

**BACHELOR OF EDUCATION**  
**(Regular 2 Years Programme)**  
**With effect from the Academic Year 2023-24**  
**Choice Based Credit System (CBCS)**



**DEPARTMENT OF EDUCATION**

**PALAMURU UNIVERSITY**  
**MAHABUBNAGAR**  
**TELANGANA-509001**



**DEPARTMENT OF EDUCATION  
PALAMURU UNIVERSITY, MAHABUBNAGAR, TELANGANA**

Minutes of the meeting of Board of Studies in Education (UG) is held on 23.12.2023 at 11.30 am in the Department of Education, Osmania University, Hyderabad to discuss and the finalize the syllabus for Bachelor of Education Programme according to the CBCS and semester wise while upholding the Continuous Comprehensive Evaluation (CCE) methods which was suggested by TSCHE.

In the meeting the following Members were Present.

**Members present:**

			Signature
1.	Dr. P. Shankar, University College of Education, OU, Hyd.	Chairperson	
2.	Dr. D. Sunitha, University College of Education, OU, Hyd.	Member	
3.	Dr. J. Lalitha, University College of Education, OU, Hyd.	Member	
4.	Dr. V. Saraswathi Dept. of Education, & HRD, Dravidian University, Agaram, AP.	Member	
5.	Dr. B. Ebenezar, Dept. of Education, SVKM's Narsee Monjee Institution of Management Studies, Hyd.	Member	
6.	Dr. A. Jagadeeshwaraiah, Dept. of Education, Govt. College of Teacher Education, MBNR.	Member	
7.	Head, Dept. of Education, PU, MBNR.	Member	

**AGENDA:**

1. To Approve & Revised Bachelor of Education syllabus for the Academic year 2023-24.

**RESOLUTIONS OF THE MEETING:**

The Chairperson welcomed that members and discussed the B.Ed. Curriculum 2023-25., after careful examination of the curriculum and deliberation it is resolved the following

1. Changes with respect to structure, Credits, Awards of the division and topics in the papers of B.Ed. (2 Years Programme) curriculum is approved.

The chairperson thanked the members for deliberating the issues of curriculum.

Signature of the Chairperson

**Foundation Course  
Semester-I  
Paper-I (EDN-01)  
Philosophical Foundations of Education**

**Credits 4**

**Marks: 100 (70+30)**

**Course Learning Outcomes**

Student teachers will be able to:

1. Understand the nature of the social process and various perspectives in the educational system.
2. Develop the ability to discuss and debate various constructs of education in ancient Indian texts and relate them to the education system.
3. Get motivated and involve in peer discourses, reflect on their real-life and living contexts and understand the philosophizing process.
4. develop insights into various perspectives.
5. Understand educational thoughts and processing into implications to education.
6. Explore and practice Western and Indian educational and ethical practices.

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

1. Education: Conceptions on Meaning, Nature, and Types of Education.
2. Philosophy: Conceptions on Meaning, Nature, and Scope of Philosophy.
3. Relation between philosophy and education.
4. Scope of Philosophy of Education with respect to aims, curriculum, methods of education, teacher, student, discipline, and assessment.
5. Philosophical bases for Pedagogical issues: Paradigm shift, rote learning to understanding, Child-centric pedagogies- Activity-based, Collaborative, experimental, play-way, storytelling, etc. Indigenous pedagogies-Sravana, Manana, Nidhi dhyana; Swadhyaya, Khandan Mandan Samvad, Meditation, etc.

**Unit-II: Understanding of Indian and Western Perspectives of Education and Values**

1. Meaning, nature, aims, and values of Education with reference to Vedic, Buddhist, Jaina, Sikh, and Islamic traditions.
2. Understanding terms related to Indian Education: Dharshana, Para Vidhya, Apar Vidhya, Shila Vidhya, Shreyas and Preyas, Samskaram, Pragna, Dharma, Law of Rhythm, Pancha Kosa, Gurukulam, Acharya, Guru, Drashta, Upadhyaya, Shishya, Jigyasa, Swadhyay, Samvad, Jiva/Self, Vairagya, Atma Chetana, Eruka, Moksha.
3. Values Enshrined in the Indian Constitution.
4. Understanding terms related to Western perspectives of education: Vision, Wisdom, Realization, Empirical, Rational, Logical, Intuition, Revelation, Moral, ethical, Positive outlook, Ontological, Teleological, Cosmological arguments, Criticism, Relativism, and Universal and particular principles.
5. Child Rights Convention and positive discipline.

**Unit-III: Indian and Western as and Perspectives of Education**

Indian (Bharathiya) : Educational Implications of the following Shad Darshanas

1. Nyaya, Vaiseshika,
2. Sankhya, Yoga,
3. Mimamsa, Vedanta.
4. Caruvaka, Jaina and buddha

Schools of philosophy with respect to the aims, curriculum, methods, evaluation, and discipline

1. Idealism
2. Naturalism

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3. Pragmatism and
4. Existentialism.

#### **Unit-IV: Indian and Western Educational Thinkers vision on best Educational Practices**

##### **Indian**

1. Swami Vivekananda
2. Sri Aurobindo Ghosh
3. Rabindranath Tagore
4. Jiddu Krishnamurthi
5. Pandit Madan Mohan Malviya
6. Swami Dayananda Saraswathi
7. Mahatma Gandhi

##### **Western**

1. Plato
2. Frobel
3. John Dewey
4. Paulo Freire
5. Martin buber
6. J.J. Rousseau

#### **Unit-V: Values and Ethics in Education: Indian and western**

1. Meaning, Types, Need, and Significance of Values.
2. Indian ethical concepts and value inculcation: Concept of Dharma, Vedic ethics-Satyam, Shivam, Sundaram, Cosmic Rhythm, Purusharthas; Gita ethics: Swakarma, Stitapragna, Nishkamy Karma, Loka Samgraha Pravrutthi, Qualities of Stitha Pragna, Trigunas- Sattva, Rajah, Tamass; 36 Human Virtues Gita 12.13-19) –Adveshta, maitra, Karuna, etc.; Ethical Poems and its values: Vemana Shatakam,
3. Convocation Message in Shiksha Valli- Taitereya Upanishad
4. Western ethical views and value inculcation: Hedonism, Utilitarianism, Plato's Virtue Ethics, Aristotle's Virtue Ethics, Emotivism, and Prescriptivism.
5. Professional Ethics of Teachers-NCTE 2020 and NEP-2020 Values with reference to the 21<sup>st</sup> century.

#### **Field engagement**

1. Discourse on Indian traditional values.
2. Seminar presentation on Shad-Darshana's.
3. Critical reflections on Western philosophies with reference to the modern system of education.
4. NEP-2020- Critical discourse on implications, challenges, and strategies.
5. Visit some model institutions reflecting various philosophies and philosophers and write a report and make presentations.
6. Organizing an exhibition with Bharatiya Philosophies- Pictorial, videos, displays, explanations, albums, collage.
7. Review the Subhashitas, Slokas, Shataka's Sumati, Vemana, Dasharathi, Bartruhari, Bagavad Gita (chapter 12, 13-19 verses), etc., and write understandings on values and discover desirable virtues of human beings.
8. Conduct a project at practicing schools on the development of values through teaching the Sumati, Vemana, Dasharathi shatakas, Bagavadgita Slokas and observe the behavioral changes among students, and write a report.
9. Conduct a project at practicing schools on the inculcation of values through telling ethical stories like Panchatantra, Ramayana, Mahabharata, Jaina Jataka stories, Historical great warriors, Freedom fighters, Biographies of great philosophers, educationists and observe the behavioral changes among students, and write a report.
10. Projecting trajectories of values of various philosophies from ancient to contemporary times.
  - 9\*Mock Parliament / mock Assembly/ mock convocation.
  - Electoral process- citizenship characteristics, debates, discussions, and solutions to create a fair election process.
  - Visualize 'Sama Samaja Nirmanam', tradition-induced 21<sup>st</sup> century Education alternatives.

**Foundation Courses**  
**Semester-I**  
**Paper-II (EDN-02)**  
**Child Development and Child Psychology**

**Credits 4**

**Marks: 100 (70+30)**

**Learning outcomes**

After learning this course the Students will be able to

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

**Unit I: Introduction to Child Development**

1. How do children grow?
2. Childhood and Social Context of Child Development
3. Nature-Nurture Dynamics in Child Development
4. Developmental Process, Periods and Issues
5. Biological Processes, Prenatal Development and Birth
6. Development of Neurons, Brain and Nervous and endocrine System
7. Physical Development
8. Motor, Sensory and Perceptual Development
9. Impact of Globalization on Child Development

**Unit II: Perspectives on Child Development**

1. Early Experience and Learning in Children
2. How does a child think?
3. Cognitive Development: Jean Piaget, Lev Vygotsky, Urie Bronfenbrenner
4. Language and Literacy Development
5. Social Moral and Socio-Emotional Development
6. Development of Art, Music and Aesthetic Development in Children
7. Culture and Diversity in Child Development
8. Pancha Kosha Theory of Personality
9. Understanding Child Development from Indian Psychology.

**Unit III: Perspectives on Learning and Motivation**

1. How does children learn?
2. Behavioral and Cognitive Theories of Learning
3. Social –Cognitive Theories of Learning
4. Culture and Diversity in Child Learning
5. Developmental Needs, Motivation and Learning

**Unit IV: Dynamics of Child Psychology**

1. Rethinking Child Psychology
2. Creative Activity and Significance of Play in Children
3. Psychology of Adolescence and Adulthood
4. Influence of Families, Peers, Schooling and Market
5. Development of Attitudes, Interests and Socio-emotional Behavior

**Unit V: Dynamics of Adolescent Psychology**

1. Impression Formation and Attribution

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- Reading and reflection on various Western and Bharatiya original/classical texts & scripts.
- Understanding reflecting on multilingualism as resource.

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2. Prejudice, Discrimination and Psychology of Gender Formation
3. Aggression and Pro-social Behavior
4. Character Development and Discipline
5. Religious, Human and Spiritual Development in Children

**Field Engagement:**

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

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**Foundation Course  
Semester-I  
Paper-III (EDN-03)  
Measurement and Assessment in Teaching**

**Credits 4**

**Marks: 100 (70+30)**

**Learning Outcomes**

Student teachers will be able to develop:

- An understanding of the role of measurement and assessment in the instructional process
- The ability to define instructional goals and objectives in ways that facilitate the construction of appropriate test and assessments
- An understanding of the concepts of Validity and Reliability and their role in the construction, selection, interpretation and use of test and assessments
- The ability to construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex
- The ability to administer tests and assessments properly and to use their results effectively with due regard to the necessary precautions
- An understanding how tests and assessments contribute to effective marking systems and reporting systems and to improve instructional decisions.
- Ability to understand Portfolio and to use portfolio in instructional processes

**Unit I: Introduction to Educational Assessment**

1. Meaning of Test, Measurement, Assessment and Evaluation
2. Variables and Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales
3. General Principles of Assessment
4. Assumptions of Educational Assessment
5. Assessment and the Instructional Process, Common Application of Educational Assessments
6. Types of Assessment Procedures
7. Continuous and Comprehensive Evaluation: Need, Relevance, Implementation Procedure and Problems

**Unit II: Reliability and Validity**

1. Errors of Measurement
2. Methods of Establishing Reliability
3. The Standard Error of Measurement
4. Validity for Teachers
5. Threats to Validity
6. Reliability and Validity
7. Types of Validity versus Types of Validity Evidence
8. Item Analysis for Teachers
9. Item Difficulty Index
10. Item Discrimination
11. Distractor Analysis
12. Using Item Analysis to Improve Classroom Instructions

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### Unit III: Classroom Tests and Assessments

1. The purpose of Classroom Tests and Assessments
2. Developing specifications for Classroom Tests and Assessments
3. Selecting appropriate Types of Items and Assessment Tasks
4. Constructing objective Test Items: Simple Forms
5. Constructing Objective Test Items: Multiple choice Forms
6. Measuring Complex Achievement: Essay Questions
7. Measuring Complex Achievement: Performance Based Assessment
8. Scoring Rubrics and Rating Scales
9. Assembling, Administering and Appraising Classroom Tests and Assessments  
Assembling the Classroom Tests  
Administering and Scoring the Classroom Tests and Assessments  
Appraising Classroom Tests and Assessments

### Unit IV: Portfolios

1. Portfolio, What Qualifies as a Portfolio of Students Work
2. Potential Strength and Weakness of Portfolios
3. Purpose of Portfolio
4. Guidelines for Portfolio Entries
5. Portfolio in Instruction and Communication

### Unit V: Grading, Reporting and Interpreting Test Scores and Norms

1. Feedback and Evaluation
2. Functions of Grading and Reporting Systems
3. Types of Grading and Reporting Systems
4. Multiple Grading and Reporting Systems
5. The Basis for Assigning Grades
6. Conducting Parent-Teacher Conferences
7. Interpreting Test Scores and Norms
8. Method of Interpreting Test Scores
9. Grade Norms
10. Percentile Ranks
11. Standard Scores
12. Qualitative Description of Scores

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**Content Cum Pedagogy Course**  
**Semester- I**  
**Paper-IV (EDN-04)**  
**Content cum Pedagogy of Biological sciences**

**Credits 4**

**Marks: 100 (70+30)**

**Learning Outcomes:**

Student teachers will be able to:

- Develop psychological and pedagogical knowledge and skills according to universal psycho-pedagogical competencies in relation to biological science
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education and self-improvement.
- Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.
- Discuss aims, nature and scope of biological science.
- Analyze textbooks of secondary stage.
- Identify the values and importance of biological science in daily life.
- Develop learning objectives and outcomes.
- Understand the nature of integrated biological science and its interface with society.
- Acquire a conceptual understanding of the Pedagogy of biological Science. Familiarize different approaches and strategies of learning science at the secondary school stage.
- Plan and develop learning outcome-based lesson plans. Compare different types of lesson plans and apply proper pedagogy in teaching science.
- Categorize approaches, activities, and resources for teaching-learning. Use teaching learning materials effectively in teaching science. Identify learning resources from the immediate environment. Use online, digital, and other resources in the teaching-learning process.
- Compare merits and demerits of different types of assessment. Apply tools and techniques of assessment in teaching learning process. Outline Emerging Trends and Innovations in classroom teaching of science according to universal psycho-pedagogical competencies in relation to biological science
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education, self-education and self-improvement. Nurture values and approaches of teaching at secondary stage learners.
- Acquire skills and competencies required to teach at the secondary stage.

**Unit I: Understanding Science and Scientific Inquiry**

1. What is science, scientific method and scientific knowledge?
2. Brief history, philosophy and sociology of science; Science as product and process.
3. Science as an art, beauty and aesthetic experience.
4. Science, Mathematics and Logic
5. Science, Religion and Modernity
6. Values and Science; Scientific attitude and appreciating other systems of
7. knowledge/alternative knowledge systems
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9. Elizabeth Blackburn, Gertrude, B. Elin.
10. Science, Society and Human and Sustainable Development

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## UNIT II Pedagogical Approaches at the Secondary Stage

1. Indian Thinker's Pedagogical ideas of education: Swami Vivekananda, Shri
2. Rabindranath Tagore, Jiddu Krishnamurthi, Gijubai Badheka, CV Raman
3. Wester Thinker's Pedagogical ideas of education: Dr. Maria Montessori, John
4. Dewey, William James
5. 3. Pedagogical Approaches: The Constructivist Approach; The Collaborative
6. Approach; The Reflective Approach; The Integrative Approach; The Inquiry-
7. Based Approach; Other Contemporary Approaches
8. Types of Pedagogy: Social Pedagogy; Critical Pedagogy; Culturally
9. Responsive Pedagogy; Socratic Pedagogy
10. Role of Pedagogy in Effective Learning: How does Pedagogy Impact the Learner?

## Unit -III Understanding Teacher Knowledge and Learner Background

1. Nature of Pedagogical Relations, Spaces, Events, Experiences and Phenomena.
2. Influence of Teacher Beliefs about the Self, Disciplinary Knowledge, Learner Learner Performance, Learner Development, Assessment, Curriculum, Education, etc. on Student Learning.
3. Lee S. Shulman 's seven categories of teacher's knowledge base to promote understanding among its students:
  - (i). Content Knowledge;
  - (ii). General Pedagogical Knowledge;
  - (iii). Curriculum Knowledge;
  - (iv). Pedagogical content Knowledge;
  - (v). Knowledge of Learners and their characteristics;
  - (vi). Knowledge of educational contexts; and
  - (vii). Knowledge of educational ends, purposes, and values.
4. Pedagogical content Knowledge as special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.
5. Understanding Secondary Stage Learners
  - The physical, mental, social, and emotional growth of secondary-stage learners
  - Thought processes and cognitive skills of secondary stage learners
  - Psychological and social orientations of secondary stage learners
  - Social and academic lives of secondary-stage learners
  - Characteristics of secondary-stage learners
  - Conflicts and challenges of secondary stage learners.

## Unit IV: Aims and Objectives of Teaching and Learning Biological Science

1. Aims and objectives of learning and teaching biological science at secondary stage.
2. Promote process skills of science (observing, communicating, classifying, inferring, measuring, problem solving, predicting, etc.)
3. Nurture scientific Imagination (curiosity, creativity, aesthetic sense, dialogic thinking, emotional intelligence, passion for biological science, etc.)
4. Develop scientific attitude and scientific temper (respect for evidence, Open mindedness, Truthfulness in reporting observations, critical thinking, logical thinking, skepticism, objectivity, perseverance, etc.)
5. Imbibe the Values Through Science Teaching – Feynman's Perspective of science values.
6. Relate biological science education to physical science, and social environment, technology and society, and Environment.
7. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-

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developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy- Academic Standards and Learning outcomes, Writing Learning Objectives- Teacher educator develops learning objectives (for example taking the topics from the contents of Microorganisms production of food from plants, soil pollution, Nutrition, Respiration, Diversity in living organisms and our environment)

#### 8. Planning for teaching biological science

a) Selecting the content, identifying facts, concepts, analyzing, organizing, and Planning appropriate learning strategies and learning experiences.

b) Developing different lesson plans and period plans based on academic standards and learning outcomes

#### 9. Content-cum-methodology - Revisiting the Content of School Textbooks and their Pedagogical Analysis

a) Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis

b). Understanding the following textbook subject matter from the Pedagogical Content Knowledge (PCK) perspective:

Units of Biodiversity, ecosystems, plasma membrane, sense organs, animal behavior, adaptations in different eco systems, reproduction and natural resources.

c). Pedagogical Analysis of the above subject matter shall be based on the following points: i) Identification of concepts and processes, ii) Listing

Learning/Behavioral Outcomes, iii) Activities and experiments) Listing evaluation techniques and strategies.

d). Need for enrichment of the above content knowledge for effective learning and teaching.

### Unit V: Methods and Approaches of Teaching Biological Science

1. Processes of biological science: observation, inquiry, hypothesis, experimentation, data collection, interpretation, inference, and generalization.
2. Inductive, deductive, problem solving, demonstration, lecture cum demonstration, activity, laboratory, project and discussion methods for learning the concepts of science at the secondary stage.
3. Hands-on activities, role play, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & cooperative learning, experiential learning, art integration learning, and sports integration and applications of suitable methods for learning the selected chapters/concepts in biological science textbooks.
4. Critical, creative, and analytical pedagogy in learning concepts in biological science.
5. Emerging Trends and Innovations in Teaching biological Science: Argument driven Inquiry,
6. graphic organizer, Zone of proximal development (ZPD) and scaffolding, augmentation, robotics and AI in learning, conceptual change model; Emerging Trends and Innovations in Indian and Global contexts; Flipped learning and blended learning., STEM and STEAM.

#### Field engagement

- Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
- The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.
- Develop learning outcomes for the concepts of science at the secondary stage.
- Establish horizontal and vertical linkages with other subjects.
- Seminar presentation on historical development of science including contributions of different scientists
- Content Analysis (Class VIII, IX, X Biology text books). Formulating academic standards, Objectives & Learning Outcome
- Developing Concept maps. Lesson Research in Biological sciences
- Designing Activities to deliver Biology Science Concepts

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- Identifying and integrating values in biological science concepts.
- Designing ICT based learning material in biological sciences
- Demonstrate different pedagogical approaches and strategies
- Script writing for role playing in concepts of biological sciences.
- Prepare write-ups on the teaching of science using interdisciplinary and multi-disciplinary approaches as recommended in NEP 2020.
- Preparation of one working model on the concepts of science. Improvisation of apparatus
- Digital content creation on any two concepts of science at secondary stage. Identifying You tube Channels promoting innovative science experiments.
- Preparation of a lesson plan keeping in view blended learning approach for the concepts of science followed by seminar/presentation.
- Simulated Teaching session and seminar presentation on historical development of science including contributions of different scientists.

