

# **B.Ed. Open and Distance Learning (ODL)**

(With effect from the Academic year 2019-21)



**A University Accredited with A+ by the NAAC  
A University with Potential for Excellence**

**Professor G. Ram Reddy Centre for Distance Education (PGRRCDE)**

**Osmania University, Hyderabad**

**Rules and Regulations of B.Ed. ODL Course  
Osmania University, Hyderabad  
With effect from the Academic Year 2019-21**

**1. Preamble**

The Bachelor of Education ( B.Ed.) in ODL mode, is a professional course for in-service teachers, a second degree in teacher education, primarily intended for upgrading the professional competence of working teachers who have entered the profession without formal secondary teacher training. It aims at preparing in-service teachers for the secondary stage of education.

**2. Duration**

The duration of B.Ed. ODL course shall be two academic years. However the students shall be permitted to complete the course within a maximum period of five years.

**3. Intake**

The sanctioned intake for the B.Ed. ODL is 500 students. There shall be 10 study centers. Each study centre shall enroll 50 students in a given academic year.

**4. Eligibility**

The following candidates are eligible to pursue B.Ed.( ODL):

- i. Trained in-service teachers in elementary education.
- ii. Candidates who have completed a NCTE recognized teacher education program through face-to-face mode.
- iii. Candidate should be a Graduate - B.A./B.Sc./B.com.
- iv. All the reservation and relaxation as per university distance education rules.

**5. Admission**

A candidate for admission to two year B.Ed. (ODL) Course has to qualify at the entrance test conducted by the PGRRCDE 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 as per the NCTE guidelines and State and University rules in vogue. Admission shall be methodology wise as per G.O. No. 13, dated 27-5-2017.

**6. Fees**

The candidate has to pay a fee of RS. 20, 000 per annum that comes up to RS. 40,000 for two years. The fee excludes examination and other charges.

**7. Curriculum**

The curriculum offered at BEd. (ODL) shall be on par with B.Ed. face- to- face mode. The syllabus of face to-face mode shall be transformed into distance mode consisting of Blocks/ units as per credit hours of study. However, all those modalities shall be taken care of in the material preparation.

Course is in blended mode. The self learning course material shall be modular and credit based. Self instruction material will be made available.

### 7.1 Contact program

Apart from the school based activities and practice teaching in a course of two years duration, the personal contact program shall cover counseling and workshops, seminar presentations, tutorials, report writing, etc. shall be held at headquarters and /or study centers convenient to the learners for a period of **Six months**. The personal contact program shall be as is given below:

- a) **Academic counseling**: **144 study hours** spread over two years are devoted to counseling sessions. The counseling sessions are in the form of tutorials and not as teaching sessions as the learning materials provided shall perform the teaching function. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, field work, teaching practice, projects, assignments, time management, study hours spread over two years. The detailed schedule will be provided after admission.
- b) **Workshops**: Micro-teaching, Reflective-teaching, and Four EPCs will be conducted during workshops. Lesson planning, technology integrated lessons, art and craft integrated lessons, innovative pedagogy lessons, preparation of teaching aids, CCE, all required practice sessions. Nai-Talim record and other internship related records will be discussed. Every year there shall be **two workshops of six (6) days duration**.
- c) **School- based activities**: The teacher should involve in all the activities which a teacher is supposed to perform in a school. The mentor ( a Lecturer / Academic Counselor of the Study Center) shall observe for a minimum of **15 study hours**. Learners can interact with a experienced senior member of the faculty.
- d) **Teaching practice**: A learner enrolled in a B.Ed. program through the ODL system shall go through the teaching practice for **three months** in the schools where he/she works under the supervision of senior teacher/ academic counselor. Each lesson will be guided, supervised, assessed and feedback given. The learner shall be provided constructive feedback on his /her performance (strengths and weaknesses) by the supervisors/teacher educators. The learner shall discuss with the supervisor/ teacher educator the preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal feedback on his/her teaching practice from the teacher. 40 lessons shall be taught during the internship program. Out of 40 lessons, 5 lessons shall be taught in the school allotted by the study centre. The remaining 35 lessons in each methodology are taught in the school where they are working.

- e) There shall be student assignments, 30% weightage be given to assessment of assignments. At the end of first and second year the external examinations will be conducted by the Controller of Examinations, Osmania University. Study centres located in the teacher education institutions shall conduct examination of practice teaching and work experience components as per the university guidelines.

**Program organization:** PGRRCDE website shall provide all the information required to the learners from time to time. Also the resources and other facilities shall be made available on website. It provides all the information related to the candidates, enrollment, study centres, examinations, schedule of activities, etc..

**8. Examination:** Two- tier evaluation shall be used by the university. Continuous and comprehensive evaluation and term -end examination shall be conducted as per the scheme of examination. The weightage for internal and external examinations shall be in the ratio of 30:70.

#### **Monitoring and Supervision**

Regular field visits by the faculty, feedback from the study centre coordinators and also interaction with learners through ICT shall be arranged.

### **STRUCTURE OF Two Year B. Ed. (ODL) COURSE – 2019-21**

#### **First year**

Core Papers (Five)  
Pedagogy Papers (two)  
EPC I & II  
Reflective & Micro teaching (Workshop)  
Internship

#### **Second year**

Core Papers (Four)  
Pedagogy Papers (two)  
Elective Paper (One)  
EPC III & IV & Nai-Talim  
Internship related records (Workshop)  
Internship

## STRUCTURE

### First Year

<b>Paper No</b>	<b>Paper Title</b>
Paper – I	Philosophical Perspectives of Education
Paper – II	Assessment for Learning
Paper – III	Psychology of Childhood and Adolescence
Paper-IV-	Sociological Perspectives of Education
Paper – V	Health & Physical Education
Paper – VI (a)	Pedagogy of a school subject ( I / II Method ) (Mathematics, Social Sciences, Biological Science)
Paper – VII (a)	Pedagogy of a school subject ( I / II Method) (Languages, Physical Science)
	<b>Practicum</b>
Paper – VIII	EPC-I- Self Development (Communicative English, Life Skills & yoga)
Paper -IX	EPC-II- ICT Mediation in Teaching – Learning
Paper-X	Microteaching & Reflective Teaching ( I / II Method)
Paper-XI	Microteaching & Reflective Teaching ( I / II Method)
	<b>Internship</b>
Paper-XII	Observation Record (Observation of Regular Teachers Teaching)
Paper-XIII a	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)
Paper-XIV a	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)

## STRUCTURE

### Second year

Paper No	Paper Title
Paper – VI b	Pedagogy of a school subject ( I / II Method ) (Mathematics, Social Sciences, Biological Science)
Paper – VII b	Pedagogy of a school subject ( I / II Method) (Languages, Physical Science)
Paper- XV	School Organization and Management
Paper-XVI	Inclusive Practices
Paper – XVII	Contemporary Education in India
Paper – XVIII	Environmental Education: Issues and Concerns
Paper-XIX	* Electives - Anyone from the following: 1.Peace Education 2.Guidance and counseling 3.Disaster Management Education
	<b>Practicum</b>
Paper XX	Nai Talim – Experiential Learning and Community Engagement
Paper-XXI	EPC-III - Drama & Art in Education
Paper- XXII	EPC-IV- Reflective Reading
	<b>Internship – Two (2) Months</b>
Paper-XIII b	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)
Paper- XIVb	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)
Paper XX III	(Internship related records) Reflective Journal Research-based Report (Action Research) Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMC's), PTA meetings and other school records e- Portfolio, Continuous comprehensive Evaluation (CCE) Nai Talim - Experience Based Learning Related Report
Paper-XXIV	Practical Examination – Final Lesson ( I / II Method)
Paper-XXV	Practical Examination – Final Lesson ( I / II Method)

## Scheme of Examination

### First Year

Paper No	Name of the Paper	University Exam Marks	Internal Marks	Max. Marks	Examination Duration
Paper – I	Philosophical Perspectives of Education	70	30	100	3 Hrs.
Paper – II	Assessment for Learning	70	30	100	3 Hrs.
Paper – III	Psychology of Childhood and Adolescence	70	30	100	3 Hrs.
Paper-IV-	Sociological Perspectives of Education	70	30	100	3 Hrs.
Paper – V	Health & Physical Education	35	15	50	1 ½ Hrs.
Paper – VI (a)	Pedagogy of a school subject (I/ II Method ) (Mathematics, Social Sciences, Biological Science)	70	30	100	3 Hrs.
Paper – VII (a)	Pedagogy of a school subject ( I/ II Method) (Languages, Physical Science)	70	30	100	3 Hrs.
<b>Total</b>				<b>650</b>	
<b>Practicum</b>					
Paper – VIII	EPC-I- Self Development (Communicative English, Life Skills & Yoga)	35	15	50	1 ½ Hrs.
Paper -IX	EPC-II- ICT Mediation in Teaching – Learning	35	15	50	1 ½ Hrs.
Paper-X	Microteaching & Reflective Teaching ( I/ II Method)	-	50	50	1 ½ Hrs.
Paper-XI	Microteaching & Reflective Teaching ( I/ II Method)	-	50	50	1 ½ Hrs.
<b>Internship</b>					
Paper-XII	Observation Record (Observation of Regular Teachers Teaching)	-	50	50	1 ½ Hrs.
Paper-XIII(a)	Teaching Practice-Period plan Record (20 lessons) ( I/ II Method)	-	100	100	3 Hrs.
Paper-XIV (a)	Teaching Practice-Period plan Record (20 lessons) ( I/ II Method)	-	100	100	3 Hrs.
<b>Total</b>				<b>450</b>	
<b>Total ( Theory+ Practicum)</b>				<b>1100</b>	

## Scheme of Examination

### Second year

Paper No	Paper Title	University Exam Marks	Internal Marks	Max. Marks	Examination Duration
Paper – VI b	Pedagogy of a school subject (I/ II Method ) (Mathematics, Social Sciences, Biological Science)	70	30	100	3 Hrs.
Paper – VII b	Pedagogy of a school subject ( I / II Method) (Languages, Physical Science)	70	30	100	3 Hrs.
Paper- XV	School Organization and Management	70	30	100	3 Hrs.
Paper-XVI	Inclusive Practices	35	15	50	1 ½ Hrs.
Paper – XVII	Contemporary Education in India	35	15	50	1 ½ Hrs.
Paper –XVIII	Environmental Education: Issues and Concerns	35	15	50	1 ½ Hrs.
Paper-XIX	* Electives - Anyone from the following: 1.Peace Education 2.Guidance and counseling 3.Disaster Management Education	35	15	50	1 ½ Hrs.
	<b>Total Theory</b>			<b>500</b>	
	<b>Practicum</b>				
Paper XX	Nai Talim – Experiential Learning and Community Engagement		50	50	1 ½ Hrs.
Paper-XXI	EPC-III - Drama & Art in Education	35	15	50	1 ½ Hrs.
Paper- XXII	EPC-IV- Reflective Reading	35	15	50	1 ½ Hrs.
	<b>Internship – Two (2) Months</b>				
Paper-XIII b	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)		125	125	
Paper- XIVb	Teaching Practice-Period plan Record (20 lessons) ( I / II Method)		125	125	
Paper XX III	(Internship related records) - Reflective Journal - Research-based Report (Action Research) - Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMC's), - PTA meetings and other school records - e- Portfolio, - Continuous comprehensive Evaluation (CCE) -Nai Talim - Experience Based - Learning Related Report		25 25 25 25 25 25	25 25 25 25 25 25	
Paper-XXIV	Practical Examination – Final Lesson ( I / II Method)	50		50	1 ½ Hrs.
Paper-XXV	Practical Examination – Final Lesson ( I / II Method)	50		50	1 ½ Hrs.
	<b>Total Practicum</b>			<b>650</b>	
	<b>Total Theory &amp; Practicum</b>			<b>1150</b>	
	<b>Total I &amp; II Year</b>			<b>2250</b>	



	Theory	Practicum	Total Marks
<b>I - Year</b>	<b>750</b>	<b>350</b>	<b>1100</b>
<b>II - Year</b>	<b>500</b>	<b>650</b>	<b>1150</b>
<b>Total</b>	<b>1250</b>	<b>1000</b>	<b>2250</b>

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

## EXAMINATIONS

### 1) Rules of Examination:

Examination fee payment details can be obtained by the candidates through PGRRCDE website: [www.oucde.net](http://www.oucde.net).

