B.Ed. Curriculum (For Regular Mode)
With effect from the Academic Year 2023-2024
Choice Based Credit System (CBCS)

**A University Accredited with A+ by NAAC
Category- I graded Autonomy by UGC**

Department of Education, Faculty of Education
Osmania University, Hyderabad
Telangana State

PROLOGUE

Country wide serious concerns on quality education and thinking going on for the last several years on professionalism in teacher preparation. There are debates, serious discussions and arguments on various issues related to quality teacher preparation   and duration of course has been increased to two years. After 1986 there is no policy on teacher education. Verma committee created a dent with its recommendations for professionalization of teacher education with two years rigorous training of pre-service teachers based on the philosophy of National curriculum framework 2005 and 2009 to prepare a professional and humane teacher.

Based on the NCFTE-2009 and NCTE Curriculum Framework-2014 last 8 years NCTE two - year B.Ed. program implementation has brought a paradigm shift from conventional teacher centric to learner - centric curriculum. This program basically had challenges of two-year duration of the course and to create teachers as reflective practitioners, due to large scale commercialization and lack of integrity on the part of stakeholders in teacher education institutions and lack of proper monitoring and regulation lapses. Quality in teacher education is in crisis.

In view of the existing context, present curriculum designers scaffolded ideas in light of NEP - 2020, outcome-based curriculum with Indian ethos while framing the curriculum. The rigor of the framework which has made a comprehensive coverage of theory and field engagement with the child, school, and community. Main focus is on three broad areas: core foundations and perspectives in education, Content cum pedagogic studies and Engagement with the field. It has brought a unique amalgamation of holistic perspectives by creating space for inter-disciplinary approach with themes cutting across the curriculum.

Special impetus is given by covering various aspects, Enhancing Abilities, and value - Added courses to create professionalism in the preparation. The mode of transaction consists of varied dimensions to learn through case studies, group and individual presentations, project discussions, reflective documentations, workshops, tutorials and so on. Keeping in view a reflective eye to restore the innovative ideas and also considering the local needs by involving experts Osmania University took lead by involving national level experts and designed the curriculum. Department level core committee was appointed by Dean, Faculty of Education, Osmania University on the request of the Head, Department of Education. Core committee made rigorous exercise, deliberated, discussed on curriculum right from the structure to that of framing curriculum by taking basic insights from ITEP model curriculum and with the guidance from Prof. V. Sudhakar, EC member, NCTE.

The unique features of this curriculum are:

1. NEP-2020
2. evaluation reforms 2019
3. Indian ethos and knowledge systems
4. Themes cutting across the curriculum
5. Reflective practices
6. Inclusion

7. Gender
8. CCE
9. Creditization
10. Semesterization
11. School Based Experience
12. e-Portfolio assessment
13. interdisciplinary approach
14. learning outcome-based curriculum
15. Content-cum- Pedagogy

This curriculum created a space for introspecting oneself, emerging into reflective, autonomous, acceptable, empathetic, creative humane teacher with integrity to become a responsible citizen and lead the nation towards a progressive developed Athmanirbar Bharath.

Members of Core Committee:

Prof. T. Mrunalini – Head, Department of Education
Prof. Ravindranath. K. Murthy, Principal, Univ. College of Education.
Dr. D. Sunitha, CBOS, Education, Coordinator
Dr. J. Lalitha, CBOS, Special Education.
Dr. B. Sujatha, Asst. Professor
Dr. G. Durgesham, Asst. Professor
Dr. P. Shankar, Asst. Professor & Member, NCTE-SRC
Prof. V. Sudhakar, EC -Member, NCTE, Expert Advisor

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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 & value-added courses (AE&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

MOOCs (SWAYAM / any other platforms) *(a minimum of 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 a minimum of 2-credit MOOCs course related to teacher

education as mandate before 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).

