

# B.Ed. Sem - II

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Palamuru University  
Mahubnagar, T.S.

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**Rules and Regulations of B.Ed. Course**  
**Osmania University, Hyderabad**  
**With effect from the Academic Year 2023 - 2024**

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

**I. Admission**

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

**II. Curriculum Transaction**

Curriculum includes foundational courses, content cum pedagogy courses, Ability Enhancement and Value Add Courses (AE&VAC), field engagement, school- based research projects and other practicum related to all the courses. Engagement includes seminars, group discussions, discourses, assignments, case studies, field experience- activities, etc. It also provides space for ability enhancement courses & value-added courses (AEC&VAC). This curriculum also provides an enriched experience to prepare teachers with professionalism through peer- teaching at the institutional level and 20 weeks (120 days) of internship in the school. the internship is organized into pre- internship, internship, and post- internship: Internship (practice teaching) will be spread across all the three semesters (SEM-II, III, IV) as phase I, II, & III.

*Video recordings with Geotag based reports, case profiles, mapping, slip tests, quizzes, rapid fire sessions, field-based surveys, etc.*

**photos**

1. Each college has to upload the details of the internal activities conducted at the college level group activities conducted in the class room and shall be uploaded in their websites by recording in digital form. Also, colleges shall submit the same to the Head, dept. of education at the end of each semester in external hard discs or in DVD's. ( this will be effect from 2024-25 as mandatory)
2. All the practice teaching related lessons across the semesters of all the students all the lessons have to be recorded with geotag showing the dates, the same has to uploaded in the respective websites and submitted to the Head, Department, university for verification.
3. Students' attendance is mandatory and shall be submitted with evidence to the university audit/ academic branch and Head, dept of education.
4. First quarter of each semester, all the group activities and other assignments related to foundation and pedagogy courses shall be submitted to the university and Head, dept of Education with geotag photos. Failing which such of the scores shall not consider by the university in the declaration of results.

**Online SWAYAM MOOCs**

Online SWAYAM MOOCs (2-credit) online course related to Teacher Education- Life Skills, Educational Technology, Teaching Techniques and so on. The Principals of the Colleges of Education shall inform to the students during the beginning of the B.Ed. Programme to complete 2- credit Online SWAYAM MOOCs any course related to teacher education as mandate before

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the completion of the Semester - IV and the credits shall be shown in the Semester- IV. Students are free to complete the course anytime during the B.Ed. Programme (Semester-I to Semester-IV). (SWAYAM MOOCs will be mandatory from 2024-26 batch) for the current batch on trail basis it will be given as optional and will be added in their additional credits reflected in their memo and will not be included in the total credits for this academic year.

**Peer teaching and Internship**

- i. The candidates shall teach @ 5 lessons (choosing any school topics in their respective pedagogies) in each Pedagogy before going for Internship in their respective colleges.
- ii. The candidates shall teach five period plans for a duration of @20 minutes for their peer group as a part of their peer Teaching.
- iii. The candidates shall observe the demonstration lessons undertaken by the faculty of the college in the school/ college.
- iv. Each student shall observe and record 10 lessons of their peer group.
- v. All the students shall present for peer group teaching.

**Internship, school-based research and basic research activities**



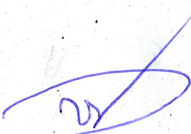
Every candidate shall have to undergo an internship of 20 weeks (120 working days) in cooperating school as "Intern". During this period, the candidate shall be attached to a school (within a radius of 10 KM of the college) and he/she shall have to undertake duties & responsibilities on par with regular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

Semester wise in (II, III, IV) final teaching lessons examination in different types of lessons (ICT integrated, ART integrated, Nai-Talim, whole child development etc.) will be tested.

**III. Structure, Scheme of Instruction and Credits of the course Two- Year B.Ed. - 2023-2024**

Paper No.	Title	Credits
<b>First Semester</b>		
<b>A. Foundation courses</b>		
EDN -01	Philosophical Foundations of Education	4
EDN -02	Child Development and Child Psychology	4
EDN -03	Measurement and Assessment in Teaching	4
<b>B. Content-Cum Pedagogy courses</b>		
EDN -04	<b>Pedagogy of school subject /III</b> A) Content cum Pedagogy of Mathematics	4

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	B) Content cum Pedagogy of Bio-sciences C) Content cum Pedagogy of Social sciences	
EDN -05	<b>Pedagogy of school subject I/II</b> <b>Content cum Pedagogy of Physical sciences / Languages I/II</b> A) Content cum Pedagogy of Physical sciences B) Content cum Pedagogy of Telugu C) Content cum Pedagogy of English D) Content cum Pedagogy of Hindi E) Content cum Pedagogy of Sanskrit F) Content cum Pedagogy of Urdu G) Content cum Pedagogy of Arabic H) Content cum Pedagogy of Marathi	4
<b>C. Ability Enhancement and Value-Added Courses (AE &amp; VAC)</b>		
EDN -06 (AE &VAC - 1)	Yoga and Understanding Self	2
EDN -07 (AE &VAC - 2)	Communication Skills in English	2
	<ul style="list-style-type: none"> <li>Peer Teaching (peer teaching will be given @2 per lesson in each pedagogy, out of internal 25 marks, 10 marks assigned for period plans, 10 marks are assigned to the peer teaching, 5 marks for peer observation)</li> </ul>	
	<ul style="list-style-type: none"> <li>Reflective Journal-1</li> <li>e- Portfolio -1</li> </ul>	
<b>Total Instructional Days at the End of the First Semester – 100 Days</b>		<b>25</b>
<b>Second Semester</b>		
<b>A. Foundation Courses</b>		
EDN-09	Sociological Foundations of Education	4
EDN -10	Educational Psychology Theory and Practice	4
<b>B. Content Cum Pedagogy courses</b>		
EDN -11	<b>Pedagogy of school subject I/II</b> A) Content cum Pedagogy of Mathematics B) Content cum Pedagogy of Bio-sciences C) Content cum Pedagogy of Social sciences	4
EDN -12	<b>Pedagogy of school subject I/II</b> <b>Content cum Pedagogy of Physical sciences / Languages I/II</b> A) Content cum Pedagogy of Physical sciences B) Content cum Pedagogy of Telugu	4

	C) Content cum Pedagogy of English D) Content cum Pedagogy of Hindi E) Content cum Pedagogy of Sanskrit F) Content cum Pedagogy of Urdu G) Content cum Pedagogy of Arabic H) Content cum Pedagogy of Marathi	
<b>C. Ability Enhancement and Value-Added Courses (AE &amp; VAC)</b>		
EDN -13 (AE &VAC - 3)	Art in Education	2
	<b>D. Pre- Internship – II – 1 week – 6 days</b>	
EDN- 14	Learning Resources Development (Digital, Print, Toy making, Apparatus and Tools etc.)- Local & Traditional Vocations/ Visits to local Artisans. Learning one vocation. Record & material production	1
	<b>E. Internship – I – 3 weeks – 20 days</b>	
EDN- 15	Pedagogy Final Practical Exam I/II	1
EDN -16	Period Plans 10 Pedagogy Final Practical exam I/II Period Plans 10 Teaching – @ 10 Lessons – In Each of Two Methods Art integrated lessons-05 Generic lessons -05	1
	Reflective Journal -2 e- Portfolio-2	
<b>Total Instructional Days for the Second Semester – 100 Days</b>		<b>21</b>
<b>Third Semester</b>		
	<b>A. Foundation Courses</b>	
EDN-17	Policy and History of Education in India	4
EDN-18	School Leadership & Management	2
EDN-19	Digital Technologies and Artificial intelligence in Education	4
EDN-20	Whole Child development	2
<b>C. Ability Enhancement and Value-Added Courses (AE &amp; VAC)</b>		
EDN-21 (AE &VAC - 4)	Understanding Indian Ethos & Knowledge Systems	2
EDN-22 (AE &VAC - 5)	Citizenship education, sustainability & Environment education	2
	<b>E. Internship - II – 8 weeks – 48 days</b>	

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EDN-23	School Based Research Projects 1. Case study 2. SMC and PTA	1
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Paper No.	Title	Credits
EDN- 24	Pedagogy Final Practical Exam I/II Lesson plans 20	1
EDN-25	Pedagogy Final Practical exam I/II Lesson plans 20 Teaching @ 20 lessons.– in each of Two Methods Generic lessons using all resources-10 lessons Whole Child Development Lessons -5 lessons ICT integrated-5 lessons	1
	Reflective Journal - 3 e- Portfolio- 3	
<b>Total Instructional Days for the Third Semester – 100 Days</b>		<b>19</b>
<b>Fourth Semester</b>		
<b>A. Foundation Courses</b>		
EDN-26	Inclusive Education	2
EDN- 27	Research Methods & Basic Statistics	2
EDN-28	<b>Electives- Any One</b>	2
	E. Guidance and Counselling F. Entrepreneurship Education G. Education of Children with Special Needs H. Early Childhood Care and Education (ECCE)	
<b>MOOCS</b>		
	MOOCS (One MOOCS Course related to Teacher Education) Its optional and reflected in memo not included in total scores or marks, students can add them to their academic bank of credits (ABC) account)	
<b>Community Engagement</b>		
EDN- 29	<b>Community Engagement and Service – Nai-Talim</b>	2
<b>C. Ability Enhancement and Value-Added Courses (AE &amp; VAC)</b>		
EDN- 30 (AE & VAC - 6)	Health and Wellbeing	2
<b>E Internship - III – 7 Weeks - 42 Days</b>		
EDN-31	Pedagogy Final Practical Exam I/II Period Plans 10	1 1

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EDN-32	Pedagogy.FinAl Practical exam I/II Period Plans 10 Teaching @ 10 lessons Nai Talim /Experiential Learning/Community Engagement -3 lessons Traditional/ Local material based- 2 lessons Innovative methods/ working models- 5 lessons	
EDN-33	<b>Dissertation</b>	2
	<b>Post- internship</b>	
EDN-34	CCE Feedback (Google Form) from Students, School Teachers' Teacher Educators, Parents Analysis & review on program Showcasing best samples – Teaching learning. materials, videos, documents, Open Educational Resources(OERs), digital resources Exhibitions-intercollege and inter- state competitions	1
EDN-35	Reflective Journal - 4	1
EDN- 36	e-Portfolio.- 4	1
<b>Total Instructional Days for the Fourth Semester – 100 Days</b>		<b>17</b>

**Summary:**

Semester	FC, CCP, MOOCs & CE	AE & VAC	Internship	Total	Total
Semester	Credits	Credits	Credits	Instr. Hours	Credits
I	20	4	1	600	25
II	16	2	3	600	21
III	12	4	3	600	19
IV	08	2	7	600	17
<b>Total</b>	<b>56</b>	<b>12</b>	<b>14</b>	<b>2400</b>	<b>82</b>

**IV. SCHEME OF EXAMINATION – B.Ed. 2023 - 2025**

First Semester					
A. Theory	Subject	Hours of Exam	Marks		Total
			Univ. Exam	Internal Exam	
<b>Paper No.</b>	<b>A. Foundation courses</b>				
EDN 01	Philosophical Foundations of Education	3	70	30	100
EDN 02	Child development and Educational Psychology	3	70	30	100
EDN 03	Measurement & Assessment in Teaching	3	70	30	100
	<b>B. Pedagogy of school Subject I/II</b>				
EDN 04	<b>Pedagogy of school subject I/II</b> A) Content cum Pedagogy of Mathematics, B) Content cum Pedagogy of Bio-sciences, C) Content cum Pedagogy of Social sciences,	3	70	30	100
EDN 05	<b>Pedagogy of school subject I/II Languages I/II</b> A) Content cum Pedagogy of Physical sciences, B) Content cum Pedagogy of Telugu, C) Content cum Pedagogy of English, D) Content cum Pedagogy of Hindi E) Content cum Pedagogy of Sanskrit F) Content cum Pedagogy of Urdu, G) Content cum Pedagogy of Arabic, H) Content cum Pedagogy of Marathi	3	70	30	100
<b>C. Ability enhancement &amp; Value- Added Courses (AE &amp; VAC)</b>					
EDN 06	Yoga and understanding Self	1½	35	15	50
EDN 07	Communication skills in English	1½	35	15	50
	<b>D. Pre- Internship</b>				
EDN-08	School observation	1½		50	50
INTERN AL ASSESSMENT (Methodology subjects)	Peer Teaching (peer teaching will be given @2 per lesson in each pedagogy, out of internal 25 marks, 10 marks assigned for period plans, 10 marks are assigned to the peer teaching, 5 marks for peer observation)				
	Reflective Journal -1 e- Portfolio -1				
<b>Total Marks for the First Semester</b>			<b>420</b>	<b>230</b>	<b>650</b>
Second Semester					
	<b>A. Foundation courses</b>				
EDN 09	Sociological foundations of Education	3	70	30	100
EDN 10	Educational Psychology: theory and Practice	3	70	30	100
	<b>B. Content cum Pedagogy courses</b>				

EDN -11	<b>Pedagogy of school subject I/II</b> A) Content cum Pedagogy of Mathematics, B) Content cum Pedagogy of Bio-sciences, C) Content cum Pedagogy of Social sciences,	3	70	30	100
EDN 12	<b>Pedagogy of school subject I/II</b> <b>Languages I/II</b> A) Content cum Pedagogy of Physical sciences, B) Content cum Pedagogy of Telugu, C) Content cum Pedagogy of English, D) Content cum Pedagogy of Hindi E) Content cum Pedagogy of Sanskrit F) Content cum Pedagogy of Urdu, G) Content cum Pedagogy of Arabic, H) Content cum Pedagogy of Marathi	3	70	30	100