### 2) Scheme of the Examination:

- There is no “detention” system in Distance Education. Students who have failed will be allowed to continue the course of study for the next year.
- However they have to complete the course in four academic years from the date of joining. Those who could not complete the course within four years, have to re-register by paying Rs. 500/- for every year. Those who have paid the examination fee both for previous and final year but failed to appear / appeared and failed only are eligible for “**Re-Registration**”.

The candidates who have completed four years period from the year of Registration and have registered to B.Ed. (ODL) Previous examinations but not registered for Final year examinations, have to pay **Re-Registration fee of Rs. 1000/-** for permission to appear for their Final year exams in addition to the normal exam fee.

Candidates who have completed four years period from the year of registration and paid term fee for previous but not registered for Previous examinations, by paying **Rs. 1000/-** towards Re-Registration fee for permission to appear for the previous examinations and they are eligible to write the final year examinations in the next academic year by paying **Rs. 500/-** every year towards re-registration fee in addition to the normal examination fee.

Candidates appearing for B.Ed. (ODL) Examinations should register for PREVIOUS examinations first. **They cannot appear for both previous and Final Year examination simultaneously unless they register for PREVIOUS examination in the preceding year.**

### Internal Assignments:

Every student of B.Ed. (ODL) I, II Year who have paid Examination Fee for the First time only has to write and submit Assignment for each paper compulsorily for that Year only. Each assignment carries 30/15 marks. University Examinations will be held for 70 / 35 marks. The concerned faculty evaluates these assignment scripts. The marks awarded to you will be forwarded to the controller of Examination, for inclusion in the University Examination marks. If you fail to submit Internal Assignments before the stipulated date, the internal marks will not be added to University examination marks under any circumstances. The assignment marks will not be accepted after the stipulated date.

Students have to pay Rs. 300/- Internal Assignment Fee along with the Examination Fee and submit the Online Fee Receipt / Acknowledgement along with assignments at the concerned counter before stipulated date and obtain proper receipt.

Assignments on Printed / Photocopy / Typed papers will not be accepted and will not be valued at any cost. Only hand written Assignments will be accepted and valued.

### **Selection of Methods of Teaching**

- i. Every candidate is expected to select two methods of teaching under B.Ed.(ODL) 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.

### **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.

### **Rules of Attendance:**

Attending all Workshops is compulsory for appearing practical examinations during First year as well as Second year.

### **Rules for Improvement:**

#### **Paper-Wise Improvement:**

Paper – Wise improvement is permissible either in the individual paper or in the whole of an examination, only when he / she has passed in the first attempt, conducted by the University for that batch of Regular students admitted to the course along with him / her.

- i. Candidates are [permitted to appear for paper-wise improvement only once for previous and once for final year examination under year-wise scheme.
- ii. Candidate who wishes to improve his / her performance, whether in the previous or Final year examination is required to do so by appearing in the next immediate regular examination, along with the next batch of regular students, conducted by the University. Even if a student has passed in one or two or three papers in the previous or final years in their first attempt, can appear for paper-wise improvement along with backlogs (i.e., along with failed papers) in the next immediate examination. Paper-wise improvement is not permissible on completion of any backlog papers.

Note: Backlog means those who have registered for the examination but absent in one or more papers, or failed in any paper or not registered for the examination along with his / her batch of students.

- iii. Candidates appearing for paper-wise improvement are permitted to retain the better of the two performances in individual papers, for the purpose of award of division.

### **Aggregate Improvement:**

When the candidates exhausted the chances of paper –wise improvement of previous / final years, the candidates shall be permitted to appear for aggregate improvement as per the following conditions.

- i). The aggregate improvement is permissible only if he / she appears for the whole Examination and not in individual papers. The candidate can appear either for previous or final or for both under year-wise scheme of examination. The candidates have to appear for improvement examinations as per the scheme and syllabus in vogue at the time of taking the examination.
- ii). When the candidate appears for the whole examination either in previous or final year both for aggregate improvement, he /she shall have the OPTION to retain the better of the aggregate marks of the two examinations taken as a whole and not the better performance in individual papers (s).
- iii). Further, the candidate is allowed to appear for aggregate improvement either in previous or final or both but not exceeding (2) chances in previous or final year each.
- iv). Candidates who appear for improvement of performance under the above tow categories are not eligible for the award of Distinction / prizes / Merit certificates etc.

**Note:-** These rules for improvement may change from time to time.

### **AWARD OF DIVISION:**

First division with distinction	70% of marks and above
First division	60% & above and less than 70%
Second division	50% & above and less than 60%
Pass division	40% & above and less than 50%

### **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.

**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  
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  
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.

FIRST YEAR

PAPER-I

**Philosophical Perspectives of Education**

**Theory**

**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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FIRST YEAR  
PAPER- II  
**Assessment for Learning**

**Theory**

**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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FIRST YEAR

PAPER-III

**Psychology of Childhood and Adolescence**

**Theory**

**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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**FIRST YEAR**

**PAPER-IV**

**Sociological Perspectives of Education**

**Theory**

**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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FIRST YEAR

PAPER – V

**Health and Physical Education**

**Theory**

**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 preserve 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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2. Approach to Adolescents: UNESCO's Objective, [www.un.org.in/jinit/unesco.pdf](http://www.un.org.in/jinit/unesco.pdf)
3. Culture and Adolescent Development, [www.ac.wvu.edu](http://www.ac.wvu.edu)
4. Future of Mid-day Meals, [www.hinduonnet.com](http://www.hinduonnet.com)
5. Health Needs of Adolescents in India, [www.icrw.org](http://www.icrw.org)
6. History of Games and Sports in India, [www.indianmirror.com](http://www.indianmirror.com)
7. J. Niti, Teens, [www.boloji.com/wfs/wfs008.htm](http://www.boloji.com/wfs/wfs008.htm)
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**FIRST YEAR  
PAPER-VI (a)  
Method I / II - Pedagogy of Mathematics**

**Theory**

**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, Aryabhata, 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.

### References:

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**FIRST YEAR  
PAPER-VI (a)  
Method I / II - Pedagogy of Biological Sciences**

**Theory**

**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, Feynman's Perspective of Science values.
8. Development of Problem Solving Skills

### **Unit-4: Learning objectives of Biological science**

2. Meaning of Learning Objectives, Is learning objectives external?
3. Developing Learning Objectives, Features of well-developed learning objectives
4. Blooms Taxonomy - Anderson and Krathwohl's Taxonomy
5. Writing Learning Objectives, Remembering, Understanding, Applying, Analyzing, 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 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, Cancer 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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FIRST YEAR  
PAPER-VI (a)  
**Method I / II - Pedagogy of Social Sciences**

**Theory**

**Total marks: 100**

**Internal Assessment: 30 Marks**

**External Assessment: 70**

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 – Capitalism, Socialism 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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FIRST YEAR  
PAPER-VII(a)  
**Method I / II - Pedagogy of Physical Sciences**

**Theory**

**Total marks: 100**

**Internal Assessment: 30 Marks**

**External Assessment: 70**

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 – Feynman’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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FIRST YEAR  
PAPER-VII (a)  
**Method I / II - Pedagogy of English**

**Theory**

**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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**FIRST YEAR**  
**Paper: VII(a)**  
**Method I /II-Pedagogy of Telugu**

Theory:  
Assessment: 30 Marks  
External Assessment: 70 Marks

Internal  
Total: 100 marks

**చి. యి.డి. కోర్సు లక్ష్యాలు**

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

- భాష, అవశ్యకత, భాష - సమాజ సంబంధాలను అర్థంచేసుకొంటారు.
- తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటే ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మార్కమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్థం చేసుకొంటారు.
- తెలుగు సాహిత్యం గురించి, సాహిత్యం అధ్యయనం అవశ్యకత 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 పూర్వోపాధుల పట్ల సామర్థ్యాన్ని సాధిస్తారు.
- భాషోపాధ్యాయుల సన్నద్ధత అవశ్యకత గ్రహిస్తారు. వార్షిక, పాఠ్య, పీరియడ్ ప్రణాళికలను రాస్తారు. వీటి ఆధారంగా బోధించే సామర్థ్యాన్ని అలవర్చుకొంటారు.
- భాషాభివృద్ధికి తోడ్పడే కార్యక్రమాలను తెలుపుకొని అమలుపరుస్తారు.
- వివిధ వ్యవహారరూపాల వారీగా పూర్వోపాధులను తెలుపుకొని అమలుపరుస్తారు.
- మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్థం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం అవశ్యకతను, సంశ్లేషణాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్థంచేసుకొని అమలు పర్చగల్గుతారు.
- సామర్థ్యాల వారీగా కేటాయించిన భారత్వాల ప్రకారం ప్రశ్నపత్రాల తయారీ, జవాబు పత్రాలను సూచికల ఆధారంగా దీర్ఘ సామర్థ్యాన్ని పొందుతారు.
- భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధిలయిక సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెలుపుకొని వినియోగించగల్గుతారు.
- ఆధునిక సాంకేతిక పరిజ్ఞానం అవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.
- అందభాష్య కృత్యాలను అమలుపరచడం ద్వారా తమకున్న అపోహలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యసనం గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

- ఆధునిక సాంకేతిక పరిజ్ఞానం అవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.
- అందభాష్య కృత్యాలను అమలుపరచడం ద్వారా తమకున్న అపోహలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యసనం గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

**I. భాష - అవశ్యకత - స్వభావం - సమాజం - ప్రయోజనాలు :**

- భాష యొక్క అవశ్యకత - భాష స్వభావం - భాషోత్పత్తి - దృగులు దర్శన ఉత్పత్తి స్థానాలు - మానవ భాష - అంతువులభావ శేదాలు - భాషా ప్రయోజనాలు - భాషా నిర్మాణం - ప్రపంచ భాషల వర్గీకరణ - భాష గుర్తింపు - భాష ఒక మాధ్యమం - విషయం - భాష మరియు లింగ - త్రిభాషా సూత్రం, భాష మరియు సమాజం, సమాజంలోని వివిధ వర్గాలు భాష, భాష - నాగరికత - సంస్కృతి, భాష మరియు అస్తిత్వం, - ఐహాభాషలు / ఐహాభాషిత్వం.