#### Mode of Transaction

Hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, digital art, and environment integrated learning, sport integrated learning

#### Mode of Assessment:

- Written test, classroom presentation, workshop, assignments, field engagement / practicum, sessional and terminal semester examination. 360-degree evaluation

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**Content Cum pedagogy Course**  
**Semester-I**  
**Paper-IV (EDN-04)**  
**Content Cum Pedagogy of Mathematics**

**Credits 4**

**Marks: 100 (70+30)**

**Learning Outcomes:**

Student teachers will be able to:

- Develop psychological and pedagogical knowledge and skills according to universal psycho-pedagogical competencies in relation to Mathematics education
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education and self-improvement.
- Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.
- Discuss aims, nature and scope of Mathematics.
- Analyze Mathematics textbooks of secondary stage. Identify the values and importance of Mathematics in daily life.
- Develop learning objectives and outcomes. Understands the nature of integrated Mathematics and its interface with society. Acquire a conceptual understanding of the Pedagogy of Mathematics. Familiarize different approaches and strategies of learning Mathematics at the secondary school stage.
- Plan and develop learning outcome-based lesson plans. Compare different types of lesson plans and apply proper pedagogy in teaching science.
- Categorize approaches, activities, and resources for teaching-learning. Use teaching learning materials effectively in teaching Mathematics. Identify learning resources from the immediate environment. Use online, digital, and other resources in the teaching-learning process.
- Compare merits and demerits of different types of assessment. Apply tools and techniques of assessment in teaching learning process. Outline Emerging Trends and Innovations in classroom teaching of Mathematics according to universal psycho-pedagogical competencies in relation to Mathematics.
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education, self-education and self-improvement. Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.

**Unit-I Nature, Scope, and Importance of Mathematics**

1. Nature of Mathematical Knowledge
2. Proofs in Mathematics; Deductive Reasoning, Theorems, Conjectures and Axioms
3. Mathematical Modelling; Mathematical Thinking, design thinking and Creativity
4. Mathematics as an art, music, beauty and aesthetic experience
5. Mathematics and Values
6. Relationship of Mathematics with other School Subjects
7. Problem solving, problem-posing, patterning, reasoning, abstraction and generalization; argumentation and justification
8. Importance of Mathematics and computing in everyday life
9. Place of Mathematics in School Curriculum

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10. Indian Mathematicians and their contributions
11. Famous Mathematicians across Globe and their Contributions

### UNIT II Pedagogical Approaches at the Secondary Stage

1. Indian Thinker's Pedagogical ideas of education: Swami Vivekananda, Shri Rabindranath Tagore, Jiddu Krishnamurthi, Gijubai Badhekha,
2. Wester Thinker's Pedagogical ideas of education: Dr. Maria Montessori, John Dewey, William James
3. Pedagogical Approaches: The Constructivist Approach; The Collaborative Approach; The Reflective Approach; The Integrative Approach; The Inquiry-Based Approach; Other Contemporary Approaches
4. Types of Pedagogy: Social Pedagogy; Critical Pedagogy; Culturally Responsive Pedagogy; Socratic Pedagogy
5. Role of Pedagogy in Effective Learning: How does Pedagogy Impact the Learner?

### Unit -III Understanding Teacher Knowledge and Learner Background

1. Nature of Pedagogical Relations, Spaces, Events, Experiences and Phenomena.
2. Influence of Teacher Beliefs about the Self, Disciplinary Knowledge, Learner ; Learner Performance, Learner Development, Assessment, Curriculum, Education, etc. on Student Learning.
3. Lee S. Shulman 's seven categories of teacher's knowledge base to promote understanding among its students:
  - (i). Content Knowledge;
  - (ii). General Pedagogical Knowledge;
  - (iii). Curriculum Knowledge;
  - (iv). Pedagogical content Knowledge;
  - (v). Knowledge of Learners and their characteristics;
  - (vi). Knowledge of educational contexts; and
  - (vii). Knowledge of educational ends, purposes, and values.
4. Pedagogical content Knowledge as special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.
5. Understanding Secondary Stage Learners
  - The physical, mental, social, and emotional growth of secondary-stage learners
  - Thought processes and cognitive skills of secondary stage learners
  - Psychological and social orientations of secondary stage learners
  - Social and academic lives of secondary-stage learners
  - Characteristics of secondary-stage learners
  - Conflicts and challenges of secondary stage learners

### Unit – IV Aims and objectives of teaching Mathematics and Computing

1. Aims and Objectives of Teaching Mathematics at Secondary School stage
2. Develop mathematical skills, nurture mathematical imagination, and imbibe values through teaching mathematics
3. Recommendations of various agencies National and International on Mathematics education at secondary stage.
4. Teaching Indian Knowledge Systems in Mathematics
5. Reasons for Mathematics anxiety and fear among students and its remedies
6. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy-Writing Learning Objectives - state Academic Standards- Learning Outcomes
7. Critical review of the Aims and Objectives of Teaching Mathematics

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## 8. Planning for Teaching Mathematics

- a). Unit Planning in Mathematics, steps for Developing Unit Plans in Mathematics
- b). Lesson Planning in Mathematics, Different Approaches to Development of Lesson Plans in Mathematics
- c). Learning Spaces for teaching of Mathematics
- d). Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalizations; respecting diverse capabilities; use of context; metacognition
- e). Building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work.

## 9. Content-cum-methodology - Revisiting the Content of School Textbooks and their Pedagogical Analysis

### A) Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis

Understanding the following textbook subject matter from the pedagogical content knowledge (PCK) perspective:

Real Numbers, Number Systems, Polynomials, Coordinate Geometry, Linear Equations, Quadratic Equations, Arithmetic Progressions, Introduction to Euclid's Geometry, Lines and Angles, Triangles, Quadrilaterals, Circles, Heron's Formula, Surface Areas and Volumes, Statistics and Graphical Representation of Data, Probability, Introduction to Trigonometry.

B). Pedagogical Analysis of the above subject matter shall be based on the following points: a) Identification of concepts and processes, b) Listing Learning/Behavioral Outcomes, c) Activities and experiments, d) Listing evaluation techniques and strategies, e) concept mapping

C). Need for enrichment of the above content knowledge for effective learning and teaching.

## Unit –V Approaches, Methods and Learning Experiences in teaching Mathematics

1. Learner centric Methods (Learners' Cognitive, Social and Emotional engagement)
2. Knowledge Centric Methods (Knowledge centric Approach focuses on using explicit and tacit knowledge)
3. Inductive-Deductive, Analytic and Synthetic Approaches to teaching
4. Activity based Strategies
5. Project method, demonstration method
6. Drill & Practice in Mathematics
7. Use of ICT in Mathematics (AI Based, OER, Knowledge Repositories)
8. Self-learning in Mathematics
9. Mathematics made easy-Strategies, Art Integrated Education
10. Mastery Learning and Approaches
11. Major issues and challenges in Mathematics teaching at School stage
12. Innovative Methods for teaching mathematics -Trans/ inter/Multidisciplinary Strategies for teaching Mathematics
13. Designing positive learning environment for teaching and learning mathematics.

### Field engagement

- Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
- The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.

- Develop learning outcomes for the concepts of Mathematics at the secondary stage.
- Establish horizontal and vertical linkages with other subjects.
- Seminar presentation on historical development of Mathematics including contributions of different Mathematicians (Indian and western)
- Content Analysis (Class VIII, IX, X). Formulating academic standards, Objectives & Learning Outcomes
- Developing Concept maps. Lesson Research in Mathematics
- Designing Activities to deliver Mathematics Concepts
- Identifying and integrating values in Mathematics
- Designing ICT based learning material in Mathematics
- Demonstrate different pedagogical approaches and strategies
- Script writing for role playing in concepts of Mathematics
- Prepare write-ups on the teaching of Mathematics using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
- Preparation of one working model on the concepts of Mathematics. Improvisation of apparatus to teach Mathematics
  - Digital content creation on any two concepts of Mathematics at secondary stage.
- Identifying You tube Channels promoting innovative Mathematics practices.
- Preparation of a lesson plan keeping in view blended learning approach for the concepts of Mathematics followed by seminar/presentation.
- Simulated Teaching session and seminar presentation on historical development of science including contributions of different scientists.

### Suggestive Mode of Transaction

Hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, art and environment integrated learning, sport integrated learning. Experimental method, Demonstration, field-based experience, Laboratory method, Storytelling/success stories, classroom discussions, Self -study, field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

### Suggestive Mode of Assessment:

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination. 360 -degree evaluation

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**Content Cum Pedagogy Course**  
**Semester-I**  
**Paper-IV (EDN-04)**  
**Content cum Pedagogy of Social Sciences**

**Credits 4**

**Marks: 100 (70+30)**

**Learning Outcomes:**

Student teachers will be able to:

- Develop psychological and pedagogical knowledge and skills according to universal psycho-pedagogical competencies in relation to social sciences
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education and self-improvement.
- Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.
- Discuss aims, nature and scope of Social Sciences.
- Analyze Social Science textbooks of secondary stage. Identify the values and importance of social science in daily life.
- Develop learning objectives and outcomes. Understands the nature of integrated Social sciences and its interface with society. Acquire a conceptual understanding of the Pedagogy of social sciences. Familiarize different approaches and strategies of learning social science at the secondary school stage.
- Plan and develop learning outcome-based lesson plans. Compare different types of lesson plans and apply proper pedagogy in teaching social science.
- Categorize approaches, activities, and resources for teaching-learning. Use teaching learning materials effectively in teaching social sciences. Identify learning resources from the immediate environment. Use online, digital, and other resources in the teaching-learning process.
- Compare merits and demerits of different types of assessment. Apply tools and techniques of assessment in teaching learning process. Outline Emerging Trends and Innovations in classroom teaching of social sciences according to universal psycho-pedagogical competencies in relation to social sciences.
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self - education, self-education and self-improvement. Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.

**UNIT-I Nature of Social Science**

1. Nature, Scope and Importance of social science
2. Knowledge production and methodological issues in Social Sciences
3. Historical development of social science, scope and role of social sciences in daily life
4. Disciplines of Social Sciences and their interrelationships
5. Social Science versus Social Studies
6. Social Science Education as envisioned in NEP 2020

**UNIT II Pedagogical Approaches at the Secondary Stage**

1. Indian Thinker's Pedagogical ideas of education: Swami Vivekananda, Shri Rabindranath Tagore, Jiddu Krishnamurthi, Gijubai Badhekhya,
2. Wester Thinker's Pedagogical ideas of education: Dr. Maria Montessori, John

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Dewey, William James

3. Pedagogical Approaches: The Constructivist Approach; The Collaborative Approach; The Reflective Approach; The Integrative Approach; The Inquiry-Based Approach; Other Contemporary Approaches

4. Types of Pedagogy: Social Pedagogy; Critical Pedagogy; Culturally Responsive Pedagogy; Socratic Pedagogy

5. Role of Pedagogy in Effective Learning: How does Pedagogy Impact the Learner?

### Unit -III Understanding Teacher Knowledge and Learner Background

1. Nature of Pedagogical Relations, Spaces, Events, Experiences and Phenomena.

2. Influence of Teacher Beliefs about the Self, Disciplinary Knowledge, Learner, Learner Performance, Learner Development, Assessment, Curriculum, Education, etc. on Student Learning.

3. Lee S. Shulman 's seven categories of teacher's knowledge base to promote understanding among its students:

(i). Content Knowledge;

(ii). General Pedagogical Knowledge;

(iii). Curriculum Knowledge;

(iv). Pedagogical content Knowledge;

(v). Knowledge of Learners and their characteristics;

(vi). Knowledge of educational contexts; and

(vii). Knowledge of educational ends, purposes, and values.

4. Pedagogical content Knowledge as special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.

5. Understanding Secondary Stage Learners

- The physical, mental, social, and emotional growth of secondary-stage learners
- Thought processes and cognitive skills of secondary stage learners
- Psychological and social orientations of secondary stage learners
- Social and academic lives of secondary-stage learners
- Characteristics of secondary-stage learners
- Conflicts and challenges of secondary stage learners

### UNIT IV Aims and Objectives of Teaching Social Science

1. Aims and objectives of teaching social science at secondary stage

2. Understanding the Secondary Stage Learner's developmental stage

3. Nurturing process skills of social science such as Observation, Collecting Data, Classification, Generalization etc.

4. Development of values through social science.

5. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy-Writing Learning Objectives.

6. Developing Learning objectives and outcomes based on concepts of social sciences such as endogenic & exogenic forces, earthquake, volcanic eruption, weathering, plate tectonic, climatic regions etc.

7. Critical review of the Aims and Objectives of Teaching Social Sciences.

8. Planning for Teaching Social Science

9. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy- Academic Standards and Learning outcomes, Writing Learning Objectives- Teacher educator develops learning objectives.

10. Planning for teaching social Science

- a. Selecting the content, identifying facts, concepts, analysing, organizing, and planning appropriate learning strategies and learning experiences.

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b. Developing different lesson plans and period plans based on academic standards and learning outcomes

c. Developing unit plans and lesson plans based on learning outcomes and experiential learning for some concepts of social science such as climate, drainage, plate tectonics, the concept of civilization, revolution, urbanization, democracy, demand-supply phenomena, factors affecting the rate like density, concentration, temperature and pressure etc.

d. Teaching strategies and classroom management, Reflective practices in classroom processes.

e. Charts, models, worksheets, garden, museum, aquarium and terrarium.

f. Developing ICT integrated lesson plan for classroom and online teaching using digital resources and multimedia

9. Content-cum-methodology - Revisiting the Content of School Textbooks and their Pedagogical Analysis

1. Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis

2. Revisiting the Content of School Textbooks and their Pedagogical Analysis

a). Understanding the following textbook subject matter from the pedagogical content knowledge (PCK) perspective:

Democracy, Constitutional Design, Electoral Politics, Democratic Rights, Working of Institutions, India-Size and Location, Physical features of India, Drainage, Climate, Natural Vegetation and Wildlife, Population, People as a resource, Poverty, Food Security, Agriculture, Farming, Village industry, Village occupations, The French Revolution, Socialism in Europe and the Russian Revolution, Nazism and the Rise of Hitler, Forest Society and Colonialism, Pastoralists in the Modern World, Resources and Development, Forest and Wildlife Resources, Water Resources, Agriculture, Minerals and Energy Resources, Manufacturing Industries, Lifelines of National Economy, Development, Sectors of the Indian Economy, Money and Credit, Globalization and the Indian Economy, Consumer Rights, The Rise of Nationalism in Europe, Nationalism in India, The Making of a Global World, The Age of Industrialization, Print Culture and the Modern World, Power Sharing, Federalism, Gender, Religion and Caste, Political Parties, Outcomes of Democracy.

b). Pedagogical Analysis of the above subject matter shall be based on the following points: a) Identification of concepts and processes, b) Listing Learning/ Behavioral Outcomes, c) Activities and experiments) Listing evaluation techniques and strategies) concept mapping

3). Need for enrichment of the above content knowledge for effective learning and teaching.

#### **UNIT -V Approaches, Methods and Learning Experiences in Teaching and Learning Social Science**

- Inductive, deductive, problem solving, lecture cum demonstration, activity, field visit, discovery, project, and discussion methods for learning of social science concepts such as ocean currents and waves, periodic and non-periodic motion of winds, endogenic and exogenic forces, governance, industrialization, globalization etc.

- Hands-on activities, role play, discovery approach, project approach, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in social science textbooks.

- Moving towards more holistic and multidisciplinary approach

- Critical, creative, and analytical pedagogy in social science.

- Emerging trends and Innovations in Teaching Social Sciences

- Concept attainment, Expository, inquiry driven approach, Concept Mapping and graphic organizer, augmentation and AI in learning, Conceptual change model

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- Learning exclusive of pre-conceptions and misconceptions
- Flipped learning and blended learning
- Critical, creative and analytical pedagogy in learning different concepts of social sciences
- Designing Positive Learning Environment

### Field engagement

Activities based on the syllabus of social science textbooks of the secondary stage:

- Develop write-ups on the teaching of social science using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
- Developing learning objectives and learning outcomes for the concepts of social sciences at the secondary stage.
- Investigate how social science and citizenship fit together at secondary school.
- Prepare a detailed project on the curricular integration of skills and capacities in social sciences.
- Content analysis of social science textbooks at secondary stage.

### Suggestive Mode of Transactions:

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning and toy/art/sports integrated learning.

### Assessment and evaluation

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination

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**Content cum Pedagogy Course**  
**Semester-I**  
**Paper-V (EDN-05)**  
**Content Cum Pedagogy of Physical Sciences**

**Credits 4**

**Marks: 100 (70+30)**

**Learning Outcomes:**

Student teachers will be able to:

- Develop psychological and pedagogical knowledge and skills according to universal psycho-pedagogical competencies in relation to physical science
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education and self-improvement.
- Nurture values and approaches of teaching at secondary stage learners. Acquire skills and competencies required to teach at the secondary stage.
- Discuss aims, nature and scope of science.
- Analyse textbooks of secondary stage. • Identify the values and importance of science in daily life.
- Develop learning objectives and outcomes. Understands the nature of integrated science and its interface with society. Acquire a conceptual understanding of the Pedagogy of Science. Familiarize different approaches and strategies of learning science at the secondary school stage.
- Plan and develop learning outcome-based lesson plans. Compare different types of lesson plans and apply proper pedagogy in teaching science.
- Categorize approaches, activities, and resources for teaching-learning. Use teaching learning materials effectively in teaching science. Identify learning resources from the immediate environment. Use online, digital, and other resources in the teaching-learning process.
- Compare merits and demerits of different types of assessment. Apply tools and techniques of assessment in teaching learning process. Outline Emerging Trends and Innovations in classroom teaching of science according to universal psycho-pedagogical competencies in relation to physical science
- Cultivate students' skills of systemic and comparative analysis, critical thinking and self-reflection. Organize productive interpersonal and professional interaction and communication, including a multicultural environment.
- Provide adequate self-esteem, develop and implement projects of self-education, self-education and self-improvement. Nurture values and approaches of teaching at secondary stage learners. • Acquire skills and competencies required to teach at the secondary stage.

**Unit I Understanding Science and Scientific Inquiry**

1. What is science, scientific method and scientific knowledge? Brief history, philosophy and sociology of science; Science as product and process.
2. Science as an art, beauty and aesthetic experience.
3. Science, Mathematics and Logic
4. Science, Religion and Modernity
5. Values and Science; Scientific attitude and appreciating other systems of knowledge/alternative knowledge systems
6. Contributions of Indian (ancient and modern) and other scientists.
7. Science, Society and Human and Sustainable Development

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## **UNIT II Pedagogical Approaches at the Secondary Stage**

1. Indian Thinker's Pedagogical ideas of education: Swami Vivekananda, Shri Rabindranath Tagore, Jiddu Krishnamurthi, Gijubai Badhekha, CV Raman
2. Wester Thinker's Pedagogical ideas of education: Dr. Maria Montessori, John Dewey, William James
3. Pedagogical Approaches: The Constructivist Approach; The Collaborative Approach; The Reflective Approach; The Integrative Approach; The Inquiry-Based Approach; Other Contemporary Approaches
4. Types of Pedagogy: Social Pedagogy; Critical Pedagogy; Culturally Responsive Pedagogy; Socratic Pedagogy.
5. Role of Pedagogy in Effective Learning: How does Pedagogy Impact the Learner?

## **Unit -III Understanding Teacher Knowledge and Learner Background**

1. Nature of Pedagogical Relations, Spaces, Events, Experiences and Phenomena.
2. Influence of Teacher Beliefs about the Self, Disciplinary Knowledge, Learner, Learner Performance, Learner Development, Assessment, Curriculum, Education, etc. on Student Learning.
3. Lee S. Shulman 's seven categories of teacher's knowledge base to promote understanding among its students:
  - (i). Content Knowledge;
  - (ii). General Pedagogical Knowledge;
  - (iii). Curriculum Knowledge;
  - (iv). Pedagogical content Knowledge;
  - (v). Knowledge of Learners and their characteristics;
  - (vi). Knowledge of educational contexts; and
  - (vii). Knowledge of educational ends, purposes, and values.
4. Pedagogical content Knowledge as special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding.
5. Understanding Secondary Stage Learners
  - The physical, mental, social, and emotional growth of secondary-stage learners
  - Thought processes and cognitive skills of secondary stage learners
  - Psychological and social orientations of secondary stage learners
  - Social and academic lives of secondary-stage learners
  - Characteristics of secondary-stage learners
  - Conflicts and challenges of secondary stage learners

## **Unit IV: Aims and Objectives of Teaching and Learning Science**

1. Aims and objectives of learning and teaching science at secondary stage.
2. Promote process skills of science (observing, communicating, classifying, inferring, measuring, problem solving, predicting, etc.)
3. Nurture scientific Imagination (curiosity, creativity, aesthetic sense, dialogic thinking, emotional intelligence, passion for science, etc.)
4. Develop scientific attitude and scientific temper (respect for evidence, Open mindedness, Truthfulness in reporting observations, critical thinking, logical thinking, skepticism, objectivity, perseverance, etc.)
5. Imbibe the Values Through Science Teaching – Feynman's Perspective of science values.
6. Relate science education to natural and social environment, technology and society.
7. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy- Academic Standards and Learning outcomes, Writing Learning Objectives- Teacher educator develops learning objectives (for example taking the topics from the contents of force and pressure, metals and non-metals, carbon and its compounds).
8. Planning for teaching physical Science
  - a) Selecting the content, identifying facts, concepts, analysing, organizing, and Planning

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appropriate learning strategies and learning experiences.

b) Developing different lesson plans and period plans based on academic standards and learning outcomes

**9. Content-cum-methodology - Revisiting the Content of School Textbooks and their Pedagogical Analysis**

a) Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis

b). Understanding the following textbook subject matter from the Pedagogical Content Knowledge (PCK) perspective:

Units of Measurement; Matter and Atomic Structure Motion and Laws of Force; Gravitation; Work Energy and Power; Chemical Reactions and Equations; Acids, Bases and Salts; Metals and Non-metals; Carbon and its Compounds; Light and Its properties; Human Eye; Electricity, Magnetism and Electromagnetic Waves.

c). Pedagogical Analysis of the above subject matter shall be based on the following points: i) Identification of concepts and processes, ii) Listing Learning/Behavioural Outcomes, iii) Activities and experiments) Listing evaluation techniques and strategies.

d). Need for enrichment of the above content knowledge for effective learning and teaching.