<b>C. Ability &amp; Value- Added Courses (AE &amp; VAC)</b>					
EDN 13	Art in Education	1½	35	15	50
<b>D. Pre - Internship – II</b>					
EDN 14	Learning Resources Development (Digital, print, Toy making, apparatus and tools etc.)- Local & traditional vocations/ visits to local artisans. learning one vocation. Record & material production	-	-	50	50
<b>E. Internship – I</b>					
EDN 15	Pedagogy Final Practical exam I/II Lesson plans 10	1½	50	50	100
EDN-16	Pedagogy Final Practical exam I/II Lesson plans 10 Teaching – @ 10 lessons – two methods Art integrated lessons 5 Generic lessons 5	1½	50	50	100
Reflective Journal -2 e- Portfolio-2					
<b>Total Marks for the Second Semester</b>			<b>415</b>	<b>285</b>	<b>700</b>
<b>Third Semester</b>					
<b>A. Foundation courses</b>					
EDN 17	Policy and History of Education in India	3	70	30	100
EDN 18	School Leadership & Management	1½	35	15	50
EDN-19	Digital Technologies and Artificial Intelligence in Education	3	70	30	100
EDN-20	Whole Child development	1½	35	15	50
<b>C. Ability Enhancement &amp; Value- Added Courses (AE &amp; VAC)</b>					
EDN-21	Understanding Indian Ethos & Knowledge Systems	1½	35	15	50
EDN-22	Citizenship Education, sustainability & Environment education	1½	35	15	50
<b>E. Internship – II</b>					
EDN-23	School based Research projects				

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	1. Case study	1½	-	25	25
	2. SMC and PTA	1½	-	25	25
EDN-24	Pedagogy Final Practical exam I/II Lesson plans 20	1½	50	50	100
EDN-25	Pedagogy Final Practical exam I/II Lesson plans 20 Teaching @ 20 lessons – two methods Generic lessons using all resources-10 lessons Whole child development lessons -5 lessons ICT integrated lessons-5 lessons	1½	50	50	100
	Reflective journal - 3 e- Portfolio- 3				
<b>Total Marks for the Third Semester</b>			<b>380</b>	<b>270</b>	<b>650</b>

<b>Fourth Semester</b>					
<b>A. Foundation courses</b>					
EDN-26	Inclusive Education	1½	35	15	50
EDN-27	Research Methods & Basic statistics	1½	35	15	50
<b>Electives- Any One</b>					
EDN-28	1. Guidance & counselling 2. Entrepreneurship education 3. Education for CWSN 4. Early childhood care and Education (ECCE)	3	70	30	100
<b>Online MOOCS</b>					
	Online MOOCS. (related to Teacher Education)	-	-	-	-
<b>Community Engagement</b>					
EDN-29	Community Engagement and Service -Nai-Talim	1½	-	50	50
<b>C. Ability Enhancement &amp; Value- Added Courses (AE &amp; VAC)</b>					
EDN-30	Health and wellbeing	1½	35	15	50
<b>E. Internship – III</b>					
EDN-31	Pedagogy Final Practical exam I/II Lesson plans 10	1½	50	50	100
EDN-32	Pedagogy Final Practical exam I/II Lesson plans 10  Teaching @ 10 lessons Nai Talim /Vocational -3 lessons Traditional/ local material based- 2 lessons Innovative methods/ working models-5 lessons	1½	50	50	100
<b>F. Post- internship</b>					
EDN 33	Dissertation	1½	-	50	50
EDN 34	CCE  Feedback (Google Form) from students, school-teachers' teacher educators, parents Analysis & review on program Showcasing best samples –	-	-	25	25
				25	25

	Teaching learning materials, videos, documents, Open Educational Resources (OERs), digital resources Exhibitions-intercollege and inter-state competitions				
EDN 35	Reflective Journal – 4	1½	-	50	50
EDN 36	e-Portfolio – 4	1½	-	50	50
<b>Total Marks for the Fourth Semester</b>			<b>275</b>	<b>425</b>	<b>700</b>

**Int. Exam.** Slip tests, assignments, internal assessments, Seminars, Project / Discussions/ discoursés / Field based stories & narratives / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and field work.

**A: Foundation Courses**

**B: Content Cum Pedagogic Courses**

**C: Ability Enhancement and Value-Added Courses;**

**D: Pre-Internship;**

**E: Internship**

**F: Post- internship**

**SUMMARY:**

Semester	FC, CCP, MOOCs & CE		AE & VAC		Internship		Total		Grand total
	Univ. Exam	Int Exam	Univ. Exam	Int Exam	Univ. Exam	Int Exam	Univ. Exam	Int Exam	
I	350	150	70	30	-	50	420	230	650
II	280	120	35	15	100	150	415	285	700
III	210	90	70	30	100	150	380	270	650
IV	140	110	35	15	100	300	275	425	700
<b>Total</b>	<b>980</b>	<b>470</b>	<b>210</b>	<b>90</b>	<b>300</b>	<b>650</b>	<b>1490</b>	<b>1210</b>	<b>2700</b>

**VII. a. Working Hours / Instructional Hours**

1. Every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week.
2. The timings of the institution / college shall be from
  - a. Forenoon Session: 10.00 a.m. to 1.00 p.m. or 9.00 a.m. to 1.00 p.m.
  - b. Afternoon Session: 2.00 p.m. to 5.00 p.m. or 2:00 p.m. to 4.00 p.m.
3. **The college should not run B.Ed. Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE**

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**b. Infrastructure, Instructional facilities and Faculty**

The above shall be implemented as per NCTE norms, 2014 & 2017 referred in the document under sections 5.1 Academic faculty; 5.2 Qualifications; 5.3 Administrative and professional staff; 6.1 Infrastructure; 6.2 Instructional and 6.3 other amenities.

**VIII. Selection of Pedagogy subjects**



- i. Every candidate is expected to select two methods of teaching under B.Ed. Course. The content cum pedagogy -I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.
- ii. Content cum pedagogy -II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the institute where the candidate is seeking admission. In case of BCA & BBA candidates, the selection of content cum pedagogy subject shall be based on their Intermediate (+2) study as per Ed.CET norms. In case of English content cum pedagogy -I, selection of second content cum pedagogy shall be based on the subject pursued at the Intermediate level. In case of Engineering Graduates, Mathematics and Physical Science are offered as content cum pedagogy subjects.

**Note:**

- i. No candidate is allowed to select two language content cum pedagogies.
- ii. Candidate may select one Language and one Non-language content cum pedagogy or she / he may select any two non-language content cum pedagogies under the course.

**IX. General Rules for Examination**

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the applications online to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets online with the photograph of the candidate, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Principal) before he/she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
6. A candidate after he/she has been declared successful in an examination shall be given a

- certificate setting forth the semester / year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.
  8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
  9. **Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.**
  10. Candidates will be allotted to B.Ed. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.
  11. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
  12. The programme of instruction, examination and vacation shall be notified by the Osmania University.
  13. The medium of instruction shall be English.
  14. Osmania University examinations shall be held as prescribed in the scheme of the examination.
  15. The course of study shall consist of class lectures; tutorials, workshops, Internship, engagement with the field, practicum & record work.
  16. The Osmania University examination in the theory papers will be a written examination. **The Question Papers shall be provided only in English.** Besides the written examination, there will be practical examinations in the two Pedagogies opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, OU.
  17. Principal of the College of Education should depute their teachers for examination work as and when assigned by the Osmania University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.

#### **X. Rules of Attendance**

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a "Regular Course of Study" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
2. A regular course of study in Osmania University means attendance not less than 80% in teaching /instructional period and 90% of attendance during the period of internship of the B.Ed. programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5<sup>th</sup> of every month and



**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		

<b>Sem-I</b> <b>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	Visit to- Visiting schools under various managements and organizations-State board, CBSE, Navodaya, Army, Model, KGBV,

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	<p>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	<p>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.</p>
<b>Sem-II -Internship -20 days</b>	<p>Teaching – @ 5 lessons – in two pedagogies. Generic lessons 10. All regular activities of the school from assembly to-last bell students shall be present. Teaching – @ 10 lessons – two pedagogies. 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	<p>Demonstration of period plans by teacher educators in cooperating schools.</p> <p>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</p>
Two days	<p>One day Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students' activities.</p> <p>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.</p>
One day	<p>Approaching school HM with formal letters from the college along with in charge teacher educator- meeting, communicating/negotiating with</p>





<p><b>Semester –III Internship, 8 weeks- 48 Days</b></p>	<p>HM and 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>
<p><b>Student teachers are resource to a school</b></p>	<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 –</p>

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	<p>environment, science, health, national, historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism. By the end of internship student teachers will be able to acquaint with all the duties and functions of a regular teacher develop passion for teaching and love for children and a positive attitude to help children to learn.</p>
<p><b>Semester- IV Internship</b></p> <p><b>7 weeks 42 days</b></p>	<p>Teaching at allotted schools- 10-period plans in each pedagogy subject <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>

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**Foundation Courses**  
**Semester-II**  
**Paper-IX (EDN -09)**  
**Sociological Foundations of Education**

**Credits 4**

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

**Course Learning Outcomes:**

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

- recognize the social context of education,
- outline the meaning, nature, and scope of educational sociology,
- establish the link between education and society
- analyze the main agents of socialization, such as family, school, community and peer groups,
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices,
- recognize the different aspects of social stratification,
- identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change.

**UNIT – 1: Education and Society**

1. Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization
2. Relationship between Education and Society
3. Educational sociology and social perspective of education: meaning and functions
4. Education as a Social System.

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

1. Social Process: The process and forms of social interaction
2. Socialization: Meaning, Process, emergence of self; and Resocialization.
3. Methods of socialization: a. selective exposure b. modeling, c. Identification, d. positive reinforcement, e. negative reinforcement, f. nurturance
4. Social agencies of Education: Home (Indian family system, Changing role of family), peer group, school and community and their extended role in the modern context.
5. Culture: Meaning, Characteristics of Culture; cultural lag, Cultural conflict, cultural ambivalence, cultural tolerance and its implications to education. Relationship between Culture and Education. Creating cultural competencies.

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

1. Social Change: Meaning and Factors of Social Change. Role of education and teachers in relation to social change.
2. Modernization: Meaning and Attributes of Modernization and role of education in Modernization
3. Social Stratification and education: Indian and western context

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#### 4. Democracy and Education

#### **UNIT- 4: Equalization of educational opportunities**

1. Equality: Concept of equality, Constitutional provisions for Social equality.
2. Nature and forms of Inequality including Dominant and Marginalised groups, Gender inequalities in Schools; Public – Private; Rural -Urban –Tribal.
3. Gender issues and girl child education; International ( SDGs), National and Regional Interventions;
4. Equalization of educational opportunities among SC, ST, Girls and the CWSN. Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts
5. Equity: Measures taken by Central and State Government in realizing social justice.

#### **UNIT – 5: Contemporary issues in education**

1. Economics of Education a. Meaning & scope b. Education as Human Capital; and c. Education –Human Resource Development
2. National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion
3. International understanding-concept and meaning; Role of teacher and school in International understanding
4. Peace education-Concept, meaning and nature; Role of school in promoting peace Education
5. Liberalization, Privatization and Globalization in Education.

#### **Suggestive Mode of Transaction**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

#### **Engagement**

1. Group discussion on implications of sociology of education
2. Critical reflections on relationship between society and education
3. Explore mass media as a social agency of education
4. Debate on implications of contemporary education system on society
5. Campus visits to explore spaces of social learning.
6. Working in archives, collecting oral histories, performing one's art for a public audience.
7. Data tables of sociological, historical, cultural events to reflect on their significance as change events.

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8. Collecting real life incidents, anecdotes, stories and experiences of children related to gender, class, caste, marginalization, deprivation, unawareness and exploitation. Reflecting over the issues.

### **Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

### **References**

1. Aggrawal, J.C. (1996) 10th rev. ed. Theory and Principles of Education. New Delhi: Vikas Publication.
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3. Altikar A.S. (1957). Education in Ancient India. Varanasi: Nand Kishore Publication.
4. Anand, C.L. (1993). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
5. Basics of Education, NCERT, 2014.
6. Bipan Chandra (2000). India after Independence. New Delhi: Roopa.
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9. Dhavan, M.L. (2005). Philosophy of Education. Delhi; Isha Books.
10. Havighurst, R. (1995). Society and Education. Boston: Allyn and Bacon.
11. Thakur, A. S. & Berwal, S. (2007). Education in Emerging Indian Society, New Delhi: National Publishing House.

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**Foundation Courses**  
**Semester-II**  
**Paper-X (EDN -10)**  
**Educational Psychology Theory and Practice**

**Learning Outcomes**

1. The student will be able to understand the importance of Educational Psychology, and explain the different methods of Educational Psychology
2. The student will be able to understand about Learning and the different theories of Learning
3. The student will understand the concept of constructivism and be able to use the constructivist approach to learning in the teaching learning process
4. The student will understand the basic concepts related with memory, thinking, creativity and Problem Solving
5. The student will understand the concept of classroom management and develop the skills of classroom management
6. The student will understand the concept of Exceptional Children and the different types of Exceptional children, and the special educational provisions that are to be necessarily provided to them
7. The student will be able to understand the Concept of Intelligence and Personality and its theories and be able to appreciate its importance in teaching learning process.

