباحث منعقد کیجئے

پراجیکٹ :

اکتساب زبان کے مختلف طریقوں کی خوبیوں اور خامیوں کا تقابلی مطالعہ منتقی تدریس ''زبان کے کمرہ جماعت میں تعمیریت'' کو مدنظر رکھتے ہوئے کوئی چار مشاغل کی تیاری

یونٹ IV : زبان کی نوعیت:

زبان کے مختلف زاویے۔لسانی تغیرات، مخارج، صوتیاتی نظام علم صرف ونحو، معنویات، جملوں کی ساخت، آفاتی قواعد کا تصور

مشاغل:

بول چال اور تحریر کی زبان میں فرقہ'' کے موضوع پر مباحثہ منعقد کیجئے

یونٹ VII۔ لسانی مہارتوں کی تفصیل:

۱) سیاق وسباق میں قواعد۔ سیاق وسباق میں زخیرہ الفاظ

۲) زبان کی بنیادی مہارتوں کی تفصیل :سننا، گفتگو کرنا، پڑھنا، لکھنا

۔ سننا اور گفتگو کرنا سننے اور گفتگو کرنے کی ذیلی مہارتیں، کوشیش ان مہارتوں کو فروغ دینے کے وسائل اور طریقہ کہانی کوئی، مکالمہ گوئی موقع کے لحاظ سے گفتگو، کرداری پینٹس کننی (رول پلے) تصاویر لنگوئج لیبار ٹریز و دیگر ملٹی میڈیا ذرائع

۔ پڑھنا: بڑھنے کی ذیلی مہارتیں۔ مطالعہ کی اہمیت، بلند خوانی اور خاموش خوانی، مطالعہ کی عادت، فرہنک، انسائیکوپیڈیا اور تھسارز کو استعمال کرنے کی مہارت

۔ لکھنا: تحریر کے مراحل، لکھنے کا عمل، رسی وغیر رسی تحریریں جیسے شاعری، مختصر کہانی خط نگاری، ڈائری لکھنا، مضامین، رپورٹ، مکالمے، اشتہار۔

مشاغل:

۔ اُردو کی درسی کتابوں سے قواعد کی کوئی دس مثالیں اکھٹا کیجئے اور ایک گروہی مباحثہ منعقد کیجئے۔

منتقی تدریس:

۔ سننے، بولنے، پڑھنے اور لکھنے کے کوئی پانچ مشاغل تیار کیجئے

۔ جماعت ششم کے طلباء کے پڑھنے کی صلاحیت کو فروغ دینے کوئی تین مشاغل تیار کیجئے۔

PAPER-V (EDN-05 a)

METHOD I / II - PEDAGOGY OF HINDI

Theory   **Credit:4 +1**

Internal Assessment: 30 Mark
External Assessment: 70   **Total marks: 100**

हिन्दी भाषा का शिक्षण का पाठ्यक्रम (दो वर्ष)

पाठ्यक्रम के विशेष उद्देश्य :

1.   भाषा के अलग—अलग भूमिकाओं को जानना।

2.   भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।

3.   भाषा के स्वरूप और व्यवस्था को समझना।

4.   स्कूल की भाषा, बच्चों को भाषा और समझ के बीच के संबंध को जानना।

5.   भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेता होना।

6.   भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।

7.   पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।

8.   भाषा और साहित्य के संबंध को जानना।

9.   हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।

10. भाषायी बारीकियों के प्रति संवेदनशील होना।

11. अनुवाद के महत्व और भूमिका को जानना।

12. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।

13. बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह–तरह के मौके जुटाना।

14. विद्यालयीय स्तर पर हिन्दी भाषा का स्थान व महत्व जानना।

15. वैश्वीकरण के दौर में हिन्दी भाषा का महत्व व शिक्षण को समझना।

16. भाषा के मूल्यांकन की प्रक्रिया को जानना।

17. साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।

18. भाषा सीखने के सृजनात्मक दृष्टिकोण को समझना।

इकाई–प्रथम

I. भाषा की भूमिका

- भाषा क्या है?

- भाषा की प्रकृति?

1.1 समाज में भाषा

1.2 विद्यालय में भाषा

1.3 विविध भाषिक प्रयुक्तियां, बहुभाषिक कक्षा शिक्षक–शिक्षार्थी

- अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य

- हिन्दी भाषा का अध्ययन विद्यालयीय पाठ्यक्रम में दो रूपों में किया जाता है।

    1. मातृभाषा के रूप में   2. राजभाषा के रूप में

    प्रथम भाषा एवं द्वितीय भाषा के शिक्षण उद्देश्यों में अंतर।

1.4 संविधान ओर शिक्षा समितियों के रिपोर्ट में भाषा, भाषाओं की स्थिति (धारा 343–351, 350(1))

1.5 कोठारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति–1986 पी.ओ.ए. 1992, राष्ट्रीय पाठ्यचर्या–2005 (भाषा अध्ययन)।

गतिविधि :

- ध्वाटे समूह में बांटकर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा।

- विज्ञान, समाज विज्ञान और गणित की कक्षा छः से सात की किताबों से कुछ अंश चुनकर निम्नलिखित बिन्दुओं को ध्यान में रखते हुए विश्लेषण करिए।

- विभिन्न भाषी प्रयुक्तियों को कैसे प्रस्तुत किया गया है।

- उस अंश में प्रयुक्त भाषा विषय संबध में भाव स्पष्ट करने में कहाँ।

- क्या यह भाषा सीखने में सहारा है।

कक्षा शिक्षण के दौरान

- बच्चे अपनी भाषा के बारे में जानकारी दें।

- शिक्षण की एक कक्षा प्रविधि तैयार करें।

परियोजना कार्य

- भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना।

- ग्यारहवीं, बारहवीं कक्षा की किताबों में लिंग और शांति संबंधी बिन्दुओं की सूची तैयार करें।

- किन्हीं पांच स्कूलों का दौरा – त्रिभाषा सूत्र क्या स्थिति है?

इकाई – द्वितीय

II.   हिन्दी भाषा की स्थिति और भूमिका

2.1   हिन्दी भाषा की भूमिका

2.2   स्वतंत्रता से पहले, बाद

2.3   हिन्दी के विविध रूप

2.4   अंतर्राष्ट्रीय स्तर पर हिन्दी, ज्ञान की भाषा के रूप में हिन्दी

- वैश्वीकरण और हिन्दी

- क्षेत्रीय भाषाएँ और हिन्दी

2.5   पढ़ने–पढ़ाने की चुनौतियाँ

सूचना और संप्रेषण के युग में हिन्दी को पढ़ने और पढ़ाने की चुनौतियाँ।

प्रशिक्षण के दौरान

- सामूहिक चर्चा

- विषय पर परिचर्चा का आयोजन

कक्षा – शिक्षण के दौरान

- बच्चों की भाषा का जायजा लें – विविध रूपों पर एक रिपोर्ट तैयार करें।

- रोजमर्रा की जिंदगी में प्रयोग होने वाली क्रियाओं की आधार पर सूची बनाएँ।

परियोजना कार्य

- इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें।

- 10 व्यक्तियों के हस्ताक्षर करें, इस साक्षात्कार के आधार पर हिन्दी की स्थिति पर एक रिपोर्ट लिखें।

- हिन्दी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका आलेख पाठ करें।

- हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करें।

गतिविधि

- ''मातृभाषा और भाषा'' विषय पर छोटे समूह में चर्चा करें।

कक्षा शिक्षण

- भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।

परियोजना कार्य

- विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

इकाई – चतुर्थ

भाषा का स्वरूप

4.1   भाषायी व्यवहार के विविध पक्ष : नियमबद्ध व्यवस्था के रूप में भाषा।

4.2   भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ वाक तथा लेखन।

4.3   भाषायी व्यवस्थाएँ : सार्वभौमिक व्याकरण की संकल्पना।

4.4   अर्थ की प्रकृति तथा संरचना वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

4.5   स्वनिम विज्ञान और रूप विज्ञान (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)।

गतिविधि / कक्षा शिक्षण के दौरान

●   ''लिखित और मौखिक भाषा में अंतर'' विषय पर समूह में चर्चा।

इकाई – पंचम

भाषायी दक्षताएँ

5.1 संदर्भ में भाषा – संदर्भ में व्याकरण और संदर्भ में शब्द।

5.2 भाषायी दक्षताएँ सुनना बोलना – पढ़ना और लिखना।

5.3 सुनना और बोलना।

5.4 पढ़ना – पठन गहन विस्तृत पठन, आलोचनात्मक पठन, थिसारस, शब्दकोश और इन्साईक्लोपीडिया का उपयोग / महत्व।

5.5 लिखना–लेखन–प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार)।

5.6 भाषा शिक्षण में उच्चारण – शिक्षण का महत्व

5.7 वर्तनी का महत्व

5.8 उच्चारण और वर्तनी संबंधी शिक्षण प्रक्रिया।

गतिविधि

- सभी भाषायी कौशलों के सीखने से संबंधित 4–4 गतिविधियां तैयार करें और उनकी कक्षा शिक्षण के दौरान प्रयोग करें।

- पढ़ने के कौशल विकास को ध्यान में रखते हुए छः हिन्दी के विद्यार्थी के लिए तीन गतिविधियां प्रयोग करें।

- विद्यार्थी कक्षा छः से आठ के हिन्दी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और समूह में चर्चा करें।

परियोजना कार्य

- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियां तैयार करें।

PAPER-VI (EDN-06) EPC 1

Self Development (Communicative English, Life Skills & Yoga)

Practicum   **Credit:2**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teachers will be able to:

1. Explore ways of understanding one's self
2. Develop skills required to practice yoga
3. Understand the importance of yoga for peaceful human life
4. Develop ability to communicate
5. Understand intricate issues related to various skills of communication
6. Develop life skills to deal with various situations in life

Content

Unit-1: Yoga and Self development

1. Understanding the importance and benefits of Yoga in human life.
2. Misconceptions about yoga practice.
3. Asana – Classification, Precautions, Benefits of practicing asana
4. Different types of Pranayama & Benefits
5. Different types of Meditation & Benefits
6. Practice of yoga for an integrated personality
7. Therapeutic value of yoga
8. Regular practice of Yoga for happy & healthy integrated personality

Unit-2: Communicative English

1. *Conversation Skills*:
   Listening :to practice listening; Listening to Radio; audio lectures; News,

   Exercises: discussions, Radio interviews and so on.

2. *Speaking*: Events & situations
   Exercises: Speaking topics related to: home; school; college; classroom; market; shopping mall; restaurant and so on. Friends & employee of the company;

   Describing pictures; mobiles; pollution; politics; quality of education; and so on.

   Narrating an event.

   Story-telling; debates / elocution on given topics.

   One minute speaking instantly on a topic.

   Conversation, dialogue, role play; Drama and so on.

3. *Reading*: Newspaper articles; advertisements related to recruitment; admission / entrance notifications; stories, education related articles, fiction, novels and so on. Books; reading passages; reading dictionary; playing vocabulary games; Scramble; Exploring websites and collecting relevant information; reading mails.

4. *Writing*: Sending e-mails; posting on face book & whatsapp; writing resume online & offline to schools, colleges & other organizations.
   Writing about family; selected small themes.

Note: All these activities can be planned by integrating them with life skill activities.

Unit 3: Life Skills

1. Importance of Life Skills for a balanced complete human being
2. Life Skills
   a. Self Awareness
   b. Empathy
   c. Interpersonal Relationship and Friendships
   d. Conflict Management
   e. Time management
   f. Goal setting
   g. Coping with pressure and standing strong
   h. Decision making
   i. Critical thinking
   j. Creative thinking
3. What is the importance of life skills
4. Benefits of life skills
5. Practice of life skills for a successful life

Mode of transaction:

Lecture cum demonstration, seminar presentations, self practicing and sharing the benefits with the group. Displaying the pictures, viewing videos, practicing and participation in the individual and group activities

Engagement:

1. Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
2. They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody .likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
3. Each student has to learn yoga asana, pranayama, meditation through practice after experts demonstration and training in a one week workshop. All the students should practice everyday & share their experiences & benefits / insights.
4. Each student has to participate and conduct activities in group covering all the life skills and understand the importance life skill in creating a happy and peaceful life without any conflicts. After each activity, they should reflect on their experiences.

5. Various incidences, classroom, hostel, library, play field, laboratory, etc. should be created & a conversation on the theme should be conducted.
6. Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district.

Format for Reporting the Life Skills activities

S.No.	Activity undertaken	Individual/Group	Skills identified	Your role in it	Learning outcomes
1.					
2.					
3.					
4.					
5.					

Note: Mentors should integrate life skills with communicative skills to enable the student to learn together.

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EDN 06 – Self Development

Time: 1 ½ hours   *Practical Examination*   *Max. Marks: 35*

I. Each student teacher has to record the activities conducted in yoga. Communicative English and life skills and should record the reflection of their learning outcomes and other aspects. They should be in the form of e-portfolio. It will be evaluated by internal and external examiners for 15 marks.

II. a. The recorded e-Portfolio should be reviewed by the external examiner and 5 marks are awarded.

b. Student teachers have to demonstrate the asanas; pranayamas & meditation and other related activities and write the therapeutic value of each one of them and their self-reflections.   10 marks

   a. Examiner will give any two activities related to communication (Listening, speaking, reading and writing skill.   10 marks.

   b. Examiner will give Two activities related to Life skills and the same may be demonstrated & should record reflections in a written form.   10 marks.

<p align="center">**Semester I, II, III & IV**</p>

<p align="center">Paper VII – (EDN – 07 a & b)</p>

<p align="center">**Internship – 20 weeks – 120 days in 4 Phases**</p>

<p align="center">**B.Ed.   School Internship program - 20 weeks**</p>

Semester	No of weeks	Phase
Semester-I	6 Days	Internship phase - I
Semester-II	15 Days	Internship phase - II
Semester-III	40 Days	Internship phase - III
Semester-IV	59 Days	Internship phase - IV

<p align="center">**SEMESTER – I Internship Phase – I   6 Days**</p>

Days /Weeks	Projects / Activities /tasks/period plans/field engagement/etc.
1-day	Pre-internship- workshop- sensitization and preparation of students to develop ownership towards school internship. Feeling of my school
5-days	Observing regular teachers all through and noting all minute details and reporting about teacher and teaching-reflections and learning through observation.-a format will also be provided for guidance and self observations other than the format can also be recorded in detail

<p align="center">**Semester II -   Internship Phase II - 15 Days**</p>

Two days	Visit to different Institutions - Visiting schools under various managements and organizations-State board,CBSE,Navodaya,Army,Model,KGBV,Residential,Corporation-Sc/ST,BC, resource centres, SIET, and their libraries
Two–days	Demonstration of period plans by teacher educators in cooperating schools. Showing some excellent model plans to inspire student teachers.
	Familiarization with school text books 6-10- respective methods
	Writing letters to the HM/Principal, class teacher- for permission and showing interest, familiarity and humility to learn about the good things from the school and spend quality time in school.
One day	Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students activities.
Two -days	Work shop on preparation for school internship and preparing period plans – preparing teaching –learning material, procuring learning resources and aids for internship and other activities. Setting up teaching learning centre with resources (TLC) prepared at work shop and other material-at least 5 aids in each method and one working model. Two period plans in each

method should be corrected by the respective method teachers before the commencement of teaching in school. No student should teach without the approved period plan and related aids.

One day	Approaching school HM with formal letter from the college along with in charge teacher educator- meeting, communicating/negotiating with HM.
Seven days	Teaching at allotted schools- 5-period plans in each pedagogy subject

Student teachers should join at assembly-introduce themselves-to school, children, teachers and all other members in the school. Make their presence felt by everybody with participation. Some devotional song or any other activity to begin their journey to make a difference in the school

Semester –III Internship Phase - III   40 Days

Forty days 20-period plans in each pedagogy subject -(5-ict integrated, 5-plans with-innovative methods ,remaining 20 constructivist period plans out of which 2 periods have be based on VITAL (Value Integrated Teaching And Learning) orientation.

Acquainting with school and making school map -resources mapping and making a map and displaying conspicuously till the end of internship. land, water, energy, , greenery, building, material, waste bins etc.

Preparing a data base of school children with basic details and preparing analytical report, To know the children's family background to facilitate teaching effectively and conduct other activities.

Visiting children's homes-motivating parents

Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs

Rallies, camps, clubs activities

Recording all activities with reflection-recording in reflective journal

Organizing teaching aids ,science, social science ,language exhibitions, conducting games, sports, various clubs activities, conducting competitions

A wall may be reserved for each club and display activities regularly in the School. Students may video graph and store the images and works to display all the events at school.