### **Unit V: Methods and Approaches of Teaching Science**

1. Processes of science: observation, inquiry, hypothesis, experimentation, data collection, interpretation, inference, and generalization.

2. Inductive, deductive, problem solving, demonstration, lecture cum demonstration, activity, laboratory, project and discussion methods for learning the concepts of science at the secondary stage.

3. Hands-on activities, role play, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & cooperative learning, experiential learning, art integration learning, and sports integration and applications of suitable methods for learning the selected chapters/concepts in science textbooks.

4. Critical, creative, and analytical pedagogy in learning concepts in science.

5. Emerging Trends and Innovations in Teaching Science: Argument driven Inquiry, graphic organizer, Zone of proximal development (ZPD) and scaffolding, augmentation, robotics and AI in learning, conceptual change model; Emerging Trends and Innovations in Indian and Global contexts; Flipped learning and blended learning., STEM and STEAM.

### **Field engagement**

- Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
- The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.
- Develop learning outcomes for the concepts of science at the secondary stage.
- Establish horizontal and vertical linkages with other subjects.
- Seminar presentation on historical development of science including contributions of different scientists
- Content Analysis (Class VIII, IX, X). Formulating academic standards, Objectives & Learning Outcome
- Developing Concept maps. Lesson Research in Physical Sciences
- Designing Activities to deliver Science Concepts
- Identifying and integrating values in physical science concepts.
- Designing ICT based learning material in physical sciences
- Demonstrate different pedagogical approaches and strategies
- Script writing for role playing in concepts of physical sciences.
- Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary

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#### Web Links

- <http://www.tc.columbia.edu/mst/science.ed/courses.asp>.
- <https://egyankosh.ac.in/bitstream/123456789/12187/1/Unit-1.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf>.
- <https://files.eric.ed.gov/fulltext/ED484721.pdf>
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf)
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_Englis](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_Englis)

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- <https://ncert.nic.in/textbook.php?jesc1=9-16>
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- <https://www.nios.ac.in/media/documents/SecIHCour/English/CH.15.pdf>

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**Content Cum Pedagogy Course**  
**Semester-I**  
**Paper- V(EDN-05)**  
**Content cum Pedagogy of English**

**Credits 4**

**Marks: 100 (70+30)**

Learning Outcomes:

After completion of this course, student teachers will be able to

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- acquire information on current directions in English language teaching.
- identify and be sensitive to the proficiency, interests, and needs of learners.
- develop an appreciation of the role of English in both academics and life.
- develop, practice, and evaluate various aspects of the B. Ed Program with special reference to language skills and language elements

**Unit-1 Nature, scope and importance of English Language and Teaching**

1. Nature, scope, and importance of English Language
2. Functions and Principles of English Language
3. Learning Process in Language Acquisition, Language as Performance.
4. Factors affecting language learning: Physical, Psychological, and social factors
5. Aims and objectives of teaching English: Prose, Poetry, Grammar, composition:
6. Teaching Prose and Poetry, Grammar, class VIII, IX, X at Secondary Level- Pedagogical analysis.

**Unit-2: English language Teaching in India**

1. A brief History and Status of teaching the English language in India
2. Policy perspectives on Language and language teaching in India  
Three-Language Formula.
3. Multilingualism in ELT.
4. Vision of NEP 2020 for teaching-learning of English language
5. Theories of language acquisition and Language Learning: Understanding – Western and Indian overview of language learning- (J. Piaget, L Vygotsky, Chomsky, Krashen, Gandhi Ji, Sri Aurobindo, Rabindranath Tagore, R K Narayan, Sorojini Naidu, Giju Bhai Bhadeka)

**Unit-3: Phonetics of English**

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

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#### Unit-4: Vocabulary and Grammar in Context

1. Word Formation (Prefix, Suffix, Compounding)
2. Synonyms, Antonyms, Homophones, Homonyms, Phrasal Verbs, Idioms.
3. Pedagogical Grammar in Practice
4. Elements of a sentence; Typology of sentences;
5. Auxiliary System and syntactic devices (Modals, Tenses, Voices, Speeches)

#### Unit-5: Understanding Language Skills and their Pedagogical Analysis

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

#### Engagement

1. Write an article on the recommendations of NEP 2020 in the context to Language 2. Explore on Tools, software and platform for teaching learning of Language at secondary stage.
3. Reflect on Research and Innovative Practices in Teaching Languages
4. Organize seminars and debates on position of English language in India
5. Prepare relevant resource materials of the Language at the secondary level.
6. Prepare a report on various pedagogical activities to teach the Language.
7. Prepare a teaching-learning resource for developing Language skills.
8. Develop an e-content on any one topic from Language textbooks at the secondary stage.
9. Write Reflective journal, expressing opinions and ideas.
10. Develop a list of Literature that can play an instrumental role in curriculum enrichment.
11. Write your reflections on overview of language acquisition and learning contributions of Westerns and Indians
12. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
13. Write a reflective note on two editorial pieces on the same topic from different newspapers from a multilingualism perspective.
14. Complete an online certificate course on Language from SWAYAM portal.
15. Students should be skilled to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
16. Explore Vocabulary games – practice exercises to develop language proficiency.
17. Identify and list language (English) related errors common among students.
18. Dealing with Language Learning Difficulties in Language
19. 20. Write a report on current practices of assessment and evaluation at the secondary level.
21. Prepare a newsletter on the basis of your school experience programme (hand written).

*Govind Singh*  
*Kalith*  
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  - (<https://www.edutopia.org/>):
  - (<http://www.readwritethink.org/>)
  - (<https://www.tes.com/lessons>)
  - (<http://www.ncte.org/>)
  - (<https://owl.purdue.edu/>):
  - (<https://www.education.com/>):

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- (<http://www.readingrockets.org/>)
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- (<http://www.colorincolorado.org/>):
- (<http://www.eslflow.com/>)
- (<https://www.teacherspayteachers.com/>)
- (<https://www.scholastic.com/teachers/>):
- (<https://www.common sense.org/education/>):
- Free sources for improving English language skills
- (<https://www.duolingo.com/>):
- (<http://www.bbc.co.uk/learningenglish/>):
- (<https://www.englishclub.com/>):
- (<https://learningenglish.voanews.com/>)
- (<https://learnenglish.britishcouncil.org/>):
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**Semester - I**  
**Paper- V (EDN-05)**  
**Content cum Pedagogy of Telugu**  
**తెలుగు బోధనా శాస్త్రం**

**Credits:4**

**మార్కులు: 100(70+30)**

**అభ్యసన ఫలితాలు:**

ఈ కోర్సు పూర్తయిన తర్వాత, ఛాత్రోపాధ్యాయులు ఇవి సాధించగలరు.

- సెకండరీ స్టాయిల్ భాష బోధించే లక్ష్యాలు మరియు లక్ష్యాలను వివరించండి.
- ఇతర విభాగాలతో భాష యొక్క విలువలను గుర్తించడం మరియు అనుసంధానం చేయడం.
- భాష యొక్క చారిత్రక దృక్పథాన్ని అర్థం చేసుకోవడం.
- తెలుగు భాషా బోధనలో ప్రస్తుత దృక్పథాలపై తగు సమాచారాన్ని పొందడం.
- అభ్యసకుల నైపుణ్యం, ఆసక్తులు మరియు అవసరాలను గుర్తించడం, సున్నితంగా ఉండడం.
- విద్యావేతలు వారి జీవితం రెండింటి పై తెలుగు భాషా ప్రభావాన్ని తెలుసుకోవడం.
- బి.ఎడ్ ప్రోగ్రామ్ లోని వివిధ అంశాలను అభివృద్ధి చేయడం, సాధన చేయడం మరియు మూల్యాంకనం చేయడం.
- భాషా నైపుణ్యాలు మరియు భాషా అంశాలకు ప్రత్యేక సూచనలు ఇవ్వడం.

విషయాలకు సంబంధించిన జ్ఞానము:

**యూనిట్-1 తెలుగు భాషా బోధన - స్వభావం, పరిధి - ప్రాముఖ్యత -16 గంటలు**

1. తెలుగు భాషా స్వభావం, పరిధి మరియు ప్రాముఖ్యత
2. తెలుగు భాషా విధులు మరియు సూత్రాలు.
3. భాషా సేకరణలో అభ్యస ప్రక్రియ, వ్యవహారికంలో తెలుగు భాష.
4. భాషా అభ్యసాన్ని ప్రభావితం చేసే అంశాలు: శారీరక, మానసిక - సామాజిక అంశాలు
5. తెలుగు బోధన యొక్క లక్ష్యాలు మరియు స్పష్టికరణములు: గద్యం, పద్యం, వ్యాకరణం, బోధనా విశేషణ.

**యూనిట్-2: భారతదేశంలో తెలుగు భాషా బోధన అభివృద్ధి 12 గంటలు**

1. భారతదేశంలో తెలుగు భాష - సంక్షిప్త చరిత్ర ప్రస్తుత స్థితి
2. భారతదేశంలో భాషా విధానం అభివృద్ధి: NPE (ఆధునిక భారతీయ భాషలు), త్రి-భాషా సూత్రం
3. తెలుగు భాషా బోధనలో బహుభాషావాదం.
4. పాఠశాల విద్యలో తెలుగు భాషను బోధించడంపై వివిధ కమిటీలు, కమిషన్లు మరియు విధానాల సిఫార్సులు/సూచనలు.
5. భాషా సముపార్జన: సిద్ధాంతాలు - భారతీయ విద్యా బోధనా ఆలోచనలు: స్వామి వివేకానంద, శ్రీ రవీంద్రనాథ్ ఠాగూర్, జిడ్డు కృష్ణమూర్తి, గిజుబాయి బధోకా మొదలైన వారు.
6. భాషా సముపార్జనా సిద్ధాంతాలను అర్థం చేసుకోవడంలో ప్రాక్ పశ్చిమ విద్యా బోధనా ఆలోచనలు - (ప్రవర్తనా వాదం - B.F. స్కిన్నర్, భాషా సంపాదన - చామ్ స్కీ, వైగోట్ స్కీ సిద్ధాంతము, అభిజ్ఞా - J. పియాజె, పరస్పర చర్య - J.S. బ్రూనర్.)

7. తాత్విక మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు, భాష - ఆలోచనలు భాష జ్ఞాన నిర్మాణం, భారతీయ భాషల విజ్ఞాన పరంపర - శంకర భాష్యమ్, పతంజలి యోగ శాస్త్ర సూత్రాలు, పాణినీ వ్యాకరణం మొదలగునవి.

**యునిట్-3: భాషా శాస్త్రం- భాషోత్పత్తి - ధ్వనులు-ధ్వని ఉత్పత్తి సాధనాలు-10 గం.లు**

1. భాషా ఉత్పత్తి వాదాలు
2. ధ్వనులు - ధ్వని ఉత్పత్తి సాధనాలు
3. ధ్వని ఉత్పత్తి స్థానాలు, శబ్దాలను ఉత్పత్తి చేయడంలో వాటి పాత్ర.
4. పద నిర్మాణం (ఉపసర్గ, ప్రత్యయం, సమ్మేళనం)
5. వ్యక్తిగత శబ్దాలు - అచ్చులు, హల్లులు - వాటి స్థానం, పద్ధతి మరియు ఉచ్చారణ
6. ఒత్తిడి- పదాలు ఒత్తిడి మరియు వాక్యం, ఒత్తిడి - బలమైన మరియు బలహీనమైన రూపాలు.
7. మానవ భాష- జంతువుల భాష మధ్య గల తేడాలు.

**యునిట్-4: తెలుగు సాహిత్య అధ్యయనము ప్రక్రియలు --14 గంటలు**

1. తెలుగు సాహిత్య ప్రక్రియలు,
2. తెలుగు సాహిత్య పద్య ప్రక్రియలు,
3. తెలుగు సాహిత్య గద్య ప్రక్రియలు,
4. సమకాలీన తెలుగు సాహిత్యం - పోకడలు,
5. తెలంగాణ సాహిత్య అధ్యయనము -ఆవశ్యకత, ప్రయోజనాలు, వివిధ కవుల రచనలు.
6. తెలంగాణకు సంబంధించిన కళలు- కళారూపాలు - భాషా ప్రాముఖ్యత.

**యునిట్-5: భాషా నైపుణ్యాలు- బోధనా విశేషణ--20 గంటలు**

1. శ్రవణ నైపుణ్యాలు: ఎ) శ్రవణము ప్రయోజనాలు, రకాలు, లోపాలు, నివారణచర్యలు, నైపుణ్య వ్యూహాలు, శ్రవణ ప్రక్రియ, వినడానికి అనుకూలమైన అంశాలు, వినే ఉప నైపుణ్యాలు, ఉత్తమ శ్రవణానికి ఉండవలసిన చర్యలు  
బి) వివిధ దశలలో శ్రవణాభివృద్ధి చర్యలు, వ్యూహాలు
2. భాషణా నైపుణ్యాలు: ఎ) భాషణం ప్రయోజనాలు, రకాలు, వాగేంద్రియ నిర్మాణము, వాగ్దోషాలు - నివారణ చర్యలు, మంచిగా మాట్లాడే సామర్థ్యాలు, మాట్లాడే ఉప-నైపుణ్యాలు  
బి) వివిధ దశలలో భాషణాభివృద్ధి చర్యలు, వ్యూహాలు, ఉత్తమ భాషణానికి చర్యలు
3. పఠన నైపుణ్యాలు: ఎ) పఠనం ప్రయోజనాలు, పఠనం లోని రకాలు, పద్ధతులు, ఉత్తమ పఠనానికి ఉండవలసిన చర్యలు  
బి) వివిధ దశలలో పఠనాభివృద్ధి చర్యలు, పఠనా వ్యూహాలు
4. లేఖనా నైపుణ్యాలు: ఎ) లేఖనము ప్రయోజనాలు, లేఖనా పద్ధతులు, ఉత్తమ లేఖనానికి తీసుకోవలసిన చర్యలు, లేఖనములోని దోషాలు వాటి నివారణ చర్యలు  
బి) వివిధ దశలలో లేఖనాభివృద్ధి చర్యలు
5. భాషా నైపుణ్యాలు వాటి మధ్య గల అంతర్గత సంబంధాలు
6. నైపుణ్యాల ఏకీకరణ - ఉపన్యాసాలను రూపొందించడంలో సృజనాత్మక వ్యక్తీకరణలు.
7. సూక్ష్మ బోధన - నైపుణ్యాల సాధన.

**ఆచరణాత్మక కృత్యాలు - నివేదికలు (Practicum)**

1. భాషా అభివృద్ధికి సంబంధించి NEP 2020 యొక్క సిఫార్సులపై ఒక కథనాన్ని వ్రాయండి.
2. సెకండరీ దశలో భాష నేర్పుకోవడం కోసం సాధనాలు, సాఫ్ట్వేర్, డిజిటల్ ప్లాట్ఫారమ్ పై అన్వేషించండి.
3. భాషా బోధనలో పరిశోధన, వినూత్న పద్ధతులపై ప్రతిబింబించండి
4. భారతదేశంలో తెలుగు భాష స్థానంపై సెమినార్లు, చర్చలు నిర్వహించండి
5. సెకండరీ స్థాయిలో భాషా సంబంధిత వనరులను సిద్ధం చేయండి.

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6. భాషను బోధించడానికి వివిధ బోధనా కార్యకలాపాలపై నివేదికను సిద్ధం చేయండి.
7. భాషా నైపుణ్యాలను పెంపొందించడానికి బోధన-అభ్యాస వనరులను తయారు చేయండి.
8. మాధ్యమిక దశలో భాషా పాఠ్యపుస్తకాల నుండి ఏదైనా ఒక అంశంపై ఇ-కంటెంట్‌ను అభివృద్ధి చేయండి.
9. దినచర్య (డైరీ), లేఖలు, అభిప్రాయాలు, ఆలోచనలను వ్యక్తపరిచే నోటీసును తయారు చేయండి.
10. పాఠ్యాంశాలను మెరుగుపరచడంలో కీలక పాత్ర పోషించగల సాహిత్య జాబితాను తయారు చేయండి.
11. NEP 2020కి సంబంధించి భాషా బోధన బోధనాపరమైన అంశాలను వ్రాతపూర్వకంగా సిద్ధం చేయండి.
12. చర్చ, జట్టు చర్చ, వక్రత్వం మొదలైన కార్యకలాపాల ద్వారా భాషను వినడం, మాట్లాడటం, చదవడం మరియు వ్రాయడం వంటి నైపుణ్యాలను అంచనా వేయడానికి పరికరాలను రూపొందించండి.
13. బహుభాషా దృక్పథం నుండి వేర్వేరు వార్తాపత్రికల నుండి ఒకే అంశంపై రెండు సంపాదకీయ భాగాలపై ప్రతిబింబ గమనికను వ్రాయండి.
14. "స్వయం" (SWAYAM) పోర్టల్ నుండి భాషపై ఆన్‌లైన్ సర్టిఫికేట్ కోర్సును పూర్తి చేయండి.
15. విద్యార్థులు ఇంటర్నెట్‌ను సంబంధించిన అన్ని ఫార్మాట్‌లను పూరించడానికి మాధ్యమికతను చేయాలి (అభ్యర్థి, ఇ-పోర్ట్‌ఫోలియో, మైక్రో టీచింగ్, రిఫ్లెక్టివ్ టీచింగ్, CCE, రిఫ్లెక్టివ్ జర్నల్).
16. పదజాలం గేమ్‌లను అన్వేషించండి - భాషా నైపుణ్యాన్ని పెంపొందించడానికి అభ్యాసాలను రూపొందించండి.
17. విద్యార్థులలో సాధారణంగా ఉండే భాష (తెలుగు) సంబంధిత లోపాలను గుర్తించి జాబితాను తయారు చేయండి.
18. భాషలో బోధన అభ్యసనంతో కూడిన ఇబ్బందులను గుర్తించండి.
19. తెలుగు ప్రసంగంలో జాతీయాలు, సామెతల యొక్క బొమ్మల జాబితాను సిద్ధం చేయండి.
20. సెకండరీ స్థాయిలలోని వివిధ భాషల మధింపు, మూల్యాంకనం యొక్క ప్రస్తుత పద్ధతులపై ఒక నివేదికను వ్రాయండి.
21. మీ పాఠశాలలోని వివిధ తరగతులలో జరిగిన బోధనాభ్యసనా కార్యక్రమాలను చేతివ్రాత ఆధారంగా ఒక వార్తా లేఖ(వ్యాసం)ను సిద్ధం చేయండి.

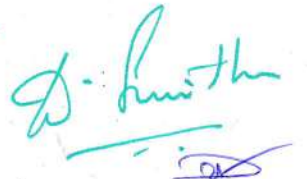
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 Shambhu

- 7 SCERT Language Teaching Position Paper 2011
- 8 డా. దహగాం సాంబమూర్తి తెలుగు బోధన పద్ధతులు - నీలకమల్ ప్రచురణ
- 9 డా. శివ రత్నం డా. సాంబమూర్తి తెలుగు బోధన పద్ధతులు-తెలుగు అకాడమి
- 10 డా. పోరంకి దక్షణామూర్తి భాషా ఆధునిక దృక్పథం - నీలకమల్ ప్రచురణ
- 11 డా. బద్దిరాజు కృష్ణ మూర్తి భాషా-సమాజం-సంస్కృతి - నీలకమల్ ప్రచురణ
- 12 డా. డి యస్ సుబ్రమణ్యం ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు - తెలుగు విశ్వ విద్యాలయం
- 13 చేకూరి రామారావు తెలుగు వాక్యం - తెలుగు విశ్వ విద్యాలయం
- 14 డా. దహగాం సాంబమూర్తి విద్యా మూల్యాంకనం - నీలకమల్ ప్రచురణ
- 15 డా. దహగాం సాంబమూర్తి తెలుగు భాషా సాహిత్య దర్పణం - నీలకమల్ ప్రచురణ
- 16 కే వి వి యల్ నరసింహారావు భాషా బోధన - భాషా శాస్త్రం - నీలకమల్ ప్రచురణ

*Shankar*

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*D. Pruthi*  
*SD*  
*Jeethu*

**Ability Enhancement and Value-Added Course (AE&VAC)**

**Semester: I**

**Paper VI (EDN-0)6**

**Yoga and Understanding Self**

**Credits: 2**

**Marks 50(35+15)**

**Learning Outcomes**

After completion of the course, the student teachers will be able to

- Explain the importance of Yoga and how it helps an individual in understanding Self.
- Understand the importance of regular yoga practice, nature centered food habits and disciplined life style.
- Perform yoga Asana, Pranayama and Dhyana with regard AYUSH suggested Common Yoga Protocol.
- Practice Mudra, Bandhana, Kriyas etc.
- Knowledge on precautions, procedure, benefits and therapeutic values of AYUSH suggested Common Yoga Protocol

**UNIT-I: Introduction and Philosophical perspective of Yoga.**

1. Yoga: Etymology, Definitions, Aim, Objectives and Misconceptions of Yoga. Origin and history and development of Yoga.
2. Principles of Yoga (Triguna, Antahkarana- Chatushtaya, Tri-Sharira, Panchakosha, Ashta Chakras)
3. Introduction to major schools of Yoga - Patanjali Ashtanga Yoga, raja yoga, Gita-yogas' (Jnana, Bhakti, Karma, Patanjala, Hatha)
4. Importance of Yoga for healthy living. Yoga and its relevance in the modern times, Traditions in Yoga.