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 @15 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. Each student 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 visit 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
First Semester		
	A. Foundation courses	
EDN -01	Philosophical Foundations of Education	4
EDN -02	Child Development and Child Psychology	4
EDN -03	Measurement and Assessment in Teaching	4
	B. Content-Cum Pedagogy courses	
EDN -04	**Pedagogy of School Subject I/II** A) Content cum Pedagogy of Mathematics B) Content cum Pedagogy of Biological Sciences C) Content cum Pedagogy of Social Sciences	4

EDN -05	**Pedagogy of School Subject I/II**	4
	Content cum Pedagogy of Physical Sciences / Languages I/II	
	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	
C. Ability Enhancement and Value-Added Courses (AE & VAC)		
EDN -06 (AE &VAC - 1)	Yoga and Understanding Self	2
EDN -07 (AE &VAC - 2)	Communication Skills in English	2
EDN-08	School Study	1
	- 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-I - e- Portfolio –I	
Total Instructional Days at the End of the First Semester – 100 Days		**25**
Second Semester		
	A. Foundation Courses	
EDN-09	Sociological Foundations of Education	4
EDN -10	Educational Psychology Theory and Practice	4
	B. Content Cum Pedagogy courses	
EDN -11	**Pedagogy of School Subject I/II**	4
	A) Content cum Pedagogy of Mathematics	
	B) Content cum Pedagogy of Biological Sciences	
	C) Content cum Pedagogy of Social Sciences	

EDN -12	**Pedagogy of school subject I/II**	4
	Content cum Pedagogy of Physical Sciences / Languages I/II	
	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	
C. Ability Enhancement and Value-Added Courses (AE & VAC)		
EDN -13 (AE &VAC - 3)	Art in Education	2
	D. Pre- Internship – II – 1 week – 6 days	
EDN- 14	Learning Resources Development	1
	(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	1
EDN -16	Period Plans 10	1
	Pedagogy Final Practical exam I/II	
	Period Plans 10	
	Note: Teaching – @ 10 Lessons – In Each of Two Methods	
	Art Integrated Period plans-05	
	Generic Period plans -05	
	Reflective Journal -II	
	e- Portfolio-II	
Total Instructional Days for the Second Semester – 100 Days		**21**
Third Semester		
	A. Foundation Courses	
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
C. Ability Enhancement and Value-Added Courses (AE & VAC)		
EDN-21 (AE &VAC - 4)	Understanding Indian Ethos & Knowledge Systems	2
EDN-22 (AE &VAC - 5)	Citizenship Education, Sustainability & Environment Education	2
	E. Internship - II – 8 weeks – 46 days	
EDN-23	School Based Experiences/Projects	1
	1. Case study	
	2. SMC and PTA	

Paper No.	Title	Credits
EDN- 24	Pedagogy - Practical Exam I/II	1
	Period plans 20	
EDN-25	Pedagogy - Final Practical exam I/II	1
	Period plans 20	
	Note: Teaching @ 20 period plans – in each of Two Methods	
	General period plans using all resourses-10	
	Whole Child Development period plans -5	
	ICT integrated period plans-5	
	Reflective Journal – III	
	e- Portfolio- III	
Total Instructional Days for the Third Semester – 100 Days		**19**
Fourth Semester		
	A. Foundation Courses	
EDN-26	Inclusive Education	2
EDN- 27	Research Methods & Basic Statistics	2
EDN-28	**Electives- Any One**	2
	A. Guidance and Counselling B. Entrepreneurship Education C. Education of Children with Special Needs D. Early Childhood Care and Education (ECCE)	
	MOOCS	
	MOOCS (One MOOCS Course related to Teacher Education)	
	Its mandate and reflected in memo not included in total scores or marks, students can add them to their Academic Bank of Credits (ABC) account.	
	Community Engagement	
EDN- 29	**Community Engagement and Service – Nai-Talim**	2
C. Ability Enhancement and Value-Added Courses (AE & VAC)		
EDN- 30 (AE & VAC - 6)	Health and Wellbeing	2
	E. Internship - III – 7 Weeks - 42 Days	
EDN-31	Pedagogy - Final Practical Exam I/II	1
	Period Plans 10	

EDN-32	Pedagogy Final Practical exam I/II	1
	Period Plans 10	
	Teaching @ periods in each pedagogy paper	
	Nai Talim, Experiential Learning, Community Engagement peiod plans - 3	
	VITAL period plans - 2	
	Generic period plans- 5	
EDN-33	**Dissertation**	2
	Post- internship	
EDN-34	CCE	1
	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	
EDN-35	Reflective Journal – IV	1
EDN- 36	e-Portfolio – IV	1
Total Instructional Days for the Fourth Semester – 100 Days		17

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
Total	**56**	**12**	**14**	**2400**	**82**