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

1. Educational Psychology: Meaning, Nature and Scope of Educational Psychology
2. Functions of Educational Psychology, Meaning of Method, Methods of studying Behaviour- Observation, Introspection, Experimentation method, Interview, Case study, Questionnaire, Cross-Sectional method, Longitudinal method, Sequential method, Survey method
3. Schools of Psychology and their contribution to Education: Structuralism, Functionalism, Associationism, Behaviorism, Gestaltism, Psychoanalysis, Neo-Freudians, Humanistic Psychology
4. Sensory Process: Sensory Processes, Receptors and Effectors, Properties or attributes of sensation, Sensory Channel Processing: Sensory Stimuli, Transduction, Conduction, Afferent code and Experience
5. Perceptual Processes: Nature and Definition of Perception, Characteristics of perception, processes involved in perception, Differences between perception and sensation, Differences between perception and attention, Role of past experience in perception

**UNIT-II: Learning and Motivation**

1. Learning: Nature and Definition of Learning, process of learning, Learning and performance, Learning and Maturation, Learning and Imprinting, Outcomes of Learning, Factors influencing learning



2. Kinds of Learning: Verbal Learning, Motor Learning, Stimulus learning, Response Learning; Learning Curve- Plotting a learning curve, characteristics of learning curve;
3. Intentional Learning and Incidental Learning
4. Verbal Learning: Material used to study verbal learning, Methods for measuring verbal learning, Methods of verbal learning
5. Critical Understanding of Theories of Learning and its implication to Education: Trial and Error Theory of Learning, Thorndike's Law of Learning, Theory of Classical Conditioning, Operant Conditioning, Theory of Insightful Learning, Guthrie's Contiguous Conditioning, Lewin's Field Theory of Learning, Tolman's Sign Learning, Gagne's Theory of Learning, , Carl Rogers Theory of Experiential Learning
6. Social Cognitive view of Learning: Social Cognitive theory- Albert Bandura, Beyond behaviourism, Triarchic Reciprocal Causality; Modeling- Learning by observing others – Elements of observational Learning- attention, retention, production, and motivation and reinforcement, observational Learning in Teaching; Self-Efficacy and Agency- Self-Efficacy, Self-Concept, and Self-Esteem, Sources of Self-Efficacy, Self-Efficacy in Learning and Teaching, Teachers sense of self-efficacy, Self-regulated Learning, Models of self-regulated learning and agency, Teaching towards self-efficacy and self-regulated learning.
7. Transfer of Learning: Theories of Transfer of Learning or Training
8. Constructivism: Constructivist view of learning, Vygotsky's social constructivism, Constructionism, how is knowledge constructed, knowledge situated or general? complex learning environments and authentic tasks, understanding the knowledge construction process, student ownership of learning; Applying constructivist perspective: Inquiry and Problem based learning, Cognitive apprenticeships and reciprocal teaching, collaboration and cooperation, tasks for cooperative learning, Designs for Cooperation, reaching every student using cooperative learning, Dilemmas of constructivist practices, Service Learning
9. Memory Process: What is Memory? Information Processing model of Memory, Atkinson-Shiffrin Model of Memory, Types of Long term memory: Episodic memory, Semantic memory, Procedural memory; The process of Retrieval in memory, Organization in memory, Hermann Ebbinghaus Study of memory, Fredrick Bartlett Study of memory
10. Forgetting: What is Forgetting? Types of forgetting, Theories of Forgetting- Decay or Disuse theory, Interference Theory, Bartlett's View regarding Remembering and Forgetting, Motivated Forgetting, Reminiscence; Causes of Forgetting; Memory Span; Strategies for improving memory
11. Thinking: Meaning and nature of thinking, Types of thinking, Theories of thinking – Central theory, Peripheral Central theory, Training or Development of Thinking
12. Critical thinking and argumentation: who is a critical thinker, standards of critical thinking- clarity, accuracy, precision, relevance, depth and breadth, Critical thinking benefits and barriers, Paul and Elder model of critical thinking, applying critical thinking in specific subjects
13. Creativity: What is Creativity? Nature and characteristics of creativity, Theories of Creativity, Nurturing and stimulation of Creativity, Improving Creativity
14. Problem Solving: Meaning and Definition, Steps in Problem solving, Factors affecting problem solving, Strategies of Problem solving, Barriers of Problem solving
15. Motivation: Concept of motivation, Primary motives, Secondary motives, motivation cycle, Types of Motivation- Intrinsic motivation, Extrinsic motivation; Needs; Drives and Incentives, Homeostasis, Measurement of motivation, Principles of motivation, Techniques of motivation in

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- classroom situation, Theories of motivation – Behavioural approach, Humanistic approach, Cognitive approach, and Social Cognitive approaches to motivation: Motivation and Goal Orientation, Learned Helplessness, Frustration of motives- Frustration
16. Conflict of motives: Approach-Approach Conflict, Approach-Avoidance Conflict, Avoidance-Avoidance Conflict, Double or Multiple Approach Avoidance Conflict.

### **UNIT-III: Classroom Management and Affective Processes**

1. Emotions: What are Emotions, Nature and Characteristics of Emotions, Kinds of Emotions, Meaning of Emotional maturity, Development of Emotions and Emotional maturity, The characteristics of Emotionally Matured person, Theories of Emotions – The common sense view, James-Lange Theory, Cannon-Bard Theory, Activation Theory, Cognitive Theory of Emotion, Cognitive Appraisal theory of Emotion, Emotion and Competence, Emotion and Culture,
2. Emotional Intelligence: Meaning and Definition, Importance of Emotional Intelligence, Development of emotional intelligence, Measurement of emotional intelligence.
3. Attention: Meaning of Attention, Selectiveness of attention, Types of attention, Factors or determinants of attention, Span of Attention, Shifting or Fluctuations of Attention, Division of Attention, Sustained Attention, Distraction
4. Aptitude: Meaning and nature of Aptitude, Aptitude testing, Utility of aptitude tests
5. Classroom Management: Classroom management, The Goals of Classroom management, Creating an effective and positive learning environment, Establishing an effective classroom climate, Dealing with Discipline problems- Strategies for managing misbehavior of students, What practices contribute to effective classroom management, Application of Applied Behaviour Analysis to manage Behaviour problems, How can serious behavior problems be prevented, Influence of Home and Family on Classroom Behaviour

### **UNIT-IV: Children with Development Disabilities and Exceptionalities**

1. Exceptionality: Concept of Exceptionality and Exceptional Children, The importance of Abilities, Disability versus handicap, Disability versus inability, Educational Definition of Exceptional Learners, Prevalence of Exceptional Learners,
2. Special Education: Meaning and Definitions of Special Education, Nature and Characteristics of Special Education, Objectives of Special Education, History and Origins of Special Education, Concept of Integrated and Inclusive Education, The Right of Persons with Disabilities Act, 2016
3. Learners with Intellectual and Developmental Disabilities: Definitions, Prevalence, Causes, Identification, Psychological and Behavioural characteristics, Educational Considerations
4. Learners with Learning Disabilities: Definitions, Prevalence, Causes, Identification, Psychological and Behavioural characteristics, Educational Considerations
5. Learners with Attention Deficit Hyperactivity Disorders: Definitions, Identification, Causes, Psychological and Behavioural characteristics, Educational Considerations
6. Learners with Emotional or Behavioural Disorders: Definitions, Prevalence, Causes, Identification, Psychological and Behavioural characteristics, Educational Considerations
7. Learners with Autism Spectrum Disorder: Definitions, Prevalence, Causes, Identification, Psychological and Behavioural characteristics, Educational Considerations
8. Learners with Communication Disorders: Communication Variations, Language Disorders, Classification of Language Disorders, Speech Disorder,

9. Learners who are Deaf or Hard of Hearing: Definition and Classification, Prevalence, Identification of Hearing Impairment, Educational considerations
10. Learners with Blindness or Low Vision: Definition and Classification, Prevalence, Causes of Visual Impairment, Psychological and Behavioural Characteristics, Educational Considerations
11. Learners with Low-Incidence, Multiple and Severe Disabilities - Traumatic Brain Injury, Deaf-Blindness, Definition and Prevalence, Educational considerations
12. Learners with Special Gifts and Talents: Definition of the term Giftedness, Education of Gifted Children
13. Neglected Groups of Students with Special Gifts and Talents: Underachievers, Students with low socioeconomic status families or who live in Remote areas,
14. Juvenile Delinquents: Who are Juvenile Delinquents? Treatment and Reformatory Measures for Delinquency.

#### **UNIT-V: Intelligence and Personality**

1. Intelligence: Concept of Intelligence, Intelligence as a Process, Intelligence: One Ability or Many, Fluid Intelligence, Crystallized Intelligence, Role of Heredity and Environment
2. Theories of Intelligence- Factor theories of Intelligence, Cognitive theories of Intelligence, Multiple Intelligence, Howard Gardner's Theories of Multiple Intelligence, Multiple Intelligence in Schools, Intelligence: Role of Heredity and Environment
3. Measuring Intelligence: Classification of Intelligence tests, Meaning of an IQ Score, Group versus Individualized IQ Scores, Flynn Effect, Interpreting IQ Scores, Intelligence and Achievement, Gender Differences in Intelligence. Intelligence in Indian Context – Buddhi, Sthir - Buddhi
4. Personality: Meaning of Personality, Approaches to the Study of Personality: Type Approach, Trait Approach, Type cum Trait Approach, Psycho-analytic approach, Behaviouristic Approach to Personality – Dollard and Miller Early Social Learning theory, Bandura and Walters Later Social Learning Theory, The Humanistic Theory of Personality- Rogers Self theory, Maslow's theory of Self-Actualisation, Kurt Lewin's Theory of Personality, Five Factor Model of Personality, Indian perspective (Vedic and Buddhist); Assessment of Personality: Rating Scales and Questionnaires, Projective Tests of Personality,
5. Guidance and Counseling: Meaning and Definition of Guidance, Need of Guidance in Schools; Counseling: Meaning and Definition of Counseling, Relationship between Guidance and Counseling, Approaches of Counseling – Directive Counseling, Non Directive Counseling and Eclectic Counseling

#### **Field engagements:**

1. Conduct a learning curve experiment where students learn a new skill and plot their individual learning curves
2. Design and implement observational learning activities in a classroom setting and reflect the outcomes
3. Design and implement problem based learning and report the outcomes
4. Evaluate critical thinking skills among students.
5. Measure emotional intelligence of students
6. Conduct an experiment to measure attention span and discuss strategies for enhancing attention among students.

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7. Administer aptitude tests to peers or students ,gaining practical experience in testing.
8. Plan and organize visits to special education centres or schools to observe and interact with learners with various exceptionalities.
9. Administer intelligence tests on students and analyze the results.

### References

1. Sharma, N. (2003). Understanding adolescence. NBT India.
2. Saraswathi, T.S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), Culture, socialization and human development: Theory, research and applications in India. New Delhi: Sage.
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**Content cum Pedagogy courses**

**Semester-II**

**Paper-XI A (EDN-11A)**

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

**Credits 4**

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

**Course Learning Outcomes:**

Student teachers will be able to:

- Explore diverse backgrounds and interests children bring to the classroom.
- Familiarize the nature and functions of various instructional resources.
- Understand the need and importance of assessment in the learning process.
- Develop various types of tests for assessing students learning in mathematics.
- Design and develop innovative strategies and techniques for successful in teaching and learning mathematics.
- Conduct school-based research in the area of mathematics teaching.
- Explain the various methods of exploring knowledge.

**UNIT VI: School Mathematics Curriculum**

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCFSE-2023 and NEP-2020.
5. Trends of Mathematics Curriculum / Syllabus
6. Print Resources- Textbooks, Popular science book, Journals and magazines
7. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook- Contextualization of Content.
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, Local Innovators and Innovative Practices of mathematics – Indian Knowledge System (IKS) and Mathematics

**UNIT VII: Learning resources/Materials for Teaching Mathematics**

1. Learning Experiences and Resources.
2. Mathematics Textbook as a Learning Resource, connecting textbook with real life examples
3. Development of Self Learning Materials- Physical and Digital forms - Charts, models, games & toys, worksheets, websites, animations, audios, videos, images, simulations, digital repository, AR, VR & AI-based digital resources and OERs.
4. Mathematics Laboratory, Virtual labs, Mathematics knowledge repositories, Mathematics Clubs and Community of learners, Community resources and pooling of learning resources

**UNIT VIII: Revisiting the Content of School Textbooks and their Pedagogical Analysis**

1. Understanding the following textbook subject matter from the pedagogical content knowledge

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(PCK) perspective:

Sets, Relations and Functions, Trigonometric Functions, Complex numbers and Quadratic Equations, Linear Inequalities, Permutations and Combinations, Binomial Theorem, Sequences and Series, Straight Lines, Conic Sections, Introduction to three dimensional Geometry, Limits and Derivatives, Advanced concepts in Statistics and Probability. Relations and Functions, Inverse Trigonometric Functions, Matrices, Determinants, Continuity and Differentiability, Application of Derivatives, Integrals, Application of Integrals, Differential Equations, Vector Algebra, Three Dimensional Geometry, Linear Programming, Advanced Concepts in Probability and Bayes' Theorem (( Class XI and Class XII Mathematics Textbook Standard)

2. Pedagogical Analysis of the above subject matter shall be based on the following points:
  - a) Identification of concepts and processes,
  - b) Listing Learning/Behavioural Outcomes,
  - c) Activities and experiments,
  - d) Listing evaluation techniques and strategies, Concept Mapping.
3. Need for enrichment of the above content knowledge for effective learning and teaching.

#### **UNIT IX: Professional Development of Mathematics teachers at the Secondary Stage**

##### 1. Skills:

- a. Critical thinking, communication, dealing with students with patience and respect, leadership, working within institutional goals and standards, responding to students timely and thoughtfully, and building relationships.

##### 2. Competencies:

Selecting the learning area to be taught; setting criteria for success, informing students of criteria ahead of the lesson, demonstrating the students the successful use of the knowledge/skills through modelling, and evaluating student acquisition.