**II. తెలుగు భాష తీరు తెన్నులు ఇతర భాషల ప్రభావం :**

- స్వాతంత్ర్యానికి పూర్వం తెలుగు భాష, స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష వివిధ వ్యవహారంలో తెలుగు భాష - తాను భాష - భౌతిక భాష - వ్యవహారిక భాష - మాండలికాలు - ప్రామాణిక భాష Vs వ్యవహారిక భాష - తెలుగు భాష - సంస్కృతం, తెలుగు - ఉర్దూ, తెలుగు - ఆంగ్లం తెలుగు - ఫారీసీ, కన్నడం ఇతర భాషలు, భాషోద్యమం - తెలుగు భాష ప్రస్తుత పరిస్థితి. యునెస్కో అధ్యయనం, ప్రసార మాధ్యమంలో తెలుగు భాష - భాషా పరిరక్షణ చేపట్టాల్సిన చర్యలు - పరిపలాల్లోని భాషలు - పాఠశాలలో భాష - పాఠశాలేతర వ్యవహారాల్లో భాష - పాఠ్యాంశంగా భాష - మాతృభాష - మాధ్యమభాష - ప్రాధాన్యతలు - పరిమితులు - ఐహాభాష వివిధ సంస్కృతుల తరగతిలో తెలుగు భాష

**III. తెలుగు సాహిత్య అధ్యయనం అవశ్యకత ప్రయోజనాలు :**

- తెలుగు సాహిత్యం - ప్రాచీన, ఆధునిక ప్రక్రియలు.
- తెలుగు సాహిత్యం - బాల సాహిత్యం మొ. వాటి అధ్యయనం అవశ్యకత ప్రయోజనాలు, విషయ, రచయితలు, శైలులు.
- జరిపించి కృష్ణమూర్తి ప్రాచీన సాహిత్య అధ్యయనం ఆధారంగా ఈ యూనిట్ వ్రాయాలి.

**విషయం - భాష :**

- విషయ భాషను ఎలా నేర్చుకోవాలి. విషయకున్న భాషా సామర్థ్యం - విషయ నేర్చుకోవటం గురించి ఆపోహలు వాస్తవాలు విషయ భాషానియమాలను భ్రమించే తీరు - తాత్పర్య, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు, భాష - ఆలోచన, భాషాభావ నిర్మాణం, భాష - అభివ్యక్తి, 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 - భాషాంశంగా చదవడం అర్థం చేసుకోవడం.
- ఆలోచించి ఆశ్చర్యకానంతో మాట్లాడడం - స్వీయరచన.
- సృజనాత్మక వ్యక్తీకరణ - చదవాల వినియోగం - ప్రశంస - భాషాంశాలు.

**V. భాష - ఆధునిక దృక్పథము నూతన భాషావాచకాలు :**

- భాషను నేర్పడము అంటే ఏమిటి? - గతంలో భాషను బోధించిన విధానం వీటి పరిణామాలు. భాషా బోధన ఆధునిక దృక్పథం - ఆలోచించేయటము వ్యక్తీకరించడము.
- తప్పలు వెతకటానికి ఐదులు తప్పులు సరిదిద్దే వ్యూహాలు అమలుపరచడం వివరించడానికై ఐదులు స్వయం అరయయనం చర్యలు.
- నూతన తెలుగు వాచకాలు వాటి తాత్పర్య సూత్రాలు.
- పాత్ర వ్యవహారంలోని ప్రత్యేకత - పాత్ర వ్యవహారం ఎలా ఉపయోగించాలి.

## ఆచరణాతలప్రక్త కృత్యాలు - నివేదికలు (Practicum)

### PART - A

- 1) 3 సంవత్సరాల పిల్లలు మాట్లాడే కొన్ని వాక్యాలను నేకరించండి. వాటిని రాయండి. వీటిలో ఇమెడియమ్ వ్యాకరణ సూత్రాలు వివరించండి - వీటిని పిల్లలు ఎలా గ్రహించారు విశ్లేషించండి.
- 2) డి.వి. / ఎఫ్.ఎమ్. రేడియో చానెల్లోని యాంకర్లు లేదా జాకీలు మాట్లాడే భాషను పరిశీలించండి. వ్యావహారిక భాషకు - వీనికి మధ్య గల సామ్యభేదాలు విశ్లేషించండి. వీటి నలన 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 పదేని 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 ప్పాహాలు (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) మేథోమధనము - మోవి.
- 11) ICT ఆధారిత బోధన

ప్రచురణ సంస్థల పేర్లు

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



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	: తెలుగు బోధన పద్ధతులు - నీలకమల్ 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 దక్షిణమూర్తి	: భాష అధునిక దృక్పథం - నీలకమల్ ప్రచురణ
16.	డా॥ భద్రరాజుకృష్ణమూర్తి	: భాష - సమాజం - సంస్కృతి - నీలకమల్ ప్రచురణ
17.	డా॥ డి.యస్.సుబ్రహ్మణ్యం	: అధునిక భాషా శాస్త్ర సిద్ధాంతాలు - తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	: _____ structure
19.	Aitchinson	: Teach your self linguistics
20.	చేకూరి రామారావు	: తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం
21.	డా॥ డి.చంద్రశేఖర రెడ్డి	: పిల్లలభాష - మీడియాచౌజ్
22.	డా॥ బి.సాంబమూర్తి	: విద్యా మూల్యాంకనం - నీలకమల్ ప్రచురణ
23.	డా॥ డి.చంద్రశేఖర రెడ్డి	: మనభాష - మీడియాచౌజ్ ప్రచురణ
24.	డా॥ దహగాం సాంబమూర్తి	: తెలుగు భాషా సాహిత్య దర్శనం (రూపాలు, ప్రక్రియలు, ధోరణులు) - నీలకమల్ ప్రచురణ
25.	కె.వి.వి.యల్.నరసింహారావు	: భాషాబోధన - భాషాశాస్త్రం - నీలకమల్ ప్రచురణ

భాషాభ్యాసానికి సంబంధించిన కొన్ని వెబ్‌సైటులు

- 1) [http://www.bbc.co.uk/schools/magickey/adventures/drogon\\_game.shtml](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/outside/site.cgi?id=4731> Extexternal=<http://www.sdcoe.k12.ca.us/actbank/sorganiz.htm> Etoriginal=<http://www.proteacher.com/070037.shtml> title=Graphic%20organizers contains well-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 tales.
- 5) <http://www.youtube.com/watch?v=2LVNi-FPEuY> has a video of the panchatantra story about the doves in a 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/TPFL1RH.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 inspiring 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](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](http://www.readwritethink.org/materials/in%20the%20bag/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.thepromisefoundation.org/TPFRdk.pdf> is report of a study on Reading difficulties in Kannada, useful for languages researchers in indian language.

FIRST YEAR

PAPER-VII (a)

**METHOD I / II - PEDAGOGY OF URDU**

**Theory**

**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 و مقاصد:

- اس کورس کی تکمیل کے بعد تربیتی اساتذہ میں یہ قابلیت پیدا ہوگی کہ وہ
- زبان کے مختلف رول کو سمجھ سکیں
- زبان اور ادب کے تعلق کو سمجھ سکیں
- زبان کے مختلف رجسٹرز کو سمجھ سکیں
- اپنے طالب علموں میں تخلیقی صلاحیتوں کو فروغ دینے کے قابل بنائیں
- تدریس زبان میں ترجمہ کے رول اور اسکی اہمیت و افادیت کو سمجھ سکیں
- مستند و اول غیر ادبی متوں کا جائزہ لے سکیں اور اسکے ذریعے بصیرت و استحسان ادب کو فروغ دے سکیں۔
- زبان کی تدریس و اکتساب میں تعمیری طرز رسائی کو سمجھ سکیں
- طالب علموں کیلئے عملی مشاغل کو فروغ دے سکیں
- گھر کی زبان، اسکول کی زبان کی اہمیت کو سمجھ سکیں اور تعلیم میں مادری زبان کے کردار کو سمجھ سکیں۔
- کمرہ جماعت میں تدریسی آلات بشمول سمعی و بصری آلات، کمپیوٹر، انٹرنیٹ وغیرہ کے استعمال کے قابل بن سکیں
- کمرہ جماعت میں کثیر لسانیاتی حکمت عملیوں کو رو بہ عمل لانے کے قابل بن سکیں
- لسانی جانچ اور اندازہ قدر کی مختلف تکنکوں سے واقف ہو سکیں
- عصر حاضر کے امور جیسے حق تعلیم برائے اطفال، تعلیم انس، تعلیم ماحولیات وغیرہ کے تعلق سے حساسیت پیدا کریں
- تکنوجی لباب کی ضرورت و افادیت سے واقف ہو سکیں۔

تدریس زبان (اُردو)  
کورس کا خاکہ حصہ اول برائے سمسٹر اول  
یونٹ (1-5)

یونٹ (1) زبان کا کردار

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

(2) 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 حیثیتے زبان کا تنقیدی جائزہ، کثیر لسانی کمرہ جماعت، کثیر تمدنی آگاہی اور تدریس زبان۔

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

(4) قومی نصابی ڈھانچہ (2005) ہندوستان میں اُردو کا موقف بحیثیت زبان اول، دوئم اور سوئم عملی مشاغل:۔

۔ ہندوستانی زبانوں کی تدریس پر مقالہ خصوصاً اُردو زبان کی تدریس کے حوالے سے  
۔ ریڈیو ٹیلی ویژن پر نشر ہونے والے اشتہارات کا تجزیہ زبان اور صنف کی اساس پر  
۔ جماعت ششم تا ہفتم کی سائنس، سماجی علوم اور ریاضی کی درسی کتب سے چند استہاسات 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 - 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

### پروجیکٹ:

- دستور ہند میں پیش کردہ: زبانوں کے موقف ہر ایک رپورٹ لکھیں
- کوٹھاری کمیشن، نئی تعلیمی پالیسی اور پروگرام آف ایکشن کے تحت بنائی گئیں لسانی پالیسیوں پر ایک رپورٹ لکھیں
- اپنے اطراف و اکناف میں واقع کوئی پانچ اسکول کا دورہ کریں اور ان اسکولوں میں سہ لسانی فارمولہ پر کس طرح عمل آوری ہو رہی ہے جائزہ رپورٹ تیار کریں

### مشقی تدریس:

- طلباء سے گفتگو کر کے معلوم کیجئے کہ وہ کون کون سی زبانیں بولتے ہیں۔ اُردو کے کمرہ جماعت میں کثیر لسانی کو خورشیت ایک حکمت عملی استعمال کرنے کا منصوبہ تیار کریں
- اُردو 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 و کردار تقسیم ہند سے قبل اور بعد  
(۲) اُردو کی مختلف اقسام: اُردو وحشیہ زبان علم، اُردو وحشیہ زبان اول دؤم اور سوم اردو بین الاقوامی سطح پر  
تدریس اُردو اور اکتساب اُردو میں درپیش چیلنجز، ریاست تلنگانہ، ریاست آندھرا پردیش میں اُردو کے موقف کا  
تقابلی جائزہ۔

مشاغل:

- اُردو کے کردار اور آزاد ہندوستان میں اسکی اہمیت پر گہری مباحثہ  
- عنوان ”جب الفاظ ناکام ہوتے ہیں تو جنگ چھڑتی ہے“ پر بحث کا انعقاد  
- اس یونٹ میں دیئے گئے عنوانات کو مد نظر رکھتے ہوئے سوالنامہ تیار کیجئے  
اور دس افراد سے انٹرویو لئے کراہیک رپورٹ بعنوان ”ہندوستان میں اُردو زبان کا موقف“ تیار کیجئے

پراجکٹ:

اپنے اطراف و اکناف کے کوئی پانچ اسکولوں کا دورہ کیجئے اور معلوم کیجئے

(i) اُردو کو کس سطح سے ملتعارف 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 و اکتساب کے مختلف نظریات، فلسفیانہ، سماجی اور نفسیاتی  
بنیادیں برائے حصول زبان اور اکتساب زبان استقرائی و استخراجی طرز رسائیاں تعمیری طرز رسائی، کثیر لسانی طرز  
رسائی (جان ڈیوی، برونز پیاجے، ویوٹسکی، جوہسکی) تدریس زبان کے تعلق سے ہندوستانی خیالات (پاننی، کانتا  
پرشاد، کشوری داس وغیرہ)

۲ تدریس زبان کے طریقہ کار کی جانچ کا تنقیدی جائزہ

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

## مشاغل

”مادری زبان اور دیگر زبان“ پر مباحث منعقد کیجئے

پراجکٹ:

اکتساب زبان کے مختلف طریقوں کی خوبیوں اور خامیوں کا تقابلی مطالعہ منقہ تدریس ”زبان کے کمرہ جماعت میں تعمیریت“ کو مد نظر کرکے ہونے کوئی چار مشاغل کی تیاری

یونٹ IV : زبان کی نوعیت:

زبان کے مختلف زاویے۔ لسانی تغیرات، مخارج، صوتیاتی نظام علم صرف و نحو، معنویات، جملوں کی ساخت، آفاقی

قواعد کا تصور

مشاغل:

بول چال اور تحریر کی زبان میں فرقہ ”کے موضوع پر مباحث منعقد کیجئے

یونٹ V۔ لسانی مہارتوں کی تحصیل:

(1) سیاق و سباق میں قواعد۔ سیاق و سباق میں ذخیرہ الفاظ

(2) زبان کی بنیادی مہارتوں کی تحصیل: سننا، گفتگو کرنا، پڑھنا، لکھنا

۔ سننا اور گفتگو کرنا سننے اور گفتگو کرنے کی ذیلی مہارتیں، کوشش ان مہارتوں کو فروغ دینے کے وسائل اور طریقہ  
کہانی کوئی، مکالمہ کوئی موقع کے لحاظ سے گفتگو، کرداری پیشکش کننی (رول پلے) تصاویر لنگوتج لیبارٹریز و دیگر  
ملٹی میڈیا ذرائع

۔ پڑھنا: بڑھنے کی ذیلی مہارتیں۔ مطالعہ کی اہمیت، بلند خوانی اور خاموش خوانی، مطالعہ کی عادت، فرنیٹک، انسائیکلو پیڈیا

اور تھسارز کو استعمال کرنے کی مہارت

۔ لکھنا: تحریر کے مراحل، لکھنے کا عمل، رسمی و غیر رسمی تحریریں جیسے شاعری، مختصر کہانی، خط نگاری، ڈائری لکھنا، مضامین،

رپورٹ، مکالمے، اشتہار۔



## مشاغل:

۔ اُردو کی درسی کتابوں سے قواعد کی کوئی دس مثالیں اکٹھا کیجئے اور ایک گڑھی مباحثہ منعقد کیجئے۔

## منقہ 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۔

FIRST YEAR  
PAPER-VII (a)  
**METHOD I / II - PEDAGOGY OF HINDI**

**Theory**

**Internal Assessment: 30 Marks**  
**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 ।

- 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 मेंप्रथम भाषा एवं द्वितीय भाषा के शिक्षण उद्देश्यों में अंतर।
- 1.4 संविधान और 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 संबंध 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।

**FIRST YEAR**  
**Paper – VII (a)**  
**METHOD – I/II**  
**PEDAGOGY OF SANSKRIT**

**Theory**

**Internal Assessment: 30 Marks**

**External Assessment: 70**

**Total marks: 100**

**OBJECTIVES**

(पाठ्यक्रममुख्योद्देश्यानि)

<p>1) To familiarize teacher trainees with the origin and development of vedic and classical Sanskrit, Prakrit, Apabhraṅsha and Modern Indian languages.</p> <p>2) To provide information about the importance of learning Sanskrit and also present status of Sanskrit in India school curriculum.</p> <p>3) To acquire information on current directions in Sanskrit teaching methods.</p> <p>4) To enable teacher trainees with the various aspects of the B.Ed. programme with special reference to the language skills and language items to be developed, practiced and their evaluation.</p> <p>5) To develop philosophy and guiding principles for the development of Sanskrit textbook.</p>	<p>१) छात्राध्यापकेभ्यः वैदिकलौकिकसंस्कृतयोः प्राकृत-अपभ्रंशाणाम् आधुनिकभारतीयभाषाणां च उद्भवविकासयोः परिचयप्रदानम्।</p> <p>२) संस्कृतभाषायाः महत्त्वम् अध्ययनस्य आवश्यकता अद्यतनभारतीयविद्यालयानां पाठ्यक्रमेषु संस्कृतभाषायाः स्थानमित्याद्यवबोधनम्।</p> <p>३) संस्कृतभाषाशिक्षणे प्रशिक्षणार्थिभ्यः नूतनभाषाशिक्षणसिद्धान्तानाम् अवगाहनम्।</p> <p>४) छात्राध्यापकेभ्यः भाषानैपुण्यानां गद्यपद्यादिभाषाविधानां बोधनाभ्यसनमूल्यांकनादिपद्धतीनाम् अवबोधनम्।</p> <p>५) प्रशिक्षणार्थिभ्यः विविधकक्षाभ्यः पाठ्यपुस्तकनिर्माणे मार्गदर्शकसूत्राणां दार्शनिकतायाश्च अवबोधनम्।</p>
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**FIRST YEAR  
PEDAGOGY OF SUBJECT  
SANSKRIT LANGUAGE METHODS  
SYLLABUS  
PAPER : VII (a)**

**Unit – I**

संस्कृतभाषायाः ऐतिहासिकी पृष्ठभूमिः Origin and Development of Sanskrit Language.

- 1.1 भाषायाः निर्वचनम्- उत्पत्तिसिद्धान्ताः – प्रयोजनानि च।
- 1.2 संस्कृतभाषायाः उद्गमः विकासश्च Origin and development of Sanskrit Language
- 1.3 वैदिकी लौकिकी संस्कृतभाषा – परिचयः Introduction of Vedic and classical sanskrit
- 1.4 प्राकृतभाषाणां परिचयः Introduction of prakrit languages
- 1.5 आधुनिकभाषाणाम् उद्गमः विकासश्च Introduction of modern Indian languages

**Unit – II**

संस्कृतस्य महत्त्वम् – पाठ्यक्रमे तत्स्थानम् आवश्यकता च Importance of learning Sanskrit.  
Present status in Indian school curriculum and its need.

**Unit – III**

संस्कृतशिक्षणपद्धतयः Sanskrit teaching methods

1. पाठशालापद्धतिः Traditional method
2. भण्डार्करापद्धतिः Bhandarkar method
3. पाठ्यपुस्तकपद्धतिः Textbook method
4. प्रत्यक्षपद्धतिः Direct method
5. सम्भाषणपद्धतिः Conversation method
6. संरचनापद्धतिः Structural method
7. समन्वयपद्धतिः Elective method

**Unit – IV**

संस्कृतसाहित्यशिक्षणप्रविधयः Sanskrit literature – Teaching methods

1. उच्चारणशिक्षणम् Pronunciation methods
2. वाचनशिक्षणम् Reading methods
3. लेखनशिक्षणम् Writing methods
4. गद्यशिक्षणम् Prose teaching methods
5. काव्यशिक्षणम् Poetry teaching methods
6. कथाशिक्षणम् Story teaching methods
7. नाटकशिक्षणम् Drama teaching methods

**Unit – V**

पाठ्यपुस्तकम् Textbook

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1.पाठ्यपुस्तकानामावश्यकता           | Textbook and its need       |
| 2.पाठ्यपुस्तकस्य उद्देश्यानि        | Objectives of a Textbook    |
| 3.संस्कृतपाठ्यपुस्तकानां प्रकाराः   | Types of Sanskrit Textbooks |
| सूक्ष्माध्ययनस्य पुस्तकानि          | Books for micro study       |
| विस्तृताध्ययनस्य पुस्तकानि          | Books for broad study       |
| 4.पाठ्यपुस्तकनिर्माणस्य सिद्धान्ताः | Preparation of a Textbook   |

आन्तरिकपक्षस्य सिद्धान्ताः

- 1.सोद्देश्यता
- 2.स्तरानुगुणता
- 3.व्यावहारिकता
- 4.रोचकता
- 5.विषयवैविध्यम्
- 6.आशीर्वादः
- 7.आधुनिकविषयाणां समावेशः
- 8.उपयुक्तता
- 9.व्यवस्थितक्रमः
- 10.अभ्यासः
- 11.भाषाधिकारवर्धनम्

बाह्यपक्षः

- 1.आकारः
- 2.सम्पादनम्
- 3.चित्राणि
- 4.मुद्रणम्
- 5.नाम
- 6.आवरणम्
- 7.मूल्यम्
- 8.संस्कृतपाठ्यपुस्तकप्रयोगे केचन प्रस्तावाः

**FIELD ENGAGEMENTS (क्षेत्रपरियोजनाः)**

- १) पाठ्यक्रमस्य प्रथमांशमाश्रित्य एका प्रश्नावली निर्मातव्या।
- २) प्राकृतानां, तत्सम्बद्धानाम् आधुनिकभाषाणां च वैशिष्ट्येषु साम्यवैशम्ययोः तालिका रचनीया।
- ३) पंचसंस्कृतप्राच्यविद्यालयानां संस्कृतशिक्षणपद्धतेः आधुनिकभाषाशिक्षणपद्धतीनां च मनोविज्ञानशास्त्रमनुसृत्य तुलनात्मकमध्ययनं विधाय सूचनाः समर्पणीयाः।
- ४) दशजनानां साक्षात्कारं विधाय वर्तमाने तेलंगानाप्रांते विद्यालयीयपाठ्यक्रमेषु संस्कृतशिक्षणस्य स्थितेः अपेक्षितायाश्च स्थितेः विवरणं प्रस्तोतव्यम्।
- ५) भारते विद्यालयीयपाठ्यक्रमेषु संस्कृतशिक्षणस्थितेः समुद्धरणविषयम् आश्रित्य वादप्रतिवादानां संगोष्ठीनां च आयोजनं विधेयम्।

## REFERENCE BOOKS (सन्दर्भग्रन्थसूची)

- १) संस्कृतशिक्षणप्रशिक्षणे सूक्ष्मशिक्षणम् - डॉ. वी. मुरलीधरशर्मा
- २) संस्कृतशिक्षणम् - डॉ. च.ल.ना. शर्मा, डॉ. फतेहसिंहः
- ३) व्याकरणशिक्षणप्रविधयः - डॉ. रा. देवनाथः, डॉ. भुवनेश उपाध्यायः
- ४) सफल शिक्षणकला - डॉ. पि.डि. पाठक, डॉ. जि.एस्.डी. त्यागी
- ५) शैक्षिक तकनीकी के मूल आधार - डॉ. एम्.पि. कुलश्रेष्ठ
- ६) शैक्षिक तकनीकी - डॉ. आर्.एस्. शर्मा
- ७) संस्कृत सूक्ष्मशिक्षण प्राविधिकी - प्रो. राजेश्वर उपाध्याय, प्रो. श्रीधर वशिष्ठ
- ८) शिक्षा मनोविज्ञान - डॉ. एस्.एस्. माथुर
- ९) पाठ्यक्रम शिक्षणकला एवं मूल्यांकन - डॉ. रामपाल सिंह शर्मा, डॉ. रमेश शर्मा
- १०) Educational Technology - Dr. S.R. Sharma
- ११) Advanced Educational Technology - R.S. Yadav





