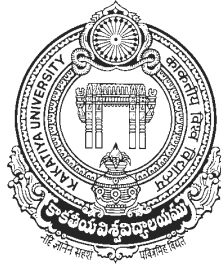


# **KAKATIYA UNIVERSITY WARANGAL**

## **B.Ed. (Regular) Programme**



**Syllabus, Rules, Regulations and Scheme of Examinations  
for B.Ed.(Regular) Programme (from 2013-14 onwards)**

**BOARD OF STUDIES IN EDUCATION  
Faculty of Education  
KAKATIYA UNIVERSITY  
WARANGAL – 506009**

**2013**

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## FOREWORD

I am happy to place on record the B.Ed. Model Curriculum 2013 document which is the outcome of the deliberations of a specially constituted Committee of experts in the area of Teacher Education representing various Universities in the State of Andhra Pradesh.

The aim of this B.Ed. model curriculum is to promote quality concerns at Secondary Education level considering the recent recommendations made by the National Curriculum Framework for Teacher Education (NCFTE-2009), Government of India and recent developments that emerged in the fields of Teacher Education globally.

I am confident that the Committee has gone into various aspects in preparing the model one year B.Ed. Curriculum with stress on competencies and skills required for teachers for this 21<sup>st</sup> Century.

This document made provisions for integration of ICT into Pedagogy, Credit and Grading system, project based learning, mentoring and community participation.

I take this opportunity to request the Vice-Chancellors and advise the University Departments of Education in the State of Andhra Pradesh to consider this new model curriculum and to adopt/modify meaningfully to their need and requirements suitably for implementation for all the institutions offering B.Ed. programme from the academic year 2013 and 2014.

I place on record my compliments to the Core Committee Members, Senior Academics and Subject Experts across the State of Andhra Pradesh and thank them for their contribution in designing this B.Ed. Model Curriculum through series of Workshops, Seminars that were organized for this purpose.

(P. JAYAPRAKASH RAO)

Place : Hyderabad  
Date : 30.03.2013

**Prof. K.S.Sudheer Reddy**  
Professor in Education  
Coordinator  
B.Ed. Model Curriculum for  
State of Andhra Pradesh  
Sponsored by APSCHE  
Govt. of A.P



(Accredited by NAAC with 'A' Grade)

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## **PREFACE**

The B.Ed. Model Curriculum 2013 is outcome of the contributions made by various Senior Academics, Teacher Educators representing various University Departments of Education, Institutions of Teacher Educators across the State of Andhra Pradesh.

The following Core-Committee is constituted by the A.P. State Council of Higher Education, Government of Andhra Pradesh, Hyderabad for preparation of B.Ed. Model Curriculum for State of Andhra Pradesh considering the recommendations proposed by the National Curriculum Frame Work for Teacher Education (NCFTE-2009), Government of A.P.

### **Members of the Core-Committee :**

1. Prof. K.S. Sudheer Reddy	Osmania University, Hyderabad	Co-ordinator
2. Prof.G.Vijayalaxmi	Sri Padmavathi Mahila University, Tirupathi	Member
3. Prof. C.Madhumathi	Osmania University, Hyderabad	Member
4. Prof.N.Venkata Rao	Andhra University, Visakhapatnam	Member
5. Prof.P.Venkat Reddy	Osmania University, Hyderabad	Member
6. Prof.S.Mahender Reddy	Kakatiya University, Warangal	Member
7. Prof.M.Shiva Ratnam Reddy	Sri Venkateswara University, Tirupathi	Member
8. Prof.D.Bhaskara Rao	Acharya Nagarjuna University, Guntur	Member
9. Prof.A.Ramakrishna	Osmania University, Hyderabad	Member
10. Prof.T. Mrunalini	Osmania University, Hyderabad	Member

The main objective of this initiative is to promote and assure quality curriculum at Secondary Teacher Education Level. The new B.Ed. Model Curriculum 2013 lays stress on competency building among B.Ed. student teachers at secondary school level with a shift from conventional teacher – centeredness to Learner – Centeredness.

The present curriculum also considered the integration of ICT in Pedagogy and to develop and integrate communication skills in effective delivery of teaching – learning process in the class rooms at secondary school level.

The feature of this curriculum includes models of curriculum content, transactional strategies and modes of evaluation with special reference to credit and grading system, project based learning. The provision for mentoring and community participation are considered,

As part of this initiative, organised a series of Workshops, by involving senior academics, and teacher educators drawn across the State Universities and Institutions of Teacher Education in the State of Andhra Pradesh.

This document presents the model curriculum for its adoption and modification wherever possible suitably for meeting local needs by the teacher education institutions affiliated to the various Universities in the State of A.P.

In the end, I would like to thank all the Members of the Core Committee and Experts in the field of Teacher Education who have extended unstinted support in designing this document.

Place: Hyderabad

Date: 30.03.2013

Prof. K.S. Sudheer Reddy

Co-ordinator

B.Ed. Model Curriculum for  
Secondary Teacher Education Programme  
in the State of Andhra Pradesh  
with Effect from the Academic Year 2013-14



B.Ed. (One Year) Regular Course

Andhra Pradesh State Council of Higher Education  
Government of Andhra Pradesh

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- IV. Scheme of Instruction
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- VII. Selection of Methods of Teaching
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## **Rules and Regulations of B.Ed. Course offered by various Universities in the State of Andhra Pradesh**

### **B.Ed. Model Curriculum applicable to the students admitted from the academic year 2013-2014 for one year B.Ed. Degree course in Education**

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

#### **I. Admission**

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

#### **II. Curriculum Transaction**

1. The duration of B.Ed. Course is one (1) year
2. Total number of working days / hours - 230 days ( 1380 hours)
3. Number of days earmarked for Admissions - 10 days (60 hours)
4. Number of days earmarked for Examinations - 20 days (120 hours)
  - 4.1. Number of days for Theory Examinations - 12 days (72 hours)
  - 4.2. Number of days for Final Practical Examinations (Methods) - 6 days (36 hours)
  - 4.3. Number of days for placing Practical Records before Moderation Board – 2 days (12 hours)
5. Number of Instructional days- 200 days (1200 hours)
  - 5.1. Number of days for Theory – 100 days (600 hours)
  - 5.2. Number of days for Practicum - 100 days (600 hours)
    - 5.2.1. Projects – 26 days (156 hours)
    - 5.2.2 Number of days for Teaching Practice-cum-Internship - 40 days (240 hours)

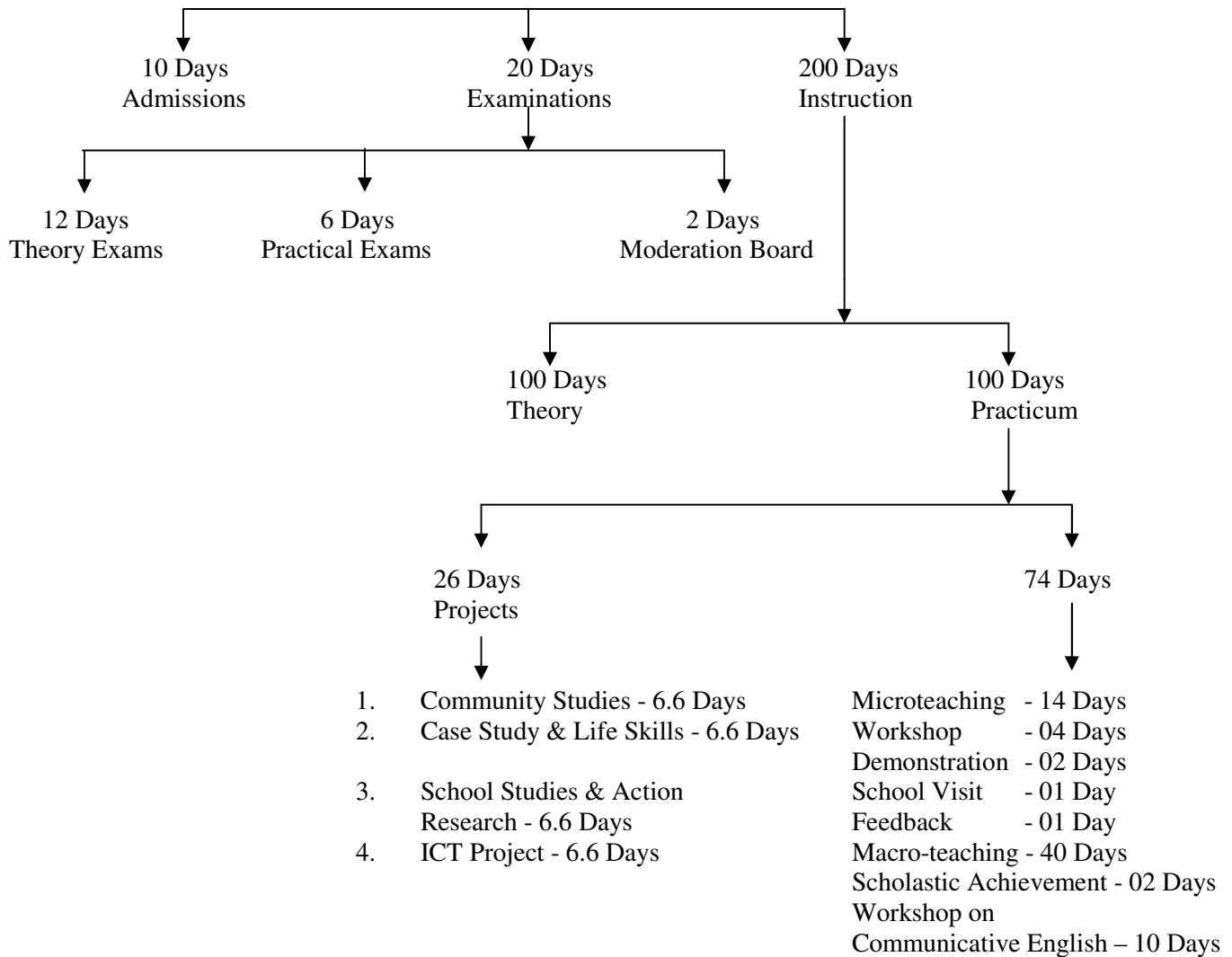


5.2.3. Number of days for Microteaching, Demonstration, Communicative English, etc.  
 - 34 days (204 hours)

6. The overall weightage for Theory in 200 Instructional days - 50% (100 days- 600 hours)

7. The overall weightage for Practicum in 200 Instructional days - 50% (100 days - 600 hours)

**230 Total Working Days**



### **III. Structure of the Course**

#### **A. Theory Papers**

EDN – 01	Paper – I	Foundations of Education
EDN – 02	Paper – II	Psychology of Teaching and Learning
EDN – 03	Paper – III	School Management & Issues in Education
EDN – 04	Paper – IV	Information & Communication Technology (ICT) in Education
EDN – 05	Paper – V	Methods of Teaching – I
EDN – 06	Paper – VI	Methods of Teaching – II

#### **B. Projects**

EDN – 07	Paper – VII	Community Studies
EDN – 08	Paper – VIII	Case Study & Life Skills
EDN – 09	Paper – IX	School Study & Action Research
EDN – 10	Paper – X	Information & Communication Technology (ICT)

#### **C. Method Records**

EDN – 11	Paper – XI	- Method I
EDN – 12	Paper – XII	- Method II

#### IV. Scheme of Instruction

Syllabus Ref. No.	Subject	Instructional Days	Scheme of Instruction		Credits
			Duration of Hours per Week	Total	
<b>A. Theory Papers</b>					
EDN-01	Paper-I	16.6	6 hours	100hrs.	5
EDN-02	Paper-II	16.6	6 hours	100 hrs.	5
EDN-03	Paper-III	16.6	6 hours	100 hrs.	5
EDN-04	Paper-IV	16.6	6 hours	100 hrs.	5
EDN-05	Paper-V	16.6	6 hours	100 hrs.	5
EDN-06	Paper-VI	16.6	6 hours	100 hrs.	5
Total				<b>600 hrs.</b>	<b>30</b>
<b>B. Projects</b>					
EDN-07	Paper-VII	6.6	6 hours	40 hrs.	2
EDN-08	Paper-VIII	6.6	6 hours	40 hrs.	2
EDN-09	Paper-IX	6.6	6 hours	40 hrs.	2
EDN-10	Paper-X	6.6	6 hours	40 hrs.	2
<i>Total</i>				<i>160 hrs.</i>	<i>8</i>
<b>C. Method Records</b>					
EDN-11	Paper-XI	36.6	6 hrs.	220 hrs	11
EDN-12	Paper-XII	36.6	6 hrs.	220 hrs	11
Total				<i>440 hrs.</i>	<i>22</i>
<b>Total (B+C) =</b>				<b>600 hrs.</b>	<b>30</b>
<b>Grand Total (A+B+C) =</b>				<b>1200 hrs.</b>	<b>60</b>

Note: @ 20 hrs per Credit

## V. Scheme of Examination

Syllabus Ref. No.	Subject	Title of Papers	Scheme of Examination		
			Duration of Examination in hours	Maximum Marks	Credits
<b>A. Theory Examination</b>					
EDN- 01	Paper- I	Foundations of Education	3Hrs.	100	5
EDN- 02	Paper- II	Psychology of Teaching and Learning	3Hrs.	100	5
EDN-03	Paper - III	School Management & Issues in Education	3 Hrs.	100	5
EDN-04	Paper- IV	Information & Communication Technology (ICT) in Education	3 Hrs.	100	5
EDN- 05/06	Paper- V/VI	Methods of Teaching Non-Languages	3 Hrs.	100	5
EDN- 05/06	Paper -V/VI	Methods of Teaching Languages	3Hrs.	100	5
<i>Total Marks in Theory Examination</i>				<i>600</i>	<i>30</i>
<b>B. Projects</b>					
EDN- 07	Paper –VII	Community Studies		40	2
EDN- 08	Paper – VIII	Case Study & Life Skills		40	2
EDN- 09	Paper – IX	School Study & Action Research		40	2
EDN- 10	Paper – X	Information & Communication Technology (ICT)		40	2
<i>Total Marks in Projects</i>				<i>160</i>	<i>8</i>
<b>C. Methods Records</b>					
EDN- 11	Paper XI	Methods of Teaching - Non-Language Records			
		Microteaching Record		20	1
		Teaching Practice cum Internship Record		100	5
		Scholastic Achievement Record		40	2
		Practical Examination (Final Lesson)		60	3
<i>Total</i>				<i>220</i>	<i>11</i>
EDN- 12	Paper XII	Methods of Teaching - Language Records			
		Microteaching Record		20	1
		Teaching Practice cum Internship Record		100	5
		Scholastic Achievement Record		40	2
		Practical Examination(Final Lesson)		60	3
<i>Total</i>				<i>220</i>	<i>11</i>
<i>Total Marks (Paper XI+ Paper XII)</i>				<i>440</i>	<i>22</i>
<i>Total (B+C)</i>				<i>600</i>	<i>30</i>
<b>Grand Total A+B+C =</b>				<b>1200</b>	<b>60</b>

## VI. Working Hours / Instructional Hours

1. Every college is expected to work for 6 hours every day. In other words, a working day should be of minimum 6 hours duration in a six-day working week.
2. The timings of the institution / college shall be from
  - a. Forenoon Session: 10.00 a.m. to 1.00 p.m. or 9.00 a.m. to 1.00 p.m.
  - b. Afternoon Session: 2.00 p.m. to 5.00 p.m. or 2.00 p.m. to 4.00 p.m.
3. **The college should not run B.Ed. Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE**

## VII. Selection of Methods of Teaching

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

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

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

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

### *Note:*

- i. No candidate is allowed to select two language methods.
- ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course.