##### 3. Professional development practices:

- a. How to recognize an expert teacher? What does teacher professionalism involve?
- b. Technology Integration in teaching learning
- c. Formal professional development practices: Workshops, conferences, and courses that are designed to help teachers learn new skills and strategies.
- d. Informal professional development practices: reading professional literature, participating in online forums, and collaborating with colleagues
- e. Professional Growth, Professional Ethics and Code of Teacher

4. A Few Important Qualities of Secondary School Teacher: • Be Passionate, Know What You Teach, relate it to Real Life, Have Clear Objectives, Use Effective Discipline, connect with Students, Be Consistent, Be Flexible, communicate with Parents, Be Positive, etc

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5. Teacher as a Researcher – Action research in Mathematics, Areas of action research, steps in action research

### **UNIT X: Assessment and Evaluation in Mathematics**

1. Assessment based on learning outcomes and Academic Standards
2. Strategies for continuous assessment. Significance of school based assessment and qualitative assessment; formative and summative assessment, formal, informal and 360° assessment.
3. Performance assessment: Assessment of group activities, field observations; recording and reporting.
4. Creating platform and strategies for self and peer assessment.
5. Assessment of lab skills, assignments, projects, presentations.
6. Unit test based on TOS (Table of Specification) and its importance; question paper setting, types of test items and preparing answer key and criteria for scoring.
7. Portfolio management.
8. Assessment as feedback mechanism for improvement in teaching learning.

### **Field Engagement**

1. Develop physical and digital learning resources.
2. Critical Analysis of Mathematics Content of Class XI and XII
3. Exploring and narrating the different learning spaces for teaching mathematics.
4. Identify specific problems of teaching mathematics and plan suitable strategies
5. Compare the mathematics education at secondary level in different countries
6. Analyse NAS and PISA Tests scores.

### **Suggestive Mode of Transaction:**

Lecture cum discussion, group work, lab work, projects storytelling, toy based and model making, ICT enabled methods, Activity based and Art Integrated

### **Suggestive Mode of Assessment:**

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

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**Content cum Pedagogy courses  
Semester-II**

**Paper-XI B (EDN -11B)**

**Content cum Pedagogy of Biological Science Education at Secondary Stage**

**Credits 4**

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

**Course Learning Outcomes:**

Student teachers will be able to:

- Familiarize different approaches and strategies of learning Biological science at the secondary school stage.
- Plan and develop learning outcome-based lesson plans.
- Compare different types of lesson plans.
- Apply proper pedagogy in teaching biological science.
- Categorize approaches, activities, and resources for teaching-learning.
- Use teaching learning materials effectively in teaching biological science.
- Identify learning resources from the immediate environment.
- Use online, digital, and other resources in the teaching-learning process.
- Analyse biological science textbooks of secondary stages.
- Apply the concepts of biological science in daily life.
- Reflect on classroom processes.
- Familiarise and apply different assessment practices.
- Compare merits and demerits of different types of assessment.
- Prepare unit test items based on TOS and develop different types of test items.
- Construct and administer the diagnostic and achievement test.
- Apply tools and techniques of assessment in teaching learning process.
- Outline Emerging Trends and Innovations in classroom teaching of biological science

**UNIT VI: School Curriculum in Biological Science**

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviorist to Constructivist Approach to Curriculum Development.
4. Recommendations of NCFSE-2023 and NEP2020
5. Trends of biological Science Curriculum / Syllabus
6. Print Resources- Textbooks, Popular science book, Journals and magazines
7. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook- Contextualization of Content.
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge Systems in curriculum, Local Innovators and Innovative Practices of biological science – Indian Knowledge System (IKS) and biological science

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### UNIT VII: Learning Resources in biological Science

1. Identification and use of learning resources in biological science from the environment.
2. Textbook, handbook, teachers' manual, laboratory manual and other print materials.
3. Non print and digital resources- websites, animations, audios, videos, images, simulations, digital repository, AR, VR & AI-based digital resources and OERs.
4. Charts, models, games & toys, worksheets, garden, museum, aquarium and terrarium.
5. Science laboratory- design, management and practices; virtual laboratories.
6. Science kits, science clubs, science fairs, science exhibitions and science parks.
7. Community resources and pooling of learning resources.

### Unit VIII: Revisiting the Content of School Textbooks and their Pedagogical Analysis

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

i. **Class XI Biology**

Diversity in the Living World

(The Living World, Biological Classification, Plant Kingdom and Animal Kingdom)

Structural Organisation in Plants and Animals (Morphology of Flowering Plants, Anatomy of Flowering plants and structural organisation in Animals)

Cell Structure and Functions (Cell: The Unit of Life, Bio molecules and Cell Cycle

and Cell Division; Plant Physiology (Photosynthesis in Higher Plants, Respiration in plants and Plant Growth and Development; Human Physiology (Breathing and

Exchange of Gases, Body Fluids and Circulation, Excretory Products and their

Elimination, Locomotion and Movement, Neural Control and Coordination, Chemical Coordination and Integration)

ii. **Class XII Biology**

Reproduction (Sexual Reproduction in Flowering Plants, Human Reproduction and Reproductive Health); Genetics and Evolution (Principles of inheritance and

Variation, Molecular Basis of Inheritance and Evolution) Biology in Human Welfare

(Human Health and Disease, Microbes in Human Welfare); Biotechnology

;(Biotechnology principles and Processes, Biotechnology and its Applications);

Ecology (organisms and Populations, Ecosystem, Biodiversity and Conservation)

2. Pedagogical Analysis of the above subject matter shall be based on the following points:

a) Identification of concepts and processes,

b) Listing Learning/Behavioural outcomes,

c) Activities and experiments; Listing evaluation techniques and strategies.

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

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## **UNIT IX: Professional Development of Biological science teachers at the Secondary Stage**

### 1. Skills:

Critical thinking, communication, dealing with students with patience and respect, leadership, working within institutional goals and standards, responding to students timely and thoughtfully, and relationships.

### 2. Competencies:

Selecting the learning area to be taught, setting criteria for success, informing students of criteria ahead of the lesson; demonstrating the students the successful use of the knowledge/ skills through modelling, and evaluating student acquisition.

### 3. Professional development practices:

- How to recognize an expert teacher? What does teacher professionalism involve?
- Technology Integration in teaching learning
- Formal professional development practices: Workshops, conferences, and courses that are designed to help teachers learn new skills and strategies.
- Informal professional development practices: reading professional literature, participating in online forums, and collaborating with colleagues.
- Professional Growth, Professional Ethics and Code of Teacher.

### 4. A Few Important Qualities of Secondary School Teacher:

Be Passionate, Know What You Teach, Relate it to Real Life, Have Clear Objectives, Use Effective Discipline, Connect with Students, Be Consistent, Be Flexible, communicate with Parents, Be Positive, etc.

### 5. Teacher as a Researcher – Action research in biological science, Areas of action research, steps in action research

## **UNIT X: Assessment and Evaluation in Biological Science**

### 1. Assessment based on learning outcomes.

### 2. Strategies for continuous assessment. Significance of school based assessment and qualitative

assessment; formative and summative assessment, formal, informal and 360° assessment.

### 3. Performance assessment: Assessment of group activities, field observations; recording and reporting.

### 4. Creating platform and strategies for self and peer assessment.

### 5. Assessment of lab skills, assignments, projects, presentations.

### 6. Unit test based on TOS (Table of Specification) and its importance; question paper setting, types of test items and preparing answer key and criteria for scoring.

### 7. Portfolio management.

### 8. Assessment as feedback mechanism for improvement in teaching learning.

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### Field Engagement

1. Develop learning outcomes for the concepts of biological science at the secondary stage.
2. Establish horizontal and vertical linkages with other subjects.
3. Explore contributions of Indian scientists in the development of biological science.
4. Preparation of one working model on the concepts of biological science.
5. Digital content creation on any two concepts of science at secondary stage.
6. Preparation of a lesson plan keeping in view blended learning approach for the concepts of biological science followed by seminar/presentation.
7. Simulated Teaching session
8. Seminar presentation on historical development of biological science including contributions of different scientists
9. Formulating academic standards, Objectives & Learning Outcome
10. Developing Concept maps
11. Identification and use of learning resources in science from the surroundings
12. Designing Activities to deliver biological Science Concepts
13. Identifying and integrating values in biological science concepts.
14. Designing ICT based learning material in biological sciences
15. Demonstrate different pedagogical approaches and strategies
16. Script writing for role playing in concepts of biological sciences.
17. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
18. Preparation of diagnostic test, administration and analysis of scores.
19. Preparation of portfolio of a student of secondary stage.
20. Planning for peer assessment and development of criteria and rubrics.
21. Organise a classroom/school seminar/ workshop on any theme of biological science that impact society and science.
22. Pilot new ways of assessment using educational technologies focusing on 21<sup>st</sup> century skills.
23. Exploration of AI based assessment tools.
24. Content Analysis (Class VIII, IX, X, XI and XII)
25. Lesson Research in Biological Science research

### Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, Problem-solving, concept mapping, experiential learning, digital learning, art and environment integrated learning, and sport integrated learning.

### Suggestive Mode of Assessment

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

## References / Learning Resources

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## Web Links

1. [https://ncert.nic.in/desm/pdf/phy\\_sci\\_PartII.pdf](https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf)
2. <https://ncert.nic.in/pdf/Mandate-NCF.pdf>
3. <https://old.amu.ac.in/emp/studym/100008102.pdf>
4. [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)
5. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
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**Content cum Pedagogy courses**  
**Semester-II**  
**Paper-XI C (EDN -11C)**  
**Content and Pedagogy of Social Science Education at Secondary Stage**

**Credits: 4**

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

**Course Learning Outcomes:**

Student teachers will be able to:

- Use online, digital, and other resources in the teaching-learning process.
- Understanding School curriculum in social science
- Identify learning resources from the immediate environment and apply the concepts of social science in daily life.
- Categorize approaches, activities, and resources to assist and assess the pupils.
- Understands the professional development of social science teacher
- Use teaching learning materials effectively in teaching social science content at the secondary stage

**UNIT VI: School Curriculum in Social Science**

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCFSE-2023 and NEP2020
5. Trends of social science Curriculum / Syllabus
6. Print Resources- Textbooks, Popular social science books, Journals and magazines
7. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook- Contextualization of Content.
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, Local Innovators and Innovative Practices of Social science – Indian Knowledge System (IKS) and social science

**Unit VII: Learning Resources/Materials in Social Science**

1. Identification and use of learning resources in social science from the immediate environment such as natural resources: soil, rocks; vegetation, crops, minerals and human resources.
2. Audio-visual, print and electronic resources in social science. Multimedia & ICT resources and online & digital resources. Digital repository and AI-based digital resources.
3. Social science projects, clubs, fairs, exhibitions and visits places of historical and geographical importance.
4. Social science laboratory/museum as a learning resource including virtual laboratories.
5. Community resources and Pooling of learning resources.

## Unit VIII: Revisiting the Content of School Textbooks and their Pedagogical Analysis

1. Understanding the following textbook subject matter from the pedagogical content knowledge:

(PCK) perspective:

- A) The Earth, Landforms, Climate and Atmosphere, Water and Oceans, Life on Earth Biodiversity and Conservation, India-Location, Structure and Physiography, Drainage System, Climate and Vegetation, Natural Hazards and Disasters, Introduction to Maps, Latitude, Longitude and Time, Map Projections, Topographical Maps, Remote Sensing, Introduction to Political Theory, Freedom, Equality, Social Justice, Rights, Citizenship, Nationalism, Secularism, Various aspects of Indian Constitution; Early Societies, Empires, Changing Traditions, Towards Modernisation, Indian Economy on the Eve of Development, Indian Economy 1950-1990, Economic Reforms since 1990, Liberalisation, Privatisation and Globalisation, Human Capital Formation in India, Rural Development, Employment, Environment and Sustainable Development, Statistics for Economics.
- B) The Harappan Civilisation; Kings, Farmers and Towns-Early States and Economies (600 BCE-600CE); Kinship, Caste and Class –Early Societies (600 BCE-600CE); Thinkers, Beliefs and Buildings-Cultural Development (600 BCE-600CE)
- C) Through the Eyes of Travellers: Perceptions of Society (tenth to seventeenth centuries); Bhakti –Sufi Traditions: Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries); An Imperial Capital: Vijayanagara (fourteenth to sixteenth centuries);
- D) Peasants, Zamindars and The State: Agrarian Society and the Mughal Empire (sixteenth-seventeenth centuries);
- E) Colonialism and The Countryside: Exploring Official Archives; Rebels and The Raj: 1857 Revolt and its Representations;
- E) Mahatma Gandhi and The Nationalist Movement: Civil Disobedience and Beyond;
- F) Framing the Constitution: The Beginning of a New Era.
- G) Nature and Scope of Human Geography; The World Population- Distribution, Density and Growth; Human Development; Transport and Communication; International Trade; Data, Data Processing, Spatial Information Technology; Human settlements; Land, Water, Mineral and Energy Resources and Sustainable Development,
- H) The End of Bipolarity; Contemporary Centres of Power; Contemporary South Asia; International Organisations; Security in the Contemporary World; Environment and Natural Resources;
- I) Globalisation;
- J) Politics in India since Independence;
- K) Introduction to Microeconomics and Macroeconomics; Theory of Consumer Behaviour; Production and Costs; The Theory of the Firm under Perfect Competition; Market Equilibrium; National Income Accounting; Money and Banking; Determination of Income and Employment; Government Budget and the Economy; Open Economy Macroeconomics. (Class XI and Class XII text books)

2. Pedagogical Analysis of the above subject matter shall be based on the

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following points:

- a) Identification of concepts and processes,
- b) Listing Learning/Behavioural Outcomes
- c) Activities and experiments
- d) Listing evaluation techniques and strategies,
- e) Concept mapping

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

### **UNIT IX: Professional Development of physical science teachers at the Secondary Stage**

1. Skills:

- a. Critical thinking, communication, dealing with students with patience and respect, leadership, working within institutional goals and standards, responding to students timely and thoughtfully, and building relationships.

