Semester – V
Integrated B.Ed (4 years)
Assessment for Learning

Theory **Credit: 2**
Internal Assessment: 15 Marks
External Assessment: 35 **Total marks: 50**

Objectives:
The student teachers will be able to:
1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
2. become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
3. get exposure to different kinds and forms of assessment that aid student learning;
4. use of a wide range of assessment tools, and learn to select and construct these appropriately;
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Content

Unit 1: Overview of Assessment and Evaluation
1. Perspective on assessment and evaluation of learning in a constructivist paradigm
2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
3. Purpose of assessment in a 'constructivist' paradigm:
i. Engage learners' minds in order to further learning in various dimensions.
ii. Promote development in cognitive, social and emotional aspects.
4. Developing distinctions between the terms
i. assessment, evaluation, test, examination, measurement
ii. formative and summative evaluation
iii. continuous and comprehensive assessment
5. Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT 2: Dimensions to consider for Assessment
1. Dimensions and levels of learning
2. Retention/recall of facts and concepts; Application of specific skills
3. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
4. Meaning-making propensity; Abstraction of ideas from experiences;
5. Seeing links and relationships; Inference; Analysis; Reflection
6. Originality and initiative, Collaborative participation, Creativity, Flexibility
7. Contexts of assessment- Subject-related, Person-related

Unit 3: Examination System: Reforms
1. Place of marks, grades and qualitative descriptions
2. Examination for social selection and placement
3. Introducing flexibility in examination-taking requirements
4. Improving quality and range of questions in exam papers school-based credits
5. Examination management
6. Role of ICT in examination

Mode of transaction:
Discussion, lecture, field experience, debates, seminars, projects
Engagement:
1. Critical review of current evaluation practices and their assumptions about learning and development;
2. Explore alternative modes of certification.

3. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders
4. Entrance tests and their influence on students and school system.
5. De-linking school-based assessment from examinations: Some possibilities and alternate practices.
6. Critically review the Examination reform efforts in India based on various commissions and committees.
7. Critically read and reflect on the _National Focus Group Position Paper on Examination Reform'.

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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.

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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Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Mathematics

Theory **Credits: 4**
Internal Assessment: 20 Marks
External Assessment: 80 **Total marks: 100**

Objectives:
The student teachers will be able to:
1. Understand the nature of Mathematics
2. Appreciate the Mathematical concepts
3. Understand the values of teaching Mathematics
4. Understand the processes of learning Mathematics
5. Explore various perspectives in understanding objectives of teaching Mathematics
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

1. Nature and Scope of Mathematics

1. Mathematics: Meaning and Definition
2. Nature of Mathematics: Utility, originality, abstractness, truthfulness, logical conclusions, Nature of verification , aesthetics, co- existence of Provision, Inclusive and Deductive reasoning , and correlation, Identifying Mathematical patterns
3. Scope of Mathematics

i. Use of Mathematics in daily life
ii. Difficulties in using mathematics
iii. Unsolved problem in mathematics

2. Mathematics and Society

1. Exploring mathematical language from children's experiences
2. Appreciating dialogue among peer-group
3. Unfolding child's math abilities (Activities, Live Experiences, Tasks)
4. History of Mathematics and contributions of Mathematicians: Pythagoras, Euclid, Aryabhatta, Bhaskaracharya-II, Ramanujan, Hypatia, Hertha Marks Ayrton

3. Aims of Learning Mathematics

1. Aims of Learning Mathematics
2. Knowledge and Understanding through Mathematics
3. Relating Mathematics Education to Natural and Social Environment, Technology and Society, Gender & Mathematics, Mathematics for Inclusion.
4. Imbibing the Values through Mathematics Teaching
5. Development of Problem Solving Skills

4. Learning objectives of Mathematics

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Mathematics

5. Pedagogical Shift in Mathematics

1. Pedagogical Shift:

i. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge
ii. Nature of Mathematics
iii. Knowledge
iv. Learners, learning and teachers
v. Assessment

vi. Mathematics curriculum and scientific inquiry
vii. Scientific method to Mathematics as Inquiry
2. Democratizing Mathematics Learning: Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Mathematics curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Seminar presentations on Life and contributions of Mathematicians.
3. Collecting stories and sociopolitical context of discovering Math concepts.
4. Collecting pictures and resources related to different concepts in Mathematics, Mathematicians & creating Collage & Albums
5. Visiting children involved in helping parents during Marketing – understanding Mathematics, Calculations in done by children.
6. Observe & inquire the process of learning by children from different backgrounds & record your observations.

References:

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Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Biological Sciences

Theory

Credits: 4

Internal Assessment: 20 Marks
External Assessment: 80

Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the nature of Biological science
2. Appreciate the Biological science concepts
3. Understand the values of teaching Biological science
4. Understand the processes of learning Biological science
5. Explore various perspectives in understanding objectives of teaching Biological science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1: Nature of science

1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge, Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative; Tentative nature of scientific theories, Science promotes skepticism; scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and Science as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of Biological science, such as Structure and Function, Molecular aspects, interaction between living and non-living, Biodiversity, etc)
4. An Illustration of How Science Works, How children learn Science?