### **VIII. General Rules for Examination**

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified by the (affiliating) University.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate before he/she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode.

8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.
10. Candidates will be allotted to B.Ed. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.
11. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
12. The programme of instruction, examination and vacation shall be notified by the University.
13. The medium of instruction shall be English.
14. University examinations shall be held as prescribed in the scheme of the examination.
15. The course of study shall consist of class lectures, tutorials, teaching practice and practical/Project record work.
16. The examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate.
17. Principal of the College of Education should depute their teachers for examination work as and when assigned 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.

## **IX. Rules of Attendance**

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular Course of Study” or in the “Distance Mode” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
2. A regular course of study means attendance at not less than 80% in teaching /instructional period and 90% of attendance during the period of teaching practice cum internship of the B.Ed. programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5<sup>th</sup> of every month and the same may be sent every month to the Head, Department of Education / Dean, Faculty of Education and Chairman, Board of Studies in Education.
3. For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The students who fail to maintain 40% of minimum attendance is not eligible for seeking readmission upon full payment of all prescribed fees in the subsequent academic year.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
6. Attendance shall be reckoned from the date of admission to the course.



## X. Award of Class/Division/Grade

Candidates will be awarded separate Class/Division/Grade in Theory and Practical examinations

<b><u>Division</u></b>	<b><u>% of Marks</u></b>	<b><u>Grade</u></b>
Outstanding	: 80% and above	O
First Class with Distinction	: 70% and above but less than 79%	A
First Class	: 60% and above but less than 69%	B
Second Class	: 50% and above and less than 59%	C
Pass Division	: 40% and above but less than 49%	D
Fail	: Less than 40%	E
<i>Minimum Pass marks in Theory Papers</i>	<i>: 40%</i>	
<i>Minimum Pass marks in Practical Examinations / Projects / Records</i>	<i>: 50%</i>	

### **Note:**

Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

### **Credits, Grade Letter, Grade Points, Credit Points**

**Credit** means the unit by which the course work is measured. One credit means one hour of teaching work or one hour of practical work per week.

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

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

**Credit Points** number of credits assigned for the paper multiplied by grade point secured for that course / paper

### **Award of Grades**

<b>Range of % of Marks</b>	<b>Grade Letter</b>	<b>Grade Point for Theory</b>	<b>Grade Points for Practicals</b>
80 to 100	O	8	8
70 to 79	A	7	7
60 to 69	B	6	6
50 to 59	C	5	5
40 to 49	D	4	0
Less than 40	E	0	0

### Grade Point Average (GPA)

GPA is obtained by dividing the total number of Credit Points (CPTs) by the total number of Credits. The final result is declared in the form of GPA.

**Note: GPA is calculated only when the candidate passes in all the papers.**

**Note:** The result of the successful candidates shall be classified as follows:

Division	Theory GPA	Practical
i. Outstanding	GPA from 8.00 & above	from 8.00 and above
ii. First Division with Distinction	GPA from 7.00 to 7.99	from 7.00 to 7.99
iii. First Division	GPA from 6.00 to 6.99	from 6.00 to 6.99
iv. Second Division	GPA from 5.00 to 5.99	from 5.00 to 5.99
v. Pass Division	GPA from 4.00 to 4.99	—

### Illustration for Calculating the GPA

Course/paper Theory	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits X Grade Points
Paper-I	5	60	B	6	5 x 6 = 30
Paper-II	5	50	C	5	5 x 5 = 25
Paper-III	5	70	A	7	5 x 7 = 35
Paper-IV	5	60	B	6	5 x 6 = 30
Paper-V	5	50	C	5	5 x 5 = 25
Paper-VI	5	70	A	7	5 x 7 = 35
<i>Total</i>	<i>30</i>	<i>360</i>			<i>180</i>
<b>Practicals:</b>					
Paper- VII	2	60	B	6	2 x 6 = 12
Paper-VIII	2	50	C	5	2 x 5 = 10
Paper-IX	2	70	A	7	2 x 7 = 14
Paper-X	2	50	C	5	2 x 5 = 10
Paper-XI	11	70	A	7	11 x 7 = 77
Paper- XII	11	50	C	5	11 x 5 = 55
<i>Total(Practicles)</i>	<i>30</i>	<i>350</i>			<i>178</i>
<i>Total(Theory)</i>	<i>30</i>	<i>360</i>			<i>180</i>
<b>Grand Total</b>	<b>60</b>	<b>710</b>			<b>358</b>

Percentage of marks in Theory:  $360/6 = 60.00\%$

Percentage of marks in Practicals:  $350/6 = 58.33\%$

Over all percentage of Marks:  $710/12 = 59.17\%$

Total Credit Points: 358

Total Credits: 60

**GPA** =  $\frac{\text{Total Credit Points}}{\text{Total Credits}} = \frac{358}{60} = 5.96$

GPA in Theory =  $180/30 = 6.00$

GPA in Practicals =  $178/30 = 5.70$

## **XI. Improvement of Division / Grade**

1. When a candidate has passed in one or more papers/subjects in the first attempt in the regular examinations(s) conducted by the University for his/her batch, paper-wise improvement is permissible only in those papers.
2. A candidate is permitted to appear for paper-wise improvement only once in the immediately following examination.
3. A candidate who wishes to improve his/her performance may be permitted to do so if he/she appears in the immediate next regular examination conducted by the University.
4. Regular examination means an examination conducted at the end of the academic year for which the candidates were admitted and had undergone instruction.
5. A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of class/division.

## **XII. Appearance and Reappearance for the Examination**

1. Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed course. No candidate without the completion of teaching practice cum, internship, projects and practical / project record work is allowed for final university level practical and theory examinations.
2. The Principal of the College of Education will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application form for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
4. In case 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.

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

### **XIII. Teaching Faculty as Mentors**

It is envisaged to practice the concept of mentorship in the Colleges of Education from the academic year 2013-2014 onwards. 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 B.Ed. programme. Each mentor will be allotted a minimum of 15 student teachers and he/she will take care of his/her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of 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 / Principal, IASE / Dean, Faculty of Education, of the University.*

### **XIV. Teaching Practice-cum-Internship**

1. The candidates are expected to observe the demonstration lessons undertaken by the members of the staff of the college under normal conditions. In addition to this, they are expected to complete 5 micro-lessons in each method before going for practice teaching.
2. Every candidate shall have to undergo an internship (40 working days) in a cooperating school as “Teaching Practice-cum-Internship”. During this period, the candidate shall be attached to a school (within a radius of 10KM of the college) and he

shall have to undertake such duties as are assigned to him/her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 40 lessons in the school, taking 20 lessons from each of his/her methods of specialization, under the supervision of the trained subject teachers in the school who are referred to here as “Supervising Teachers”. During the Teaching Practice-cum-Internship period, the concerned lecturers of the Colleges of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.

3. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned subjects at the practicing schools under normal conditions as and when necessary, in addition to the demonstration lessons given at the beginning of practice lessons, for the guidance of student-teachers.
4. A candidate who has failed to pass in the practical examination of Teaching a Lesson, may be allowed to reappear in either of the subjects of his/her specialization taken previously under methods provided to him/her and in which he/she has completed practice lessons and internship to the satisfaction of their college authorities and to the Head Master of the respective school. In case, the practice lessons and the internship are not satisfactory, the candidate shall appear for the subsequent examinations in the Teaching of the Examination lesson only after completing the internship and the practice lessons by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of satisfactory work in the supervised practice lessons and the internship.
5. The practical examination of teaching a lesson of each candidate will be conducted by two independent examiners – one internal and one external.
6. The Colleges of Education will have the discretion of not sending candidates for the final examination, both in Theory and Practical, in case their Practical Project/Record Work is not satisfactory and those candidates who fail in the University Practical Examination and in practical records also have to seek fresh admission in the subsequent year(s) to complete their Practical / Project Work/Records.

7. Teaching Practice-cum-Internship will be of 40 days duration and conducted in 2 (two) phases. In Phase I (10 days), the candidate is expected to complete 10 lessons (5 lessons in each method) and in Phase II (30 days) the candidate is expected to complete remaining 30 lessons (15 lessons in each method) out of which 5 should be digital lessons (Technology Integrated). During Phase II, the candidate is expected to participate and undertake the activities assigned by Head Master of the school.
8. All the records, may be any kind, be written strictly by the candidates' own handwriting.

### **XV. Guidelines for school Head Masters / Head Mistresses**

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

1. Maintain the attendance of B.Ed. student teachers both for the forenoon and afternoon.
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the lesson plan books of the candidates.
3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.
4. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
5. Assign any activity related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.
6. Sign on the records/project reports carried out by the students in the school.

### **XVI. 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.

## **XVII. Moderation Board**

1. Moderation is part of evaluation in B.Ed. course, i.e. Projects and Methods Records are part of the B.Ed. course which requires objective evaluation for awarding certificate. All the practical work will be moderated by the Moderation Board of examiners at the end of that academic year.
2. Moderation Board will examine a minimum of 20% of the total practical records/work. The list of projects/records to be submitted is as follows:

### **Projects**

EDN – 07	<b>Paper – VII</b>	Community Studies
EDN – 08	<b>Paper – VIII</b>	Case Study & Life Skills
EDN – 09	<b>Paper – IX</b>	School Study & Action Research
EDN – 10	<b>Paper – X</b>	Information & Communication Technology (ICT) in Education

### **Records**

EDN – 11	<b>Paper – XI - Method I</b>	Microteaching Record, Teaching Practice cum Internship Record & Scholastic Achievement Record.
EDN – 12	<b>Paper – XII - Method II</b>	Microteaching Record, Teaching Practice cum Internship Record & Scholastic Achievement Record.

3. Moderation Board shall be constituted by the respective universities.
4. The number of Moderation Boards constituted by the university every year depends on the strength of the College of Education and students enrolled in that year. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the College of Education.
5. The Moderation Board will scrutinize the practical work (Projects + Methods Records) of the candidates and ensure that evaluation standards are maintained in them. They will also check any significant differences in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them. All records of practical work shall be counted for the examination purpose only after the Moderation board gives its approval to the same.

6. The Moderation Board, after due review shall declare the appropriate score to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by the College of Education concerned.
7. The Principals of Colleges of Education should submit all the practical records of their colleges after moderation, to the Chairman, BOS in Education for B.Ed.
8. 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 / Chairman, Board of Examinations for B.Ed. Shall forward the duly revised award list to the Controller of Examinations of the concerned University.
9. Recommendations of the Moderation Board are final and are not subject to review or revision.

#### **XVIII. Pattern of Theory Question Papers**

Duration of every theory paper will be of three (3) hours and maximum number of marks is 100. The question paper comprises two sections:

**Section A** – consists of 10 short answer type questions with internal choice representing each unit of the course. The candidate is expected to answer each question in about one page. Each question carries Seven (7) Marks (10 X 7= 70 marks).

**Section B** – consists of four essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries Fifteen (15) Marks (2 X 15=30 marks).



Model Question Paper  
Paper-I (EDN-01)  
Foundations of Education

Time: 3 Hours

Max. Marks: 100

PART – A (10 x 7 = 70 Marks)

Note: Answer TEN questions following internal choice. Each question carries seven (7) marks. The candidate is expected to answer each question in about one page.

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 any two essay questions from four essay questions. Each question carries 15 Marks. The candidate is expected to answer any two questions in about four pages each.

- 11.
- 12.
- 13.
- 14.

PAPER-I (EDN-01)

**Foundations of Education**  
[100 Instructional Hours – 100 Marks]

*Objectives*

This course will enable the student teachers to:

1. understand the philosophical, sociological and economic bases of education
2. develop sociological imagination about the ramifications of culture, socialization, social change and education
3. build awareness about education as human capital, its role in human resource development.
4. understand the dynamics of Indian education
5. sensitize towards child rights education
6. understand the relation between state and education
7. acquaint the contemporary issues in education

*Course Content*

**Unit-I: Introduction to Philosophy and Education** *10 Hours*

- 1.1 Meaning, Nature and Scope of Philosophy
- 1.2 Meaning, Nature and Scope of Education
- 1.3 Relationship between Education and Philosophy
- 1.4 Aims of Education
- 1.5 Meaning and Classification of Values

**Unit-II: Educational Implications of Schools of Philosophy** *10 Hours*

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Pragmatism
- 2.4 Existentialism

**Unit- III: Indian Thinkers on Education** *8 Hours*

- 3.1 Rabindranath Tagore
- 3.2 Mohan Das Karamchand Gandhi
- 3.3 Swami Vivekananda
- 3.4 Sri Aurobindo Ghosh
- 3.5 Jiddu Krishnamurthy

**Unit-IV: Introduction to Sociology and Education** *10 Hours*

- 4.1 Meaning, Nature and Scope of Sociology
- 4.2 Relationship between Sociology and Education
- 4.3 Meaning, Process, Methods and Agencies of Socialization
- 4.4 Meaning, Characteristics of Culture and relation between Culture and Education

**Unit-V: Social Change and Education** *10 Hours*

- 5.1 Meaning and Factors of Social Change
- 5.2 Relation between Social Change and Education
- 5.3 Meaning and Attributes of Modernization and role of Education in Modernization
- 5.4 Social Stratification and Social Mobility

**Unit-VI: Salient features of the History of Indian Education** *10 Hours*

- 6.1 Ancient Period: Vedic period, Buddhism & Jainism
- 6.2 Medieval Period- Islamic & Indian Patashalas
- 6.3 Modern Period- British Period
- 6.4 Contemporary period – Post Independent Indian Education

**Unit-VII: State and Education** *12 Hours*

- 7.1 Democracy and Education
- 7.2 Constitutional Provisions for Education
- 7.3 National Integration: Meaning and Factors
- 7.4 Role of Education in promoting National Integration

**Unit-VIII: Child Rights Education** *10 Hours*

- 8.1 Overview of Child Rights Convention (CRC)
- 8.2 Categories of Child Rights: Survival, Protection, Development and Participation
- 8.3 Educational implications of Child Rights Convention
- 8.4 Right to Education (RTE)

**Unit-IX: Economics of Education** *10 Hours*

- 9.1 Economics: Meaning and Nature
- 9.2 Economics of Education: Meaning and Scope
- 9.3 Education as a Human Capital
- 9.4 Education and Human Resource Development

## Unit-X: Contemporary Issues in Education

10 Hours

- 10.1 Liberalization, Privatization and Globalization in Education
- 10.2 Value Crisis and Education
- 10.3 International Understanding and Peace Education
- 10.4 Crisis Management

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PAPER-II (EDN-02)

**Psychology of Teaching and Learning**

[100 Instructional Hours – 100 Marks]

*Objectives*

This course will enable the student teachers to:

1. apply the knowledge of principles of educational psychology and appreciate the need and significance of the study of educational psychology in analyzing, interpreting, understanding and guiding the learner.
2. understand the nature and principles of growth and development and give more inputs on different stages of development.
3. understand the nature and types of individual differences among children and have the working knowledge of strategies and techniques for helping children.
4. understand the nature and process of learning and the factors which facilitate or obstruct the learning process.
5. understand different theories of learning.
6. understand the nature of group structure and dynamics as relevant to classroom management.
7. understand the nature of personality and adjustment and to develop insight into various life skills.
8. understand the concept and types of guidance and counseling and importance of guidance services in schools.
9. understand the characteristics of children with special needs and help them to provide appropriate education.