2. Competencies:

Selecting the learning area to be taught, setting criteria for success, informing students of criteria ahead of the lesson, demonstrating the students the successful use of the knowledge/skills through modelling, and evaluating student acquisition.

3. Professional development practices:

- a. How to recognize an expert teacher? What does teacher professionalism involve?
- b. Technology Integration in teaching learning
- c. Formal professional development practices: Workshops, conferences, and courses that are designed to help teachers learn new skills and strategies.
- d. Informal professional development practices: reading professional literature, participating in online forums, and collaborating with colleagues
- e. Professional Growth, Professional Ethics and Code of Teacher

4. A Few Important Qualities of Secondary School Teacher:

Be Passionate, Know What You Teach, relate it to Real Life, Have Clear Objectives, Use Effective Discipline, Connect with Students, Be Consistent, Be Flexible, communicate with Parents, Be Positive, etc

5. Teacher as a Researcher – Action research in social science, Areas of action research, steps in action research

### **UNIT X: Assessment and Evaluation in Social Science**

1. Development of learning indicators – academic standards - performance-based assessment, learners' records of observations.
2. Strategies for continuous assessment. Significance of school based assessment; formative and summative assessment, formal, informal and 360° assessment.

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3. Performance assessment: Assessment of group activities, field observations; recording and presentation reporting. Creating platform and strategies for self and peer assessment. Assessment based on learning outcomes/ objectives.
4. Preparation of blue print, construction of test items and administration of tests for concepts of social science such as demand-supply curve, central tendency, , geospatial data, structure of the rocks and minerals, chemical changes in soil and its effects on agriculture, political structure etc.
5. Concept and modes of evaluation: setting question paper, types of test items and preparing answer key with criteria for scoring, making of test items for the concepts of social science such as mitigation of natural hazards; environment and sustainable development, Early Societies etc.
6. Assessment as feedback mechanism for improvement in learning teaching.

### Field Engagement:

1. Preparation of minimum one working model/toy/game on the concepts of social science.
2. Activities based on the syllabus of social science textbooks of secondary stage
3. Digital content creation on any two concepts of social science at secondary stage.
4. Preparation of a lesson plan keeping in view blended learning approach for the concepts of social science followed by seminar /presentation before the whole group.
5. Preparation for teaching learning of a topic along with write up (name of unit, name of the theme/topic, material used, procedure, learning outcomes).
6. Identification and use of learning resources in social science from the surroundings.
7. Activities based on the syllabus of social science textbooks of the secondary stage:
  - Demonstration of continental drift theory.
  - Working models of volcanoes, soil profile.
  - Study of law of diminishing return.

### Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning, story telling.

### Assessment and evaluation

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

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**Content cum Pedagogy courses**

**Semester-II**

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

**Content and Pedagogy of Physical Science Education at Secondary Stage**

**Credits 4**

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

**Course Learning Outcomes:**

Student teachers will be able to:

- 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.
- 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.
- Analyse science textbooks of secondary stages.
- Apply the concepts of science in daily life.
- Reflect on classroom processes.
- Familiarise and apply different assessment practices.
- Compare merits and demerits of different types of assessment.
- Prepare unit test items based on TOS and develop different types of test items.
- Construct and administer the diagnostic and achievement test.
- Apply tools and techniques of assessment in teaching learning process.
- Outline Emerging Trends and Innovations in classroom teaching of science

**UNIT VI: School Curriculum in Physical Science**

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCFSE-2023 and NEP-2020
5. Trends of Science Curriculum / Syllabus
6. Print Resources- Textbooks, Popular science book, Journals and magazines
7. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook- Contextualization of Content.
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, Local Innovators and Innovative Practices of science – Indian Knowledge System (IKS) and science

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timely and thoughtfully, and building relationships.

2. Competencies:

a. Selecting the learning area to be taught, setting criteria for success, informing students of criteria ahead of the lesson, demonstrating the students the successful use of the knowledge/skills through modelling, and evaluating student acquisition.

3. Professional development practices:

- a. How to recognize an expert teacher? What does teacher professionalism involve?
- b. Technology Integration in teaching learning
- c. Formal professional development practices: Workshops, conferences, and courses that are designed to help teachers learn new skills and strategies.
- d. Informal professional development practices: reading professional literature, participating in online forums, and collaborating with colleagues
- e. Professional Growth, Professional Ethics and Code of Teacher

4. A Few Important Qualities of Secondary School Teacher:

Be Passionate, Know What You Teach, Relate it to Real Life, Have Clear Objectives, Use Effective Discipline, Connect with Students, Be Consistent, Be Flexible, communicate with Parents, Be Positive, etc

5. Teacher as a Researcher – Action research in physical science, Areas of action research, steps

in action research

**UNIT X: Assessment and Evaluation in Physical Science**

1. Assessment based on learning outcomes- Academic standards
2. Strategies for continuous assessment. Significance of school based assessment and qualitative assessment; formative and summative assessment, formal, informal and 360° assessment.
3. Performance assessment: Assessment of group activities, field observations; recording and reporting.
4. Creating platform and strategies for self and peer assessment.
5. Assessment of lab skills, assignments, projects, presentations.
6. Unit test based on TOS (Table of Specification) and its importance; question paper setting, types of test items and preparing answer key and criteria for scoring.
7. Portfolio management.
8. Assessment as feedback mechanism for improvement in teaching learning.

**Field Engagement**

1. Develop learning outcomes for the concepts of physical science at the secondary stage.
2. Establish horizontal and vertical linkages with other subjects.
3. Explore contributions of Indian scientists in the development of physical science.
4. Preparation of one working model on the concepts of physical science.

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## **UNIT VII: Learning Resources in Science**

1. Identification and use of learning resources in science from the environment.
2. Textbook, handbook, teachers' manual, laboratory manual and other print materials.
3. Non print and digital resources- websites, animations, audios, videos, images, simulations, digital repository, AR, VR & AI-based digital resources and OERs.
4. Charts, models, games & toys, worksheets, garden, museum, aquarium and terrarium.
5. Science laboratory- design, management and practices; virtual laboratories.
6. Science kits, science clubs, science fairs, science exhibitions and science parks.
7. Community resources and pooling of learning resources.

## **Unit VIII: Revisiting the Content of School Textbooks and their Pedagogical Analysis**

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

### **i. Class XI Physics**

Units and Measurements; Motion in a Straight Line; Motion in a Plane; Laws of Motion; Work, Energy and Power; System of Particles and Rotational Motion; Gravitation; Mechanical Properties of Solids; Mechanical Properties of Fluids; Thermal Properties of Matter, Thermodynamics; Kinetic Theory; Oscillations and Waves. Electric Charges and Fields; Electrostatic Potential and Capacitance; Current Electricity; Moving Charges and Magnetism; Magnetism and Matter; Electromagnetic Induction; Alternating Current; Electromagnetic Waves; Ray Optics and Optical Instruments; Wave Optics; Dual Nature of Radiation and Matter; Atoms, Nuclei and Fundamental Concepts in Semiconductor Electronics

### **ii. Class XI Chemistry**

Basic Concepts of Chemistry; Structure of Atom; Classification of Elements and Periodicity in Properties; Chemical Bonding and Molecular Structure; Thermodynamics; Equilibrium; Redox Reactions; Concepts in Organic Chemistry and its Basic Principles and Techniques; Hydrocarbons Solutions; Electrochemistry; Chemical Kinetics; the d- and f-block Elements; Coordination Compounds; Haloalkanes and Haloarenes; Alcohols, Phenols and Ethers; Aldehydes, Ketones and Carboxylic Acids, Amines and Biomolecules.

2. Pedagogical Analysis of the above subject matter shall be based on the following points: a) Identification of concepts and processes, b) Listing Learning/Behavioural Outcomes, c) Activities and experiments) Listing evaluation techniques and strategies.
3. Need for enrichment of the above content knowledge for effective learning and teaching.

## **UNIT IX: Professional Development of physical science teachers at the Secondary Stage**

1. Skills:

- a. Critical thinking, communication, dealing with students with patience and respect, leadership, working within institutional goals and standards, responding to students

4. Goswami, M. (2018). Measurement and Evaluation in Psychology and Education, Neelkamal Publications
5. National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
6. National Education Policy 2020, MoE, Government of India
7. National Steering Committee for National Curriculum Frameworks, (2023). Draft
8. National Curriculum Framework for School Education-2023
9. Sharma, S.V. (2018). Science Education, ISBN:978-81-937186-0-5, RIE Ajmer.
10. Toplis, R. (2015). Learning to Teach Science in the Secondary School, Routledge Taylor and Francis Group.

#### Web Links

1. [https://ncert.nic.in/desm/pdf/phy\\_sci\\_PartII.pdf](https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf)
2. <https://ncert.nic.in/pdf/Mandate-NCF.pdf>
3. <https://old.amu.ac.in/emp/studym/100008102.pdf>
4. [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)
5. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
6. <https://www.egyankosh.ac.in/bitstream/123456789/46674/1/Unit-9.pdf>

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5. Digital content creation on any two concepts of science at secondary stage.
6. Preparation of a lesson plan keeping in view blended learning approach for the concepts of physical science followed by seminar/presentation.
7. Simulated Teaching session
8. Seminar presentation on historical development of physical science including contributions of different scientists
9. Formulating academic standards, Objectives & Learning Outcome
10. Developing Concept maps
11. Identification and use of learning resources in science from the surroundings
12. Designing Activities to deliver physical Science Concepts
13. Identifying and integrating values in physical science concepts.
14. Designing ICT based learning material in physical sciences
15. Demonstrate different pedagogical approaches and strategies
16. Script writing for role playing in concepts of physical sciences.
17. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
18. Preparation of diagnostic test, administration and analysis of scores.
19. Preparation of portfolio of a student of secondary stage.
20. Planning for peer assessment and development of criteria and rubrics.
21. Organise a classroom/school seminar/ workshop on any theme of physical science that impact society and science.
22. Pilot new ways of assessment using educational technologies focusing on 21<sup>st</sup> century skills.
23. Exploration of AI based assessment tools.
24. Content Analysis (Class VIII, IX, X, XI and XII)
25. Lesson Research in physical Science research

### **Suggestive Mode of Transaction**

Lecture cum discussion/demonstration, hands-on-activities, storytelling, model making and toy based, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, art and environment integrated learning, sport integrated learning.

### **Suggestive Mode of Assessment**

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

### **References /Learning Resources**

1. Bapat, M.N. and Prakash, G.R. (2017). Pedagogy of Science, Neelkamal Publications
2. Das, R.C. (1984). Curriculum and Evaluation, National Council of Educational Research and Training New Delhi.
3. Frost, J. (2010). Learning to teach science in the secondary school, Routledge Taylor and Francis Group

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Content-cum Pedagogy courses  
Semester-II

Paper-XII B (EDN -12B)

Content and Pedagogy of Telugu language Education at Secondary Stage

తెలుగు బోధనా శాస్త్రం

Credits:4

మార్కులు: 100 (70+30)

**అభ్యసన ఫలితాలు:**

ఈ కోర్సు పూర్తయిన తర్వాత, చాత్రోపాధ్యాయులు వీటిని చేయగలరు:

- భారతీయ నేపథ్యంలో ద్వితీయ దశలో భాషను బోధించే పద్ధతులు, విధానాలు, సామగ్రిని చర్చించడం.
- NEP 2020కి సంబంధించి భాషా విద్యా బోధన- అభ్యసన సామగ్రిని వివరించండి,
- తరగతి గది బోధన సమయంలో వివిధ రకాల బోధన-అభ్యాస సహాయాలను వర్తింపజేయండి,
- భాషా బోధనలో మల్టీమీడియాను ఉపయోగించడం. ఆన్లైన్ వనరుల ద్వారా భాషను గురించి జ్ఞానాన్ని పొందడం.
- భాష యొక్క సమర్థవంతమైన బోధన కోసం ఎంపిక ప్రణాళికను అభివృద్ధి చేయడం.
- భాషా అభ్యాసాన్ని సులభతరం చేయడంలో ఉపాధ్యాయుని పాత్రను గుర్తించడం.
- భాషా బోధనలో అభ్యసన మధింపు, మూల్యాంకనం యొక్క సాధనాలు మరియు సాంకేతికతలను చర్చించడం.
- భాష యొక్క బోధన-అభ్యాస ప్రక్రియలో ICTని వర్తింపజేయడం.
- భాషా ప్రయోగ శాల మరియు వర్చువల్ ల్యాబ్ని ఉపయోగించి భాష యొక్క ఇ-కంటెంట్ను అభివృద్ధి చేయండి.
- B. Ed ప్రోగ్రామ్లోని వివిధ అంశాలను అభివృద్ధి చేయడం, సాధన చేయడం మరియు మూల్యాంకనం చేయడం
- భాషా నైపుణ్యాలు, భాషా అంశాలకు ప్రత్యేక సూచనలు ఇవ్వడం.

**యూనిట్-6: తెలుగు భాషలో బోధనాపరమైన అంశాలు--12 గంటలు**

1. ఉపగమం సాంకేతికత, పద్ధతులు - విషయ స్పష్టికరణ
2. తెలుగు బోధించే పద్ధతులు: పద్య, గద్య, వ్యాకరణ పద్ధతులు
3. తెలుగు బోధనలో సమాచార, రూపాత్మక, సందర్భానుసార, విషయాత్మక, నిర్మాణాత్మక, సంయుక్త, విమర్శనాత్మక ఉపగమాలు, ఆగమన మరియు నిగమన ఉపగమాలు
4. వ్యాహాలు, సాంకేతికతలు, కార్యకలాపాలు: భాషా క్రీడలు, జిట్టు పని, సమవయస్కుల బృందం, సహకార, సంయుక్త చర్యలు, పరికల్పన, సమవయస్కుల వరసర చర్య.
5. తెలుగు భాషా బోధన యొక్క అభ్యసనా వనరులు.