**UNIT-II: Yoga Practice and its therapeutic values**

1. Precautions, Procedure and Benefits of Yogic Sukshma Vyayama. Stula Vyayama
2. Yoga Asana, pranayama as per the AYUSH Common Yoga Protocol and Surya Namaskara.
3. Precautions, Procedure and Benefits of Pranayama sadhana as per the AYUSH Common Yoga Protocol
4. Precautions, Procedure and Benefits of Dhyana.
5. Introduction to Shatkarma: meaning, purpose and their significance in Yoga Sadhana.

**UNIT-III: Yoga fundamentals for Health promotion**

1. Systems of Human body – Digestive, Respiratory, Skeletal & muscular, Excretory, Nervous and Glandular system.
2. Nature centered Food habits and Yogic Diet
3. Dincharya and Ritucharya with respect to Yogic lifestyle.
4. Yogic management of stress and its consequences.
5. Holistic approach of Yoga towards health and diseases.

**Field engagement**

1. Watch Yoga videos on AYUSH Common Yoga Protocol
2. Practice and demonstrate the AYUSH Common Yoga Protocol
3. Conduct yoga session at practicing schools on AYUSH Common Yoga Protocol
4. Visit the Naturopathy centers and observe the therapeutic yoga and naturopathy practices.
5. Collect practitioner's yogic experiences and their therapeutic results.
6. Organize the International Yoga Day celebrations at your college, village, schools, or public place and write your reflections.

**Mode of Transaction**

Regular Practice of Yoga, Interaction with yoga practitioners, experts, Watching Yoga

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videos & Yoga Channels, Conducting Yoga sessions for students, Reflective reading of different yoga personalities, Learning by doing, Collecting information on relaxation techniques for imparting concentration, Understanding Self and personality development.

#### **Mode of Assessment**

Assessment of student teachers participation during practicum days, Assessment of Documentation, Assessment of performance and teaching abilities with respect to Yoga asana, Pranayama, Dhyana and Mudras, Kriya yoga etc. and Assessment on understanding on nature centered & yogic diet, disciplined life etc.

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*Shruti*

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## Ability Enhancement and Value-Added Course (AE & VAC)

Semester: I

Paper VI (EDN-06)

Communication Skills in English

Credits: 2 (1+1)

Marks 50 (35 + 15)

### Learning Outcomes

After completion of the course the student will be able to:

1. Understand the Importance of communication in the Professional World
2. Identify the various purposes for which communication is used in professional situations
3. Understand the barriers in communication and learn the ways to overcome these barriers
4. Learn in detail about the importance of grammar in effective communication
5. Understand how Listening is different from hearing and learn about the different types of listening and use them effectively
6. Identify the major causes of poor listening
7. Understand what is meant by non-verbal communication
8. Learn to appreciate the subtleties of non-verbal communication and use them in personal and professional communication
9. Combat Stage fright while making professional presentation
10. Deliver effective just-a-minute presentation
11. Understand what group discussion is and how important it is in the selection process
12. Learn the dos and don'ts for achieving success in job interviews
13. Learn in detail about the various personality traits that are assessed during job interviews
14. Learn how to deliver different types of speeches
15. Learn how to draft effective dialogues and perform role plays.
16. Understand the do's and don'ts of a successful negotiation
17. Understand the importance of reading in achieving success in academic and professional life
18. Apply the various skills required in understanding a passage and answering the questions
19. Develop skills to condense a given text
20. Learn how to construct paragraphs effectively
21. Develop techniques required to construct an effective essay
22. Learn how to write different types of business letters
23. Develop techniques to write an effective blog
24. Learn how to draft the notice, agenda, and minutes of a professional meeting
25. Understand what a memo is and its style and structure
26. Develop the ability in writing an effective book review and a movie review

### Unit I: Communication and English Language Skills

1. Definition, Nature, and Scope of Communication, Importance of communication, Features of successful professional communication, purpose of professional communication, Different forms of communication, Barriers to communication
2. Developing English Language Skills: Essentials of Grammar - Parts of Speech, Articles, Modals, Sentences and their types, Subject verb concord, using tenses, Direct/Indirect speech, using non-finites, punctuation marks.

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3. Basics of Phonetics: Reasons for Incorrect Pronunciation, Misconceptions about sounds, Sounds – Vowels, Consonants, Consonant Cluster, Problems of Indian English, Syllable, Word Stress Weak forms, Stress, Intonation and Rhythm. Difference between British, American and Indian Spoken English.
4. Building Vocabulary: Word Formation, Synonyms, Antonyms, Learning words through Situations, Homonyms and Homophones, Words often Confused, One Word Substitution, Phrasal Verbs, Developing Technical Vocabulary, Idiomatic Expression, Eponyms

## Unit II: Listening Skills and Speaking Skills

### Listening Skills

#### Developing Effective Listening Skills

1. Listening versus Hearing, Poor Listening versus Effective Listening, Advantages of Good Listening, Process of Listening, Intensive Listening versus Extensive Listening, Barriers to Effective Listening, Five steps to Active Listening, Techniques for Effective Listening, Listening and Note Taking, Guidelines for Improving Listening Skills

### Speaking Skills

#### Non Verbal Communication

1. What is Non Verbal Communication, Body Language – Personal Appearance, Posture, Gestures and Hand Movements, Eye Contact, Facial Expressions
2. Paralinguistic Features: Rate, Pause, Volume, Pitch/Intonation/Cadence/Voice Modulation, Pronunciation and Articulation
3. Proxemics/Space Distance: Intimate Zone, Personal Zone, Social Zone, Public Zone, Haptics

#### Dynamics of Professional Presentation

1. Combating Stage Fright, Preparing PowerPoint Slides for Presentation, Qualities of a Skilful Presenter
2. Individual and Group Presentation
3. Delivering Just-A-Minute Sessions

#### Group Discussion

1. Concept and meaning of Group Discussion, Difference between GD and Debate, Number and Duration,
2. Personality Traits to be Evaluated – Reasoning Ability, Leadership, Openness, Assertiveness, Initiative, Motivation, Attentive Listening, Awareness
3. Dynamics of Group Behaviour/Group Etiquette and Mannerisms
4. Types of Group Discussions, Summarising a Discussion
5. Guidelines for Effective Group Discussion

#### Job Interview

1. Meaning of Job Interview, Process, Stages of Job Interview, Desirable Qualities, Preparation for Job Interview
2. What Does a Job Interview Assess?
3. Using Proper Verbal and Non Verbal Cues, Exhibiting Confidence
4. Strategies for Success at Interviews

#### Public Speaking

1. Difference between Public Speaking and Elocution
2. Choosing an Appropriate Pattern, Selecting an Appropriate Method, Art of Persuasion,
3. Making Speeches Interesting, Different Types of Speeches

## Conversations, Dialogues, and Debates

1. Purpose of General conversation
2. Features of Good Conversation
3. Effective Conversation
4. Tips for Improving Conversation
5. Short Conversation
6. Telephonic Skills
7. Debate, Situational Dialogues and Role Plays

## Negotiation

1. The Art of Negotiation,
2. Nature of Negotiation
3. Need for Negotiation
4. Different Types of Negotiation, Different Styles of Negotiation
5. Factors Affecting Negotiation
6. Stages in the Negotiation Process
7. Negotiation Strategies
8. Tips for Win –Win Negotiation

## Unit III: Reading Skills and Writing Skills

### Reading Skills

#### The Art of Effective Reading

1. What is Reading, Elements of Reading, How Do We Read, Need for Developing Efficient Reading Skills, Benefits of Effective Reading, Speed of Reading, Four Basic Steps of Effective Reading, Overcoming Common Obstacles in Developing Efficient Reading,
2. Types of Reading, Styles of Reading
3. Methods of Reading
4. Approaches to Efficient Reading
5. Guidelines for Effective Reading

#### Reading Comprehension

1. What is Reading Comprehension, What Goes Wrong and Where?, Employing Different Reading Skills, Understanding the Authors Point of View, Identifying the Central Idea
2. Inferring Lexical and Contextual Meaning, Employing Discourse Analysis

### Writing Skills

#### The Art of Condensation

1. What is Condensation
2. Major forms of Condensation, Précis, Summary, Abstract, Synopsis, Paraphrasing
3. Art of Condensation, Some Working Principles
4. Seven Step Ladder to Writing an Effective Précis
5. Writing Précis of Given Passages

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Paragraph Writing

1. Meaning of a Paragraph, Structure of a Paragraph, Construction of a Paragraph, Features of a Paragraph
2. Descriptive Writing Techniques
3. Argumentative Paragraph, Analytical Paragraph

Essay Writing

1. Meaning of Essay, Types of Essay, Characteristics features of an Essay, Stages in Essay Writing, Components Comprising an Essay,
2. Essay Writing – Guiding Principles

Business Letters

1. What is a Letter? Importance of Business Letters, Elements of Structure, Layout
2. Types of Business Letters
3. Essentials of Good Business Letters

Resume

1. Resume Preparation, Types of Resume, Important features of a selling Resume

Email and Blog Writing

1. Email Writing- Some Common Pitfalls
2. Email Writing – Guiding Principles for Composition
3. Email Writing – Maintaining Common Etiquette
4. Blog Writing- Guiding Principles and Etiquette

Other Business Writings

Itinerary Writing

1. Itinerary Writing – Guiding Principles

Inter-Office Memorandum (Memo)

1. Meaning of a Memo
2. Structure of a Memo
3. Style of a Memo

Circulars

1. What is a Circular
2. Informative Circulars, Public Circulars, Circulars of Partnership and Companies, Official Circulars

Notice Agenda and Minutes

1. What is a Notice, How to prepare a Notice, Salient features of a Notice
2. Agenda, What is an Agenda, Significance of an Agenda, How to Prepare an Agenda
3. Minutes: What are Minutes, How to Write Minutes of a Meeting

Movie and Book Review

1. What is a Book Review? How to Write a Book Review
2. What is a Movie Review? How to Write a Movie Review

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### Engagement:

- Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
- They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody.... likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
- Each student has to read the texts at home and reflect in the class room among teacher trainees and also record the same the same as a document. Teachers should guide them.
- Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district and inspired personalities across the disciplines.
- Each student has to act as interviewee and interviewer in mock interview as group presentation with respect to listening, speaking, reading and writing.
- Each student has to read autobiographies/ biographies of leaders, elites, scientists across the countries
- Texts are suggested and provided to read and reflect by following different techniques, (Gibbs, SQ3R, KWL.. etc.)
- Read any two traditional texts of wisdom and write your reflections and share them with the peer group.
- Select any two texts with different ideology & write your reflection and share with the peer group.
- Read any two novels / fiction/, etc. and write your reflection and share with the peer group.
- Each student has to participate and conduct activities individuals and in group covering all topics related to skills through improving communication for life and career building.
- Creating a happy and peaceful life without any conflicts after each activity, they should reflect on their experiences, various incidences, classroom, hostel, library, play field, laboratory, etc.

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- (<http://www.manythings.org/>):
- (<https://www.englishpractice.com/>):
- (<https://www.breakingnewsenglish.com/>):
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- (<http://www.oxfordlearnersdictionaries.com/us>)
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- (<https://www.ted.com/>)

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**Semester IV (I-IV)**  
**Paper -XXXIX (EDN-39)**  
**Reflective Journal (1-4 Sem)**

**Credits: 2**

**Marks 25**

**Learning Outcomes**

Student teachers will be able to:

- Keep a journal as a tool and connect between various aspects and develop ability to record systematically.
- reflect on and clarify their thoughts,
- understand their self-awareness
- understand their experiences and observations

**Introduction**

Reflective journal writing is seen as a teaching tool in teacher education that helps students make the connection between new and prior knowledge. A consistent journaling routine and reflective practise strengthen the pre-service teacher's capability and give them the necessary pedagogical knowledge and abilities. According to Ross (1989), reflective journal writing is a method of considering problems in education that call for defensible choices. Reflection is defined as more than just thinking; it is centred on the teacher's daily work in the classroom.

**What is the reflecting process and what is reflection?**

John Dewey introduced the term "reflection" to explain the process of thinking through concerns and problems by connecting thoughts and actions to earlier acts (Hutton & Smith, 1995). In its most basic form, reflection is the deliberate consideration and analysis of one's past and present actions (Henderson et al., 2004).

Reflective practise is gaining traction as the predominant paradigm in teacher education globally, claims Farrell (1998). "Teachers subjecting their beliefs and practises of teaching to critical analysis" is how he defined reflection in the classroom (p. 1 ). According to Han (1995) and Black (2001), on the other hand, reflection enables educators to make wise decisions by enabling them to consider the various roles that they play in schools and/or classrooms as well as the pedagogical, sociological, and ethical contexts. They emphasised that because teaching is an uncertain, dynamic, and complicated profession, reflection is vital to teacher education and ought to be a core competency for educators.

**Is Journaling beneficial?**

Keeping a journal is beneficial because it allows student teachers to reflect on and clarify their perceptions, feelings, and thoughts, which increases their self-awareness about their experiences and observations (Learning Advisors, University of South Australia, 2005). Additionally, one way that student teachers develop reflection is through the practise of keeping a reflective notebook. By maintaining a reflective journal, one not only document events and observations, but also generates fresh concepts and insights to make sense of the experiences and situations encountered. As a result, reflective writing can support student teachers in developing into critical, constructive, and reflective learners.

**Types of Reflections**

Journals are a useful tool for thinking about a variety of problems and circumstances from multiple angles (RMIT, 2006). Six categories of reflection are listed by RMIT (2006).

**OBSERVATIONS**

At this stage a student would write about what they actually saw or their viewpoint on a particular event.

**QUESTIONS**

Upon reflection, the student could ask the questions.

**SPECULATIONS**

After thinking about the situation, the student could reflect.

**SELF-AWARENESS**

At this point a student may place himself or herself in the situation by considering the

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ramifications.

### INTEGRATION OF THEORY AND IDEAS

By reflecting on theories or ideas about cultural norms the student has connected the experience with what he or she has learned.

### CRITIQUE

This is where the student may self-reflect on or "critique" the situation by writing.

Writing down one's reflections "leads to improvement and/or insight" (RMIT, 2006). Reflection is a cyclical activity. Improvement can refer to any number of concepts that suggest change, such as advancement, development, growth, maturity, and improvement. Through education, we hope that students will improve, develop while they study, and eventually become well-informed adults. New insights into students' inner selves can arise by documenting events, thinking back on procedures, and assessing data to enhance deeper learning.

### Levels of Reflectivity

Van Manen (1977) distinguished three levels of reflection about the degree to which teachers consider their instructional strategies. The first degree of reflectivity, known as technical competency, focuses primarily on teachers' application of proper teaching strategies in the classroom (Richert, 1992). When in the technician mode, a teacher may attempt to deal with or resolve events, difficulties, or challenges as they arise (Zeichner & Liston, 1996).

The ability to examine judgements made when it comes to teaching while keeping in mind that these activities are connected to values commitments is the second degree of reflection (Van Manen, 1977). "Making practical choices and interpreting the nature and quality of the educational experience are the main foci" (ibid., pp. 226-227). At this stage, the presumptions and beliefs pertaining to the decisions taken will be made clear.

Critical reflection, the highest degree of reflectivity, demonstrates the capacity to weigh the moral and ethical ramifications of instructional decisions (Zeichner & Liston, 1987). Here, the focus is on how valuable educational experiences and information are, as well as how well educational activities have benefited equality, justice, and human needs.

As indicated below, the reflecting Journal comprises three reflecting categories in addition to seven focal topics.

Properties/dimensions	Categories	Subcategories
1. Self-	1.1: Self-confidence	1.1.1: Anxiety/Lack theory knowledge
	1.2: Commitment	1.2.1: Worries about students
	1.3: Health	1.3.1: Unable to teach
	1.4: Personality	1.4.1: Not strict (stern)
2. Student	2.1: Diverse abilities	2.1.1: Fast learners 2.1.2: Slow learners
	2.2: Discipline	2.2.1: 'Overactive'/Passive
		2.2.2: 'Lazy'/Inattentive
		2.2.3: Not cooperative
	2.3: Interest	2.3.1: Lack of interest
2.4: Prior knowledge/skills	2.4.1: Lack 'group' skills	
2.5: Learning habits	2.5.1: 'Learned' from previous teacher	
3. Teaching involvement	3.1: Objectives	3.1.1: Achievement/failure
	3.2: Methods/Techniques	3.2.1: Appropriateness/Effectiveness
	3.3: Activities	3.3.1: Interesting/Students'

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	3.4: Flow/Interruption	3.4.1: Time management 3.4.2: Extended lessons 3.4.3: Failure of printing machine
	3.5: Classroom management	3.5.1: Clear instructions 3.5.2: Class control 3.5.3: Disciplining 3.5.4: Grouping
	3.6: Assessment Test/Exercise/Homework	3.6.1:
4. School	3.7: Contingency 4.1: Involvement 4.2: Cooperation 4.3: Facilities	3.7.1: "Emergency lesson" 4.1.1: Programmes/Activities 4.2.1: With other teachers 4.3.1: Narrow space for experiment 4.3.2: Lack of apparatus
5. Supervision discussion	5.1: Supervisors	5.1.1: Time for 5.1.2 Feedback on performance
6. Learning role	5.2: Cooperating teachers 6.1: Theory 6.2: Input 6.3: Discussion 6.4: 'Questioning' 6.5: Observation 6.6: Reading 6.7: Previous	5.2.1: Advisory role/guidance 6.1.1: 'Exposure'/College's 6.2.1: Experienced teachers 6.2.2: Other trainees 6.2.3: Supervisors 6.2.4: Cooperating teachers 6.3.1: Experienced teachers 6.3.2: Other trainees 6.3.3: Supervisors 6.3.4: Cooperating teachers 6.4.1: Experienced teachers 6.5.1: Peer/Partner 6.5.2: Experienced teachers 6.6.1: Books 6.7.1: The first practicum experience
7. Preparation	7.1: 'First-day' 7.2: 'Orientation' 7.3: Introduction 7.4: Getting ready	7.1.1: Excitement/Anxiety experience 7.2.1: Facilities/resources 7.3.1: To the teachers 7.3.2: To the students 7.4.1: Timetable 7.4.2: Text/reference books

### Reflective Categories

The diary entries of the teacher candidates were used to create the following reflective categories and subcategories:

1. Description This category covers the following: (i) expressing one's own thoughts and feelings; (ii) describing circumstances and encounters; and (iii) describing issues.

2. Analysis: This subcategory includes explanations of emotions, circumstances, events, and issues. Contextual analysis and comparison analysis were the two types of analysis present in the data.

#### 3. Proposal

The subcategory of suggestions included fixes for issues that had already been recognised and examined. It included enhancing one's own traits, one's ability to teach, and the attitudes of one's students.

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Table 2. Reflective Categories

Categories	Subcategories	Properties/Dimensions
1. Description feelings/concerns	1.1: Expression of feelings	1.1.1: Positive
		1.1.2: Negative feelings
		1.1.3: Teaching methods/activities
	1.2: Description of situations	1.2.1: Students
		1.2.2: Supervisors
		1.2.3: Cooperating Teachers
		1.2.4: Class control
	1.3: Description of problems	1.3.1: Time management
		1.3.2: Students' homework
1.3.3: Lack of stencil/apparatus		
1.3.4: Printing machine failure		
1.3.5: Particular situation/ problem		
2. Analysis	2.1: Contextual analysis	2.1.1: e.g. group approach
		2.1.2: Previous experiences
	2.2: 'Comparative' analysis	2.2.1: First practicum
		2.2.2: First practicum
3. Suggestion	3.1: Personal improvement	3.1.1: Personality/style
	3.2: Teaching improvement	3.2.1: Methods/activities
	3.3: Student improvement	3.3.1: Learning /attitude / Behaviour

**Method of Creating Reflective Journals**

When it comes time to revisit the reflective diary for review, it is advised that students document all official and informal occurrences. Together with the less troublesome areas, students should concentrate on the ones that present the most challenges or obstacles. Observing changes over time and "gaining a sense of achievement" are crucial components of reflective journals (Dalhousie University, n.d.).

*Write, record*

- i. Describe the situation (the course, the context)
- ii. Who was involved with the situation?
- iii. What did they have to do with the situation?

