CURRICULUM FOR
TWO YEAR SECONDARY TEACHER EDUCATION PROGRAMME (B.Ed)
IN THE STATE OF ANDHRA PRADESH
(Effective From the academic year 2015-16)

I. INTRODUCTION

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher Education across the Country has decided to increase the duration of B.Ed programme from the present one Year to two years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum frame for Two Year B.Ed programme. Accordingly the NCTE developed the curriculum frame for Two Year B.Ed programme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and Union Territories in the country are advised to develop a detailed syllabus for the two year B.Ed programme on the basis of curriculum frame suggested by NCTE.

The State council of Higher Education, Government of Andhra Pradesh took up the responsibility of developing the curriculum for Two Year B.Ed Programme to be implemented in all the Universities of the State of Andhra Pradesh from the academic year 2015-16. Further, the Department of Education, Andhra University was entrusted with the responsibility of developing Two Year B.Ed. Curriculum. Accordingly the APSCHE in their office proceedings no. APSCHE/ CET's(A)/ 2014/ Curriculum/ Comm dt 08-01-2015 nominated Prof. Nimma. VenkataRao, Professor & Head, Department of Education as Coordinator. The Co-ordinator conducted a National Work Shop during 4th-6th April, 2015 at Andhra University by inviting all the Heads of the Department of Education, Chairpersons, Board of Studies in Education, the Deans, Faculty of Education in different Universities of Andhra Pradesh and also subject experts from RIE, Mysore and Bhubaneswar, SCERT, Hyderabad, English and Foreign Languages University (EFLU), Hyderabad, Moulana Abul Kalam Azad National Urdu University (MANUU), Hyderabad, Karnataka State University, Dharwad, Banglore University, Bangalore, Sri Chandrasekharendra Saraswathi Viswa Maha Vidyalaya, Kanchipuram and many experienced Teacher Educators from the erstwhile Andhra Pradesh.

The National Work Shop was inaugurated by Prof. G.S.N. Raju, Vice-Chancellor of Andhra University. Prof. P. Vijaya Prakash, Vice-Chairman, APSCHE and Prof. V. Uma Maheswara Rao, the Registrar of Andhra University graced the inaugural session. Prof. Raju in his address made an appeal to the experts present to develop the curriculum suitable to the semester system and choice based credit system (CBCS). In this Three Day Work Shop the experts deliberated on different issues relating to the Curriculum for Two Year B.Ed Programme to be implemented in the State of Andhra Pradesh for the academic year 2015-16 in the light of Justice Verma Committee recommendations and the NCTE suggested Curriculum Frame along with the implementation strategies.

On the first day the group has considered all the relevant issues and finalised the titles of different courses to be offered in each semester. On the second day course wise subject committees were formulated to develop the syllabus for respective courses. Special attention was paid by the experts in the process of curriculum development to create variety of activities so as to make the student-teachers as active participants in the learning process. Further, the activities help student-teachers to transform theory into practice. On the third day all the subject committees presented the draft syllabi along with the activities related to different theoretical aspects incorporated in the syllabi. Discussions were made to get more clarity on different topics as well as activities in each course. In the valedictory session, the vice-Chancellor of Andhra University thanked all the experts and made a suggestion to prepare the list of text books and reference books for each course.

The draft curriculum, thus, developed was discussed in the Second Workshop held at Hyderabad during 18-21 April 2015 by involving experts and experienced Teacher Educators. The suggestions and modifications put forth by them in all the courses are incorporated. The finalization of curriculum along with the rules, regulations and implementation strategies is made in the expert committee meetings held at Visakhapatnam during 9-11 May, 2015 and 14-16 June 2015.

II. SYLLABUS OF DIFFERENT COURSES

Course-I
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the concepts of Education and Philosophy
2. understand the Indian Philosophical thought on Education
3. understand the Implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.

Course Content

Unit-1: Introduction to Philosophy and Education

1.1 Concept and Scope of Philosophy
1.2 Concept and Scope of Education
1.3 Types and Functions of Education
1.4 Relationship between Philosophy and Education.
1.5 Philosophy and aims of Education

Unit-2: Indian Education: Historical Perspective

2.1 Education during Ancient Period (Vedic Education, Buddhist Education and Jains)
2.2 Education during Medieval Period (Including Islamic Education)
2.3 Education during Modern Period (Pre-Independent and Post Independent era)
- i. Rabindranath Tagore
- ii.Sri Aurobindo Gosh
- iii. Mohandas Karamchand Gandhi
- iv. Jiddu Krishna Murthy
- v. Dr.BR.Ambeddkar
- vi Moulana Abdul Kalam Azad

Unit-3: Eastern Systems and Western Schools of Philosophy

3.1 Eastern Systems of Philosophy
i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta
3.2 Western Schools of Philosophy
i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

Unit-4: Value Education

4.1 Concept of Value
4.2 Classification of Values
4.3 Value Crisis
4.4 Approaches to inculcate Values
4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession

5.1 Teacher: Professional Competencies and Commitments

5.2 Teacher as a Nation Builder
5.3 Teacher as a Creator and Facilitator of Knowledge
5.4 Professional ethics of teachers
5.5 Teacher and the Future Society

Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. List out the values which make an individual a righteous human being

Text Books

Foundations of education, Telugu Academy publications,2014,Hyderabad.
Foundations of education,Neelkamal publications, 2013,Hyderabad
Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.
Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.
Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

Reference Books

Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.
M. Keynes, 5th Edition. Cambridge: Cambridge University Press.
Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.
Introduction to history of Philosophy,Frank Thilly.
History of Philosophy, R S Peters, Orient Longman, New York
Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: National Publishing House.
Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.
John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.
Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.
Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.
Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.
Nurullah & Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.
Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.
M.L. Dharam, Philosophy of Education, Delhi Esha Books
History of Indian Education, Mumbai (Mc Millan and Co)

Course-II
PERSPECTIVES IN CHILD DEVELOPMENT

Objectives

After completion of the course, the student-teacher will be able to

1. compare relative merits and applications of different Approaches of Human Development
2. recognize that childhood is a period of socialization and how socialization practices affect their development
3. critically analyze developmental variations among children placed and exposed to different socio-cultural contexts
4. appreciate the process of development with special focus on childhood and adolescence
5. recognize that adolescence as a period of transition and threshold of adulthood
6. examine characteristics of adolescents and reflect on how their needs act as genesis of certain unique problems
7. illustrate different factors influencing on child development and their applications to education
8. examine different theories of development and their relevance to understand the nature of child

Course Content

Unit-1: Approaches of Human Development

1.1 Concept of Growth, Development and Maturation
1.2 Principles of Development
1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
1.5 Longitudinal and cross sectional approaches of understanding development

Unit-2: Theories of Development

2.1 Cognitive theory of Development (Piaget's)
2.2 Psycho-social theory of development (Erikson).
2. 3 Theory of Moral Development (Kohlberg's).
2. 4 Theory of psycho- sexual development (Freud).
2. 5 Theory of Emotional Development (Goldstein).

Unit-3: Childhood as a period of Socialization

3.1 Characteristics of childhood – developmental tasks.
3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
3.3 Child in different socio-cultural contexts.
3.4 Process of socialization – conflicts resolution and social development.
3.5 Stages of Social development – Isolated play, parallel play and social play. Characteristics of socially matured person.

Unit-4: Adolescence as a period of transition

4.1 Characteristics and needs in Adolescence
4.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development

4.3 Adolescent Groups – Gangs

4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development

4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Unit-5: Individual Differences

1.1 Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values

1.2 Theory of multiple intelligence (Gardner) – Implications for understanding differences in children

1.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)

1.4 Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of "differences" rather than "deficits" perspective.

1.5 Fostering creativity among children.

Activities

1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society
3. Describe the salient features of Child Rights Act 2005
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices

Text Books

Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Reference Books

Beggie, H.L. and Hunt M. P: Psychological Foundations of Education

Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton

Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence.* London: Paladin Books

Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman

Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi

Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books

Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.

Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology. Ludhiana: Kalyani Publishers.

Course-III
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR ENRICHING TEACHING AND LEARNING

Objectives

After completion of the course, the student-teacher will be able to

1. explain the concept of educational technology
2. explain the concept of ICT in education
3. appreciate the influence of ICT for improving the professional competencies
4. comprehend communicative skills and effective classroom interaction
5. use different approaches of ICT integration in education
6. appreciate the application of E-learning in education
7. explain the instructional strategies in instructional strategies and models
8. explain the fundamentals of the operating systems and application software
9. use internet for effective classroom teaching and maintain the ethical values
10. utilize the ICT for professional development of teachers

Course Content

Unit-1: Information and Communication Technology (ICT)

1.1 Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact
1.2 Information Technology - Knowledge Explosion, Preservation and Retrieval
1.3 Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication - Communication Technology – Its application in Education
1.4 Instructional Media and Aids – Aural, Print, Visual and multimedia
1.5 Concept, Importance, Characteristics and Scope of Information and Communication Technology (ICT)

Unit-2: ICT in Education

2.1 Knowledge Acquisition and Multi-sensory approach
2.2 Classroom Communication and Communicative Skills for Teachers and Students - Flander's Interaction Analysis Category System
2.3 Individualised Instruction – Concept, Need, Principles and Techniques
2.4 Programmed Learning - Principles, Types, modes of presentation, development, application and role of teacher
2.5 Changing roles of the learner and the teacher in ICT-Integration and Challenges

Unit-3: Computer Fundamentals and Applications

3.1 Types, Characteristics and features of Computers
3.2 Components of Computers – Hardware, Software, Memory and Maintenance of computers
3.3 Operating Systems - DOS, Windows and Macintosh and Mobile Apps for Teaching
3.4 Software for Word Processing, Presentation, Statistical & Graphical, Page Layout, multimedia and webpage creator
3.5 Concept, Applications and Challenges of Computer networks, Internet, E-mail and Digital Space

Unit-4: ICT Enriched Learning Experiences

4.1 Application of ICT for Enriching Classroom Experiences
4.2 Application and use of Multimedia Educational Software for classroom situations
4.3 Use of Internet based media for teaching and learning enrichment - Acknowledgement
4.4 Project based learning using computers, Internet and Activities
4.5 Collaborative learning using group discussion, projects, field visits, blogs, etc.

Unit-5: Application of Computers in Education

5.1 Computer as a learning tool – Concept of E-learning
5.2 Web 2.0 Technologies-characteristics, types and examples
5.3 Virtual Classroom, Smart Boards, Tools and Opportunities
5.4 Open Educational Resources – Concept and Significance
5.5 Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards

Activities

1. Use various visual aids in the classroom and report their effectiveness on learning of the students
2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning
3. Observe and analyse classroom Interaction and report the dynamics of classroom
4. Prepare a computer assisted lesson of your choice from school curriculum

Text Books

Agarwal J P (2013) – Modern Educational Technology – Black Prints, Delhi
Barton R (2004) – Teaching Secondary Science with ICT – McGrawhill International
Das R C (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi
Intel® - Teach to the Future – Pre-service Binder Version 2.0
Kirwadkar A and Karanam P.(2010) E-Learning Methodology – New Delhi- Sarup Book Publishers

Reference Books

Agarwal J P (2013) – Modern Educational Technology – Delhi Black Prints –
Douglas, E C, Computer Networks and Internet, Prentice Hall
Imison T and Taylor PH (2001) – Managing ICT in Secondary Schools Heinman-Oxford
Jones, B Technology and Future of Works, Oxford University Press
Kumar, K L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
Norton P (2000) Introduction to Computers, New Delhi, Tata McGraw Hill Publications
Sampath K (1981) Introduction to Educational Technology, Sterling Publishers, New Delhi
Sharma, R A (1983) Technology of Teaching, IPH, Meerut
Shukla, Satish S (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad, Varishan Prakashan
Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

Course-IV
PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course the student will be able to

1. develop insight into the meaning, nature, scope and objectives of mathematics education
2. appreciate the role of mathematics in day to day life
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics
4. understand aims and objectives of different branches of mathematics
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics
7. understand the selection, preparation and uses of learning resources

Course Content

Unit-1: Meaning, Nature, and Scope of Mathematics

1.1 Meaning, Nature, and scope of mathematics.
1.2 History of Mathematics with special emphasis on teaching of mathematics.
1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan.
1.4 Contributions of Western Mathematicians a) Euclid b) Pythagoras c) Renedescarte d) Geroge Cantor.
1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

Unit-2: Aims and objectives of Teaching Mathematics

2.1 Need for establishing general objectives for teaching mathematics.
2.2 Aims, Values and general objectives of teaching mathematics.
2.3 Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
2.4 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
2.5 Meaning and Concept of Academic Standards of CCE.
2.6 Linking Blooms Taxonomy with Academic Stands.

Unit-3: Methods, Approaches and Strategies in Teaching and Learning of Mathematical Concepts

3.1 Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of teaching concepts. Comparing and contrasting. Giving counter example and non example in teaching concepts. Planning and implementation strategies in teaching concepts.
3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry and Probability and Statistics from classics VI to X.
3.3 Methods of Teaching Mathematics: Inductive and Deductive : Analytic and Synthetic: Laboratory. Heuristic, Project Method and Activity Based Teaching.

3.4 Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics.
3.5 Concept Attainment Model of Jerome Bruner.

Unit-4: Planning for Teaching – Learning Mathematics

4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.
4.2 Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
4.3 Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards.
4.4 Technology Integrated Lesson-Planning the Lesson by digital technology.

Unit-5: Learning Resources in Mathematics

1.1 Mathematics Text Book – Importance and Criteria of good Mathematics text book.
1.2 A Critical Analysis of existing Secondary School Mathematics Text Books.
1.3 Audio, Visual and Multimedia resources – Selection and designing.
5.4 On line Resources – ICT based Pedagogical tools.
5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
5.6 Handling hurdles in utilizing resources.

Activities

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

Text Books

Davis, David R. The Teaching of Mathematics. New Delhi: Surjeet Publications
Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT
Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: sterling Publishers.

Reference Books

Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives – Handbook 1 – Cognitive Domain. New York: Harcourt Brace & World Inc.

James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.,

Kulshrestha, A.K. & Puneetha Kumar. Teaching of Mathematics. Meerut: R. Lal Book Depot.

NCERT (2000). National Curriculum Framework for Teacher Eduction. New Delhi: NCERT

NCERT (2005). National Curriculum Framework. New Delhi: NCERT

NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yarbook Washington: NCTM.

Packiam, S. Methods of Teaching Mathematics.

Rao, N.M. Mathematics Projects and Mathematics Laboratory, New Delhi: NCERT

SCERT (2011) Andhra Pradesh Curriculum Framework, Hyderabad: SCERT, Government of AP

SCERT (2011). Position papers for Mathematics. Hyderabad: SCERT, Government of A.P

Course-IV
PEDAGOGY OF SOCIAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the meaning and scope of Social Sciences
2. develop general and specific aims of teaching social sciences
3. inculcate values through teaching of Social Sciences
4. understand major concepts and develop critical thinking through teaching inter disciplines of Social Sciences
5. acquire knowledge on different strategies and approaches of teaching and developing skills in connection of resources.