Unit 2: Science and Society

1. Biological science and society
2. Biological science for environment, Biological science for health, Biological science for peace, Biological science for equity – Gender and Science, Science for Inclusion
3. Need and Significance of History of Science in teaching Science – Historical development perspective of science
4. Some Eminent Biologist's contributions & reflection on society – William Harvey, Lamarck, Charles Darwin, S.N. Bose, M.S. Swaminathan, Birbal Sahni, Rosalind Franklin, Elizabeth Blackburn, Gertrude B. Elion
5. Recent Advancement and Research in Biological Science

Unit 3. Aims of Learning Biological Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular science, its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Biological Science Education to Physical Science and Social Environment, Technology and Society and Environment.
7. Imbibing the Values through Science Teaching, Feyman's Perspective of Science values.
8. Development of Problem Solving Skills

Unit 4. Learning objectives of Biological science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy

4. Writing Learning Objectives, Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Biological Science

Unit 5. Pedagogical Shift in Biological Science

1. Pedagogical Shift:
a. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge
b. Nature of Biological Science
c. Knowledge
d. Learners, learning and teachers,
e. Assessment
f. Science curriculum and scientific inquiry
g. Scientific method to Science as inquiry
2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. New Discoveries & findings (Nobel Laureates, Stem Cells, Cancder cloning, HIV AIDS, Epidemics, Chicken Guinea, Dengue, Swine Flu, Ebola, Anthrax
3. Diagnosis & Preventive Measures of Epidemics
4. Medical Service, Government & NGO role
5. Planning and conducting awareness programmes/ Camps / Rallies.
6. Application of New technologies in the field of Biological Sciences – Collecting such examples & sharing.
7. List out the names of medicinal plants and their medicinal value
8. Participating in Eco-clubs in the practicing schools.
9. Hands-on-experience through Visits to botanical gardens and fields
10. Visits to scientific & research institutions – IICT, CCMB, NIN, ICRISAT, NACO AIDS – Write a report. Share with a peer group.
11. Plan for a biodiversity project in practicing school.

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Semester – V

Integrated B.Ed (4 years)

Method I / II - Pedagogy of Social Sciences

Credits: 4

Theory
Internal Assessment: 20 Marks
External Assessment: 80

Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the areas of Social science
2. Appreciate the Social science concepts
3. Understand the values of teaching Social sciences
4. Understand the processes of learning Geography and Economics
5. Explore various perspectives in understanding objectives of teaching Social science
6. Empower in content and pedagogy
7. Analyse various approaches to curriculum designing in Social science
8. Develop ability to explore various learning resources to teach social sciences

Content:

Unit 1: Social sciences as an Integrating Area of Study: Context and Concerns

1. Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
2. What is 'social' about various Social Sciences?
3. Uniqueness of disciplines vis-a-vis interdisciplinary
4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
5. Contributions of Some Eminent Social Scientists– Christopher Columbus, Max Weber, Karl Marx, Chanakya, Amartya Sen, Mother Teresa

Unit 2. Aims and Objectives of Learning Social Sciences

1. Aims of Learning Social Science
2. Imbibing the Values through Social Science Teaching
3. Meaning of Learning Objectives
4. Developing Learning Objectives, Features of well-developed learning objectives
5. Anderson and Krathwohl's Taxonomy
6. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
7. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
8. Learning Objectives in the Constructivist Perspective
9. Academic Standards in Social Sciences

Unit 3. School Curriculum and Resources in Social Sciences

1. Curriculum development Process
2. National Curriculum Framework 2005.
3. National Curriculum Framework 2009.
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCF-2005 and APSCF-2011 on Social Sciences Curriculum-National focus Group position paper on Social Sciences and State position paper (2011) on Social Sciences
6. Syllabus – Selection and Organization of Content in School Subject
7. Teacher as Curriculum Developer – Localized curriculum, Place for local knowledge resources for the curriculum.
8. Moving from Textbook to Teaching-learning Materials, Going beyond Textbook.
9. People as Resource: Significance of Oral Data, Types of Primary and Secondary Sources; Data from field, Textual materials, Journals, magazines, Newspapers, Encyclopedia And Dictionaries

10. Dale's Cone of Experience- Using the Cone of Experience – Teaching aids & Digital Resources

Unit 4. Teaching-Learning of Geography - Space, Resources and Development

1. Meaning, Nature and Scope of Geography: Current Trends
2. Teaching and Learning Major Themes and Key Concepts in Geography
3. Developing Skills in Geography
4. Teaching Strategies in Geography

Unit 5. Teaching-Learning of Economics – State, Market, and Development

1. Meaning, Nature and Scope of Economics: Current Trends
2. Key Concepts in Economics
3. Classification of Economic system
4. Developmental Issues in Economics
5. Teaching- Learning Methods in Economics
6. Teaching-Learning Materials

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Reading the contributions of Social scientists and presenting seminars.
3. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
4. Visiting Social sciences related Research Institutes & Organizations.
5. Students should prepare Maps related to different concepts in Geography, History & Political Science.

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Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Physical Sciences

Theory **Credits: 4**
Internal Assessment: 20 Marks
External Assessment: 80 **Total marks: 100**
Objectives:
The student teachers will be able to:
1. Understand the nature of Physical science
2. Appreciate the Physical science concepts
3. Understand the values of teaching Physical science
4. Understand the processes of learning Physical science
5. Explore various perspectives in understanding objectives of teaching Physical science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1. Nature of science
1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative, Tentative nature of scientific theories, Science promotes skepticism; Scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of science / physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics, etc)
4. An Illustration of How Science Works, How children learn science?