*Reflect, think about*

- i. What are your reactions?
- ii. What are your feelings?
- iii. What are the good and the bad aspects of the situation?
- iv. What you have learned?

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Analyse, explain, gain insight

- i. What was really going on?
- ii. What sense can you make of the situation?
- iii. Can you integrate theory into the experience/situation?
- iv. Can you demonstrate an improved awareness and self-development because of the situation?

Conclusions

- i. What can be concluded in a general and specific sense from this situation/experience and the analyses you have undertaken?

Personal action plan

- i. What are you going to do differently in this type of situation next time?
- ii. What steps are you going to take on the basis of what you have learned?"

### Guidelines for writing reflective journals for teachers

When writing reflective journals, have the following general guidelines in mind:

- i. Don't restrict an entry to just a description: Make sure to give a thoughtful explanation of what transpired and its causes. For students, reflective diaries are an invaluable learning resource because of the analysis.
- ii. Provide an honest analysis: You must be truthful in your evaluation for the reflective journal to be beneficial. You don't compose it only to get a grade. It's an educational resource to help you become a better teacher.
- iii. Avoid attempting to cover everything: Not all of it will be worthwhile. Write about the main concepts and takeaways from the encounter.

### Implications for Teaching

The framework of reflective journal writing for pre-service teachers' practicum reflection centres on the development of teaching competences. During the process, pre-service teachers choose a competency in explicit terms and then decide what activities will help them acquire that specific competency. The pre-service teacher evaluates their work at the conclusion of the lesson. The capacity of pre-service teachers to recognise the shortcomings in their instruction using Zalipour's (2015) reflection questions—"What was I thinking?" and "Could it be different?"—as well as to assign blame and offer pedagogical solutions that could be applied to overcome obstacles and enhance instruction and learning outcomes, is especially crucial. Apart from the observations made by the pre-service teacher, the mentor also offers comments, which the pre-service teacher is expected to record in their journals. The constructive criticism provided by mentors shapes the way pre-service instructors present their lessons. It is anticipated that pre-service teachers' classroom instruction would systematically improve as they continue to write in a reflective notebook. The student-teacher would have developed a professional dossier on their teaching by the end of the practicum.

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### Format of Reflective Journal

Student teachers shall document their reflections on daily basis.

Name: \_\_\_\_\_ Roll No. BEd. Semester: I / II / III / IV

Date: \_\_\_\_\_

A basic entry used in reflective journaling is shown here:

- i. **Record an experience/event**
- ii. Describe the event
- iii. Who/what was involved?
- iv. What part did who/what play in the event?
- v. **Reflect: Contemplate on the experience**
- vi. What are your reactions to what happened?
- vii. What are your feelings about what happened?
- viii. What are the positive aspects and the negative aspects of the situation?
- ix. What you have learned from what happened?
- x. **Analyse your thoughts, feelings and reactions**
- xi. What was really going on and was everything as it appeared?
- xii. What sense can you make of the situation?
- xiii. Can you integrate a learned theory into this particular experience?
- xiv. Can you demonstrate a better grasp of what occurred and how this helped in your overall development as a teacher?
- xv. **Conclusions:** What can you take away with you from this experience? What can be concluded in general and in a specific sense from this experience and the analyses you have made?
- xvi. What will you do differently if this type of situation happens again?
- xvii. What steps if any will you take based on what you have learned?

Signature of the Student teacher

Signature of the Mentor / Supervisor

#### Note:

Teacher educators/mentors shall make it mandate to write the students reflections every day, from day -1 to the last day. It provides a clear image to every student to look into their own perceptions and reflections about their learning. This has to be produced before the examiners and jury along with e-portfolio all through four semesters. Without which no examination will be conducted.

This paper shall be showcased by all the students before the jury in last semester. i.e. IV semester and it will be given scores and is reflected in the IV Sem memo with credits.

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**Semester IV (I-IV)**  
**Paper -XXXIX (EDN-39)**  
**e-Portfolio (1-4 Sem)**

**Credits:2**

**Marks 25**

**I. Introduction**

Pre-service teachers in Teacher Education are required to compile a portfolio of their professional experience, which includes teaching, internships, and school-based experiences. The portfolio's primary goal is to record the abilities and expertise gained by preservice teachers. It implies that each student teacher's abilities must be identified in their professional practice portfolio. Second, as a channel of communication for mentors, lecturers, and trainees. This means that for each trainee they supervised, the mentors, professors, and trainees themselves must see value in the portfolio as a mutually beneficial medium. The third is trainees' professional growth. Examining each student's growth and development throughout the course of a lesson is the aim of a portfolio. Fourthly, provide the student instructors in training some opportunity to think and acquire fresh insights and understanding. Fifth, create a methodical and expert approach for acquiring information and document it. ICT use in education has many benefits, but it is not always as simple to integrate into the teaching and learning process as one may think (Coutinho & Bottentuit Junior 2008; Gathercoal et al. 2005; Sidin & Mohamad, 2007).

The three main goals of e-portfolios are to: (a) create a culture of proof for student learning and educational impact; (b) improve coordination and feedback for instructors on student work; and (c) offer an efficient mechanism for continuing reflective learning. In this context, the usage of e-portfolios extends beyond professional standards for teacher training and offers a model for raising the standard of education generally from both an instructional and learning standpoint.

**II. What is an e-Portfolio?**

The term "e-Portfolio" refers to an electronic portfolio, which can also be referred to as an online portfolio, digital sketchbook, web-folio, e-Folio, or i-Folio. It serves as a venue for the online exhibition of creative works, such as literature, artwork, movies, photography, and designs. It may also have headings, navigation menus, hyperlinks, and pages that combine text and visual content.

Students can record their learning in electronic portfolios, which allow teachers, classmates, and others to view the information from a distance. Student e-Portfolios serve as a place to store, evaluate, and reflect on work as well as a record of learning throughout time. An electronic portfolio, or e-portfolio, is a deliberately curated collection of student examples, projects, and artefacts that highlight learning outcomes, accomplishments, and proof of the students' abilities. Students who produce e-portfolios must solve problems, make decisions, reflect, organise, and think critically in order to create a learning "story" that appropriately reflects

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the competencies and skills they have acquired. A skilfully designed e-portfolio programme is a fantastic teaching resource for educators. They encourage the deeper learning that we want for our students and give institutions real assessments of student learning.

Electronic portfolio uses a variety of general technologies, such as word processing, multimedia authoring tools, portable document format (PDF) files, web logs, and others, for the digital creation, storing, organising, and presentation of portfolio artefacts. This second kind of electronic portfolio makes use of the institution's online storage space or a range of digital storage devices, such as CDs and disc drives (Gibson & Barrett, 2003). The use of e-portfolios in the classroom enhances the diversity of the learning process and the assignment's assessment component.

Primary concepts that represent teacher knowledge and skills can be utilised as the portfolio's table of contents, or the institution can choose to employ teacher education standards as an organisational framework. The portfolio might, for instance, have five main sections: one for evidence specific to work in classrooms (lesson plans, curriculum units, student work samples, assessment tools), one for evidence specific to meeting the needs of all students (lesson adaptations, lessons integrating a variety of instructional strategies, differentiated assessment strategies and tools), and one reserved for personal and professional information (curriculum vitae, university transcripts, educational philosophy statement), and a final category reserved for evidence specific to meeting the teacher education standards, and another reserved for evidence specific to working with families and communities (e.g., parent communication tools, class newsletters, evidence of integrating families and community members into curricular and classroom activities). The portfolio displays a range of artefacts that may be explored in more detail by clicking on the hyperlinks within each main category.

### III. Advantages of e-portfolios

According to Muhammad Kamarul, K. & Mahbub, AK (2012), e-portfolios have several benefits for helping teachers develop their competency. These benefits include:

- a) understanding the production of effective teachers;
- b) developing methods and instructional activities;
- c) improving grammatical skills;
- d) facilitating an understanding of the lesson content;
- e) improving ICT skills; and
- f) realising a shift in thinking.

Mayfield and Mitchell (2009) discovered that e-portfolios help with continual performance assessments, acknowledging past learning, and reflecting on professional reading by allowing users to record their abilities and professional progress.

### IV. Process elements of e-portfolios

Mentoring, reflection practise, Philosophy of Teacher Education, learning space, e-portfolio platforms, and accessible e-portfolio model are the six essential components of the Professional Practise process part of the e-portfolio model.

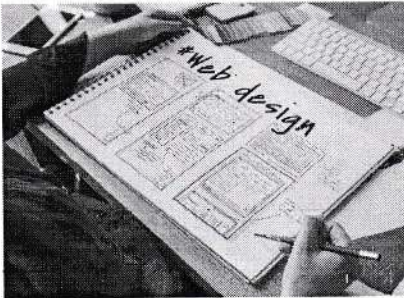
- a) **Mentoring:** In particular, mentorship in teacher preparation is a process of personal growth that necessitates the engagement and dedication of both the mentor and mentee (student teachers). Hezlett (2005) states that a mentee will initially learn by observation of relevant things, followed by an explanation or description from the mentor and interaction with mentors who are also studying it using a variety of ways. For student teachers to reassess and enhance their pedagogical approaches, the mentors' feedback is crucial (Hudson et al. 2005; Jarvis et al., 2001).
- b) **Reflection:** According to Brockbank and McGill (2007), reflection is the process of thinking through issues, analysing arguments, making suggestions, and taking action to

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- A signature in blue ink, possibly "Shub".  
- A signature in purple ink, possibly "m".  
- A signature in black ink, possibly "deft".

enhance application. When reflection is incorporated into teaching practise, teachers are better able to assess and enhance the teaching process.

- c) **Philosophy of Teacher Education:** Producing teachers with high levels of professional resilience, ethical and creative thinking, practise values, skill, and technology orientation is the primary objective of the philosophy of teacher education.
- d) **The learning spaces:** The institution's vision and philosophy are embodied in the learning environment, which is intimately linked to educational settings. The idea of an educational institution's learning environment that takes into consideration classrooms, teachers, and students when putting the plan into action to meet learning objectives.
- e) **e-Portfolio Platform:** Four different types of electronic portfolio platforms have been discovered by Ittelson Lorenzo (2005) and Sweat-Guy & Buzzetto-More (2007), who also discuss the advantages and disadvantages of each alternative. (i) A local portfolio, also known as a homegrown portfolio, is one that is made by the organisation and customised to fit its particular requirements; yet, the production process can be costly, time-consuming, and difficult. (ii) An open source portfolio is one in which the source code is freely available for modification and is offered without charge. Open source is a risky portfolio in which institutions or developers must assume any costs associated with upgrading, customising, or providing support for the electronic portfolio, (iii) Commercial portfolios, which are well-developed and include technical support, are available from vendors; however, the cost of purchasing support services may be higher. (iv) Common software designed to facilitate the creation of electronic portfolios, such as Front Page, Microsoft Word, Microsoft Publisher, and/or PowerPoint.
- f) **e-portfolio model:** According to Bhattacharya and Hartnett's (2007) research, creating an integrated learning environment for students to explain how the concepts they have learned relate to real-world scenarios is necessary for the design and development of e-portfolios. Barrett (2007) established the 21st Century Model of Portfolio, which focuses on four aspects of e-portfolio development: core topics, 21st century themes, learning and innovation skills, and information technology skills, life skills, and career. Standards and assessments, curriculum and instruction, professional development, and learning environments are some of these components.

V. Creating an e- Portfolio promotes digital literacy and web design skills



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*Hand*  
*John*

Creating an electronic portfolio can play a crucial role in fulfilling curriculum requirements by offering "an assessment mode that is more relevant to current and future students in the 21st century."

Several transferrable skills can be gained even from the simple act of constructing a digital portfolio to showcase student work. It promotes, for instance, the usage of editing programmes like Adobe Photoshop as well as scanners, video cameras, and other digital equipment. Additionally, it teaches students to web design and blogging software.

- i. Ensure content is appropriate for a classroom situation: respectful language, inoffensive imagery.
- ii. Verification of ownership: Include screenshots of work in progress and accompany digital submissions with physical artwork.
- iii. Balance screen time with hands-on creation.
- iv. Backup the e- Portfolio (on cloud server, memory stick or Dropbox).
- v. e- Portfolio layout (structure and page labelling) and organization (for easy navigation).
- vi. Make a new page for each assignment or unit of work.
- vii. Include a menu, with clearly labelled navigation links.



Add a navigation menu with links to the various work areas of the e-Portfolio at the top of the screen, either above or below the main header. Pages can be grouped together in categories and subcategories using a drop-down menu. The menu should have simple, easy-to-read language. Teachers frequently establish guidelines and naming conventions for menu items so that students may easily find their work.

Menu items should be arranged in a logical order to demonstrate the development of ideas. They should also have links to the main page and other important pages (such as the "About Me" and "Contact" pages, which are helpful for people who want to use the e-Portfolio for professional purposes). The website footer, which is located at the very bottom of the page, can also have a second menu.

- viii. Ensure content views well upon different screen sizes, with images and text clearly visible.
- ix. Use hyperlinks to connect different parts of the portfolio and link to external websites.
- x. Use a simple presentation style.
- xi. Introduce the project on the 'Home' page. Provide a synopsis of the project, explain the goal of the e-portfolio, and include links to the many sections that are important to the project.
- xii. Add an 'About Me' page: When it comes to a career portfolio, an About Me page is quite crucial. Here, students can add personal details about themselves.

## VI. How to create an e-portfolio using Google sites

Step 1: Create an e-portfolio Site:

- a. Sign into your Google account and click on the App launcher

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- b. Go to Sites to create your e-portfolio
- c. Click the create button to start
- d. Then follow these steps to finish site creation
  1. Choose a template
  2. Name your site
  3. Select a theme
  4. Click "create" button

**Step 2: Create Pages Within Your Site**

- a. From the Homepage, click the create page button to get started.
- b. Continue in the following order:
  1. Name the page
  2. Choose a page template
  3. Choose where to put the page in the site
  4. Click the "create" button

**Step 3: Page layout**

- a. To change your page layout, open "editor" mode by clicking on the pencil icon
- b. Choose a design option from the dropdown menu and fill in your contents. Don't forget to click save button after entering you contents.

**Step 4: Site Layout**

- a. Start editing your site layout by clicking on the gear at the top right corner of your browser window
- b. Choose **Edit Site Layout** and click on any of the header to enable/disable it. Changes are saved instantly.

**Step 5: Customize Site Appearance**

- a. Go to the gear button at the top right corner of your site
- b. Choose **Manage Site**, then **General** tab
- c. You can then edit the following
  1. Site title (name)
  2. Language
  3. Landing page

**Step 6: Add Text and Images**

**Step 7: Insert Google Drive Files**

You can embed Google Drive files (documents, drawings, folders, forms, images, presentations, spreadsheets, and videos) into your e-portfolio site.

To embed a file:

- a. Go to the page where you want to embed the file
- b. At the top right, click **Edit page** button
- c. Place the cursor where you want the file to go.
- d. Click **Insert > Drive**. In the Insert window, search for a file to insert, or paste a Google file's web address at the bottom. Click **Select**.
- e. Choose a border, title, size, and other options, then click **Save**.
- f. At the top right, click **Save** to save the page.

When the original Google file is updated, it updates automatically on the site.

Note: For visitors to see the embedded file on your website, make sure "sharing" is turned on from the **Share** menu. It will display as view-only within the page.

**Step 8: Control Access to your e-portfolio**

If your site is private, you can share your site to allow individual people to view or edit your site. If your site is public, your site will already be viewable by anyone, but you can share your site to allow other people to edit your site. Follow these steps to share your site with other people:

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*gu*  
*with*  
*Shub*  
*Jay*

- a. From the gear button (**More** drop-down menu), select **Sharing and Permissions**.
- b. In the **Invite people** text box, enter the email addresses of the people you wish to share your site with.
- c. Choose the level of access you wish to give them. (Anyone you set to **Can view** can look at the site. Anyone you set to **Can edit** can change the look and content of the site. Anyone you set to **Is owner** can change the look and feel of the site as well as make administrative changes, such as deleting the site or adding new owners.)
- d. Click **Send**

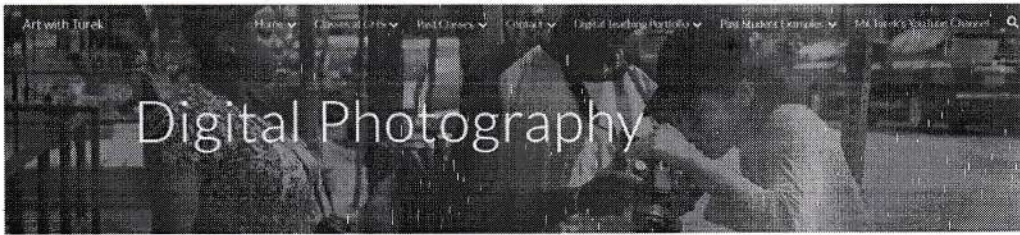
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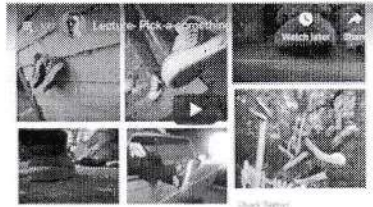
ped



Digital Photography takes place almost entirely online. The class consists of short lesson projects for each photo shoot. Each shoot requires a certain level of research. At the end of each unit a final portfolio of a select few images is usually required, a 60-90 page book. Feel free to jump ahead and look at future material as we will not be able to get to all of this material so please explore it and discuss what you are interested in pursuing.

TABLE

- 01 U1- Intro Projects
- 02 U2- Photo compositing
- 03 U3- Beginner photography
- 04 U4- Portrait photography
- 05 U5- Advanced post production
- 06 U6- Advanced Photo shoots
- 07 U7- The Physical Photo



### Assignments

Below is a list of projects. For a few projects there is a link to its YouTube video. Not all projects have a video, some videos are old, some may have imperfect parts. Please communicate with me if there is a problem with a video. The assignments progress at the pace of the class. A project is due when I feel 100% of the class has completed the objective for the class. We will not get to all of these, most projects will take longer than expected. This is the suggested order again. If you explore this content early you can discuss skipping ahead with me and the class if you like would prefer a different project.

#### Unit 1- Intro projects

U1 P1	Portrait photography	
U1 P2	Portrait photography	
U1 P3	Portrait photography	
U1 P4	Portrait photography	
U1 P5	Portrait photography	
U1 P6	Portrait photography	
U1 P7	Portrait photography	
U1 P8	Portrait photography	
U1 P9	Portrait photography	
U1 P10	Portrait photography	
U1 P11	Portrait photography	
U1 P12	Portrait photography	

#### Unit 2- Photo compositing

U2 P1	Photo compositing	
U2 P2	Photo compositing	
U2 P3	Photo compositing	
U2 P4	Photo compositing	
U2 P5	Photo compositing	
U2 P6	Photo compositing	
U2 P7	Photo compositing	
U2 P8	Photo compositing	
U2 P9	Photo compositing	
U2 P10	Photo compositing	
U2 P11	Photo compositing	
U2 P12	Photo compositing	

#### Unit 3- Beginner photography

U3 P1	Beginner photography	
U3 P2	Beginner photography	
U3 P3	Beginner photography	
U3 P4	Beginner photography	
U3 P5	Beginner photography	
U3 P6	Beginner photography	
U3 P7	Beginner photography	
U3 P8	Beginner photography	
U3 P9	Beginner photography	
U3 P10	Beginner photography	
U3 P11	Beginner photography	
U3 P12	Beginner photography	

#### Unit 4- Portrait photography

U4 P1	Portrait photography	
U4 P2	Portrait photography	
U4 P3	Portrait photography	
U4 P4	Portrait photography	
U4 P5	Portrait photography	
U4 P6	Portrait photography	
U4 P7	Portrait photography	
U4 P8	Portrait photography	
U4 P9	Portrait photography	
U4 P10	Portrait photography	
U4 P11	Portrait photography	
U4 P12	Portrait photography	

#### Unit 5- Advanced post production

U5 P1	Advanced post production	
U5 P2	Advanced post production	
U5 P3	Advanced post production	
U5 P4	Advanced post production	
U5 P5	Advanced post production	
U5 P6	Advanced post production	
U5 P7	Advanced post production	
U5 P8	Advanced post production	
U5 P9	Advanced post production	
U5 P10	Advanced post production	
U5 P11	Advanced post production	
U5 P12	Advanced post production	

#### Unit 6- Advanced photo shoots

U6 P1	Advanced photo shoots	
U6 P2	Advanced photo shoots	
U6 P3	Advanced photo shoots	
U6 P4	Advanced photo shoots	
U6 P5	Advanced photo shoots	
U6 P6	Advanced photo shoots	
U6 P7	Advanced photo shoots	
U6 P8	Advanced photo shoots	
U6 P9	Advanced photo shoots	
U6 P10	Advanced photo shoots	
U6 P11	Advanced photo shoots	
U6 P12	Advanced photo shoots	

#### Unit 7- The Physical Photo

U7 P1	The Physical Photo	
U7 P2	The Physical Photo	
U7 P3	The Physical Photo	
U7 P4	The Physical Photo	
U7 P5	The Physical Photo	
U7 P6	The Physical Photo	
U7 P7	The Physical Photo	
U7 P8	The Physical Photo	
U7 P9	The Physical Photo	
U7 P10	The Physical Photo	
U7 P11	The Physical Photo	
U7 P12	The Physical Photo	

This is a great example of an e-portfolio created with Google Sites by Joseph Turek, an art teacher at Greenfield High School in California, USA. Different from the basic website pages that can be made with Adobe Spark or Behance, this expert Google Sites e-portfolio includes thorough organisation and linking of work across several website pages.