Course Content

Unit-1: Social Sciences as an integrated area of Study

1.1 Meaning, Nature and Scope of Natural and Social Sciences
1.2 Distinction between Natural and Social Sciences
1.3 Meaning, History, Nature, Scope and Development of Social Studies
1.4 Distinction between social sciences and social studies
1.5 Understanding society through various social sciences

Unit-2: Aims Objectives and Academic Standards of Social Sciences

2.1 Major aims and objectives of teaching Social Sciences
2.2 Bloom's taxonomy of Educational Objectives
2.3 Academic Standards and Learning outcomes of teaching Social Sciences
2.4 Recommendations of NPE 1986, NCF 2005, APSCF 2011
2.5 Values of Teaching Social Sciences

Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Sciences

3.1 Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Sciences
3.2 Teacher Centred Approaches – Lecture, Lecture-demonstration, Source and Supervisory Study
3.3 Learner centered approaches –Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach
3.4 Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Questioning
3.5 Activities – Dramatisation, Role play, Field Trips, Social Science Clubs, Exhibitions

Unit-4: Planning in Teaching Social Sciences

4.1 Microteaching – Meaning, Concept and Steps
4.2 Microteaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation
4.3 Year Plan and Unit Plan
4.4 Need and Importance of Lesson Planning (Period Planning)
4.5 Technology Integrated Lesson Planning

Unit-5: Teaching Learning Resources in Social Sciences

5.1 Community Resources – Human and Material
5.2 Social Science Library, Laboratory and Museum
5.3 Need and Significance of Current and Controversial issues in teaching social sciences
5.4 Handling hurdles in utilizing resources
5.5 Professional Development of Social Sciences Teacher

Activities

1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report
2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report
4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

Text Books

Telugu Academy – 2002 – B.Ed. Methods of Teaching Social Studies – Hyderabad

Aggarwal J.C(1993) – Teaching of Social Studies – a practical approach, second edition, New Delhi, Vikas Publishing House

Aggarwal J.C (1983) - Teaching of History New Delhi, Vikas Publishing House

Kochhar, SK(1988) Teaching of Social Studies, New Delhi, Sterling Publishers Private Ltd

Bining, A.C and Bining BH (1952) Teaching of Social Studies in Secondary schools

3rd Ed., Bombay, TATA Mc Graw- Hill publishing Company Ltd.

Reference Books

Aggarwal D.D (2008) – Modern Methods of Teaching Geography new Delhi current publications

Edwin, Fenton (1967) – The New Social Studies in Secondary Schools – An Inductive Approach – New York – Holt Binchart and Winston Inc.

Martorella, Peter M (1976) – Social Studies Strategies – Theory into Practice, New York, Harper and Row Publishers Inc.

Mechlinger M D (1981) – UNESCO Handbook of Teaching Social Studies – London – Croom Helm

Moffat, M P (1955) – Social Studies Instruction – 2nd Ed. New York – PHI

NCERT (1990) – Teaching History in Secondary Schools – New Delhi

Ruhela, S P (2009) – Techniques of Teaching Social Sciences – Hyderabad – Neelkamal Publications

Edgar B W & Stareky, P W (1958) – Teaching Social Studies in High Schools – Health and Company, Boston 11C

Dr Rambhai N Patel, Educational Evaluation – Himalaya Publishing House, Mumbai

Course-IV
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1.1 develop an insight on the meaning, scope, nature and aims of biological science
1.2 identify and relate everyday experiences with the learning of biological science
1.3 integrate the knowledge of biological science with other school subjects
1.4 facilitate the development of scientific attitude in the learners of biological science
1.5 develop competencies for teaching and learning biological science through Herbartion and Constructivist approaches
1.6 stimulate curiosity, creativity and inventiveness in the learners towards biological science

Course Content

Unit-1: Introduction to Science

1.1. Meaning and Functions of Science
1.2. Nature and Scope of Science
1.3. Structure of Science
1.4. Branches of Science
1.5 History of Biological Science

Unit-2: Aims and Values of Biological Science

2.1. Aims of Teaching Biological Science
2.2. Values of Teaching Biological Science
2.3. Competences of a Biological Science Teacher
2.4. Correlation of Biological Science with other school Subjects

Unit-3: Objectives of Teaching Biological Science

3.1. Meaning and Importance of objectives
3.2. Revised Blooms Taxonomy of Educational Objectives.
3.3. Instructional Objectives and specifications with examples
3.4. Academics Standards mentioned in the school biological science text Book published by government of Andhra Pradesh

Unit-4: Methods and Techniques of Teaching Biological Science

4.1 Micro Teaching Techniques
4.2 Lecture Method, lecture Demonstration Method, and Laboratory Method
4.3 Scientific Method (Inductive and Deductive Method)
4.4 Project Method

Unit-5: Planning for Teaching Biological Science

5.1 Year Plan
5.2 Lesson Plan
5.3 Period Plan (Herbartian and Constructivist approach and CCE Model)
5.4 Learning Experiences
5.5 Planning ICT Applications in Learning Biology

Activities

1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

Text Books

Agarwal,D.D.(2001). Modern Methods of teaching Biology.Newdelhi: Sarup& Sons

Ahmed,J.(2011). Teaching of Biological Science . New Delhi:PHI Learning Pvt.Ltd.

Benjamin,S.Bloom,Ed.(1958). Taxonomy of educational objev=ctives- handbook I –Cognitive Domain, New York: Harcourt Brace & World Inc.

Chikara,M.S. and S. Sarma (1985) Teaching of Biology ,Ludhiana: prakesh Brothers.

Gupta,S.K.(1983) technology of science Education, New Delhi: Vikas Publishing House Pvt.Lt

Reference Books

Hassard,J. (2000) science as Inquiry , New Jersey: Good Year Books.

Krathwohl, David R.,Ed (1964) Taxonomy of Educational Objectives , Hand Book II – Affective Domain, New York: David Mckay.

Mohan,R.(2004)Innovative Science Teaching for Physical Science teachers. New Delhi: Practice-Hall India Ltd.

New UNESCO Source Book for science teaching (1978).New Delhi: Oxford & IBH Publishing House.

Course-V
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

Course Content

Unit-1: Introduction to Science and Physical Sciences

1.1 Science and Physical Sciences – Meaning, Nature, Scope and Importance
1.2 Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry), Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples)
1.3 Values of Learning Physical Sciences
1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity
1.5 Analysis of selected concepts of Physics and Chemistry from 6-10 classes

Unit-2: Development of Science - Physical Sciences

2.1 Milestones in the Development of Sciences – Physics and Chemistry
2.2 Contributions of Western and Indian Scientists
2.3 Landmarks, Status and Development Indian Science and Technology
2.4 Physical Science and Human Life
2.5 Rationale in Inspiring Students to study Physical Science

Unit-3: Aims. Objectives and competencies of Teaching Physical Sciences

3.1 Aims and Objectives of Teaching Physical Sciences
3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills
3.3 Instructional Objectives of Teaching Physical Sciences
3.4 Behavioural or Specific Objectives of Teaching Physical Sciences
3.5 Competencies for Teaching of Physical Sciences

Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences

4.1 Concept of Teaching with special reference to Physical Science – Approaches and Methods – Student Participation in Learning
4.2 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical
4.3 Student-centred Methods - Heuristic, Project, Scientific and Laboratory
(Illustration of each method by taking examples from specific contents of Physics and Chemistry)

4.4 Modern Teaching Techniques - Brainstorming, Team Teaching and Models of Teaching – Concept Attainment Model and Enquiry Training Model
4.5 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills

Unit-5: Planning for Teaching Physical Sciences

5.1 Importance of Planning for Teaching
5.2 Year Plan
5.3 Unit Plan
5.4 Period Plan (Lesson Plan) – Herbertian Steps vs. Constructivist Approach
5.5 Teaching Strategies and Academic Standards, CCE model period plan for classroom teaching

Activities

1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.
2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report
3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge
4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them

Text Books

Bhouthika Rasayana Shasthra Bodhana Paddhatulu (Methods of Teaching Physical Science) – Telugu Academy

Vaidya, Narendra (1989) *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.

Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.

Reference Books

Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.

Kumar, Amit (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.

Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.

Mohan, Radha (2004) – Innovative Science Teaching for Physical Science Teachers, New Delhi, PHI

UNESCO - Teaching of School Physics – Penguin Books

UNESCO – Teaching of School Chemistry – Penguin Books

Course-V
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the place of English Language Teaching in India
2. understand the different roles of language
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. understand different skills of English language
5. identify different Methods, Approaches and Techniques needed for teaching different skills of ELT in the Indian context
6. improve their ability in planning a lesson in Prose, Poetry and Supplementary Reader
7. develop integrated skills in ELT
8. prepare different activities and tasks for learners

Course Content

Unit-1: Introduction to ELT

1.1 Meaning, nature and scope of ELT
1.2 Status of English Language in the global and Indian contexts
1.3 Aims and Objectives of Teaching English in India
1.4 Language and Education Policy in India
1.5 Teaching English in Bilingual/Multi-lingual contexts

Unit-2: Methods and Approaches in ELT

2.1 Method, Approach and Technique
2.2 Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
2.3 Oral, Situational and Structural Approaches
2.4 Communicative Language Teaching
2.5 Micro skills in ELT

Unit-3: Listening and Speaking Skills

3.1 Types and Sub-skills of Listening
3.2 Techniques of and materials for teaching Listening
3.3 Sub-skills of Speaking
3.4 Techniques of and materials for teaching Speaking
3.5 Activities to develop Listening and Speaking skills.

Unit-4: Reading and Writing Skills

4.1 Types and Sub-skills of Reading; Methods of Teaching Reading
4.2 Reading and Reflecting on text
4.3 Mechanics of Writing
4.4 Sub-skills and techniques of Writing
4.5 Activities to develop Reading and Writing skills.

Unit-5: Developing integrated skills and use of ICT in English Language Teaching

5.1 Teaching of Prose
5.2 Teaching of Poetry
5.3 Use of Multi-media in ELT
5.4 Online resources for ELT
5.5 ELT and Social Networking

Activities

1. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.
2. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.
3. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
4. Critically analyse the writing activities given in the text books of classes VI to X and report.
5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective

Text Books

Graham Butt (2008): *Lesson Planning.* New York: Continuum International Publishing Group.

Grillet, F. (1983): *Developing Reading Comprehension*. Cambridge, CUP.

Krishnaswamy, N. and Sriraman, T. (1994): *Teaching English in India.*Chennai: T.R. Publishers

M. L. Tickoo (2003): *Teaching and Learning English.* Hyderabad: Orient Longman.

Makey, Sandra L. (1985): *Teaching Grammar.* Oxford: Pergamon Press

Reference Books

Doff, A. (1981): *Teach English.* London: Cambridge University Press (CUP)

Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.

Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. London: CUP

Allen, Virginia French (1983): *Techniques in Teaching Vocabulary.* New York: Oxford University Press (OUP)

Cruttenden Allan (VII Ed.) (2008): *Pronunciation of English.* Hodder Education, UK

Frank, C. and Rinovolucri Mario (1983*): Grammar in Action*. Oxford: Pergamon Press

Mario (1984): *Grammar Games*. Cambridge: Cambridge University Press (CUP)

Roach Peter (III Ed.) (2007): *English Phonetics and Phonology.* Cambridge: CUP

Course-V
PEDAGOGY OF TELUGU

భాషా విద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్రోపాధ్యాయులు:

1) సమాజంలో భాష పాత్రను అర్థం చేసుకుంటారు, ప్రాధాన్యతను గుర్తిస్తారు.
2) భాషకు, సాహిత్యానికి మధ్య గల సంబందాన్ని గుర్తిస్తారు.
3) వివిధ భాషా రూపాలను ప్రశంసిస్తారు, సొంతం చేసుకుంటారు.
4) భాషల మద్య అనువాదం యొక్క ప్రదాన్యతను గుర్తించి తమ విద్యార్థులను అనువాదం చేయమని ప్రోత్సహిస్తారు.
5) సాహిత్య, శాస్త్ర, భాషా గ్రంధాలను సంప్రదిస్తారు, ప్రశంసిస్తారు, విశ్లేషిస్తారు.
6) సందర్భానుగుణ భాషోపయోగాన్ని అలవర్చుకుంటారు, తమ విద్యార్థులకు అలవరుస్తారు.
7) పిల్లల భాష -ఇంటి భాష, జన వ్యవహార భాషలను ప్రశంసిస్తారు.
8) భాషా బోధన - అభ్యాసన పై భారతీయ - ప్రాశ్చాత్య దృక్పదాలను తులనాత్మకంగా అనుగుణంగా పరిశీలిస్తారు.

I. భాష, సమాజం భావనలు

భాష మరియు సమాజం - సమాజంలోని వివిధ వర్గాల భాష- భాష మరియు లింగ వివక్ష - భాష మరియు అస్తిత్వం - భాష మరియు సాధికారత, సామాజిక విధులు.

భాష వివిధ భావనలు

గృహ భాష (ఇంటి భాష) వైయక్తిక, కుటుంబ భాషలు- పరిసరాల్లోని-భాషలు - పాఠశాలల్లో భాష-పాఠశాలేతర వ్యవహారాల్లో భాష -పిల్లల భాష - తెలుగు వాచకాల్లో భాష - భాషేతర వాచకాల్లో భాష-ఒక పాఠ్యాంశంగా భాష మాధ్యమ భాష (ప్రాధాన్యత, పరిమితులు)-భాష మరియు మాధ్యమ భాషల మధ్యగల సంబంధాలు.

భాషావిద్య- రాజ్యాంగ అధికరణాలు - నింబధనలు, సిఫార్సులు
భారత రాజ్యాంగం అధికరణాలు 343 - 351, 350 (A)
ముదలియార్ కమీషన్ (1952), కొఠారి విద్యాసంఘం (1964-66)
జాతీయ విద్యావిధానం (1986) కార్యచరణ పథకం (1992)
జాతీయ విద్యా ప్రణాళిక చట్రం (2005) సిఫార్సులు
ఇతర కమిటీలు - కమీషన్ల సిఫార్సులు - అధికార భాష - త్రిభాషా సూత్రం.

II **తెలుగు భాష-ఆంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష**

1) స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష - స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష శాసన భాష-గ్రాంధిక భాష - వ్యవహారిక భాష - ఆధునిక ప్రామాణిక భాష

2) తరగతిలో భాషోపయోగం - సహవిద్యార్థులతో ఉపాధ్యాయులు తల్లిదండ్రులు ఇతర పెద్దలు అధికారులతో భాషా వ్యవహారం, మెలకువలు

3) జాతీయ స్థాయిలో, అంతర్జాతీయస్థాయిలో తెలుగు భాషాస్థితి, తెలుగు భాషకు ప్రాచీన హోదా కల్పన - ప్రయోజనాలు

4) ప్రధమ, ద్వితీయ, తృతీయ భాషలుగా తెలుగు - మాతృభాషగా తెలుగు

III **భాషాభ్యసనం - భాషా బోధన**

1) భాషా సంపాదన - పిల్లల భాషా సంపాదన
   తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు
2) భాష - ఆలోచన - జ్ఞాన నిర్మాణం - అభివ్యక్తి-సృజన
3) బాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి ఉపగమాలు
   జ్ఞాన నిర్మాణవాద ఉపగమాలు
   భాషా బోధన - అభ్యసనాలు భారతీయ దృక్పదం.
   భాషా బోధన - అభ్యసనాలు పాశ్చాత్యులు దృక్పదాలు.
   పాణిని, పతంజలి, కాత్యాయనుడు, జాన్‌డ్యూయీ-బ్రూనర్
   పియాజీ, వైగాటస్కీ, చోమ్‌స్కీ ప్రభృతుల ఆలోచనలు.

4) **భాషాభ్యసన - బోధన పద్ధతులు- విమర్శనాత్మక విశ్లేషణము-ప్రాచీనుల, ఆధునికుల అభిప్రాయాలు.**

- పద్ధతి - వ్యూహం: అంటే - ఎందుకు - వ్యూహాల ప్రయోజనాలు - పరిమితులు
- వ్యాకరణానువాదపద్ధతి, ప్రత్యక్షపద్ధతి - పఠనపద్ధతి - సందర్భపద్ధతి
  వాక్యపద్ధతి, పద పద్ధతి, సంభాషణా పద్ధతి-ప్రశ్నోత్తర పద్ధతి
  వివరణ పద్ధతి - విశ్లేషణ పద్ధతి - వ్యాఖ్యన పద్ధతి - విమర్శనా పద్ధతి
  నాటకీకరణ పద్ధతి - కథన పద్ధతి - పూర్ణపద్ధతి - ఖండ పద్ధతి - ప్రతి పదార్థ పద్ధతి, తాత్పర్యపద్ధతి - ప్రశంసా పద్ధతి.
  - పరస్పరచర్యాపద్ధతి, అన్వేషణ పద్ధతి, ప్రాజెక్టుపద్ధతి
  - సంయుక్త అభ్యసనం, సహకార అభ్యసనం , వనరుల ఆధారిత అభ్యసనం
  - స్వీయనిర్దేశితఅభ్యసనం, పరిశీలనాత్మక అభ్యసనం
  - మేథోమధన పద్ధతి - ఆప్తవాక్యపద్ధతి

IV **భాష - స్వరూపం - స్వభావం**

1) ఒక నియమ బద్ధ వ్యవస్థగా భాష-భాషా ప్రవర్తన - భాషాస్పృహ-భాషా వైఖరి-భాషా విషయ వైవిధ్యత.