*Course Content*

**Unit-I: Introduction to Educational Psychology**

*10 Hours*

- 1.1 Meaning and Nature of Psychology
- 1.2 Meaning, Nature and Scope of Educational Psychology
- 1.3 Methods of Educational Psychology: Introspection, Observation, Experimental and Case Study
- 1.4 Importance of Educational Psychology to the Teacher

**Unit-II: Development of the Learner**

*10 Hours*

- 2.1 Concept of Growth, Development and Maturation
- 2.2 Principles of Growth and Development and their Educational Implications
- 2.3 Factors Influencing Growth and Development

- 2.4 Various Stages of Human Growth and Development, Infancy, Childhood and Adolescence with Reference to Physical, Cognitive, (Piaget), Emotional, Social (Erikson) and Moral (Kohlberg)

**Unit-III: Individual as a Unique Learner**

*10 Hours*

- 3.1 Individual Differences - Concept, Types and Areas
- 3.2 Intelligence - Concept and Definition
- i. Types - Multiple Intelligence - Gardner  
Emotional Intelligence - Goleman
  - ii. Concept of I.Q. and types of Intelligence Tests
  - iii. Measurement of Intelligence (Administration of any one Test)
- 3.3 Aptitude - Concept and Types - Measurement of Aptitude - Differential Aptitude Test Batteries - uses of Aptitude Tests
- 3.4 Creativity - Concept, Definition and Creativity Process, Fostering Creativity in School Children

Note: Students Teachers should visit Psychology Lab of the college and acquaint with the testing material of the Lab and write a report.

**Unit-IV: Process of Learning**

*10 Hours*

- 4.1 Concept and Definition of Learning
- 4.2 Factors Influencing Learning- Personal and Environmental
- 4.3 Transfer of Learning - Concept and Types
- 4.4 Memory and Forgetting - Causes of Forgetting - Effective Methods of Remembering
- 4.5 Motivation – Concept and Types - Maslow’s Hierarchy Theory of Needs

**Unit-V: Theories of Learning and their Educational Implications**

*10 Hours*

- 5.1 Trial & Error (Thorndike), Classical Conditioning (Pavlov) and Operant Conditioning (B.F. Skinner)
- 5.2 Insightful Learning (Gestalt)
- 5.3 Social Learning (Albert Bandura)
- 5.4 Constructivist Theory (Vygotsky)
- 5.5 Theory of Instruction (Bruner)

**Unit-VI: Group Dynamics**

*10 Hours*

- 6.1 Group Dynamics - Concept and Types
- 6.2 Sociometry (J. L. Moreno)
- 6.3 Leadership – Types

6.4 Adjustment – Causes of Maladjustment – Defense Mechanisms

6.5 Mental Health of the Teacher and Taught

**Unit-VII: Development of Personality**

*10 Hours*

7.1 Concept and Nature of Personality

7.2 Assessment of Personality (Projective and Non-Projective Techniques)

7.3 Development of Integrated Personality

7.4 Life Skills Education

**Unit-VIII: Guidance and Counseling in Education**

*10 Hours*

8.1 Guidance and Counseling - Concept and Definitions

8.2 Types of Guidance - Educational, Vocational and Personal

8.3 Types of Counseling - Directive, Non-Directive and Eclectic

8.4 Adolescent Health Education

8.5 Importance of Guidance and Counseling in Secondary Schools

8.6 Guiding Parents in Understanding their Children's Unique Needs and Development

**Unit-IX: Children with Special Needs**

*10 Hours*

9.1 Special Education - Nature and Scope

9.2 Characteristics, Causes and Education of the following:

a) Mentally Challenged ( Mild and Moderate)

b) Visually Impaired

c) Hearing Impaired

d) Physically Challenged (Locomotor)

e) Gifted / Talented

f) Children with Learning Disabilities

9.3 Concept and Importance of Inclusive Education

**Unit-X: Statistics in Education**

*10 Hours*

10.1 Importance of Statistics

10.2 Tabulation of Data and Graphical Representation

10.3 Measures of Central Tendency and Variability

10.4 Correlation - Rank Correlation

10.5 Normal Probability Curve - Characteristics and Uses



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PAPER-III (EDN-03)

**School Management & Issues in Education**

[100 Instructional Hours – 100 Marks]

*Objectives*

This course will enable the student teachers to:

1. understand the basic concepts of educational management.
2. understand different components of school management.
3. realize the multifaceted role of a teacher/head teacher.
4. understand and appreciate the process of becoming an effective teacher.
5. realize the importance and goals of secondary education in india.
6. imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
7. get a holistic view of quality in education and the agencies concerned with quality assurance.
8. develop an understanding of population concepts and the multi-dimensional nature of population education.
9. understand the concept of environmental education and the role of school in the context of sustainable development.

*Course Content*

**Unit-I: Introduction to Educational Management**

*10 Hours*

- 1.1 Management, Administration and Organization - Meaning, Definition and their Interrelationship
- 1.2 Administrative Structure of Education in India with Special Reference to Andhra Pradesh
- 1.3 Educational Management - Concept, Definition, Aims, Scope, Functions and Characteristics
- 1.4 Types and Principles of Educational Management and Practical Measures for Democratic School Management

**Unit-II: School as an Organisation**

*10 Hours*

- 2.1 Meaning, Definition and Objectives of a School
- 2.2 Resource Requirements of School, i.e., Physical, Human and Financial Resources
- 2.3 School Organization: Meaning, Aims and Objectives
- 2.4 Schools Under Different Managements
  - i) Government - Central, State and Local Bodies
  - ii) Private - Aided and Unaided

- 2.5 Detailed Study of Specific Managements
  - i) Residential Schools Run by Social Welfare Corporations
  - ii) Navodaya Vidyalayas / Kendriya Vidyalayas / Sainik Schools / Railway Schools
  - iii) National / State Open Schools

**Unit-III: Head of the Organisation – Different Roles**

*10 Hours*

- 3.1 Qualities of an Ideal Head Master and Roles and Responsibilities
- 3.2 Academic Aspects: Preparation of Time-Table, Planning and Organizing Co-curricular Activities, Subject Clubs, Guidance and Counselling, Supervision, Maintenance of Standards, Establishing Conducive Organizational Climate and Institutional Evaluation
- 3.3 Administrative Aspects: Institutional Planning, Mobilization of Resources, Preparation of Budget, Maintenance of Records and Registers, Conducting Staff Meetings
- 3.4 Human Resource Management: Acquisition, Development, Motivation, Management
- 3.5 Material Resource Management: Needs Assessment, Procurement, Maintenance
- 3.6 Discipline Management: Need and Importance, Causes of Indiscipline and Remedial Actions

**Unit-IV: Teacher – Qualities and Competencies**

*10 Hours*

- 4.1 Characteristics of an Ideal Teacher
- 4.2 Professional Ethics and Code of Conduct and Accountability
- 4.3 Competencies required-Different Areas and Categories of Teaching Competencies: Content, Contextual, Conceptual, Transactional, Curriculum, Co-curriculum, Management and Evaluation Competencies
- 4.4 Teacher Commitment – Commitment towards Student, Institution, Society, Profession and Human Values
- 4.5 Action Research: Concept, Need and Steps

**Unit-V: Teacher Education**

*10 Hours*

- 5.1 Status and Development of Teacher Education in India
- 5.2 Teacher Training Programmes - Pre-service and In-service Programmes
- 5.3 National / Regional : RIEs (NCERT), IASEs, CTEs and DIETs
- 5.4 Policies and Practices in Teacher Education, NCFTE – 2009

**Unit-VI: Universalization of Secondary Education**

*10 Hours*

- 6.1 Constitutional Provisions, Policies and Programmes of Secondary Education
- 6.2 Current Status and Problems of Secondary Education – with Special Reference to
  - i. Girl Child Education
  - ii. Inclusive Education
  - iii. Vocationalisation of Education

- 6.3 Right to Education and its Implications for Universalization of Secondary Education

**Unit-VII: Equity and Equality in Education** *10 Hours*

- 7.1 Gender Equity and Issues concerned:
- i. Education for All - National and International Initiatives
  - ii. Census 2011: Trends in Population and Literacy Rates
  - iii. Gender Disparities: Reasons & Remedial Measures
- 7.2 Equality in Education:
- i. Meaning, Need and Importance of Equality in Education
  - ii. Constitutional Provisions on Equality of Educational Opportunities in India
  - iii. Ways and Means of Achieving Equality in Education

**Unit-VIII: Quality in Education** *10 Hours*

- 8.1 Quality: Meaning and Definition
- 8.2 Tools and Techniques of Quality Control in Education / Institutional Evaluation
- 8.3 Quality Assurance in Education - SSA and RMVM
- 8.4 Regulatory Bodies in Quality Assurance in Education - NAAC, NCTE and Quality Council

**Unit-IX: Population Education** *9 Hours*

- 9.1 Population Education: Meaning, Nature, Scope and Significance
- 9.2 Approaches to Population Education
- 9.3 Causes and Consequences of Population Growth
- 9.4 Sustainable Development and Population Growth
- 9.5 Population Policies in India

**Unit-X: Environmental Education** *10 Hours*

- 10.1 Environmental Education: Concept, Meaning, Definition and Aims
- 10.2 Conservation of Environment and Sustainable Development
- 10.3 Policies and Programmes for the Conservation of Environment
- 10.4 Approaches of Environmental Education
- 10.5 Role of NGOs, Schools, Teachers & Government in the Protection of Environment

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PAPER-IV (EDN-04)  
**Information & Communication Technology (ICT) in Education**  
[100 Instructional Hours – 100 Marks]

*Objectives*

The course will enable the student teachers to:

1. explain the concept of ICT in education.
2. appreciate the scope of ICT for improving the personal productivity and professional competencies.
3. explain the concept of educational technology.
4. develop skills of interaction in the classroom.
5. explain different approaches of ICT integration in education.
6. appreciate the applications of e-learning in education.
7. explain instructional strategies and models.
8. explain the fundamentals of computers and operating systems.
9. develop skills in using MS Office applications for education.
10. use internet efficiently to access remote information, communicate and collaborate with others.
11. describe social, economic, security and ethical issues associated with the use of ICT.
12. develop the electronic teaching portfolio.

*Course Content*

<b>Unit-I: Educational Technology</b>	<i>8 Hours</i>
1.1 Educational Technology: Concept & Objectives	
1.2 Forms of Educational Technology	
1.3 Multisensory Instruction	
1.4 Challenges for Educational Technology	
<b>Unit-II: Communication &amp; Classroom Interaction</b>	<i>10 Hours</i>
2.1 Communication: Concept, Elements, Process & Types of Communication	
2.2 Barriers & Facilitators of Communication	
2.3 Communicative Skills of English - Listening, Speaking, Reading & Writing	
2.4 Flanders Interaction Analysis Category System (FIACS)	
<b>Unit-III: Fundamentals of Computers</b>	<i>12 Hours</i>
3.1 Characteristics, Types & Applications of Computers	
3.2 Hardware of Computer: Input, Output & Storage Devices	
3.3 Software of Computer: Concept & Types	
3.4 Computer Memory: Concept & Types	
3.5 Viruses & its Management	
<b>Unit-IV: Computer Networks &amp; Internet</b>	<i>12 Hours</i>
4.1 Concept, Types & Functions of Computer Networks	
4.2 Internet and its Applications	
4.3 Web Browsers & Search Engines	
4.4 Legal & Ethical Issues	

<b>Unit-V: MS Office Applications</b>	<i>16 Hours</i>
5.1 MS Word: Main Features & its Uses in School Programme	
5.2 MS Excel: Main Features & its Applications in School Programme	
5.3 MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in School Programme	
5.4 MS Power Point: Preparation of Slides with Multimedia Effects	
5.5 MS Publisher: Newsletter & Brochure	
<b>Unit-VI: ICT in Education</b>	<i>8 Hours</i>
6.1 Concept & Importance of ICT	
6.2 Need of ICT in Education	
6.3 Scope of ICT: Teaching Learning Process, Publication, Evaluation, Research and Administration	
6.4 Challenges in Integrating ICT in School Education	
<b>Unit-VII: Instructional Strategies &amp; Models</b>	<i>10 Hours</i>
7.1 Programmed Instruction	
7.2 Computer Assisted Instruction	
7.3 Computer Managed Instruction	
7.4 Mastery Learning Model of Instructional System	
<b>Unit-VIII: ICT Integration in Teaching Learning Process</b>	<i>8 Hours</i>
8.1 Approaches to Integrating ICT in Teaching Learning Process	
8.2 Project Based Learning (PBL)	
8.3 Co-operative Learning	
8.4 Collaborative Learning	
8.5 ICT and Constructivism: A Pedagogical Dimension	
<b>Unit-IX: E-Learning &amp; Web Based Learning</b>	<i>8 Hours</i>
9.1 E-Learning	
9.2 Web Based Learning	
9.3 Virtual Classroom	
9.4 EDUSAT	
<b>Unit-X: ICT for Professional Development</b>	<i>8 Hours</i>
10.1 Electronic Teaching Portfolio	
10.2 Assistive Technology for Children with Special Needs	
10.3 ICT for Personal & Professional Development: Tools & Opportunities	
10.4 Open Education Resources: Concept & Significance	

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**Paper-V/VI (EDN-05/06)**  
**Methods of Teaching Mathematics**  
[100 Instructional Hours – 100 Marks]

This course will enable the student teachers to:

1. understand history, development of mathematics and the contributions of Indian and other mathematicians towards mathematics.
2. understand aims, values and objectives of mathematics education.
3. identify the role of branches of mathematics & their implications on the society.
4. translate objectives of teaching mathematics in terms of expected behavioural outcomes.
5. understand principles of curriculum construction development, its transactions and evaluation.
6. understand and practice various methods and techniques of teaching mathematics.
7. develop competency in teaching strategies, content and in the preparation of suitable teaching learning materials.
8. utilize laboratory, library and mathematics club as inputs in the teaching and learning of mathematics.
9. empower the mathematics teachers towards professional development.
10. assimilate the strategies of evaluation and design the tools of evaluation.