Unit 2. Science and Society
1. Physical science and society-
2. Physical science for environment, Physical science for health, Physical science for peace, Physical science for equity – Gender and Science, Science for Inclusion.
3. Need and Significance of History of science in teaching science – Historical development perspective of Science.
4. Contributions of Some Eminent Scientists– Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Louis Victor de Broglie, Bimla Buti, Venkataraman Ramakrishnan, APJ Abdul Kalam, Marie Curie.

Unit 3. Aims of Learning Physical Science
1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular Science – Its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Physical Science Education to Natural and Social Environment, Technology, Society and Environment.
7. Imbibing the Values Through Science Teaching – Feyman's Perspective of Science values
8. Development of Problem Solving Skills

Unit 4. Learning objectives of physical science
1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating

5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Physical Science

Unit 5. Pedagogical Shift in Physical Science

1. Pedagogical Shift:
a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
b. Nature of Science
c. Knowledge
d. Learners, learning and teachers,
e. Assessment
f. Mathematics curriculum and scientific inquiry
g. Scientific method to Mathematics as inquiry
2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic.
2. Plan for suitable teaching learning material, working models and resources.
3. Reading the contributions of Physicists and presenting seminars.
4. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
5. Visiting science related Research Institutes & Organizations.

References

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Semester – V

Integrated B.Ed (4 years)

Method I / II - Pedagogy of English

Credit:4

Theory
Internal Assessment: 20 Marks
External Assessment: 80

Total marks: 100

Objectives:

1. To enable teacher trainees with the various aspects of the B. Ed Programme with special reference to the nature of the language skills& language items to be developed, practiced, and evaluated.
2. To acquire information on current directions in English language teaching.
3. To identify and be sensitive to the proficiency, interests and needs of learners.
4. To develop an appreciation of the role of English in both academics and life.
5. To develop creativity among learners

Content:

Unit 1: Language around Us:

1. Nature of English Language as a means of communication and thinking. And its importance in human life
2. Philosophy of Language Learning-Linguistic, Social, Academic demands
3. Language acquisition versus Language learning
4. Factors affecting language learning : Physical, Psychological and social factors
5. Role of Language in Life: Cultural, Social, Emotional and Intellectual Development

Unit 2 .Development of English language in India

1. Development of Language Policy in India: NPE(MIL), Three - Language Formula and NCF2005, NCF 2009.
2. Status of English in India as a Second Language and as a Global language.
3. From Translation to Collaboration in Language learning
4. Language learning theories
5. Multilingualism in ELT

Unit 3. Phonetics of English

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

Unit 4. Vocabulary and Grammar in Context

1. Word Formation(Prefix, Suffix, Compounding)
2. Synonyms, Antonyms, Homophones, Homonyms, Phrasal Verbs, Idioms.
3. Prescriptive Grammar, Descriptive Grammar, Pedagogical Grammar
4. Elements of a sentence
5. Classification of phrases and clauses based on structure and functions
6. Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)

7. Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, agreement)
8. Reported Speech
9. Degrees of Comparison
10. Figures of Speech

Unit 5. Understanding Language and Producing Discourses

1. Listening Skills:
a) listening process, factors conducive to listening, sub skills of listening, Listening comprehension, Analyzing supra segmental features(as discussed in 3.4 &3.5),
b) Tasks for Developing listening skills
2. Speaking Skills: factors of good speaking abilities, sub skills of speaking, Present language using supra segmental features
b) Tasks for Developing speaking skills
3 Reading Skills: Types of Reading, Sub skills of reading, Practicing Critical Reading
b) Tasks for Developing Reading skills
4 Writing Skills: Types of Writing, Sub skills of writing , Creative Writing
b)Tasks for Developing Writing skills
5 Integration of Skills - Creative expressions in Speaking and Writing
Engagement:
1. Listen to Videos& audios and Developing Skits and presenting Conversations / Dialogues in different situations & Writing diary, letters, notice expressing opinions and ideas.
2. Seminars and debates on position of English language in India
3. Discussion on position papers on language, NCF 2005
4. Listen to phonetics and practice. Record while pronouncing and observe sounds with the guidance of teacher educators.
5. Vocabulary games – practice exercises to develop language proficiency.

References:

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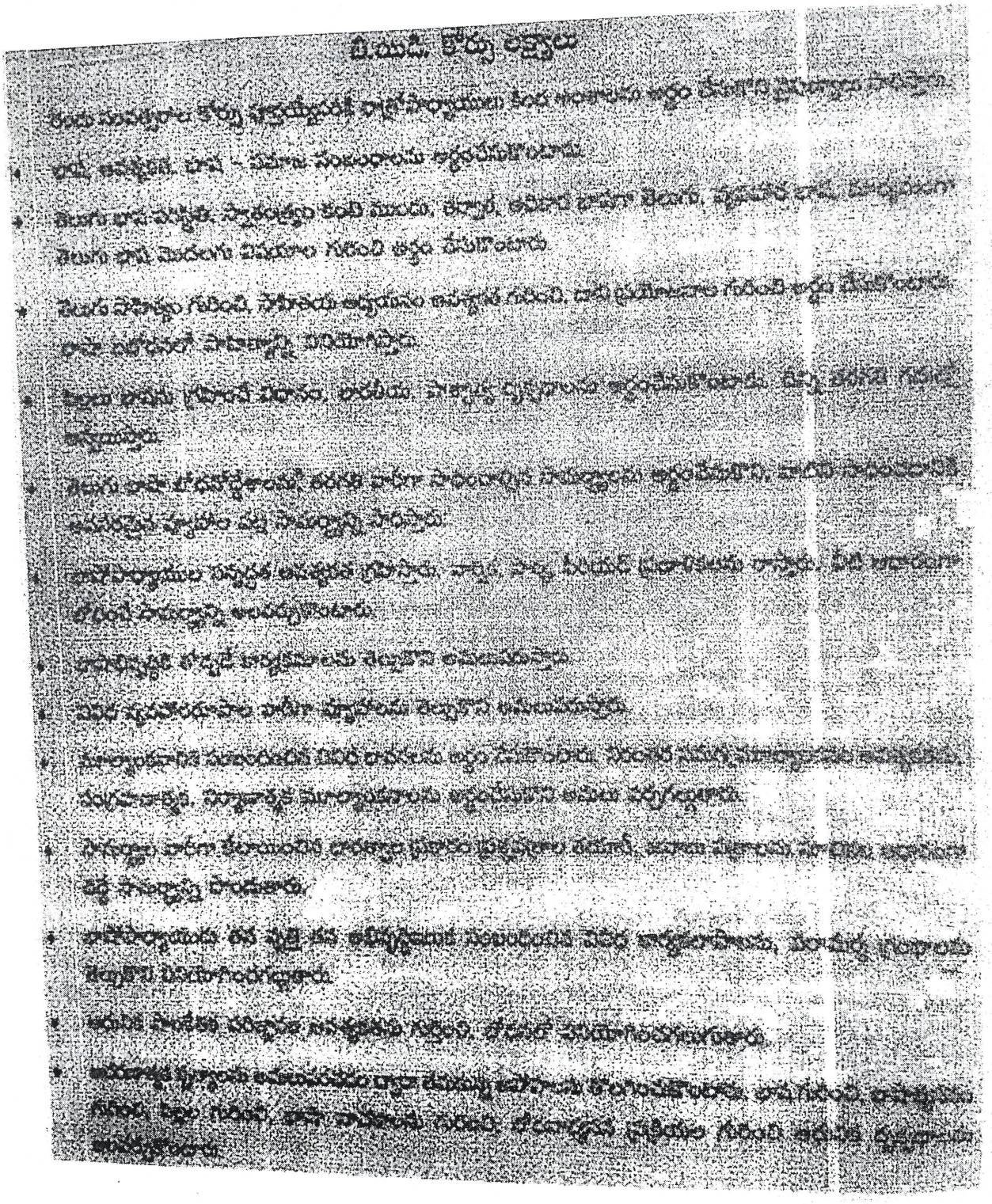
Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Telugu

Credit:4

Theory
Internal Assessment: 20 Marks
External Assessment: 80

Total marks: 100



I. [illegible]

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V. [illegible]

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అవగాహనాత్మక కృత్యాలు – నివేదికలు (Practicum)

PART - A

1) 3 సంవత్సరాల పిల్లలు మాట్లాడే కొన్ని వాక్యాలను సేకరించండి. వాటిని రాయండి. వీటిలో ఇమిడియున్న వ్యాకరణ సూత్రాలు వివరించండి – వీటిని పిల్లలు ఎలా గ్రహించారు విశ్లేషించండి.

2) టి.వి. / ఎఫ్.ఎమ్. రేడియో కార్యక్రమాల్లో యాంకర్లు లేదా వాళ్లు మాట్లాడే భాషను పరిశీలించండి.

వ్యావహారిక భాష – వీటికి మధ్య గల సాదృశ్యాలను విశ్లేషించండి. వీటి వలన చోటుచేసుకొనే పరిణామాలను ఊహించండి. భాషోపాధ్యాయులుగా మనము చేపట్టవలసిన చర్యలు చెప్పండి.

3) తెలంగాణా రాష్ట్రములోని ప్రముఖ కవులు / రచయితల్లో మిమ్మల్ని ప్రభావితం చేసిన వారెవరు? వారి ఒక రచనను చదివి దానిపై నివేదికను వ్రాయండి.

4) 2 1/2 సంవత్సరాల నుండి 3 సంవత్సరాల పిల్లలు మాట్లాడే తీరును పరిశీలించండి. వారు మాట్లాడే పదాలు / వాక్యాలు నమోదుచేయండి.

వీటిలో మిమ్మల్ని ఆశ్చర్యానికి గురిచేసిన అంశాలేమున్నాయి.

పిల్లలు వాడే పదజాలాన్ని వారు ఎలా గ్రహించి ఉంటారు? దీని ఆధారంగా ఒక నివేదికను తయారుచేయండి.