2) భాషా మాండలికాలు, కళింగాంధ్ర మాండలికం, ఉభయగోదావరి జిల్లాల మాండలికం, కృష్ణామాండలికం, నెల్లూరు మాండలికం, రాయలసీమ మాండలికం (స్థానిక మాండలికాలు) పద, వాక్య రూపాల్లో సాదృశ్య భేదాలు

3) భాషేతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

4) **భాషావ్యవస్థ** : భాషోత్పత్తి విధం - నిర్వచనాలు - లక్షణాలు- స్వభావం - ధ్వనివ్యవస్థ - వాగింద్రియ వ్యవస్థ (ఉచ్చారణ)-ధ్వని విజ్ఞానం - వర్ణవిజ్ఞానం - పద విజ్ఞానం, వాక్య విజ్ఞానం, అర్థ విజ్ఞానం - అర్థవిపరిణామం.

5) **భాష - వ్యాకరణం** : పాఠ్యపుస్తకాలలోని వ్యాకరణాంశాలు-సంధులు - సమాసాలు - చంధస్సు- అలంకారాలు - రూపం-పర్యాయ పదాలు - ప్రకృతి - వికృతులు, నానార్థాలు-వ్యుత్పత్త్యర్థాలు- జాతీయాలు (నుడికారాలు), సామెతలు, మహితోక్తులు (Quotations)-సంప్రదాయ వ్యాకరణం - విశ్వవ్యాకరణం

6) **భాషోపాధ్యాయుని సన్నద్ధత**: విశిష్ట లక్షణాలు సాధారణ లక్షణాలు- పూర్వ సన్నద్ధత బోధనానంతర సమీక్ష - భాషోపాధ్యాయుల తరగతి గది ప్రవర్తన-తరగతిలో భాషోపయోగం - పరిమితులు-వ్యుత్పన్నత (Resourcefulness) -సూక్ష్మబోధన-నైపుణ్యాల సంపాదన, ఆచరణ.

7) **భాషాభ్యసనం- భాషాబోధన**: ప్రథమ ద్వితీయభాషలుగా తెలుగు బోధన గమ్యాలు-ఆశయాలు -ఉద్దేశాలు- లక్ష్యాలు - కనిష్ట అభ్యసన ప్రమాణాలు సామర్థ్యాలు (కమీషన్లు NCF- SCF ల ఆధారంగా)

జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన - శ్రవణమూలక అవగాహనం - పఠనమూలక అవగాహనం-అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వీయ అభివ్యక్తి,-సృజనాత్మక అభివ్యక్తి

భాషాభిరుచి - ఆసక్తి: పఠనాసక్తి, అన్వేషణాసక్తి, రచనాసక్తి

రసానుభూతి: సృజనాత్మకత

నముచితమనోవైఖరులు: భాషాంతరీకరణం.

ప్రకల్పనా కృత్యాలు, నిర్వాహణ-పరిశోధన, పరిశీలనా సామర్థ్యాలు.

V. **భాషాకౌశలాల సంపాదన:**

1. కౌశలం - సామర్థ్యం - నైపుణ్యం శక్తియుక్తులు భావనలు

2. శ్రవణం

శ్రవణం అంటే-శ్రవణం ప్రయోజనాలు-వక్తృశ్రోతృసంబంధాలు-అవధానం-గ్రహణం - సూక్ష్మ పరిశీలన-వివేచన - అవగాహన- శ్రవణం- అరోధాలు - నివారణోపాయాలు-మౌఖిక భాష సంకేతాలు ధ్వనులను వినుట- శ్రవణ అభ్యాసాలు క్రమీకృత అభ్యాసాలు

3. భాషణం:

భాషణం అంటే - భాషణం ప్రయోజనాలు - ఉత్తమ భాషణం లక్షణాలు-భాషణంలో వక్తృశ్రోత్రు సంబంధాలు - భాషణంలో అవధానం (ఏకాగ్రత), గ్రహణం, సూక్ష్మ పరిశీలన, వివేచన - అవగాహన-భాషణం - అవరోధాలు-నివారణోపయాలు.

భాషణం - మౌన భాష, సంకేత భాషణం - బాషణాశైలులు - భాషణ అలవాట్లు భాషణం-వకృత్వం-వాదప్రతివాదాలు - ఉపన్యాసం - చర్చ- మేధోమధనం-భాషణాభ్యాసాలు -భాషణ బోధన-సంభాషణ, కథాకథనం-సందర్భోచిత భాషణం - నాటకీకరణం.

భాషణ దోషాలు ఉచ్చారణ దోషాలు - పదాల ఎంపిక దోషాలు - వాక్యనిర్మాణ దోషాలు భావదోషాలు - వ్యాకరణ దోషాలు

4. పఠనం:

పఠనం అంటే-పఠనం ప్రయోజనాలు - లిపి పఠనం - చిత్రపఠనం - పటాల పఠనం పఠనం లక్షణాలు - పఠన అలవాట్లు - వాచక పఠనం - పత్రికా పఠనం - గ్రంధ పఠనం - సాహిత్య పఠనం.

పఠనం పద్ధతులు: క్షుణ్ణపఠనం - విస్తార పఠనం

పఠనం-భేదాలు: మౌన పఠనం మరియు ప్రకాశ పఠనం-పఠనం-అవధానం - గ్రహణం - పరిశీలన - పఠనావగాహన- పఠనం - అవరోధాలు-పఠన సన్నద్ధత - పఠన పరిణితి - పద్యపఠనం. పఠనాభ్యాసం - బోధన పద్ధతులు - పద పద్ధతి - వాక్యపద్ధతి.

5. లేఖనం:

భాషాలిపి - తెలుగు లిపి పరిణామ క్రమం - తెలుగు లిపి లక్షణాలు,

లేఖనం - దృష్టలేఖనం - ఉక్తలేఖనం - దస్తూరీ

లేఖనాభ్యాసం -సంప్రదాయపద్ధతి - ఆధునిక పద్ధతులు - లేఖనం లక్షణాలు - లేఖనం-అవరోధాలు.

లేఖనరూపాలు: వినతి పత్రం - అభ్యర్థన పత్రం - ప్రకటన కర పత్రం - పోస్టరు-పత్రికలకు లేఖ - తల్లిదండ్రులకు, స్నేహితులకు లేఖ - వ్యాపార లేఖ - ఆహ్వాన పత్ర రచన, స్వాగత పత్ర రచన , నివేదికా రచన, అభినందనరచన - వ్యాపార రచన, కృతజ్ఞత/ వందన సమర్పణ రచన ప్రశంసా రచన - ప్రజ్ఞాత్మకరచన - దినచర్య రచణ, స్వీయ వివరాల రచన.

లేఖనం -అనువాదం : మూల విధేయానువాదం - వాక్యవిధేయానువాదం- భావానువాదం - అనువాదంలో పరిభాష.

తెలుగు - హిందీ - ఆంగ్లభాషల మధ్య అనువాదం.

లేఖనం- శైలి, ప్రాచీన శైలి, మాండలిక శైలి, ప్రామాణిక శైలి -

6. భాషాకౌశలాల మధ్యగల అంతర సంబందాలు.

బోధనా సంబంధ కృత్యాలు:

1. 6, 7 తరగతుల సామాన్య, సాంఘిక శాస్త్ర పుస్తకాల్లోని.
   1) భాషారూపం – భావస్పష్టతలు
   2) అభ్యాసకుని అవగాహనకు అనువైన భాషారూపం
   3) భాష – పరిభాష కాఠిన్యస్థాయిలు
   4) భాషాభ్యసనానికి తోడ్పాటుకు పరిశీలించుట, నివేదిక రాయుట.

2. పరిసరాల్లోని ఐదు పాఠశాలల సందర్శన
   తెలుగు బోధన తీరు తెన్నులు
   తెలుగు బోధనకు పాఠశాలల్లో లభ్యమగు వనరులపై నివేదిక తయారు చేయుట.

3. ఏదైనా ఒక పాఠ్యాంశమునకు
   జ్ఞాన నిర్మాణవాదం అనుసరణకు తగిన కృత్యాలు రూపొందించుట.

4. 6 నుండి 10 తరగతులు పాఠ్యాంశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోని వ్యాకరణాంశాలని పట్టికగా కూర్చుట.

5. పిల్లల సంభాషణల్లోని మాండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట

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8. డా॥ ఆర్. వెంకటేశ్వరరావు & డా॥ టి. సాంబమూర్తి – తెలుగు బోధన పద్ధతులు (డి.ఎడ్) తెలుగు అకాడమీ)
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17. డా॥ భద్రిరాజు కృష్ణమూర్తి – భాష, సమాజం, సంస్కృతి – నీల్‌కమల్ ప్రచురణలు
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Course-V
PEDAGOGY OF URDU

(2)

تدریسِ زبان (اُردو)

کورس کے مقاصد:

اس کورس کی تکمیل پر طلبا اس قابل ہوں گے کہ وہ

- زبان کے مختلف کردار کو سمجھ سکیں
- زبان و ادب کے تعلق کو سمجھ سکیں
- ترجمہ کی اہمیت سمجھ سکیں اور ترجمہ کرنے کے قابل ہوں
- طلبا میں تخلیقی صلاحیتوں کو فروغ دے سکیں
- تعلیم زبان سے متعلق اہم پالیسیوں اور دستوری مراعات سے واقف ہو سکیں
- مستند و غیر مستند ادبی متون کا جائزہ لے سکیں
- طلبا کے لئے سرگرمیاں اور مشاغل تیار کر سکیں
- لسانی ماہیت کو سمجھ سکیں
- نظم، نثر اور ڈرامہ کی تدریس کے طریقوں کو کمرہ جماعت میں اطلاق کر سکیں
- تدریس زبان کے لئے باہم مربوط مہارتوں کو فروغ دے سکیں
- زبان کی پیمائش و تعین قدر کے عمل کو سمجھ سکیں

اکائی - I - اکتساب زبان کے مختلف پہلو

(1) زبان: ماہیت اور افعال - لسانیات اور اکتساب زبان میں اس کا کردار
زبان اور سماج - زبان اور جنس - زبان اور شناخت
زبان اور طبقہ

(2) اسکول میں زبان: گھر کی زبان اور اسکول کی زبان - اکتساب میں زبان کی مرکزیت - نصاب پر محیط زبان

(3) حصولِ علم اور زبان: زبان بحیثیت اسکولی مضمون اور زبان برائے اکتساب میں فرق - کثیر لسانی کمرہ جماعت - کثیر ثقافتی شعور اور تدریس زبان -

(2)

(4) اکتساب زبان کے اُصول اور نفسیات: پیاجے، برونر، چومسکی کی خدمات - اکتساب زبان میں تعمیریت (Constructivism) - تنقیدی طریقہ ہائے تدریس۔

(5) تعلیم زبان سے متعلق دستوری مراعات اور پالیسیاں دفعات 343، 351، 350(A) - کوٹھاری کمیشن (1964-66)۔ NPE(1986)، POA (1992)، NCF - 2005۔

اکائی - II - اُردو زبان و ادب - ایک تعارف

(1) اُردو زبان کا آغاز و ارتقاء - درج ذیل اسکالرز کے پیش کردہ نظریات کا مطالعہ - محمد حسین آزاد - پروفیسر مسعود حسین خاں - پروفیسر زور۔

(2) ہندوستان میں اُردو زبان کا مقام و موقف بالخصوص آندھرا پردیش میں۔

(3) اُردو کے مختلف اصناف ادب

نثر (داستان - حکایت (Epic)، سوانح حیات، مضامین، ڈرامہ)

نظم (غزل - قصیدہ - نظم - رباعی - مثنوی - مرثیہ

(4) مکالمہ سیکلی اور جدید ادب

(5) علم بلاغت

اکائی - III - اُردو زبان کا لسانی نظام

(1) لسانیاتی کردار کے مختلف پہلو

(2) صوتیات: - اُردو کی آوازیں اور فونیم - مصوتے - مصمتے - ارکان

(3) صرف: الفاظ کی اقسام - تشکیل الفاظ

(4) نحویات: جملوں کی تشکیل - تبادلی قواعد (Generative Grammar)

(5) معنویات اور اسلوبیات: اُردو کے اہم اسالیب کا مطالعہ (سرسید احمد خاں - ابوالکلام آزاد - غالب)

(3)

اکائی ۔ (4) لسانی مہارتوں کی تحصیل

(1) زبان کی مختلف مہارتوں کا فروغ۔ تحصیل زبان کی اہمیت و افادیت۔

(2) سننا اور گفتگو کرنا : ذیلی مہارتیں ۔ سننے اور گفتگو کرنے کو فروغ دینے کے مختلف کام ، سرگرمیاں اور ذرائع ۔ کہانی گوئی ۔ مکالمہ گوئی ۔ باہمی گفتگو ۔ کرداری کھیل ۔ تصویری کھیل ۔ تصویری کہانیاں ۔ سمعی میڈیا ذرائع ۔

(3) پڑھنا : ذیلی مہارتیں ۔ بلند خوانی اور خاموش خوانی ۔ کثرت مطالعہ، گہرائی سے مطالعہ ۔ مطالعہ کے دوران مختلف حکمت عملیوں ، ڈکشنری ، انسائیکلوپیڈیا کا استعمال

(4) لکھنا : لکھنے کے مراحل ۔ لکھنے کا عمل ۔ رسمی و غیر رسمی تحریریں ۔ مثلاً شاعری ، مختصر کہانی ۔ خطوط ، ڈائری ، نوٹس ، مضامین ، رپورٹ ، مکالمے ۔ تقریر ۔ اشتہاریت وغیرہ ۔ حوالہ جاتی مہارتیں ۔ اعلیٰ سطحی مہارتیں

(5) لسانی مہارتوں کا باہم ارتباط ۔ سرگرمیاں و مشاغل

اکائی (5) تدریسی زبان کے مختلف طریقے اور رسائیاں

(1) راست طریقہ

(2) ساختی و مواقعی طریقہ

(3) سمعی و لسانی طریقہ

(4) فطری طریقہ

(5) ترجمہ کا طریقہ : ضرورت کی اہمیت ۔ ہندوستان کی دیگر زبانوں کے ادب کی اردو میں ترجمہ نگاری ۔ ترجمہ کے طریقے

(4)

سرگرمیاں

(1) دستور میں دی گئی زبان سے متعلقہ ہدایات اور کوٹھاری کمیشن، قومی پالیسی برائے تعلیم 1986 اور پروگرام آف ایکشن 1992 میں دی گئی تعلیمی پالیسیوں پر ایک رپورٹ تیار کیجیے

(2) اپنے اطراف واکناف کے کوئی پانچ اسکولوں کا دورہ کیجیے اور وہاں پر سہ لسانی فارمولہ کا اسکولوں میں کس طرح اطلاق ہو رہا ہے اس پر ایک رپورٹ تیار کیجیے۔

(3) مختلف شعرا کی غزلیات سے اپنی پسند کے اشعار کو منتخب کیجیے اور اُن کا تنقیدی جائزہ لیجیے۔

(4) کوئی ایک فلم / ٹی وی سیریل کا تنقیدی جائزہ لیجیے اور اس پر ایک رپورٹ تیار کیجیے

(5) تخلیقی تحریر کے کوئی دو ٹکڑے منتخب کیجیے اور ان کا اُردو میں ترجمہ کیجیے تاریخ سے کوئی دو حقے لیجیے مثلاً 'تہذیب کیا ہے' اور ان پر فلو چارٹ تیار کیجیے

حوالہ جاتی کتب :

(1) رشید حسن خاں - اردو املا

(2) معین الدین - اُردو زبان کی تدریس

(3) نجم السحر صابرہ سعید - تدریس اُردو

(4) مصطفیٰ جاوید - نئی اُردو قواعد

(5) جمیل جالبی - تاریخ ادب اُردو

Course-VI
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Course Content

Unit-1: Sociology and Education

1.1 Meaning, nature and scope of sociology
1.2 Relationship between sociology and Education
1.3 Agencies of socialization (Family, peer group, school, Media, Religion
1.4 Role of Teacher in Socialisation process
1.5 Impact of Socialisation on Education

Unit-II: Culture and Education

2.1 Meaning and definitions of culture
2.2 Characteristics of culture
2.3 Dimensions of culture, cultural lag, cultural pluralism
2.4 Impact of culture on Education
2.5 Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education

3.1 Meaning and factors responsible for Social change
3.2 Concept and attributes of Modernization
3.3 Social stratification, Social Mobility and Education
3.4 Education as a facilitator for social change
3.5 Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education

4.1 Concept and Principles of Democracy
4.2 Equality and equity in Education
4.3 Preamble of the Constitution in relation to Education
4.4 Role of Education in strengthening democracy and democratic citizenship Teacher as a democrat

Unit-V: Education and National Integration

5.1 Concept, Need for National Integration
5.2 Education as an instrument for national integration
5.3 Programmes to promote National Integration and International understanding,
5.4 Peace education in schools
5.5 Social Crisis and its Management

Activities

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Text Books

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983

Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966

Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979

Aggrawal, J C – Sociological Foundations of Education – New Delhi

Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – Telugu Academy, Hyderabad

Reference Books:

Sandeep.P. & C.Madhumati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd.

Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon

Thakur A S & Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House

Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat

Mukherji, Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press

Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press

Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon

Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi

Coombs, Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H Wheeler & Co.

Vaizey John (1967) – Education in the Modern World: World University Library – London

Course-VII
LEARNING AND TEACHING

Objectives

After completion of the course, the student-teacher will be able to

1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Unit-1: Process of Learning

1.1 Concept of learning, types of learning and factors influencing learning
1.2 Learning process: Attention, sensation, perception, and concept formation
1.3 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
1.4 Transfer of learning: concept, theories and types(Horizontal and Vertical)
1.5 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning

2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications
2.3 Operant Conditioning – Skinner, concept and principles and classroom implications
2.4 Compare these perspectives in terms of their merits and applicability to classroom
learning

Unit-3: Cognitive and Humanist Perspectives of Learning

3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
3.2 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process

4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
4.2 Distinction between Instruction, training and teaching
4.3 Phases of teaching: planning, execution and reflection
4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
4.5 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement

5.1 Meaning of learning environment and learning engagement

5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
5.3 Development of emotional intelligence
5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report

Text Books

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Reference Books

Beggie, H.L. and Hunt M. P: Psychological Foundations of Education

Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton

Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence.* London: Paladin Books

Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman

Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman

Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi

Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi

Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books

Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.

Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.

Vygotsky, L. S. (1978). Mind in Society: The development of higher psychological processes. Cambridge, Massachusetts: Harvard University Press

Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology. Ludhiana: Kalyani Publishers.

Course-VIII
CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of classroom organization
2. understand the importance of classroom Management
3. develop ability to face the problems in managing the classroom.
4. understand the role of leadership of a teacher
5. undertake different action research projects to improve professional practices

Course Content

Unit-1: Classroom Organization

1.1 Classroom organization – Meaning and purpose
1.2 Classroom Seating Arrangement for different purposes
1.3 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
1.5 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

2.1 Classroom management – concept, need and approaches .
2.2 Managing with different types of students – Leader, Follower, passive
2.3 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
2.4 Violation of rights of children – legal consequences.
2.5 Strategies to manage behavior problems- preventive, supportive and corrective.
2.6 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

3.1 Teacher as a facilitator of learning
3.2 Perspective planning and coordination with authorities for support.
3.3 Accountability and self assessment of teachers and feedback mechanisms.
3.4 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

4.1 Concept, Nature and Characteristics of a Leader
4.2 Types of Leadership
4.3 Strategies to develop leadership qualities
4.4 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education

5.1 Action Research – Meaning, Need and Scope
5.2 Steps in Action Research
5.3 Action Research Cycle
5.4 Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristicsText

Text Books

Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi

Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and Deep Publications Pvt. Ltd. Delhi

John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books

Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi

Mishra R C (2007) History of Educational Adminitration, APH Publishing Corporation, New Delhi

Meenakshi Sundaram, A (2012), Educational Innovations and Management , Kavyamala Publishers, Chinnalapathi, Tamilnadu

Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), Pathasala Nirvahana Vidyamsalu, Telugu Academy, Hyderabad

Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad

Course-IX
ART EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Content

Unit-1: Art and Aesthetics

1.1 Aesthetics – as a branch of Philosophy.
1.2 Aesthetics – its meaning, dimensions and constituents.
1.3 Art as a form of Aesthetics.
1.4 Indian Art and Rasa principle.
1.5 Importance of Arts in Education

Unit-2: Art and Education

2.1 Art as a medium of education.
2.2 Art as a unifying principle in education.
2.3 Art and Society.
2.4 Art and Human development.
2.5 Art for self- expression, keen observation, and sense of appreciation.

Unit-3: Place of Visual Art and Performing Arts in Teaching

3.1 Different forms of visual and performing Arts.
3.2 Teaching as an Art.
3.3 Drama as a form of Teaching.
3.4 Identification of local Art forms and their integration to teaching – learning.
3.5 Evaluation strategies; assessing the different forms of Art.

Unit-4: Contributions made by Contemporary thinkers on Art and Education

4.1 Rabindranath Tagore
4.2 A.K. Coomara Swamy
4.3 Herbert Read
4.4 Elliot Eisener

Unit-5: Art and Craft in Education

5.1 Art in Craft
5.2 Craft in Art
5.3 Traditional Craft and their relevance to Education
5.4 Local Craft and their place in SUPW
5.5 Indian Festivals and its Artistic significance

Activities

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama

Text Books

John Dewey, Art as Experience, New York, 1934, Minton
Herbert Reed, Education through Art – Faber and Faber, New York, 1968
Esner Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

Reference Books

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan
Jefferson B, Teaching Art to Children – Continental View Point – Boston, Allyn Bacon, 1969
Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962
A.K. Coomara Swamy, Christian and Oriental Philosophy of Art, Munshiram Manoharlal, Delhi, 1974

Course-X
PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course, the student-teacher will be able to

1. Appreciate Mathematics as a tool to engage the mind of the student
2. Appreciate mathematics to strengthen the students resource
3. See mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Stimulate curiosity, creativity and inventiveness of mathematics
6. Develop Competencies to develop gifted and slow learners.
7. Develop language of mathematics; engage with research on children's learning in specific areas.

Course Content

Unit-1: Mathematics Curriculum:

1.1 Meaning and objectives of curriculum
1.2 Principles for designing and Organizing Curriculum
1.3 Approaches for Organizing Curriculum
1.4 Meaning of syllabus and difference between syllabus and curriculum
1.5 Recommendations and critical appraisal of NCFSE- 2005, APSCF – 2011 and other commissions on Mathematics curriculum.
1.6 Discussion of important concepts, principles and processes from the topics of the branches as specified below.
   i. Arithmetic : Development of number system, Ratio and Proportion, Percentages and other topics based on them.
   ii. Algebra: Sets and Operations on them, Systems of Linear Equations and their graphical solutions, Quadratic Equations, theory of Indices and Logarithms, Reminder and factor theorems.
   iii. Probability and Statistics: Basic concepts of Probability, Representation of data, Measures of Central Tendencies.
   vi. Geometry: Theoretical, Practical and Co-ordinate Geometry, Distance formula, section formula.
   Menstruation ; Areas and Volumes
   v. Trigonometry: Trigonometrical Ratios, Identities. Composite Angles, Multiple and Sub multiple angles, Heights and Distances.

Unit-2: Language and Aesthetic sense of Mathematics

2.1 Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.
2.2 Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry
2.3 Recreational Mathematics – Mathematical games, puzzles, and riddles.
2.4 Language of Mathematics

Unit-III: Assessment and Evaluation

3.1 Testing of Mathematical abilities of children
3.2 Meaning of Assessment, measurement and evaluation in mathematics

3.3 Achievement test in mathematic- Arithmetic, Algebra, and Geometry.
3.4 Speed test in Mathematics - Arithmetic, Algebra, and Geometry.
3.5 Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics
3.6 Concept of CCE and measurement of different behavioral changes like interest attitude, and aptitude in learning mathematics.

Unit-IV: Mathematics for all

4.1 Speed and accuracy in Mathematics
4.2 Understanding Learners – Gifted slow, backwardness and dyscalculia
4.3 Activities enriching Mathematics learning- Mathematical Clubs, fairs and its activities, Olympiad, Recreational activities
4.4 Mathematic Laboratory and its effective use
4.5 Teaching learners with special needs - Co-operative learning, Peer learning, Reciprocal learning – Breur, using technology to meet diverse needs of learners.

Unit-V: Professional Development in Mathematics Teacher

5.1 In-service programmes for Mathematics Teacher
5.2 Mathematics Teachers Associations – Role, and Uses
5.3 Journals and other resource material in Mathematics Education
5.4 Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

Activities

1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.

Text Books and Reference Books

As given in Course IV- Pedagogy of Mathematics

Course-X
PEDAGOGY OF SOCIAL SCIENCES

Objectives

This course will enable the student teachers to

1. understand the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understand the importance of social science curriculum and its organization
3. understand various teaching aids for social sciences
4. understand the assessment process through CCE
5. sensitize and equip teachers to handle social issues and concerns in a responsible manner
6. inculcate qualities and competencies required for a good social sciences teacher

Course Content

Unit-1: Teaching and Learning of Geography and Economics

1.1 Fundamental concepts of Geomorphology - Latitudes, longitudes, earth movements, climatology, temperature, pressure, wind, humidity; Hydrology and Oceanography – Hydrological Cycle, Ocean and Ocean deposits
1.2 Indian Geography-Political divisions, Rivers and Landforms
1.3 Meaning, Nature and Scope of Economics; Key concepts in Economics
1.4 Classification of Economic Systems
1.5 Teaching strategies of geography and economics

Unit-2: Unit-VII: Teaching Learning of History and Political Science

2.1 Periodisation of World History, Indian History – Ancient, Medieval, Modern and Contemporary society with special reference to Secondary School Social Studies Textbooks
2.2 Capitalism, Democracy and Citizenship – American and French Revolutions
2.3 Nature and Scope of Political Science; Key concepts and current trends
2.4 Indian Constitution – Fundamental Rights and Duties; Organs of Government-Legislature, Executive and Judiciary
2.5 Teaching Strategies of Teaching History and Political Science

Unit-3: Social Science Curriculum

3.1 Curriculum – Meaning, Nature and Scope
3.2 Principles of Social Sciences Curriculum Construction
3.3 Approaches of organizing social studies curriculum – concentric, spiral, chronological, topical and correlation
3.4 Qualities and Characteristics of Good Social Science Textbook
3.5 Analysis of Social Science Textbook of State Board and CBSE

Unit-4: Teaching Learning Material in Social Sciences

4.1 Need and significance of Teaching Learning Material in Teaching Social Sciences
4.2 Globe and Maps – Types of Maps – Map Language, Map Reading and Map Making
4.3 Charts and Graphs – Types of Charts – Chronology, Tabular, Diagramatic and Pictorial; Types of Graphs – Bar, Pie, Line and Pictorial
4.4 Models – Working, Still and Diorama

4.5 Objects, Specimens and Scrap book

Unit-5: Evaluation in Learning Social Sciences

5.1 Meaning, Nature and Characteristics of Evaluation
5.2 Forms of Evaluation
5.3 Quantitative and Qualitative Tools of Evaluation in Social Sciences
5.4 CCE Model of assessment in social sciences
5.5 Analysis and Interpretation of test scores

Activities

1. Observe a day's proceedings in house of assembly or parliament and report
2. Collect News paper clippings on any social issue and write a report on the issue with your comments
3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.
4. Observe the functioning of any local body office and report
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report

Text Books and References

As given in Course IV- Pedagogy of Social Sciences

Course-X
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the curriculum development issues in biological science
2. Identify the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develop the skill of writing lesson plan period plan
4. Develop micro teaching skills
5. Develop the skill of constructing test papers

Course Content

Unit-1: Biological Science Curriculum and Textbooks

1.1 Meaning and Definitions of curriculum
1.2 Principles of Curriculum Construction
1.3 Organizational Approaches of Curriculum: Logical, Psychological,
1.4 Topical concentric and spiral
1.5 Steps involved in the development of science curriculum
1.6 Basic Criteria of Validity of a Science Curriculum context, - Cognitive, Process, Historical, Environmental Science and Ethical Validity
1.7 Curriculum at upper Primary, Secondary and Higher secondary stages.
1.8 National Curriculum Framework, 2005 – Position paper on Science
1.9 Andhra Pradesh State Curriculum Framework 2011- Science
1.10 Qualities of good biological science text books
1.11 Analysis of Secondary School Biological Science text book

Unit-2: Biological Science Laboratory

2.1 Importance of practical work in Biological Science
2.2 Planning of science laboratories, Lecture cum laboratory, all-purpose laboratory, mobile science laboratory
2.3 Procurement, care and maintenance of laboratory equipment
2.4 First Aid

Unit-3: Teaching Learning Materials

3.1 Edgar Dale's Cone of experience
3.2 Audio, visual Instructional aids
3.3 Activity aids (Aquarium, Vivarium, Terrarium, Herbarium), Electronic Teaching Aids
3.4 Improvisation of Teaching aids

Unit-4: Resources for Teaching Biological Science

4.1 Science Kit
4.2 Science library
4.3 Science club
4.4 Science exhibition and science fair
4.5 Science Museum
4.6 Community Resource

Unit-5: Evaluation in Biological Science

5.1 Concept of test, measurement and evaluation
5.2 Evaluation- meaning, types, Process, and tools
5.3 Qualities of a Good test and types of tests
5.4 Preparation of Continuous Comprehensive Evaluation (CCE) Record
5.5 Analysis and interpretation of test scores.
5.6 Assessment of performance of the student, electronic assessment
5.7 Preparation of portfolio

Activities

1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report
2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.
3. Prepare laboratory instructional cards for any two experiments of your choice.
4. Prepare a herbarium based on a certain theme.
5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.