IV. SCHEME OF EXAMINATION – B.Ed. with effect from 2023

A. Theory	Subject	Hours of Exam	Marks		Total
FIRST SEMESTER					
			Univ. Exam	Internal Exam	
Paper No.	**A. Foundation Courses**				
EDN 01	Philosophical Foundations of Education	3	70	30	100
EDN 02	Child Development and Child Psychology	3	70	30	100
EDN 03	Measurement and Assessment in Teaching	3	70	30	100
	B. Pedagogy of school Subject I/II				
EDN 04	**Pedagogy of School Subject I/II** A) Content cum Pedagogy of Mathematics B) Content cum Pedagogy of Biological Sciences C) Content cum Pedagogy of Social Sciences	3	70	30	100
EDN 05	**Pedagogy of School Subject I/II Languages I/II** 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
C. Ability Enhancement & Value- Added Courses (AE & VAC)					
EDN 06	Yoga and Understanding Self	1½	35	15	50
EDN 07	Communication Skills in English	1½	35	15	50
	D. Pre- Internship				
EDN-08	School Study	1½		50	50
INTERNAL 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 –I e- Portfolio –I				
Total Marks for the First Semester			420	230	650
SECOND SEMESTER					
	A. Foundation courses				
EDN 09	Sociological Foundations of Education	3	70	30	100
EDN 10	Educational Psychology: theory and Practice	3	70	30	100
	B. Content cum Pedagogy courses				

EDN -11	**Pedagogy of School Subject I/II**	3	70	30	100
	A) Content cum Pedagogy of Mathematics				
	B) Content cum Pedagogy of Biological				
	Sciences				
	C) Content cum Pedagogy of Social Sciences				
EDN 12	**Pedagogy of School Subject I/II**	3	70	30	100
	Languages I/II				
	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				

C. Ability & Value- Added Courses (AE & VAC)					
EDN 13	Art in Education	1½	35	15	50
	D. Pre - Internship – II				
EDN 14	Workshop on Learning Resources Development	-	-	50	50
	(Digital, print, Toy making, apparatus and				
	tools etc.)-				
	Local & traditional vocations/ visits to local				
	artisans. learning one vocation.				
	Record & material production.				
	E. Internship – I				
EDN 15	Pedagogy - Final Practical exam I/II	1½	50	50	100
	Period plans 10				
	Pedagogy Final Practical exam I/II				
EDN-16	Period plans 10	1½	50	50	100
	Teaching 10 Periods in each of two methods				
	Art integrated Period plans - 5				
	Generic Period plans - 5				
	Reflective Journal –II				
	e- Portfolio-II				
Total Marks for the Second Semester			415	285	700
THIRD SEMESTER					
	A. Foundation courses				
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
C. Ability Enhancement & Value- Added Courses (AE & VAC)					
EDN-21	Understanding Indian Ethos & Knowledge Systems	1½	35	15	50
EDN-22	Citizenship Education, Sustainability & Environment Education	1½	35	15	50
	E. Internship – II				
EDN-23	School Based Experiences/ projects				

	1. Case Study	1½	-	25	25
	2. SMC and PTA	1½	-	25	25
EDN-24	Pedagogy - Final Practical exam I/II	1½	50	50	100
	Period plans 20				
EDN-25	Pedagogy Final Practical exam I/II	1½	50	50	100
	Period plans 20				
	Note:				
	Teaching @ 20 period plans – two methods				
	General lessons using all resourses-10				
	Whole child development Period plans -5				
	ICT integrated period plans -5				
	Reflective Journal – III				
	e- Portfolio- III				
Total Marks for the Third Semester			**380**	**270**	**650**

FOURTH SEMESTER					
A. Foundation Courses					
EDN-26	Inclusive Education	1½	35	15	50
EDN-27	Research Methods & Basic Statistics	1½	35	15	50
Electives- Any One					
EDN-28	1. Guidance & Counseling	3	70	30	100
	2. Entrepreneurship Education				
	3. Education for CWSN				
	4. Early Childhood Care and Education (ECCE)				
Online MOOCS					
	MOOCS Course (related to Teacher Education)	-	-	-	-
Community Engagement					
EDN-29	Community Engagement and Service - Nai-Talim	1½	35	15	50
C. Ability Enhancement & Value- Added Courses (AE & VAC)					
EDN-30	Health and Wellbeing	1½	35	15	50
E. Internship – III					
EDN-31	Pedagogy - Final Practical exam I/II	1½	50	50	100
	Period plans 10				
EDN-32	Pedagogy Final Practical exam I/II	1½	50	50	100
	Period plans 10				
	Note:				
	Teaching @ 10 Period plans				
	Nai Talim - Experiential Learning				
	/Community engagement period plans -3				
	VITAL Period plans - 2				
	Generic Period plans - 5				
F. Post- internship					
EDN 33	Dissertation	1½	-	50	50
EDN 34	CCE	-	-		50
	• Method-I	-	-	25	
	• Method-II			25	
	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: inter -college and inter- state competitions				
EDN 35	Reflective Journal – IV	1½	-	50	50
EDN 36	e-Portfolio – IV	1½	-	50	50
Total Marks for the Fourth Semester			**310**	**390**	**700**

Int. Exam. Slip tests, assignments, internal assessments, Seminars, Project / Discussions/ discourses / 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
Total	980	470	210	90	300	650	1490	1210	2700

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**

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. As per G.O Ms. No. 5, 13 & 14.