**యూనిట్ 7: తెలుగు భాషా విషయ విశేషణ - తరగతి గది ప్రణాళిక - 20 గంటలు**

1. విద్యా ప్రమాణాలు, అభ్యసన ఫలితాలు-సంభావిత స్పష్టికరణ.
2. బోధన అభ్యసన వనరులు/వనరుల అభివృద్ధి: తరగతిగదిలో బోధన అభ్యసన భావన, పాత్ర - ప్రాముఖ్యం.
3. అభ్యసన ఫలితాల ఆధారంగా యూనిట్-ప్లాన్లు, పీరియడ్ ప్లాన్లను అభివృద్ధి చేయడం (ముందు చదివేటప్పుడు, చదువుతున్నప్పుడు, తర్వాత చదివేటప్పుడు)
4. తెలుగు భాషా బోధనలో ICTని ఉపయోగించడం.
- 5 తెలుగు భాషా అధ్యయనం, సూచన నైపుణ్యాలు

**యూనిట్-8: తెలుగు భాషాపాఠ్యాధ్యయని వృత్తిపరమైన అభివృద్ధి--12 గంటలు**

1. వృత్తిపరమైన అభివృద్ధి భావన, ఉపాధ్యాయుని స్వీయ-మూల్యాంకనం,
2. తెలుగు ఉపాధ్యాయుని వృత్తిపరమైన అభివృద్ధి: భాష, సాహిత్యం, ధ్వని శాస్త్రం, ICT మరియు వృత్తిపరమైన సంస్థలు.
3. బోధనా అభ్యసనా నైపుణ్యాలను పెంపొందించడానికి వృత్తిపరంగా భాషా ఉపాధ్యాయుని లక్షణాలు
4. భాష నేర్చుకోవడం, విభిన్నాత్మక వాతావరణాన్ని సృష్టించడం, సులభతరం చేయడంలో తెలుగు భాషాపాఠ్యాధ్యయన పాత్ర.
5. భాషా అభ్యాసకులు, ఉపాధ్యాయులలో 21వ శతాబ్దపు నైపుణ్యాల పెంపుదల-ప్రాముఖ్యత.

**యూనిట్-9: పాఠ్యప్రణాళిక విశ్లేషణ-బోధనాపరమైన ప్రభావం-అభ్యాసకుడు-12 గంటలు**

1. విద్యాప్రణాళికా, సిలబస్-సంభావిత స్పష్టికరణ
2. భాషా బోధన బోధనా శాస్త్ర రకాలపై విశ్లేషణ: సామాజిక బోధన; విమర్శనాత్మక బోధనా శాస్త్రం; సాంస్కృతిక, ప్రత్యుత్తర బోధనా శాస్త్రం, సోక్రటిక్ పద్ధతి.
3. భాషా నైపుణ్యాలు, కవిత్వం, గద్యం, గ్రహణశక్తి మరియు వ్యాకరణాన్ని అర్థం చేసుకోవడం, బోధనా విషయ పరిజ్ఞానం (Pedagogical Content Knowledge) నుండి VIII, IX, X మరియు XI తరగతులకు సంబంధించిన పాఠాలు వాటి దృక్కోణం.
4. ప్రస్తుత తెలుగు పాఠ్యపుస్తకాలను సమీక్షించడం: సాహిత్యం, సమాజం మధ్య సంబంధాలు: సాహిత్యం సమాజాన్ని ప్రతిబింబిస్తుంది- సమాజం సాహిత్యాన్ని ప్రభావితం చేస్తుంది.
5. ప్రభావవంతమైన అభ్యసనలో బోధనా శాస్త్ర పాత్ర.
6. పాఠ్య పుస్తకాల అభివృద్ధి - సునిశిత విశ్లేషణ - విధాన దృక్పథం.

**యూనిట్-10: అభ్యసనా మధింపు - మూల్యాంకనం---16 గంటలు**

1. మధింపు -మూల్యాంకనం యొక్క భావనలు, రకాలు.
2. నిరంతర సమగ్ర-మూల్యాంకనం (CCE) యొక్క-అర్థం మరియు ప్రాముఖ్యత.
3. తెలుగు భాషలో ప్రశ్నల వర్గీకరణ.
4. ప్రశ్నాపత్రం యొక్క బ్లూ ప్రింట్, నిరంతర సమగ్ర మూల్యాంకనా రికార్డు తయారీ.
5. విద్యా ఉపలబ్ధి సాధన నికష (SAT)-పరీక్ష స్కార్ల విశ్లేషణ, వివరణ.

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### ఆచరణాత్మక కృత్యాలు - నివేదికలు (Practicum)

1. భాషా అభివృద్ధికి సంబంధించి NEP 2020 యొక్క సిఫార్సులపై ఒక కథనాన్ని వ్రాయండి.
2. సెకండరీ దశలో భాష నేర్చుకోవడం కోసం సాధనాలు, సాఫ్ట్వేర్, డిజిటల్ ప్లాట్ఫారమ్పై అన్వేషించండి.
3. భాషా బోధనలో పరిశోధన, వినూత్న పద్ధతులపై ప్రతిబింబించండి
4. భారతదేశంలో తెలుగు భాష స్థానంపై సెమినార్లు, చర్చలు నిర్వహించండి
5. సెకండరీ స్థాయిలో భాషా సంబంధిత వనరులను సిద్ధం చేయండి.
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 సంవాదకీయ భాగాలపై ప్రతిబింబ గమనికను వ్రాయండి.
14. "స్వయం" (SWAYAM) పోర్టల్ నుండి భాషపై ఆన్లైన్ సర్టిఫికేట్ కోర్సును పూర్తి చేయండి.
15. విద్యార్థులు ఇంటర్నెట్లోకి సంబంధించిన అన్ని ఫోన్లను పూరించడానికి మార్గనిర్దేశం చేయాలి (అబ్జర్వేషన్, 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 అభ్యాసనంతో కూడిన ఇబ్బందులను గుర్తించండి.
19. తెలుగు ప్రసంగంలో జాతీయాలు, సామెతల యొక్క బొమ్మల జాబితాను సిద్ధం చేయండి.
20. సెకండరీ స్థాయిలోని వివిధ భాషల మధింపు, మూల్యాంకనం యొక్క ప్రస్తుత పద్ధతులపై ఒక నివేదికను వ్రాయండి.
21. మీ పాఠశాలలోని వివిధ తరగతులలో జరిగిన బోధనాభ్యాసనా కార్యక్రమాలను చేతివ్రాత ఆధారంగా ఒక వార్తాలేఖ(వ్యాసం)ను సిద్ధం చేయండి.

పరామర్శ గ్రంథాలు

1. [https://www.dei.ac.in/dei/files/notices/2022/Academic%20Council/Four\\_Year\\_Integrated\\_Teacher\\_Education\\_Programme\\_\(ITEP\).pdf](https://www.dei.ac.in/dei/files/notices/2022/Academic%20Council/Four_Year_Integrated_Teacher_Education_Programme_(ITEP).pdf)
2. [https://ses.aud.ac.in/programme/undergraduate-studies/83-integrated-teacher-education-programmes-\(itep\)](https://ses.aud.ac.in/programme/undergraduate-studies/83-integrated-teacher-education-programmes-(itep))
3. <https://ncte.gov.in/itep/PDF/ITEPNormsAndStandards.pdf>
4. <https://ncte.gov.in/website/introductionITEP.aspx>
5. <https://ncte.gov.in/itep/login.aspx>
6. <https://ncert.nic.in/>

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 2005
5	NCERT	Language Teaching Position Papers
6	SCERT	State Curriculum frame Work 2011
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 దక్షిణామూర్తి	భాషా ఆధునిక దృక్పథం - నీలకమల్ ప్రచురణ
11	డా.భద్రరాజు 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

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**Content cum Pedagogy courses**  
**Semester-II**  
**Paper-XII C(EDN -12C)**  
**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-6: Pedagogical Aspects of Teaching English**

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 7: Content Analysis & Planning the Classroom Transaction for English Language**

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 Pre-Reading, Reading, Post-Reading)
4. Using ICT in Teaching English Language

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## 5 Study and Reference skills

### Unit-8: Professional Development of English teacher

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-9: Language Curriculum analysis and Pedagogical Impact on the Learner

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-10: Assessment and Evaluation

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.
2. Amritavalli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: Allied Publishers
3. Bond, L G et al (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton - Century Crafts.
4. Bose Kshanika: Teaching of English Modern Approach
5. Byrne, D (1975): Teaching Writing, London, Longman.
6. Choudhary, N.R, (2002): English Language Teaching, Himalaya Publish House, Mumbai
7. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publish House, Mumbai
8. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
9. Davis, Paul and Mario Rinvoluceri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
10. English Language Teaching: Professional Journals for English Language Teaching Gillian Brown, Listening to spoken English, Longman, 1977
11. Khan, Nasiruddin. (2005): Introduction of English as a subject at the primary level. Ms., NFG-English
12. Kohli, A.L (1990): Techniques of Teaching English in the New Millennium
13. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
14. Mukalel, J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
15. Pal, H.R and Pal, R (2006): Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi.
16. Palmer, H E: The Principles of Language Study.
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. F. () "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/>):

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53. (<https://www.englishpractice.com/>):
54. (<https://www.breakingnewsenglish.com/>):
55. (<http://www.eslcafe.com/>)
56. (<http://www.esl-lab.com/>):
57. (<https://readtheory.org/>)
58. (<http://www.oxfordlearnersdictionaries.com/us>
59. (<http://iteslj.org/>)
60. (<https://www.ted.com>

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CONTENT CUM PEDAGOGY COURSE  
SEMESTER - II  
PAPER -12D (EDN-12D)  
CONTENT AND PEDAGOGY OF HINDI EDUCATION  
AT SECONDARY STAGE

Credits 4 (3+1)

Marks: 100 (70+30)

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

- 1) पूर्व एवं उत्तर मध्यमा के स्तर पर हिन्दी भाषा शिक्षण एवं अधिगम की सम्पूर्ण प्रक्रिया से परिचित होंगे।
- 2) हिन्दी शिक्षण के सामान्य सिद्धान्तों की जानकारी प्राप्त करेंगे।
- 3) भारतवर्ष में प्रचलित हिन्दी भाषा-शिक्षण की पद्धतियों से अवगत होंगे।
- 4) हिन्दी भाषा-शिक्षण कौशलों की जानकारी प्राप्त करेंगे।
- 5) हिन्दी भाषा-शिक्षण में उपयोगी बांधनोपकरणों की निर्माणविधि एवं प्रयोगविधि से अवगत होंगे।
- 6) भाषा के अध्यापकों के वृत्तिगत नेपुण्यों की वृद्धि के उपायों से परिचित होंगे।
- 7) सङ्गणकयन्त्र एवं अन्तर्जाल के प्रयोग से दूरविद्या एवं योजनाबद्ध अनुदेश द्वारा हिन्दी शिक्षण की पद्धति जानेंगे।
- 8) पाठयोजना-निर्माणविधि से अवगत होंगे।
- 9) भाषाप्रयोगशाला का परिचय, विनियोग आदि सम्पूर्ण जानकारी प्राप्त करेंगे।
- 10) भाषा के संघटकतत्व एवं भाषा कौशल आदि बि.इ.डि प्रोग्राम से सम्बद्ध विभिन्न विषयों का विकास, आचरण एवं मूल्याङ्कन से परिचित होंगे।

इकाई-६

(हिन्दी भाषा शिक्षण एवं अधिगम की प्रक्रिया - शैक्षिकप्रविधि के विभिन्न पहलू)

- i) शिक्षण का अर्थ, परिभाषा, धारणा, विशेषताएँ एवं स्तर।
- ii) अधिगम का अर्थ, परिभाषा, स्वभाव, शिक्षण एवं अधिगम का सम्बन्ध।
- iii) हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त।

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- IV) शिक्षण - सूत्र एवं अच्छे शिक्षक के गुण ।
  - V) सूक्ष्म शिक्षण (अर्थ, परिभाषा, सोपान, लाभ, सीमाएँ, सावधानियाँ) ।
  - VI) दृश्यश्रव्य उपकरणों का प्रयोग ।

इकाई-७

(भाषाशिक्षण - प्रणालियाँ)

- I) व्याख्या एवं व्याख्यान प्रणाली (व्याख्या का अर्थ, व्याख्या करने में सावधानियाँ, व्याख्या करने की विधियाँ) ।
- II) स्पष्टीकरणप्रणाली (स्पष्टीकरण का अर्थ, उद्देश्य, सावधानियाँ) ।
- III) वर्णनप्रणाली (अर्थ, उद्देश्य, सावधानियाँ) ।
- IV) विरणप्रणाली (अर्थ, उद्देश्य, सावधानियाँ) ।
- V) तुलनाप्रणाली (अर्थ, उद्देश्य, सावधानियाँ) ।
- VI) कथाप्रणाली (अर्थ, उद्देश्य, सावधानियाँ) ।

इकाई-९

(पाठ्यक्रम एवं पाठ्यपुस्तक)

- I) पाठ्यक्रम - अर्थ, परिभाषा, स्वरूप, उद्देश्य, महत्व, सिद्धान्त एवं प्रकार ।
- II) पाठ्यक्रम एवं सहगामी क्रियाएँ ।
- III) पाठ्यपुस्तक - अर्थ, महत्व, आवश्यकता (छात्र की दृष्टि से एवं अध्यापक की दृष्टि से) उद्देश्य ।
- IV) पाठ्यपुस्तकों के प्रकार, आंतरिकगुण, पाठ्यपुस्तक निर्माण के सिद्धान्त ।
- V) वर्तमान भारत में पाठ्यपुस्तकों की विशेषताओं की समीक्षा ।
- VI) क्रियानुसन्धान (अर्थ, परिभाषा, उद्देश्य, महत्व, गुण-दोष, समस्याएँ) ।