Text Books and References

As given in Course IV- Pedagogy of Biological Sciences

Course-XI
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

Course Content

Unit-1: Science Curriculum and Textbooks

1.1 Curriculum - Concept and Meaning, Principles of Curriculum Construction
1.2 Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
1.3 Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF-2011
1.4 Characteristics of a Good Physical Sciences Text Book
1.5 Learning Resources for Physical Science – Exploring alternative resources

Unit-2: Instructional Material for Physical Sciences Teaching

2.1 Importance of Practical Work in Physics and Chemistry
2.2 Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments
2.3 Development of Improvised Apparatus for concrete and abstract concepts
2.4 ICT and multimedia resources for teaching Physical Sciences - Simulated computer based laboratory activities
2.5 Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom Discussion and Preparation of SLM by each student for their classroom use

Unit-3: Lifelong Physical Sciences Learning

3.1 Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads
3.2 Role of Government and Non-Governmental Organizations in the Propagation of Science
3.3 Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization
3.4 Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science
3.5 Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

Unit-4: Professional Development of Physical Sciences Teachers

4.1 Professional development of Physical Sciences Teachers
4.2 Participation in Seminars, Conferences, Workshops and In-service Training Programmes
4.3 Membership in Professional Organisations; Teachers as a community of learners
4.4 Role of reflective practices in professional development of physical science teachers
4.5 Teacher as a researcher: Action Research in Physical science - Learning to understand how children learn science

Unit-5: Evaluation in Physical Science

5.1 Evaluation of Learning Outcomes in Physical Sciences
5.2 Qualities of a good test - Written and Practical
5.3 Planning, Preparation and Conduct of Achievement Test in CCE model
5.4 Evaluation of Responses, Scoring and Tabulation
5.5 Analysis and Interpretation of Test Scores

Activities

1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

Text Books and References

As given in Course V- Pedagogy of Physical Sciences

Course-XI
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. get acquaintance with skills of communication for classroom teaching
2. develop creativity among learners
3. use multilingualism as a strategy in the classroom situation
4. understand the basics of English grammar
5. develop the skills of presentation of vocabulary
6. get acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understand constructivist approach to language teaching and learning
8. assess and Evaluate the student skills of language learning

Course Content

Unit-1: Language across Curriculum

1.1 Need for Communication
1.2 Communication for classroom teaching
1.3 Classroom interaction patterns
1.4 Interpersonal skills
1.5 Individual/Pair/Group activities

Unit-2: Teaching of Grammar

2.1 Need and importance of teaching Grammar
2.2 Types of Grammar and Techniques of Teaching Grammar
2.3 Using Authentic materials to teach Grammar
2.4 Grammar Games and the related activities
2.5 Remedial teaching in Grammar

Unit-3: Teaching Vocabulary, Study and Reference skills

3.1 Selecting and Grading vocabulary items
3.2 Techniques of teaching vocabulary
3.3 Vocabulary games
3.4 Techniques of teaching Study Skills: Note-making/Note-taking/Mind mapping/Brain-storming
3.5 Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia and Bibliographies

Unit-4: Introduction to Phonetics

4.1 Vowels and Diphthongs
4.2 Consonants
4.3 Stress
4.4 Intonation
4.5 Techniques of using Language Laboratory

Unit-5: Language Assessment and Evaluation

5.1 Concept of Evaluation and Characteristics of a good test in English

5.2 Progress and assessment of development of language skills; CCE; techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.

5.3 Typology of questions: activities and tasks reflecting - problem solving, creative and critical thinking and enhancing imagination.

5.4 Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills

5.5 Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

Activities

1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:
   a. To what extent the language clearly convey the meaning of the topic being discussed?
   b. Is the language learner-friendly?
   c. Is the language too technical in nature?
2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.
3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.
5. Develop a question paper for classes VI to X to asses all the aspects of language learning.

Text Books and References

As given in Course V- Pedagogy of English

Course-XI
PEDAGOGY OF TELUGU

భాషావిద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్రోపాధ్యాయులు:

1) పద్యం, గద్యం, వ్యాకరణం, వ్యాసం, కథ నాటిక మున్నగు ప్రక్రియల బోధనను సమర్థంగా నిర్వహింస్తారు.
2) పాఠ్యబోధనకు అనువైన వ్యూహాలు, భోదన సామాగ్రిని ఎంపిక చేసుకుంటారు.
3) విద్య ప్రణాళిక, విషయ ప్రణాళిక, పాఠ్యపుస్తకాల మధ్యగల సంబందాలను అవగతం చేసుకుంటారు.
4) భాషా మూల్యంకనం భావనలను అర్థం చేసుకొని, తమ విద్యార్థుల ఉప లబ్ధిని వివిధ మూల్యాంకన విధానాల్లో అంచనావేస్తారు.
5) భాషాభ్యాసనం/భోధనల్లో భాషా ప్రయోగశాల, కంపూటర్ల ప్రధాన్యతను గుర్తిస్తారు. తమ బోధనలో వినియోగిస్తారు.
6) తెలగు భాషాసాహిత్యాలు, ప్రజల సంస్కృతి వారసత్వాల ఎడ స్పృహను పెంపొందించుకొని తమ విద్యార్థులలో సంస్కృతీస్పృహను పెంపొందిస్తారు.

I. భాష - సాహిత్యం - సౌందర్య శిల్పము

భాష - ఆలోచనలు-సృజనాత్మకత

భాష వివిధ సాహిత్య పక్రియలు - లక్షణాలు (1వ తరగతి నుండి 10వ తరగతి తెలుగు ప్రథమ ద్వితీయ భాషా వాచకాల్లో పరిచయమైన పక్రియలు)

పద్యపక్రియలు - ఇతిహాస కవిత - పురాణ కవిత - కావ్యకవిత - ఆధునిక పద్యం

వచన పక్రియలు - గద్యం - లేఖ - వ్యాసం - సంపాదకీయం - జీవిత చరిత్ర, ఆత్మకథ - దినచర్య - యాత్రాకథనం - కథానిక

నాటక ప్రక్రియలు - సంభాషణ - నాటిక

బాల సాహిత్యం - భావ కవిత్వం - అభ్యుదయ కవిత్వం - విప్లవ కవిత్వం - స్త్రీవాద సాహిత్యం - దళిత వాద సాహిత్యం -మైనారిటీ వాద సాహిత్యం, జాతీయోద్యమ కవిత్వం - ఆంద్రోద్యమ కవిత్వం - శాస్త్ర సాహిత్యం.

ఇతర ప్రధాన ప్రక్రియలు - నవల, నవలిక ఇత్యాదులు

తెలుగు సాహిత్య చరిత్రలో ప్రముఖ రచయితలు - కవులు - కవయిత్రులు

II. **భాషాసాహిత్యాలు - బోధనాప్రక్రియలు:**

గద్య బోధన - వాచకబోధన - ఉపవాచక బోధన -పద్యబోధన-సంభాషణ/నాటక బోధన-వ్యాకరణ బోధన-వ్యాస రచన బోధన- కథా బోధన.

(యూనిట్ - III లో పొందుపరచిన పద్ధతులు అన్వయం చేసుకోవాలి)

* భాషా సాహిత్యాల బోధనలో ప్రాధాన్యతలు - భాష - పరిసరాలు విద్యార్థుల అనుభవాలు ఆసక్తులతో సమన్వయం.
* ప్రశంసా శక్తిని, సృజనాత్మకతలను పెంపొందించుటకు ప్రకియల బోధన

III. **భాషాభ్యసనం, బోధన ప్రణాళికలు, బోధన సామాగ్రి నిర్మాణం.**

* **విద్యా ప్రణాళికలు:**

విద్యా ప్రణాళికల్లో తెలుగు భాషా స్థానం (మాతృభాషగా మాద్యమ భాషగా)

డిజిటల్ మాధ్యమాలు:

* పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.
* తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత- మౌళిక భావనలు - తయారీలో మెలకువలు.
* భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

* **గ్రంధాలయాలు** : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు-వినియోగం.
* **భాషా బోధనాభ్యసన ఉపకరణాలు:** భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్విమితీయ, త్రిమితీయా ఉపకరణాలు.
* **మాధ్యమాలు:** అచ్చుమాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

IV. **భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.**

* కార్యక్రమయుత బోధన - బృంద బోధన, నియోజనాల బోధన (వ్యక్తి పద్ధతి) కంప్యూటర్ సహాయక బోధన/ అభ్యసనం-లోపనివారణ - బోధన కృత్యాధార బోధన, స్వయం అధ్యయనం పర్యావేక్షనాత్మక అధ్యయనం - మౌలిక భావనలు - పరిమితులు.

భాషా సాహిత్య కృషిలో వివిద సంస్థలు :

తెలుగు అకాడమీ - ఆంధ్రసాహిత్య పరిషత్ (కాకినాడ), వేటపాలెం గ్రంధాలయం -సి.పి. బ్రౌను అకాడమీ, కడప-తెలుగు విశ్వవిద్యాలయం, తిరుపతి ప్రాచ్యలిఖిత పుస్తక భాండాగారము ఆంధ్రప్రదేశ్ సాహిత్య అకాడమీ, లలిత కళా అకాడమీ, నాటక అకాడమీలు, తదితర సంస్థలు

V. **భాషాభ్యసనం - బోధన - మూల్యాంకనం:**

మూల్యాంకనం - పరీక్ష - నికష - పరిగణన, భావనలు- సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం- రూపణ మూల్యాంకనం - సంకనల మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం -ప్రొగ్నస్టిక్ మూల్యాంకనం-మూల్యాంకనానికి ప్రశ్నాపత్రాలు - ప్రశ్నల తయారీ- వివిధ ప్రశ్నారూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు- పాఠాంత నికషలు - అంతర్గత మూల్యాంకనం - బాహిర మూల్యాకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం- మూల్యాంకనం - భాషా కౌశల నికషలు - శ్రవణ నికష - పఠన నికష - భాషణ నికష - లేఖన నికష - అభిరుచి నికష-ఆసక్తి నికష - సృజనాత్మక నికష, ప్రశంసానికష, భాషా స్నేహ నికష - నిర్మాణం - విశ్లేషణ - మెలకువలు - మాదిరి సమాధాన పత్రాలు- ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన -గ్రేడింగ్ - ఫలితాల వ్యాఖ్యానం

బోధన సంబంధ కృత్యాలు:

1. ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని – సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.
2. నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.
3. కార్యక్రమయుత బోధనపై ఒక పాఠం సిద్ధం చేయించుట.
4. బాలల పత్రికలు – భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.
5. స్థానిక భాషా విశేషాలు – జాతీయాలు – సామెతలు – పొడుపు కథలు – సేకరణ.

పరామర్శ గ్రంథాలు:

కోర్సు V నందు పొందుపరచబడినవి.

Course-XI
PEDAGOGY OF URDU

تدریس زبان (اُردو)

مقاصد:

- ثانوی سطح پر تدریس کے مختلف طریقوں اور طرز رسائیوں سے واقف ہو سکیں
- نصاب کے تصور کو سمجھ سکیں
- ہم نصابی سرگرمیوں کی اہمیت و افادیت کو سمجھ سکیں اور اسکول میں اسکا اطلاق کر سکیں
- تدریس زبان کے اہم امدادی وسائل سے واقف ہو سکیں
- معین تدریس کے مختلف آلات اور تکنیکوں سے واقف ہو سکیں اور اطلاق کر سکیں

اکائی - VI - منصوبہ بندی اور تدریس

(1) اعلیٰ ثانوی اور ثانوی سطح پر تدریس اُردو کے عام مقاصد
(2) اردو ادب کی مختلف اصناف کی تدریس کے مقاصد - نظم، نثر اور ڈرامہ
(3) نظم و نثر کے اسباق کی منصوبہ بندی CCE کے طریقہ پر
(4) قواعد اور انشا کے اسباق کی منصوبہ بندی
(5) ڈرامہ اور کرداری کھیل (Role Play) - ہیئت کشی

اکائی - VII زبان اور نصاب

(1) نصاب (curriculum) ، کتابی نصاب (Syllabus) اور درسی کتب کا باہمی تعلق
(2) نصاب کی تیاری کے اُصول - مواد کا انتخاب، سرگرمیوں کی تیاری
(3) تدوین نصاب کا موجودہ طریقہ - طفل مرکوز نصاب اور فطرت پر مبنی نصاب
(4) مشمولیتی تعلیم کے لئے لسانی نصاب
(5) SCERT، ICSE اور NCERT نصاب کا تقابل

(2)

اکائی - VIII - اُردو زبان کی تدریس کے اہم مسائل اور حکمت عملیاں

(1) کمرہ جماعت میں بولیوں (dialects) کا فرق

(2) کثیر سماجی و ثقافتی پس منظر سے تعلق رکھنے والے طلبا کی تدریس

(3) ہم نصابی سرگرمیوں کی منصوبہ بندی اور انعقاد (مشاعرہ - بیت بازی - نظم خوانی وغیرہ)

(4) اردو معلمین کی پیشہ وارانہ ترقی

(5) ایک مثالی معلم اُردو کی خصوصیات

اکائی - IX - ملٹی میڈیا اور تدریس زبان

(1) ٹکنالوجی پر مبنی طریقہ تدریس اور استاد اور معلم کا کردار

(2) پرنٹ میڈیا (اخبارات ورسائل، کہانی کی کتب، ڈکشنریاں دیگر مطالعاتی کتب

(3) سمعی و بصری میڈیا: چارٹس اور سہ ابعادی وسائل - ریڈیو و ٹی وی پروگرامس

(4) اطلاعاتی و ترسیلی ٹکنالوجی (ICT) - پورٹائٹ پیشکش، لنگویج لیاب، CALL پروگرامس وغیرہ

(5) ای - اکتساب اور ویب پر مبنی اکتساب

اکائی - IX - زبان کی پیمائش اور تعین قدر

(1) کمرہ جماعت میں پیمائش کی اہمیت

(2) پیمائش کی اقسام - تشکیلی، تکمیلی، ڈیاگنوسٹک اور پروگناسٹک

(3) تعین قدر کی تکنیکیں - زبانی - تحریری - خود کار تعین قدر - گروہی تعین قدر - مسلسل جامع تعین قدر - گریڈنگ

(4) سوالات کی اقسام - موضوعی - معروضی - تخلیقی، تنقیدی، مسائل کے حل پر مبنی

(5) طلبا، اولیائے طلبا اور اساتذہ کو فیڈ بیاک

(3)

سرگرمیاں

(1) زبان اُردو میں پائے جانے والے طلبا کی عام غلطیوں کی نشاندہی کیجیے اور اسکی فہرست تیار کیجیے

(2) کوئی دو دریاستوں کے تیار کردہ چھٹی تا دسویں جماعت کی کسی بھی نصابی کتب کا تقابلی مطالعہ کیجیے اور اسی جماعت کے لئے نصاب کا خود کا تیار کردہ خاکہ تیار کیجیے۔ (10)

(3) تدریس اُردو سے متعلقہ سمعی و بصری وسائل کی فہرست تیار کیجیے اور ان کے استعمال کو سمجھائیے

(4) حالیہ منعقدہ پبلک امتحان کے پرچہ سوالات (دہم جماعت) کا تجزیہ کیجیے اور اسکا تقابل پری فائنل کے پرچہ سوالات سے کیجیے اور اس پر رپورٹ لکھیے۔

حوالہ جاتی کتب :

(1) انعام اللہ خاں شروانی - تدریس زبان اُردو

(2) پن کے جانگر اور اجیت سنگھ - Core Teaching Skills

(3) نجم الحسن اور صابرہ سعید - تدریس اُردو

(4) افضل حسین - فن تعلیم و تربیت

(5) ڈاکٹر سلامت اللہ - ہم کیسے پڑھائیں

Course-XII
LEARNING ASSESSMENT

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realize the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners' performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners' performance in schools
9. Develop indicators to assess learners' performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Course Content

Unit-1: Perspectives on Assessment and Evaluation

1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships

1.2 Purpose(s) and principles of Assessment, characteristics of quality assessment

1.3 Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment

1.4 Classification of assessment: based on *purpose* (prognostic, formative, diagnostic and summative), *scope* (teacher made, standardized), *attribute measured* (achievement, aptitude, attitude, etc.), *nature of information gathered* (qualitative, quantitative), *mode of response* (oral and written; selection and supply), *nature of interpretation* (self-referenced, norm-referenced, criterion-referenced) and *context* (internal, external)

1.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks- continuous and comprehensive assessment

Unit-2: Formative and Summative Assessment

2.1 Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments,

2.2 Observation, questioning, reflection on learning as strategies for using assessment in the process of learning;

2.3 Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- use of rubrics,

2.4 Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test

2.5 Aligning formative and summative assessments

Unit-3: Tools of Assessment

3.1 Assessment of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making;

3.2 Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring

3.3 Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation

3.4 Assessment of Performance/ project-based assessment- meaning, characteristics, scope; using rubrics to grade a performance-based assessment

3.5 Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios

Unit-4: Planning, Construction, Administration and Reporting of assessment

4.1 Planning: Deciding on what, why and how to assess- difference between instructional, learning and assessment objectives, stating of assessment objectives , deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print

4.2 Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure – manual and electronic; Development of Rubrics

4.3 Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning

4.4 Analysis and Interpretation of Students' Performance

Processing test data: graphical representations; calculation of measures of central tendency and variability, and derived scores- percentiles, percentile rank, percentage score, grade point averages, z-scores; and Frame of reference for interpretation of assessment data: norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation;

4.6 Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house; Using feedback for reporting to different stakeholders – students, parents, and administrators

4.7 Use of Feedback for teachers' self-improvement and curriculum revision

Unit-5: Issues, Concerns and Trends in Assessment and Evaluation

5.1 Existing Practices***:*** Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys; Management of assessment and examinations; Use of question bank

5.2 Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching and learning – the menace of coaching.