Student teachers are not a burden, they are resource to a school-student teachers will assist a regular teacher in correcting children's work, guiding and conducting activities for children, taking up remedial classes for children who lag behind the schedule for any reason, pooling resources for teaching and learning ,preparing teaching aids, recording innovative practices of school and popularizing. Conducting mock sessions-parliament, assembly, celebrating important days –environment, science, health, national, historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning

budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism.

By the end of internship student teachers will be able to acquaint with all the duties and functions of a regular teacher develop passion for teaching and love for children and a positive attitude to help children to learn and commitment to teaching.

Semester- IV- Internship Phase - IV   59 days

Teaching at allotted schools- 15-period plans in each pedagogy subject
Research based reporting-full time participation in school activities
associated with school from morning to evening

Fifty nine days   Conducting PTAs, SMCs, Stories, local area surveys, PTA meetings, SMC meetings Reports, planning school activities along with the regular teachers, school budget, participating in all school activities along with the regular teachers. preparing timetables ,planning scholastic and non-scholastic activities and conducting as per schedules, academic auditing procedures.

Planning all types of surveys, clubs and forums, rallies, campaigns - science clubs, forums, eco-clubs, literary clubs, study clubs, language clubs, sports clubs, PTA associations, SMC meetings, forums, rallies, campaigns, awareness programs, and field based stories and identifying cases, problems for action research. etc. planning remedial programs

Finalization of SMCs & PTAs document

Finalization of community experience-based Report

Finalization of Action research based report

Finalization of reflective journal and e-portfolio-assessment, CCE

Oral stories, stories related to the place, and so on.

Thanks giving program –acknowledging Principal/HM, Teachers, students in the assembly and followed by Thanks giving letters, Acknowledging supervisors and principals for their cooperation and guidance. Leave the school with a feeling of accomplishment & spiritual feeling of self – contentment.   Keeping a record in the school with student teacher's details which will be continued in school from year to year.

PAPER-VII (EDN-07 a)
Observation Record

Practicum   **Credits: 1**

Internal Assessment: 50 Marks   **Total marks: 50**

       Every student teacher has to observe 5 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Proforma of Observation

Name of the Teacher: Name of the School:

Subject: Class: Medium: Period: Date:

S.No.	Aspects	Criteria	Rating
I.	Statement of Academic standards	• Appropriateness • Attainability • Adequacy • Clarity	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
Period plan & Preparation	Selection of topic	• Adequacy • Organization • Relevance • Accuracy • Richness (Depth)	
	Selection of activity	• Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety	1 2 3 4 5 6 7 8 9
	Teaching aids	• Appropriateness • Innovation (Originality)	Marks awarded out of 10
	Previous knowledge	• Relevance • Sufficiency	
	Output procedure	• Structuring • Accuracy	

		• Brevity	1 2 3 4 5 6 7 8 9
	Evaluation	• Suitability of the tool • Continuity sequence • Comprehensiveness	Marks awarded out of 5
	Subject competence Teacher behavior)	• Accuracy • Relevance to the need of the situation • Richness (Depth)	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
II. Execution	Communication	• Expression • Language • Speech • Voice (Modulation, Audibility)	1 2 3 4 5 6 7 8 9 Marks awarded out of 15
	Questions & Answers	• Simple • Precise • Relevant	1 2 3 4 5 6 7 8 9
	Questions (Teacher behavior)	• Thought provoking • Distribution Effective dealing with pupils answers	Marks awarded out of 10
	Answers		
	Class management	• Interaction • Cooperativeness • Handling of pupils • Sympathy • Budgeting of time	1 2 3 4 5 6 7 8 9 Marks awarded out of 20
	Participation of students	• Active • Minimum • Passive • Suitable to situation	1 2 3 4 5 6 7 8 9 Marks awarded out of

		10
Use of aids	• Handling • Effectiveness	1 2 3 4 5 6 7 8 9 Marks awarded out of
		5
Teacher	• Appearance • Movements • Manners	1 2 3 4 5 6 7 8 9 Marks awarded out of
		10

Note: Example for figural conversion of rating: Aspect – Communication , Rating = 4, Maximum marks for the aspect is 15; Marks awarded $4 / 9 \times 15 = 6.6$ If there is no scope for the use of teaching aids in lesson, the marks may be added to methods of teaching i.e., $10 + 5 = 15$.

Signature of the Teacher Educator

Reflect and Narrate your Experiences

1. What did I observe the best in the Teacher?
2. What do I want Teacher to continue?
3. What do I feel needs to be changed in teaching in the classroom?
4. How do children enjoy teaching in a classroom?
5. What did I learn from the classroom teaching?
6. How do I want to teach?
7. Am I capable of teaching now?
8. What to do, if I need to teach effectively?
9. What are the issues which I need to attend to teach effectively?
10. Am I confident to teach? How do I plan to teach effectively?

PAPER – IV   (EDN-04 b)

Method I / II - Pedagogy of Mathematics

Theory   **Credits: 4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Mathematics

2. Develop critical reflections on position papers on Mathematics

3. Develop insights into curriculum frameworks

4. Design relevant approaches and strategies in learning Mathematics

5. Utilize community resources in teaching Mathematics

6. Devise various plans strategically for the academic programme

7. Plan and utilize various resources suitable for teaching –learning Mathematics

8. Develop skills to devise tools for assessment.

Content:

Unit-6: School Curriculum in Mathematics

1. History of Development of Curriculum Framework

2. Curriculum Framework, Curriculum and Syllabus

3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.

4. Recommendations of NCF-2005 and APSCF-2011 on Mathematics Curriculum- National focus Group position paper on Mathematics and State position paper (2011) on Mathematics

5. Trends of Mathematics Curriculum / Syllabus

6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook

7. Print Resources- Textbooks, Popular Mathematics book, Journals and magazines

8. Dale's Cone of Experience- Using the Cone of Experience

9. Teacher as Curriculum Developer- Localized curriculum, Place for Artisans, Knowledge Systems in Curriculum, Local Innovators and Innovative practices in Mathematics.

Unit-7: Approaches and Strategies for Learning Mathematics

1. Scenario from 1950–1980

2. Post 1980 Scenario

3. Approaches and Strategies for Learning Mathematics-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies

4. Constructivist Approach – State developed Model of Teaching Mathematics Strategies

5. 5 E Learning Model

6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitations of collaborative learning approach

7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example

8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

9. Experiential Learning- Abilities of an experiential learner

Unit-8: Community Resources and Laboratory

1. Learning Resources from Immediate Environment

2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit

3. Pooling of Learning Resources

4. Improvisation of Apparatus

5. Mathematics Kits

6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work

7. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit-9: Planning for Teaching-learning of Mathematics

1. Why Planning Teaching-Learning?

2. Planning - An Example: Annual Plan, Unit Plan, Lesson Plan, Period plan

3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)

4. Identification and Organisation of Concepts for teaching -learning of Mathematics (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability)

5. Elements of a Mathematics Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them; Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment; Extended learning/assignment

6. Making Groups-Why group learning? Facilitating formation of groups

7. Planning and Organizing Activities in Mathematics

8. Planning Laboratory Work – State commitments in Organizing Laboratory work – Textbook orientation

9. Planning ICT Applications in teaching learning of Mathematics

Unit-10: Tools and Techniques of Assessment for Learning: Mathematics

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment: (i) Written test,(ii) Project work,(iii) Field trips and field diary,(iv) Laboratory work,(v) Interview/Oral test(C).(6) Journal writing.

   (D) Recording and Reporting: (i) Measurement of students' achievements,(ii) What is grading system?(iii) Measurement of process skills, (iv) Portfolio: Its role in evaluating students' performance, (v) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position Papers NCF, 2005 & SCF, 2011.
3. Prepare rubrics for various aspects of assessment.
4. Visit your college mathematics laboratory & set up the laboratory with resources as per the new curriculum
5. Prepare a Mathematics Kit to enable the teacher to use in the classroom teaching covering different concepts with local material.
6. Identify lessons suitable for digital lessons & innovative lessons.
7. Prepare different period plans.
8. How do you plan CCE?
9. Take a marks list & convert them into grades.

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Semester – II

PAPER – IV (EDN – 04 b)

Method I / II - Pedagogy of Social Sciences

Theory   Credit:4 + 1

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Design suitable approaches and strategies to teach Social Sciences

2. Develop insights into historical perspectives of History and Political science

3. Utilize community resources in teaching

4. Devise various plans strategically for the academic programme

5. Plan and utilize various resources suitable for teaching –learning

6. Develop skills to devise tools for assessment.

Content:

Unit-6: Approaches and Strategies for Learning Social Sciences

1. Approaches and Strategies for Learning Social Sciences between 1950–1980 and Post 1980.

2. Constructivist Approach- State developed Strategies for Teaching Social Science.

3. 5 E Learning Model

4. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach

5. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example

6.   Annual Plan, Lesson Plan, Period plan (SCERT format)

7. Concept Mapping- and its Uses.

Unit-7: Teaching-Learning of History

1. Continuity and Change over Time and Historical Construction

2. Historical Methods

3. Social Formations in History

4. Select Issues of Social Change in Indian History

5. Pedagogical Concerns Regarding Social History

Unit-8: Teaching-Learning of Political Science, Democracy and Development

1. What is Politics?

2. Constitutional vision for a Democratic India; The Working of the Government- Structure of Government at different levels- Union, State, Local-bodies.

3. Society and Political Processes – Social movements, Elections, Political parties, Role of Media.

4. Teaching-Learning Strategies – Self learning and Collaborative learning approaches.

5. Teaching-Learning Materials

Unit-9: Community Resources and Social Sciences Laboratory

1. Learning Resources from Immediate Environment; Pooling of Resources

2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit – Tourism as Pedagogic Experience

3. Social Sciences Kit.

4. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organizing laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Cartography

5. Handling Hurdles in Utilization of Resources – Overcoming Underutilization of Resources

Unit-10: Tools and Techniques of Assessment for Learning: Social Sciences

1. Test, Examination, Measurement, Assessment and Evaluation

2. Continuous and Comprehensive Evaluation (CCE) in Social sciences- Formative evaluation and Summative evaluation.

3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment: (i) Written test,(ii) Project work,(iii) Field trips and field diary,(iv) Laboratory work,(v) Interview/Oral test(C).(6) Journal writing.

   (D) Recording and Reporting: (i) Measurement of students' achievements,(ii) What is grading system?(iii) Measurement of process skills, (iv) Portfolio: Its role in evaluating students' performance, (v) Assessment as a reflecting process

4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Subject specific group discussions, Mock parliament
3. Visit to Telangana State assembly; Zill Parishad and Gram Panchayat.
4. Visit to Historical places; Museums.
5. Prepare a Kit to teach various concepts of Social Sciences with locally available materials.
6. Arrange college laboratory with the material suitable to the new curriculum.
7. Collect Youtube lectures for any five topics of your choice.
8. Collect resources from internet to teach any five lessons
9. Prepare any five working models.
10. Visit any two places of Tourist Importance and write your reflections.
11. Prepare any five improvised teaching aids.

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PAPER – IV (EDN – 04 b)
Method I / II - Pedagogy of Biological Sciences

Theory   **Credits: 4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Analyze various approaches to curriculum designing in Biological science

2. Develop critical reflections on position papers on Biological science

3. Develop insights into curriculum frameworks

4. Design relevant approaches and strategies in learning Biological science

5. Utilize community resources in teaching Biological science

6. Devise various plans strategically for the academic programme

7. Plan and utilize various resources suitable for teaching –learning Biological science

8. Develop skills to devise tools for assessment.

Content:

Unit-6: School Curriculum in Biological Science

1. History of Development of Curriculum Framework

2. Curriculum Framework, Curriculum and Syllabus

3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.

4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science

5. Trends of Science Curriculum / Syllabus

6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook.

7. Print Resources- Textbooks, Popular science books, Journals and magazines

8. Dale's Cone of Experience- Using the Cone of Experience

9. Teacher as Curriculum Developer- Localized curriculum – Place for Artisans Knowledge systems in curriculum, Local Innovators and Innovative practices of Science.

Unit-7: Approaches and Strategies for Learning Biological Science

1. Scenario from 1950–1980

2. Post 1980 Scenario

3. 7.3 Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies

4. Constructivist Approach- State developed model of Science Teaching Strategies.

5. 5 E Learning Model

6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach

7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example

8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

9. Experiential Learning- Abilities of an experiential learner

Unit-8: Community Resources and Laboratory

1. Learning Resources from Immediate Environment

2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit

3. Pooling of Learning Resources

4. Improvisation of Apparatus

5. Science Kits

6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories

7. Handling Hurdles in Utilization of Resources.- Addressing under utilization of resources.

Unit-9: Planning for Teaching-learning of Biological science

1. Why Planning Teaching-Learning?

2. Planning - An Example: Annual Plan, Lesson Plan, Period plan

3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)

4. Identification and Organisation of Concepts for teaching -learning of Biological science (Structure and Function, molecular aspects, interaction between living and non-living, biodiversity, etc)

5. Elements of a Biological Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment

6. Making Groups-Why group learning? Facilitating formation of groups

7. Planning and Organising Activities in Biological Science

8. Planning Laboratory Work – State Commitments in organizing experiments – Textbook orientation.

9. Planning ICT Applications

Unit-10: Tools and Techniques of Assessment for Learning: Biological Sciences

1. Test, Examination, Measurement, Assessment and Evaluation

2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment

3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment: (i) Written test,(ii) Project work,(iii) Field trips and field diary,(iv) Laboratory work,(v) Interview/Oral test(C).(6) Journal writing.

   (D) Recording and Reporting: (i) Measurement of students' achievements,(ii) What is grading system?(iii) Measurement of process skills, (iv) Portfolio: Its role in evaluating students' performance, (v) Assessment as a reflecting process

4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

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PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of Physical Sciences

Theory **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Physical science

2. Develop critical reflections on position papers on Physical science

3. Develop insights into curriculum frameworks

4. Design relevant approaches and strategies in learning Physical science

5. Utilize community resources in teaching Physical science

6. Devise various plans strategically for the academic programme

7. Plan and utilize various resources suitable for teaching –learning Physical science

8. Develop skills to devise tools for assessment.

Content:

Unit-6: School Curriculum in Physical Science

1. History of Development of Curriculum Framework

2. Curriculum Framework, Curriculum and Syllabus

3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.

4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science

5. Trends of Science Curriculum / Syllabus

6. Moving from Textbook to Teaching-learning Materials, Going beyond the textbook.

7. Print Resources- Textbooks, Popular science book, Journals and magazines

8. Dale's Cone of Experience- Using the Cone of Experience

9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, local Innovators and Innovative Practices of science.

Unit-7: Approaches and Strategies for Learning Physical Science

1. Scenario from 1950–1980

2. Post 1980 Scenario

3. Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies

4. Constructivist Approach – Science teaching strategies – State developed model.

5. 5 E Learning Model

6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach

7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example

8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

9. Experiential Learning- Abilities of an experiential learner

Unit-8: Community Resources and Laboratory

1. Learning Resources from Immediate Environment (Natural pH indicators, Soaps and detergents, Baking soda, Washing soda, Common salt, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one form of energy to other, Propagation of waves in Solid, Liquid and Gas)

2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit

3. Pooling of Learning Resources

4. Improvisation of Apparatus

5. Some Inexpensive Sources of Chemicals

6. Science Kits

7. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories, Chemistry laboratory, Physics laboratory

8. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit-9: Planning for Teaching-learning of physical science

1. Why Planning Teaching-Learning?

2. Planning - An Example: Annual Plan, Lesson Plan, Period plan

3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)

4. Identification and Organisation of Concepts for teaching -learning of science / physics and chemistry (Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation)

5. Elements of a Physical Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment

6. Making Groups-Why group learning? Facilitating formation of groups

7. Planning and Organising Activities in Physical Science

8. Planning Laboratory Work – State commitments in organizing experiments – Textbook orientation.

9. Planning ICT Applications

Unit-10: Tools and Techniques of Assessment for Learning: Physical Science

1. Test, Examination, Measurement, Assessment and Evaluation

2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment

3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment: (i) Written test,(ii) Project work,(iii) Field trips and field diary,(iv) Laboratory work,(v) Interview/Oral test(C).(6) Journal writing.