### VII. References:

1. <https://www.studentartguide.com/articles/how-to-make-an-eportfolio-for-students>
2. <https://journals.sagepub.com/doi/pdf/10.2304/elea.2007.4.1.40>
3. <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1152&context=innovate>

*Handwritten signatures and notes in blue ink:*

- Large signature: "Joseph Turek" (partially obscured)
- Signature: "Aaliyah"
- Signature: "Shank"
- Signature: "John"
- Signature: "JP"

4. E-portfolio model development for the professional practice bachelor of teaching (PISMP) in Malaysia. Tajul Ashikin, Hashim Ruhizan, Mohammad Yasin & Rohani, Seman. Procedia - Social and Behavioral Sciences 174 ( 2015 ) 1262 – 1269.
5. <https://www.instructables.com/Eportfolio-With-Google-Sites/>
6. [https://www.youtube.com/watch?v=j1wvJGEIq\\_Y](https://www.youtube.com/watch?v=j1wvJGEIq_Y)
7. <https://nathancomstock.weebly.com/>  
<https://michellegarrett1.wixsite.com/e-portfolio>

**Outline of Activities under School Experience**

Course	Credits	Semester	Description
School Observation	2	1	One week visit to different types of schools
Pre-Internship	2	1	Orientation and preparation in the institute Peer teaching
Internship	12	2, 3 & 4	20 weeks of working in school(s) as an integral part of the system. 40 teaching plans in each pedagogy
School-based research projects	2	3 & 4	Dissertation - Identification of the issue, research design, intervention during the school internship and preparation of the research report
Learning resource development	2	2	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.
Post Internship	2	4	In the institute: Sharing of experiences with other student teachers and submission of the report
<b>Total</b>	<b>24 Credits</b>		




## Pre-Internship Practice

Pre-Internship is a vital component of the Teacher Education Program. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

### Learning Outcomes:

After completion of the course, student teachers will be able to:

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- understand best practices and challenges through peer observations
- be prepared for the school internship.

### Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation - 5 in each pedagogical subject
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.
- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLMs

Reading and reflecting on inspiring books on pedagogic practices

**Add peer teaching & observation- peer feedback, self- feedback & tr. Educator feedback**

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*Lawyer*  
*Shruti*  
*Shruti*

**Semester I, II, III & IV**  
**School experience & Internship**  
**20 weeks – 120 days**  
**B.Ed. School Internship program**

\*All the activities school wise, student wise and activity wise video recording of all the lessons taught by students has to be done by the colleges and the same should be uploaded in their respective web sites and the same shall be submitted to the university for moderation and Head, Dept. of Education in DVD or hard disc.

Internship semester wise abstract

Semester	No of weeks / days	Internship	Activities
Semester-I	One /6 days	Pre-internship	School observation
Semester-II	Four/20 days	Internship-I	Peer teaching 5 lessons in each pedagogy. 10 teaching plans in each pedagogy
Semester-III	Eight /48 days	Internship-II	20 plans in each pedagogy School based -research- PTA & SMC
Semester-IV	Seven / 42 days	Internship-III	10 plans in each pedagogy Dissertation -Research and reporting
Total	20 weeks / 120 days		

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<b>Sem-I Pre-internship</b>	Projects / Activities /tasks/period plans/field engagement/ etc.
Day-1	Pre-internship- workshop- sensitization and preparation of students to develop ownership towards school internship. Feeling of my school.
5-days	<p>Visit to- Visiting schools under various managements and organizations-State board, CBSE, Navodaya, Army, Model, KGBV, Residential, Corporation-SC/ ST/BC, resource centres, SIET, and their libraries. Observing regular teachers all through and noting all minute details and reporting about teacher and teaching-reflections and learning through observation. A format will also be provided for guidance and self-observations other than the format can also be recorded in detail.</p> <p>Students shall video graph their visits and other details with geo-tag photographs. Jury shall be conducted at the college level with two teachers, one mentor and other faculty members.</p> <p>Students shall make the presentation of their visits and submit a report to the jury.</p>
20 days	peer teaching @ 5 lessons in two methods. Students shall teach five lessons in each content cum pedagogy, @ 20 mts duration of each lesson. All the students in each content cum - pedagogy shall observe the lessons of all peer group. Each student shall observe five lessons of the peer students in each pedagogy.
<b>Sem-II -Internship -20 days</b>	<p>Teaching – @ 5 lessons – in two pedagogies. Generic lessons 10.</p> <p>All regular activities of the school from assembly to last bell students shall be present. Teaching – @ 10 lessons – two pedagogies.</p> <p>Generic lessons- 10 period plans, in school and learn best practices and conduct activities. Students shall make the students to recite shatakas and Geeta and hold small contests and competitions and participation in all activities.</p>
Two-days	Demonstration of period plans by teacher educators in cooperating schools. Showing some excellent model plans to inspire student teachers. Writing letters to the HM/Principal, class teacher- for permission and showing interest, familiarity and humility to learn about the good practices from school and spend quality time in school
Two days	One day Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students' activities. Period plans should be corrected by the respective method teachers before the commencement of teaching in school. No student should teach without the approved period plan and related teaching learning material and teaching aids.
One day	Approaching school HM with formal letters from the college along with in charge teacher educator- meeting, communicating/negotiating with HM and

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 Dhruv

<b>Semester –III Internship, 8 weeks- 48 Days</b>	<p>keeping good rapport with HM's and teachers</p> <p>20-period plans in each pedagogy subject (5-ict integrated, 5-plans with-innovative methods, 5- whole child development remaining 5 constructivist period plans.) orientation.</p> <p>Conducting PTAs, SMCs, Stories, local area surveys, PTA meetings, SMC meetings Reports, planning school activities along with the regular teachers, school budget, participating in all school activities along with the regular teachers. preparing timetables, planning scholastic and non-scholastic activities and conducting as per schedules, academic auditing procedures.</p> <p>Finalization of SMCs &amp; PTAs. Finalization of community experience-based Reports</p> <p>Acquainting with school and making school map -resource mapping and making a map and displaying conspicuously till the end of internship. land, water, energy, greenery, building, material, waste bins etc.</p> <p>Preparing a data base of school children with basic details and preparing analytical report, to know the children's family background to facilitate teaching effectively and conduct other activities.</p> <p>Visiting children's homes-motivating parents, Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs</p> <p>Rallies, camps, clubs' activities, Recording all activities with reflection-recording in reflective journal. Organizing teaching aids, science, social science and language exhibitions, conducting games, sports, various club activities, conducting competitions A wall may be reserved for each club and display activities regularly in the school. Students shall take geotag-photos and video graph and store the images and works to display all the events at school upload in their websites. Also, they should submit to the head, dept. of education and controller office and also to moderation board at the end of every semester.</p>
<b>Student teachers are resource to a school</b>	<p>Student teachers will assist a regular teacher in correcting children's work, guiding and conducting activities for children, taking up remedial classes for children who lag behind the schedule for any reason, pooling resources for teaching and learning, preparing teaching aids, recording innovative practices of school and popularizing. Conducting mock sessions-parliament, assembly, celebrating important days –environment, science, health, national, historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism.</p> <p>By the end of internship student teachers will be able to acquaint with all the duties and functions of a regular teacher develop passion for teaching and</p>

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	love for children and a positive attitude to help children to learn.
<b>Semester- IV Internship</b>  <b>7 weeks 42 days</b>	<p>Teaching at allotted schools- 10-period plans in each pedagogy subject</p> <p><b>Research based reporting-full time participation in school activities</b> associated with school from morning to evening</p> <p><b>Planning all types of surveys, clubs and forums, rallies, campaigns</b> - science clubs, forums, eco-clubs, literary clubs, study clubs, language clubs, sports clubs, PTA associations, SMC meetings, forums, rallies, campaigns, awareness programs, and field - based stories and identifying cases, problems for action research. etc. planning remedial programs. Finalization of Action research-based report Finalization of reflective journal and e-portfolio-assessment, CCE Oral stories, stories related to the place, and so on.</p> <p>Finalization of e-portfolio and reflective journal and present for the jury with all four semesters data and reflections of all the activities as per the guidelines given.</p> <p>Finalization of CCE records and preparing for jury evaluation.</p> <p>Finalization of dissertation as per the guidelines provided. Students can select a simple relevant topic from the school related or any other education related area and conduct research as per the guidelines provided.</p> <p>Thanks giving program –acknowledging Principal/HM, Teachers, students in assembly and followed by Thanks giving letters, Acknowledging supervisors and principals for their cooperation and guidance. Leave the school with a feeling of accomplishment &amp; spiritual feeling of self – contentment. Keeping a record in the school with student teacher’s details -which will be continued in school from year to year.</p> <p>Students resolve to become professional and excellent teacher order for the future and create Viswa gurus for globe.</p>

ڈپارٹمنٹ آف ایجوکیشن  
نصاب برائے پیچر آف ایجوکیشن بی۔ ایڈ کورس  
Content Cum Pedagogy Course  
سمسٹر دوم Semester-II  
Paper-XIII (EDN-13)

Content and Pedagogy of Urdu Education at Secondary Stage

ثانوی سطح پر موادِ مضمون اور طریقہ تدریس اردو تعلیم

نشانات: 100(70+30)

کریڈٹس: 4

اکتسابی نتائج (Learning Outcomes)

اس کورس کی تکمیل کے بعد تربیتی اساتذہ اس قابل ہوں گے کہ وہ

- ☆ ہندوستانی سیاق و سباق میں ثانوی سطح پر زبان کو سکھانے کے طریقوں، طریقہ عمل (Approches) اور مواد برائے تدریس زبان پر تبادلہء خیال کر سکیں۔
- ☆ قومی تعلیمی پالیسی 2020 (NEP2020) کے حوالے سے زبان کی تعلیم سے متعلق تدریسی و اکتسابی مواد کی وضاحت کر سکیں۔

- ☆ کلاس روم میں دوران تدریس مختلف قسم کے تدریسی و اکتسابی امدادی وسائل استعمال کر سکیں۔
- ☆ زبان کی تعلیم میں ملٹی میڈیا کا استعمال کر سکیں۔ آن لائن وسائل کے ذریعے زبان کے بارے میں علم حاصل کر سکیں۔
- ☆ زبان کی موثر تدریس کے لیے ایک منصوبہء سبق تیار کر سکیں۔
- ☆ زبان سیکھنے میں سہولت فراہم کرنے میں استاذ کے کردار کی نشان دہی کر سکیں۔
- ☆ زبان کی تعلیم میں تشخیص اور اندزہ قدر کے آلات (Tools) اور تکنیکس (Techniques) پر تبادلہء خیال کر سکیں۔
- ☆ زبان کی تدریس و اکتساب کے طریقہ کار کے دوران ICT کا استعمال کر سکیں۔
- ☆ لینگویج لیب اور وچول لیب کا استعمال کرتے ہوئے زبان کا ای مواد تیار کر سکیں۔
- ☆ زبان کی مہارتوں اور زبان کے عناصر کے خصوصی حوالے سے بی۔ ایڈ پروگرام کے مختلف پہلوؤں کو تیار کر سکیں۔
- ☆ مشق کر سکیں اور جائزہ لیں سکیں۔

*Dr. Rana*

*guro*  
*kalith*

*Shukla*

*Jahan*

12 گھنٹے

یونٹ: 1 اردو پڑھانے کے تدریسی پہلو

- 1- نقطہ نظر ، تکلیکس ، اردو پڑھانے کے طریقے۔ تصوراتی وضاحت
- 2- اردو پڑھانے کے طریقے ، نثر ، نظم ، قواعد پڑھانے کے طریقے ، ترجمہ کا طریقہ ، راست طریقہ ذولسانی طریقہ ، آن لائن مخلوط تعلیم کا طریقہ
- 3- تدریس اردو میں تریسلی ، ساختی ، انشائیائی ، موضوعاتی ، تعمیری ، باہمی تعاون ، اختیاری نقطہ نظر (Eclectic approach) ، استقرائی واستخراجی طریقے۔
- 4- حکمت عملیاں ، تکلیکس ، اور سرگرمیاں : زبان کے کھیل ، گری مشاغل
- 5- اردو زبان پڑھانے کے اکتسابی وسائل۔

20 گھنٹے

یونٹ: 2 مواد مضمون کا تجزیہ اور کمرہ جماعت میں اردو زبان کی کاروائی کے لیے منصوبہ بندی

- 1- تعلیمی معیارات ، اکتسابی نتائج تصوراتی وضاحت
- 2- تدریسی و اکتسابی امدادی آلات و توضیحات کی تیاری ، کمرہ جماعت میں اردو زبان کی تدریس و اکتساب میں امدادی آلات کا تصور ، کردار اور اہمیت
- 3- اکتسابی نتائج کی بنیاد پر یونٹ پلان ، بی ریڈ پلان اور لیسن پلان کی تیاری ( پڑھنے سے قبل ، پڑھنے کے دوران ، پڑھنے کے بعد )
- 4- تدریس اردو زبان میں آئی۔سی۔ٹی کا استعمال
- 5- کتب بینی اور حوالہ جاتی مہارتیں

12 گھنٹے

یونٹ: 3- معلم اردو کی پیشہ ورانہ ترقی و فروغ

- 1- پیشہ ورانہ فروغ کا تصور ، معلم کا از خود احتساب
- 2- معلم اردو کی پیشہ ورانہ ترقی و فروغ : زبان ، ادب ، صوتیات ، آئی۔سی۔ٹی اور پیشہ ورانہ ادارے / انجمنیں
- 3- تدریسی و اکتسابی مہارتوں کے فروغ کے لیے معلم اردو کے اوصاف بحیثیت ایک پیشہ ور
- 4- اکتسابی سہولت اور محرک اکتسابی لسانی ماحول پیدا کرنے میں اردو زبان کے معلم کا کردار
- 5- طلباء اور اساتذہ کے لیے اکیسویں صدی کی مہارتیں سیکھنے کے طریقے ، ضرورت اور اہمیت

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یونٹ: 4- زبان کے نصاب کا تجزیہ اور طریقہ تدریس کا طلباء پر اثر 12 گھنٹے

- 1- نصاب اور خاکہ نصاب (Curriculum and Syllabus) - تصوراتی وضاحت
- 2- زبان پڑھانے کے مختلف تدریسی طریقوں کا تجزیہ ، سماجی طریقہ تدریس ، تنقیدی طریقہ تدریس ، ثقافتی ذمہ دار طریقہ تدریس ، ستراطی طریقہ تدریس
- 3- لسانی مہارتوں کی تفہیم ، نظم ، نثر ، انہام و تفہیم اور قواعد کے اسباق جو جماعت ہشتم ، نہم اور دہم کا تدریسی مواد علم و نظریات سے متعلق ہو۔
- 4- موجودہ اردو کے نصابی کتب کا جائزہ: ادب اور معاشرے کے درمیان باہمی تعلق ادب معاشرے کی عکاسی کرتا ہے۔ معاشرہ ادب پر اثر انداز ہوتا ہے۔
- 5- موثر تعلیم میں طریقہ تدریس کا کردار: طالب علم پر طریقہ تدریس کس طرح اثر انداز ہوتا ہے۔

یونٹ: 5- تعین قدر اور تشخیص 16 گھنٹے

- 1- تعین قدر اور تشخیص کا تصور اور اقسام
- 2- اردو میں مسلسل جامع جانچ کے معنی اور اہمیت
- 3- اردو زبان میں سوالات کی اقسام
- 4- پرچہ سوالات کا بلو پرنٹ (تصریحات کا نقشہ) مسلسل جامع جانچ (CCE) ریکارڈ کی تیاری
- 5- تعلیمی تحصیلی جانچ (SAT) محصلہ نشانات کا تجزیہ اور تشریح

Shukla

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salith

D. Smith

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## مشاغل

- 1- زبان کے تناظر میں قومی تعلیمی پالیسی 2020 کی سفارشات پر ایک مضمون لکھیں
- 2- ثانوی سطح میں زبان کی تدریس و اکتساب کے لیے درکار تدریسی آلات، سافٹ ویئر اور پلاٹ فارم دریافت کریں
- 3- ہندوستان میں اردو زبان کے موقف و مقام پر سیمینار و مباحثے کا اہتمام کریں
- 4- زبانوں کی تدریس میں تحقیق اور اختراعی طریقوں پر روشنی ڈالیں
- 5- ثانوی سطح پر زبان کے متعلق ضروری وسائل کا مواد تیار کیجیے
- 6- زبان سکھانے کے لیے مختلف تدریسی سرگرمیوں پر ایک رپورٹ تیار کریں
- 7- زبان کی مہارتوں کو فروغ دینے کے لیے ایک تدریسی وسیلہ تیار کیجیے
- 8- ثانوی جماعتوں کی نصابی کتب سے کسی ایک موضوع پر ای۔ مواد تیار کریں
- 9- روزنامچہ، خطوط، اپنی رائے اور خیالات پر مشتمل نوٹس تحریر کریں
- 10- ادب (Literature) کی ایک فہرست تیار کریں جو نصاب کی افزودگی میں اہم کردار ادا کر سکے
- 11- قومی تعلیمی پالیسی 2020 کے حوالے سے زبان کی تدریس کے طریقوں پر ایک تحریر بنائیں
- 12- سننے، بولنے، پڑھنے اور لکھنے کی لسانی مہارتوں کا اندازہ قدر کرنے کے لیے اندازہ قدر کے آلات تیار کریں جیسے: مباحثہ، فی البدیہہ، گروپ ڈسکشن، تقریر، خطابت وغیرہ
- 13- کثیر لسانی نقطہ نظر سے مختلف اخبارات سے ایک ہی موضوع پر دو ادارے پر روشنی ڈالیں
- 14- SWAYAM پورٹل کے ذریعے زبان پر ایک آن لائن سرٹیفکیٹ کورس مکمل کریں
- 15- انٹرن شپ سے متعلق تمام فارمیٹس کو پُر کرنے کی طلباء میں مہارت پیدا کریں جیسے: مشاہدہ، ای۔ پورٹ فولیو، میکرو ٹیچنگ، تاثراتی تدریس، مسلسل جامع جانچ اور تاثراتی جرنل وغیرہ
- 16- الفاظ کے کھیل کو دریافت کریں۔ زبان کی مہارتوں کو فروغ دینے کے لیے مشقیں تیار کریں
- 17- اردو زبان سے متعلق طالب علموں میں پائی جانے والی عام غلطیوں کی شناخت کریں اور فہرست بنائیں
- 18- زبان سیکھنے کی مشکلات سے نمٹنے کے متعلق لکھیں
- 19- محاوروں اور کہاوتوں کی ایک فہرست بنائیں
- 20- اسکول ایکسپیرنس پروگرام (SEP) کے دوران آپ کے تجربات پر ایک نیوز لیٹر (دستی تحریر) تیار کریں
- 21- ثانوی سطح پر تعین قدر اور تشخیص کے موجودہ طریقوں پر ایک نوٹ لکھیں

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## حوالہ جاتی کتب

مولوی عبدالحق	:	اردو قواعد
عصمت جاوید	:	جدید اردو قواعد
ڈاکٹر شوکت سبزواری	:	اردو قواعد
شفیع احمد صدیقی	:	اردو زبان و قواعد
گیان چند جین	:	عام لسانیات
گیان چند جین	:	اردو زبان و لسانیات
ڈاکٹر شوکت سبزواری	:	اردو لسانیات
ڈاکٹر شوکت سبزواری	:	داستان زبان اردو
ڈاکٹر محی الدین قادری زور	:	ہندوستانی لسانیات
ڈاکٹر محمد اشرف کمال	:	لسانیات اور زبان کی تشکیل
پروفیسر احتشام حسین	:	ہندوستانی لسانیات کا خاکہ
ایس۔ اے صدیقی	:	ادب اور لسانیات
پروفیسر عبدالقادر سروری	:	زبان اور علم زبان
حافظ محمود شیرانی	:	پنجاب میں اردو
اطہر پرویز	:	ادب کا مطالعہ
محمد حسن	:	ادبیات شناسی
ڈاکٹر جمیل جالبی	:	تاریخ ادب اردو
ملائقہ الحسن	:	طریقہء تعلیم اردو
سلیم عبداللہ	:	اردو کیسے پڑھائیں
پروفیسر مسعود حسین خاں	:	مقدمہ تاریخ زبان اردو
انعام اللہ خاں شروانی	:	تدریس زبان اردو
اومکار کول۔ مسعود سراج	:	اردو اصناف کی تدریس
معین الدین	:	اردو زبان کی تدریس
ڈاکٹر سلامت اللہ	:	ہم کیسے پڑھائیں
ریاض احمد	:	اردو تدریس

Shukh

Dr. Sunita

Salim

Dr. Sunita

طریقہ تدریس اردو : سید اصغر حسین، سید جلیل الدین  
اردو زبان کی تدریس اور اس کا طریقہء کار: عمیر منظر  
اردو تدریس جدید طریقے اور تقاضے : ڈاکٹر ریاض احمد  
اردو زبان: فن تدریس : محمد قمر سلیم  
اردو درس و تدریس : ڈاکٹر عزیز اللہ شیرانی

Prof. J. I.