5.3 Trends in assessment and evaluation***:*** Online examination, Computer-based examination and other technology based examinations
Standards- based assessment – international practices

Activities

1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)
4. Administer an intelligence test on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report

Text Books

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.

Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.

Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

Reference Books

Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.

McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson

Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.

NCERT(1985). Curriculum and Evaluation, New Delhi: NCERT

Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.

Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

Course-XIII
UNDERSTANDING THE SELF

Objectives

After completion of the course, the student-teacher will be able to

1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Purpose of the Course

It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended ***to transact through a workshop mode*** by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

Course Content

Unit-1: Self as a human resource:

1.1 Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.

1.2 Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.

1.3 Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.

1.4 Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

Unit-2: Self in relation to social identities:

2.1 Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,

2.2 Self-critical understanding of the basic realities of the man- made divisions over the time-scale.

2.3 Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.

2.4 Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

Unit-3: Self (person) as a part of the Nature:

3.1 Nature, harmony in existence and co-existence

3.2 Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.

3.3 Responsibility of self towards conservation, protection and enrichment of plant and animal life.

3.4 Responsibility of self towards other human beings in the family, society, and people across the globe.

Unit-4: Self in relation to profession:

4.1 Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.

4.2 Self-critical awareness of one's attitudes towards students, teaching, teaching material , interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.

4.3 Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.

4.4 Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

Unit-5: Self- development through self-learning (Self-knowledge):

5.1 Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

5.2 Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

5.3 Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and outside.

5.4 Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Activities

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Reference Books

1. Delors, Jaquis. (1996) Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
2. Goel, D.R. Co-ordinator. (2005-06) Quality Concerns in Education. Center for advanced study in Education- M. S. University of Baroda
3. UNICEF (2006) Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
4. Venkateshamurthy C. G. and A.V. Govinda Rao (2005) Life Skills Education Training Package. R.I.E., Mysore
5. Swami Vivekananda (1988) Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita ashrama.
6. Krishnamurti J (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
7. Krishnamurti J. (2000) Education and Significance of Life. Chennai, Krishnamurti Foundation India.
8. Dalal A.S. (ed) (2001) A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

Course-XIV
CONTEMPORARY INDIA AND EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education/

Course Content

Unit-1 Normative Vision of Indian Education: Indian Constitution

1.1 Constitution of India Basic Features
- i. Fundamental Rights
- ii. Directive principles of state policy
- iii. Federal Structure

1.2 Preamble of the Constitution : The ideals
- i. Sovereign Nation
- ii. Democratic and Secular polity
- iii. Liberty equality and fraternity
- iv. Justice : Social, Economic and political

Unit- 2 Education as Fundamental Right

2.1 Human Rights; Meaning Nature , and Classification;

2.2 Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009

2.3 Issues in Implementing RTE-2009: A critical understanding
- i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
- ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Unit-3 Contemporary Indian Schooling: Concerns and Issues

3.1 Equality of Educational Opportunity : Meaning and nature : Forms of inequality : Religion, Regional, Caste, Gender and other marginalized groups.

3.2 Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

3.3 Schooling: Quality concerns and issues

i. Universal access
ii. Universal Enrollment
iii. Universal retention
iv. Universal success

Unit-4 Understanding Exclusion in schooling

4.1 Exclusion: Meaning and Nature

4.2 Forms of Exclusion: a) physical / Psychological Exclusion

4.3 Different types of differently abled children: Nature of problems and their impact on learning

4.4 Measure to address the issue of learning of differently abled children and professional preparedness of Institutions;

4.5 Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Unit- 5 Secondary Education: Concerns and Issues

5.1 Secondary School stage: its linkages with primary and higher secondary stages of education;

5.2 Aims of Secondary School Stages of Education

5.3 Universalisation of Secondary School stages of Education: Its Status

i. Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;
ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;

5.4 Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Reference Books

Allen, L.A; Management and organization. Mc Graw Hill, Auckland, 1995

Anand, C.L.et.al. (1983) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

Coombs, Philip H.(1985). The World Crisis in Education, Oxford University Press, New York.

Govt. of India(1986), National policy on Education, Min. of HRD, New Delhi.

Govt. of India(1992), Programme of Action(NPE) Min.of HRD. New Delhi.

Koontz, Harold et al. Management, Mc Graw Hill, Auckland(1981)

Mohanty, J., (1986), School Education in Emerging in Indian Society, sterling Publisher.

Mukherjee, S.N.(1963), Secondary School Administration, Acharya Book Depot, Baroda.

Mukherjee, S.N.(1966),History of Education in India, Acharya Book Depot, Baroda.

Naik,J.P, & Syed, N. (1963) A student of Histroy Education in India, MacMillan, New Delhi.

NCERT, (1986) School Education in India- Present Status and Future Needs, New Delhi.

Ozial, A.O. Hand Book of School Administartion and Management, London, MacMillin.

Salamathullah, (1979), Education in Social context , NCERT, New Delhi.

Sykes, Marjorie,(1988) The story of Nai Talim, Nai Talim Samithi, Wardha

UNESCO(1997). Learning the Treasure Within.

Course-XV
GENDER, SCHOOL AND SOCIETY

Objectives

After completion of the course, the student-teacher will be able to

1. understand the gender related issues
2. develop sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. create an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. create the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provide the knowledge about legal provisions related to Women's Rights and Education
8. know the Trends in girls Education and Women empowerment
9. know Benefits of Women / Girls Education
10. estimate the level of change in the Status.

Course Content

Unit-1: Basics of Gender

1.1 Concept, Meaning, Scope of gender,
1.2 The difference between sex and Gender - Gender discrimination
1.3 The characteristics of patriarchal system and its impact on Women's status
1.4 The need and importance of Women's Education – its benefits

Unit-2: Factors affecting gender Discrimination

2.1 Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.
2.2 Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc **.**
2.3 Sociolisation process and its impact on decision making Women / Girls Education
2.4 Rural / Urban /Tribal Societies in relation to girls Education
2.5 Women and Girls status at present in our Society

Unit-3: Historical Perspectives and changing status of Women

3.1 Epic . Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
3.2 Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.
3.3 British Age – Victoria, Elizebeth, Noorjahan
3.4 Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala, Prathibapatil, Meerakumar.

Unit-4: Legal issues of Gender

4.1 Women's Rights
4.2 Legal Provisions
4.3 Equality of Sexes
4.4 Education and division of Labour – Home, School, Society, work place

Unit-5: Gender and Education

5.1 Educational provisions specially meant for girls Education
5.2 Emerging trends in the field of girls Education – Reservations
5.3 Gender as an influencing factor in course choices
5.4 Women empowerment through girls education – its need – National Development

Activities

1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
5. Text Book Analysis and gender equity – A report.

Reference Books

Purba Das,, Sociological Foundations of Education Authors Press. Lakshmi Nagar, Delhi, Rs.600

Adelson Rachel K Daring – DO for Digital Daughters, Association for Women in computing – Live wire Communications (1996)

Currid Cheryl" Bridging the gender gap" information work, (1996)

Klein, Reva " Girls friendly", Times Educational supplement (1991)

Koch, Melissa" Opening up Technology to both genders" Education Digest Vil.601 n3, (1994)

Lehmann – Haupt, Rachel " Girls Schools seeks to overcome Tech gender gap" wired News (1997)

United Nations children's fund" Focus on Girls Education Needed to Break Apartheid of Gender, Unicef Press release (1995)

Course-XVI
INCLUSIVE EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Acquire knowledge about the concept of inclusive education for different types of special needs children.
2. Able to identify the different types of special needs children and their characteristics.
3. Develop understanding in identification and assessment of children with special needs.
4. Critically evaluate the policy perspectives emerged at national and international levels for empowering children with special needs.
5. To develop the required skills for teaching children with special needs in regular schools.
6. To develop adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs.

Course Content

Unit-1: Concept of Inclusive Education

1.1 Inclusive Education – concept, meaning, definition and importance.
1.2 Concept of Impairment, Disability and Handicap
1.3 Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education
1.4 Need for Inclusive Education in India for children with special needs.

Unit-2: Types and Characteristics of Children with Special Needs

2.1 Concept, types and characteristics of different types of children with special learning needs:
2.2 Children with Physical challenges– Visual, Hearing, Loco-motor and Neurological.
2.3 Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).
2.4 Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
2.5 Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

Unit-3: Identification, Assessment and Educational Provisions

3.1 Identification, assessment and education of Children with physical challenges – Visual, Hearing, Loco-motor and Neurological.
3.2 Identification, assessment and education of Children with Intellectual challenges – Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).

3.3 Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

3.4 Identification, assessment and education of Children with Socio- cultural deviations and Linguistic minorities.

3.5 Challenges and prospects in Identification and assessment of children in inclusive education.

Unit-4: Policy Perspectives for Children with Special Needs

4.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD

4.2 National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009

4.3 Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

Unit-5: Educating Children in Inclusive Classrooms

5.1 Need for creation of physical, psychological, sociological barriers free environment within and outside the classroom

5.2 Assistive devices and technologies required for education of children with special needs in inclusive classroom

5.3 Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs

5.4 Need for multi-disciplinary approach to address the educational needs of children with special learning needs

5.5 Challenges and prospects in providing education in inclusive classrooms.

Activities

1. Prepare case studies of two differently abled children (with different diabilities)
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report
4. Visit any one NGO offering vocational training for special children and prepare a report
5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged

Reference Books

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Mani,M.N.G. (2000). Inclusive Education in Indian Context. Coimbatore: Ramakrishna Mission Vidyalaya

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Course-XVII
ENVIRONMENTAL EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. recognizes the concept and importance and participate in various activities of swatch bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develop strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country.

Course Content

Unit-1: Swatch Bharath- an Environmental Awakening

1.1 Meaning, concept, definition of Swatch Bharath
1.2 Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
1.3 Integration of Swatch Bharath campaign with educational institutions
1.4 Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

Unit-2: Objectives, Scope and Nature of Environmental Education

2.1 Meaning, importance, definition, characteristics and objectives of environmental education
2.2 Importance, objectives, scope and guiding principles of environmental education.
2.3 Factors of degradation of environment – adverse socio –economic impacts of degradation of environment.
2.4 Types of pollution: Land, Air, Water, Noise, and Radiation
2.5 Green house effect - Ozone layer depletion.
2.6 Importance of need and scope of environmental conservation and regeneration.
2.7 Impact of industry/mining/transport on environment

Unit-3: Environmental Management and Protection

3.1 Need for environmental management – functions and characteristics of environmental management
3.2 Dimensions of environmental management. Factors responsible for flora and fauna extinction
3.3 Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

3.4 Major environmental problems in India – Environmental protection and polices in
India

3.5 Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests.

3.6 Constitutional amendments made and Environmental laws,

Unit-4: Environmental Movements and Developments

4.1 Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa.

4.2 Conditions for achieving the goals of sustainable development

4.3 Strategies for sustainable development in India.

4.4 The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992

4.5 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration

4.6 Kyoto conference and part on Global Warming 1997.

Unit-5: Environmental Education in the School Curriculum and Means to Sensitize the Students

5.1 Environmental education at Primary, Secondary and Higher Education level

5.2 Major constraints for its implementation at these levels.

5.3 Teacher's role – national resource center for environmental education.

5.4 Characteristics of good teaching method.

5.5 Seminar, Workshop, Problem–solving, Field trips and Surveys, Projects, Exhibition and other methods.

5.6 Relative efficiency of teaching methods, Role of IT and media in environment and human health.

Activities

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
4. Conduct elocution and essay writing competitions for students on environmental issues and report

Text Books

Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.

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Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane

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Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.

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III. SCHEME AND STRUCTURE

SEMESTER - 1

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours per Week	Credits	Total Marks
I	Philosophical Foundations of Education	80	20	2	4+2+0	8	4	100
II	Perspectives in Child Development	80	20	2	4+2+0	8	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4+2+0	8	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	2+1+1	6	2	50
V	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	2+1+1	6	2	50
S1P	Practicum (Activities/ Projects/ Records)		100*	-	-	-	4	100
	Total (I Semester)	**320**	**180**	**8**	**16+8+2**	**36**	**20**	**500**

L=Lecture (1= One contact hour/ period);
T=Tutorial (1= Two block hours/ periods);
P=Practicum (1= Two block hours/ periods)

*In each of the five courses dealt in this semester, there are 25 activities - Out of which 20 activities will be completed during this semester, which will be assessed for 100 marks by the concerned teacher educators and the remaining five school / society related activities will be completed by the end of second semester (During the four weeks of Internship)

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 2

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of InternalTests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
VI	Sociological Foundations of Education	80	20	2	4+2+0	8	4	100
VII	Learning and Teaching	80	20	2	4+2+0	8	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2+1+1	6	2	50
IX	Art Education	40	10	1	2+1+1	6	2	50
S2P	Practicum (Activities/ Projects/ Records) Completion of school & community activities specified in courses of I & II semesters	-	125*	-	-	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 - 25 Pg2 - 25	-	2+2+2+2	8	2	50
	School & Community Experience of 4 weeks 1. Observation of 5 lessons in each pedagogy taught regular school teachers 2. Report on School Activities & Report on Achievement & Attendance	- -	Pg1 - 25 Pg2 - 25 25	- -	- -	- -	2 1	50 25
	Total (II Semester)	**240**	**310**	**16**	**16+8+2**	**36**	**22**	**550**

***** The 20 activities relating to four courses in this semester and five school/ society related activities carried forward to second semester from semester – I are to be assessed for 125 marks, which will be assess by the concerned teacher educators

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 3

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of InternalTests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6th &7th Classes in each pedagogy subject	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	Total (III Semester)	**160**	**390**	**-**	**12+8+4**	**36**	**22**	**550**

* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 4

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship- 8Weeks Practice Teaching of twenty lessons for 8th, 9th & 10th classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
	Total (IV Semester)	**160**	**440**	**24**	**8+10+4**	**36**	**24**	**600**

* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

These 50 marks will be given by the pedagogy teacher educator and the senior subject teacher in the school independently after observing the lesson given by the student teacher. However, the student teachers should give this final lesson in the school other than where they completed their internship.