5) 6 నుండి 10వ తరగతి పాఠ్యపుస్తకాలలో నుండి ఒక దానిని ఎంపిక చేసుకొని దానిలో సాధించవలసిన సామర్థ్యాలను చదవండి. వ్రాయండి. వీటిలో ఒక సామర్థ్యాన్ని పెంపొందించుటకు పాఠాల వారీగా ఇచ్చిన అభ్యాసకృత్యాలు రాయండి. వాని స్వభావాన్ని తెల్పండి. ఏదైనా తరగతి గదిలో ఉపాధ్యాయులు ఎట్లు నిర్వహిస్తున్నారో పరిశీలించి నివేదిక వ్రాయండి.

ఉపాధ్యాయ విద్య - తెలుగు - బోధన వ్యూహాలు (Mode of Transaction)

1) ఉపన్యాసం - చర్చ

2) Power Point Presentation - చర్చ

3) [illegible] - [illegible] - చర్చ

4) సెమినార్

5) కార్యశాలలు (Workshops)

6) [illegible] - [illegible]

7) [illegible] - [illegible]

8) జట్టు బోధన (Group Teaching)

9) [illegible]

10) [illegible] - [illegible]

11) ICT ఆధారిత బోధన

ప్రచురణ సంస్థల పేర్లు

క్ర.సం.	సంస్థ పేరు	వెబ్‌సైట్ పేరు
1.	[illegible] పబ్లికేషన్స్, [illegible] బుక్స్, హైదరాబాద్	
2.	[illegible] పబ్లికేషన్స్, హైదరాబాద్	
3.	విశాలాంధ్ర పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్‌హౌస్, హైదరాబాద్	
5.	అన్వేషి (రూరల్ బుక్స్) – రీడ్స్ ఫ్రమ్ ది మార్జిన్స్ ఎ సిరీస్ ఆఫ్ 6 బుక్స్	http://www.anveshi.org/content/view/172/99
6.	భారత జ్ఞాన విజ్ఞాన సమితి (బిజివిఎస్)	www.bgvs.org
7.	సెంటర్ ఫర్ లెర్నింగ్ రిసోర్సెస్	www.clrindia.net/materials/childrenbooks.html
8.	చందమామ ఇండియా	www.chandamama.com
9.	చిల్డ్రన్ బుక్‌ట్రస్ట్	www.childrenbooktrust.com
10.	ఏకలవ్య	http://eklavya.in
11.	ఇండియా బుక్ హౌస్	www.ibhworld.com
12.	జనచేతన	http://janchetna.blogspot.com
13.	కారడి టేల్స్ కంపెనీ	www.karaditales.com
14.	కథ, న్యూఢిల్లీ	www.katha.org
15.	మేక్‌మిలన్ పబ్లిషర్స్	http://international.macmillan.com
16.	నేషనల్ బుక్ ట్రస్ట్	www.nbtindia.org.in
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రిసర్చ్ అండ్ ట్రైనింగ్	www.ncert.nic.in
18.	నవజీవన్ ప్రకాశన్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	–
19.	[illegible] మ్యాగజైన్	www.pcmmagazine.com
20.	ప్రథమ్ బుక్స్	www.prathambooks.org
21.	పుస్తక్ మహల్	www.pustakmahal.com
22.	రూమ్ టు రీడ్	www.roomtoread.org
23.	ద లెర్నింగ్ ట్రీ స్టోర్	http://www.tltree.com
24.	తులిక బుక్స్	www.tulikabooks.com

Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Hindi

Theory
Internal Assessment: 20 Marks
External Assessment: 80

Credit:4

Total marks: 100

हिन्दी भाषा का शिक्षण का पाठ्यक्रम (दो वर्ष)

पाठ्यक्रम के विशेष उद्देश्य :

1. भाषा के अलग–अलग भूमिकाओं को जानना।
2. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
3. भाषा के स्वरूप और व्यवस्था को समझना।
4. स्कूल की भाषा, बच्चों की भाषा और समाज के बीच के संबंध को जानना।
5. भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेता होना।
6. भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
7. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
8. भाषा और साहित्य के संबंध को जानना।
9. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
10. भाषायी राजनीतियों के प्रति संवेदनशील होना।

11. अनुवाद के महत्व और भूमिका को जानना।
12. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
13. बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह–तरह के मौके जुटाना।
14. विद्यालयीय स्तर पर हिन्दी भाषा का स्थान व महत्व जानना।
15. वैश्वीकरण के दौर में हिन्दी भाषा का महत्व व शिक्षण को समझना।
16. भाषा के मूल्यांकन की प्रक्रिया को जानना।
17. साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।
18. भाषा सीखने के सृजनात्मक दृष्टिकोण को समझना।

इकाई–प्रथम

कुल अंक 100

I. भाषा की भूमिका

- भाषा क्या है?
- भाषा की प्रकृति?