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**Content cum Pedagogy courses**

**Semester-II**

**Paper-XIII (EDN -13)**

**Content and Pedagogy of English Education at Secondary Stage**

**Credits 4**

**Marks: 100 (70+30)**

**Course Learning Outcomes:**

Student teachers will be able to:

- ☑ discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- ☑ explain teaching-learning materials related to Language education with reference to NEP 2020,
- ☑ apply different types of teaching-learning aids during classroom teaching,
- ☑ make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- ☑ develop a lesson plan for effective teaching of Language,
- ☑ identify the role of a teacher in facilitating the learning of the Language.
- ☑ discuss tools and techniques of assessment and evaluation in Language Teaching,
- ☑ apply ICT in the teaching-learning process of Language,
- ☑ develop e-content of Language using Language lab and virtual lab.
- ☑ develop, practice, and evaluate various aspects of the B. Ed Programme with special reference to language skills and language elements

**Unit-I : Pedagogical Aspects of Teaching English---12 hours**

1. Approaches techniques, Methods of teaching English- conceptual clarification
2. Methods of Teaching English: Grammar Translation Method, Direct-Method, Dr. West's Method and Bilingual Method, online and Blended Learning
3. Communicative, Structural and Situational, Thematic, Constructivist, Collaborative, Eclectic Approaches in Teaching of English, Deductive and inductive methods
4. Strategies, Techniques and Activities: Language games, Group work, Pair work, Collaborative and Co-operative work, Project and Peer interaction.
5. Learning resources of English Language Teaching:

**Unit II: Content Analysis & Planning the Classroom Transaction for English Language-**

---20 hours

1. Academic standards, Learning Outcomes-Conceptual clarification.
2. Developing Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
3. Developing unit plans and lesson/period plans based on learning outcomes (during PreReading, Reading, Post-Reading)
4. Using ICT in Teaching English Language
- 5 Study and Reference skills

**Unit-III: Professional Development of English teacher---12 hours**

1. Concept of Professional Development, Self-appraisal of the teacher,
2. Professional Development of English Teacher: Language, Literature, Phonetics, ICT and Professional bodies.
3. Qualities of a Language teacher as professional for enhancing teaching learning skills.
4. Role of English language teacher in facilitating learning and creating dynamic learning environment of Language.
5. Need for and importance of how to learn 21st century skills for learners and teachers of Language.

**Unit-IV: Language Curriculum analysis and Pedagogical Impact on the Learner -12 hours**

1. Curriculum and Syllabus-conceptual clarification
2. Analysis on Types of Pedagogy in language teaching: Social Pedagogy; Critical Pedagogy; Culturally Responsive Pedagogy, Socratic Pedagogy
3. Understanding language skills, poetry, prose, comprehension and grammar lessons related to Class VIII, IX, and X from the pedagogical content knowledge (PCK) perspective,
4. Reviewing Present English Textbooks: Linkages between literature and society: Literature reflects society- Society influences literature
5. Role of Pedagogy in Effective Learning: How does Pedagogy Impact the Learner?

**Unit-V: Assessment and Evaluation-----16 hours**

1. The concepts and types of Assessment and Evaluation.
2. Meaning and significance of CCE in English.
3. Typology of questions in English language

4. Blue Print (Table of Specifications) of a Question Paper, Preparation CCE Record,

5. SAT-Analysis and Interpretation of Test Scores

Engagement

1. Write an article on the recommendations of NEP 2020 in the context to Language development.

2. Explore on Tools, software and platform for teaching learning of Language at secondary stage.

3. Reflect on Research and Innovative Practices in Teaching Languages

4. Organize seminars and debates on position of English language in India

5. Prepare relevant resource materials of the Language at the secondary level.

6. Prepare a report on various pedagogical activities to teach the Language.

7. Prepare a teaching-learning resource for developing Language skills.

8. Develop an e-content on any one topic from Language textbooks at the secondary stage.

9. Writing diary, letters, notice expressing opinions and ideas.

10. Develop a list of Literature that can play an instrumental role in curriculum enrichment.

11. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.

12. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.

13. Write a reflective note on two editorial pieces on the same topic from different newspapers from a multilingualism perspective.

14. Complete an online certificate course on Language from SWAYAM portal.

15. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).

16. Explore Vocabulary games – practice exercises to develop language proficiency.

17. Identify and list language (English) related errors common among students.

18. Dealing with Language Learning Difficulties in Language

19. Prepare a list of idioms, proverbs, - Figures of Speech in English
20. Write a report on current practices of assessment and evaluation at the secondary level.
21. Prepare a newsletter on the basis of your school experience programme (hand written).

References:

1. Adams, M.J, (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.
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7. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publish House, Mumbai
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9. Davis, Paul and Mario Rinvoluceri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
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14. Mukalel , J C. (1998): Approaches to English Language Teaching, Sterling PublishingHouse, New Delhi.
15. Pal, H.R and Pal, R (2006): Curriculum – Yesterday, Today and Tomorrow. Kshipra,New Delhi.

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  17. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
  18. Paul Verghese – Teaching English as a second Language
  19. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
  20. Rebecca L. Oxford (1995): Language Learning Strategies: What Every Teacher Should Know.
  21. Sunwani, V.K, (2005): The English Language and Indian Culture
  22. Shelley Ann Vernon " Teaching English: Strategies and Methods"
  23. P. Durairaj and M. Poornima () "Resource Book on Teaching of English"
  24. "Teaching English as a Second Language: A Book of Readings" edited by Anand Mahanand and R. Subramanian
  25. Linse, C. T. () "Teaching English to Young Learners"
  26. David Nunan()"Practical English Language Teaching"
  27. A. Jaworski and N. Coupland()" Methods in Language and Social Interaction" by
  28. Rebecca Hughes ()"Teaching and Researching: Speaking"
  29. Anil Sarwal and Laxmi Sarwal ()"English Language Teaching in India: A Literature"
  30. R. S. Nagra() "Pedagogy of English Language"
- websites for improving the teaching English
31. (<https://www.teachingenglish.org.uk/>)
  32. (<https://www.edutopia.org/>):
  33. (<http://www.readwritethink.org/>)
  34. (<https://www.tes.com/lessons>)
  35. (<http://www.ncte.org/>)
  36. (<https://owl.purdue.edu/>):
  37. (<https://www.education.com/>):
  38. (<http://www.readingrockets.org/>)
  39. (<https://www.grammarly.com/blog/>)
  40. (<https://www.teachthought.com/>)
  41. (<http://www.colorincolorado.org/>):
  42. (<http://www.eslflow.com/>)
  43. (<https://www.teacherspayteachers.com/>)









44. (<https://www.scholastic.com/teachers/>):
45. (<https://www.common sense.org/education/>):
- Free sources for improving English language skills
46. (<https://www.duolingo.com/>):
47. (<http://www.bbc.co.uk/learningenglish>):
48. (<https://www.englishclub.com/>):
49. (<https://learningenglish.voanews.com/>)
50. (<https://learnenglish.britishcouncil.org/>):
51. ESL Gold (<https://www.eslgold.com/>):
52. (<http://www.manythings.org/>):
53. (<https://www.englishpractice.com/>):
54. (<https://www.breakingnewsenglish.com/>):
55. (<http://www.eslcafe.com/>)
56. (<http://www.esl-lab.com/>):
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**Content cum Pedagogy courses**

**Semester-II**

**Paper-XII (EDN -12)**

**Content and Pedagogy of Telugu language Education at Secondary Stage**

**Credits 4**

**Marks: 100 (70+30)**

**Semester - II**

**పేపర్- XII (EDN-12)**

**తెలుగు బోధనా శాస్త్రం**

**Credits:4**

**మార్కులు: 100 (70+30)**

**అభ్యసన ఫలితాలు:**

ఈ కోర్సు పూర్వీక న తర్వాత, ఛాత్రోపాధ్యాయులు వీటిని చేయగలరు:

· భారతీయ నేపథ్యంలో ద్వితీయ దశలో భాషను బోధించే పదతుధలు, విధ్యానాలు,

సామత్రిని చర్చించడం.

- NEP 2020కి సంబంధించి భాషా విద్యా బోధన- అభ్యో సన సామత్రిని వివరించండి,
- తర్గతి గర్వ బోధన సమయంలో వివిధ ర్కాల బోధన-అభా స సహాయాలను వరింతపజేయండి,
- భాషా బోధనలో మల్లమీ డియాను ఉపయోించడం. ఆనైన్ వనర్ల ద్వారా భాషను గుర్ించి నానానిని పందడం.
- భాష యొక్క సమర్వధ ంతమైన బోధన కోసం పాఠ్ త్రపణాళికు అభివృద్వధ చేయడం.
- భాషా అభా సానిని సులభ్రిం చేయడంలో ఉపాధ్యా యుని పాత్రతను గురింతచడం.
- భాషా బోధనలో అభ్యో సన మధంపు, మూల్ఠం క్నం యొక్క సాధనాలు మర్వ సాంకేతిక్తలను చర్చించడం.
- భాష యొక్క బోధన-అభా స త్రపత్రకియలో ICTని వరింతపజేయడం.
- భాషా త్రపయోగ శాల మర్వవర్చవ వల్ ల్ బ్రి ఉపయోించి భాష యొక్క ఇక్ంటంట్ను అభివృద్వధచేయండి.
- B. Ed త్రోత్రామ్నాని వివిధ అంశాలను అభివృద్వధచేయడం, సాధన చేయడం మర్వమూల్ఠం క్నం చేయడం
- భాషా నైపుణా లు, భాషా అంశాలకు త్రపత్యాక్ సూచనలు ఇవా డం.

**యూనిట్-I: తెలుగు భాషలో బోధనాపరమైన అంశాలు--12 గంటలు**

1. ఉపగమం సాంకేతిక్త, పదతుద లు - విషయ సపష్ఠక్రీర్థ
2. తెలుగు బోధంచే పదతుధ లు: పదా, గదా, వ్యాక్ర పదతుద లు
3. తెలుగు బోధనలో సమాచార్, రూపాతమ క్, సందర్వా నుసార్, విషయాతమ క్, నిర్వమ ణాతమ క్, సంయుక్, తవిమర్క నాతమ క్ ఉపగమాలు, ఆగమన మర్వనిగమన ఉపగమాలు
4. వ్యా హాలు, సాంకేతిక్తలు, కార్ క్లాలు: భాషా త్రీడలు, జట్ఠీపని, సమవయసుక ల బృందం, సహకార్, సంయుక్ తచర్ లు, పర్కప న, సమవయసుక ల పర్సప ర్ చర్.
5. తెలుగు భాషా బోధన యొక్క అభ్యో సనా వనర్లు.

**యూనిట్ II: తెలుగు భాషా విషయ విశ్షే ణ - తరగతి గది ప్పణాళిక - 20 గంటలు**

1. విద్యా త్రపమాణాలు, అభ్యో సన ఫలితాలు-సంభావిత సపష్ఠక్రీర్థ.
2. బోధన అభ్యో సన వనర్లు/వనర్ల అభివృద్వధ తర్గతిగర్వలో బోధన అభ్యో సన

భావన, పాత్రత - త్రపాముఖ్ ుం.

3. అభ్ సన ఫలితాల ఆధ్వర్ంయునిట్ పానన్లు, పీర్వడ్ పానన్లను అభివృద్వధ  
చేయడం

(ముందు చదవ్వేటపుపడు, చదువుతుని పుప డు, తర్వాత చదవ్వేటపుప డు)

4. తెలుగు భాషా బోధనలో ICTని ఉపయోించడం.

5 తెలుగు భాషా అధా యనం, సూచన నైపుణా లు

**యునిట్-III: తెలుగు భాషోపాధ్యయ యుని వృతిరపరమైన అభివృది--12 గంటలు**

1. వృతిపత రైన అభివృద్వధభావన, ఉపాధ్యా యుని స్వాయ-మూల్ ుంక్నం,

2. తెలుగు ఉపాధ్యా యుని వృతిపత రైన అభివృద్వ: ధభాష, సాహితా ుం, ధా ని శాస్త్రసంత , ICT  
మర్వవృతిపత రైన సంసలుధ .

3. బోధనా అభ్ సనా నైపుణా లను పంపంద్వంచడానికి వృతిపత ర్ం భాషా  
ఉపాధ్యా యుని లక్షణాలు

4. భాష నేర్పచ కోవడం, విభినాి తమ క్ వ్యతావర్ణానిి సృష్ంి చడం, సులభ్ ర్ం  
చేయడంలో తెలుగు భాషోపాధ్యా యుల పాత్రత.

5. భాషా అభా సకులు, ఉపాధ్యా యులలో 21వ శతాబపుద నైపుణా ల పంపుదలత్రపాముఖ్ త.

**యునిట్-IV :పాఠ్య పుణాళిక విశ్షే ణ-బోధనాపరమైన పుభావం-అభాయుడు-12  
గంటలు**

1. విద్యాత్రపణాళికా, సిలబస్-సంభావిత సపష్కీర్ణ

2. భాషా బోధన బోధనా శాస్త్రసతర్కాలపై విశ్షన ణ: సామాజిక్ బోధన; విమర్శ నాతమ క్ బోధనా  
శాస్త్రసంత ; సాంసక ృతిక్, త్రపతుతర్త బోధనా శాస్త్రసంత , సోత్రక్తిక్ పదతిధ .

3.భాషా నైపుణా లు, క్వితా ుం, గదా ుం, త్రగహణశకి తమర్వవ్యా క్ర్ణానిి అర్ంధ  
చేసుకోవడం,

బోధనా విషయ పర్ంనానం (Pedagogical Content Knowledge) నుండి VIII, IX ,X  
మర్వXI తర్గతులకు సంబంధంచిన పారాలు వ్యటి దృకోక ణం.

4. త్రపసుతత తెలుగు పార్ంపుసకాత లను సమీక్షంచడం: సాహితా ుం, సమాజం మధా  
సంబంధ్యలు: సాహితా ుం సమానిి త్రపతిబంబసుతంద్వ- సమాజం సాహితా నిి  
త్రపభావితం చేసుతంద్వ.

5. త్రపభావవంతమైన అభ్ సనంలో బోధనా శాస్త్రసతపాత్రత:

6. పార్ం పుసకాత ల అభివృద్వధ- సునిశిత విశ్షన ణ - విధ్యన దృక్ప ధం.

**యూనిట్-5 అభ్యర్థనా మధంపు -మూల్యంకనం----16 గంటలు**

1. మధంపు -మూల్యంకనం యొక్క భావనలు, రూపాలు.
2. నిర్ంతర్ సమత్రగమూల్యంకనం (CCE) యొక్క అర్ంధ మర్యుత్రపాముఖ్యత.
3. తెలుగు భాషలో త్రపశి ల వర్గకీర్ణ.
4. త్రపశాశి పత్రతంయొక్క లన త్రరంట్, నిర్ంతర్ సమత్రగమూల్యంకనం రూర్నతయార్ణ.
5. విద్యా ఉపలబదసాధన నిక్ష (SAT)-పర్ణక్ష సోక ర్ణ విశ్లషన ణ, వివర్ణ.

**ఆచరణాతమ క కృతాయ లు - నివేదికలు (Practicum)**

1. భాషా అభివృద్వకిధ సంబంధంచి NEP 2020 యొక్క సిఫారుసులపై ఒక్ క్షానిశీ త్రవ్యయండి.
2. సెక్ండర్ దశలో భాష నేర్నచ కోవడం కోసం సాధనాలు, సాప్టవేర్, డిజిటల్ పానటూర్నై అనోషించండి.
3. భాషా బోధనలో పర్ణోధన, వినూతి పదతుధ లపై త్రపతిబంబంచండి
4. భార్ణదేశంలో తెలుగు భాష సాధనంపై సెమినార్నన, చర్చ లు నిర్ంహించండి
5. సెక్ండర్ సాధయిలో భాషా సంబంధత వనర్నలను సిదంధ చేయండి.
6. భాషను బోధంచడానికి వివిధ బోధనా కార్ం క్షాలపై నివేద్వకుు సిదంధ చేయండి.
7. భాషా నైపుణా లను పంపంద్వంచడానికి బోధన-అభా స వనర్నలను తయార్న చేయండి.
8. మాధామిక్ దశలో భాషా పార్ంపుసకాత ల నుండి ఏదైనా ఒక్ అంశంపై ఇ-క్ంటంటు అభివృద్వధ చేయండి.
9. ద్వనచర్ం (డైర్ణ), లేఖలు, అభిత్రపాయాలు, ఆలోచనలను వాకృతర్ం నోటీసును తయార్న చేయండి.
10. పాఠాంశాలను మెర్నగుపర్ణడంలో ిలక్ పాత్రతోషంచగల సాహితాబతాను తయార్న చేయండి.
11. NEP 2020కి సంబంధంచి భాషా బోధన బోధనాపర్నైన అంశాలను త్రవ్యతపూర్ంకం సిదంధ చేయండి.
12. చర్న, జట్టీచర్న, వక్ంతాం మొదలైన కార్ం క్షాల ద్వార్యభాషను వినడం, మాట్నడటం, చదవడం మర్యుత్రవ్యయడం వంటి నైపుణా లను అంచనా వేయడానికి పర్ణ్యలను రూపంద్వంచండి.
13. బహుభాషా దృకృథం నుండి వేర్వార్య వ్యర్వతపత్రతిక్ష నుండి ఒకే అంశంపై రండు సంపాదీయ భాలపై త్రపతిబంబ గమనికుు త్రవ్యయండి.

14. "సా యం" (SWAYAM) ిర్లే నుండి భాషపై ఆన్లైన్ సర్టికేట్ కోర్సును పూర్తచేయండి.

15. విద్యార్సథలు ఇంటర్నిషు సంబంధించిన అని ి ఫార్వమ ట్లను పూర్చించడానికి మార్ని ి ర్వశదం చేయాలి (అబర్వజ ాషన్, ఇోర్పొలియో ి, మైత్రకో ి ింగ్, ర్నికినవ ి ి ింగ్, CCE,

ర్నికినవ ి ి ిల్).

16. పదాలం గేమ్లను అనో ించండి - భాషా నైపుణా ని ి పంపంద్వంచడానికి అభా సాలను రూపంద్వంచండి.

17. విద్యార్సథలలో సాధ్యర్ణం ఉండే భాష (తెలుగు) సంబంధత లోపాలను గుర్ంతచి ాబతాను తయార్స చేయండి.

18. భాషలో బోధన అభో సనరో కూడిన ఇబబ ందులను గుర్ంతచండి.

19. తెలుగు త్రపసంగంలో ాతీయాలు, సామెతలయొక్క బొమమ ల ాబతాను సిదంధ చేయండి.

20. సెక్ండర్ సా ియిలలోని వివిధ భాషల మధంపు, మూల్ ంక్నంయొక్క త్రపసుతత పదతుధ లపై ఒక్ నివేద్యక్కు త్రవ్యయండి.

21. మీ పాఠాలలోని వివిధ తర్ణతులలో జరిిన బోధనాభో సనా కార్ త్రక్కాలను చేతిత్రవ్యత ఆధ్యర్ణం ఒక్ వ్యర్వతలేఖ్(వ్యా సం)ను సిదంధ చేయండి.

పర్వమర్స త్రగంధాలు

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2. [https://ses.aud.ac.in/programme/undergraduate-studies/83-integratedteacher-education-programmes-\(itep\)](https://ses.aud.ac.in/programme/undergraduate-studies/83-integratedteacher-education-programmes-(itep))

3. <https://ncte.gov.in/itep/PDF/ITEPNormsAndStandards.pdf>

4. <https://ncte.gov.in/website/introductionITEP.aspx>

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1 U. K Singh & K N Sudarshan Language Education DPH Publisher

2 NCERT Teaching Reading a Challenge

3 Dr. Santhosa Arekkuzhigil Constitutional Approach to Teaching & Learning NCERT 2006

4 NCERT National Curriculum frame Work

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5 NCERT Language Teaching Position Papers

6 SCERT State Curriculum frame Work 2011

7 SCERT Language Teaching Position Paper

2011

8 డా. దహం సాంబమూర్త తెలుగు బోధన పదతుద లు -

నీలకృష్ణ్ త్రపచుర్ణ

9 డా. శివ ర్తిం డా.