Course Content

**Unit-I: Introduction to Mathematics** **8 Hours**

- 1.1 Meaning and Nature of Mathematics
- 1.2 Scope of Mathematics
- 1.3 Contributions of the following Mathematicians to Mathematics:  
(a) Pythagoras (b) Euclid (c) Hypatia (d) Rene Descartes  
(e) Aryabhata (f) Bhaskara Charya-II (g) Srinivasa Ramanujan
- 1.4 Correlation of Mathematics within and with other school subjects

**Unit-II: Values, Aims and Objectives of Teaching Mathematics** **15 Hours**

- 2.1 Values of Teaching Mathematics at Secondary Level
- 2.2 Aims and Objectives of Teaching Mathematics
- 2.3 Instructional Objectives with reference to Blooms taxonomy and its Limitations
- 2.4 Teaching of different Branches of Mathematics

**Unit-III: Approaches / Methods of teaching Mathematics** **15 Hours**

- 3.1 Constructivist Approach
- 3.2 Problem Solving Method, Inductive & Deductive Approaches.
- 3.3 Analytic and Synthetic Methods
- 3.4 Heuristic Method
- 3.5 Laboratory Method
- 3.6 Project method, Peer-Learning, Cooperative and Competitive learning
- 3.7 Techniques of Teaching Mathematics - Team Teaching, Computer Assisted Learning (CAL), Oral Work, Written Work, Drill Work, Speed and Accuracy, Supervised Study, Assignment, Self Study,

**Unit-IV: Planning for Teaching Mathematics** **15 Hours**

- 4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching and Advantages
- 4.2 Microteaching Skills: Introducing a Lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Questioning, Reinforcement, Appropriate Use of TLM, Link Practice, and Integration of Skills
- 4.3 Planning of Instruction: Annual Plan, Unit Plan, and Lesson Plan

**Unit-V: Teaching Learning Material in Mathematics** **8 Hours**

- 5.1 Edgar Dale's Cone of Experience
- 5.2 Classification of TLM
  - 5.2.1 Audio, Visual and audio-visual
  - 5.2.2 Projected, non Projected
  - 5.2.3 2 Dimensional, 3 Dimensional
  - 5.2.4 Software, Hardware
- 5.3 Improvised Material, Activity Packs, Activity Sheets and Geoboard
- 5.4 Digital Material

**Unit-VI: Mathematics Curriculum.** **6 Hours**

- 6.1 Principles of curriculum construction
- 6.2 Approaches of Curriculum – Logical, Psychological, Topical, Concentric & Spiral approaches
- 6.3 Recommendations of NCF 2005 & APSCF 2011 with reference to Mathematics Education

**Unit-VII: Mathematics Textbook** **6 Hours**

- 7.1 Textbook in Mathematics: Importance and Criteria of a good Mathematics text book
- 7.2 Critical analysis of secondary school Mathematics text books

**Unit-VIII: Resources for Strengthening Mathematics Education** **6 Hours**

- 8.1 Mathematics Library
- 8.2 Mathematics Laboratory
- 8.3 Mathematics Clubs
- 8.4 Mathematics Fairs / Exhibition
- 8.5 Mathematics Talent Search Examinations, Mathematics Olympiad

**Unit-IX: Mathematics Teacher and Professional Development** **6 Hours**

- 9.1 Qualities of a Mathematics Teacher
- 9.2 Professional Competencies of a Mathematics Teacher
- 9.3 Action Research for improving Quality of Mathematics Teaching & Learning

**Unit-X: Evaluation in Mathematics** **15 Hours**

- 10.1 Concept of Test, Examination, Measurement and Evaluation
- 10.2 Evaluation: Meaning, Process, Types and Tools
- 10.3 Qualities of a Good Test and Types of Tests
- 10.4 Preparation of Scholastic Achievement Test (SAT) with Weightage Tables and Blue Print
- 10.5 Analysis and Interpretation of Test Scores

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12. Rao, N.M. Mathematics Projects and Mathematics Laboratory. New Delhi: NCERT.
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## **Methods of Teaching Physical Sciences**

[100 Instructional Hours – 100 Marks]

### *Objectives*

This course will enable the student teachers 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 the methods of teaching physical sciences and use the learning experiences.
7. develop the skill of procurement and care of the science laboratory.
8. equip the resources of teaching physical sciences.
9. utilize the applications of science and technology on society.
10. construct the scholastic achievement test and compare and contrast with the existing evaluation system.

### *Course Content*

#### **Unit-I: Introduction to Science**

*7 Hours*

- 1.1 Science – Meaning, Nature, Scope and Importance
- 1.2 Structure of Science – Syntactic Structure (Process of Science), Substantive Structure (Product of Science)
- 1.3 Values of Teaching Physical Sciences
- 1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages and Fine Arts

#### **Unit-II: Development of Science**

*8 Hours*

- 2.1 Milestones in the Development of Science
- 2.2 Contributions of Western Scientists - Copernicus, Newton and Einstein
- 2.3 Contributions of Indian Scientists - Aryabhata, C.V. Raman, S. Chandrasekhar, A.P.J. Abdul Kalam
- 2.4 Impact of Science and Technology on Society

#### **Unit-III: Aims and Objectives of Teaching Physical Sciences**

*10 Hours*

- 3.1 Aims and Objectives of Teaching Physical Sciences
- 3.2 Bloom's Taxonomy of Educational Objectives
- 3.3 Instructional Objectives and Specifications of Teaching Physical Sciences

#### **Unit-IV: Approaches/Methods and Techniques of Teaching Physical Sciences**

*12 Hours*

- 4.1 Inductive and Deductive Approaches
- 4.2 Teacher-centered Methods - Lecture, Lecture-cum-Demonstration, Historical
- 4.3 Student-centered Methods - Heuristic, Project, Scientific and Laboratory
- 4.4 Modern Teaching Techniques - Brainstorming, Team Teaching, and Digital Technology

**Unit-V: Planning of Teaching Physical Sciences** *12 Hours*

- 5.1 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills: Introduction, Explanation, Probing Questions, Reinforcement and Closure
- 5.2 Year Plan and Unit Plan
- 5.3 Lesson Plan - Herbartian and Constructivist Approaches
- 5.4 Learning Experiences

**Unit-VI: Science Curriculum** *12 Hours*

- 6.1 Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 6.2 Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical
- 6.3 Qualities of a Good Physical Sciences Text Book
- 6.4 Critical Analysis of a Secondary School Physical Sciences Text Book

**Unit-VII: Science Laboratories** *10 Hours*

- 7.1 Importance of Practical Work in Science
- 7.2 Planning and Organisation of Science Laboratories
- 7.3 Procurement and Care of Laboratory Equipment, Registers, First-Aid, and Safety Management
- 7.4 Development of Improvised Apparatus

**Unit-VIII: Resources in Teaching Physical Sciences** *10 Hours*

- 8.1 Science Clubs, Science Exhibition, Science Museums
- 8.2 Science Library
- 8.3 Role of Governmental Organizations in popularizing Science: DST, CSIR, BARC, ISRO, DRDO, NGRI and CCMB
- 8.4 Role of Non-Governmental Organizations in the Development of Science
- 8.5 Handling Hurdles in Utilizing Resources

**Unit-IX: Teaching Learning Material in Physical Sciences** *10 Hours*

- 9.1 Edgar Dale's Cone of Experience
- 9.2 Audio, Visual Instructional Aids
- 9.3 Charts, Models, Display Boards
- 9.4 Improvisation of Teaching Aids

**Unit-X: Evaluation in Physical Science**

*12 Hours*

- 10.1 Concept of Test, Examination, Measurement and Evaluation
- 10.2 Evaluation - Meaning, Process, Types and Tools
- 10.3 Qualities of a good test and Types of Tests
- 10.4 Preparation of Scholastic Achievement Test (SAT) with Weightage Tables and Blue Print
- 10.5 Analysis and Interpretation of Test Scores

*References*

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13. <http://www.scienceworld.wolform.co/physics.html>
14. <http://www.encyclopedia.com>

## **Methods of Teaching Biological Sciences**

[100 Instructional Hours – 100 Marks]

### *Objectives*

This course will enable the student teachers to:

1. explain the concept of science.
2. appreciate the contributions of scientific institutions.
3. explain the aims & objectives of teaching biological sciences.
4. describe the competencies of biological science teacher.
5. recognize the recommendations of commissions & policies on science teaching.
6. develop the skill of writing unit & lesson planning.
7. differentiate the relative advantages of methods of teaching biological sciences.
8. develop the various skills of microteaching technique.
9. explain the use of various teaching learning material.
10. understand the concept of biological sciences curriculum.
11. describe the planning of science laboratories.
12. develop the skill of constructing test items.
13. recognize the relative advantages of resources for teaching biological sciences.

### *Course Content*

#### **Unit-I: Introduction to Science**

*8 Hours*

- 1.1 Meaning and Scope of Science
- 1.2 Structure of Science
- 1.3 Characteristics & Functions of Science
- 1.4 Contributions of Scientific Institutions – Centre for Cellular & Molecular Biology (CCMB); National Institute of Nutrition (NIN); International Crops Research Institute for Semi-Arid Tropics (ICRISAT); National AIDS Control Organization (NACO)

#### **Unit-II: Aims & Values of Teaching Biological Sciences**

*8 Hours*

- 2.1 Aims of Teaching Biological Sciences
- 2.2 Values of Teaching Biological Sciences
- 2.3 Correlation of Biological Sciences with other School Subjects
- 2.4 Competencies of Biological Sciences Teacher



**Unit-III: Objectives of Teaching Biological Sciences** *12 Hours*

- 3.1 Meaning and Importance of Objectives
- 3.2 Bloom's Taxonomy of Educational Objectives
- 3.3 Instructional Objectives & Specifications
- 3.4 Recommendations of Commissions & Policies on Aims & Objectives of Science Teaching

**Unit-IV: Methods of Teaching Biological Sciences** *15 Hours*

- 4.1 Lecture Method, Lecture-cum-Demonstration Method
- 4.2 Scientific Method (Inductive & Deductive)
- 4.3 Project Method
- 4.4 Laboratory Method
- 4.5 Microteaching Techniques

**Unit-V: Planning for Teaching Biological Sciences** *11 Hours*

- 5.1 Year Plan
- 5.2 Unit Plan
- 5.3 Lesson Plan: Herbartian & Constructivist Approaches
- 5.4 Learning Experiences

**Unit-VI: Biological Sciences Curriculum** *8 Hours*

- 6.1 Principles of Curriculum Construction
- 6.2 Organization of Curriculum Construction: Logical, Psychological, Topical, Concentric, and Spiral
- 6.3 Qualities of a Good Science Textbook
- 6.4 Critical Analysis of a Secondary School Biological Sciences Textbook

**Unit-VII: Biological Sciences Laboratories** *10 Hours*

- 7.1 Importance of Practical Work in Biological Sciences
- 7.2 Planning of Science Laboratories – Lecture Room-cum- Laboratory, All Purpose Laboratory, Mobile Science Laboratory
- 7.3 Procurement, Care & Maintenance of Laboratory Equipment and Maintenance of Laboratory Registers
- 7.4 First-Aid & Safety Measures

**Unit-VIII: Teaching Learning Material***10 Hours*

- 8.1 Edgar Dale's Cone of Experience
- 8.2 Audio, Visual Instructional Aids
- 8.3 Charts, Models, Specimens, Activity Aids (Aquarium, Vivarium, Terrarium, Herbarium), Display Boards
- 8.4 Improvisation of Teaching Aids

**Unit-IX: Resources for Teaching Biological Sciences***6 Hours*

- 9.1 Science Club
- 9.2 Science Fair & Science Exhibition
- 9.3 Science Museum
- 9.4 Science Library
- 9.5 Handling Hurdles in Utilizing Resources

**Unit-X: Evaluation in Biological Sciences***12 Hours*

- 1.1 Concept of Test, Examination, Measurement and Evaluation
- 1.2 Evaluation – Meaning, Process, Types and Tools
- 1.3 Qualities of a Good Test and Types of Tests
- 1.4 Preparation of Scholastic Achievement Test (SAT) with Weightage Tables and Blue Print
- 10.5 Analysis and Interpretation of Test Scores

*References*

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## **Methods of Teaching Social Studies**

[100 Instructional Hours – 100 Marks]

### *Objectives*

This course will enable the student teachers to:

1. understand the nature of social studies.
2. gain insight into the general aims and specific objectives of teaching social studies.
3. inculcate values through teaching social studies.
4. acquire knowledge of various methods of teaching social studies and develop skills related to it.
5. give practice in preparation and the usage of teaching learning material.
6. use ICT in teaching social studies.
7. understand various principles of curriculum construction and its transaction.
8. identify and utilize appropriate resources in teaching social studies.
9. acquire evaluation skills
10. acquaint with current issues and develop critical thinking.