**FIRST YEAR**  
**Paper:VII(a) (EDN:07 a)**  
**Method I /II-Pedagogy of Marathi**

**उद्देश्य**

- ✓ मराठी भाषेच्या आज्ञाय व महत्त्व समजण्यास मदत करणे .
- ✓ मराठीच्या उद्दिष्टांचे उपयोजन करण्यास मदत करणे .
- ✓ मराठी भाषेच्या विविध अंगाच्या अध्यापन पध्दतींचे आकलन होण्यास मदत करणे .
- ✓ मराठी भाषेचा अध्ययन-अध्यापन विषयक दृष्टिकोन विकसित होण्यास मदत करणे .
- ✓ मराठीच्या पाठ्यपुस्तकाचे परीक्षण करण्याची क्षमता विकसित करणे .
- ✓ मराठीच्या आदर्श शिक्षकाच्या गुणविशेषांच्या अनुषंगाने स्वयं मूल्यांकन करण्याची क्षमता विकसित करणे
- ✓ मराठीच्या सातत्यपूर्ण व सर्वंकप मूल्यामापन कार्यपध्दतीचे आकलन होण्यास मदत करणे .
- ✓ मराठीच्या पूरक अध्ययन-अध्यापन विषयांचे आकलन होण्यास मदत करणे .
- ✓ भाषा अध्यापनाची तत्वे व सूत्रांचा मराठीच्या अध्यापनात वापर करण्यास मदत करणे .
- ✓ मराठी भाषेद्वारे सृजनशीलतेचा विकास करण्याचा दृष्टिकोन विकसित करणे .
- ✓ मराठी भाषा अध्यापकपुढील विविध आव्हानांचे ज्ञान होण्यास मदत करणे .

## मराठी शिक्षण

घटक १	मातृभाषा मराठी
१.१	मातृभाषा मराठी स्वरूप, महत्व, सद्यःस्थिती
१.२	मातृभाषा मराठीचा अन्य विषयांशी समवाय (भाषा व इतर विषय)
१.३	मातृभाषा मराठीची वैशिष्ट्ये
१.४	मातृभाषा अध्यापन महत्व
१.५	मातृभाषा उद्दिष्टे, स्पष्टीकरण, तत्वे व सुत्रे
घटक २	मातृभाषा मराठी अध्यापनाच्या पद्धती
२.१	कथन व व्याख्यान पद्धती
२.२	नाट्यीकरण पद्धती
२.३	उद्गामी – अवगामी पद्धती
२.४	प्रश्नोत्तर पद्धती
२.५	चर्चापद्धती
२.६	रसग्रहण पद्धती
२.७	प्रकल्प पद्धती
२.८	संरचना (Structural Approach)
घटक ३	आशययुक्त अध्यापन
३.१	आशययुक्त अध्यापन संकल्पना व स्वरूप
३.२	आशययुक्त अध्यापनाचे महत्व
३.३	गद्य, पद्य, व्याकरण अध्यापन
घटक ४	पाठनियोजन
४.१	पाठ नियोजन महत्त्व, गरज व प्रकार
४.२	शैक्षणिक तंत्रज्ञान अध्यापन पद्धती
४.३	प्रतिमान अध्यापन पद्धती

- ४.४ मूल्य व पर्यावरण - अध्यापन पद्धती
- ४.५ गट अध्यापन पद्धती
- ४.६ मातृभाषा अध्यापन - शैक्षणिक साधने
- घटक ५ आशययुक्त अध्यापन कार्यवाही
- ५.१ मराठी भाषेची संरचना
- ५.२ अभ्यासक्रम संकल्पना, स्वरूप व रचना प्रकार
- ५.३ पाठयक्रमाचे विश्लेषण
- ५.४ पाठयपुस्तकाचे विश्लेषण व मूल्यमापन
- ५.५ आशय विश्लेषणाचे महत्त्व, स्वरूप, पायऱ्या
- ५.६ अध्यापन पद्धती निवड व महत्त्व
- ५.७ अध्यापन पद्धतीनुसार पाठटाचण
- घटक ६ मराठी भाषा आशय, गाभाघटक व मूल्ये
- ६.१ गाभाघटक अर्थ, उद्दिष्टे व उपयोजन
- ६.२ महाराष्ट्र शासनाने निर्धारित केलेले दहा गाभाघटक
- ६.३ मूल्ये, अर्थ, उद्दिष्टे व उपयोजन
- ६.४ महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली दहा मूल्ये
- घटक ७ मातृभाषेचा अध्यापक व सहशालेय उपक्रम
- ७.१ मातृभाषेच्या अध्यापकाची भूमिका
- ७.२ मातृभाषा अध्यापकाची गुणवैशिष्ट्ये
- ७.३ मातृभाषा मराठी विषय सहशालेय उपक्रमांचे महत्त्व व कार्यवाही
- घटक ८ मातृभाषा मराठी मूल्यमापन
- ८.१ मूल्यमापन संकल्पना व स्वरूप
- ८.२ मूल्यमापन साधने (लेखी, मौखिक परीक्षा) लेखी परीक्षा - प्रश्न प्रकार
- ८.३ कसोटी (चाचणी)

- १) वैदिक कसोटी
- २) प्राविण्य कसोटी
- ३) उपचारात्मक अध्यापन

संदर्भ ग्रंथ	
	१. अकोलकर ग. वि. पाटणकर ना. वि. मराठीचे अध्यापन, ज्ञानस प्रकाशन, पुणे (१९७७)
	२. करकरे डॉ. ग., देवमुत्र बळवंतः मातृभाषेचे अध्यापन, नलिनी प्रकाशन, नागपूर (१९६८)
	३. करंदीकर (डॉ.) सुरेश : मराठी अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर (१९९६)
	४. कुंडले (डॉ.) म. बा. : मराठीचे अध्यापन, श्री विद्या प्रकाशन, पुणे ३० (१९९१)
	५. गवस राजन : मराठीचे आचार्ययुक्त अध्यापन, मेहता पब्लिशिंग हाउस, पुणे (१९९५)
	६. पाटील लीला : मराठीचे अध्यापन आणि मूल्यमापन, ज्ञानस प्रकाशन, पुणे (१९९४)
	७. आहिर मीना : मातृभाषा मराठीचे आचार्ययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)
	८. घोरमोडे (डॉ.) कला : मराठी अध्यापन पध्दती, विद्या प्रकाशन, नागपूर (२००८)
	९. दाते (डॉ.) सुपमा, भानगावकर गुलभा : मराठीचे अध्यापन, पिंपळापुरे पब्लिशर्स, नागपूर (२००८)
	१०. पवार ना. ग. : मातृभाषा मराठीचे आचार्ययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)

FIRST YEAR  
PAPER-VIII (EPC -1)

**Self Development (Communicative English, Life Skills & Yoga)**

**Practicum**

**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.

References:

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2. <http://www.joe.org/joe/2004june/rb6.php>
3. [www.lifeskillsed.com/](http://www.lifeskillsed.com/)
4. Coveys – 7 habits of most successful people
5. Coveys – 8<sup>th</sup> habit of most successful people
6. UNESCO – Module on life skills
7. WHO – Module on life skills
8. CBSE – Module on life skills
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14. Sivananda Swami (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
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*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.



FIRST YEAR  
PAPER-IX (EPC-2)  
**ICT Mediation in Teaching Learning**

**Practicum**

**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.

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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20. Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
21. Moore K. D (2009): *Effective Instructional Strategies*. Sage Publications, Los Angeles, USA.
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*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.

FIRST YEAR

Paper – X / XI **Microteaching & Reflective Teaching**

**Microteaching (Method I / II)**

**Practicum**

**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
	<b>a.</b> <b>b.</b> <b>c.</b> <b>d.</b> <b>e.</b> <b>f.</b>

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	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:

MICROTEACHING 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:



MICROTEACHING 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?

FIRST YEAR

Paper – X / XI Microteaching & Reflective Teaching

Reflective Teaching (Method I / II)

Practicum

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
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VI.Evaluation Semester – II, III & IV

FIRST YEAR  
PAPER-XII  
**Observation Record**

**Practicum**

**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	<ul style="list-style-type: none"> <li>• Appropriateness</li> <li>• Attainability</li> <li>• Adequacy</li> <li>• Clarity</li> </ul>	1 2 3 4 5 6 7 8 9  Marks awarded out of  5
Period plan & Preparation	Selection of topic	<ul style="list-style-type: none"> <li>• Adequacy</li> <li>• Organization</li> <li>• Relevance</li> <li>• Accuracy</li> <li>• Richness (Depth)</li> </ul>	
	Selection of activity	<ul style="list-style-type: none"> <li>• Appropriateness</li> <li>• Adequacy</li> <li>• Effectiveness</li> <li>• Originality (Novelty)</li> <li>• Variety</li> </ul>	1 2 3 4 5 6 7 8 9
	Teaching aids	<ul style="list-style-type: none"> <li>• Appropriateness</li> <li>• Innovation (Originality)</li> </ul>	Marks awarded out of  10
	Previous knowledge	<ul style="list-style-type: none"> <li>• Relevance</li> </ul>	

		<ul style="list-style-type: none"> <li>• Sufficiency</li> </ul>	
	Output procedure	<ul style="list-style-type: none"> <li>• Structuring</li> <li>• Accuracy</li> <li>• Brevity</li> </ul>	1 2 3 4 5 6 7 8 9
	Evaluation	<ul style="list-style-type: none"> <li>• Suitability of the tool</li> <li>• Continuity sequence</li> <li>• Comprehensiveness</li> </ul>	Marks awarded out of 5
	Subject competence Teacher behavior)	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Relevance to the need of the situation</li> <li>• Richness (Depth)</li> </ul>	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
II.	Communication	<ul style="list-style-type: none"> <li>• Expression</li> <li>• Language</li> <li>• Speech</li> <li>• Voice (Modulation, Audibility)</li> </ul>	1 2 3 4 5 6 7 8 9 Marks awarded out of 15
Execution	Questions & Answers	<ul style="list-style-type: none"> <li>• Simple</li> <li>• Precise</li> <li>• Relevant</li> </ul>	1 2 3 4 5 6 7 8 9
	Questions ( Teacher behavior)	<ul style="list-style-type: none"> <li>• Thought provoking</li> <li>• Distribution</li> </ul>	Marks awarded out of 10
	Answers	Effective dealing with pupils answers	
	Class management	<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Cooperativeness</li> <li>• Handling of pupils</li> <li>• Sympathy</li> <li>• Budgeting of time</li> </ul>	1 2 3 4 5 6 7 8 9 Marks awarded out of 20
	Participation of students	<ul style="list-style-type: none"> <li>• Active</li> <li>• Minimum</li> <li>• Passive</li> </ul>	1 2 3 4 5 6 7 8 9

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

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?