1.1 समाज में भाषा

1.2 विद्यालय में भाषा

1.3 विविध भाषिक प्रयुक्तियां, बहुभाषिक कक्षा शिक्षक–शिक्षार्थी

- अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य
- हिन्दी भाषा का अध्ययन विद्यालयीय पाठ्यक्रम में दो रूपों में किया जाता है।

1. मातृभाषा के रूप में 2. राजभाषा के रूप में

प्रथम भाषा एवं द्वितीय भाषा के शिक्षण उद्देश्यों में अंतर।

1.4 संविधान और शिक्षा समितियों के रिपोर्ट में भाषा, भाषाओं की स्थिति (धारा 343–351, 350(1))

1.5 कोठारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति–1986 पी.ओ.ए. 1992, राष्ट्रीय पाठ्यचर्या–2005 (भाषा अध्ययन)।

गतिविधि :

- ध्वाटे समूह में बांटकर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा।
- विज्ञान, समाज विज्ञान और गणित की कक्षा छः से सात की किताबों से कुछ अंश चुनकर निम्नलिखित बिन्दुओं को ध्यान में रखते हुए विश्लेषण करिए।
- विभिन्न भाषी प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
- उस अंश में प्रयुक्त भाषा विषय संबध में भाव स्पष्ट करने में कहाँ।
- क्या यह भाषा सीखने में सहारा है।

कक्षा शिक्षण के दौरान

- बच्चे अपनी भाषा के बारे में जानकारी दें।
- शिक्षण की एक कक्षा प्रविधि तैयार करें।

परियोजना कार्य

- भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना।
- ग्यारहवीं, बारहवीं कक्षा की किताबों में लिंग और शांति संबंधी बिन्दुओं की सूची तैयार करें।
- किन्हीं पांच स्कूलों का दौरा – त्रिभाषा सूत्र क्या स्थिति है?

इकाई – द्वितीय

II. हिन्दी भाषा की स्थिति और भूमिका

2.1 हिन्दी भाषा की भूमिका

2.2 स्वतंत्रता से पहले, बाद

2.3 हिन्दी के विविध रूप

2.4 अंतर्राष्ट्रीय स्तर पर हिन्दी, ज्ञान की भाषा के रूप में हिन्दी

- वैश्वीकरण और हिन्दी
- क्षेत्रीय भाषाएँ और हिन्दी

2.5 पढ़ने–पढ़ाने की चुनौतियाँ

सूचना और संप्रेषण के युग में हिन्दी को पढ़ने और पढ़ाने की चुनौतियाँ।

प्रशिक्षण के दौरान

- सामूहिक चर्चा
- विषय पर परिचर्चा का आयोजन

कक्षा – शिक्षण के दौरान

- बच्चों की भाषा का जायजा लें – विविध रूपों पर एक रिपोर्ट तैयार करें।

- रोजमर्रा की जिंदगी में प्रयोग होने वाली क्रियाओं की आधार पर सूची बनाएँ।

परियोजना कार्य

- इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें।
- 10 व्यक्तियों के हस्ताक्षर करें, इस साक्षात्कार के आधार पर हिन्दी की स्थिति पर एक रिपोर्ट लिखें।
- हिन्दी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका आलेख पाठ करें।
- हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करें।

गतिविधि

- "मातृभाषा और भाषा" विषय पर छोटे समूह में चर्चा करें।

कक्षा शिक्षण

- भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।

परियोजना कार्य

- विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

इकाई – चतुर्थ

भाषा का स्वरूप

4.1 भाषायी व्यवहार के विविध पक्ष : नियमबद्ध व्यवस्था के रूप में भाषा।

4.2 भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ वाक तथा लेखन।

4.3 भाषायी व्यवस्थाएँ : सार्वभौमिक व्याकरण की संकल्पना।

4.4 अर्थ की प्रकृति तथा संरचना वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।

4.5 स्वनिम विज्ञान और रूप विज्ञान (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)।

गतिविधि / कक्षा शिक्षण के दौरान

- "लिखित और मौखिक भाषा में अंतर" विषय पर समूह में चर्चा।

इकाई – पंचम

भाषायी दक्षताएँ

5.1 संदर्भ में भाषा – संदर्भ में व्याकरण और संदर्भ में शब्द।

5.2 भाषायी दक्षताएँ सुनना बोलना – पढ़ना और लिखना।

5.3 सुनना और बोलना।

5.4 पढ़ना – पठन गहन विस्तृत पठन, आलोचनात्मक पठन, थिसारस, शब्दकोश और इन्साईक्लोपीडिया का उपयोग/महत्व।

5.5 लिखना–लेखन–प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार)।

5.6 भाषा शिक्षण में उच्चारण – शिक्षण का महत्व

5.7 वर्तनी का महत्व

5.8 उच्चारण और वर्तनी संबंधी शिक्षण प्रक्रिया।

गतिविधि

- सभी भाषायी कौशलों के सीखने से संबंधित 4–4 गतिविधियां तैयार करें और उनकी कक्षा शिक्षण के दौरान प्रयोग करें।

- पढ़ने के कौशल विकास को ध्यान में रखते हुए छः हिन्दी के विद्यार्थी के लिए तीन गतिविधियां प्रयोग करें।
- विद्यार्थी कक्षा छः से आठ के हिन्दी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और समूह में चर्चा करें।

परियोजना कार्य

- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियां तैयार करें।

Semester – V
Integrated B.Ed (4 years)
Method I / II - Pedagogy of Urdu

Credit:4

Theory
Internal Assessment: 20 Marks
External Assessment: 80

Total marks: 100

عثمانیہ یونیورسٹی

ڈپارٹمنٹ آف ایجوکیشن

نصاب برائے بیچلر آف ایجوکیشن (بی ایڈ) کورس

I - SEMESTER

اغراض و مقاصد:

اس کورس کی تکمیل کے بعد تربیتی اساتذہ میں یہ قابلیت پیدا ہوگی کہ وہ

- زبان کے مختلف رول کو سمجھ سکیں
- زبان اور ادب کے تعلق کو سمجھ سکیں
- زبان کے مختلف رجسٹرز کو سمجھ سکیں
- اپنے طالب علموں میں تخلیقی صلاحیوں کو فروغ دینے کے قابل بنا سکیں
- تدریس زبان میں ترجمہ کے رول اور اسکی اہمیت و افادیت کو سمجھ سکیں
- مستند و اول غیر ادبی متون کا جائزہ لے سکیں اور اسکے ذریعے بصیرت و استحسان ادب کو فروغ دے سکیں۔
- زبان کی تدریس و اکتساب میں تعمیری طرز رسائی کو سمجھ سکیں
- طالب علموں کیلئے عملی مشاغل کو فروغ دے سکیں
- گھر کی زبان، اسکول کی زبان کی اہمیت کو سمجھ سکیں اور تعلیم میں مادری زبان کے کردار کو سمجھ سکیں۔
- گروہ جماعت میں تدریسی آلات بشمول سمعی و بصری آلات، کمپیوٹر، انٹرنیٹ وغیرہ کے استعمال کے قابل بن سکیں
- گروہ جماعت میں کثیر لسانی حکمت عملیوں کو روبہ عمل لانے کے قابل بن سکیں
- لسانی جانچ اور اندازہ قدر کی مختلف تکنیکوں سے واقف ہو سکیں
- عصر حاضر کے امور جیسے حق تعلیم برائے اطفال، تعلیم انس، تعلیم ماحولیات وغیرہ کے تعلق سے حساسیت پیدا کریں

[illegible] سکیں

تدریس زبان (اُردو)

کورس کا خاکہ حصّہ اوّل برائے سمسٹر اوّل

یونٹ (1-5)

یونٹ (۱) زبان کا کردار

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

(۲) اسکول اور زبان: گھر کی زبان اور اسکول کی زبان، افہام و تفہیم کی زبان، اکتساب میں زبان کی مرکزیت، نصاب پر محیط زبان، زبان اور تعمیر علم، زبان بحیثیت اسکولی مضمون، زبان بحیثیت ذریعہ تعلیم، ذریعہ تعلیم کی حیثیت سے زبان کا تنقیدی جائزہ، کثیر لسانی کمرہ جماعت، کثیر تمدنی آگاہی اور تدریس زبان۔

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

(۴) قومی نصابی ڈھانچہ (2005) ہندوستان میں اُردو کا موقف بحیثیت زبان اوّل، دوّم اور سوّم

عملی مشاغل:۔

۔ ہندوستانی زبانوں کی تدریس پر مقالہ خصوصاً اُردو زبان کی تدریس کے حوالے سے

۔ ریڈیو/ٹیلی ویژن پر نشر ہونے والے اشتہارات کا تجزیہ زبان اور صنف کی اساس پر

۔ جماعت ششم تا ہفتم کی سائنس، سماجی علوم اور ریاضی کی درسی کتب سے چند اقتباسات لیں اور درج ذیل تجزیہ کریں

(i) زبان کے مختلف رجسٹرز (رجسٹر سے مراد کسی مخصوص شعبہ علم میں استعمال ہونے والے ذخیرہ الفاظ کا مجموعہ) کو کس طرح متعارف کروایا گیا ہے۔

(ii) کیا زبان کے ذریعے عنوان کے معانی پوری طرح واضح ہوئے ہیں؟

(ii) کیا زبان متعلم۔ دوست ہے؟

(iv) کیا زبان بہت زیادہ تکنیکی ہے؟

(v) کیا زبان اکتساب زبان میں معاون ہے؟

مذکورہ بالا امور پر ایک تجزیاتی رپورٹ تحریر کریں

پروجیکٹ:

۔ دستور ہند میں پیش کردہ زبانوں کے موقف پر ایک رپورٹ لکھیں

۔ کوٹھاری کمیشن، نئی تعلیمی پالیسی اور پروگرام آف ایکشن کے تحت بنائی گئی لسانی پالیسیوں پر ایک رپورٹ لکھیں

۔ اپنے اطراف واکناف میں واقع کوئی پانچ اسکولس کا دورہ کریں اور ان اسکولوں میں سہ لسانی فارمولہ پر کس طرح عمل آوری ہو رہی ہے جائزہ رپورٹ تیار کریں

مشقی تدریس:

۔ طلباء سے گفتگو کر کے معلوم کیجیے کہ وہ کون کون سی زبانیں بولتے ہیں۔ اردو کے کمرہ جماعت میں کثیر لسانیت کو بحیثیت ایک حکمت عملی استعمال کرنے کا منصوبہ تیار کریں

۔ اردو کی نصابی کتب برائے جماعت ششم یا بارھویں میں شامل عنوانات اور مشاغل کی درج ذیل پر مبنی فہرست تیار کریں