### *Course Content*

#### **Unit-I: Introduction to Social Studies**

*10 Hours*

- 1.1 Social Studies: Meaning, Definition, Nature and Scope
- 1.2 Social Sciences and Social studies: Differences and Similarities
- 1.3 Understanding Social Studies in relation to History, Geography, Civics and Economics
- 1.4 Development of Social Studies as a School Subject

#### **Unit-II: Aims & Objectives of Teaching Social Studies**

*10 Hours*

- 2.1 Recommendations of Kothari Commission, NPE 1986, NCF 2005
- 2.2 Aims and Objectives of Teaching Social Studies
- 2.3 Bloom's Taxonomy of Educational Objectives
- 2.4 Instructional Objectives and Specification of Teaching Social Studies
- 2.5 Developing Values through Social Studies Teaching

#### **Unit-III: Approaches/Methods & Techniques of Teaching Social Studies**

*10 Hours*

- 3.1 Teacher-centered Methods - Lecture, Lecture-cum-Demonstration, Historical
- 3.2 Learner-centered Methods - Project, Heuristic, Experimental, Activity, Problem Solving
- 3.3 Techniques of Teaching - Supervisory Study, Source Method, Jurisprudential Enquiry, Dramatization, Role Play, Brain-Storming, Assignment and Quiz

**Unit-IV: Planning for Teaching Social Studies***10 Hours*

- 4.1 Microteaching: Concept and Microteaching Cycle
- 4.2 Microteaching Skills: Writing Instructional objectives, Introduction, Explanation, Structuring Classroom Questions, Stimulus Variation, Illustrating with Examples, Reinforcement, Using Blackboard
- 4.3 Annual Plan & Unit Plan
- 4.4 Lesson Planning – Herbartian Lesson Plan, Constructivist Approach

**Unit-V: Teaching Learning Material in Social Studies***10 Hours*

- 5.1 Importance and Classification of Teaching Learning Material
- 5.2 Learning Experiences, Edgar Dale's Cone of Experiences
- 5.3 Types of Teaching Aids
  - i. Maps - Types, Map Language, Map Reading, Map Making
  - ii. Charts - Chronology, Tabular, Diagrammatic, Classification, Narrative, Genology and Pictorial
  - iii. Graphs - Bar, Pie, Line, Pictorial, Timeline & Family/Tree
  - iv. Models - Working & Still
  - v. Objects
- 5.4 Multimedia in Social Studies Teaching

**Unit-VI: Social Studies Curriculum***10 Hours*

- 6.1 Curriculum: Meaning & Definition, curriculum and syllabus.
- 6.2 Principles of Curriculum Construction.
- 6.3 Approaches of Organizing Social Studies Curriculum - Logical, Psychological, Concentric, Spiral, Chronological, Correlation & Topical
- 6.4 Characteristics and Qualities of a good Social Studies Text Book
- 6.5 Critical Analysis of a Secondary School Social Studies Text Book

**Unit-VII: Resources in Social Studies Teaching***10 Hours*

- 7.1 Social Studies Library
- 7.2 Social Studies Laboratory
- 7.3 Community Resources
- 7.4 Museum, Art Gallery, Monuments
- 7.5 Handling Hurdles in Utilizing Resources

**Unit-VIII: Activities in Social Studies Education***10 Hours*

- 8.1 Field Trips and Excursions, Social Studies Clubs, Study Circles
- 8.2 Study of National, State and Local Institutions like NIRD, SIRD, NGRI, APARD, Municipality, Gram Panchayat
- 8.3 Simulated Experiences - Visit to Legislative Assembly and Conduct of Mock Assembly and Mock Parliament
- 8.4 Contemporary Issues related to International, National and Local Importance

**Unit-IX: Social Studies Teacher***10 Hours*

- 9.1 Qualities of a Good Social Studies Teacher
- 9.2 Professional Development of Social Studies Teachers
- 9.3 Role of Social Studies Teacher in Citizenship Training - Fundamental Rights, Duties & Directive Principles
- 9.4 Professional Organizations of Teachers

**Unit-X: Evaluation in Social Studies***10 Hours*

- 10.1 Concept of Test, Examination, Measurement and Evaluation
- 10.2 Evaluation - Meaning, Process, Types and Tools
- 10.3 Qualities of a Good Test and Types of Tests
- 10.4 Preparation of Scholastic Achievement Test (SAT) with Weightage Tables and Blue Print
- 10.5 Analysis and Interpretation of Test Scores

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**Methods of Teaching English**  
[100 Instructional Hours – 100 Marks]

*Objectives*

The course will enable the student-teachers to:

1. understand the place of English in India and the objectives of teaching English.
2. gain the basic knowledge of English grammar and internalize the same for improving correctness.
3. have the knowledge of the English sound system, correct pronunciation and other aspects of phonetics of English.
4. know learner and enhance as how language is learnt.
5. become aware of different approaches, methods and techniques in teaching of English.
6. get the overview of the pedagogical practices as undertaken in the NCERT and SCERT.
7. prepare and use supplementary material for effective teaching of English.
8. integrate ICT in English language teaching.
9. assess and evaluate students learning in skills of language.
10. understand the curriculum development.
11. modify / improvise material to suit learner needs in different contexts.
12. take up action research and research based activities.

*Course Content*

**Unit-I: English Language Teaching in India**

*5 Hours*

- 1.1 Development of Language Policy in India: NPE, Three - Language Formula and NCF, 2009, Status of English in India as a Second Language and as a Global Language
- 1.2 Nature and Importance of English Language
- 1.3 Aims and Objectives of teaching English in Secondary Level

**Unit-II: Basics of English Grammar and Teaching Strategies**

*10 Hours*

Analysis and Transmission of Sentences:

- 2.1 Tense and Time
- 2.2 Voice-Active and Passive
- 2.3 Degree of Comparison
- 2.4 Simple, Complex and Compound Sentences
- 2.5 Concord-Agreement of Noun with Verb
- 2.6 Phrasal Verbs and Prepositional Phrases
- 2.7 Idioms and their uses



2.8 Figures of Speech

2.9 Common errors by Indian English Users

*Practicum:* Exercises on each of the above topics for self learning and teaching

**Unit-III: Introduction to Phonetics and Teaching Pronunciation**

*6 Hours*

3.1 Speech Sounds of English

3.2 The Syllable

3.3 Stress - Word Stress and Sentences Stress

3.4 Intonation, Rhythm and Expression in recitation

*Practicum:*

a. Practice in Phonetic Transcription

b. Organizing Language Laboratory

**Unit-IV: Developing Language Skills at Elementary and Secondary Levels**

*20 Hours*

4.1 Exposure to Language through Listening-Sub skills of Listening

*Practicum:*

a. Tasks for listening skills at Secondary Level and Reading - Sub-skills of Listening and Reading

b. Tasks for Listening Skills at Elementary Level and Secondary Level

4.2. Use of Language through Speaking and Writing - Sub-skills of Speaking  
Tasks for developing Speaking Skills: Independent and Creative Writing for different purposes and audiences at Secondary Level.  
*Practicum:* Mechanics of Writing and developing Writing Skills in Elementary School

4.3. Types of Reading and Writing - Sub-skills of Writing - Elementary and Secondary Level

4.4. Integration of Skills - Creative expressions in Speaking and Writing (Presentation)

*Practicum:* Developing Skits and presenting; .Conversations / Dialogues in different situations & Writing opinions/ideas/everyday English

4.5. Study Skills - Note Making and Note Taking, using SQ3M and Graphic Organizers

4.6 Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia

**Unit-V: Approaches, Methods and Techniques of Teaching English**

*8 Hours*

5.1 A Survey of Methods of Teaching English: Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method

5.2 Structural and Situational Approach in Teaching of English

- 5.3 Communicative Approach in Teaching of English
- 5.4 Constructivist and Non-constructivist and Eclectic Approaches

**Unit-VI: Lesson Planning in Teaching of English** *15 Hours*

- 6.1 Year Plan, Unit Plan of activities in Teaching English, Teaching Learning Material
- 6.2 Lesson Planning for different Skills in Microteaching
- 6.3 Lesson Planning for a Macro Lesson in Teaching Poem, Prose, Grammar and passage from Supplementary Reader

**Unit-VII: English Language Curriculum at Secondary Level** *8 Hours*

- 7.1 Curriculum and Syllabus - Distinction, Academic Standards
- 7.2 Curriculum Design - Principles of Curriculum Construction
- 7.3 Characteristics of a Good English Reader at Secondary Level
- 7.4 Analysis of a Secondary School English Text Book

**Unit-VIII: Action Research**

- 8.1 Action Research in ELT
- 8.2 Collection and Analysis of Data
- 8.3 Documentation
- 8.4 Planning Remedial Teaching
- 8.5 Reciprocal Teaching in English
- 8.6 Reflective Teaching in English

**Unit-IX: Self-development and Innovative Teaching**

- 9.1 Concept of Self-development as an English Teacher
- 9.2 Activities in Teaching of English: Situationalisation, Dramatization, Language Games, Role Play, Soliloquy, Integration of English with other subjects, Integration of English with School Activities, English Language Club, Simulation, Poster Making, Paper Folding, Field Trips, Holding Discussions / Conversations
- 9.3 Computer Aided Language Learning
- 9.4 Computer Aided Language Teaching
- 9.5 Use of Multimedia in Teaching English
- 9.6 Using different websites for development of English through Social Networks like Live Mocha, face book, and twitter

## Unit-X: Evaluation in English

- 10.1 The concept of Evaluation
- 10.2 Types of Evaluation
- 10.3 Linking Evaluation with Teaching and concept of CCE
- 10.4 Preparation SAT, Blue Print of a Question Paper
- 10.5 Analysis and Interpretation of Test Score

### References

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**Methods of Teaching Telugu**  
100 Instructional Hours – 100 Marks]

## తెలుగు బోధనాపద్ధతులు

### ఉద్దేశ్యాలు :

ఉపాధ్యాయ విద్యార్థులు తెలుగు బోధనా పద్ధతులను అధ్యయనం చేయుట ద్వారా ఈ క్రింది సామర్థ్యములు సాందెదరు.

1. భాష మరియు భాష యొక్క వివిధ స్వరూప స్వభావాలను తెలుసుకొంటారు.
2. ప్రథమభాషగా, ద్వితీయభాషగా తెలుగు బోధనోద్దేశ్యాలు, బోధనా లక్ష్యాలను, మాతృభాషోపాధ్యాయుని లక్షణములను తెలుసుకొంటారు.
3. భాషా వైపుణ్యాలు, వాని అభివృద్ధి చర్యలు మరియు అంతర్గత సంబంధాలు తెలుసుకొంటారు.
4. వివిధ ప్రణాళికలు, వాటి నిర్మాణ స్వరూప స్వభావాలను తెలుసుకొంటారు.
5. వివిధ పాఠ్యగ్రంథాలు వాటి నిర్మాణ ప్రయోజనాలను గూర్చి తెలుసుకొంటారు.
6. వివిధ సాహిత్య ప్రక్రియలు వాటి బోధనోద్దేశ్యాలు, బోధనాపద్ధతులు, పాఠ్యపథక నిర్మాణంతోపాటు ఆధునిక ధోరణులను తెలుసుకొని బోధనలో వినియోగిస్తారు.
7. భాషాబోధనలో సహపాఠ్యకార్యక్రమాలు, వాని ఆవశ్యకతను గ్రహిస్తారు. వాటిని విరివిగా ఉపయోగించుటను తెలుసుకొంటారు.
8. లక్ష్యాధార మూల్యాంకన పద్ధతులను మూల్యాంకనా సాధనాల నిర్మాణాన్ని, ప్రయోజనాలను గ్రహిస్తారు.
9. ఆంధ్ర వాఙ్మయం గురించి సంక్షిప్తంగా తెలుసుకొంటారు.
10. తెలుగు భాషాభివృద్ధికై కృషి చేసిన వివిధ సంస్థలు, సంఘాల గురించి తెలుసుకొంటారు.

### అధ్యయనము 1 : భాష-వివిధ భావనలు

10 hours

- 1.1 భాష - ప్రాధాన్యం, నిర్వచనాలు, భాషా లక్షణాలు, భాషా ప్రయోజనాలు
- 1.2 భాషోత్పత్తి వాదాలు
- 1.3 గ్రాంథిక భాష - వ్యావహారిక భాష - మాండలిక భాష - ప్రామాణిక భాష ; భాష - ఆధునిక భావనలు.
- 1.4 బహు భాషా సమస్య - త్రిభాషాసూత్రము.

### అధ్యయనము 2 : తెలుగు భాష - బోధన

10 hours

- 2.1 మాతృభాష - నిర్వచనాలు, ప్రయోజనాలు.
- 2.2 ప్రథమ, ద్వితీయ భాషగా తెలుగు బోధనోద్దేశ్యాలు
- 2.3 భాషా బోధనా లక్ష్యాలు, సృష్టికరణలు
- 2.4 బోధనామాధ్యమంగా తెలుగు - తీరుతెన్నులు.
- 2.5 భాషోపాధ్యాయుడు

### అధ్యాయము 3 : భాషా నైపుణ్యాలు - స్పష్టికరణలు

12 hours

- 3.1 శ్రవణం - ప్రయోజనాలు, శ్రవణ శక్తిలోపాలు, నివారణ చర్యలు - వివిధ దశలలో శ్రవణశక్తి అభివృద్ధి చర్యలు.
- 3.2 భాషణం - ప్రయోజనాలు - వివిధ దశలలో భాషణాభివృద్ధి చర్యలు - వాగింద్రియ నిర్మాణం, ధ్వన్యత్పత్తి స్థానాలు - వర్ణమాల వర్గీకరణ, వాగ్దోషాలు - నివారణోపాయాలు.
- 3.3 పఠనం - ప్రయోజనాలు, భేదాలు, బోధనాపద్ధతులు. వివిధ దశలలో పఠనాభివృద్ధి చర్యలు - నిఘంటు పరిశీలన.
- 3.4 లేఖనం - ప్రయోజనాలు, భేదాలు, బోధనాపద్ధతులు. వివిధ దశలలో లేఖనాభివృద్ధి చర్యలు - లేఖనదోషాలు - నివారణ చర్యలు. మంచి దస్తూరికి ఉండవలసిన లక్షణాలు.
- 3.5 భాషా నైపుణ్యాల అంతర్గత సంబంధములు.

### అధ్యాయము 4 : వివిధ ప్రణాళికలు - పాఠ్యగ్రంథాలు

10 hours

- 4.1 విద్యాప్రణాళిక (Curriculum) - విషయప్రణాళిక (Syllabus) - స్వరూప స్వభావాలు - నిర్మాణ సూత్రాలు.
- 4.2 విద్యాప్రణాళికలో మాతృభాషాస్థానం.
- 4.3 పాఠ్యపుస్తకాలు - ప్రయోజనాలు - నిర్మాణసూత్రాలు - ఉత్తమ పాఠ్యపుస్తక లక్షణములు.
- 4.4 ప్రధాన వాచకం - ఉపవాచకం - నిర్మాణం, ఉద్దేశ్యాలు, ప్రయోజనాలు.

### అధ్యాయము 5 : వివిధ ప్రక్రియలు - పాఠ్య పథకాలు

12 hours

- 5.1 వార్షిక పథకము (Year Plan) - పాఠ్యవిభాగ పథకము (Unit Plan) - పాఠ్య పథకము (Lesson Plan) - సూక్ష్మాంశ బోధన (Micro-Teaching) - వివిధ సూక్ష్మాంశ బోధనా నైపుణ్యాలు
- 5.2 గద్య, పద్య, ఉపవాచక బోధనోద్దేశ్యాలు - బోధనాపద్ధతులు.
- 5.3 వ్యాకరణ, వ్యాస బోధనోద్దేశ్యాలు - బోధనాపద్ధతులు.
- 5.4 గద్య, పద్య, వ్యాకరణ, వ్యాస, ఉపవాచక పాఠ్య పథక నిర్మాణం.