SECOND YEAR

PAPER – VI (b)

**Method I / II - Pedagogy of Mathematics**

**Theory**

**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.

### References:

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Second Year

PAPER – VI (b)

**Method I / II - Pedagogy of Social Sciences**

**Theory**

**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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Second Year

PAPER – VI (b)

**Method I / II - Pedagogy of Biological Sciences**

**Theory**

**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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Second Year

PAPER – VII (b)

**Method I / II - Pedagogy of Physical Sciences**

**Theory**

**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.

#### References:

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Second Year

PAPER – VII (b)

**Method I / II - Pedagogy of English**

**Theory**

**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 analyzing 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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SECOND YEAR

PAPER – VII (b)

Method I / II - Pedagogy of Telugu

Theory

Credit:4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

బి.యి.డి. కోర్సు లక్ష్యాలు

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

- భాష, ఆవశ్యకత, భాష - సమాజ సంబంధాలను అర్థంచేసుకొంటారు.
- తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటి ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మాధ్యమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్థం చేసుకొంటారు.
- తెలుగు సాహిత్యం గురించి, సాహిత్యం 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 తెల్పుకొని అమలుపరుస్తారు.
- వివిధ వ్యవహారరూపాల వారీగా వ్యూహాలను తెల్పుకొని అమలుపరుస్తారు.
- మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్థం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం ఆవశ్యకతను, సంగ్రహాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్థంచేసుకొని అమలు పర్చగల్గుతారు.
- సామర్థ్యాల వారీగా కేటాయించిన భారత్వాల ప్రకారం ప్రశ్నపత్రాల తయారీ, జవాబు పత్రాలను సూచికల ఆధారంగా దిద్దే సామర్థ్యాన్ని పొందుతారు.
- భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధియొక సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెల్పుకొని వినియోగించగల్గుతారు.
- ఆధునిక సాంకేతిక పరిజ్ఞానం ఆవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.
- అచరణాత్మక కృత్యాలను అమలుపరచడం ద్వారా తమకున్న ఆలోచనలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యసనం గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

**VI. భాషాభ్యసనం - బోధన పద్ధతులు - విమర్శనాత్మక విశ్లేషణలు :**

- పద్ధతి, వ్యూహం అంటే... ఎందుకు? ప్రయోజనాలు, పరిమితులు.
- పిల్లల భాగస్వామ్యపద్ధతులు, ఆవశ్యకత, ప్రయోజనాలు.
- భాషాబోధనలో జ్ఞాన నిర్మాణవాద ఉపగమాలు.
- భాషాబోధన - అభ్యసనాలు - భారతీయుల దృక్పథం (పాటిని - పతంజలి - కాత్యాయనుడు మొదలగువారు)
- భాషాబోధన - అభ్యసనాలు - పాశ్చాత్య దృక్పథాలు (డ్యూమీ, సియాజీ - బోనర్ - పైగోటప్పి, బామ్స్లీ)
- ప్రారంభంలో భాష నేర్పడం - 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 / వ్రాతపరీక్ష / తాత్పర్య... పద్ధతులు)
- వ్యాకరణ బోధన : అనుమానుపపత్తి, 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, లేఖలు, 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.

**I భాషా సామర్థ్యాల సాధన - వ్యూహాలు :**

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

**VIII. ఉపాధ్యాయుల తయారీ - ప్రణాళికలు - వార్షిక - పాఠ్య పీరియడ్ :**

- పరిశీలనా షత్రం.

- ఉపాధ్యాయుల తయారీ అవశ్యకత : ప్రణాళికలు వాటి అవశ్యకత, వార్షిక ప్రణాళిక, పాఠ్య ప్రణాళిక, నీరియట్ ప్రణాళికలోని సోపానాల వివరణ, సమానా ప్రణాళికలు (సూతన పాఠ్య పుస్తకాలలోని ఎస్.సి.ఇ.ఆర్.టి. వారు సిద్ధీకరించిన సమానాలో రూపొందించారు).

- పాఠ్య బోధనా పరిశీలనా పత్రం సమానాపై అమరగాహన.

భాషాభివృద్ధి కార్యకలాపాలు వనరులు - సంస్థలు :

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

వనరులు : గ్రంథాలయ పుస్తకాలు, పత్రకలు, రిపరెస్టు పుస్తకాలు.

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

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

- నిరంతర సమగ్ర మూల్యాంకనము వాటి అవశ్యకత భావనలు అమరగాహన, పరీక్షల సంస్కరణలు - నిర్మాణాత్మక మూల్యాంకనము, సాధనాల నిర్వహణ విధానం - సంగ్రహణాత్మక మూల్యాంకనం -
- ప్రశ్నా పత్రాల తయారీ సూచనలు, తరగతి వారీగా భారత్యాలు సమానా ప్రశ్న పత్రాలు జవాబు పత్రాలు దిద్దటానికి సూచనలు.

X. భాషా ఉపాధ్యాయుడు వృత్తిపరమైన అభివృద్ధి :

- భాషాఉపాధ్యాయుల సాధారణ విశిష్ట లక్షణాలు - భాషాఉపాధ్యాయుడి సన్నద్ధత - ప్రవర్తన - భాషా వినియోగం.
- సిబ్బల భాషా అభివృద్ధి భాషా ఉపాధ్యాయుని పాత్ర.
- హాక్ష్మబోధన నైపుణ్యాల సాధన - బోధనలో వినియోగం - భాషాఉపాధ్యాయుల జవాబుదారీకరణం - పనిశీరు సూచికలు.
- వృత్తిపరమైన అభివృద్ధి అనగా - వృత్తిపర అభివృద్ధికి తోడ్పడే కార్యక్రమాలు స్వయం గ్రంథాలయ నిర్వహణ, అంతర్జాల వినియోగం - ఉన్నత విద్యను అభ్యసించడం, పరిశోధనా కార్యక్రమాలలో పాల్గొనడం - పుస్తక సమీక్షలు రాయడం సాంస్కృత సంఘాలలో సభ్యులుగా ఉండి వాటి కార్యక్రమాలలో పాలుపంచుకోవటం.

**PART - B**

- 1) 6 నుంచి 10వ తరగతి వరకు ఏదైనా ఒక తరగతికి వెళ్లి అత్యధ భాషోపాధ్యాయుడు తెలుగును బోధించే విధానాన్ని పరిశీలించండి. ఇది భాషా బోధన ఉద్దేశ్యాలకు అనుగుణంగా ఉన్నదా లేదా విశ్లేషించండి.
- 2) సూతన తెలుగు వాచకాలలో ఏదేని ఒక తెలుగు వాచకాన్ని ఎంపిక చేసుకోండి. గతంలోని పాఠ్యపుస్తకాలకు దీనికి గల తేడాను రాయండి. ఈ సూతన వాచకాలకు సంబంధించిన కీలక సూత్రాలను తెల్పుతూ ఉదాహరణలతో వివరించండి.
- 3) 6 నుంచి 10వ తరగతి వరకు తెలిగ వాచకాలను పరిశీలించండి. ఏయే ప్రక్రియలు ఉన్నాయి. ప్రక్రియల వారీగా పాఠాల పేర్లను వ్రాయండి. ఏదైనా ఒక ప్రక్రియకు సంబంధించిన పాఠాన్ని ఎంపికచేసుకొని దీనిని బోధించే పూర్వోపాధ్యాయుని రాయండి.
- 4) ఏదైనా ఒక పాఠానికి పాఠ్యప్రణాళికను, ప్రతిపీరియడ్‌కు సంబంధించిన పీరియడ్ ప్రణాళికను వ్రాసి ప్రదర్శించండి.
- 5) మీ సమీపములోని ఒక పాఠశాల కాంప్లెక్స్‌కు వెళ్ళండి. అత్యధ భాషోపాధ్యాయులకు సంబంధించిన కార్యకలాపాలను పరిశీలించండి. ఇది ఎంత వరకు భాషోపాధ్యాయులకు ఉపయోగపడుతుందో నివేదిక వ్రాసి ప్రదర్శించండి.
- 6) భాషా సామాన్యాల వారీగా సమూహ ప్రశ్నలను తయారుచేయండి. ఏదైనా ఒక తరగతికి ట్యూటింగ్ 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) మేథోపధనము - మొఱవి.
- 11) ICT ఆధారిత బోధన

ప్రచురణ సంస్థల పేర్లు

క్ర.సం.	సంస్థపేరు	వెబ్సైట్ పేరు
1.	విజయవాణి పబ్లికేషన్స్, చిత్తూర్ డిస్ట్రిక్ట్, హైదరాబాద్	
2.	ఎమెస్కో పబ్లికేషన్స్, హైదరాబాద్	
3.	వికాలాంధ్ర పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్ హౌస్, హైదరాబాద్	
5.	అన్వేషి (తూడిసి బుక్స్) - బేల్వే ప్రమ్ ది మార్కెటింగ్ ఏ సీరిస్ ఆఫ్ 8 బుక్స్)	<a href="http://www.anveshi.org/content/view/172/99">http://www.anveshi.org/content/view/172/99</a>
6.	భారత్ జ్ఞాన్ విజ్ఞాన్ సమితి (బిజిఎఐఎస్)	<a href="http://www.bgws.org">www.bgws.org</a>
7.	సెంటర్ ఫర్ లర్నింగ్ రిసోర్సెస్	<a href="http://www.clirindia.net/materials/childrenbooks.html">www.clirindia.net/materials/childrenbooks.html</a>
8.	చందమామ ఇండియా	<a href="http://www.chandamama.com">www.chandamama.com</a>
9.	చిల్డ్రన్ బుక్ ట్రస్ట్	<a href="http://www.childrenbooktrust.com">www.childrenbooktrust.com</a>
10.	ఏకలవ్య	<a href="http://eklavya.in">http://eklavya.in</a>
11.	ఇండియా బుక్ హౌస్	<a href="http://www.ibhworld.com">www.ibhworld.com</a>
12.	జన్చేతన	<a href="http://janchetnaa.blogspot.com">http://janchetnaa.blogspot.com</a>
13.	కరాడి బేల్వే కంపెనీ	<a href="http://www.karaditales.com">www.karaditales.com</a>
14.	కథ, న్యూడీల్లీ	<a href="http://www.katha.org">www.katha.org</a>
15.	మెక్మిలన్ పబ్లిషర్స్	<a href="http://international.macmillan.com">http://international.macmillan.com</a>
16.	నేషనల్ బుక్ ట్రస్ట్	<a href="http://www.nbtindia.org.in">www.nbtindia.org.in</a>
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రీసర్చ్ అండ్ ట్రైనింగ్	<a href="http://www.ncert.nic.in">www.ncert.nic.in</a>
18.	నవనీక్ ప్రకాశన్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	-
19.	పిసీయమ్ చిల్డ్రన్స్ మాగజైన్	<a href="http://www.pcmmagazine.com">www.pcmmagazine.com</a>
20.	ప్రథమ్ బుక్స్	<a href="http://www.prathambooks.org">www.prathambooks.org</a>
21.	పుస్తక మహల్	<a href="http://www.pustakmahal.com">www.pustakmahal.com</a>
22.	రూమ్ టు రీడ్	<a href="http://www.roomtoread.org">www.roomtoread.org</a>
23.	ద లర్నింగ్ ట్రీ స్టోర్	<a href="http://www.tltree.com">http://www.tltree.com</a>
24.	తులిక బుక్స్	<a href="http://www.tulikabooks.com">www.tulikabooks.com</a>