(i) زبان اور صنف

(ii) زبان اور امن

درسی کتب میں ان امور کو کس طرح ظاہر کیا گیا ہے رپورٹ تیار کریں

یونٹ II : ہندوستان میں اُردو زبان کا موقف

۱) ہندوستان میں اُردو زبان کا موقف و کردار تقسیم ہند سے قبل اور بعد

۲) اُردو کی مختلف اقسام: اُردو بحیثیت زبان علم، اُردو بحیثیت زبان اوّل دوّم اور سوّم اردو بین الاقوامی سطح پر تدریس اُردو اور اکتساب اُردو میں درپیش چیلنجس، ریاست تلنگانہ، ریاست آندھراپردیش میں اُردو کے موقف کا تقابلی جائزہ۔

مشاغل:

- اُردو کے کردار اور آزاد ہندوستان میں اسکی اہمیت پر گروہی مباحثہ
- عنوان "جب الفاظ ناکام ہوتے ہیں تو جنگ چھڑتی ہے" پر بحث کا انعقاد
- اس یونٹ میں دیئے گئے عنوانات کو مدنظر رکھتے ہوئے سوالنامہ تیار کیجیے
- اردو کے افراد سے انٹرویو لے کر ایک رپورٹ بعنوان "ہندوستان میں اُردو زبان کا موقف" تیار کیجیے

پراجکٹ:

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

(i) اُردو کو کس سطح سے متعارف کروایا جارہا ہے

(ii) کمرہ جماعت میں کونسی درسی کتابیں استعمال ہورہی ہیں

یونٹ III تدریس زبان کا جائزہ

۱ زبان کی تدریس کی مختلف طرز رسائیاں زبان کی تدریس و اکتساب کے مختلف نظریات: فلسفیانہ، سماجی اور نفسیاتی بنیادیں برائے حصول زبان اور اکتساب زبان استقرائی و استخراجی طرز رسائیاں تعمیری طرز رسائی، کثیر لسانی طرز رسائی (جان ڈیوی، جین پیاجے، ویگاٹسکی، برونر، چومسکی) تدریس زبان کے تعلق سے ہندوستانی خیالات (پانینی، گاندھی، ... پریشان، کشوری داس وغیرہ)

۲ تدریس زبان کے طریقہ کار کی جانچ کا تنقیدی جائزہ

قواعد و ترجمہ کا طریقہ، راست طریقہ، فطری طریقہ، سمعی و لسانی طریقہ، ترسیلی طریقہ وغیرہ

مشاغل

''مادری زبان اور دیگر زبان'' پر مباحث منعقد کیجیے

پراجکٹ:

اکتساب زبان کے مختلف طریقوں کی خوبیوں اور خامیوں کا تقابلی مطالعہ منتخبی تدریس ''زبان کے کمرہ جماعت میں تعبیریت'' کو مدنظر رکھتے ہوئے کوئی چار مشاغل کی تیاری

یونٹ IV : زبان کی نوعیت:

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

مشاغل:

بول چال اور تحریر کی زبان میں فرق'' کے موضوع پر مباحثہ منعقد کیجیے

یونٹ V۔ لسانی مہارتوں کی تحصیل:

۱) سیاق و سباق میں قواعد۔ سیاق و سباق میں ذخیرہ الفاظ

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

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

۔ پڑھنا: پڑھنے کی ذیلی مہارتیں۔ مطالعہ کی اہمیت، بلند خوانی اور خاموش خوانی، مطالعہ کی عادت، فرینک، انسائیکلوپیڈیا اور تھسارز کو استعمال کرنے کی مہارت

۔ لکھنا تحریر کے مراحل، لکھنے کا عمل، رسمی و غیر رسمی تحریریں جیسے شاعری، مختصر کہانی، خطوط نگاری، ڈائری لکھنا، مضامین، رپورٹ، مکالمے، اشتہار۔

مشاغل:

۔ اردو کی درسی کتابوں سے قواعد کی کوئی دس مثالیں لکھیے اور ایک گروہی مباحثہ منعقد کیجیے۔

منتخبی تدریس:

۔ سننے، بولنے، پڑھنے اور لکھنے کے کوئی پانچ مشاغل تیار کیجیے

۔ جماعت ششم کے طلباء کے پڑھنے کی صلاحیت کو فروغ دینے کوئی تین مشاغل تیار کیجیے۔

BA III Year

Course-II: (B) Indian Constitution and Administration (GE)

Semester-V Indian Constitution and Administration

Course Objective

The Constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. It lays out certain ideals that form the basis of the kind of country that we as a citizen aspire to live in. An in-depth analysis of various basic areas of constitution is the main objective of this inter disciplinary course. This helps the students to strengthen their understanding of Indian constitution and functioning of government.

Unit 1: Indian Constitution

a) Nature of the Constitution Salient features – Preamble
b) Fundamental Rights, Directive Principles; Fundamental Duties
c) Amendments of the Constitution: Procedure for Amendment– Emergency Provisions

Unit II: Centre – State Relations and Local Self Government

a) Distinctive features of Indian Federation
b) Legislative, Administrative and Financial relations between the Union and the States
c) Decentralization Experiments in India – 73rd and 74th Amendments

Unit III: State Government

a) Governor, Chief Minister and Council of Ministers
b) Secretariat and Directorates
c) Changing Nature of District Administration and the role of District Collector

Unit IV: Accountability & Control

a) Legislative, and Executive Control
b) Judicial control and Judicial Review
c) Right to Information Act

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