   (D) Recording and Reporting: (i) Measurement of students' achievements,(ii) What is grading system?(iii) Measurement of process skills, (iv) Portfolio: Its role in evaluating students' performance, (v) Assessment as a reflecting process

4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

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Semester – II

PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of English

Theory   **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

1. To practice learner centered methods and techniques in the classroom.
2. To enable teacher trainees to use technology to enrich language teaching.
3. To facilitate the effective use of learning resources.
4. To encourage continuous professional development.
5. To develop an appreciation of the role of English in both academics and life.
6. To develop creativity among language learners

Content:

Unit-6: Approaches, Methods and Techniques of Teaching English

1. Concept of approach ,methods, techniques
2. A Survey of Methods of Teaching English: Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method
3. Structural and Situational Approach in Teaching of English
4. Communicative Approach in Teaching of English
5. Constructivist approach and Collaborative Approach and Eclectic Approaches

Unit 7: Planning the Classroom Transaction

1. Academic standards, Competencies, and Discourses.
2. Annual Plan, Lesson Plan, Period plan in Teaching English,
3. Developing Teaching Learning Material
4. Developing Period Plan for the Lesson (Face sheet,
   Pre-Reading, Reading, Post-Reading, written Discourse, Grammar, Vocabulary, Study-skills,)
5. Guiding Project Work. Reporting and presenting
6. Study Skills - Note Making and Note Taking, using SQ3R and Graphic Organizers
7. Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia
8. The role of library in developing   study and reference skills
9. Using ICT in Teaching English Language
   (Suggested Activities in Teaching of English: Situationalisation, Dramatization, Language Games, Role Play, Soliloquy, Integration of English with other subjects, English Language Club, Simulation, Poster Making, Paper Folding, Field Trips, Holding Discussions / Conversations, Documentation.)

 Unit-8: Professional Growth of English teacher

1. Concept of professional growth of English teacher: And its need
2. Professional Growth of English Teacher: Language, Phonetics, Literature , ICT and personal library ,
3. NCFTE Recommendations for Professional growth and competence
4. Qualities of an English Teacher
5. Integration of English with other subjects and with school activities
6. Self appraisal of the teacher

Unit-9: Curriculum development

1. Curriculum and Syllabus
2. Curriculum Design - Principles of Curriculum Construction
3. Philosophy and guiding principles for the development of English text books with reference to NCF2005, SCF 2011, NCFTE, RTE, The Position Papers
4. Syllabus designing and Text book development process
5. Reviewing Present English text books

Unit-10: Evaluation
1. The concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative
2. Linking Evaluation with the concept of CCE
3. Meaning and significance of CCE in English.
4. Typology of questions
5. Blue Print of a Question Paper, Preparation CCE Record,
6. Analysis and Interpretation of Test Scores
7. Identifying learning language difficulties and dealing with them of the learner

Engagement:
1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Identify and list language (English) related errors common among students.
3. Dealing with Language Learning Difficulties in Language
4. Prepare a list of idioms, proverb in English
5. Write a report on current practices of assessment and evaluation at the secondary level.
6. Prepare a newsletter on the basis of your school experience programme (hand written).
7. Reading passages and analysing them to learn vocabulary and pedagogical grammar
8. Grammar topics need to be recorded from the secondary school English in the text books

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PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of Telugu

Theory   Credit:4 +1
Internal Assessment: 30 Marks
External Assessment: 70   Total marks: 100

బి.యిడి. కోర్సు లక్ష్యాలు

రెండు సంవత్సరాల కోర్సు పూర్తయ్యేసరికి భాషోపాధ్యాయులు కింద అంశాలను అర్ధం చేసుకొని నైపుణ్యాలు సాధిస్తారు.

* భాష, ఆవశ్యకత, భాష – సమాజ సంబంధాలను అర్ధంచేసుకొంటారు.

* తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటె ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మాధ్యమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్ధం చేసుకొంటారు.

* తెలుగు సాహిత్యం గురించి, సాహిత్య అధ్యయనం ఆవశ్యకత గురించి, దాని ప్రయోజనాల గురించి అర్ధం చేసుకొంటారు. భాషా బోధనలో సాహిత్యాన్ని వినియోగిస్తారు.

* పిల్లలు భాషను గ్రహించే విధానం, భారతీయ, పాశ్చాత్య దృక్పథాలను అర్ధంచేసుకొంటారు. దీన్ని తరగతి గదుల్లో అన్వయిస్తారు.

* తెలుగు భాషా బోధనోద్దేశాలను, తరగతి వారీగా సాధించాల్సిన సామర్ధ్యాలను అర్ధంచేసుకొని, వాటిని సాధించడానికి అవసరమైన వ్యూహాల పట్ల సామర్ధ్యాన్ని సాధిస్తారు.

* భాషోపాధ్యాయుల సన్నద్ధత ఆవశ్యకత గ్రహిస్తారు. వార్షిక, పాఠ్య, పీరియడ్ ప్రణాళికలను రాస్తారు. వీటి ఆధారంగా బోధించే సామర్ధ్యాన్ని అలవర్చుకొంటారు.

* భాషాభివృద్ధికి తోడ్పడే కార్యక్రమాలను తెల్చుకొని అమలుపరుస్తారు.

* వివిధ వ్యవహారరూపాల వారీగా వ్యూహాలను తెల్చుకొని అమలుపరుస్తారు.

* మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్ధం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం ఆవశ్యకతను, సంగ్రహణాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్ధందేసుకొని అమలు పర్యగులుతారు.

* సామర్ధ్యాల వారీగా కేటాయించిన భారత్వాల ప్రకారం ప్రశ్నపత్రాల తయారీ, జవాబు పత్రాలను సూచికల ఆధారంగా దిద్దే సామర్ధ్యాన్ని పొందుతారు.

* భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధితయిక సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెల్చుకొని వినియోగించగల్తుతారు.

* ఆధునిక సాంకేతిక పరిజ్ఞానం ఆవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.

* ఆచరణాత్మక కృత్యాలను అమలుపరచడం ద్వారా తమకున్న ఆపోహలను తొలగించుకొంటారు. భాష గురించి, భాషార్జనం గురించి, పిల్లల గురించి, భాష వాచకాలను గురించి, బోధనార్జనన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

VI. భాషాభ్యసనం – బోధన పద్ధతులు – విమర్శనాత్మక విశ్లేషణలు :

- పద్ధతి, వ్యూహం అంటే... ఎందుకు? ప్రయోజనాలు, పరిమితులు.

- పిల్లల భాగస్వామ్యపద్ధతులు, అవశ్యకత, ప్రయోజనాలు.

- భాషాబోధనలో జ్ఞాన నిర్మాణవాద ఉపగమాలు.

- భాషాబోధన – అభ్యసనాలు – భారతీయుల దృక్పథం (పాణిని – పతంజలి – కాత్యాయనుడు మొదలగువారు)

- భాషాబోధన – అభ్యసనాలు – పాశ్చాత్య దృక్పథాలు (డ్యూమీ, సియాజె – బోసర్ – పైగొటస్కీ, బామ్స్కీ)

- ప్రారంభంలో భాష నేర్చడం – అక్షర పద్ధతి – పద పద్ధతి – పూర్ణ పద్ధతి.

- భాషాబోధన – క్రీడా పద్ధతులు – కృత్యాధార పద్ధతులు.

- గద్యబోధన – పద్ధతులు (కథాకథనం, నాటకీకరణ, సంభాషణ, ప్రశ్నోత్తర పద్ధతి, చర్చపద్ధతి, విశ్లేషణ, వ్యాఖ్యాన పద్ధతులు).

- పద్యబోధన పద్ధతులు (పూర్ణ / ఖండ / ప్రాతపరీక్ష / తాత్పర్య... పద్ధతులు)

- వ్యాకరణ బోధన : అనుమానపపత్తి, నిగమోపపద్ధతి.

- భాగస్వామ్య పద్ధతులు : జట్టుపనులు, అన్వేషణలు, మేధోమధనం... మొదలగునవి.

- తరగతి గది అన్వయం.

VII. భాషా వ్యవహార రూపాలు – పాఠ్య బోధనా వ్యూహాలు :

- భాషలోని విభిన్న ప్రక్రియలు / వ్యవహార రూపాలు : వివిధ ప్రక్రియలలోని పాఠాలలోని బోధనా వ్యూహాలు (కథ, కథానిక, వ్యాసం, ఆత్మకథ, రేఖలు, నాటికలు మొదలగునవి). పైన తెలిపిన వివిధ ప్రక్రియలకు చెందిన పాఠాలను పరిచయం చేసి వాటికి అనువైన వివిధ బోధనా వ్యూహాలను వివరించాలి.

- మరికొన్ని వ్యూహాలు : ప్రదర్శనలు, నాటకీకరణలు, చర్చలు, జట్టుపనులు, సెమినార్, చదివి సమీక్షించడం, జిగ్సా పద్ధతి. KWC విధానం వ్యాఖ్యానం మొదలగునవి.

- భాషా సామర్థ్యాల సాధన – వ్యూహాలు :

- శ్రవణం / భాషణం / పఠనం / లేఖనం / సృజనాత్మకత : అంటే? ఎందుకు? ఎలా? దోషాలు / వ్యూహాలు / కృత్యాలు / పాఠ్యపుస్తకాల పరిశీలన / తరగతి గది అన్వయం.

VIII. ఉపాధ్యాయుల తయారీ – ప్రణాళికలు – వార్షిక – పాఠ్య పీరియడ్ :

- పరిశీలనా పత్రం.

- ఉపాధ్యాయుల తయారీ ఆవశ్యకత : ప్రణాళికలు వాటి ఆవశ్యకత, వార్షిక ప్రణాళిక, పాఠ్య ప్రణాళిక, పీరియడ్ ప్రణాళికలోని సోపానాల వివరణ, నమూనా ప్రణాళికలు (నూతన పాఠ్య పుస్తకాలలోని ఎస్.సి.ఇ.ఆర్.టి. వారు నిర్దేశించిన నమూనాలో రూపొందించాలి.
- పాఠ్య బోధనా పరిశీలనా పత్రం నమూనాపై అవగాహన.

భాషాభివృద్ధి కార్యకలాపాలు వనరులు – సంస్థలు :

- పాఠశాలలో భాషాభివృద్ధి కార్యక్రమాలు : గోడపత్రిక, తయారీ పాఠశాల పత్రిక తయారీ, సాంస్కృతిక కార్యకలాపాలు, బాల సభ, బాల కవి సమ్మేళనం, బోధనాసామగ్రి, భాషా మేళ, భాషా ప్రాజెక్ట్ పనులు, సభానిర్వహణ మొదలగునవి. వ్యాసరచన, వక్తృత్వ పోటీ

    వనరులు : గ్రంథాలయ పుస్తకాలు, పత్రికలు, రిఫరెన్స్ పుస్తకాలు.

    సంస్థలు : భాషా సంఘాలు, రైట్, ఎస్.సి.ఇ.ఆర్.టి., తెలుగు విశ్వవిద్యాలయ అధికారభాషా సంఘం, తెలుగు అకాడమీ.

IX. భాషాభ్యసనము – సి.సి.ఇ. నిరంతర సమగ్ర మూల్యాంకనం :

- నిరంతర సమగ్ర మూల్యాంకనము వాటి ఆవశ్యకత భావనలు అవగాహన, పరీక్షల సంస్కరణలు – నిర్మాణాత్మక మూల్యాంకనము, సాధనల నిర్వహణ విధానం – సంగ్రహణాత్మక మూల్యాంకనం –
- ప్రశ్నా పత్రాల తయారీ సూచనలు, తరగతి వారీగా భారత్వాలు నమూనా ప్రశ్న పత్రాలు జవాబు పత్రాలు దిద్దుటానికి సూచనలు.

X. భాషా ఉపాధ్యాయుడు వృత్తిపరమైన అభివృద్ధి :

- భాషోపాధ్యాయుల సాధారణ విశిష్ట లక్షణాలు – భాషోపాధ్యాయుడి సన్నద్ధత – ప్రవర్తన – భాష వినియోగం.
- పిల్లల భాషా అభివృద్ధి భాషా ఉపాధ్యాయుని పాత్ర.
- హాక్యబోధన నైపుణ్యాల సాధన – బోధనలో వినియోగం – భాషోపాధ్యాయుల జవాబుదారితనం – పనితీరు సూచికలు.
- వృత్తిపరమైన అభివృద్ధి అనగా – వృత్తిపర అభివృద్ధికి తోడ్పడే కార్యక్రమాలు స్వయం గ్రంథాలయ నిర్వహణ, అంతర్జాల వినియోగం – ఉన్నత విద్యను అభ్యసించడం, పరిశోధనా కార్యక్రమాలలో పాల్గొనడం – పుస్తక సమీక్షలు రాయడం సారస్వత సంఘాలలో సభ్యులుగా ఉండి వాటి కార్యక్రమాలలో పాలుపంచుకోవటం.

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PART - B

1) 6 నుంచి 10వ తరగతి వరకు ఏదైనా ఒక తరగతికి వెళ్ళి అక్కడ భాషోపాధ్యాయుడు తెలుగును బోధించే విధానాన్ని పరిశీలించండి. ఇది భాషా బోధన ఉద్దేశ్యాలకు అనుగుణంగా ఉన్నదా లేదా విశ్లేషించండి.

2) నూతన తెలుగు వాచకాలలో ఏదేని ఒక తెలుగు వాచకాన్ని ఎంపిక చేసుకోండి. గతంలోని పాఠ్యపుస్తకాలకు దీనికి గల తేడాను రాయండి. ఈ నూతన వాచకాలకు సంబంధించిన కీలక సూత్రాలను తెలుపుతూ ఉదాహరణలతో వివరించండి.

3) 6 నుంచి 10వ తరగతి వరకు తెలుగు వాచకాలను పరిశీలించండి. ఏయే ప్రక్రియలు ఉన్నాయి. ప్రక్రియల వారీగా పాఠాల పేర్లను వ్రాయండి. ఏదైనా ఒక ప్రక్రియకు సంబంధించిన పాఠాన్ని ఎంపికచేసుకొని దీనిని బోధించే వ్యూహాలను రాయండి.

4) ఏదైనా ఒక పాఠానికి పాఠ్యప్రణాళికను, ప్రతీరియడ్‌కు సంబంధించిన పీరియడ్ ప్రణాళికను వ్రాసి ప్రదర్శించండి.

5) మీ సమీపములోని ఒక పాఠశాల కాంప్లెక్స్‌కు వెళ్ళండి. అక్కడ భాషోపాధ్యాయులకు సంబంధించిన కార్యకలాపాలను పరిశీలించండి. ఇది ఎంత వరకు భాషోపాధ్యాయులకు ఉపయోగపడుతుందో నివేదిక వ్రాసి ప్రదర్శించండి.

6) భాషా సామర్థ్యాల వారీగా నమూనా ప్రశ్నలను తయారుచేయండి. ఏదైనా ఒక తరగతికి బ్లూప్రింట్ ఆధారంగా ప్రశ్నాపత్రం రూపొందించి ప్రదర్శించండి.