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	: తెలుగు బోధన 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 అధునిక దృక్పథం - నీల్కమల్ ప్రచురణ
16.	డా॥ భద్రరాజుకృష్ణమూర్తి	: భాష - సమాజం - సంస్కృతి - నీల్కమల్ ప్రచురణ
17.	డా॥ డి.యస్.సుబ్రహ్మణ్యం	: అధునిక భాషా శాస్త్ర సిద్ధాంతాలు - తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	: _____ structure
19.	Aitchinson	: Teach your self linguistics
20.	చేకూరి రామారావు	: తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం
21.	డా॥ డి.చంద్రశేఖర రెడ్డి	: పిల్లలభాష - మీడియావౌజ్
22.	డా॥ బి.సాంబమూర్తి	: విద్యా మూల్యాంకనం - నీల్కమల్ ప్రచురణ
23.	డా॥ డి.చంద్రశేఖర రెడ్డి	: మనభాష - మీడియావౌజ్ 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 వెబ్‌సైటులు

- 1) [http://www.bbc.co.uk/schools/magickey/adventures/dragon\\_game.shtml](http://www.bbc.co.uk/schools/magickey/adventures/dragon_game.shtml) is a game that helps learn about a question and a question mark.
- 2) <http://www.proteacher.com/cgi-bin/outside/site.cgi?id=4731&external=http://www.sdcoe.k12.ca.us/actbank/sorganiz.htm&original=http://www.proteacher.com/070037.shtml&title=Graphic%20organizers> contains well-delineated writing standards, level wise.
- 3) <http://www.lessonplanspage.com/LAK1.htm> contains a whole host of ideas for language activities
- 4) <http://www.OP97.org/ficyber/jack/puzzles/puzzles.html> has easy, medium and hard jigsaw puzzles that are based on fairy tales.
- 5) <http://www.youtube.com/watch?v=2LVNi-FPEuY> has a video of the panchatantra story about the doves in a 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/TPFL1RH.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 inspiring 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://georgemcgurn.com/articles/reading\\_for\\_pleasure.html](http://georgemcgurn.com/articles/reading_for_pleasure.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.



Second Year

PAPER – VII

Method I/II

**PEDAGOGY OF HINDI**

**Theory**

**Internal Assessment: 30 Marks**

**External Assessment: 70**

**Credit:4 +1**

**Total marks: 100**

**भाग – दो**

**इकाई – छः**

**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)।

## इकाई – नवम्

### सहायक शिक्षण सामग्री

- 9.1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, 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 एजुकेशन  
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

Second Year

PAPER – VII

Method I/II

**PEDAGOGY OF URDU**

Theory

Internal Assessment: 30 Marks

External Assessment: 70

Credit:4 +1

Total marks: 100

**II SEMESTER**

تدریس زبان (اُردو)

حصہ دوم

**یونٹ VI زبان ادب اور استھان ادب - I**

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

اسکولی نصاب میں ادب ضرورت 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 پیشکش پر مباحثہ رکھئے۔

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

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

منشی 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 اصناف کا تعارف کی تدریس: شاعری، نثر، ڈرامہ

☆ اُردو زبان کی مختلف ادبی اصناف کا تعارف

☆ کلاسیکی اُردو ادب اور جدید اُردو ادب

☆ نثری اسباق کا منصوبہ بنانا

۷۔ اسکول کی مختلف سطحوں پر ڈرامہ کی نینٹیس کنٹی

### مشاغل:

- اپنی پسند کی کوئی دو کہانیوں پر تبصرہ کیجئے
- کوئی ایک مقامی شاعر، روزگار، 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

منفقی 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 دیہی تحریر کی تقسیم (ج) اسی تحریر کو موضوعی ضروریات کے حامل طلباء کو تدریس

### 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 باہر کی دنیا سے جوڑنا تدوین نصاب کے اصول پیشہ کر کے فریم ورک 2005 اسفیف کر کے فریم ورک 2011 نیشنل کر کے فریم ورک فریج
- ایجوکیشن 2009 اور حق برائے تعلیم کے حوالے سے تدوین نصاب کے رہنما یا نصاب
- اُردو کی درسی کتاب کی تیاری کے اصول
- اُردو کی موجودہ درسی کتابوں کا تنقیدی جائزہ

مشاغل:

- کوئی دو ریاستوں میں تیار کر دے کوئی ایک جماعت (ششم یا ہفتم) کی اردو کی درسی کتب کا تقابلی جائزہ کیجئے  
ریاست تلنگانہ کیلئے اردو کی درسی کتاب کی تدوین کا خاکہ تیار کیجئے

پراجکٹ:

- اپنی پسند کے نظموں اور کہانیوں کو جمع کیجئے

یونٹ IX : تدریسی و اکتسابی آلات و توضیحات:

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

مشاغل:

اردو 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

## پونٹ X اندازہ قدر۔ اسکی اہمیت اور کردار

(۱) زبان کے فروغ کا اندازہ قدر، مسلسل جامع جانچ، تعین قدر کی تکنیکس زبانی تحریری، پورٹ فولیو، خود کا 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:

- طبقہ و سلطانیہ میں رائج اندازہ قدر کی مختلف تکنیکوں پر نوٹ لکھئے
- پچھلے تین سال کے درجہ تقسیم کے امتحانی پرچوں کا تنقیدی جائزہ لیجئے
- اردو کی کئی ایک درسی کتاب (جماعت ششم ہفتم) سے ایک پرچہ سوالات (۱۰۰) نشانات کیلئے تیار کیجئے

**Paper – VII (b)**

**SEMESTER – II**

**METHOD – I/II**

**PEDAGOGY OF SANSKRIT**

**Theory**

**Internal Assessment: 30 Marks**

**External Assessment: 70**

**Total marks: 100**

**OBJECTIVES**

(पाठ्यक्रममुख्योद्देश्यानि)

1) To enable teacher trainees to use technology to enrich language teaching.	१) संस्कृतशिक्षणे उपयुक्तानां दृश्यश्रव्यादि-साधनानाम् उपयोगलाभावबोधनम्।
2) To practice learner centered methods and techniques in the classroom.	२) संस्कृतशिक्षणे विविधभाषाशिक्षणकौशलानाम् अवबोधनम्।
3) To develop the knowledge of micro teaching among the teacher trainees.	३) प्रशिक्षणार्थिषु सूक्ष्मशिक्षणप्रयोग-सामर्थ्यसम्पादनम्।
4) To develop the knowledge of planning among the teacher trainees.	४) पाठयोजनादिपद्धतीनाम् अवबोधनम्।
5) To develop the knowledge about the concept of evaluation.	५) मूल्यांकनपद्धतीनां सिद्धान्तानां च अवबोधनम्।

**Paper – VII (b)**  
**PEDAGOGY SUBJECT**  
**SANSKRIT LANGUAGE METHODS**

**Unit – I**                      **दृश्यश्रवणसाधनानि Audio-Visual Aids**

1.संस्कृतशिक्षणे उपयुक्तानि दृश्यश्रवणसाधनानि

क.दृश्यसाधनानि	Visual Aids
ख.श्रवणसाधनानि	Audio Aids
ग.दृश्यश्रवणसाधनानि	Audio Visual Aids

2.संस्कृतशिक्षणे दृश्यश्रवणसाधनानां प्रयोगः

श्यामपट्टः, चित्राणि, रेखाचित्राणि, मानचित्राणि, प्रक्षेपकयन्त्रम्, प्रतिकृतयः,  
आकाशवाणी, टेपिकार्डर, नाटकम्, दूरदर्शनम्, संगणकयन्त्रम्, अन्तर्जालम्, भाषाप्रयोगशाला  
इत्यादयः।

3.संस्कृतशिक्षणे दृश्यश्रवणसाधनानां प्रयोगस्य लाभः।

4.संस्कृतशिक्षणे दृश्यश्रवणसाधनानां प्रयोगे उपयोगिनः प्रस्तावाः।

**Unit – II**                      **शिक्षणकौशलानि Teaching Skills**

1.प्रश्नकौशलम्                      Questioning Skills

1.कक्ष्यायां सन्दर्भानुसारं समुचितप्रश्नानां प्रयोगाय अध्यापकस्यापेक्षिताः योग्यताः।

2.प्रश्नकौशलघटकाः।

3.प्रश्नस्वरूपघटकाः।

4.प्रश्नप्रकाराः।

5.प्रश्नानां प्रयोजनानि

2.व्याख्यानकौशलम्                      Lecture Skills

1.प्रक्रिया, 2.व्याख्यानप्रकाराः, 3.व्याख्यानकौशलम्, 4.व्याख्यानकौशलघटकाः।

3.दृष्टान्तकौशलम्

4. 1.श्यामपट्टप्रयोगः, 2.लेखनफलकस्योपयोगः, 3.लेखनकौशलस्य घटकाः, 4.प्रश्नकौशलस्य विकासः, 5.व्याख्यानकौशलस्य विकासः, 6.दृष्टान्तकौशलस्य विकासः।



<b>Unit – III</b>	<b>सूक्ष्मशिक्षणम्</b>	<b>Micro Teaching Method</b>
1.	सूक्ष्मशिक्षणस्य निर्वचनम्	Definition of micro teaching
2.	सूक्ष्मशिक्षणस्य सिद्धान्ताः	Principles of micro teaching
3.	सूक्ष्मशिक्षणस्य स्वरूपम्।	
4.	सूक्ष्मशिक्षणप्रक्रिया।	
5.	सूक्ष्मशिक्षणस्य भारतीयप्रतिमानम्	Micro teaching – Indian standers
6.	सूक्ष्मशिक्षणस्य लाभाः	Micro teaching – benefits
7.	सूक्ष्मशिक्षणस्य सीमाः।	
8.	सूक्ष्मशिक्षणस्य उपयोगाः।	

**Unit – IV पाठयोजना Planning**

1.	पाठयोजनानिर्माणस्योद्देश्यानि	Purpose of lesson planning
2.	पाठयोजनानिर्वचनम्	Definition of lesson plan
3.	पाठयोजनानिर्माणस्य लाभाः	Benefits of lesson plan
4.	उत्तमपाठयोजनालक्षणानि	
5.	पाठयोजनानिर्माणे श्रद्धेयाः विषयाः	
6.	पाठयोजनायाः अंगानि	
	क.प्रारम्भिकं विवरणम्	ख.उद्देश्यानां विवरणम्
	ग.सहायकोपकरणानि	घ.पूर्वज्ञानम्
7.	आदर्शपाठयोजना	Model lesson plan

**Unit – V मूल्यांकनम् Evaluation**

1.	मूल्यांकनस्य आवश्यकता	Need of Evaluation
2.	मूल्यांकनप्रकाराः	Types of evaluation
3.	वर्तमानसंस्कृतपरीक्षाप्रणाल्याः दोषाः	Limitations of existing Sanskrit examination methods
4.	नवीनपरीक्षाप्रणाली	5.मूल्यांकने उपयुक्ताः केचन प्रस्तावाः

FIELD ENGAGEMENT

१. दृश्यश्रव्यसाधनानाम् उपयोगपूर्वकं विविधकक्ष्याभ्यः पंचपाठयोजनाः निर्मातव्याः।

२. पंचविद्यालयेषु संस्कृतशिक्षणे प्रयुज्यमानानां शिक्षणकौशलानां विवरणात्मकः लेखः लेखितव्यः।
३. विद्यालयेषु विद्यार्थिकेन्द्रितशिक्षणकौशलानां प्रयोगाभावस्य कारणानामध्ययनं विधाय विवरणात्मकः लेखः लेखितव्यः।
४. दशछात्राणां साक्षात्कारं विधाय संस्कृतभाषाभ्यसने समुत्पन्नान् विघ्नान्, तेषां निवारणोपायान् चाश्रित्य परियोजनालेखः समर्पणीयः।
५. विद्यालयेषु आधुनिकमूल्यांकनपद्धतीनाम् अनुपालनस्थितिम् आश्रित्य वार्तावृत्तमेकं लेखितव्यम्।