### అధ్యాయము 6 : ఆధునిక భాషా బోధనా పద్ధతులు

10 hours

- 6.1 క్రీడాపద్ధతి - మాంటిస్సోరి పద్ధతి - కిండర్ గార్డెన్ పద్ధతి.
- 6.2 డాల్టన్ పద్ధతి - ఉద్యమ పద్ధతి - కృత్యాధార పద్ధతి - నాటికీకరణ పద్ధతి - కార్యక్రమయుత పద్ధతి - పర్యవేక్షితాధ్యయనం.
- 6.3 కంప్యూటర్ సహాయక (CAI) పాఠ్యపథక నిర్మాణం - ప్రదర్శన, వివరణ
- 6.4 వివిధ దశలలో బోధనాభ్యసన ప్రక్రియకై బోధనాభ్యసన సామాగ్రి (T.L.M.) - సేకరణ, నిర్మాణం, ఉపయోగం.

### అధ్యాయము 7 : సహపాఠ్య కార్యక్రమాలు

8 hours

- 7.1 సహపాఠ్యకార్యక్రమాల ఆవశ్యకత - ప్రయోజనాలు.
- 7.2 భాషాక్రీడలు, భాషావిహార యాత్రలు.
- 7.3 రచన - వక్రత్వం.
- 7.4 పత్రికానిర్వహణ - సారస్వత సంఘాలు - భాషా గ్రంథాలయాలు.

**అధ్యాయము 8 : ఆంధ్ర వాఙ్మయ సంక్షిప్త చరిత్ర**

10 hours

- 8.1 కవిత్రయము.
- 8.2 కావ్యయుగము - శ్రీనాథుడు, సోతన, తదితర కావ్యయుగ ప్రముఖ కవులు.
- 8.3 ప్రబంధయుగము - శ్రీకృష్ణదేవరాయలు - అష్ట దిగ్గజ కవులు.
- 8.4 ఆధునికయుగము - ప్రముఖ కవులు, రచయితలు.  
(సూచన : 8వ తరగతి నుండి 10 వ తరగతి వరకు పాఠ్యపుస్తకాల ఆధారంగా)

**అధ్యాయము 9 : తెలుగు భాషాభివృద్ధి - వివిధ సంస్థల, సంఘాల కృషి**

8 hours

- 9.1 తెలుగు అకాడమి.
- 9.2 ఆంధ్రసారస్వత పరిషత్తు.
- 9.3 తెలుగు విశ్వవిద్యాలయము.
- 9.4 అధికార భాషాసంఘము.

**అధ్యాయము 10 : మూల్యాంకనము**

10 hours

- 10.1 మూల్యాంకనము : భావనలు - స్రక్రియ - సాధనాలు - మెళకువలు.
- 10.2 లక్ష్యాధార మూల్యాంకనము - నిరంతర సమగ్ర మూల్యాంకనము (C.C.E.) - విద్యార్జన నికష (Scholastic Achievement Test).
- 10.3 మూల్యాంకన ఫలితాలు - పరిశీలన - విశ్లేషణ - లోపనివారణ బోధన - అభ్యసనలోప నివారణ చర్యలు.
- 10.4 ఉత్తమ నికష లక్షణాలు
- 10.5 నియోజనాలు - రకాలు - నిర్వహణ విధానం - ప్రయోజనములు

**పరామర్శ గ్రంథాలు :**

1. పోరంకి దక్షిణామూర్తి : భాష - ఆధునిక దృక్పథం -- నీల్కమల్ పబ్లికేషన్స్, హైదరాబాద్.
2. డి. సాంబమూర్తి: తెలుగు బోధన పద్ధతులు (బి.ఎడ్. కోర్స్) -- నీల్కమల్ పబ్లికేషన్స్, హైదరాబాద్.
3. బి. సరోజన (సంపాదకులు) : తెలుగు బోధన పద్ధతులు (బి.ఎడ్. అధ్యాపన శాస్త్రం) -- తెలుగు అకాడమి ప్రచురణ)
4. ఆచార్య ఆర్. వేంకటేశ్వరరావు (సంపాదకులు) : తెలుగు బోధన పద్ధతులు (డి.ఎడ్. అధ్యాపన శాస్త్రం) -- తెలుగు అకాడమి ప్రచురణ)
5. కె. సాయిలీల : తెలుగు బోధన పద్ధతులు (బి.ఎడ్. కోర్స్) -- న్యూఎరా పబ్లికేషన్స్, గుంటూరు.
6. ఆచార్య దినాకర్ల వేంకటావధాని : ఆంధ్రవాఙ్మయ చరిత్ర - - సారస్వత పరిషత్తు ప్రచురణ, హైదరాబాద్.
7. జి.నాగయ్య : తెలుగు సాహిత్య సమీక్ష - ప్రథమ ద్వితీయ సంపుటములు -- నవ్యపరిశోధక ప్రచురణలు, భవానీనగర్, తిరుపతి.
8. విద్యాన్ శ్రీమున్నూరి వేంకటశాస్త్రి : విద్యార్థి కల్పతరువు -- వెంకట్రామ అండ్ కో, ఏలూరు-2.
9. వేమూరి శ్రీనివాసరావు: పూర్వ గాధాలహరి -- వెంకట్రామ అండ్ కో, ఏలూరు-2.
10. బహుజనపల్లి సీతారామచార్యులు : శబ్దరత్నాకరము -- వెంకటేశ్వర బుక్ డిపో, విజయవాడ - 2.
11. ఆచార్య భద్రరాజు కృష్ణమూర్తి (సంపాదకులు) : తెలుగు భాషా చరిత్ర -- పొట్టి శ్రీరాములు తెలుగు విశ్వవిద్యాలయము, హైదరాబాదు.
12. ఎస్. బి. జె. ఆర్. చౌదరి, తెలుగు బోధనా పద్ధతులు (బి.ఎడ్.కోర్స్) -- మాస్టర్ మైండిస్, శ్రీనాగార్జున పబ్లిషర్స్, గుంటూరు.

## हिन्दी भाषा शिक्षण

### उद्देश्य

1. छात्रों को भाषा की प्रकृति एवं स्वरूप से अवगत कराना ।
2. दैनिक जीवन में भाषा का महत्व समझाना ।
3. भाषा कौशल संबंधी निपुणता प्रदान कराना ।
4. भाषा अधिगम में शैक्षिक तकनीकी का ज्ञान प्रदान कराना ।
5. विभिन्न स्तरों पर भाषा शिक्षण उद्देश्यों से अवगत कराना ।
6. विभिन्न साहित्यिक विधाओं और उनके शिक्षण संबंधी बारीकियों की जानकारी देना ।
7. अवलोकन और आलोचना में निपुणता प्राप्त कराना ।
8. भाषा शिक्षण और मापन मूल्यांकन में समन्वय की महत्ता बताना ।
9. प्रभावी शिक्षण में सहायक सामग्री एवं सहगामी क्रियाओं की भूमिका निर्धारित कराना ।
10. संप्रेषण में दक्षता प्रदान कराना ।
11. उच्च माध्यामिक स्तर पर न्यूनतम अधिगम स्तर और भाषा अधिगम में संबंध एवं सामंजस्य का महत्व तथा आवश्यकता समझाना ।
12. रेडियों पाठ निर्माण टी.वी. पाठ निर्माण वीडियो कान्फ्रेन्सिंग, इंटरनेट आदि के उपयोग में दक्षता प्रदान करना ।
13. दैनिक जीवन में उपयोगी संप्रेषण को प्रभावशाली बनाना ।
14. ध्वनि विज्ञान के माध्यम से शुद्ध उच्चारण का अभ्यास कराना ।
15. दैनिक शिक्षण कार्य में अनुकूल शिक्षण पद्धतियों के चयन में सहायता प्रदान कराना ।
16. आंध्र प्रदेश में प्रचलित परीक्षा प्रणाली तथा ग्रेडिंग की जानकारी प्रदान कराना ।
17. सांख्यिकी के माध्यम से कक्षा में छात्र की स्थिति-निर्धारण सिखाना ।
18. भाषा अधिगम में भाषा-प्रयोगशाला की आवश्यकता का अवबोध कराना ।
19. भाषा शिक्षण अधिगम में रुचि उत्पन्न कराना ।
20. भारत देश में हिन्दी भाषा के महत्व से अवगत कराना ।



## इकाई - 1

### 1. हिन्दी भाषा का स्वरूप

10 Hours

- 1.1 अर्थ, परिभाषा, प्रकृति स्वरूप
- 1.2 आवश्यकता, महत्व
- 1.3 ध्वनि - विज्ञान
- 1.4 भाषा के रूप
  - 1.4.1 मातृभाषा / प्रथम भाषा
  - 1.4.2 द्वितीय भाषा
  - 1.4.3 राष्ट्र भाषा
  - 1.4.4 राज भाषा
- 1.5 भारतीय संविधान में हिन्दी

## इकाई - 2

10 Hours

### 2. साहित्यिक - विधाएँ

- 2.1 गद्य - कहानी, निबंध, लेख, नाटक, एकांकी, आत्मकथा, जीवनी, वृतांत
- 2.2 पद्य - कविता, दोहा, पद, गीत
- 2.3 निबंध का विकास
- 2.4 पत्र - प्रकार, लेखन

## इकाई - 3

10 Hours

### 3. अध्यापक - अध्यापन

- 3.1 विभिन्न स्तरों पर प्रथम एवं द्वितीय भाषा शिक्षण के उद्देश्य
- 3.2 भारत में त्रिभाषा सूत्र का अवतरण तथा स्थिति
- 3.3 हिन्दी अध्यापन
  - 3.3.1 सूत्र एवं शिक्षण
  - 3.3.2 पद्धतियाँ एवं प्रणालियाँ
  - 3.3.3 सूक्ष्म शिक्षण
- 3.4 अध्यापक - गुण, विशेषताएँ, अपेक्षाएँ

## इकाई - 4

### 4. भाषा कौशल

- 4.1 भाषा अधिगम में कौशलों की आवश्यकता, महत्व, भूमिका 10 Hours
- 4.2 श्रवण
- 4.3 भाषण
- 4.4 वाचन
- 4.5 लेखन

## इकाई - 5

### 5. शैक्षिक उद्देश्य

10 Hours

- 5.1 आवश्यकता, महत्व
- 5.2 शैक्षिक उद्देश्यों का वर्गीकरण
- 5.3 न्यूनतम अधिगम स्तर, दक्षता आधारित पाठ योजना
- 5.4 साहित्यिक विधाओं का शिक्षण एवं पाठ-योजना
- 5.4.1 गद्य
- 5.4.2 पद्य
- 5.4.3 निबंध
- 5.4.4 व्याकरण
- 5.4.5 पत्र लेखन

## इकाई - 6

### 6. शिक्षण सहायक सामग्री और साधन

10 Hours

- 6.1 पाठ्य पुस्तक एवं सहायक पुस्तकें
- 6.2 श्रव्य-दृश्य सामग्री
- 6.3 पुस्तकालय एवं वाचनालय
- 6.4 सहगामी क्रियाएँ - वर्गीकरण

## इकाई - 7

### 7. अवलोकन तथा पुनरावलोकन

10 Hours

- 7.1 आवश्यकता, महत्व, विशेषताएँ, उपयोगिता
- 7.2 आदर्श इकाई पाठ के माप - दंड
- 7.3 आदर्श पुस्तक के माप - दंड
- 7.4 स्तरोन्नति हेतु सुझाव

## इकाई - 8

### 8. हिन्दी और तेलुगु व्याकरण का तुलनात्मक अध्ययन

10 Hours

- 8.1 उद्देश्य, आवश्यकता, महत्व, उपयोगिता
- 8.2 अहिन्दी क्षेत्रों में हिन्दी शिक्षण समस्याएँ, निवारण
- 8.3 हिन्दी-तेलुगु व्याकरण के निम्नांशों की तुलना
  - 8.3.1 वर्णमाला
  - 8.3.2 ध्वनि
  - 8.3.3 उच्चारण
  - 8.3.4 शब्दावली - समानार्थी, भिन्नार्थी
  - 8.3.5 भाषा-भाग
- 8.4 वाक्य रचना - वाक्यांश, मुहावरें, कहावतें, लोकोक्तियाँ

## इकाई - 9

### 9. हिन्दी शिक्षण में नवीकरण

10 Hours

- 9.1 अर्थ, उद्देश्य, आवश्यकता, महत्व, उपागम, उपयोगिता
- 9.2 भाषा प्रयोगशाला - आवश्यकता, महत्व, उपयोगिता
- 9.3 रेडियो पाठ, दूरदर्शन, वीडियो पाठ, वीडियो - कान्फ्रेंसिंग, इंटरनेट
- 9.4 कक्षा-कक्ष संप्रेषण
  - 9.4.1 अर्थ, लक्षण, समस्याएँ, निराकरण के उपाय
- 9.5 क्रियात्मक अनुसंधान

## इकाई - 10

10 Hours

### 10. मापन और मूल्यांकन

10.1 अर्थ, आवश्यकता, महत्व, अवधारण

10.2 प्रकार -

10.2.1 निदानात्मक मूल्यांकन

10.2.2 उपचारात्मक मूल्यांकन

10.2.3 निरंतर समग्र मूल्यांकन

10.2.4 उद्देश्य आधारित मूल्यांकन

10.3 प्रश्नों के प्रकार -

10.3.1 निबंधात्मक

10.3.2 वस्तुनिष्ठ

10.4 प्रस्तुत परीक्षा प्रणाली - गुण दोष

10.4.1 उपलब्धि परीक्षण

10.4.2 त्रिदिशा सूचक

10.4.3 प्रश्न - पत्र निर्माण

10.4.4 ग्रेडिंग - अवधारणा, महत्व

### संदर्भ ग्रंथ

1. हिन्दी भाषा शिक्षण - भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर, आगरा
2. हिन्दी शिक्षण - केशव प्रसाद, विनोद पुस्तक मंदिर, आगरा