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इकाई-१०(मूल्यांकन)

- (I) मूल्यांकन की धारणा, आवश्यकता, प्रकार ।
- (II) निरन्तर एवं समग्रमूल्या की धारणा, आवश्यकता, प्रकार ।
- (III) वर्तमान में प्रचलित मूल्यांकनपद्धति एवं नवीन मूल्यांकन पद्धतियों का गुण-दोष विवेचन ।
- (IV) प्रश्नपत्र निर्माण - विधि एवं प्रश्नों के प्रकार ।
- (V) विद्योपलब्धि साधन - निकष - क्रिवरणात्मक विश्लेषण ।

आचरणात्मक कृत्य

- 1) नवीन शिक्षा-नीति-2020 में भाषा शिक्षण में प्रगति के लक्ष्य से की गई सूचनाओं को आधार बनाकर एक लेख लिखिए ।
- 2) माध्यमिक स्तर पर हिन्दी-शिक्षण में उपयोगी बोधनोपकरण तैयार कीजिए ।
- 3) हिन्दी भाषा - शिक्षण की प्रणालियों पर विश्लेषणात्मक निबन्ध लिखिए ।
- 4) भारतवर्ष की शिक्षण संस्थाओं में हिन्दी भाषा की स्थिति को लेकर वाद-विवाद प्रतियोगिताओं एवं सङ्गोष्ठियों का आयोजन कीजिए ।
- 5) माध्यमिक स्तर के पाठ्य पुस्तक के पाठ्यांशों का इ-कन्टेन्ट तैयार कीजिए ।
- 6) माध्यमिक स्तर के पाठ्यपुस्तक निर्माण में सहायक ग्रन्थों की सूची तैयार कीजिए ।
- 7) छात्रों में साधारण भाषा-कौशलों की वृद्धि में सहायक कृत्यों का निर्माण कीजिए ।
- 8) भारतवर्ष में हिन्दी भाषा-शिक्षण की स्थिति एवं समस्याओं को आधार मानकर लेख लिखिए।
- 9) सन्धर्भानुसार समय समय पर भाषाक्रीडाओं का समायोजन कीजिए ।
- 10) योजनाबद्ध अनुदेशन (Programmed Learning) विधि से हिन्दी पाठ्य-प्रणालि का निर्माण कीजिए ।

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CONTENT CUM PEDAGOGY COURSE  
SEMESTER - II  
PAPER 12E ( EDN-12E)  
CONTENT AND PEDAGOGY OF SANSKRIT EDUCATION  
AT SECONDARY STAGE

Credits 4 (3+1)

Marks: 100 (70+30)

अध्ययनफलानि (Learning out comes)

अस्य पाठ्यक्रमस्याध्ययनानन्तरं प्रशिक्षणार्थिनः निम्नोक्तान् लक्ष्यान् साधयिष्यन्ति ।

- 1) पूर्वोत्तरमध्यमा स्तरयोः संस्कृतभाषाशिक्षणाधिगमयोः समग्र प्रक्रियामवगच्छन्ति ।
- 2) संस्कृतशिक्षणस्य सामान्यसिद्धान्तांश्च ज्ञातुमर्हन्ति ।
- 3) भारतवर्षे प्रचलिताः संस्कृत भाषाशिक्षणपद्धतीः जानन्ति ।
- 4) संस्कृत भाषाशिक्षणे उपयुज्यमानानि भाषाशिक्षण कौशलानि जानन्ति ।
- 5) भाषाशिक्षणे प्रयोज्यानां योधनोपकरणानां निर्माणप्रयोगविधयोः ज्ञानमवाप्नुवन्ति ।
- 6) सङ्गणकान्तर्जालयोः प्रयोगपूर्वकं दूरविद्यामाध्यमेन संस्कृतभाषा-शिक्षणं विधातुमावश्यकं ज्ञानमवाप्नुवन्ति ।
- 7) भाषाशिक्षणं सफलं विधातुं आवश्यकं पाठ्योजना-निर्माणविधिं जानन्ति ।
- 8) भाषाश्रवणे अध्यापकस्य योगदानं एवं प्रेक्षकत्वञ्च विचारयन्ति ।
- 9) भाषाप्रयोगशालामुपयुज्य इलक्ट्रानिक पाठ्यांशनिर्माणविधिमवगच्छन्ति ।
- 10) भाषायाः संघटकतत्त्वैः भाषायाः साधारणनैपुण्यैश्च सम्बद्धानां विभिन्नविषयानां निर्माणं, वि.इ.डि. पाठ्यक्रमे तेषां विनियोगं, मूल्याङ्कनञ्च कर्तुं पारयन्ति ।

प्रथमोऽध्यायः

(शिक्षणाधिगमयोः प्रक्रिया संस्कृतशिक्षणस्य सामान्यसिद्धान्ताः)

- I) शिक्षणस्यार्थः, परिभाषा, समग्रत्वयः प्रकृतिः स्तराः ।
- II) अधिगमस्यार्थः परिभाषा, प्रकृतिः, शिक्षणाधिगमयोः सम्बन्धः, शिक्षणाधिगम प्रक्रिया ।
- III) संस्कृतशिक्षणस्य सामान्यसिद्धान्ताः ।
- IV) सूक्ष्मशिक्षणम् ।
- V) दृश्यश्रव्योपकरणानां संस्कृतशिक्षणे प्रयोगः ।

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## सप्तमोऽध्यायः

## संस्कृतशिक्षण कौशलानि

- I) प्रश्नकौशलम् (सन्दर्भानुसारं प्रयोगः, अध्यापकस्यापेक्षिताः योग्यताः, प्रकाराः, प्रयोजनानि) ।
- II) व्याख्यानकौशलम् (प्रक्रिया, प्रकाराः कौशलम्, घटकाः, प्रयोजनानि) ।
- III) दृष्टान्तकौशलम् (श्यामपट्टप्रयोगः, लेखनफलकस्य उपयोगः, घटकाः, विकासः) ।
- IV) अध्यापकस्य वृत्तिनैपुण्यवृद्धिः ।
- V) भाषाप्रयोगशाला ।

## अष्टमोऽध्यायः

## संस्कृतशिक्षणपद्धतयः

- I) पाठशालापद्धतिः (परिचयः, गुणाः, दोषाः)
- II) भण्डारकरपद्धतिः (परिचयः, गुणाः, दोषाः)
- III) पाठ्यपुस्तकपद्धतिः (परिचयः, गुणाः, दोषाः)
- IV) प्रत्यक्षपद्धतिः (परिचयः, गुणाः, दोषाः)
- V) सम्भाषणपद्धतिः (परिचयः, गुणाः, दोषाः)
- VI) संरचनापद्धतिः (परिचयः, गुणाः, दोषाः)
- VII) समन्वयपद्धतिः (परिचयः, गुणाः, दोषाः)

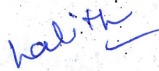
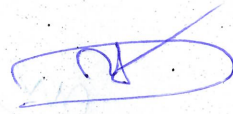
## नवमोऽध्यायः

## पाठयोजना एवं पाठ्यपुस्तकनिर्माणम्

- I) पाठयोजनायाः अर्थः, परिभाषाः, आवश्यकता, महत्त्वम् उद्देश्यनि, लक्षणानि, श्रद्धेयाः विषयाः।
- II) पाठयोजनायाः अङ्गानि -
 

(1) प्रारम्भिकं विवरणम्	(2) उद्देश्यानां विवरणम्
(3) बोधनोपकरणानि	(4) पूर्वज्ञानम्
- III) आदर्शपाठयोजना -
 

(1) गद्यपाठयोजना	(2) पद्यपाठयोजना
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- IV) सङ्गणकाधारितशिक्षा (अर्थः, प्रयोगः, अङ्गानि, महत्त्वम्, अन्तर्जालम्, इ-कन्टेन्ट निर्माणम्, अभिक्रमिताधिगमः)
- V) पाठ्यपुस्तकनिर्माणम् (आवश्यकता, अद्देश्यानि, प्रकाराः, निर्माणसिद्धान्ता) ।

#### दशमोऽध्यायः

##### मूल्याङ्कनम्

- I) मूल्याङ्कनस्य भावना, आवश्यकता, प्रकाराः ।
- II) निरन्तरसमग्रमूल्याङ्कनम् (सम्प्रत्ययः, आवश्यकता, प्रकाराः) ।
- III) वर्तमानमूल्याङ्कनपद्धतेः नवीनमूल्याङ्कनपद्धतेश्च गुणदोष-विवेचनम् ।
- IV) प्रश्नपत्र - निर्माणविधिः, प्रश्नानां प्रकाराश्च ।
- V) विद्योपलब्धिसाधननिकषः - विवरणात्मकविश्लेषणम् ।

##### आचरणात्मककृत्यानि

- 1) नूतनशिक्षानीतेः 2020 सन्दर्भे भाषाशिक्षणे प्रगतिमालक्ष्य विहिताः सूचनाः आधृत्य एकं निबन्धं लिखत ।
- 2) माध्यमिकस्तरे संस्कृतस्य पठन-पाठनमुद्दिश्य बोधनोपकरणानि निर्मायन्ताम् ।
- 3) संस्कृतभाषा-शिक्षण-पद्धतीः आश्रित्य विश्लेषणात्मकः निबन्धः लिखितव्यः ।
- 4) माध्यमिकस्तरे पाठ्यपुस्तक निर्माणे सहायकग्रन्थानां सूचीं निर्मायन्ताम् ।
- 5) भारतस्य शिक्षण-संस्थासु संस्कृतभाषाबोधनस्य स्थितिमुद्दिश्य वाद-विवादप्रतियोगिताः, सङ्गोष्ठ्यश्च समायोजनीयाः ।
- 6) माध्यमिकस्तरसम्बद्धात् पाठ्यपुस्तकात् एकं पाठ्यांशं गृहीत्वा इ-कन्टेन्ट निर्मायन्ताम् ।
- 7) छात्रेषु भाषानैपुण्यानां वर्धनाय सहायकानि कृत्यानि निर्मायन्ताम् ।
- 8) वर्तमान भारते संस्कृत-भाषाशिक्षणस्य गुण-दोषान्, समस्याश्चाश्रित्य निबन्धमेकं लिखत ।
- 9) सन्दर्भानुसारं भाषाक्रीडाः समायोजनीयाः ।
- 10) अभिक्रमितानुदेशनविधिमाश्रित्य संस्कृतपाठ्यप्रणालीं निर्मितव्या ।

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संदर्भग्रन्थसूची (REFERENCE BOOKS)

- 1) संस्कृतशिक्षणप्रशिक्षणे सूक्ष्मशिक्षणम् - डां वी.मुरलीधरशर्मा
- 2) संस्कृतशिक्षणम् - डां. चं.लं.ना.शर्मा, डां. फतेहसिंहः
- 3) व्याकरणशिक्षणप्रविधयः - डां. रा.देवनाथः, डां. भुवनेश उपाध्यायः
- 4) सफलशिक्षणकला - डां. पि.डि. पाठक, डां. जि.एस.डी. त्यागी
- 5) शैक्षिक तकनीकी के मूल आधार - डां. एम.पि.कुलश्रेष्ठ
- 6) शैक्षिक तकनीकी - डा. आर.एस.शर्मा
- 7) संस्कृतसूक्ष्मशिक्षणप्राविधिकी - प्रो. राजेश्वर उपाध्याय, प्रो. श्रीधर वशिष्ठ
- 8) शिक्षामनोविज्ञान - डां. एस.एस. माथुर
- 9) पाठ्यक्रम शिक्षणकला एवं मूल्यांकन - डा. रामपाल सिंह. शर्मा, डां. रमेश शर्मा
- 10) Educational Technology - Dr. S.R. Sharma
- 11) Advanced Educational Technology - R.S. Yadav

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12 گھنٹے

یونٹ: 1 اردو پڑھانے کے تدریسی پہلو

- 1- نقطہ نظر، تکنیکس، 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 تریسی، ساختی، انشائیاتی، موضوعاتی، تعمیری، باہمی تعاون، اختیاری نقطہ نظر (Eclectic approach) استقرائی و استخراجی طریقے۔
- 4- حکمت عملیاں، تکنیکس، اور سرگرمیاں، زبان کے کھیل، گزری مشاغل
- 5- اردو زبان پڑھانے کے اکتسابی وسائل۔

20 گھنٹے

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

- 1- تعلیمی معیارات، اکتسابی نتائج تصوراتی وضاحت
- 2- تدریسی و اکتسابی امدادی آلات و توجیحات کی تیاری، کمرہ جماعت میں اردو زبان کی تدریس و اکتساب میں امدادی آلات کا تصور کروا اور اہمیت
- 3- اکتسابی نتائج کی بنیاد پر یونٹ پلان، بیرونی 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 راجھنیش
- 3- تدریسی و اکتسابی مہارتوں کے فروغ کے لیے معلم اردو کے اوصاف بحیثیت ایک پیشہ ور
- 4- اکتسابی سہولت اور متحرک اکتسابی سہولت 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 پر جانے کے مختلف تدریسی طریقوں کا تجزیہ، سماجی طریقہ تدریس، تنقیدی طریقہ تدریس، ثقافتی ذمہ دار طریقہ تدریس، سترامی طریقہ تدریس
- 3۔ لسانی مہارتوں کی تفہیم، نظم، نثر، افہام و تفہیم اور قواعد کے اسباق جو جماعت ہشتم، نهم 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۔ مؤثر تعلیم میں طریقہ تدریس کا کردار: طالب علم پر طریقہ تدریس کس طرح اثر انداز ہوتا ہے۔