### REFERENCE BOOKS (सन्दर्भग्रन्थसूची)

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- १३) संस्कृतशिक्षणम् - डां. च.ल.ना. शर्मा, डां. फतेहसिंहः
- १४) व्याकरणशिक्षणप्रविधयः - डां. रा. देवनाथः, डां. भुवनेश उपाध्यायः
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- १६) शैक्षिक तकनीकी के मूल आधार - डां. एम्.पि. कुलश्रेष्ठ
- १७) शैक्षिक तकनीकी - डां. आर्.एस्. शर्मा
- १८) संस्कृत सूक्ष्मशिक्षण प्राविधिकी - प्रो. राजेश्वर उपाध्याय, प्रो. श्रीधर वशिष्ठ
- १९) शिक्षा मनोविज्ञान - डां. एस्.एस्. माथुर
- २०) पाठ्यक्रम शिक्षणकला एवं मूल्यांकन - डां. रामपाल सिंह शर्मा, डां. रमेश शर्मा

२१) Educational Technology - Dr. S.R. Sharma

२२) Advanced Educational Technology - R.S. Yadav

Second Year  
PAPER - XV  
**School Organization and Management**

**Theory**

**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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Second Year  
PAPER- XVI  
**Inclusive Practices**

**Theory**

**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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Second Year  
PAPER- XVII  
**Contemporary Education in India**

**Theory**

**Internal Assessment: 15 Marks**

**External Assessment: 35**

**Total marks: 50**

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, Maktabas, 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,-Secondary Education Commission – Vocationalization of Education
3. Indian Education Commission (1964 – 66) as a Comprehensive Commission and its major recommendations – Planned Industrialization
4. National Policy on Education, NPE (1986) and Programme of Action, POA (1992) – Major recommendations

5. Review on POA, Janardhan Reddy Committee, Ramamurthy Committee and Yashpal Committee
6. Policy Frameworks for Public Education in India & Educational Interventions – a. Indian Education System – Different levels, Pre-primary, Primary, Secondary, Higher Secondary and Higher Education – RTE (2009).  
b. Universalization of Elementary Education – Naye Taleem; Sayaji Rao Gaikwad; UEE & EFA, APPEP, DPEP, SSA.

### 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 Maktabas, 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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Second Year  
PAPER – XVIII  
**Environmental Education: Issues and Concerns**

**Theory**

**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	<p>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.</p> <p>Explain the medicinal values and importance of trees in eco system.</p>
2	Mission Kakatiya: Community-Based Water Body Monitoring:	<p>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.</p>
3	Schools raising awareness about mosquito breeding sites	<p>Identifying the stagnant water in the school which causes the development of larva which leads to mosquitoes</p> <p>Identify the sources(fresh water or used water) of stagnant water and work on it</p> <p>Schools raise awareness about mosquito breeding sites, eliminating standing water.</p>
4	School gardening programmes supporting nutrition.	<p>Motivate the students to grow different plants in school premises ask them to use only organic manure.</p> <p>Plant those trees which yield fruits and vegetables to feed the school Students</p>
4	Project works to the students	<p>Ask the students to make projects on biodiversity, pollution and deforestation and come out with options through group discussion, role plays and presentations</p> <p>Students in school adopted at least one environmentally-friendly behaviour at home and make a presentation on it.</p>
5	Biodiversity handbook	<p>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.</p> <p>Maintain the biodiversity handbook(register) of their Town/City/State/Country</p>
6	Carbon footprint	<p>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</p>

		explained to their juniors
7	Climate change handbook:	<p>Create a folder on climate change and human health</p> <p>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</p> <p>Ask the students to analyse the reasons for climate change and solutions to overcome it</p>
8	Global warming:	<p>Students are asked to develop the projects on Global Warming and implement the project in the school.</p> <p>To stress the issue update the information once in 3 months like as follows:</p> <p>Gradual increase, observed or projected, in global surface temperature.</p> <p>Consequences of the enhanced greenhouse effect, which is induced by anthropogenic emissions of greenhouse gases into the atmosphere.</p> <p>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)</p>
9	Field trips	<p>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.</p>
10	Climate adoption	<p>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.</p> <p>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)</p>
11	Impacts of climate change on health	<p>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.</p>

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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Second Year  
**Paper – XIX– Elective (1)**  
**Peace Education**

**Theory**

**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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Second Year  
**Paper – XIX – Elective – (2)**  
**Guidance and Counseling**

**Theory**

**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.

#### References:

1. Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and counselling: A Theoretical perspective Vol. I, Vikas, New Delhi.
2. Dash (2003) - Guidance services Schools, Forminant publishers and Distibutions, New Delhi.
3. Gibson Robert L. Michel Marianne. J (2005)-Interduction to counselling and guidance, practice Hall India Pvt.Ltd.
4. Indu Deve (1984): The Besic Essentials of counselling, sterling Pvt.Ltd, New Delhi.
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**Second Year**  
**Paper – XIX – Elective – (3)**  
**Disaster Management Education**

**Theory**

**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

References:

1. Sinha D.K (1992): Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata
2. Agarwal. A & Narain S (1991): State of India's Environment – A citizen's report: Floods, flood plains & environmental myths. Center for science and environment, New Delhi
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6. Carter W. Nick (1992): Disaster management – A disaster manager's handbook. Asian Development bank. Philippines
7. Videos covering prevention, preparedness, rescue, relief and rehabilitation – UNDP, Min. of Home Affairs
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10. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs
11. Parasuraman S. & P.V.Unnikrishnan (2000): India Disaster Report: Towards a Policy initiative. OUP. New Delhi
12. World Disaster Reports
13. Disaster Management Act- 2005
14. [www.fema.gov](http://www.fema.gov)

Second Year  
Paper-XX  
Nai- Talim – Experiential Learning and Community Engagement

Practicum:

Internal Assessment:

50 Marks

Evaluation a Jury of two Examiners (one mentor & other teacher) will be appointed by the principal of the college will evaluate the work done by the student teachers related to Nai- Talim – Experiential Learning and Community Engagement.

Objectives:

- Enabling and empowering in Community Engagement
- Mapping resources for sustainable model village
- Engaging with rural occupations. Marketing and Entrepreneurship training
- Engaging to community school relationships

#### I. Gandhian Philosophy

- Nai talim – community centered curriculum and experiential learning
- School – community – Engagement role of SMC's PTA's SHG's Panchyaths
- Resource mapping – Schools, Community / Village
- Local occupations – local artisans occupations data, Entrepreneurship training

#### II. Constructivism – Contextualized learning

- |                          |    |                               |
|--------------------------|----|-------------------------------|
| • Tagore Philosophy      | -- | Rural reconstruction          |
| • Shyama Prasad Mukerjee | -- | Rurban mission                |
| • Paulo Freire           | -- | Critical Pedagogy and Praxis  |
| • Gramsci                | -- | Organic Intellectual approach |

#### III. Community Engagement – Case Study

- Economic Development activities –student interaction and internship (School students and student skills 0
- Village governance- sustainable development – critical analysis – Transparency in Governance – finding etc.
- Resource Mobilization and Utilization / sharing student community engagement. Creating a model village – sustainable model

#### METHODOLOGY

Dialogue, Discussion, Seminars, FGD's PRA's, Field Visits, observations, Reflective Journals

#### ACTIVITIES DURING INTERNSHIP

- Visiting the community around the school writing a report and a data base about people – resources, occupations. Artisans' life – problem, Involving Parents, SMC's community in school Activities.
- Mapping resources in the community / village, planning tool kits in respective pedagogies contextualizing



- Planning need based programs, using community Resources for the school developmental activities and Teaching at least 5 lessons in each method, lessons with contextual related experiences .
- Conducting action research projects
- Designing model for sustainable village/ community activities, action plan at village / community level- to create model village/ community
- Going around village / community contextually designing need based programmes
- Conducting rallies, awareness programmes, taking adult literacy camps, health camps, environment, renewable waste material out of waste, reporting unique cases etc.,

Note: along with internship record the report of activities of Nai-Talim should be submitted

## Second Year

### Paper-XX

#### Nai- Talim – Experiential Learning and Community Engagement

Time: 1 ½ Hours

#### **Practical Examination**

Max. Marks: 50

1. Marks should be awarded by the Jury of examiners to the document prepared during the course: –
  - i. curriculum based seminar presentations - 5 Marks
  - ii. Field based report writing and presentations - 5 Marks
  - iii. Preparing the list of activities – Community based, Artisans and other related resources -5 Marks
  - iv. Internship related activities - Nai-talim methodology based lesson plans (five) - 5 Marks
2. Exam: –
  - i. Preparing a lesson with Nai-talim methodology – contextual based – 10 Marks
  - ii. Designing community related activities – 10 Marks
  - iii. Curriculum based topic Presentation – 10 Marks

Note: Jury includes two examiners (one mentor & other teacher) will be appointed by the principal of the college.

Second Year  
PAPER – XXI (EPC-3)  
**Drama and Art in Education**

**Practicum**

**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.

Second Year  
Drama and Art in Education  
Practical Examination

Time: 1 ½ Hours

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.

Second Year  
PAPER – XXII (EPC-4)

**Reflective Reading**

**Practicum**

**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.

### References:

1. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts*. Psychology Press.
2. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

### 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.

Second Year  
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. 5- marks.
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.

**Practicum**

**Internship related records**

**Internal Assessment:**

**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- XXIII, 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 through 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:

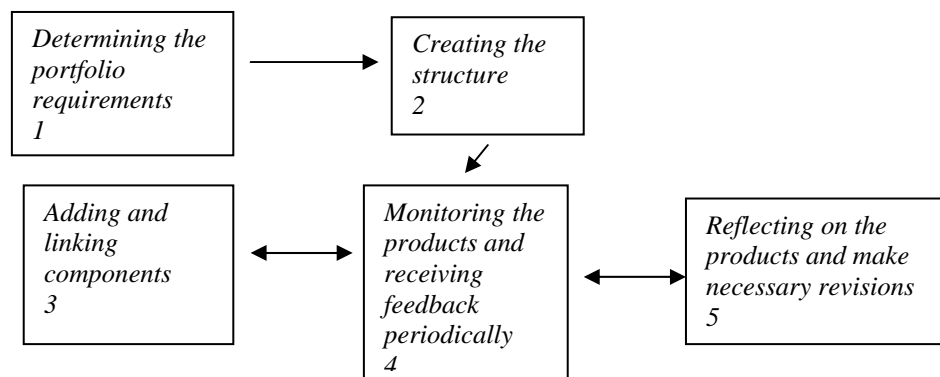


Figure .1: Creation and use of Electronic Teaching Portfolio

### 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
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- Scoring Sheet/ Recording Format

#### B. Summative Assessment

Name of the Child	C1	C2	C3	C4	C5	C6	Total	Grade
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#### C. Final Result

Name of the Child	Formative	Summative	Total	Grade
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- 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

Weightage table

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
<b>Total:</b>						<b>100m</b>	

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 report 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.			
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Prepare minutes of the meeting and circulate to the members.

Second Year

PAPER – XII-d / XIII-d

**Practical Examination (Final Lesson) – Method I & II**

Method I & II – @50 Marks

**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.