## مقاصد

- (۱) طلباء کو روزمرہ زندگی میں زبان کی اہمیت سے واقف کرانا۔
- (۲) اُردو زبان کے دستوری موقف اور آندھرا پردیش میں اس کے مقام سے واقف کرانا۔
- (۳) زبان کی تدریسی مہارتوں سے واقف کرانا۔
- (۴) تدریس زبان کے مختلف طریقوں اور اصولوں سے واقف کرانا۔
- (۵) نصاب کی اہمیت اور تدوین نصاب کے اصولوں سے واقف کرانا۔
- (۶) اُردو کی نصابی کتب کے تنقیدی تجزیہ کی صلاحیت کا پیدا کرنا۔
- (۷) زبان کی مہارتوں کی جانچ کی صلاحیت پیدا کرنا۔
- (۸) اُردو ادب کی مختلف اصناف سے واقف کرانا۔
- (۹) اُردو کے فروغ میں معاون اداروں کی کارکردگی سے واقف کرانا۔
- (۱۰) جانچ اور اندازہ قدر کے اصولوں، طریقوں اور آلات سے واقف کرانا۔

## نصاب

**10 Hours**

### اکائی-I۔ زبان

- (الف) زبان کی ابتداء و آغاز کے مختلف نظریات۔
- (ب) اقسام زبان۔
- (ج) زبان کی خصوصیات۔
- (د) روزمرہ زندگی میں زبان کی اہمیت۔
- (ه) ہندوستانی زبانوں کی ترویج و ترقی میں قومی و ریاستی سطح پر لینگویج کمیشن کا رول۔

**10 Hours**

### اکائی-II۔ اُردو زبان و ادب

- (الف) اُردو زبان کی ابتداء، ارتقاء :- مختلف نظریات۔
- (ب) اُردو زبان کی مبادیات :- حروف تہجی، اعراب، مخارج، صوتیاتی نظام۔
- (ج) صرف و نحو۔
- (د) اصناف نظم و نثر: قصیدہ - رباعی - غزل - نظم - مثنوی - افسانہ - کہانی - داستان - ناول - مکتوب نگاری

## 10 Hours

## اکائی III ہندوستان میں اُردو

- (الف) دستورِ ہند کی رو سے ہندوستان میں اُردو کا مقام (مختلف دفعات کے حوالہ سے)۔  
(ب) آندھرا پردیش میں اُردو کا موقف (آندھرا پردیش آفیشیل لیگوتیج ایکٹ 1966 کے حوالے سے)۔  
(ج) ہندوستان کی مختلف ریاستوں میں اُردو کا موجودہ مقام اور موقف۔  
(د) سہ لسانی فارمولہ کے تحت اُردو کی ترقی و ترویج۔

## 10 Hours

## اکائی IV تدریس زبان کی مہارتیں

- (الف) تدریس اُردو کی لسانی مہارتیں۔  
(ب) سننا سکھانا - اصول و طریقے  
(ج) بولنا سکھانا - اصول و طریقے  
(د) پڑھنا سکھانا - اصول و طریقے  
(ه) لکھنا سکھانا - اصول و طریقے  
(ک) تفہیم کی مہارت

## 10 Hours

## اکائی V تدریس اُردو کے مقاصد

- (الف) مقاصد عام و مقاصد خاص۔  
(ب) بلوم کے وضع کردہ اصولوں کے مطابق تدریسی مقاصد، ان کی اقسام اور اہمیت۔  
(ج) تدریسِ نظم کے مقاصد۔  
(د) تدریسِ نثر کے مقاصد۔  
(ه) تدریس قواعد و انشاء کے مقاصد۔

## 10 Hours

## اکائی VI طریقہ ہائے تدریس

- (الف) تدریس نثر کے طریقے۔  
(ب) تدریس نظم کے طریقے۔  
(ج) تدریس قواعد کے طریقے۔  
(د) تدریس انشاء۔ مضمون نویسی۔ مکتوب نگاری، مکالمہ نگاری، ترجمہ نگاری، رپورتاژ  
(و) معلم اُردو کی شخصیت، علمی استعداد و خصوصیات۔

10 Hours

## اکائی VII تدریسی منصوبہ بندی

- (الف) منصوبہ اکائی (یونٹ پلان) اہمیت۔ اقدامات۔ عمل آوری۔  
(ب) سالانہ منصوبہ کی تیاری۔ اہمیت و افادیت۔ عمل آوری۔  
(ج) منصوبہ سبق کی اہمیت۔ اقدامات۔ عمل آوری۔  
(د) مائیکرو ٹیچنگ۔ افادیت۔ مہارتوں کی مشق۔  
(ه) تدریسی آلات و توضیحات کی تیاری اور استعمال۔

10 Hours

## اکائی VIII نصاب و ہم نصابی مشاغل

- (الف) اردو نصاب کی تدوین۔ اصول و نظریات۔  
(ب) نصابی کتاب: خصوصیات اور تنقیدی جائزہ۔  
(ج) ہم نصابی مشاغل۔ مفہوم: اہمیت و افادیت، منصوبہ بندی، انعقاد۔ تعلیم و تربیت میں انکی اہمیت  
(د) ترسیل کے جدید ذرائع۔ (ریڈیو، ٹیلی ویژن، ٹیلی فون، انٹرنیٹ، ٹیلی کانفرنسنگ، سوشل میڈیا۔

10 Hours

## اکائی IX نصاب و ہم نصابی مشاغل

- (الف) ماقبل آزادی اردو کی ترقی و ترویج کے اہم ادارے۔  
(ب) مابعد آزادی اردو کی ترقی و ترویج کے اہم ادارے۔  
(ج) اردو کی ترویج و ترقی کے حوالے سے درج ذیل کا مطالعہ۔  
(i) ریاستی اردو اکیڈمیاں (ii) تحقیقی ادارے (iii) اخبارات و رسائل

10 Hours

## اکائی X اندازہ قدر

- (الف) امتحان کی اہمیت و ضرورت  
(ب) موجودہ امتحانی نظام کے نقائص  
(ج) مسلسل جامع جانچ۔  
(د) جانچ، آلات و ٹیکنیکس  
(ه) تعلیمی تحصیلی آزمائش (SAT) کی تیاری

## عملی کام (Practical Work)

خوش خطی کی مشق، ہم نصابی مشاغل کے انعقاد، سوالات کی تیاری، اسکول میں اردو لینگویج لینارٹری کا فروغ، تحریری و تقریری مقابلوں کا انعقاد، ادبی آرٹیکل، ریڈیو اسباق، ڈرامہ، مختصر افسانہ، نظم لکھنے کی مشق، سیمینار، بحث و مباحثہ کا انعقاد، درسی کتاب کا تنقیدی جائزہ، اردو زبان کے فروغ میں معاون تعلیمی و تحقیقی مراکز کا تعلیمی دورہ، تدریس و اندازہ قدر کے جدید طریقوں پر عمل آواری کی مشق۔

### حوالہ کتب

- ۱۔ معین الدین اردو زبان کی تدریس، ترقی اردو بیورو، نئی دہلی ۱۹۸۸ء
- ۲۔ مولوی سلیم عبداللہ، اردو کیسے پڑھائیں، ایجوکیشنل بک ہاؤس، علی گڑھ ۲۰۰۴ء
- ۳۔ فرمان فتح پوری، تدریس اردو، مقتدرہ قومی زبان، اسلام آباد، پاکستان ۱۹۸۶ء
- ۴۔ ڈاکٹر ریاض احمد، اردو تدریس، جدید طریقے اور تقاضے، قومی کونسل برائے فروغ اردو زبان، نئی دہلی ۲۰۱۳ء (زیر طبع)
- ۵۔ معین الدین، اردو کیسے پڑھائیں، مکتبہ جامعہ لمیٹڈ، نئی دہلی ۱۹۹۲ء
- ۶۔ اختر انصاری، غزل اور غزل کی تعلیم، قومی کونسل برائے فروغ اردو زبان، نئی دہلی ۲۰۰۱ء
- ۷۔ رشید حسن خاں، اردو املا، قومی کونسل برائے فروغ اردو زبان، نئی دہلی ۱۹۹۲ء
- ۸۔ رشید حسن خاں، انشاء اور تلفظ، مکتبہ جامعہ لمیٹڈ، نئی دہلی ۲۰۰۰ء
- ۹۔ ڈاکٹر ریاض احمد، تعلیم و تدریس کے روشن پہلو، ایجوکیشنل پبلیشنگ ہاؤس، دہلی ۲۰۱۱ء
- ۱۰۔ ڈاکٹر نجم السحر و ڈاکٹر صابرہ سعید، تدریس اردو، پری میرر پبلیشنگ ہاؤس، حیدرآباد ۲۰۰۶ء
- ۱۱۔ ڈاکٹر گیان چند جین، لسانی مطالعے، ترقی اردو بیورو، نئی دہلی ۱۹۹۱ء
- ۱۲۔ ڈاکٹر سید محی الدین قادری زور، ہندوستانی لسانیات، نسیم بک ڈپو، لکھنؤ ۱۹۸۱ء
- ۱۳۔ نیشنل کریکولم فریم ورک برائے اسکول ایجوکیشن ۲۰۰۵ء این سی ٹی ای، دہلی
- ۱۴۔ نیشنل کریکولم فریم ورک برائے ٹیچر ایجوکیشن ۲۰۰۹ء این سی ٹی ای، دہلی
- ۱۵۔ رشید حسن خاں، زبان اور قواعد، قومی کونسل برائے فروغ اردو زبان، نئی دہلی ۲۰۰۱ء
- ۱۶۔ محمد حسن، ادبیات شناسی، ترقی اردو بیورو، نئی دہلی ۱۹۸۹ء
- ۱۷۔ پروفیسر مسعود حسین خان، مقدمہ تاریخ زبان اردو، ۱۹۸۲ء
- ۱۸۔ ملا فخر الحسن، ”طریقہ تعلیم اردو“، ۱۹۵۶ء
- ۱۹۔ سلیم فارانی، تدریس اردو، ایجوکیشنل بک ہاؤس، نئی دہلی، ۱۹۶۸ء
- ۲۰۔ انعام اللہ خان شیروانی، تدریس اردو، مارکوس اسٹریٹ، کلکتہ، ۲۰۰۳ء
- ۲۱۔ غلام نبی مومن، اردو زبان اور طریقہ تعلیم، ایجوکیشنل بک ہاؤس، نئی دہلی، ۱۹۵۴ء
- ۲۲۔ ایس، آر شرما، Teaching & Development of Urdu، انمول پبلیکیشن پرائیویٹ لمیٹڈ، نئی دہلی ۱۹۹۳ء
- ۲۳۔ سید اصغر حسین، طریقہ تدریس اردو، دکن ٹریڈرس، حیدرآباد
- ۲۴۔ جی. او. ایم لیس نمبر 506 مورخہ 14-11-2005.



Paper - V/VI (EDN - 05/06)  
**Method of Teaching Marathi**  
[100 Instruction Hours - 100 Marks]

उद्देश :-

हा विषय शिकविण्यामागचा हेतू व उद्दिष्टे :-

1. विद्या विद्यार्थी शिक्षकांना दैनंदिन जीवनातील भाषेचे महत्त्व अवगत करून देणे.
2. मातृभाषा व प्रथम भाषेच्या रूपात मराठी शिक्षणाचे महत्त्व समजावून देणे.
3. मातृभाषा व प्रथम भाषेच्या रूपात मराठी शिक्षणाचे महत्त्व समजावून देणे.
4. भाषा शिक्षणाचे सामान्य उद्देश, शिक्षण प्रणाली, सूत्र आणि कौशल्य ह्यांचे ज्ञान अवगत करून देणे.
5. वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन तयार करण्यासाठी योग्य बनविणे.
6. मराठी भाषेच्या क्रमिक पुस्तकाचे मूल्यमापन करण्यास समर्थ बनविणे.
7. पाठ्यक्रमामधील सहगामी क्रियेचे महत्त्व समजून घेऊन त्यांचा उपयोग करण्यास योग्य बनविणे.
8. भाषा शिक्षणाशी संबंधित ज्ञान वेळेनुसार दैनंदिन शिक्षण कार्यात उपयोगात आणण्यासाठी प्रोत्साहित करणे.
9. शिक्षणातील पाठ्यक्रम आणि पाठ्यक्रमातील सहगामी यांच्या महत्त्वाचे ज्ञान करून देणे आणि दैनंदिन शिक्षणातील वेगवेगळ्या सहगामी क्रियांना उपयोगात आणण्याची प्रेरणा देणे.
10. मूल्यांकनाच्या विविध पद्धतीचा परिचय करून देणे. जसे श्रवण, संभाषण, वाचन आणि लेखन.

**I पाठ्यक्रम :-**

**(12 hours)**

1. भाषा : अर्थ आणि स्वरूप
2. सम्प्रेषणाचे साधन
3. शिक्षणाचे महत्त्व
4. मराठी आणि इतर भाषेचा सहसंबंध

**II मराठी अध्यापनाच्या विविध पद्धती :-**

**(13 hours)**

1. मराठी मातृभाषा - प्रथम भाषा
2. मराठी - द्वितीय भाषा
3. भारतीय संविधानात मराठीचे स्थान
4. अध्यापनाची सूत्रे

**III मराठी भाषेचा शिक्षक :-**

**(10 hours)**

1. आदर्श मराठी भाषा व शिक्षकाचे गुण व वैशिष्ट्ये
2. चांगल्या शिक्षकाची वैशिष्ट्ये
3. भाषा शिक्षणाचे सामान्य उद्देश्य
4. भाषा शिक्षण पद्धती, सूत्रदिशा

- IV** अमराठी प्रांतामध्ये मराठीचे अध्यापन :- (10 hours)
1. उद्देश्य
  2. मराठी शिक्षणाच्या समस्या
  3. प्रशिक्षित शिक्षकांचा अभाव
  4. उच्चारण व व्याकरण समस्या
- V** मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन :- (10 hours)
1. विविध पद्धती - गद्य, पद्य, व्याख्यान, प्रात्यक्षिक, क्रीडा, अनुवाद, समन्वय, नियोजन
  2. व्याकरण अध्यापन पद्धती
  3. निबंध लेखनाचा विकास
  4. भाषा संभाषण अध्यापन पद्धती
- VI** मराठी अध्यापनाचे ध्येये व उद्दीष्टे :- (12 hours)
1. उद्देश्य
  2. संग्रहणात्मक, सर्जनात्मक
  3. वर्ग उद्दिष्टे व स्पष्टिकरणे - (ज्ञान, आकलन, उपयोजन, कौशल्य, प्रकटीकरण किंवा अभिव्यक्ती, अभिरुची, रसग्रहण)
- VII** अध्यापन :- (9 hours)
1. गद्य, पद्य
  2. व्याकरण, निबंध
  3. पत्रलेखन
  4. नाटक
- VIII** नियोजन :- (8 hours)
1. भाषा शिक्षणाचे उद्देश
  2. नियोजनाचे महत्त्व - वार्षिक, घटक, पाठ
  3. पाठ नियोजनाचा आराखडा
- IX** मराठी अध्यापनाच्या विविध पद्धती, प्रयुक्त्या :- (10 hours)
1. पाठ्यक्रम - अर्थ व परिभाषा
  2. पाठ्यक्रम - नियोजनाचे नियम, विविध स्वरूप
  3. अध्यापनाची तंत्रे, चांगल्या पाठ्यपुस्तकाचे निकष व टीका, चांगल्या पाठ्यपुस्तकाचे मूल्यांकन
  4. साहाय्यक सामग्री - आवश्यकता आणि महत्त्व :-
    1. भाषा प्रयोगशाळा - (1) आवश्यकता व महत्त्व
    2. भाषेच्या शिक्षणात शिकवण्याचे प्रयोग