یونٹ: 5۔ تعیین قدر اور تشخیص 16 گھنٹے

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

## 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 ذرا تدریسی آلات، سافٹ ویئر اور پلاٹ فارم دریافت کریں
- 3- ہندوستان میں اردو زبان کے موقف و مقام پر سینما رومانے 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- روزنامے، 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 اساتی مہارتوں کا اندازہ قدر کرنے کے لیے اندازہ قدر کے آلات تیار کریں جیسے: مباحثہ، فی الہدیہ، 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 سرٹیفیکیٹ کورس مکمل کریں
- 15- انٹرن شپ سے متعلق تمام فارمیٹس کو پُر کرنے کی طلباء میں مہارت پیدا کریں جیسے: مشاہدہ، ای۔ پورٹ فولیو، میکر، 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 ایکسیچینس پروگرام (SEP) کے دوران آپ کے تجربات پر ایک نیوز لیٹر (دستی تحریر) تیار کریں
- 21- ثانوی سطح پر تعین کردہ اور تشخیص کے موجودہ طریقوں پر ایک نوٹ لکھیں

## حوالہ جاتی کتب

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

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سید احقر حسین، سید جلیل الدین

عمیر منظر

ڈاکٹر ریاض احمد

محمد قمر سلیم

ڈاکٹر عزیز اللہ شیرانی

طریقہ تدریس اردو

اردو زبان کی تدریس اور اس کا طریقہ کار

اردو تدریس جدید طریقے اور تقاضے

اردو زبان: فن تدریس

اردو درس و تدریس

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قسم التعليم والتربية  
مخطط المادة الدراسية للبيكالوريوس في التربية والتعليم  
Content Cum Pedagogy Course  
Semester-II

PAPER 12G (EDN-12G)  
CONTENT AND PEDAGOGY OF ARABIC EDUCATION AT  
SECONDARY STAGE

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

دورة المحتوى وطرائق التدريس

الفصل الدراسي الثاني

الورقة :

المحتوى وطرائق التدريس في تعليم اللغة العربية في المرحلة الثانوية

الإتمام: 4

النظرية

التقييم الداخلي : 30 رقما

التقييم الخارجي : 70 رقما

مجموع الأرقام: 100

نتائج التعلم في هذه الدورة التعليمية:

سيكون لدى معلمي الطلاب القدرة على تحقيق النتائج التعليمية التالية

بعد إتمام هذه الدورة:

• مناقشة الأساليب والموارد المستخدمة في تدريس اللغة على مستوى

المرحلة الثانوية في السياق المنهجي.

• شرح مواد التعلم المتعلقة بتعليم اللغة مع الرجوع إلى سياسة التعليم الوطنية لعام

2020

• استخدام أنواع مختلفة من وسائل التعليم أثناء التدريس في الفصل.

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- الاستفادة من الوسائل المتعددة في تدريس اللغة، واكتساب المعرفة حول اللغة من خلال مصادر الإنترنت.
- وضع خطة درس لتدريس فعال للغة.
- تحديد دور المعلم في تيسير عملية تعلم اللغة.
- مناقشة أدوات وتقنيات التقييم في تدريس اللغة.
- تطبيق تكنولوجيا المعلومات والاتصال في عملية تعلم اللغة.
- إعداد محتوى إلكتروني للغة باستخدام معمل اللغة والمعمل الافتراضي.
- إعداد وتنفيذ وتقييم جوانب متنوعة من برنامج البكالوريوس في التربية مع إشارة خاصة إلى مهارات اللغة وعناصر اللغة.

المبواد:

الوحدة الأولى : الجوانب التدريسية لتعليم اللغة العربية : 12 ساعة

1. وجهة أنظار، والتقنيات، وأساليب تدريس اللغة العربية - التوضيحات التخيلية.
2. أساليب تدريس اللغة العربية: النثر، النظم، طريقة تدريس القواعد، ترجمة القواعد، الطريقة المباشرة، والطريقة الثنائية للغة، طريقة التعليم المدمج عبر الإنترنت.
3. المناهج الاتصالية والبنوية، الوضعية والموضوعية والبنائية والتعاونية والاختيارية في تدريس اللغة العربية، والطرائق الاستنتاجية والاستقرائية
4. استراتيجيات، وتقنيات وأنشطة: ألعاب اللغة، العمل الجماعي.
5. الوسائل الاكسابية لتدريس اللغة العربية.

الوحدة الثانية: تحليل المحتوى وتخطيط العملية الصفية للغة العربية - 20 ساعة

1. المعايير الأكاديمية، النتائج الاكسابية، - التوضيحات التخيلية.
2. إعداد التوضيحات، والأليات التعاونية والاكسابية للتدريس، الأهمية، والدور، تصور الوسائل التعاونية في تدريس واكتساب اللغة داخل الصف.
3. إعداد خطط الوجة، وخطط الفترة، وخطط الدرس على أساس النتائج الاكسابية.







(خلال فترة ما قبل القراءة، أثناء القراءة، وما بعد القراءة)

4. استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة العربية
5. التطوير مهارات المطالعة، والمراجع.

الوحدة الثالثة : التطوير المهني لمدرس اللغة العربية --- 12 ساعة

1. مفهوم التطوير المهني، والتقييم الذاتي للمدرس.
2. التطوير المهني لمدرس اللغة العربية: اللغة، الأدب، الصوتيات، تكنولوجيا المعلومات والاتصالات، الهيئات المهنية/الجمعيات.
3. صفات معلم اللغة كمحترف لتعزيز مهارات التعلم والتدريس.
4. دور مدرس اللغة العربية في تسهيل عملية التعلم وخلق بيئة تعلم ديناميكية للغة.
5. الأساليب، الحاجة، والأهمية في كيفية اكتساب مهارات القرن الواحد والعشرين للمتعلمين ومدرسي اللغة.

الوحدة الرابعة: تحليل منهج اللغة، وتأثير طرق التدريس على المتعلمين - 12 ساعة

1. المقرر الدراسي، ومنهجه - توضيح مفاهيمي.
2. تحليل طرق التدريس المتنوعة في تعليم اللغة: الطريقة الاجتماعية، الطريقة النقدية، الطريقة المستحجية للثقافة، الطريقة السقراطية.
3. دورس فهم مهارات اللغة، النظم، والنثر، الإقفا، والتفهم، والقواعد النحوية، المتعلقة بالصفوف الثامنة والتاسعة والعاشر من منظور المعرفة المحتوى الدراسي. (PCK)
4. استعراض الكتب الدراسية العربية الحالية: الروابط بين الأدب والمجتمع: الأدب يعكس المجتمع - المجتمع يؤثر على الأدب.
5. دور طريق التدريس في التعليم الفعال: كيف يؤثر طريقة التدريس على المتعلم؟

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الوحدة الخامسة : تعيين التقييم، والهوية - 16 ساعة

1. المفاهيم وأنواع التقييم والهوية.
2. المعنى والأهمية لتقييم المستمر والشامل.
3. أنواع الأسئلة في اللغة العربية
4. جدول المواصفات (خريطة التصريحات) لورقة الأسئلة، إعداد سجل التقييم المستمر والشامل
5. اختبار التقييم الدراسي - تحليل وتفسير للنتائج المحصلة.

#### الأعمال المشغلة

- كتابة مقال حول توصيات سياسة التعليم الوطنية لعام 2020 في سياق اللغة
- استكشاف الأدوات والبرمجيات والمنصات المستخدمة لتعليم وتعلم اللغة في المرحلة الثانوية.
- تنظيم ندوات ومناقشات حول موقف اللغة العربية في الهند.
- إلقاء الضوء على الأبحاث والممارسات الابتكارية في تدريس اللغات.
- إعداد مواد مرجعية ذات صلة باللغة على مستوى المرحلة الثانوية.
- إعداد تقرير حول مختلف الأنشطة التربوية لتدريس اللغة.
- إعداد موارد تعليمية لتطوير مهارات اللغة.
- إعداد محتوى إلكتروني حول أحد المواضيع من كتب اللغة على مستوى المرحلة الثانوية.
- كتابة يومية والرسائل، المحتوى تعبر عن الآراء والأفكار.
- إعداد قائمة بالأدب الذي يمكن أن يلعب دوراً حيوياً في إثراء المنهج.
- كتابة مقال عن طرق تدريس اللغة مع الإشارة إلى سياسة التعليم الوطنية 2020.
- تصميم أجهزة لتقييم مهارات الاستماع والتحدث والقراءة والكتابة من خلال أنشطة مثل النقاش، والخطة الفورية، والمناقشة الجماعية، والخطاب. الخ.
- تسليط الضوء على مقالين افتتاحيين حول نفس الموضوع من صحف متعددة من وجهة نظر الألسنة المتعددة.
- إكمال دورة شهادة عبر الإنترنت حول اللغة من بوابة SWAYAM









**AE &VAC Ability Enhancement & Value-Added courses**

**(AE &VAC-3)**

**PAPER- XIII (EDN-13)**

**Art in Education**

Theory

Credits 2

Internal Assessment: 15Marks

External Assessment: 35

Total marks: 50

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

Learning out comes:

1. Develop an awareness and appreciation of various art forms and their cultural and draw linkages between various art forms
2. Appreciate cultural and learning diversity in the classroom and community through sensitization through arts
3. Develop a sense of "how learning happens" and the applicability of the arts in creating learning situations contextually in schools
4. Involve local artist resources in the classroom and bring multiple stakeholders of education together into the classroom
5. Discover their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal)
6. To understand the value of team work and group.

**UNIT -1: AESTHETICS and ARTS**

1. Meaning and concepts of Arts and aesthetics
2. Knowledge of Indian Arts and Artists – (Classical, folk and contemporary)
3. Knowledge of Indian Craft Traditions
4. Visual Arts, Performing Art forms and their educational implications
5. Indian festivals and its artistic significance.

**UNIT - 2: VISUAL ARTS AND CRAFTS**

1. Architecture, sculpture, drawing, printmaking, pottery, photography, video, filmmaking, design painting, carvings and handicrafts: Experimentation with different materials of Visual Art, such as rangoli, pastel, poster, pen and ink, materials, clay, Nirmal paintings of Adilabad, Golkonda style of paintings, Nakashi painting.
2. Exploration and experimentation with different methods of Visual Arts; like Painting, block printing, collage, clay modelling, paper cutting and folding.
3. Display of Art works

**UNIT - 3: Over view of PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY**

1. Indian Music: Forms of Indian Classical music – Carnatic and Hindusthani (Vocal and Instrumental), Folk music forms:

2. Dance: Introduction to Bharatha's Natyasastra : Classical dance forms of India.
3. Theatre arts: Forms of Indian theatre, Bhasa, Kalidasa and Shudraka the Indian play wrights. Contemporary Indian Drama, Indian cinema: multilingual and multi-ethnic film art
4. Puppetry: Indian puppet theatre,
5. Life sketches of Prominent artists and their contributions.

**Mode of Transaction:**

Workshops; demonstration- cum- lecture; Role-play; Resource lectures.

**Suggested activities:**

1. Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry:
2. Folk songs set tune for 'T' struggle, Bathukamma festivities, cultural sites of Telangana
3. Viewing/listening to live and recorded performances of Classical and Regional Art forms: Oggukatha, Saradakala, Perinisivathandavam, Mathuri dance
4. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach: Bonalu, sammakka saralamma jatara, Edupayala
5. Display of organizing skills for a performance/presentation by the Student teacher: Stage
6. decoration, organizing a cultural event, anchoring /compeering a programme
7. Working on theme-based projects on various art forms to understand the value of integrating
8. various Arts and Craft forms;
9. Textbook analysis to identify topics to integrate Art forms in classroom transaction.
  - a. Exploring various sources of art forms and sharing with the peer group
10. Documentation of the processes of any one Art or Craft form with the pedagogical basis (weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.)
11. Designing the art and craft products,
12. Managing resources, including raw materials, its marketing, problems they face, to make them aware of these aspects.
13. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Mathematics /Social Sciences/Languages etc.) while integrating different art forms
14. Organising talent shows in their interest areas of art: Telangana cuisine
15. Arranging shows on dance, music concerts, folk art forms, mime and drama
16. Visual displays on art forms and artists, musical instruments.
17. Field visits to National and state level art academies, universities, colleges.
18. Visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars.

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19. Artists and artisans may be invited for demonstrations and interactions from the community.
20. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.
21. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

**Internal assessment:** Each student teacher has to complete the following for internal assessment (15 marks):

1. List any five topics suitable to integrate drama and art from the respective pedagogy.
2. Select any one topic of your choice and prepare a role play.
3. Select locally available material suitable to prepare teaching learning material – to depict fine art forms – puppetry, nail art, rangoli, etc.
4. Performing arts: Choose dance, theatre, or puppetry and prepare a lesson.
5. Visual arts: Collect locally available visual arts and crafts and interview any one artist and report.
6. The best tasks done by the student shall be placed on the e-Portfolio.

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**D. Pre- Internship – II – 1 week – 6 days**

**EDN -14:** Learning Resources Development

(Digital, Print, Toy making, Apparatus and Tools etc.)-

Local & Traditional Vocations/ Visits to local Artisans. Learning one vocation. Record & material production

**E. Internship – I – 3 weeks – 20 days**

**EDN- 15:** Pedagogy Final Practical Exam I/II

Period Plans 10

**EDN -16:** Pedagogy Final Practical exam I/II

Period Plans 10

Teaching – @ 10-Lessons – In Each of Two Methods

Generic lessons – 5

Art integrated lessons- 5

**Reporting:**

1. Reflective Journal -2

2. e-Portfolio-2

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