ఉపాధ్యాయ విద్య – తెలుగు – బోధన వ్యూహాలు (Mode of Transantion)

1) ఉపన్యాసము – చర్చ

2) Power Point Presentation – చర్చ

3) జట్టు పనులు – ప్రదర్శన – చర్చ

4) సెమినార్

5) కార్యశాలలు (Workshops)

6) పుస్తక పఠనం – నివేదిక సమర్పణ

7) సమీక్ష – ప్రదర్శన

8) జట్టు బోధన (Group Teaching)

9) ప్రశ్నోత్తర పద్ధతి

10) మేథోమథనము – మొదప

11) ICT ఆధారిత బోధన

ప్రమరణ సంస్థల పేర్లు

క్ర.సం.	సంస్థపేరు	వెబ్సైట్ పేరు
1.	విజయవాడి పబ్లికేషన్స్, చిత్తూర్ డిస్ట్రిక్ట్, హైదరాబాద్	
2.	ఎమెస్కో పబ్లికేషన్స్, హైదరాబాద్	
3.	విశాలాంధ్ర పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్హౌస్, హైదరాబాద్	
5.	అన్వేషి (తూడిస్ బుక్స్) – టేల్స్ ఫ్రమ్ ది మార్జిన్స్ ఏ సీరిస్ ఆఫ్ 8 బుక్స్)	http://www.anveshi.org/content/view/172/99
6.	భారత్ జ్ఞాన్ విజ్ఞాన్ సమితి (బిజివి షస్)	www.bgws.org
7.	సెంటర్ ఫర్ లర్నింగ్ రిసోర్సెస్	www.clirindia.net/materials/childrenbooks.html
8.	చందమామ ఇండియా	www.chandamama.com
9.	చిల్డ్రన్ బుక్ట్రస్ట్	www.childrenbooktrust.com
10.	ఏకలవ్య	http://eklavya.in
11.	ఇండియా బుక్ హౌస్	www.ibhworld.com
12.	జన్చేతన	http://janchetnaa.blogspot.com
13.	కరాడి టేల్స్ కంపెనీ	www.karaditales.com
14.	కథ, న్యూఢిల్లీ	www.katha.org
15.	మెక్మిలన్ పబ్లిషర్స్	http://international.macmillan.com
16.	నేషనల్ బుక్ ట్రస్ట్	www.nbtindia.org.in
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రీసర్చ్ అండ్ ట్రైనింగ్	www.ncert.nic.in
18.	నవనీత్ ప్రకాశన్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	–
19.	పిసియమ్ చిల్డ్రన్స్ మాగజైన్	www.pcmmagazine.com
20.	ప్రథమ్ బుక్స్	www.prathambooks.org
21.	పుస్తక్ మహల్	www.pustakmahal.com
22.	రూమ్ టు రీడ్	www.roomtoread.org
23.	ది లర్నింగ్ ట్రీ స్టోర్	http://www.tltree.com
24.	తులిక బుక్స్	www.tulikabooks.com

పరామర్శ గ్రంథాలు

1.	Kadambinisharma & Tripat Teteja	:	Teaching of Language and linguisties commonwealth publishers.
2.	U. K. Singh & K N. Sudarshan	:	Language Education D.P.H. Publishar
3.	Dr. Santhosa Areekkuzhigil	:	Instructional Approaches Neelkamal Publication (HW)
4.	Santhosh Sharma	:	Constructional Approach to Teaching & Learning NCERT - 2006.
5.	NCERT	:	Teaching Reading a Challenge
6.	డా॥ దహగాం సాంబమూర్తి	:	తెలుగుబోధన పద్ధతులు – నీల్కమల్ ప్రచురణ
7.	డా॥ శివరత్నం డా॥ సాంబమూర్తి	:	తెలుగు బోధన పద్ధతులు (Bord) తెలుగు అకాడమీ
8.	Cameron, L(2001)	:	Teaching Languages to young learners
9.	NCERT	:	Natinoal Curriculam Frame Work (2005)
10.	NCERT	:	Language Teaching Position Papers
11.	SCERT (AP)	:	State _____ Frame Work (2011)
12.	SCERT (AP)	:	Language Teaching Position Paper (2011)
13.	Butler A and Turbill J (1984)	:	Towards Reading - Writing in class room corewell - unversity - Newyork
14.	_____ Girl (1994)	:	Teaching writing - Ma_____
15.	డా॥ పోరంకి దక్షిణామూర్తి	:	భాష ఆధునిక దృక్పథం – నీల్కమల్ ప్రచురణ
16.	డా॥ భద్రిరాజుకృష్ణమూర్తి	:	భాష – సమాజం – సంస్కృతి – నీల్కమల్ ప్రచురణ
17.	డా॥ డి.యస్.సుబ్రహ్మణ్యం	:	ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు – తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	:	_____ structure
19.	Aitchinson	:	Teach your self linguisties
20.	చేకూరి రామారావు	:	తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం
21.	డా॥ డి. చంద్రశేఖర రెడ్డి	:	పిల్లలభాష – మీడియాహౌజ్
22.	డా॥ వి.సాంబమూర్తి	:	విద్యా మూల్యాంకనం – నీల్కమల్ ప్రచురణ
23.	డా॥ డి. చంద్రశేఖర రెడ్డి	:	మనభాష – మీడియాహౌజ్ ప్రచురణ
24.	డా॥ దహగాం సాంబమూర్తి	:	తెలుగు భాషా సాహిత్య దర్శనం (రూపాలు, ప్రక్రియలు, ధోరణులు) – నీల్కమల్ ప్రచురణ
25.	కె.వి.వి.యల్.నరసింహారావు	:	భాషాబోధన – భాషాశాస్త్రం – నీల్కమల్ ప్రచురణ

భాషాభ్యాసానికి సంబంధించిన కొన్ని వెబ్‌లింకులు

1) http://www.bbc.co.uk/schools/magickey/adventures/drogon game.shtml is a game that helps learn about a question and a question mark.

2) http://www.proteacher.com/cgi.bin/outsidesite.cgi?id=4731Extexternel=http://www.sdcoe.k12.ca.us/actbank/sorganiz.htmEtoriginal=http://www.proteacher.com/070037.shtmltitle=Graphic%20organizers containswell-delineated writing standards. level wise.

3) http://www.lessonplanspage.com/LAK1.htm contains a whole host of ideas for language activities

4) http://www.0P97.org/ftcyber/jack/puzzles/puzzles.html has easy, medium and hard jigsaw puzzles that are based on fairy tabes.

5) http://www.youtube.com.watch?v=2LVNi-FPEuYhas a video of the panchatantra story about the doves ina hunter's net (collective strength) in Hindi.

6) http://www.darsie.net/talesofwonder/contains Folk and Fairy Tales from around the world.

7) http://www.thepromisefoundation.org/TPFLtRH.pdf is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.

8) http://www.rubybridges.org/story.htm contains the inspring story of Ruby Bridges and her teacher.

9) http://puzzlemaker.discoveryeducation.com/allows the user to create and print customized word search, criss-cross, match puzzles, and more using his/her own word lists.

10) http://gem.win.co.nz/mario/wsearch/wsearch.php allows you to generate your own word maze/word search puzzle.

11) http://georgerncgurn.com/articles/reading forpleasure.html has a good article on reading for pleasure.

12) http://www.atozteacherstuff.com/pages/374.shtml for a lovely idea on getting children excited about reading.

13) http://lesl.about.com/od/vocabularylessonplans/a/characteradj.htm for an excellent activity that develops and broadens knowledge of character adjective vocabulary.

14) http://www.scholastic.com/ispy/play/for a set of award winning puzzles and games that allow children to discover word associations, word play and themes help them build important learning skills including reading.

15) http://www.readwritethink.org/materials/in the bag/index, html for an interactive game that builds vocabulary.

16) http://www.sacred.texts.com/hin/ift/index.htm has links to indian fairy tales.

17) http://primary.naace.co.uk/activities/BigBooks/index.htm has audio-e-books for kids.

18) http://www.vrml.k12.la.us/krause/Reading.htm for slide shows that excite a childr to read.

19) http://www.thepromisefoundation.org/TPFLtkb.pdf is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.

20) http://www.thepromiselfoundation.org/TPFRdk.pdf is report of a study on Reading difficulties in Kannada, useful for languages researchers in indian language.

PEDAGOGY OF HINDI

Theory
Internal Assessment: 30 Marks
External Assessment: 70

Credit:4 +1

Total marks: 100

भाग – दो

इकाई – छ:

भाषा साहित्य और सौंदर्य–प्रथम

6.1 सृजनात्मक भाषा के विविध रूप – साहित्य के विविध रूप को जानना।

6.2 स्कूली पाठ्यक्रम में साहित्य को पढ़ना–पढ़ाना।

6.3 अनुवाद कला और सौंदर्य में भाषा

6.4 स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता।

6.5 अनुवाद का महत्व और जरूरत, सृजनात्मक अभिव्यक्ति के रूप में हिन्दी अनुवाद।

प्रशिक्षण के दौरान

- एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें।

- एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें।

- समूह में बंटकर मीडिया लेखन के तीन अलग–अलग नमूनों (फीचर, रिपोर्ट, लेख) को इकट्ठा कर उसमें समानता और अंतर को ध्यान में रखते हुए चर्चा करें।

- अखबार की किसी के आधार पर संवाद लिखना।

कक्षा शिक्षण

- पानी से संबंधित पाठ पढ़ाने के बाद जल चक्र की जानकारी देना, पानी की बचत पर बातचीत जल की तरल अवस्था से ठोस अवस्था का हल्का होने के कारण का पता लगाने का कार्य करवाना।

इकाई – सात

भाषा साहित्य और सौंदर्य – द्वितीय

7.1 साहित्यिक अभिव्यक्ति के विविध रूप : कविता को पढ़ना–पढ़ाना।

7.2 गद्य की विविध विधाओं को पढ़ना–पढ़ाना।

7.3 नाटक को पढ़ना–पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य)।

7.4 हिन्दी के विविध विधाओं के आधार पर गतिविधियों का निर्माण।

7.5 कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

गतिविधि

- कहानी का समूह द्वारा विश्लेषण

- रचना की समीक्षा और चर्चा।

- कविता वाचन की गतिविधि के द्वारा कक्षा में समझना।

- निबंध पर विद्यार्थियों के अनुभव बटोरना।

- समूह में एक ही विषय पर अलग–अलग विधाओं की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण।

- वर्तमान काल साहित्य की समीक्षा।

- अपनी मनपसंद तीन कहानियों की समीक्षा।

कक्षा शिक्षण

- स्वतंत्र रूप से कुछ लिखने को कहे।

- रचना को जाने कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)।

- नाटक या उपन्यास पढ़वाने के बाद चर्चा करना।

परियोजना कार्य

- भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध।

- स्थानीय कलाकार / कवि / लेखक से साक्षात्कार

- .... जोड़ते हुए उसके शिक्षण

गतिविधि

- अपनी मनपसंद कविताओं का संकलन तथा उन पर एक लेख।

- हिन्दी की किन्हीं दो महिला / बाल पत्रिकाओं की समीक्षा।

- समिति संसाधनों में ऑडियो/वीडियो कार्यक्रम के कक्षा में इस्तेमाल की योजना बनाना।

- अपने क्षेत्र में प्रचलित लोक कथा, लोक गीतों का समूह में बंटकर संकलन तैयार करना।

कक्षा शिक्षण

- चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना।

- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना।

- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार पत्र का विकास करवाना।

इकाई – आठ

पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

8.1   पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं।

8.2   पाठ्यचर्या और पाठ्यक्रम एक पाठ्य सामग्री अनेक पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध।

8.3   पाठ्यक्रम को बच्चों के अनुरूप ढालना।

8.4   शोधकर्ता के रूप में शिक्षक

8.5   हिन्दी शिक्षण में पाठ्यपुस्तकों एवं सहायक पुस्तकों का महत्व, स्वरूप एवं उनकी रचना प्रक्रिया

8.6   हिन्दी पाठ्यपुस्तक के गुण, रूपात्मक पद और प्रस्तुतीकरण और स्वरूप।

8.7   हिन्दी शिक्षक के गुण एवं अपेक्षाएं

- शिक्षक के गुण

- हिन्दी शिक्षक से अपेक्षाएं

गतिविधि

- नवीन पाठ्यचर्या की समीक्षा (समूह कार्य)।

- संगोष्ठी आयोजित करें।

परियोजना कार्य

- विभिन्न राज्यों के हिन्दी के पाठ्यक्रम का विश्लेषण

- अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख।

- 6–12 कक्षा की हिन्दी की पाठ्यपुस्तक का तुलनात्मक अध्ययन।

इकाई – नवम्

सहायक शिक्षण सामग्री

9.1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएं, अखबार कक्षा पुस्तकालय आदि।

9.2 आईसीटी दृश्य–श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में।

9.3 भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशीलताएँ, गोष्ठी आदि)।

9.4 इंटरनेट और हिन्दी शिक्षण सहायक सामग्री।

9.5 हिन्दी शिक्षण और गतिविधियां बैंकिंग क्रियाशीलता।

9.6 हिन्दी शिक्षण में पाठ्य सहगामी क्रियाएँ एवं उनकी उपयोगिता।

- उपयोगिता एवं महत्व
- पाठ्यचर्या सहगामी क्रियाएँ

9.7 कवि जयन्ती, काव्य ज्ञान, कवि सम्मेलन, वाद–विवाद प्रतियोगिता, काव्य गोष्ठी एवं साहित्य गोष्ठी, कवि दरबार, अभिनय, नाटक, अंत्याक्षरी इत्यादि।

गतिविधि

- कक्षा 6 से 10 तक किसी एक कविता का चयन करके उस पर एक पाठ्य सहगामी गतिविधि तैयार करें।

इकाई – दस

आंकलन की भूमिका और महत्व

10.1 भाषा विकास की प्रगति का आंकलन : सतत् और समग्र मूल्यांकन

10.2 स्व–मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन पोर्टफोलियो।

10.3 प्रश्नों का स्वरूप, प्रश्नों के आधार बिन्दु – समस्या समाधान संबंधी प्रश्न, सृजनात्मकता चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न।

10.4 गतिविधि और टास्क, खेल प्रश्न, बहुविकल्पी।

10.5 फीडबैक (विद्यार्थी, अभिभाषक और अध्यापक) और रिपोर्ट।

गतिविधि

● 10–12 कक्षा पिछले तीन वर्षों की समीक्षा करें।

● एक ही सवाल पर बच्चों द्वारा अलग–अलग आए जबावों पर समूह में चर्चा करें।

● 6–12 पाठ्यपुस्तक में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है।

कक्षा शिक्षण

- कक्षा छः के किसी बच्चे के प्रथम त्रैमासिक आंकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना।?

- सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियां सुझाना।

परियोजना

- उच्च प्राथमिक स्तर पर आंकलन एवं मूल्यांकन मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें।

- एनसीईआरटी द्वारा प्रकाशित आंकलन स्रोत पुस्तिका भाषा हिन्दी पढ़ें तथा इसमें आए आंकलन संबंधी क्रियाकलापों को कक्षा 6–12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें।

(शेक दादन)
लेक्चरर
अल–मदीना कॉलेज ऑफ एजूकेशन
सलीमनगर, एम.नगर

संदर्भ ग्रंथ :

1. केशव प्रसाद 1975 हिन्दी भाषा शिक्षण प्रकाशन गणपति राय एवं सन्स

2. शत्रुघ्न प्रसाद सिंह 1964 हिन्दी शिक्षण प्रकाशन : दिल्ली पुस्तक सदन

3. रामशकल पांडे 1977 हिन्दी शिक्षण प्रकाशन : विनोद पुस्तक मंदिर

4. पाठक एवं त्यागी 1983 सफल शिक्षण कला प्रकाशन : विनोद पुस्तक मंदिर

5. भाई योगेन्द्रजीत 1985 हिन्दी भाषा शिक्षण

6. उदयवीर सक्सैना 1983 हिन्दी शिक्षण प्रकाशन : विनोद पुस्तक मंदिर

7. दिनेशन चन्द्र भारद्वाज 1985 हिन्दी भाषा शिक्षण

8. रवीन्द्रनाथ श्रीवास्तव 1989 भाषा शिक्षण

9. सफाया रघुनाथ 1988 हिन्दी शिक्षण विधि

10. कान्ता रानी मंजूषा – तुलनात्मक व्याकरण

11. आर.ए. शर्मा – तकनीकी शिक्षण

1. हिन्दी भाषा शिक्षण – भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर, आगरा

2. हिन्दी शिक्षण – केशव प्रसाद, विनोद पुस्तक मंदिर, आगरा

PEDAGOGY OF URDU

Theory

Internal Assessment: 30 Marks

External Assessment: 70

Credit:4 +1

Total marks: 100

II SEMESTER

تدریس زبان (اُردو)

حصّہ دوّم

یونٹ VI زبان ادب اور استھان ادب ۔1

اردو زبان کی مختلف تخلیقی شکلیں ۔ ادب کی مختلف اصناف کو سمجھنا۔

اسکولی نصاب میں ادب ضرورت اہمیت اور موزونیت ۔

اسکولی نصاب میں میڈیا کا کردار۔

ترجمہ: ضرورت و اہمیت ترجمہ بحیثیت ایک تخلیقی سرگرمی۔

مشاغل:

☆ مختلف اخبارات سے ادارتی اقتباسات ایک ہی موضوع پر حاصل کیجئے ۔
اور ان کی زبان اور پیشکشی پر مباحثہ رکھئے۔

☆ کوئی دو ترجمہ کے اقتباسات لیجئے، پڑھئے اور پھر انہیں اپنی زبان میں ترجمہ کیجئے۔

☆ تاریخ سے متعلق کوئی ایک تخلیقی تحریر لیجئے اور اہم واقعات پر ایک فلوچارٹ تیار کیجئے

منتخب تدریس: اپنی پسند کے کوئی ایک عنوان پر کسی بھی قسم کی تخلیقی تحریر قلمبند کیجئے