**X मूल्यांकन :-**

**(10 hours)**

1. निबंधात्मक
2. वस्तुनिष्ठ
3. Sociastic Achivement Testची तयारी
4. मूल्यमापनाची संकल्पना – स्वरूप व प्रक्रिया  
अ) श्रवण      आ) संभाषण      इ) वाचन      ई) लेखन

----- X -----

**संदर्भग्रंथ :-**

1. अकोलकर ग. वि. मराठीचे अध्यापन – व्हिनस प्रकाशन, पुणे. (1977)
2. कुंडले म. बा. – मराठीचे अध्यापन, श्रीविद्या प्रकाशन, पुणे. (1991)
3. पाटील लीला – मातृभाषेचे अध्यापन, व्हिनस प्रकाशन, पुणे. (1964)
4. सरदेशमुख त्र्यं. वि. – मातृभाषा अध्ययन अध्यापन, नीलकंठ प्रकाशन, पुणे. (1971)
5. साठे द. त्र्यं. – मराठी भाषेचे अध्यापन, ठाकूर आणि कंपनी, अमरावती. (1960)
6. डॉ. करंदीकर सु. – मराठी आशय अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर. (2005) (1996)
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8. करकर शा. ग., देशमुख बळवंत – मातृभाषेचे अध्यापन – नलिनी प्रकाशन.
9. कदम चा. प. – शैक्षणिक मूल्यमापन प्रक्रिया – चौधरी नागपूर – नूतन प्रकाशन, पुणे.
10. डांगे चंद्रकुमार – मातृभाषेचे अध्यापन – चित्रशाळा प्रेस, पुणे. (1953)
11. फाटक म. वि. – मराठी कवितेचे अध्यापन, मॉडर्न बुक डेपो, पुणे. (1951)
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13. वाळिंबे मो. रा. – सुगम मराठी व्याकरण लेखन
14. केळकर ग. ह. – मराठी व्याकरणाची मूलतत्वे
15. देशपांडे मा. का. – साहित्य साधना
16. पाटील डॉ. दि. हे., राणे डॉ. श. रा. – मराठीचे अध्ययन व अध्यापन
17. मुरकुटे प्रा. नाशिक – मराठी व्याकरण
18. जोशी अनंत – आशययुक्त अध्यापन (1999)
19. य.च.म.मु.क्रमिक पुस्तिका – मराठी अध्यापन
20. पिचड डॉ. नलिनी, बरकले डॉ. रामदास – मातृभाषा मराठीचे अध्यापन : शास्त्रीय विश्लेषण (2001)
21. पाटील डॉ. दि. टे., राणे डॉ. श. स. – मराठीचे अध्यापन व अध्ययन
21. कुंडले म. बा. – अध्यापन व शास्त्र
23. करंदीकर डॉ. सुरेश – मराठी अध्यापन
24. रणसुरे विलास – मराठी अध्यापन

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## **Community Studies Project**

[40 Instructional Hours – 40 Marks]

### ***Objectives***

This course will enable the student teachers to:

1. create awareness on issues related to community.
2. understand the issues related to children.
3. develop social, negotiation and adjustment skills.
4. understand the social, community and personal problems.

### ***Instruction***

1. Each group consists of not more than five students.
2. Every student has to complete five activities, out of which three should be individual activities and two should be group activities.
3. Each student has to submit the Community Studies Record covering five activities.
4. Student should write the report in his / her own hand writing.
5. Each activity carries eight marks.

### ***Activities***

1. Local Resources, Requirements & Issues – Related Activities  
Electricity, Energy, Water, Conservation
2. Surveying and Identifying Health Related Problems and Creating Awareness
3. Enrolling School Dropouts
4. Awareness Related to Govt. Welfare Schemes in the Community
5. Gathering Information on Local Festivities
6. Bringing Awareness on Child Rights in the Community
7. Activities Related to National Integration – Drama, Skits, Role Playing, Food, Dietary Habits, Cultural Practices Related to Different States, Religions
8. International Understanding :  
Conducting Quiz, Elocution, UN Activities, UN Week Celebrations, UN Mock Assembly, Student Seminars
9. Institutional Visits – Special Institutions, Different Types of Schools ( State, Central, Corporate, NGOs)

- Museums, NGOs Lions Club, Street Homes, Juvenile Homes  
 Fairs - Organization, Participation, Exhibitions  
 Interviewing - Significant Personalities  
 Publishing College News Letter with Activities of Students
10. Sharing the Experiences of Student Teacher with the Children at Schools
  11. Child Rearing Practices - Observations  
 Dietary Habits, Health Practices of the Community, School Children, Teachers
  12. Public Property Protection, - Agitation, Civic Sense – Related Activities, Railways, Bus Stations, Banks, Post offices, Safe Garbage Disposal
  13. Gender Sensitive Issues Related Activities, Sensitivity on Social and Economic Status of Children ( SC, ST, BC, Minorities, Women )
  14. LPG - Issues & Effect on Local Community and Other Members of the Community
  15. Income Sources and Expenditure Patterns of Different Sections / Classes People (Higher / Middle / Lower)
  16. Disaster preparedness Among Teachers – Children & Awareness Programmes
  17. Workshop on Yoga (Asanas , Praanayama & Meditation)

#### **Format for Reporting the Community Study Project**

1. Title of the Topic
2. Declaration by the Students
3. Certificate of the Mentor
4. Introduction
5. Objectives of the Study
6. Importance and Purpose of the Study
7. Procedure
8. Learning Outcomes/References
9. Role and Personal Experiences and Reflections of the Students
10. References / Persons Consulted
11. Appendices

#### ***Evaluation***

Each student has to showcase one individual and one group activity.

A jury of 2 examiners will evaluate this Project for 40 Marks. Average of the 2 jury examiners will be considered as Final Marks for the Candidates.

## Case Study & Life Skills Project

[40 Instructional Hours – 40 Marks]

### *Objectives*

This project will enable the student teachers to:

#### *Major:*

1. Build the capacity to empower oneself.
2. Empower individual to live in a social context.

#### *Minor:*

1. Understand the Child /Case in the Overall Context.
2. Acquire Skills of Conducting Case Studies in Educational Institutions.
3. Build Healthy Relationships & Friendships.
4. Facing and Adjusting with Pressures and Making Right Choices.
5. Foster Communicative Ability with Reference to Oral and Written Skills.
6. Stand for One Self and to Cope with Pressures.

### *Instruction*

1. Every student has to complete Case Study & Life Skills activities and both should be written in own hand writing in a single record.
2. Four (4) experiments in Psychology should be carried out and reported in this record
3. No Two Students should select the Same Case for this Project Work.

### **Part-A : Case Study**

Every candidate is to conduct a Case Study on any one of the following areas and prepare a Case Report. The candidates are expected to adopt the following tools for the purpose of conducting this Study.

1. Academic Backwardness
2. Adjustment Problems
3. Behavioural Problems
4. Children with Learning Disabilities
5. Children with Emotional Problems
6. Children with Health Problems

7. Neglected Children in the Classroom
  8. Drop Outs / Out of School Children
  9. Special Children (Physically / Mentally)
  10. Gifted / Creative Children
- \* Use of Appropriate Psychological Tests Relevant to the Case Study Such as Intelligence, Aptitude, Interests, Personality, Sociometry, etc.
  - \* Interview, Observation, etc., for Data Collection

The suggestive format for undertaking case study is as follows.

### **Format for Reporting the Case Study Project**

#### **A. Introduction**

1. Statement of the Problem
2. Nature of Problem
3. Objectives

#### **B. The Process of Data Collection**

1. Physical
2. Family Background
3. Health Conditions
4. School Record-Curriculum and Co-curricular Activities
5. Emotional Behaviour
6. Social Behaviour
7. Intellectual Behaviour
8. Personality Traits (Attitudes/Aspirations/Aptitudes)
9. Interests
10. Psychological Tests and their Interpretation
11. Any other Details

#### **C. Reporting the Case**

1. Teachers Report
2. Parents Report
3. Peer Groups Report
4. Personal/Self/Child's Report

#### **D. Investigator's Report / Analysis of Data to Locate the Causes and Conditions**

1. Findings

### **E. Follow up Activity/Suggestions/Remedial Measures**

- a. For Students / Case
- b. For Parents
- c. For Teachers
- d. For Peer Groups
- e. For Others

### **Part-B : Life Skills Project**

It is a group project. Each group constitutes not more than five student teachers. Each group has to prepare and record one group activity and one individual activity covering all ten life skills. This project is designed to develop the following ten life skills.

- 1. Self-Awareness
- 2. Empathy
- 3. Problem Solving
- 4. Decision Making
- 5. Effective Communication
- 6. Interpersonal Relationships / Friendships
- 7. Creative Thinking
- 8. Critical Thinking
- 9. Coping with Emotions and
- 10. Coping with Stress

### **Format for Reporting the Life Skills Project**

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



### ***Evaluation***

At the time of showcasing, each student teacher has to showcase one (1) activity individually and any one (1) group activity by the whole group. A jury of 2 examiners will evaluate the Case Study and Life Skills Project. The weightage to Part-A and Part-B of the project is 50:50. On the whole the project is evaluated for 40 marks by a jury of 2 examiners and an average of the jury of 2 examiners shall award the final result.

### ***References***

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## **School Study & Action Research Project**

[40 Instructional Hours – 40 Marks]

### ***Objectives***

This project will enable the student teachers to:

1. acquire practical knowledge of various academic and administration aspects of running a school.
2. gain experience in solving day to day problems of classroom and school in a scientific manner through action research.
3. develop critical – analytic at thinking power.
4. improve problem solving and presentation skills.

### ***Instruction***

1. Every student has to complete School Study & Action Research and both should be written in own hand writing in a single record.
2. This project has two parts – Part-A : School Study and Part-B : Action Research, which is evaluated for 20 Marks each. Each group of students has to select one area from the following 5 areas of a school.

### **Part – A : School Study (Group Activity)**

#### ***Areas of School Study***

1. a. History of the school with performance trends.  
b. Study of physical, Human and financial resources of school.
2. Physical Resources – Study of school plant.
3. a. Human Resources - Details of Head of the institution, teaching staff with special achievements if any.  
b. Non-teaching staff and their duties.
4. Parent-teacher associations / committees and their contribution/role in improving school and its practices. Awards and rewards obtained by school.  
Financial resources - Preparation of Budget.
5. Functioning of school
  - a. Time-tables ( Master time table; Teacher time table; Class time table)
  - b. Records and Registers and its maintenance
  - c. School calendar
  - d. Curricular and co-curricular activities planned
  - e. Organizational climate (interpersonal relations)

### **Format for Reporting the School Study Project**

1. Title of the Topic
2. Declaration by the Students
3. Certificate of the Mentor
4. Introduction
5. Importance and purpose of the study
6. Objectives of the Study
7. Procedure
8. Learning outcomes
9. Role and personnel Experiences and reflections of the students
10. References / Persons consulted
11. Appendices

### **Part – B : Action Research Project (Individual Activity)**

Each Student should identify one action research project related to classroom problems.

#### **Format for Reporting the Action Research Project**

1. Title page - Topic for the study
2. Problem identified for the action research
3. Introduction – Definition & Steps in Action Research
4. Objectives of the action research
5. Causes for the problem
6. Formulation of Action hypotheses
7. Planning Intervention Strategy & Implementation
8. Collection of data
9. Analysis of data
10. Verifying the action hypotheses
11. Results

#### ***Evaluation***

Each group has to showcase about one school covering all the five areas of the school study project. Each individual has to showcase the respective action research project. A jury of 2 examiners will evaluate the School Study and Action Research project. The weightage to Part-A and Part-B of the project is 50:50. On the whole, the project is evaluated for 40 marks by jury of 2 examiners and an average of the jury of 2 examiners will award the final result.

PAPER-X (EDN-10)  
**Information & Communication Technology (ICT) Project**  
[40 Instructional Hours – 40 Marks]

***Objectives***

The project will enable the student teachers to:

1. create documents using MS word.
2. plan, develop and evaluate multimedia based learning content.
3. develop database of a school.
4. create spreadsheets and use them in education.
5. publish ideas through brochure & newsletter.
6. develop internet surfing skills.
7. evaluate websites related to a school topic.

***Conducting the Practicals***

Each student has to select one activity from each of the following areas.

1. **MS Word:** (i) Preparing a question paper, (ii) creating learning materials – handouts, (iii) preparing a resume (iv) preparing a unit plan / year plan using various features, (v) Preparing time tables / Agenda or Circulars and Mail Merge. (8hours – 8 marks)
2. **MS Excel:** (i) Preparing students progress reports, (ii) preparing a payroll, (iii) creating charts, (iv) execution of statistical functions. (8hours - 8 marks)
3. **MS Access:** (i) Tabulation of address book of staff & students of the co-operating school, (ii) creating a database of any 20 students, (iii) personal details or marks, (iv) creating a database of any 20 titles available in the library, (v) creating a database of any 20 equipment available in the laboratory. (6 hours - 8 marks)
4. **MS Power Point:** (i) Preparing multimedia presentation on a school topic, (ii) using multimedia packages on a school topic. (6 hours - 4 marks)
5. **MS Publisher:** (i) Creating a Brochure related to the school / college, (ii) creating a Newsletter of a school / college. ( 6 hours - 4 marks)
6. **Internet:** (i) Creating an e-mail ID & sending and receiving messages, (ii) downloading resource material for a topic of classroom teaching, (iii) cataloguing any five websites related to a school topic, (iv) comparative evaluation of any two web-pages on a school topic. (6 hours - 8 marks)

Each student has to write in his own hand writing the procedures of each one of the Practicals given above in the record book (one side ruled Physics/Chemistry record book). Each student should save this project work in digital form (CD/DVD) and submit it to the in-charge faculty member along with the record.

### ***Evaluation***

A jury of 2 examiners will evaluate this project for 40 marks. Average of the jury of 2 examiners will be considered as final marks for the candidates.

### ***References***

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