SCHEDULE OF ACTIVITIES FOR VARIOUS COURSES

Course	Semester – I Title	Activities Suggested	College (C) / School &Society (S)	Marks	Semester
I	Philosophical Foundations of Education	1. Critically review a selected book written by Contemporary Educationalist in India.	C	5	S1
		2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report	C	5	S1
		3. Identify the different roles played by an ideal teacher in the classroom, school and community and report	C	5	S1 S2
		4. Visit nearby schools under different managements and describe the functioning of the schools	S	5	S1
		5. List out the values which make an individual a righteous human being	C	5	
II	Perspectives in Child Development	1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	S	10	S1
		2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	S	5	S1
		3. Describe the salient features of Child Rights Act 2005	C	5	S1
		4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices	S	5	S1
III	ICT for Enriching Teaching and Learning	1. Use various visual aids in the classroom and report their effectiveness on learning of the students	S	5	S2
		2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	C/S	10	S1/S2
		3. Observe and analyse classroom Interaction and report the dynamics of classroom	S	5	S2
		4. Prepare a computer assisted lesson of your choice from school curriculum	C	5	S1

IV	Pedagogy of School Subject – I (Part A) Mathematics/ Biological Sciences/ Social Sciences	**Mathematics** 1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes 2. Each student has to collect and present history and contributions of one Indian or Western mathematician 3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics 4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics 5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	C C C C C	5 5 5 5 5	S1 S1 S1 S1 S1
		Social Sciences: 1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report 2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit 3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report 4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.	C C S S	5 5 10 5	S1 S1 S1 S2
		Biological Sciences: 1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report. 2. Identify and write the objectives and specifications under the three domains on any topic of your choice 3. Sketch the life history and write his/her contributions of any one Biologist 4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	S C C C	5 5 5 5	S1 S1 S1 S1

		5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	S	5	S1
V	Pedagogy of School Subject – II (Part A) English/ Telugu/ Physical Sciences	**Physical Sciences:** 1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete. 2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report 3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge 4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry 5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them **English** 6. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992. 1. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills. 2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials. 3. Critically analyse the writing activities given in the text books of classes VI to X and report. 4. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report.	C C C C C C C C C C	5 5 5 5 5 5 5 5 5 5	S1 S1 S1 S1 S1 S1 S1 S1 S1 S1
		Telugu As mentioned at the end of the syllabus **Urdu** As mentioned at the end of the syllabus			

VI	Sociological Foundations of Education	1. Study the cultural practices prevailing in the local community and submit a report	S	5	S2
		2. Study the diversities existing in the community and describe the root causes for such diversities.	S	5	S2
		3. Study the social stratification in a village/ward and prepare a report on it.	S	5	S2
		4. Education and social mobility – Conduct a survey in a village/ward and prepare a report	S	10	S2
VII	Learning and Teaching	1. Prepare a list of study habits prevailing among students of a particular class through interaction of students	S	5	S2
		2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation	S	5	S2
		3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report	S	5	S2
		4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report	S	5	S2
		5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances.	C	5	S2
VIII	Classroom Organisation and Management	1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.	S	5	S2
		2. Identify a problem for action research and prepare a proposal for action research	C	5	S2
		3. Collection of articles from newspapers relating to classroom management problems	C	5	S2
		4. Collection of cases of indiscipline and corporal punishment from newspapers	C	5	S2
		5. Observe a minimum of five school teachers and describe their leadership characteristics	S	5	S2

IX	Art Education	1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report	C	5	S2
		2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan	C	10	S2
		3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama	C	10	S2
X	Pedagogy of School Subject – I (Part B) Mathematics/ Biological Sciences/ Social Sciences	**Mathematics**			
		1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report	S	5	S3
		2. One case study of gifted child and slow learner with interventions suggested.	S	5	S3
		3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.	C	5	S3
		4. Preparing two types of assessment tests – Formative, Summative type of tests.	C	5	S3
		5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.	C	5	S3
		Social Sciences	C	5	S3
		1. Observe a day's proceedings in house of assembly or parliament and report	C	5	S3
		2. Collect News paper clippings on any social issue and write a report on the issue with your comments	S	5	S3
		3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.	C	5	S3
		4. Observe the functioning of any local body office and report	S	5	S3
		5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report			
		Biological Sciences			
		1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report	C	5	S3
		2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.	C	5	S3

		3. Prepare laboratory instructional cards for any two experiments of your choice.	C/S	5	S3
		4. Prepare a herbarium based on a certain theme.	C	5	S3
		5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.			
XI	Pedagogy of School Subject – II (Part B) English/ Telugu/ Physical Sciences	**Physical Sciences**			
		1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry	C	5	S3
		2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit	C	5	S3
		3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report	S	5	S3
		4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented	S	5	S3
		5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report	S	5	S3
		English			
		1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment: To what extent the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical in nature?	C	5	S3
		2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.	C	5	S3
		3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.	C	5	S3
		4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.	C	5	S3
		5. Develop a question paper for classes VI to X to asses all the aspects of language learning.			

		Telugu As mentioned at the end of the syllabus **Urdu** As mentioned at the end of the syllabus			
XII	Learning Assessment	1. Plan and construct an achievement test in one of the methodology subjects 2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report 3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years) 4. Administer an intelligence test on students of any class and interpret the results 5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report	C S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XIII	Understan-ding the Self	**As mentioned in the syllabus**			
XIV	Contemporary India and Education	1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report 2. Conduct a Survey of schools of different quality in different milieu and make a presentation 3. A critical review of school textbooks based on socio-cultural and economic exclusion 4. Conduct a survey on street children / orphan children and make a presentation 5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	S S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XV	Gender, School and Society	1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report 2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers. 3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your	S S C	5 5 5	S3 S3 S3

		mandal and report 4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups) 5. Text Book Analysis and gender equity – A report.	 S C	 5 5	 S3 S3
XVI	Inclusive Education	1. Prepare case studies of two differently abled children (with different diabilities) 2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers 3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report 4. Visit any one NGO offering vocational training for special children and prepare a report 5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged	S S S S S	5 5 5 5 5	S4 S4 S4 S4 S4
XVII	Environment Education	1. Make a survey of your area and document all the environmental problems found along with photographs 2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch. 3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report 4. Conduct elocution and essay writing competitions for students on environmental issues and report	S S S S	5 10 5 5	S4 S4 S4 S4

Note: However, the teacher educators may create additional activities to provide practical experience in other theoretical aspects not covered by the activities mentioned above without disturbing the evaluation scheme.

IV. CURRICULUM TRANSACTION

The group of experts who participated in the development of curriculum for Two Year B.Ed Programme felt that the following points are to be kept in mind to realize the objective of preparing quality Teachers to serve in school system with all required employable skills.

1. The primary aspect of this curriculum is mostly interactive in nature. The Student -teachers, Teacher Educators, (College Faculty), the Head of the Institution (Principal of the College) should work in tandem with proper interpersonal relationship. Mere lecturing does not help to transact the new curriculum. The teacher Educators have to create various innovative activities where in the student- teachers develop appropriate skills required for their effective teaching by performing different activities. Half of the time in the College of Education is to be used for instruction and the remaining half of the time is to be allocated to attend individual and group projects and activities, library including E-Library activities to inculcate the habit of self learning. Yoga and physical Education activities are to be regularly organized and evaluated under continuous and comprehensive evaluation (CCE). Apart from the above, internal assessment tests are to be conducted. Thus throughout the semester the process of Student – teachers' participation in all the activities – cognitive related (Knowledge) conative / affective related (wisdom) and psychomotor related (performance) are to be assessed.

2. Out of two years of the programme duration, the student-teachers will be in the field (Schools and community) for 20 weeks i.e. for about 5 months. In a professional teacher preparation programme, field experience in school has to be a vital component as it provides a platform to integrate theory learnt to a real situation. The field experience intends to expand the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During school visit, student teachers interact with the teachers, students, administrators and community including parents and try to understand the issues problems faced, which helps in their process of becoming a teacher. They are also exposed to multicultural context of our society, which has a strong influence on the school environment and its functioning. The practice teaching in real classroom

situations, student teachers are provided with opportunities to participate and organize various programmes which help to develop positive attitude, interest in teaching, abilities and appreciate teaching as a profession. The Teacher Educator should monitor the activities regularly assigned to the student-teachers. These activities are also to be evaluated by the Teacher Educators. To fulfil all these and to realise the objectives of 2 Year B.Ed Programme the first and the foremost pre-requisite condition is that both the faculty and student- teachers should be regular and punctual throughout the course duration of the programme.

3. It is also necessary to get the support from the State department of School Education to allow student –teachers to participate in all functional activities of the school, from assembly prayer to the long bell in the evening. If the school conducts remedial teaching classes for backward (academically) children after the school hours, the student teachers should associate in such activities too. In a word, the student teacher should feel that this period is apprentice ship for getting confidence in conducting all kinds of functional activities of the school under the guidance of the Head of the Institute, Subject-teachers (guide teachers) and teacher educators. In this regard the State Council of higher Education, will take appropriate action to see that the State Department of School Education issues appropriate orders to all the District Educational Officers in the State that no school should object the student-teachers to participate in school functional activities during their internship.
4. As the Head of the School (HM's) and Guide Teachers (School Teachers) are also involved in assessing the performance of student-teachers along with teacher educators (college teachers). Further, there should be complete harmony among all these people and provide proper guidance to the student–teachers in shaping them as future teachers with more confidence and commitment. The 20 week period is very important in the sense that they learn many things practically and nullify the gap between theory and practice.

If all the concerned systematically transact on this Curriculum for 2 Year B.Ed Programme with a vision, we are sure to improve the quality of our school education in the years to come by having a well trained, effective and committed teachers in our schools.

V. CONTINUOUS AND COMPREHENSIVE EVALUATION

Part A: Credits, Marks and Internal Assessment

The Two-Year B.Ed. Programme is aimed at bringing total change in student teachers – their attitude towards teaching profession, children, school, community and society as a whole, their personality, behavior , communication skills, innovation and other life skills. Hence, it is proposed to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

There are 17 courses mentioned earlier, out of which 5 courses are with 4 credits and the remaining 12 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 20 marks for internal assessment and 80 marks are earmarked for semester-end examinations conducted by the university and the courses with 2 credits carry 50 marks each, 10 marks for internal assessment and 40 marks for semester-end examinations. Thus the total credits for theory examinations in all the four semesters put together is 44 and 1100 marks.

Under the practicum – activities, group and individual projects, reports and records, etc. carry 17 credits (1 credit in each course). The total marks for about 80-85 activities relating to 17 courses offered in B.Ed. programme carry 425 marks –in Semester-I 100 marks, in Semester-II 125 marks, in Semester-III 100 marks and in Semester-IV 100 marks. Thus, the practical component in Semester-I carries 4 credits and 100 marks.

During Semester-II each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, which will be assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers will be provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

During Semester-III, the student teachers will be attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6th and 7th Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practical component in Semester-III with 14 credits covers 350 marks.

In Semester-IV, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8th, 9th and 10th (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members of the college if eduaction. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by the concerned methodology teacher educator and the senior subject teacher in the school independently for 25 marks each. These two lists will be submitted to the Principal of the College, who will consolidate practical examination marks for all the students in the college. Thus, the total practical component in Semester-IV with 16 credits carries 400 marks.

On the whole, the practical component in the Two-Year B.Ed. Programme carries 44 credits and 1100 marks. The marks awarded under internal assessment and practical component in every semester are subject to moderation. The University shall take necessary steps to constitute the Moderation Board/s formulating appropriate guidelines to carry on moderation.

Part B: Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the Principals of Colleges of Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 32 marks (out of 80) in courses which carry 100 marks and 16 marks (out of 40) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 80 marks and Two Short Answer Questions from Each Unit in case of courses which carry 40 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

MODEL QUESTION PAPER

Course- : _____

Time: 3 Hours Marks: 80

PART – A (10 X 5 = 50 Marks)

Note: Answer TEN Questions following internal choice. Each question carries Five marks. The candidate is expected to answer each question in about one and half page or 30 lines.

1. (a)
   or
   (b)
2. (a)
   or
   (b)
3. (a)
   or
   (b)
4. (a)
   or
   (b)
5. (a)
   or
   (b)
6. (a)
   or
   (b)
7. (a)
   or
   (b)
8. (a)
   or
   (b)
9. (a)
   or
   (b)
10. (a)
    or
    (b)

PART – B (2 X 15 = 30 Marks)

Note: Answer TWO Questions following Internal Choice. Each Question carries 15 Marks. The Candidate is expected to answer each question in about four pages or 80 lines.

11. (a)
    or
    (b)
12. (a)
    or
    (b)

MODEL QUESTION PAPER

Course- : _____

Time: 1 1/2 Hours Marks: 40

PART – A (5 X 5 = 25 Marks)

Note: Answer FIVE Questions following internal choice. Each question carries Five marks. The candidate is expected to answer each question in about one and half page or 30 lines

1. (a)
   or
   (b)
2. (a)
   or
   (b)
3. (a)
   or
   (b)
4. (a)
   or
   (b)
5. (a)
   or
   (b)
   (b)

PART – B (1 X 15 = 15 Marks)

Note: Answer the following Question which carries 15 Marks. The Candidate is expected to answer the question in about four pages or 80 lines

6. (a)
   or
   (b)

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

Range of Total Marks Obtained	Grade Points	Category
> 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
< 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

As the credits are already fixed by the expert committee for all the theory courses and all aspects under practicum as mentioned under Scheme and Structure of the Two Year B.Ed. Programme, it will be very easy now to prepare the SGPA memos for the student teachers as illustrated below.

Consolidated Marks / Grade Points Table

Course	Title	Course Credit (C)	Theory (Sem-End Exams) 80/40	Theory/ Practicum (Internal) 20/10	Total Marks 100/50	Grade Point	Grade Obtained (G)	Points Obtained G×C
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
I	Philosophical Foundations of Education	4	48	16	64	7	C	28
II	Perspectives in Child Development	4	41	17	58	6	D	24
III	ICT for enriching Teaching and Learning	4	35	15	50	6	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	22	8	30	7	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	19	7	26	6	D	12
	Practicum (Activities/ Projects/ Records)	4			78	8	B	32
							Total	**134**

Semester Grade Point Average (SGPA) = 134/20 = 6.7

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below.

Semester Grade Point Average Memo for Semester-I

Name **Reg No.**

Course	Title	Credits	Grade Obtained	Points Obtained
I	Philosophical Foundations of Education	4	C	28
II	Perspectives in Child Development	4	D	24
III	ICT for enriching Teaching and Learning	4	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	D	12
S1-P	Practicum (Activities/ Projects/ Records)	4	B	32
			Semester Grade Point Average	**6.7**

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Similarly for other semesters the Semester Grade Point Average Memos are prepared as shown below.

Semester Grade Point Average Memo for Semester-II

Name **Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
VI	Sociological Foundations of Education		4	B	32
VII	Learning and Teaching		4	C	28
VIII	Classroom Management, Leadership and Action Research		2	D	12
IX	Art Education		2	C	14
S2-P	Practicum (Activities/ Projects/ Records)		5	B	40
	1. Micro Teaching	Pg1	1	C	7
		Pg2	1	B	8
	2. Observation Record	Pg1	1	B	8
		Pg2	1	B	8
	3. School Record		1	A	9
Semester Grade Point Average					**7.5**
Cumulative Grade Point Average					**6.8**

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-III

Name **Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
X	Pedagogy Mathematics/ Social Sciences/ Biological Sciences (Pg1)		2	C	14
XI	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)		2	D	12
XII	Learning Assessment		2	A	18
XIII	Understanding the Self		2	E	10
S3-P	Practicum (Activities/ Projects/ Records)		4	B	32
	1. Teaching Practice	Pg1	4	B	32
		Pg2	4	B	32
	2. Observation / Criticism Record	Pg1	1	C	7
		Pg2	1	B	8
Semester Grade Point Average					**7.5**
Cumulative Grade Point Average					**7.3**

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-IV

Name **Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
XIV	Contemporary India and Education		2	C	14
XV	Gender, School and Society		2	A	18
XVI	Inclusive Education		2	B	16
XVII	Environmental Education		2	A	18
S4-P	Practicum (Activities/ Projects/ Records)		4	C	28
	1. Teaching Practice	Pg1	4	C	28
		Pg2	4	B	32
	2. Practical Examination	Pg1	2	B	16
		Pg2	2	A	18
Semester Grade Point Average					**7.8**
Cumulative Grade Point Average					**7.4**

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

VI. RULES AND REGULATIONS

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

1. The Bachelor of Education (B.Ed) is a professional course that prepares teachers for Secondary Schools.

2. **Duration:** The B.Ed programme shall be of a duration of two academic years (four semesters) which can be completed in a maximum of three years from the date of admission to the programme.