نوٹ VII: زبان ادب اور استھان ادب ۔ II

☆ اُردو ادب کی مختلف نصاب کا تعارف کی تدریس: شاعری، نثر، ڈرامہ

☆ اُردو زبان کی مختلف ادبی نصاب کا تعارف

☆ کلاسکی اُردو ادب اور جدید اردو ادب

☆ نثری اسباق کا منصوبہ بنانا

۔ اسکول کی مختلف سطحوں پر ڈرامہ کی نیٹیس کنٹی

مشاغل :

۔اپنی پسند کی کوئی دو کہانیوں پر تبصرہ کیجئے

۔کوئی ایک مقامی شاعر فنکار مصنف کا انٹرویو لیجئے

۔انگریزی میں ہندوستانی لوک کہانیوں (ترجمہ شدہ) کو جمع کیجئے

۔اپنے اسکول کے تجربہ کے پروگرام پر مبنی ایک نیوز لیٹر تیار کیجئے

منتقی تدریس: کوئی ایک تخلیقی تحریر کو منتخب کیجئے مثلاً نظم یا کہانی اور اس کیلئے تدریسی حکمت عملی تیار کیجئے
(ایف) مختلف سطحوں کیلئے (ب) مختلف سطحوں پر دہی تحریر کی تقسیم (ج) اسی تحریر کو مضوعی ضروریات
کے حامل طلباء کو تدریسڈ

ا ایکشن ریسرچ :

۔اُردو زبان میں عام طور پر ہونے والی غلطیوں کی فہرست تیار کریں

۔اُردو کے محاورات اور ضرب الامثال کی فہرست تیار کریں

یونٹ VIII تدوین نصاب

نصاب (Curricular) خاکہ نصاب (Syllabus) اور درسی کتاب کیلئے باہمی تعلق کو سمجھنا

۔ مواد متن کا انتخاب: سرگرمیوں اور مشقوں کو تیار کرنا، کمرہ جات کے اکتساب کو باہری دنیا سے جوڑنا تدوین
نصاب کے اُصول نیشنل کریکولم فریم ورک 2005 اسفیف کریکولم فریم ورک. 2011 نیشنل کریکولم فار ٹیچر
ایجوکیشن 2009 اور حق برائے تعلیم کے حوالے سے تدوین نصاب کے رہنمایانہ اُصول

۔ اُردو کی درسی کتاب کی تیاری کے اُصول

۔ اُردو کی موجودہ درسی کتابوں کا تنقیدی جائزہ

مشاغل:

۔ کوئی دور یا ستوں میں تیار کردہ ہے کوئی ایک جماعت (ششم یا ہفتم) کی اُردو کی درسی کتب کا تقابلی جائزہ کیجئے

۔ ریاست تلنگانہ کیلئے اُردو کی درسی کتاب کی تدوین کا خاکہ تیار کیجئے

پراجکٹ:

۔ اپنی پسند کے نظموں اور کہانیوں کو جمع کیجئے

یونٹ IX : تدریسی و کتابی آلات و توضیحات:

۔ پرنٹ میڈیا، میگزین، اخبارات، کلاس لائبریریاں، اطلاعی و ترسیلی ٹکنالوجی سمعی دلبصری آلات مشمول CALL پروکراس، ریڈیو، ٹیلی ویژن، فلم ہم نصابی سرگرمیوں کی منصوبہ بندی (مباحثہ، ورکشاپ، سمینار وغیرہ) لنگویج لیب وغیرہ۔

مشاغل:

اُردو زبان کی تدریس کے تعلق سے سمعی و بصری آلات کی فہرست تیار کیجئے

۔ خصوصی ضروریات کے حامل طلباء کے لئے مختلف اقسام کے تدریسی آلات تیار کیجئے

۔ بچوں کی زبان کے عنوان پر ورکشاپ، سمینار، کانفرنس منعقد کیجئے

پراجکٹ:

۔ اسکولی میگزین کا خاکہ بنائیے

۔ بچوں کے عصری ادب کا جائزہ لیجئے

۔ خواتین سے متعلقہ کوئی دو میگزینوں پر تبصرہ کیجئے

یونٹ X   اندازہ قدر ـ اسکی اہمیت اور کردار

۱) زبان کے فروغ کا اندازہ قدر، مسلسل جامع جانچ، تعین قدر کی تکنیکس زبانی تحریری، پورٹ فولیو، خود کار تعین قدر، ہم جماعت ساتھیوں کا تعین قدر، گروپ تعین قدر

۲) سوالات کی اقسام

۳) پرچہ سوالات کی تیاری اور بلو پرنٹ

۴) موصلہ نشانات کا تجزیہ اور تشریح

عملی مشاغل:

ـ طبقہ و سلطانیہ میں رائج اندازہ قدر کی مختلف تکنکوں پر نوٹ لکھئے

ـ پچھلے تین سال کے درجہ تقسیم کے امتحانی پرچوں کا تنقیدی جائزہ لیجئے

ـ اُردو کی کئی ایک درسی کتاب (جماعت ششم ؍ ہفتم) سے ایک پرچہ سوالات (۱۰۰) نشانات کیلئے تیار کیجئے

Semester I, II, III & IV

Paper VII – (EDN – 07 b)

Practicum   **Credit: 3**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 150**

Evaluation:

A jury of two examiners (one mentor and other teacher) will be appointed by the Principal of the college. The jury will evaluate the work done by the student teachers related to Paper 07 b related activities (Reflective journal; e-Portfolio; Community experience based report; Action research report; PTA & SMCs meeting report and CCE record). Each activity / report / record has to be evaluated for 25 marks.

I. Reflective Journal - Internship 20 weeks (120 days) – 25 marks

All the student teachers should write their reflections day wise after introspecting and viewing thoroughly their insights and realistic feelings that they get out of various experiences they undergo during internship of 20 weeks (120 days).it should reflect every days reflections of students. They may even record the images or any other kind of representation they like may go into their reflections. Students should give the abstract in the following format and the detailed description may be added below:

S.no.	week/month/year	Activities	Reflections	Future promise to act/revise
1	Week/month/2015	Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				
20				

Detailed day wise narratives, pictures, stories, events, situations, incidences that made a dent in your personality and material, any other to say and record a document. What transformation it brought in you? What promise you made after the experience, how you experienced contentment after the activity?

II. Electronic Portfolio Assessment – 25 marks

All the students should compile the works done during internship program all trough 120 days. What is that I liked the most, to say it is the excellent work I could perform and also some things to share with everybody? These things for instance a student must have prepared a good teaching aid, drama, observation, assembly activity, a rally, pictures or work done displayed in the school. Students should capture all the images electronically and create a digital e-portfolio to visualize the real field realities to understand the interwoven aesthetics hidden in the works done. It shows the creativity & ingenuity of the students and ingenuity of the student's and their presence. All the excerpts they think good and their peer group feel it is well done such of the works can also be placed in the portfolio. Also student should show other works in a separate folder for the consumption of faculty to adjudicate the best from their point of view.

This kind of compilation leads to self reflection, self analysis, self –judgment and self image and self confidence. It gives space for more transparency and visibility to the self and also to the teacher, parent and community. Some of the best e-portfolios can be placed on the college websites to motivate other teachers and student-teachers. They also improve the skills of documentation, visualization of the work done to the self and others. Students develop skills and learn by sharing with others. This generates thinking self questioning and self motivation and a zeal to work. Colleges' can select the best portfolios to encourage the quality of students work.

Resources for creating effective teaching portfolios:
a. PDF documents – Electronic version of the documents are prepared on the Adobe acrobat software which is easy to store and share them with others.
b. Databases – Tracking students' work is possible with FileMaker Pro. With this database, teacher can catalogue work and produce profiles across group of students.
c. Multimedia authoring software – Hyper Studio is one of the early software while many teachers use advanced ones such as MS PowerPoint, Macromedia Director or eZedia's eZediaQTI.
d. Videos – Generally the videos in digital form have great flexibility and provide interactive elements displaying the elements of the portfolio.
e. Websites – Sharing the portfolios easily is possible when they are placed on the internet as they have audio and video presentations. These are available on the website – http://electronicportfolios.com/portfolios/bookmarks.html#vendors.
f. Ready-made software packages – My e-Portfolio is available Learning Quest while Learner profile can be accessed on Sunburst websites which are of database nature to build the portfolios with fields to attach files of written or video products.

Steps in creating e-Portfolio for Internship and whole course:
The manner in which electronic portfolios are created and used is given below:
i.   *Determining the portfolio requirements*: The essential aspects to consider here are - products, media for use and criteria. These are available on many of the rubrics for evaluating the quality of portfolio.

Student teachers can create a layout creatively & present by utilizing different resources provided below to create their own e-Portfolios for assessment. There is no fixed sequence; the student teacher has freedom to organize, theoretically, chronologically, event-wise, category-wise. This would enable each student to present their portfolios as per their criteria, interest & creativity.

ii. *Creating the structure*: Different sections of the portfolio are presented on the medium by choosing the PowerPoint or other software.
Students can design the sequence of their e-portfolio as per their work and quality of their work and the aspects they would like to present from the beginning to the end. Any unique experiences students want to highlight, such as lesson Plans, aids, reflections, children's' responses, teacher appreciation, classroom presentations, learning, and so on can form a part of their e-portfolios.

iii. *Adding and linking components*: The media and products created need to be added to structure the portfolio.
Since e-portfolio is open & flexible to keep on adding & enhancing till they present for the final adjudication, it not only gives a grade / score but a kind of self-reflection and a great sense of achievement and accomplishment. When they look back it is great to see & share.

iv. *Monitoring the products and receiving feedback periodically*: Products are reviewed by teachers to find out if criteria are met.
Student teachers can have an opportunity for self monitoring & feedback from friends, peer group, school, supervisors, and mentors at the college / teacher educators to enhance the presentation and assessment.

v. *Reflecting on the products and make necessary revisions*: Components of the portfolio are modified based on the feedback.
Each and every item presented can be rated on a ten-point scale & rate where the student's work stands and at the end of the each item that he / she places in the e-portfolio, record your reflections on it.

Student teachers can share their e-portfolios in group & place them at their college's website for review.

This e-portfolio makes a student teacher to not only reflect on their work transparently, but also helps them to learn many skills of compilation, pooling resources, organization, presentation and also technological skills and various e-resources, software, Open Education Resources and so on.

The steps in the creation and the use of electronic teaching portfolios are schematically represented as shown below:
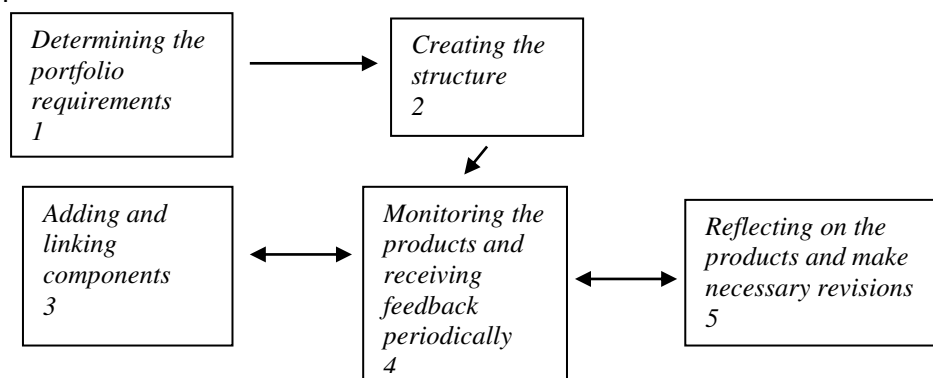

Figure .1: Creation and use of Electronic Teaching Portfolio

III. CCE Record   - 25 marks
- Details of CCE
- Details of Formative Assessment
- Details of Assessment
- Weightage Tables (Competency wise, Difficulty level, Types of Questions etc.,)
- Question Paper Details
- Question Paper

A. Formative Assessment

Name of the Child	Child Participation	Written Works	Project Works	Slip Test	Total	Grade

- Scoring Sheet/ Recording Format

B. Summative Assessment

Name of the Child	C1	C2	C3	C4	C5	C6	Total	Grade

C. Final Result

Name of the Child	Formative	Summative	Total	Grade

- Analysis Tables (Formative, Summative -Competency Wise)
- Statistical Tables
- Learning Gaps
- Strategies/Remedial for Improvement
- Conclusion

CONTINUOUS COMPREHENSIVE EVALUATION

SUMMATIVE ASSESSMENT:

- Testing tools: Written Exam for 100 marks.
- Questions should be given on Academic Standards.
- Types of Questions: Essay type, Short answer type, Very short answer type and Objective type

Sl. No	Academic Standard	Essay type	Short Answer	Very Short Answer	Objective Type	Weightage percentage	Total Marks
1.	Conceptual Understanding	2q (10m) T: 20m 2 out of 4	2q(5m) T: 10m 2 out of 4	5q(1m) T: 5m	10q(1/2m) T: 5m	40%	40m
2.	Reading the Text , understanding and interpretation	1q.(10m) T: 10m				10%	10m
3.	Information skills	1q(10m) T: 10m	1q(5m) T:5m			15%	15m
4.	Responding on social issues and questioning	1q(10m) T: 10m 1 out of 2				10%	10m
5.	Mapping skills	1q(10m) Drawing and pointing T:10m	5q(1m) Reading T: 5m			15%	15m
6.	Appreciation and Sensitivity	1q(10m) T: 10m 1 out of 2				10%	10m
						Total:	**100m**

Grading:

91 – 100m A+   90 – 71m A   70 -51m B+   50 -41m B   0 – 40m C

IV. Community Based Activity / Programme - 25 marks

Objectives: To sensitize the student teachers towards community issues and develop organic relations with community.

Format:

S. No.	Activity / Programmes undertaken	Group / Individual	Learning outcome
1.			
2.			
3.			
4.			
5.			

Write a narrative about each activity / Programme listed above.

1. Planning the activity / programme
2. Organization of the activity / programme
3. Conducting the activity / programme – process / procedure
4. Narrate along with your experiences, feelings and reflections.

Note:

1. Add photographs and related material wherever necessary
2. At least one individual and one group activity should be undertaken by every student.
3. There is no restriction to number of activities.

V. Action Research - 25 marks

Each Student teacher should identify one action research area / topic related to classroom problems and re[port as per the format given below:

Format :

1. Title page - Topic for the study

2. Problem identified for the action research

3. Introduction – Definition & Steps in Action Research

4. Objectives of the action research

5. Causes for the problem

6. Formulation of Action hypotheses

7. Planning Intervention Strategy & Implementation

8. Collection of data

9. Analysis of data

10. Verifying the action hypotheses

11. Results

12. Your reflections

VI. PTA & SMCs meeting report (Group activity) – 25 marks

Report separately for SMC & PTA meetings as per the guidelines given below:

1. Preparing circular and informing parents / SMC members
2. Planning for the meeting
3. Recording the Attendance of the members
4. Organizing the meeting
5. Recording the minutes of the meeting
6. Your reflections

S. No.	Role played by each member	Learning outcome	Reflections
1.			
2.			
3.			
4.			
5.			
--			

Prepare minutes of the meeting and circulate to the members.

PAPER-VIII (EDN-08)

Sociological Perspectives of Education

Theory   **Credits 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**

Objectives

The student teachers will be able to:

1. understand the sociological perspectives of education

2. develop understanding about socialization, culture and education

3. Become aware about education as a social process, its role in the process of socialization.

4. Understand the dynamics of Social change.

5. Develop sensitivity towards concept of equality and equity through education.

6. acquaint with contemporary issues in education

Content:

UNIT – 1:   Introduction to sociology of education.   *12 Hours*

1. Introduction to Sociology

2. Sociology of Education: Meaning, definition, nature and scope.

3. Relationship between sociology and education.

4. Sociology as a foundation of education and its implications to education.

UNIT- 2: Social Processes of Education   *15 Hours*

1. Social Process: The process and forms of social interaction

2. Socialization: Meaning, Process, emergence of self; and Resocialization. .

3. Methods of socialization:-

   a. selective exposure

   b. modeling

   c. identification

   d. positive reinforcement

   e. negative reinforcement

   f. nurturance

4. Social agencies of Education: Home, peer group, school and community.

5. Culture: Meaning, Characteristics of Culture; cultural lag, Cultural conflict, cultural ambivalence, cultural tolerance and its implications to education. Relationship between Culture and Education.