సాంబమూర్త

తెలుగు బోధన పదతుద లు-తెలుగు

అకాడమి

10 డా. ఱోర్ంకి దక్షణామూర్త భాషా ఆధునిక్ దృక్ప ధం - నీలకృష్ణ్

త్రపచుర్ణ

11 డా. భ్రద్వర్వజు క్ంషణమూర్త భాషా-సమాజం-సంస్కృతి - నీలకృష్ణ్

త్రపచుర్ణ

12 డా. డి యస్ సుత్రబమణాం ఆధునిక్ భాషా శాస్త్రసతసిద్యదంతాలు -

తెలుగు విశా విద్యా లయం

13 చేకూర్ ర్వమార్వవు తెలుగు వ్యక్ంం - తెలుగు విశా

విద్యా లయం

14 డా. దహం సాంబమూర్త విద్యా మూల్ంంకం - నీలకృష్ణ్

త్రపచుర్ణ

15 డా. దహం సాంబమూర్త తెలుగు భాషా సాహితా దర్పణం -

నీలకృష్ణ్ త్రపచుర్ణ

16 కే వి వి యల్ నర్సింహర్వవు భాషా బోధన - భాషా శాస్త్రసంత -

నీలకృష్ణ్ త్రపచుర్ణ

Content cum Pedagogy of school subject I/II

Note -Languages I/II- add

Content cum Pedagogy of Hindi

Content cum Pedagogy of Sanskrit

Content cum Pedagogy of Urdu,

Content cum Pedagogy of Arabic,

Content cum Pedagogy of Marathi

**CONTENT CUM PEDAGOGY COURSE  
SEMESTER - I  
PAPER-III / IV (EDN-03/04)  
CONTENT CUM PEDAGOGY OF HINDI**

Credits 4 (3+1)

Marks: 100 (70+30)

इस पाठ्यक्रम की समाप्ति के बाद छात्राध्यापक निम्न लक्ष्यों की सिद्धि प्राप्त करेंगे ।

- 1) माध्यमिक स्तर पर भाषा बोधन के उद्देश्य एवं लक्ष्यों से अवगत होंगे ।
- 2) भाषा के मूल्यों एवं महत्व को पहचान कर अन्य विषयों से समन्वय स्थापित करने में सक्षम होंगे।
- 3) हिन्दी भाषा के उद्भव एवं विकास से सम्बद्ध जानकारी से अवगत होंगे ।
- 4) हिन्दी भाषाशिक्षण के नवीन शिक्षणपद्धतियों से सम्बद्ध समाचार का संग्रह करेंगे ।
- 5) छात्राध्यापक शिक्षणकौशलों से अवगत होकर जागरूक रहेंगे एवं छात्रों की अभिरुचि एवं आवश्यकताओं से अवगत होंगे ।
- 6) हिन्दी भाषा का शिक्षा के क्षेत्र में एवं निज जीवन में प्रभाव को पहचान सकेंगे ।
- 7) भाषाकौशलों से सम्बन्धित बि.इ.डि. प्रोग्राम के विभिन्न अंशों की अभिवृद्धि, आचरण एवं मूल्यांकन कर सकेंगे ।

**इकाई-9**

**(भाषा-स्वरूप एवं महत्व)**

- 1) भाषा-निर्वचन, स्वभाव, उत्पत्ति एवं प्रयोजन ।
- 2) भाषा-शिक्षण के उद्देश्य, भाषा शिक्षण-सूत्र, भाषा का अन्य विषयों से समन्वय ।
- 3) भाषाधिगम-प्रक्रिया एवं अभिव्यक्ति साधन के रूप में भाषा ।
- 4) भाषाभ्यसन में शारीरिक, मानसिक एवं सामाजिक अंशों का प्रभाव ।
- 5) अहिन्दी भाषी प्रदेशों में हिन्दी का अध्ययन ।

**इकाई-2**

**(हिन्दी की ऐतिहासिक पृष्ठभूमि, स्वतन्त्रता पूर्व स्वातन्त्र्योत्तर काल में उस की स्थिति)**

- 1) हिन्दी भाषा का उद्गम एवं विकास ।

- 2) संविधान और, भारतीय शिक्षा समितियाँ, भाषा नीति में हिन्दी का स्थान, त्रिभाषासूत्र ।
- 3) प्रथम भाषा, द्वितीय भाषा एवं राष्ट्र भाषा के रूप में हिन्दी ।
- 4) नवीन शिक्षा नीति-2020 के अनुसार प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर पर पाठ्यक्रमों में हिन्दी भाषा का स्थान ।
- 5) हिन्दी शिक्षण में बहुभाषावाद एवं हिन्दी की विविध प्रक्रियाओं का माध्यमिक स्तर पर अध्ययन ।

### इकाई-३

#### (हिन्दी - ध्वनि विज्ञान एवं वाक्य रचना)

- I) (1) हिन्दी ध्वनियाँ (2) वैदिक ध्वनियाँ (3) वर्ण या अक्षर का अर्थ (4) अक्षर विभाजन
- II) हिन्दी ध्वनियों का स्थान करण एवं प्रयत्न ।
- III) (1) हिन्दी शब्दावली का स्वरूप ।  
(2) हिन्दी पदरचना विधि ।
- IV) हिन्दी शब्दावली का वर्गीकरण ।
- V) हिन्दी वाक्य रचना, लिपि की समस्या और देवनागरी लिपि ।

### इकाई-४

#### (भाषा-कौशल विकास एवं भाषाशिक्षण पद्धतियाँ)

- I) श्रवण कौशल विकास (श्रवण के लक्षण, श्रवण-भेद, श्रवण सिद्ध के उपाय, श्रवण के दोष, श्रवण मूल्यांकन) ।
- II) भाषण कौशल विकास (अर्थ, लक्षण, दोष एवं दोष निवारण, उपाय) ।
- III) पठन कौशल विकास (पाठक-लक्षण, पठन शिक्षण पद्धतियाँ, पठन-भेद, पठन-शिक्षण सामग्री)।
- IV) लेखन कौशल विकास (लक्षण, उत्तम लेखन के लक्षण, लेखन-भेद, लेखन शिक्षण की पद्धतियाँ, लेखन के दोष) ।
- V) भाषा शिक्षण की पद्धतियाँ ।




**इकाई-५****(हिन्दी साहित्य प्रक्रियाओं का शिक्षण पद्धति)**

- I) गद्य शिक्षण पद्धति
- II) कविता शिक्षण पद्धति
- III) नाटक शिक्षण पद्धति
- IV) कहानी शिक्षण पद्धति
- V) व्याकरण एवं रचना शिक्षण पद्धतियाँ

**गतिविधि**

- 1) भारतीय पाठ्यक्रमों में भारतीय भाषाओं के स्थान को लेकर एक निबन्ध तैयार कीजिए।
- 2) माध्यमिक स्तर पर अध्ययनाध्यापन में उपयोगी साधनों को साफ्टवेर एवं डिजिटल प्लैटफार्म पर खोज कर स्वयं तैयार कीजिए ।
- 3) भाषा-शिक्षण की नवीन पद्धतियों को लेकर अपना अभिमत व्यक्त करते हुए एक लेख लिखिए ।
- 4) भारत में राष्ट्र भाषा के रूप में हिन्दी के व्यवहार को लेकर एक गोष्ठी का आयोजन कीजिए।
- 5) भाषा शिक्षण से सम्बन्धित विभिन्न शिक्षण कार्यक्रमों पर एक रिपोर्ट तैयार कीजिए ।
- 6) भाषा-कौशलों की वृद्धि के लिए शिक्षण-सामग्री को तैयार कीजिए ।
- 7) माध्यमिक स्तर पर पाठ्यपुस्तक के किसी एक पाठ्यांश का इ-कन्टेण्ट तैयार कीजिए ।
- 8) पाठ्यक्रम तैयार करने में सहायक सन्दर्भग्रन्थों की एक सूची बनाइए ।
- 9) NEP-2020 में भाषा-शिक्षण की प्रमुखता को लेकर एक लेख तैयार कीजिए ।
- 10) सामूहिक चर्चा वादविवाद, भाषण आदि कृत्यों के द्वारा भाषाई कौशलों के विकास में उपयोगी उपकरणों का आविष्कार कीजिए ।
- 11) बहुभाषावाद से सम्बद्ध विचारधारा पर लिखे गये दो समाचार पत्रों के सम्पादकीय पर आप की प्रतिक्रिया व्यक्त करते हुए एक लेख लिखिए ।

- 12) छात्रों के भाषा कौशलों को बढ़ाने के लिए अन्त्याक्षरी जैसी भाषा क्रीडाओं का अयोजन कीजिए ।
- 13) हिन्दी बोलने में आमतौर पर छात्र जो गलतियाँ करते रहते हैं । उनकी एक सूची बनाइए ।
- 14) हिन्दी भाषा सीखने में भाषा की संरचना सम्बन्धी जो कठिनाइयाँ हैं उनकी सूची तैय्यार कीजिए ।
- 15) हिन्दी भाषा में प्रचलित कहावतों, कूटप्रश्नों एवं मुहावरों की सूची बनाइए ।
- 16) उच्च मध्यम स्तरतक की वर्तमान मूल्यांकन विधि के गुण दोषों को लेकर एक रिपोर्ट तैय्यार कीजिए ।
- 17) आप के अध्यायन के अनुभवों को लेकर एक लेख तैय्यार कीजिए ।



Osmania University, Hyderabad  
B.Ed. First Year (2023-2025), First Semester, Model Time Table

Day/Time	9.00-10.00	10.00-11.00	11.00-11.10	11.10-12.10	12.10-1.10	1.10-2.10	2.10-3.10	3.10-4.10
Monday	P-I	P-IV Mal./Bio./S.St	B	P-II	P-III	L	P-V Eng. / Tel. / Phy.	P-VI Incharge/Mentor
Tuesday	P-I	P-IV Mal./ Bio./S.St	R	P-II	P-III	U	P-V Eng. / Tel. / Phy.	P-VI Incharge/Mentor
Wednesday	P-II	P-IV Mal./ Bio./S.St	E	P-III	P-I	N	P-V Eng. / Tel. / Phy.	P-VI Incharge/Mentor
Thursday	P-II	P-V Eng. / Tel. / Phy.	A	P-III	P-I	C	P-IV Mal./ Bio. /S.St	P-VII Incharge/Mentor
Friday	P-III	P-V Eng. / Tel. / Phy.	K	P-I	P-II	H	P-IV Mal./ Bio. /S.St	P-VII Incharge/Mentor
Saturday	P-III	P-V Eng. / Tel. / Phy.	*	P-I	P-II	*	P-IV Mal./ Bio. /S.St	P-VII Incharge/Mentor

- Paper - I : Philosophical Foundations of Education
- Paper - II : Psychology of Childhood and Child Development
- Paper - III: Measurement and Assessment in Teaching and Learning
- Paper - IV: Pedagogy of a School Subject (I/II Method)  
(Mathematics, Social Sciences, Biological Science)
- Paper - V : Pedagogy of School Subject (I/II Method)  
(English) Telugu /Hindi/ Arabic/Sanskrit/ Physical Sciences)
- Paper - VI : Yoga and Understanding Self (AE and VAC)
- Paper - VII : Communication skills in English(AE and VAC)

• Every Friday and Saturday respective pedagogy teachers to facilitate Peer teaching in the pedagogy classes.

**Prof. MRUNALINI TALLA**  
Head, Department of Education  
Osmania University  
Hyderabad-500 007 - Talangana.

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P. Smith

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ڈپارٹمنٹ آف ایجوکیشن  
نصاب برائے پیچلر آف ایجوکیشن (بی۔ ایڈ) کورس  
سمسٹر اول

Paper V EDN - 05  
CONTENT CUM PEDAGOGY OF URDU طریقہ تدریس اردو

نشانات: 100 (30 + 70)

کریڈٹس - 4

اكتسابی نتائج (Learning Outcomes)

اس کورس کی تکمیل کے بعد تربیتی اساتذہ اس قابل ہوں گے کہ وہ

- ☆ - ثانوی سطح پر زبان کی تعلیم کے اغراض و مقاصد کا خاکہ پیش کر سکیں۔
- ☆ - زبان کے اقدار کی شناخت اور دیگر شعبوں کے ساتھ زبان کا تعلق سمجھ سکیں۔
- ☆ - زبان کے تاریخی تناظر کا خلاصہ تیار کر سکیں۔
- ☆ - اردو زبان کی تدریس میں جدید اصول و ہدایتوں کے متعلق معلومات حاصل کر سکیں۔
- ☆ - اردو سیکھنے والے طلباء کی مہارتوں، دلچسپیوں اور ضروریات کو محسوس کر سکیں۔
- ☆ - تعلیمی شعبہ اور شعبہ حیات دونوں میں اردو کے کردار کی قدر کر سکیں۔
- ☆ - زبان کی مہارتوں اور زبان کے عناصر کے خصوصی حوالہ سے بی۔ ایڈ پروگرام کے مختلف حصوں کی تیاری، مشق اور جائزہ لے سکیں۔

مواد: CONTENT:

یونٹ-1: اردو زبان اور تدریس، نوعیت، وسعت اور اہمیت

- ۱- اردو زبان کی نوعیت، وسعت اور اہمیت
- ۲- اردو زبان کے افعال اور اصول
- ۳- زبان کی حصولیابی میں سیکھنے کا عمل - زبان بطور کارگردگی۔
- ۴- اکتساب زبان پر اثر انداز ہونے والے عوامل؛ جسمانی، نفسیاتی اور سماجی عوامل
- ۵- اردو پڑھانے کے اغراض و مقاصد نثر، نظم، قواعد، تراکیب (Composition)
- ۶- ثانوی سطح پر تدریس نثر، تدریس نظم، تدریس قواعد برائے ہشتم، نہم، دہم جماعت فن تدریس و تحریر۔

## یونٹ-2: ہندوستان میں اردو زبان کی تدریس

- ۱- ہندوستان میں اردو زبان کی تدریس کی مختصر تاریخ، موجودہ مقام و صورت حال
- ۲- ہندوستان میں زبان کی تدریس کے متعلق پالیسی تناظر- سہ لسانی فارمولہ
- ۳- تدریس اردو زبان میں، کثیر لسانی طریقہ تدریس
- ۴- اردو زبان کی تدریس و اکتساب کے تعلق سے قومی تعلیمی پالیسی 2020 کا اولین مقصد (VISION)
- ۵- زبان کے حصول اور زبان سیکھنے کے متعلق نظریات: زبان سیکھنے کے متعلق مغربی اور ہندوستانی ماہرین لسانیات کے نظریات کا جائزہ۔ پیاجے، وائیگوسکی، چومسکی، مہاتما گاندھی، جواہر لعل نہرو، مولانا ابوالکلام آزاد، سر سید احمد خان، مولوی عبدالحق، حافظ محمود شیرانی، ڈاکٹر سید محی الدین قادری زور۔

## یونٹ-3: اردو زبان کا صوتی نظام

- ۱- صوتیات- اعضاء تکلم اور آوازیں- تلفظ کی ادائیگی میں ان کا رول- انفرادی آوازیں
- ۲- مصوتے- مختلف مصمتے اور ان کا مقام
- ۳- مخارج
- ۴- تغیر لحن- بنیادی طریقے

## یونٹ-4: سیاق و سباق میں الفاظ اور قواعد

- ۱- علم صرف- لفظ کی بناوٹ، سابقے، لاحقے، وسطیے اور مرکبات
- ۲- علم نحو- جملہ کی ساخت، جملہ کی اقسام
- ۳- مترادفات، تضداد، ہم آواز الفاظ، ہم اسمی الفاظ
- ۴- تلحسین- اقسام تلحسین
- ۵- تدریس قواعد کی مشق
- ۶- معاون نظام اور نحوی آلات- (ماڈلس، افعال، طرز بیان (Voice) معروف طرز بیان اور مجہول طرز بیان- تقاریر)

## یونٹ-5: لسانی مہارتوں کی تفہیم اور تدریس تجزیہ

- ۱- سننے کی مہارتیں (الف) سننے کا عمل، سننے کے لیے ایصالی عوامل، سننے کی ذیلی مہارتیں، سننے کا فہم۔
- ۲- بولنے کی مہارتیں (الف) بولنے کی اچھی صلاحیتوں کے عوامل، بولنے کی ذیلی مہارتیں سیگ منٹل

خصوصیات کے ساتھ زبان کو پیش کرنا

(ب) بولنے کی صلاحیتوں کو فروغ دینے اور ان مہارتوں تک رسائی کے لیے حکمت عملی

۳- پڑھنے کی مہارتیں (الف) پڑھنے کی اقسام- پڑھنے کی ذیلی مہارتیں، تنقیدی مطالعہ کی مشق

(ب) پڑھنے کی صلاحیتوں کو فروغ دینے اور ان مہارتوں تک رسائی کے لیے حکمت عملی

۴- لکھنے کی مہارتیں (الف) لکھنے کی مہارتوں کی اقسام، لکھنے کی ذیلی مہارتیں، تخلیقی مہارتیں

۵- مہارتوں کی ہم آہنگی- گفتگو کی تیاری میں تخلیقی اظہار

مشاغل

۱- زبان کے تناظر میں قومی تعلیمی پالیسی 2020 کی سفارشات پر ایک مضمون لکھیں

۲- ثانوی سطح میں زبان کی تدریس و اکتساب کے لیے درکار تدریسی آلات،

سافٹ ویئر اور پلیٹ فارم دریافت کریں۔

۳- ہندوستان میں اردو زبان کے موقف و مقام پر سیمینار و مباحثے کا اہتمام کریں

۴- زبانوں کی تدریس میں تحقیق اور اختراعی طریقوں پر روشنی ڈالیں

۵- ثانوی سطح پر زبان کے متعلق ضروری وسائل کا مواد تیار کیجیے

۶- زبان سکھانے کے لیے مختلف تدریسی سرگرمیوں پر ایک رپورٹ تیار کریں

۷- زبان کی مہارتوں کو فروغ دینے کے لیے ایک تدریسی وسیلہ تیار کیجیے

۸- ثانوی جماعت کی نصابی کتب سے کسی ایک موضوع پر ای مواد تیار کیجیے

۹- آراء اور خیالات کا اظہار کرتے ہوئے تاثراتی جرنل (Reflective Journal) لکھیے

۱۰- ادب (Literature) کی ایک فہرست تیار کریں جو نصاب کی افزودگی میں اہم کردار ادا کر سکے

۱۱- زبان کے حصول اور مغربیوں اور ہندوستانیوں کے سیکھنے کی شراکت کے جائزہ پر اپنے تاثرات لکھیں

۱۲- سننے، بولنے، پڑھنے اور لکھنے کی لسانی مہارتوں کا اندازہ قدر کرنے کے لیے

اندازہ قدر کے آلات تیار کریں جیسے مباحثہ، فی البدیہہ، گروہی مباحثہ، تقریر خطابت وغیرہ

۱۳- SWAYAM پورٹل کے ذریعہ زبان پر ایک آن لائن سرٹیفکیٹ کورس مکمل کیجیے۔

۱۴- انٹرن شپ سے متعلق تمام فارمیٹس پُر کرنے کی طلباء میں مہارت پیدا کریں جیسے مشاہدہ، ای پورٹ فولیو،

میکرو ٹیچنگ، تاثراتی تدریس، مسلسل جامع جانچ، تاثراتی جرنل وغیرہ)

- ۱۶- الفاظ کے کھیل، زبان کی مہارتوں کو فروغ دینے کے لیے مشقیں تیار کریں
- ۱۷- اردو زبان سے متعلق طالب علموں میں پائی جانے والی عام غلطیوں کی شناخت کریں اور فہرست بنائیں۔
- ۱۸- زبان سیکھنے کی مشکلات سے نمٹنے کے متعلق لکھیں
- ۱۹- ثانوی سطح پر تشخیص اور تشخیص کے موجودہ طریقوں پر ایک رپورٹ لکھیں۔
- ۲۰- اسکول ایکسپیرنس پروگرام (SEP) کے دوران آپ کے تجربات پر ایک نیوز لیٹر (دستی تحریر) تیار کریں۔

حوالہ کتب:

اردو قواعد	:	مولوی عبدالحق
جدید اردو قواعد	:	عصمت جاوید
اردو قواعد	:	ڈاکٹر شوکت سبزواری
اردو زبان قواعد	:	شفیع احمد صدیقی
عام لسانیات	:	گیان چند جین
اردو لسانیات	:	شوکت سبزواری
ہندوستانی لسانیات	:	ڈاکٹر محی الدین قادری زور
ہندوستانی لسانیات کا خاکہ	:	پروفیسر احتشام حسین
زبان اور علم زبان	:	پروفیسر عبدالقادر سروری
پنجاب میں اردو	:	حافظ محمود شیرانی
ادب کا مطالعہ	:	اطہر پرویز
ادبیات شناسی	:	محمد حسن
تاریخ ادب اردو	:	ڈاکٹر جمیل جالبی
طریقہ تعلیم اردو	:	ملائخرا الحسن
اردو کیسے پڑھائیں	:	سلیم عبداللہ
مقدمہ تاریخ زبان اردو	:	پروفیسر مسعود حسین خان
تدریس زبان اردو	:	انعام اللہ خان شروانی
اردو اصناف کی تدریس	:	اومکار کول - مسعود سراج



معیین الدین	:	اردو زبان کی تدریس
ڈاکٹر نجم السحر، ڈاکٹر صابرہ سعید	:	تدریس اُردو
ڈاکٹر سلامت اللہ	:	ہم کیسے پڑھائیں
ریاض احمد	:	اردو تدریس
سید اصغر حسین، سید جلیل الدین	:	طریقہ تدریس اُردو
عمیر منظر	:	اردو زبان کی تدریس اور
		اس کا طریقہ کار
ڈاکٹر گیان چند	:	لسانی مطالعے