   2.1 Working Days:

   a. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions.
   b. The institution shall work for a minimum of 36 hours in a week (six workings days), during which physical presence in the institution of all the faculty is necessary for instruction, advice, guidance, dialogue and consultation as and when required.
   c. The minimum attendance of student-teachers shall have to be 80% for theory and 90% for practicum and school internship.

3. **Admission Procedure:**

   A candidate for admission into two year B.Ed. programme has to qualify at the B.Ed. Common Entrance Test (Ed.CET) conducted by APSCHE, Government of Andhra Pradesh for the respective academic year. The candidates will be admitted strictly in accordance with the rank secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats to different categories.

4. **Working Hours / Instructional Hours**

   a. The working hours of the institution / college shall be
      i. Forenoon Session: 10.00 a.m. to 1.00 pm or 9.00 am. to 1.00 pm.
      ii. Afternoon Session: 2.00 p.m. to 5.00. pm or 2.00 pm. to 4.00 pm.
   b. The College of Education should not run B.Ed. Programme on shift system basis and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to dis-affiliation by the respective University and withdrawal of recognition by the State Government and NCTE

5. **Selection of Methods of Teaching**

a. Every candidate is expected to select two methods of teaching under B.Ed. programme.

b. Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification) and also in the subject in which the candidate appeared at the entrance test. If Method-I is English, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate/+2

c. Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the institute/ college where the candidate is admitted. In case of BCA, BBM, B.Tech candidates, the selection of methodology subject shall be based on their Intermediate study as per EdCET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language

Note:

i. No candidate is allowed to select two language methods

ii. Candidate may select one Language and one Non-language methodology or two Non-language methodologies.

6. General Rules for Examination

a. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as notified by the concerned university.

b. A candidate who fails to present himself for the examination due to any reason whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.

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

d. A candidate after he / she has been declared successful in an examination shall be awarded a degree stating the year of the examination, the subjects in which he / she was examined and the division / grade in which he / she was placed.
e. No candidate shall be allowed to put in attendance for or appear at two examinations at the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses offered by the University.
f. However, the candidate has to complete the course with in four years. Otherwise he/she has to seek fresh admission notwithstanding the fact that new subjects might have been introduced.
g. Whenever a course or a scheme of examination in a University changes, one more examination in the following year shall be conducted according to the old syllabus/ regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus/ regulations.
h. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
i. The programme of instruction, examination and vacation shall be notified by the respective affiliating University.
j. The medium of instruction shall be English.
k. University examinations shall be held as prescribed in the scheme of the examination.
l. The course of study shall consist of class Lectures, Tutorials, Seminars, Teaching Practice, Project work, Record work, School Internship, etc.
m. The University examination in the theory courses will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching studied by the candidate.
n. Principal of the College of education should depute their teachers for examination work as and when required by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

7. **Rules of Attendance**

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

   b. The Minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum and School Internship. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the college notice board on 5th of every month and the same may be sent every month to the Head, Department of Education/ Dean, Faculty of Education.

   c. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fail to report to the college immediately.

   d. If any candidate likes to seek readmission in the subsequent academic year he/she should put in minimum of 40% attendance. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.

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

   f. Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.

8. Improvement of Division / Grade

A candidate is permitted to appear for improvement only once i.e. in the immediate following examination. The candidate who is desirous to improve the class/ grade should appear at all the theory courses. No provision for improvement in practicals.

9. Appearance and Reappearance for the Examination

a. Candidates who have put in the required attendance both in Theory and Practicals and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed course. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.

b. The Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.

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

d. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.

e. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

10. Teaching Faculty as Mentors

It is envisaged to continue the practice of 'the concept of mentorship' in the Colleges of Education. Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.

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

11. Guidelines for school Head Masters / Head Mistresses

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

a. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school.
b. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
c. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
d. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
e. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.

f. Sign on the records / project reports carried out by the student teachers during their stay in the school.

12. Transitory Provisions

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted with the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

13. Moderation Board

a. Projects, activities and records are part of the B.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the moderation board duly constituted by the University at the end of each semester.

b. Moderation board will examine a minimum of 20% of the total practical records / work randomly selected.

c. The Moderation board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in all the colleges. They will also check any significant difference in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them.

d. The Moderation board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.

e. The Principals of Colleges of Education should submit all the practical records of their college to the Chairman, BOS in Education for moderation.

f. Moderation board shall forward these recommendations to the concerned Principals to effect the changes and request them to submit three copies of the same to the Chairman, BOS in Education for B.Ed. The Chairman, Board of Studies for B.Ed. shall forward the duly revised award lists to the Controller of Examinations of the concerned University.

g. Recommendations of the Moderation Board are final and are not subject to review or revision.

VII. STEPS TO BE TAKEN FOR QUALITATIVE IMPROVEMENT IN TEACHER EDUCATION PROGRAMMES

While developing Curriculum for Two Year B.Ed. Programme to be offered in all the universities in the State of Andhra Pradesh, the experts involved in the process of curriculum development suggested the following strategies for its effective implementation. This in turn will enable us to prepare the competent, committed and quality teachers for our school system. Any lapse or lenience on part of the apex bodies and the Government departments on teacher education ultimately result in the preparation of poor quality teachers who will be a burden not only to the future of the children but also they may contribute to the collapse of the future society. Therefore, the APSCHE, the Department of School Education, Govt. of Andhra Pradesh and the affiliating Universities should work together and see that the following suggestions are implemented. Otherwise, mere prescription of the revised curriculum may not result in the preparation of the teachers with required quality with professional commitment.

- The Government of Andhra Pradesh should immediately conduct man power planning in order to assess the requirement of teachers at different levels of schooling for the coming two decades and accordingly the establishment of teacher education institutions are to be regulated.
- The Govt. of AP should promulgate a moratorium on the establishment of new teacher education institutions rather focus should be on the consolidation and improvement of existing teacher education institutions
- Stringent measures are to be initiated so as to plug the commercialization in teacher education
- All the affiliating universities in the state are to be advised to ensure whether the teacher education institutions in their jurisdictional area are functioning with required number of qualified teacher educators, besides required infrastructural facilities as stipulated in the norms and standards of the NCTE.
- The affiliating universities should develop appropriate mechanism (such as biometric) to ensure regularity of teaching faculty and student teachers in the colleges of education
- The practice teaching and the student internship are the two vital aspects of teacher education programmes. The success of these much depends upon the cooperation extended by the District Educational Officers and the Teachers/ Head

Teachers working in the cooperating schools. Therefore appropriate orders are to be issued by the state department of School Education to all their subordinate officers to extend all the cooperation and also direct them to monitor the school experience programmes of the student teachers taking place in the schools under their administrative control.

- The APSCHE should organize a meeting with the Director, Telugu Akademy and other prominent publishers in Education to develop relevant Text Books on different courses (subjects) included in this Two Year B.Ed. Programme. This kind of act will discourage the cheap material which may flood into the market in the name of guides/ examination material, etc.
- For the effective implementation of the new syllabus, series of workshops for the faculty of colleges of education are to be organized by the affiliating universities. The APSCHE can also organize state level workshops in this respect.
- In order to sustain the quality in teacher education offered in the state of Andhra Pradesh, the admissions are to be restricted to the graduates coming from the erstwhile state of Andhra Pradesh. More particularly, students coming from Odisha, West Bengal, Bihar, etc. are to be restricted from enrolling them into our B.Ed. programme.
- The APSCHE should monitor the academic performance of teacher education institutions and grade the institutions as it is done in the case of Engineering Colleges. If there are any erring institutions, the matter may be informed to the SRC-NCTE, Bangalore for withdrawal of recognition by informing the affiliating university.
- The APSCHE should convince the Govt. of Andhra Pradesh and ensure the sanction of additional teaching positions required as per the norms of NCTE in the University Departments of Education, Govt. Colleges of Education and Aided Colleges of Education so as to implement the revised Two Year B.Ed. curriculum effectively.

ANNEXURE - List of Experts in Curriculum Preparation

The Coordinator, Prof. Nimma Venkata Rao shares his pleasure with all the experts for having supported in the huge task of Developing the Detailed Curriculum for Two Year B.Ed. Programme in the State of Andhra Pradesh from the academic year 2015-16. He is highly thankful to all the members associated in this task.

1. Prof. S. Padmanabaiah, Professor of Education (Rtd.), Sri Venkateswara University, Tirupati
2. Prof. Ghanta Ramesh, Professor of Education, Maulana Azad National Urdu University, Hyderabad
3. Prof. O.R Reddy, Former Vice-Chancellor, Dr. B. R. Ambedkar Open University, Hyderabad
4. Dr. D. Rama Krishnaiah, Professor of Education, Rayalaseema College of Education, Bairagipatteda, Tirupati
5. Prof. K. Dorasami, Former Principal, RIE, (NCERT), Manasa Gangotri, Mysore
6. Prof. U.Lakshminarayana, Department of Education, Regional Institute of Education, (RIE), NCERT, Manasa Gangotri, Mysore, Karnataka
7. Prof. B.N. Panda, Professor & Head, Department of Education, Regional Institute of Education, (NCERT), Bhubaneswar, Odisha
8. Dr. G. Viswanathappa, (RIE),Department of Education, (NCERT), Manasa Gangotri, Mysore
9. Prof. M.S Talwar, Professor & Dean, Department of Education, Banglore University, Bangalore
10. Prof. H.M. Kasinadh, PG Department of Education, Karnatak University, Dharwad
11. Prof. K.V.S.N. Murthy, Dean, Faculty of Education,, SCSVMV University, Enathur, Kanchipuram, Chennai
12. Prof. Najumssaher, Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad
13. Prof. S. V. Sudhakar, EFLU, Hyderabad
14. Prof. S. Mohan Raj, EFLU, Hyderabad
15. Dr.R.V. Anuradha, Assistant Professor, EFLU, Hyderabad
16. Prof. S. Tulasi Das, ET Dept. SCERT, AP, Hyderabad
17. Prof. Gara Latchanna, Professor & Chairman, BOS PG in Education, Department of Education, Andhra University
18. Prof. R. Ranganathan, Professor & Dean, Faculty of Education, Department of Education, Andhra University
19. Prof.T. Nirmala Jyothi, Chairperson, BOS in Education (UG), School of Distance Education, Andhra University
20. Prof.V. Krishna Murthy, (Rtd) Professor, Department of Education, Andhra University
21. Prof. R.S.B. Rathna Raju, Rtd) Professor, Department of Education, Andhra University
22. Prof.K.P.Subba Rao, (Rtd) Professor, Department of Education, Andhra University Senior Research Fellow, ICSSR,
23. Prof. Y.F.W. Prasada Rao, (Rtd) Professor, Department of Education, Andhra University

24 Prof. B. S. Vasudeva Rao, Emeritus Professor, Dept. of Education, AU
25 Dr. R. Siva Prasadh, Associate Professor & Principal, IASE, Andhra University
26 Dr. T. Shoran Raju, Assistant Professor IASE & Associate Dean, Students' Affairs, Andhra University
27 Dr. S. Paul Douglas, Assistant Professor, Department of Engineering Chemistry Andhra University, Visakhapatnam
28 Dr. MVSS Prakasa Rao, Dept. of Education, Andhra University, Visakhapatnam
29 Dr. M A Z Ali, Dept. of Education, Andhra University, Visakhapatnam
30 Dr. K. Ramu, Dept. of Education, Andhra University, Visakhapatnam
31 Dr. M V Mani Varma, School of Distance Education, Andhra University
32 Dr. M. Sudarshana Rao, School of Distance Education, Andhra University
33 Prof. V. Dayakar Reddy , Head, Department of Education, Sri Venkateswara University, Tirupati
34 Prof. M. Siva Rathnam Reddy, Professor of Education, Directorate of Distance Education, Sri Venkateswara University, Tirupati
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38 Dr. T.G.Amuthavalli, Head, Department of Education, Sri Padmavathi Mahila Viswavidyalayam, Tirupati
39 Dr. MTV Nagaraju, Asst. Professor, Dr B. R. Ambedkar Open University, Hyderabad
40 Dr. K. Subba Rao, Principal and Dean, Adi Kavi Nannaya University, Rajahmundry
41 Dr.M. Prabhakara Rao, Professor, Department of Education, Dr. B. R. Ambedkar University, Srikakulam
42 Dr. H. Subhramanyam, Co-ordinator, Dr.B.R.Ambedkar University, Srikakulam
43 Dr. N. Swamy Naidu, Dr.B.R.Ambedkar University, Srikakulam
44 Dr.S.D.V Ramana, I/c Professor in M.Ed Department, Govt IASE, Rajahmundry
45 Sri. N. Venkateswara Rao, Lecturer in Social Studies, Govt IASE, Rajahmundry
46 Sri.I.H.G.N.Prasad, Principal, IASE, Rajahmundry, East Godavari
47 Prof. P. Ch. Lakshmi Narayana, Prema College of Education, Visakhapatnam
48 Sri A.Ranga Rao, Principal, Gurajada College of Education, Munasabpeta
SRIKAKULAM
49 Sri. Jagadeswara Rao, Sr. Lecturer in Mathematics, Gurajada College of Education, Munasabpeta, SRIKAKULAM
50 Dr. P. Sita Rama Raju, Principal, Amar College of Education, Tekkali
51 Dr. D. V. V. Krishnam Raju, Principal, Minerva College of Education, Prathipadu, EG Dist.
52 Dr. Ch. Satya Rao, Principal, Gayatri College of Education, Vizianagaram
53 Dr. M. Jagoanmohan Rao, Principal, D.S.N College of Education, Anakapalli
54 Dr. P. J. Kutumba Rao, Principal, A J College of Education, Machilipatnam
55 Dr. S. Sri Lakshmi, Principal, D.N.R College of Education, Bhimavaram
56 Prof. K. Ganeswara Rao, Professor, D.N.R College of Education, Bhimavaram
57 Sri. P. Gangadhara Rao, (Rtd) Lecturer in Physical Science, C.R. Reddy College of Education, Eluru
58 Dr. D. Bhaskara Rao, C.R.Reddy College of Education, Eluru
59 Dr. G. Aruna Mohan, Research Director, Acarya Nagarjuna University, Guntur
60 Dr. Digumathi Bhaskara Rao, Principal, RVRR College of Education, Guntur

61 Dr. T. Swaroopa Rani, Principal, , St. Joseph's College of Education for Women (Autonomous), Sambasivapeta, Guntur & Board of Studies Chairperson, UG & PG, A.N.U
62 Dr. D S N Sasthry, (Rtd) Professor, A J College of Education, Machilipatnam
63 Dr. D. Rajeswari, Reader in Education, M.R. College of Education, Vizianagaram
64 Dr. G. Srinivasa Rao, Lecturer, St. Mary's Centenary College of Education, Visakhapatnam
65 Prof. K.S. Sudheer Reddy, Department of Education, IASE, Osmania University Hyderabad
66 Prof. A. Ramakrishna, IASE, Osmania University, Hyderabad
67 Prof. T. Mrinalini, IASE, Osmania University, Hyderabad
68 Prof. P. Ayodhya, Rtd. Professor, IASE, OU, Hyderabad
69 Prof. B. Prabhakara Reddy, IASE, Osmania University, Hyderabad
70 Dr. N. Saroja, St. Ann's College of Education, Secunderabad
71 Dr. P. Yakaiah, NSR College of Education, Hyderabad
72 Dr. M. Deepika, SCERT, Telangana State, Hyderabad
73 Dr. Dahagam Samba Murthy, Rtd. Principal, Govt. College of Teacher Education, Warangal
74 Dr. Samma Reddy Ponnala, Rtd. Principal, Govt. College of Teacher Education, Warangal
75 Rafi Mohamad, Assistant Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad
76 Dr. P. Ch. Appala Naidu, Director, Princeton College of Education, Hyderabad