UNIT – 3:   Social Change and Education   *15 Hours*

1. Social Change: Meaning and Factors of Social Change. Role of education and teachers in relation to social change.

2. Modernization: Meaning and Attributes of Modernization and role of education in Modernization

3. Social Stratification and education

4. Democracy and Education

UNIT- 4: Equalization of educational opportunities   *15 Hours*

1. Equality: Concept of equality, Constitutional provisions for equality

2. Equalization of educational opportunities among SC, ST, Girls and the differently Abled.

3. Equity: Measures taken by Central and State Government in the Equalization of Educational opportunities

4. Gender issues and girl child education: International, National and Regional Interventions; Millenium Development Goals of UNO, KGBV's, Kishore Balika Yojana, Bangaruthalli Padhakam.

UNIT – 5: Contemporary issues in education   **20 hours**

1. Economics of Education:
   a. Meaning & scope;
   b. Education as Human Capital; and
   c. Education –Human Resource Development

2. National and Emotional integration:
   a. concept and meaning;
   b. Role of school in promoting National Integration

3. International understanding:
   a. concept and meaning;
   b. Role of teacher and school in International understanding

4. Peace education:
   a. Concept, meaning and nature;
   b. Role of school in promoting peace Education

5. Liberalization, Privatization and Globalization in Education

Engagement

1. Group discussion on implications of sociology of education
2. Critical reflections on relationship between society and education
3. Explore mass media as a social agency of education
4. Debate on implications of contemporary education system on society
5. Campus visit to explore spaces of social learning.
6. Working in archives, collecting oral histories, performing one's art for a public audience.
7. Data tables of sociological, historical, cultural events to reflect on their significance as change events.
8. Collecting real life incidents, anecdotes, stories and experiences of children related to gender, class, caste, marginalization, deprivation, unawareness and exploitation. Reflecting over the issues.

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Paper **– IX / X (Paper 09 / 10) Microteaching & Reflective Teaching**

Microteaching (Method I / II)

Practicum   **Credit: 2**

Internal Assessment: 25 + 25 Marks   **Total marks: 50**

Each student teacher has to teach 2 skills / sessions. It is a peer group teaching each of 6 minutes duration. Each session focuses on a specific behavior / skill of teaching.

Student teachers have to write micro lesson plans and observe peer micro lessons as per the proforma given below:

1. Lesson Plan Format
2. Microteaching Preparation Form
3. Teaching Evaluation Form – Teacher Educator
4. Microteaching Evaluation Form – Peer observers / Student teachers
5. Microteaching Self – Analysis Form – Practicing Student teacher
   Marks / Grades are awarded on the basis of the proformas 3, 4 & 5.

6. Learner Satisfaction Form.

LESSON PLAN FORMAT - Format -1

Teacher: _____   Date:

Course Title: _____

Topic: _____

Instructional objective(s): _____

Focusing activity:

Content	Instructional Procedures
	a. b. c. d. e. **f.**

Closure:

Evaluation procedure:

Instructional materials:

Notes and comments:

MICROTEACHING PREPARATION FORM   Format - 2

Name of the teacher: _____ Date: _____

Course Title: _____

Use this form for preparation of your lesson. Prepare a copy for your instructor.

1. Concept to teach: _____

2. Skill(s) or behavior(s) to demonstrate: _____

3. Specific instructional objective(s): _____

4. Focusing activity:

5. Instructional procedure:

6. Closure:

7. Audiovisual materials and equipment needed:.

8. Notes and comments:

TEACHING EVALUATION FORM   Format - 3

Teacher:_____ Date: _____

Subject: _____   _____ Tape No.: __

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5 4 3 2 1 0   Lesson preparation

5 4 3 2 1 0   Focusing activity

5 4 3 2 1 0   Closure

5 4 3 2 1 0   Subject-matter knowledge

Lesson Presentation

5 4 3	2	0	Audience contact
5 4 3	2	0	Enthusiasm
5 4 3	2	0	Speech quality and delivery
5 4 3	2	0	Audience involvement
5 4 3	2	0	Verbal behaviors
5 4 3	2	0	Nonverbal behaviors
5 4 3	2	0	Use of questions and questioning techniques
5 4 3	2	0	Directions and pacing
5 4 3	2	0	Use of reinforcement
5 4 3	2	0	Use of aids and materials

Comments:

MICROTEACHINC EVALUATION FORM   Format - 4

Name of the teacher: _____ Date:

Subject: _____Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5   4   3   2   1   0 Lesson preparation

5   4   3   2 1 0   Focusing activity

5   4   3   2 1   0   First skill/Behavior

5   4   3   2   1   0   Second skill/Behavior

5   4   3   2 1 0   Closure

5   4   3   2 1 0   Subject-matter knowledge

Comments:

MICROTEACHINC SELF-ANALYSIS FORM   Format - 5

Name of the teacher: Date:

Concept taught: Roll No.:

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows:

Teacher talk: _____

Student talk: _____

Silence or confusion: _____

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

3. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

4. Questions. Record the number of questions asked:

Convergent:_____

Divergent: _____

5. Student names. Record the number of times students are addressed by name':

6. Pauses. Record the number of times pauses are used to give students time to think:

7. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: _____

Nonverbal Reinforcement:_____

8. Sensory channels. Record the number of times students are required to change sensory channels:

LEARNER SATISFACTION FORM   Format - 6

Teacher: _____   Date: _____

Subject:_____Tape No.:_____

1.   During the lesson, how satisfied were you as a learner (Rate your
      satisfaction by placing an X on the following scale)?

Very satisfied   Satisfied   Very unsatisfied

<--->

2.   What would have increased your satisfaction?

Paper **– IX / X (Paper 09 / 10) Microteaching & Reflective Teaching**

Reflective Teaching (Method I / II)

Practicum   **Credit:2**

Internal Assessment: 25 + 25 Marks   **Total marks: 50**

The objective of reflective teaching is to equip and empower the student teachers with the skills, competencies required to handle a real classroom. Period plan is prepared with all the required procedures and practiced before their peers and teacher educators. Peer group act as students and also give feedback. Student teachers will develop clear understanding & competencies to transact curriculum in a desirable procedure by practicing in a simulated situation.

Each student teacher has to teach 2 sessions of 20 minutes duration of each session. It is a peer group teaching. Each session focuses on whole teaching behaviours.

The format of lessons for Reflective Teaching is similar to the Period plan used in the school. Formats are given below:

1. Period Plan
2. Teaching Evaluation Form – Teacher Educator
3. Teaching Evaluation Form – Peer observers / Student teachers
4. Teaching Self – Analysis Form – Practicing Student teacher

Marks / Grades are awarded on the basis of proformas 2, 3 & 4 from Microteaching.

Period Plan - Format (For all Subjects)   - Format - 1

I. Name of the Lesson   :

II. No. of the Period ...   Duration/ Time   :

III. Teaching Item/ Topic/ Sub Topic   :

IV. Expected Learning Out comes/ Competencies   : 1. 2. 3.

V. Teaching Learning Strategies

Steps	Teacher Activity	Black Board Work	TLM

VI. Evaluation   Semester – II, III & IV

ICT Mediation in Teaching Learning

Practicum   **Credit:2**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teacher s will be able to:

1. Develop the competencies defined in national policy on ICT
2. Understand the capacities to handle today's and tomorrow's technologies.
3. Utilize ICT tools, software applications and digital resources
4. Integrate ICT into teaching-learning process
5. Participate in activities of teacher networks

Content:

Unit -1: Conceptual Framework for ICT Mediation in teaching learning   12 Hours

1. Objectives of ICT mediation in teaching – learning
2. Underlying principles guiding ICT mediation in teaching – learning
3. Constructivist possibilities for student teachers
4. Policy on ICT mediation in teaching – learning
5. Competencies defined in the National Policy on ICT in School Education – Basic, Intermediate & Advanced
6. Capacities to handle today's and tomorrow's technologies –
   i.   Connecting with the world
   ii.   Connecting with each other
   iii.   Creating with ICT
   iv.   Interacting with ICT
   v.   Possibilities in Education
   vi.   Reaching out and Bridging Divides

Unit -2: Organizing Learning through ICT   36 Hours

1. Accessing the Web; Familiarity with the ICT environment; Working with data; e-mail and web based forums.
2. Internet as a Learning Resource – Documenting different types of websites to show possibilities for personal learning; Web based learning objects, simulations & Tutorials; Participating in forums for identifying learning resources, teaching-learning ideas; Software applications and tools as and for using teaching learning resources; Evaluating internet resources in terms of relevance, ease of use and context.
3. Digital story telling; Combining media to tell a story – scripting; Creating photo essays and video documentation as a source of information and a learning process.
4. Data analysis – Look at data, read, and make meaning; Graphs; Exploring sources of data, Evaluation of Data; Communicating data and data analysis.

5. Framework for creation of learning resources – Concept mapping; Developing a topic for a classroom; learning outcomes; Activity based learning.

Unit-3: ICT for Teaching – Learning   12 Hours

1. Curriculum analysis to determine content (what do I need to teach and what do I need to know); Determine the resources for teaching-learning; Determine appropriate ICT infusion and design a learning plan for a given topic: Identify and add metadata for ICT resources that can be used.
2. Exploring ICT for teaching-learning, curriculum analysis to determine methods of transacting (how do I teach it); Using appropriate hardware (CD / DVD, projectors, Interactive white boards and so on); Classroom organization for ICT infused lessons (teacher led instruction, self-learning and group activities)
3. ICT for evaluation – Evaluation of ICT for Evaluation – purposes and techniques of evaluation, scope of ICT for evaluation.
4. Gaming environments for education – range and scope.
5. Online communities – analyzing interactions; Sharing thoughts and ideas – blogs, forums and mailing lists; Collaborative creations – online documents & wiki as collective.
6. Role of ICT in educational administration and management – role of information management, process and tools; creating databases for educational administration.
7. First generation ICT models – technology driven; Second generation ICT models – Pedagogy driven.

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EDN 11 – ICT Mediation in Teaching Learning

Time: 1 ½ hours   *Practical Examination*   *Max. Marks: 35*

I. Each student should place the following from the works done in EPC 2 in an e-portfolio for assessment (Internal assessment enhanced work) for 15 marks:

1. Create an e-mail id and create a group and a blog.

2. Five digital lessons in each methodology – 5 +5.

3. Database of school allotted to the student using MS Access.

4. Preparing timetables of the school

5. Select and download 5 YouTube lectures related to the methodologies.

II. The above work should be enhanced by the students to present before the jury for assessment for 15 marks.

   a.   Preparation of one digital lesson - 10 marks.

   b.   Internet Resources related tasks – 10 marks.

   Note: Jury includes one internal examiner and one external examiner.

PAPER - XIV   (EDN- 14)
School Organization and Management

Theory   **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives

This course will enable the student teachers to:

1. understand the basic concepts of educational management.
2. understand different components of school management.
3. realize the multifaceted role of a teacher/head teacher.
4. understand and appreciate the process of becoming an effective teacher.
5. realize the importance and goals of secondary education in India.
6. imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
7. get a holistic view of quality in education and the agencies concerned with quality assurance.
8. develop an understanding of population concepts and the multi-dimensional nature of population education.
9. understand the concept of environmental education and the role of school in the context of sustainable development.

Content:

Unit-1: Introduction to school organization and Management

1. Meaning and Definition, Scope of School Organization and management
2. Inter relationship between school management, administration and organization
3. Aims, objectives and functions of school management
4. Types and principles of school management
5. Schools under different managements
    i. Central Government schools a) Navodaya Vidyalayas b) Kendriya Vidyalayas c) Railway schools d) Sainik schools e) National Open Schools
   ii. State Government schools–a) Residential schools-TSSWRS;TSTWRS;TSBCWRS; TSRSS b) Day Scholar schools c) Open schools f)   Municipal Schools
       g) Local Schools – Zilla parishad & Mandal Parishad schools
  iii. Private – Aided and unaided schools

Unit-2: School as an organization

1. Meaning, definition and functions of a school
2. Role of the headmaster as an academician and administrator
3. Qualities and competencies of teacher and professional ethics &Code of Conduct.
4. Recommendations of various committees on professional development of teachers
5. Action Research: Academic, Administration, Teacher & Classroom

Unit-3: Institutional planning

1. Characteristics of institutional planning
2. Management and Administrative elements of school
3. Management of Material & Human Resources
4. School plant – location, building classroom, furniture, Sanitation and other Essentials
5. School resources – a) Library b) laboratory c) Hostels
6. Mobilization of resources – grants in aid, school budget
7. School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative)

Unit- 4: Universalization of Secondary Education.

1. Constitutional Provisions, policies and programmes of secondary education.
2. Current status and problems of secondary education with special reference to:
    1. Girl child education; Inclusive education; Vocationalisation of education
3. Right to Education Act 2009 – Role of School in its implementation
4. Policies and practices in teacher education
5. Equality in education – gender and marginalized groups.

Unit-5: Quality in Education

1. Quality – meaning and definition
2. Tools and techniques of quality control in education / institutional evaluation
3. Quality assurance in Education S.S.A. & RMSA, RUSA
4. Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council
5. National knowledge commission and University Education

Engagement:

1. Visit different types of schools & write a report on the Status of basic amenities available in schools and curriculum transaction in schools.
2. Write a small report on professional ethics & code of conduct observed among present teachers in schools & teacher education institutions.
3. Write a critical report on the teacher & student attendance in colleges of Education & provide some suggestions.
4. Prepare different time tables & critically observe the same in the school & write a report.
5. Collect the recommendations given by various commissions on professional development of teachers and critically view its implications.
6. What are the funds provided by various funding agencies? What are their contributions to the development of quality of higher education? Critically write a report.
7. Reflect on the research conducted by SSA. And write a report.
8. How do you think NAAC is ensuring external & internal quality at higher education?

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PAPER- XV – (EDN – 15)
Inclusive Practices

Theory   **Credit:2+ 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**

Objectives:

The student teachers will be able to:

1. Understand the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education
2. Understand the national & key international policies & frameworks facilitating inclusive education
3. Develop skills in adapting instructional strategies for teaching in mainstream classrooms
4. Understand the inclusive practices & its relation to good teaching
5. Understand strategies for collaborative working and stakeholders support in implementing inclusive education.

Content:

Unit-1: Introduction to Inclusive education

1. Marginalization vs. Inclusion: Meaning and definition
2. Changing practices in Education of children with Disabilities: Segregation, Integration and Inclusion
3. Diversity in classrooms: Learning styles, Linguistic & Socio-cultural Multiplicity
4. Principles in Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
5. Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

Unit -2: Policies & Frameworks facilitating Inclusive education

1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education For All (1990)
2. International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD), 2006.
3. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework for Action (2002)

4. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curriculum Framework (2005), national policy for Persons with Disabilities (2006)

5. National Acts & Programmes: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit-3: Supports and Collaborations for Inclusive Education

1. Stakeholders of Inclusive education & their responsibilities

2. Advocacy & Leadership for Inclusion in Education

3. Family support & Involvement for Inclusion

4. Community involvement for inclusion

5. Resource mobilization for Inclusive education.

Engagement:
1. Collect a list of inclusive schools from Department of school education and map their area.
2. Visit inclusive schools and observe practices and report
3. Observe classroom transaction in any inclusive classroom
4. Prepare a blueprint to create an inclusive school
5. Critically review the policy documents and write about the recommendations related to inclusion:
   i.   NPE, 1986
   ii.   CRC UNESCO, 1989
   iii.   UN convention on Rights of Persons with Disabilities , UNESCO, 2006
   iv.   RTE Act, GOI, 2009
   v.   UNESCO, 2009 – Policy guidelines on inclusion in education.
6. Make a collage on an inclusive school
7. Interview some teachers working at inclusive schools and report the practices.
8. Assess and prepare Five children's profiles.
9. List out barrier free environment related structures.
10. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.

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PAPER – XVI (EDN – 16)

Health and Physical Education

Theory   Credit:2 + 1

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**

Objectives:

The student teachers will be able to:

1. Understand the concept of holistic health
2. Understand the importance of yoga and sports for holistic health
3. Develop positive attitude towards healthy nutrition practices
4. Develop clarity on health problems, safety measures, hazards
5. Develop sensitivity, motivation and skills to develop fitness & right health practices.

Content:

Unit-1: Importance of Health, Food and safety.

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases–its causes, prevention and cure, immunization and first aid
3. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
4. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit -2: Physical Wellbeing

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self- defence activities
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
3. *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayam*
4. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Unit -3: Human body, development of integrated well being.

1. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills
2. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sportsmanship; Need for diet planning; Food and water; Safety and laws.
3. Games and Sports—athletics, games, rhythmic activities and gymnastics

4. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
5. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Engagement:

1. One day observation at a hospital and interact with patients and staff. Write a report.
2. Observe one day a hospital and enquire with people their daily routine.
3. Record the most prevalent diseases people suffer from.
4. Visit any two colleges and interview students about their participation in games and sports.
5. Conduct games in the school.
6. Conduct yoga camps & competitions.
7. Plan sports meet and plan activities & prepare a programme sheet.
8. Survey & collect common communicable diseases in you locality & suggest remedy for the same.
9. Interview doctors & find out the details of sexual and sex-related diseases & measures.
10. Plan for regular training in sports.
11. Each student should do regular yoga practice.
12. Regular yoga practice at home & sharing experiences in college.

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Semester – III
PAPER – XVII   EDN – 17 EPC 3
Drama and Art in Education

Practicum   **Credit:2**

Internal Assessment: 15 Marks

External Assessment: 35   **Total marks: 50**

Objectives:

To enable the student teachers to:

1. Develop an awareness and appreciation of various art forms and their cultural and draw linkages between various art forms
2.   Appreciate cultural and learning diversity in the classroom and community through sensitization through arts
3.   Develop a sense of "how learning happens" and the applicability of the arts in creating learning situations contextually in schools
4.   Involve local artist resources in the classroom and bring multiple stakeholders of education together into the classroom
5. Discover their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal)
6.   To understand the value of team work and group

Content:

UNIT -1: AESTHETICS and ARTS (THEORY)

1. Meaning and concepts of Arts and aesthetics
2. Knowledge of Indian Arts and Artists – (Classical, folk and contemporary)
3. Knowledge of Indian Craft Traditions
4. Visual Arts ,Performing Art forms and their educational implications
5.   Indian festivals and its artistic significance.

UNIT - 2: VISUAL ARTS AND CRAFTS
1. Experimentation with different materials of Visual Art, such as rangoli ,pastel, poster, pen and ink, materials, clay, Nirmal paintings of Adilabad, Golkonda style of paintings, Nakashi painting
2. Exploration and experimentation with different methods of Visual Arts, like Painting, block printing, collage, clay modelling, paper cutting and folding.
3. Display of Art works

UNIT - 3: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY

1. Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry: Folk songs set tune for 'T' struggle, Bathukamma festivities, cultural sites of Telangana
2. Viewing/listening to live and recorded performances of Classical and Regional Art forms : Oggukatha,Sarada kala,Perini sivathandavam, Mathuri dance
3. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach :Bonalu, sammakka saralamma jatara, Edupayala

4. Display of organizing skills for a performance/presentation by the Student teacher : Stage decoration, organizing a cultural event, anchoring /compeering a programme

Mode of Transaction:
Workshops; demonstration- cum- lecture; Role-play; Resource lectures.

1. Working on theme-based projects on various art forms to understand the value of integrating various Arts and Craft forms;
2. Textbook analysis to identify topics to integrate Art forms in classroom transaction.
3. Exploring various sources of art forms and sharing with the peer group
4. Documentation of the processes of any one Art or Craft form with the pedagogical basis (weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.)
5. Designing the art and craft products,
6. Managing resources, including raw materials, its marketing, problems they face, to make them aware of these aspects.
7. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths /Social Sciences/Languages etc.) while integrating different art forms
8. Organising talent shows in their interest areas of art.: Telangana cuisine
9. Arranging shows on dance ,music concerts, folk art forms, mime and drama
10. Visual displays on art forms and artists, musical instruments.
11. Field visits to National and state level art academies, universities, colleges.
12. Visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars.
13. Artists and artisans may be invited for demonstrations and interactions from the community.
14. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.
15. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

Internal assessment:

Each student teacher has to complete the following for internal assessment (15 marks):

1. List any five topics suitable to integrate drama and art from the respective pedagogy.
2. Select any one topic of your choice and prepare a role play.
3. Select locally available material suitable to prepare teaching learning material – to depict fine art forms – puppetry, nail art, rangoli, etc.
4. Performing arts: Choose dance, theatre, or puppetry and prepare a lesson.
5. Visual arts: Collect locally available visual arts and crafts and interview any one artist and report.
6. The best tasks done by the student shall be placed on the e-Portfolio.

EDN – 17 Drama and Art in Education

Time: 1 ½ Hours   Practical Examination   Max. marks: 35

1. The internal assessment tasks placed on e-portfolio can be enhanced and presented before the external examiner. – 5 marks
2. Integrate visual arts and prepare a lesson. – 10 marks
3. Using craft forms prepare teaching learning material to a topic of your choice. – 10 marks
4. Integrate performing art forms and prepare a lesson.- 10 marks.

Reflective Reading

Practicum   **Credit: 2**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teachers will be able to:

1.   Develop interest in reading texts related to traditions
2.   Comprehend the treasure in the tradition related texts.
3.   Develop skills to reflect on reading
4.   Develop insights into ideological texts and appreciate
5.   Develop sensitivity towards ideologies
6.   Develop taste for leisure time reading
7.   Get inspiration from readings

Content:

Unit-1: Reflections on Reading

1. Understanding the process of reflective reading: Learning through reflection, valuing reflection, setting the tone for reflection, guiding student   reflection, modeling reflection, teaching students how to reflect.
2. Gibbs' (1988) reflective cycle
3. Techniques of reflective reading-SQ3R-survey, question-read, recite and review.
4. Strategies of reflective reading-making connections, understanding inferences.
5. Metacognitive process of Reading and meaning making

Unit-2: Reflections on different ideological texts.

1. Indicators of Text comprehension: Retelling, Summarizing, Answering, Predicting, Commenting & Discussing.
2. What insights does a student develop by reading?
3. Texts- on feminist, leftist and rightist ideologies
4. Texts related to Indian History
5. Religious texts, classical works of great authors- Shakespaere, Tagore, Aurobindo, Vivekananda complete works, Jataka stories.

Unit-3: Reflections on popular texts.

1. Novels
2. Fiction
3. Life stories of scientists, philosophers, great personalities- Abdul Kalam , Amartya Sen.
4. Biographies and Autobiographies.

5. Popular science texts, policy documents, Reports, Plan documents

Engagement:

  Group tasks, individual tasks.

1. Each student has to read the texts at home and reflect in the class room and also record the same as a document. Teachers should guide them.
2. Texts are suggested and provided to read and reflect by following different techniques (SQ3R), Gibbs, etc.

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Assessment:

Internal assessment:

1. Read any two traditional texts of wisdom and write your reflections and share them with the peer group.
2. Select any two texts with different ideology & write your reflection and share with the peer group.
3. Read any two novels / fiction/ biographies, etc. and write your reflection and share with the peer group.

Note: The above three tasks should be documented for internal assessment and to present before the examination.

EDN – 18 Reflective Reading

Time: 1 ½ Hours   Practical Examination   Max. Marks: 35

1. Marks should be awarded by the external examiner to the document prepared during the course work.
2. Read following traditional text and write your reflections. – 10 marks
3. Read the text / article based on an ideology & write your reflections. – 10 marks
4. Read a chapter from a novel / fiction/ biography, etc. and write your reflections – 10 marks.

PAPER- XIX - EDN - 19

Contemporary Education in India

Theory   **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70   **Total marks: 100**
Objectives:

The student teachers will be able to:

1. Engage with studies on Indian Society and education
2. Analyze social issues
3. Engage with diverse communities, children and schools
4. Understand diversity, inequality and marginalization in Indian context.
5. Understand policy frameworks & public education in India.

Content:

Unit- 1: An overview of Education in India – Ancient, Medieval and Pre-independent India.

1. Understand the concept & functions of education
2. Discuss critically the major systems of education during ancient period: Residential schools, Gurukula, Vedic schools, Jaina & Buddha educational practices
3. Critical understanding on socio-political context of education during Medieval period: Pataskala's, Madarsas, Maktabs, Monitorial system
4. Understand the politically dominant colonial influence on the system of education – Missionary English education
5. Tracing historical experiments on Indigenous experiences: Jyothibha Rao Phule

Unit-2: Diversity, Inequality, Marginalization in Indian Social Context

1. Critical study of Indian Constitution to understand the Fundamental Rights & Duties of citizens
2. Directive principles of State policy
3. Constitutional values and aims of Education
4. Critical understanding of inequality, discrimination & marginalization in Indian social context as impediments for constitutional promise (freedom, justice, equality & fraternity)
5. Exploration of social evils to achieve Universalization of elementary education

Unit-3: Status of Education in Indian Society

1. Exploring the educational status, issues and concerns of Dalits, Tribes & Women
2. University Education Commission – Higher Education Perspective
3. Secondary Education Commission – Vocationalization of Education
4. Indian Education Commission (1964 – 66) as a Comprehensive Commission and its major recommendations – Planned Industrialization

5. National Policy on Education, NPE (1986) and Programme of Action, POA (1992) – Major recommendations
6. Review on POA, Janardhan Reddy Committee, Ramamurthy Committee and Yashpal Committee

Unit- 4: Policy Frameworks for Public Education in India & Educational Interventions

1. Nationalists critique on colonial education and experiments
2. Universalization of Elementary Education – Nayee Taleem; Sayaji Rao Gaikwad; UEE & EFA
3. Indian Education System – Different levels, Pre-primary, Primary, Secondary, Higher Secondary and Higher Education
4. Discourses on RTE Act and the status of implementation
5. APPEP, DPEP as interventions for quality education
6. SSA & RMSA – Universal secondary education and Quality concerns & Research

Unit-5: Language Policy, Three Language Formula, Multilingual Debates – contemporary Education – Economic support

1. Liberalization and Globalization in Education
2. Pedagogic and curricular changes in 1990 to 2000's – Shift to child-centric pedagogies
3. Mid Day Meal Programme- Role of Legislation to ensure nutrition & a space for children to live together
4. Public Private Stratification of Education – KG to PG Free Education; KG to PG debates in Telangana; English Medium of Instruction
5. Fee structure & Reimbursement
6. National Policy of Education, 2015: At school level; Higher Education level – Themes and Discussions.

Engagement

1. The student teachers will appraise and trace out the emergence of nationalistic and indigenous educational interventions made by Jyotiba Phule, Gokhale along with regional popular educationists such as Bhagya Reddy Verma, Madapati Hanumantha Rao.
2. Indigenous Educational Practices in Telangana in the Contemporary times
3. Institutional Study visits to Maktabs, Madrasas & other organizations
4. Conducting Interviews veterans in different fields like Education, Art & Archeology
5. Studies on vocationalization of Education
6. Readings on historical texts like collecting history of Telangana educators
7. Visit to various research libraries
8. Visit to Pranganas, Anganwadis, Village primary Schools, child labourers, Marginalized groups – Educational status & parental occupation
9. National movements
10. Historical documents, policy texts
11. Bridge courses, room to read
12. Innovations from the field

13. Debate / Seminar on framework of Indian constitution
14. Documenting classroom interactions,
15. Prep. Of child profiles, case studies, case stories
16. Reading policy documents like reports of commission, recommendation
17. Review of paper New, articles, Editorials, reflective, critiques on government programmes, policy documents
18. Preparation of a child profile profiles of Ist year learner / School Child / Special Child / Socially backward child
19. S.E.S of neighborhood community

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Semester – IV

PAPER – XX (EDN – 20)

Environmental Education: Issues and Concerns

Theory   **Credit:2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**

Objectives:

The student teachers will be able to:
1. Understand environmental education and the link between environmental education and climate change
2. Appreciate the role of environmental education in promoting clean and green schools and communities
3. Understand scarcity of natural resources
4. Understand the concept and strategies of sustainable resource use
5. Understand the school level environment protection

Content

Unit-1: Understanding Environment, Weather, Climate, Agriculture & Health
1. Need and importance of Environmental education - Understanding the Concepts: Temperature, rainfall, wind speed, wind direction, clouds, monsoons in India
2. Cold Wave, Fog, Snow Storms, Hailstorm, Thunderstorm, Dust storm, Heat Wave, Tropical Cyclones and Tidal waves, Floods, Heavy Rain, landslides and Droughts.
3. Conservation agriculture for sustainable land use, Mitigate soil and water loss through runoff with suitable control measures
4. Hot and cold weather, unseasonal and irregular rains causing diseases, infection, loss of life, vulnerable areas, vulnerable groups
5. Health risks, control measures for food and water-borne, and vector-borne diseases effect on infrastructure to face natural disasters.

Unit-2: Environmental issues & Concerns
1. Global warming, effects on melting ice caps, greenhouse effect.
2. Earth as a greenhouse, role of carbon, fossil fuels, carbon in and out of living things.
3. Ozone layer depletion, Climate change causes - human and natural, mitigation and adaptation, effect on animals, plants, insects and humans
4. Energy conservation, reduce, reuse, recycle material, energy and water
5. Planting and biodiversity conservation, climate change and disasters.

Unit-3: Environmental pollution, Ecosystem & Human Impacts on Environment
1. Biotic: flora, fauna and microbes in a given ecosystem, Abiotic: air, water and soil. Vegetation, microclimate and biodiversity
2. Agriculture, Industry, Transportation
3. Water Bodies and Forestry. Mitigation methods
4. Mission Kakatiya - Water Bodies and Haritha Haram - Plantation
5. Food, Consumption, Recreation, Housing and Indoor temperature and Green Buildings
Engagement

	Environmental Issues & concerns	Mode of Transaction & Engagement
1	Haritha Haram: Tree-planting and Tree Survival Monitoring	Let the students plant a sapling under Haritha Haram Programme and monitor its growth every week for one year. Students are asked to adopt a tree in and around the school/Residence and maintain a tree diary to note their periodical observations on tree ecology: Birds, Flowers, Fruits, Insects and Seasonal Changes in Leaves. Explain the medicinal values and importance of trees in eco system.
2	Mission Kakatiya: Community-Based Water Body Monitoring:	Take the students to a water body which is being covered for restoration under Mission Kakatiya. Let students test the water quality and estimate the water quantity by taking the length, breadth, depth and calculate the water holding in the area.
3	Schools raising awareness about mosquito breeding sites	Identifying the stagnant water in the school which causes the development of larva which leads to mosquitoes Identify the sources(fresh water or used water) of stagnant water and work on it Schools raise awareness about mosquito breeding sites, eliminating standing water.
4	School gardening programmes supporting nutrition.	Motivate the students to grow different plants in school premises ask them to use only organic manure. Plant those trees which yield fruits and vegetables to feed the school Students
4	Project works to the students	Ask the students to make projects on biodiversity, pollution and deforestation and come out with options through group discussion, role plays and presentations Students in school adopted at least one environmentally-friendly behaviour at home and make a presentation on it.
5	Biodiversity handbook	Student is asked to observe the Biodiversity in the school/Parks/Nearby Water bodies and maintain a record which is to be updated once in a month. Maintain the biodiversity handbook(register) of their Town/City/State/Country
6	Carbon footprint	As carbon footprint is a measure of the impact our activities have on the environment, and in particular climate change. It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation. Based on

		this students are asked to develop projects on this topic and implement it in the school campus and observe it in regular intervals and project developed by senior students to be explained to their juniors
7	Climate change handbook:	Create a folder on climate change and human health

Students are asked to involve their family members by asking them what the weather was like at their age when they were of your age, and compare it Record the difference between climate and weather

Ask the students to analyse the reasons for climate change and solutions to overcome it |
| 8 | Global warming: | Students are asked to develop the projects on Global Warming and implement the project in the school.

To stress the issue update the information once in 3 months like as follows:

Gradual increase, observed or projected, in global surface temperature.

Consequences of the enhanced greenhouse effect, which is induced by anthropogenic emissions of greenhouse gases into the atmosphere.

Greenhouse effect: A term describing the role the earth's atmosphere plays in insulating and warming the earth's surface. Without this effect the earth would be a frozen planet with an average temperature on the surface of about -18°C (about 0°F) |
| 9 | Field trips | Provide opportunities for Students to interact with their environment through field trips like visiting community parks, nearby water bodies, Sanctuaries, National Parks, and Organic Fields. After-school they are allowed to develop projects on research and action projects, and to practically apply what they have learned. |
| 10 | Climate adoption | Have to be take up the project which are focused on climate science, mitigation and adaptation. Adaptation research focuses on understanding how the world will respond to a warmer future, moderating the damage, and exploring opportunities. Specific topics have included crops, pests, birds, corral, and human health.

Ask the students to observe the behaviour of the animals , birds and their pets depending on the climate changes and maintain a record of it and which is to updated once in 3months (Season change) |
| 11 | Impacts of climate change on health | We need to ask the students to identify the impacts of climate change on human body and how it would affect the water bodies the Extreme weather events such as cyclones, floods and droughts which diminish the water resources, causing increased malnutrition, waterborne |

		diseases such as diarrhea, and vector-borne diseases such as malaria.
12	Activities	Ask the students to make posters and slogans on Impact and effects of climate change on human body, solid waste surveys, and local food production.
14	Community Projects:	Students are asked to observe and listen to community debates, interviews of professionals and politicians in a newspaper and maintain a record of that. Observing laying of water carrying pipes for a new water system.
15	Surrounding Mapping	Mapping the surrounding pollution and the traffic jams Students can develop maps that identify dangerous and safe locations in their community, best routes for safe evacuation, and environmental hazards such as garbage, quicksand and wells. Maps can also show locations of play areas and highlight different types of play.
16	Item rating and card sorting. .	Boys and girls can make clear judgments about the quality of their environment by rating the features that are important to them, individually or as a group. Many techniques can be used, from card sorting, using markers or stickers to other conventional rating methodologies
17	Drawings	Asking Students to draw pictures of things is tricky and should be used carefully. Adults usually do not interpret Students' drawings accurately without help. Students themselves should explain their drawings and annotate them.

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Paper – XXI – Electives – EDN- 21 a
Peace Education

Theory   **Credit:2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**

Objectives:
> The student teachers will be able to:
1. Understand the relevance of Peace Education and its connection to inner harmony.
2. Understand individual & social relationships based on constitutional values.
3. Reflect on attitudes that generate conflicts at personal & social levels.
4. Learn skills & strategies to resolve conflicts.

Content:

Unit -1: Foundations of Peace:
1. Pre-requisites to peace in the society: Compassionate, ethical decision-making, intercultural and cultural harmony
2. Responsible citizenship, respect for secular and democratic ideals based on non-violence
3. Respect for differences - socio-economic, gender and life style in harmony with sustainable development.
4. Approaches to peace education
5. Peace Prize winners: The Dalai Lama, Malala Yousafzai & Sathyarth Prakash

Unit-2: Understanding conflicts, underlying personal-social Processes and mediation, and transformation of conflict

1. Peace contexts; underlying assumptions, processes and imperatives; Peace is a dynamic reality. It involves acknowledgement and Redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society.
2. Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society.
3. Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global.
4. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
5. Developing capabilities for mediation and conflict transformation:
   i.   Skills and strategies needed for conflict resolution
   ii.   Listening to the conflicting parties
   iii. Awareness of own identity, cultural underpinning, and communication skills
   iv.   Awareness of context of the conflict
   v.   Commitment to mediate

     vi.   Looking for alternative strategies and creative solutions to overcome/transform conflicts.

Unit-3: Critical pedagogy of peace education
1. Challenging the traditional models of learning to constructivist approaches in teaching
2. Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making;
3. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
4. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level;
5. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
6. Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

Engagement:
1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Approaches to peace education – case studies of local and international.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
4. Film clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha debates, Sadako, etc.
5. Preparation of collage from newspapers, etc. to highlight issues and challenges to peace or positive response to them.
6. Developing an action plan for peace in school and local community.
7. Visiting websites on peace education to become familiar with National and International Initiatives, approaches and strategies of peace, case studies of conflict in the region.
8. Guest lectures from Yoga and Peace Organizations.

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Paper – XXI – Electives – EDN- 21 b
Guidance and Counseling

Theory   Credit:2 + 1

Internal Assessment: 15 Marks
External Assessment: 35   Total marks: 50
Objectives:

The Student teachers will be able to:

1. understand the concept of Guidance & counseling and its nature and scope.
2. extend services for Educational, vocational and personal guidance.
3. acquaint with the organizational aspects of guidance services.
4. acquaint with the tools and techniques of guidance services.
5. diagnose the problems of children and to extend guidance and counselling services.
6. acquaint with service agencies of guidance and counselling centres.

Content:

Unit-1:   Introduction to guidance and counseling

1. Guidance – Concept, need and principles
2. Counseling – Concept, need and principles.
3. Counseling approaches – directive and Non-Directive; Group and individual counselling.
4. Characteristics of good counselor and counselling.
5. Role of the Teacher in guidance and counselling.

Unit-2: Types of guidance in Schools

1. Types of guidance –Educational, Vocational and Personal.
2. Educational guidance – nature, scope, curricular choices, and problems of Students related to Educational guidance.
3. Vocational guidance – nature, scope, approaches to career guidance, Employment trends and vocational guidance, Vocationalization of Secondary Education.
4. Personal guidance – nature, scope, problems of Students which need personal guidance, Role of counseling personal guidance.
5. Factors influencing choice of course and vocation-Interest, Aptitude, Intelligence, personality and family background.

Unit-3: Organization of guidance Programme and Tools &Techniques of Guidance

1. Principles for organizing guidance programme
2. Guidance services – Orientation, pupil inventory, occupational information, Counselling, placement and follow-up services.
3. Personnel in the guidance programme-Counselor, career and teacher.
4. Organization of School guidance Programme-Pre-requisites, planning and guidance activities.
5. Evaluation of guidance programme.

6. Tools &Techniques of Guidance: Standardized & Non-standardized
7. Non-Standardised Techniques- Questionnaire, Observation, Sociometry Autobiography, rating scales, anecdotal record, case study, cumulative record and interviews.
8. Standardised tools-Aptitude, Achievement, Interest and personality tests
9. Role of standardised and Non-Developing Students profile and providing guidance.

Engagement:

1. Development of Non-Standardised tools.
2. Field visit to various agencies of guidance and counseling centers and study its Organizational structure, functions and achievements.
3. Development of Students profile by using Standardised and Non-Standardised tools and techniques.
4. Workings in the Guidance/Counselling center i.e., take up one case and prepare a report under the guidance of professional in the center.
5. Conducting awareness programmes and submitting a report on Educational Vocational and personal guidance/Counselling services to Secondary/Intermediate/Degree Students.

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Paper – XXI – Electives – EDN- 21 c
Entrepreneurship Training

Theory   **Credit:2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

       The student teachers will be able to:

1. Develop the skills to initiate their own enterprise
2. Understand the processes involved in establishing own educational institutions
3. Understand the policy & procedures involved in initiating an enterprise
4. Devise various programmes & strategies to run an enterprise successfully.

   Content:

Unit-1: Entrepreneurship

1. Concept, Nature of Entrepreneurship
2. Significance of Entrepreneurship
3. Essential skills of Entrepreneurship

Unit-2: Entrepreneurship Training for Teachers

1. The entrepreneurial teacher
2. Teacher education for entrepreneurship education
3. Implications – A new role for teachers

Unit-3: Delivering skills of entrepreneurship

2. Teachers as facilitators of learning: Mentorship Programs
3. Continuing Professional Development: Engaging the Local Enterprise, Community, role of the school and local community
4. School level support at the local level school to school networks can be developed to exchange good practices and increase quality and participation in entrepreneurship education.

Engagement:

1. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. If you are given a chance to open your school – Narrate your ideologies.
5. Prepare a proposal to start your own school following State Government Rules.
6. Prepare guidelines for a Successful Mentor.
7. Write your strategies to mobilize community children to your school.

8. Suggest various modes of publicity for the Institutional enrolment.
9. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.

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Classroom Management and Organization

Theory   **Credit: 2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teachers will be able to:

1. Understand the importance of classroom organization
2. Understand the importance of classroom Management
3. Develop ability to face the problems in managing the classroom.
4. Know the required physical resources and classroom environment
5. Understand the role of teachers to create a congenial school climate.

Unit-1: Classroom Organization and Management

1. Classroom organization – Meaning and purpose
2. Classroom arrangement different types of seating. Technology integration – OHP, smart board and multimedia.
3. Characteristics of Classroom climate – Learner friendly, inclusive, conclusive
4. Classroom management with different types of students – Leader, Follower, passive
5. Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations. Child Rights Violation & Legal consequences

Unit-2: Physical Facilities

1. Physical space in a school – toilets, classroom, building, open space, classroom space, plays area –Barrier-free environment.
2. Infrastructure – furniture suitable to classrooms, library, laboratory, sports and staff and administrative block.
3. Resources and material – labs, sports, teaching, general facilities water, drinking and other utility.
4. Management and maintenance of physical and material resources to optimize access to teaching organize and implement instructions.
5. Sharing resources – school complex.

Unit-3: Management and Coordination of School Function:

1. Planning - year plan, timetables, school calendar, Day to day schedules, notices, circulars, announcements, staff meeting, exam etc.
2. Monitoring – Allotment of duties and responsibilities of teaching non-teaching staff, Autonomy and Accountability
3. Conducting activities & Documentation – staff meetings, events, programmes, SMC's and Documentation – Minutes, events, bills, programmes, academic and other documents.

4. School community relationships and parent – teacher relationships.
5. Leadership styles of HM & teachers; Approaches to professional development of a teacher; Perspective planning and coordination with authorities for support; Accountability and self assessment of teachers and feedback mechanisms.
6. Conducive school environment – team work, transparency, self – esteem among Headmaster, teachers and students.
7. Strategies to manage: Classroom, behavioural problems, Time - time allocation, instructional time, engaged time and Academic learning time.

Engagement:

1. Observe the classrooms in different types of schools & write a report on the classroom arrangement with different resources.
2. Explore & enlist various physical and academic resources essential for an ideal functioning of a school.
3. Envision a learner friendly classroom & school and write about its climate.
4. Visit any e-classroom & write about it.
5. Observe any one school complex and write about the resources sharing done and write a brief report about it.
6. Interview different teachers and identify different types of students in the classrooms & explore the strategies used by the teachers.
7. Observe few classrooms and record the time management of teachers with respect to total time slot, instruction time, engaged time & academic learning time:

Classroom No.	Instruction time (Minutes)	Engaged time (Minutes)	Academic learning time (Minutes)	Total time (Minutes)	Remarks

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Paper – XXI – Electives – EDN- 21 e
Disaster Management Education

Theory   **Credit: 2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

1. To provide an overview of Disaster Management as a multidisciplinary subject area
2. To create awareness on the Disaster Management cycle (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
3. To develop understanding about disaster response, relief, rehabilitation & reconstruction

Content:

UNIT-1: Introduction to Disaster Management

1. Concept and definitions of Disaster; Types of Disaster – natural and man-made disasters
2. Consequences of Disaster; Overview of Disaster scenes world over, in India and Telangana Understanding of Disaster cycle of natural disasters; prevention, preparedness, mitigation, search, rescue, relief, rehabilitation and reconstruction
3. Role of education in Disaster management
4. India Disaster Report: Government policy

UNIT-2: Disaster Preparedness

1. Vulnerability profile of India
2. Approaches/Initiatives of Government of India in strengthening, preparedness; revamping civil defense, fire services and home guards; CBDP
3. Role of NGOs
4. Role of Corporate sector
5. Forecasting and Early warning

UNIT-3: Disaster Response

1. Search and Rescue; evacuation
2. Temporary relief camps; sectoral concerns in health, safe drinking water, sanitation, community kitchen
3. Rehabilitation; physical, social, economic and psychological aspects
4. Reconstruction; role of enforcement of techno-legal regime with illustrations
5. Human resource management/ Capacity development

 Engagement
  I. Case Studies in Disaster Management

1. Visit the Institutions such as NGRI, NIRD and prepare a list of natural disaster-prone areas in India & Telangana.
2. Conduct a study (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/ photographs and clippings showing the damage caused by disasters

 II. Educational design in Disaster Management, learning & instructional materials

1. Celebration of landmark days such as IDNDR day to create awareness among school children about the different aspects of disaster management
2. Study the role of any one of the Newspapers of your locality and write a report as to how it is contributing in awareness raising, education & opinion building to save human lives and protect property

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Semester – IV

Paper – XXI – Electives – EDN- 21 f
Practical Ethics

Theory   **Credit: 2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teachers will be able to:

1. Understand the importance of practical ethics to human life
2. Visualize the strength of morality in making humane personality
3. Appreciate the beauty of pro-social behaviour in building human relations
4. Judge business ethics
5. Judge the need for higher education ethics

Content:

Unit-1: Understanding Practical Ethics

1. Meaning and Nature of Ethics
2. Postulations of Ethics
3. Basic presuppositions of Morality
4. Moral ideals & Moral dilemmas
5. Moral behaviour and Higher education Ethics

Unit-2: Pro-social Behaviour – Social & Individual Ethics

1. Understanding the concept of Pro-social behaviour
2. Social behaviour – Truthfulness, non-violence, compassion, non-stealing, chastity, cooperation, collaboration, coordination, continuance & tolerance
3. Personal – cleanliness, continuance, self-study, contentment & devotion to God
4. Future vision – Commitment towards society, environment and parents

Unit-3: Business Ethics

1. Promoting Ethical culture at workplace
2. Ethical leadership and decision making
3. Whistle blowing
4. Corporate governance
5. Social responsibility of business and Ethical training.

Engagement:

1. Prepare some questions on day to day ethics
2. Write a list of Habits or moral decisions
3. Conduct self- analysis when in crisis, value clarification approach – Lewis Ruth.

4. Observe and interview students & teachers and write about their academic honesty & intellectual integrity
5. Explore Pancha mahavratas of Jain Philosophy & practice to yourself in day to day life & write your reflections.
6. Observe and interview some animal rearing persons and explore the compassion, empathy & equality observed in their habits.
7. Reflect on Indian Arishadvargas / Kleshas, Kama, kroda, moha, mada, mastheryas and analyse your behaviour everyday.
8. Analyse the concept of Dharma in Indian society and critically write your views on Varnashrama Dharma's relevance in harmonious life.

References:

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Semester – IV

Paper – XXI – Electives – EDN- 21 g
Tribal Education

Theory   **Credit: 2 + 1**

Internal Assessment: 15 Marks
External Assessment: 35   **Total marks: 50**
Objectives:

The student teachers will be able to:

1. understand the concept of Tribes and their status.
2. acquire a deeper understanding of Tribal Welfare programmes in India & A.P.
3. develop insights into the growth and development of Tribal Education in India & A.P.
4. understand the issues and trends in contemporary Tribal Society.
5. gain practical experience to students in Tribal Education Programmes.
6. explore the research areas in Tribal Education.

Content:

Unit-1: Introduction Tribal Education

1.   Understanding the concept of Tribe
2.   International initiatives for the development of Tribes.
3.   United Nations Declaration on the Rights of Tribal People.
4.   Historical perspectives of Tribal Education in India
5.   Educational Challenges of Tribal Children.

Unit-2: Tribal Education in India with special reference to Telangana
1. Constitutional Safeguards and Provisions related to Tribes
2. Development of Tribal Educations in The State - Higher Education; Secondary Education and Primary Education
3. Tribal Educational Institutions - APTWREI Society (Gurukulum) and ITDA
4. Ethnographic profile of Tribes in Telangana.
5. Recent Trends & Issues in Tribal Education.

Unit-3: Tribal Education and Women Empowerment

1. Tribal Women in Telangana.
2. Educational Status of Tribal Women in Telangana
3. Developmental Programmes for Tribal Women
4. Empowerment of Tribal Women – Governmental interventions
5. Role of NGOs/Voluntary Organizations for promoting tribal education
6. Thrust Areas of Research in Tribal Education and Research studies in Telangana on Issues related to Tribal Education.

Engagement:

1. Student teachers should teach at least one tribal adult to become literate.
2. Each student shall organize and participate in literacy or other development awareness programmes in tribal settlements
3. Visit ashram/tribal welfare residential school/tribal welfare department / ITDA and write a report on its functions.
4. Write a report on Bridge School Programmes in Tribal settlement/village/area/neighbor hood
5. Write a report on Sarva Shiskha Abhiyan Programmes in tribal areas

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PAPER – XII / XIII (EDN – 12 d / 13 d)

Practical Examination (Final Lesson) – Method I & II

[Method I & II – @50 Marks]   1-Credit (One Credit for each Method)

Objectives

This Practical Examination (Final Lesson) will enable the student teachers to:

1. Exhibit their teaching competencies in the classroom
2. Be assessed by the examiners to certify the student teachers' teaching competencies

Course Content

Every student teacher shall prepare a period plan and teaching aids based on the topics listed for the high school. Practical examination schedule shall be prepared by the examination branch in consultation with the Dept. of Education. This schedule contains the subject – wise Internal & External examiners, Unit Coordinators, Chief Coordinators and the list of students scheduled for each sitting in a school.

Unit Coordinators shall supervise in the smooth conduct of the practical examinations as per the schedule. Head Master / Head Mistress of the school shall be appointed as Coordinator.

Evaluation

The student teacher will be permitted to appear for the practical examination (final lesson) only after completing the course practicum & internship. The practical examination of teaching a lesson of each candidate will be conducted by two independent examiners – one internal and one external.