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 5th of every month and the same may be sent every month to the Head, Department of Education / Dean, Faculty of Education and Chairman, Board of Studies in Education.

3. **For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately**.

4. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per OU rules in vogue.

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

6. Attendance shall be reckoned from the date of admission to the course in Osmania University.

XI. Award of Grades, SGPA, CGPA

Credits, Grade Letter Grade Points, Credit Points

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

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

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

Award of Grades

Range of % of Marks	Grade	Grade Point
85 to 100	O	8.5-10.00
70 to 84	A	7.0-8.49
60 to 69	B	6.0- 6.99
55 to 59	C	5.5-5.99
50 to 54	D	5.0-5.49
40 to 49	E	4.0-4.99
Less than 40	F	--
	Absent	

Awards of Division

CGPA Grade	Range of Marks (%)	Division
7.00-10.00	70-100	I with Distinction
6.00-6.99	60-69	I
5.00-5.99	50-59	II
4.00-4.99	40-49	PASS

Calculation of SGPA and CGPA : Crédit Points per Paper = Crédits per Paper X grade Point

Semester Grade Point Aérage (SGPA)

SGPA : Total Crédit Points obtained in the Semester
         Total Credits in the Semester

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

SGPA = Total Credit Points in the Semester-1
         Total Credits in the Semester-1

   Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'E' grade in Theory and 'D' grade in Practicum Papers)

In Theory out of the total marks for each course/paper 30% marks shall be earmarked for continuous assessment (internal assessment/assignments) and remaining 70% for the semester-end examinations. The pass marks in each Theory paper shall be 40%. There is no separate pass mark for internal assessment. A candidate has to secure a minimum of 40% of marks in the semester-end examination plus internal assessment put together to pass a paper.

The pass marks in each Practicum paper shall be 50%.

Cumulative Grade Point Average (CGPA)

CGPA : Number of Credit points obtained in all semesters put together
         Number of Credits in all the semesters put together

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPts) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

   Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Example: **Semester – I**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I	4	80	A	8	4 x 8 = 32
Paper-II	4	60	B	6	4 x 6 = 24
Paper-III	4	90	O	9	4 x 9 = 36

Paper-IV	4	80	A	8	4x 8 = 32
Paper-V	4	50	D	5	4 x 5 = 20
Paper-VI	2	60	B	6	2 x 6 = 12
Paper-VII	2	70	A	7	2 x 7 = 14
Paper-VIII	1	60	B	6	1 x 6= 6
Total	**25**				**176**

- Please refer Scheme & Structure for the titles of the papers

Total Credit Points: 176
Total Credits: 25

SGPA = $\dfrac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}}$ =176/25

SGPA for Semester- I = 7.04

Example: **Semester –II**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-IX	4	90	O	9	4x 9 = 36
Paper-X	4	70	A	7	4 x 7 = 28
Paper-XI	4	60	B	6	4x 6 = 24
Paper-XII	4	80	A	8	4 x 8 = 32
Paper- XIII	2	60	B	6	2 x 6 = 12
Paper-XIV	1	70	A	7	1 x 7 = 7
Paper- XV	1	70	A	7	1 x 7 = 7
Paper- XVI	1	70	A	7	1 x 7 = 7
Total	**21**				**153**

Total Credit Points: 153
Total Credits: 21

SGPA $\dfrac{\text{Total Credit Points in the II – Semester}}{\text{Total Credits in the II - Semester}}$ =153 /21 = 7.28

SGPA for II - Semester = 7. 28

Example: **Semester –III**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-XVII	4	80	O	8	4 x 8 = 32
Paper-XVIII	2	60	B	6	2 x 6 = 12
Paper-XIX	4	70	A	7	4 x 7 = 28
Paper-XX	2	70	A	7	2 x 7 =14
Paper-XXI	2	80	A	8	2 x 8= 16
Paper- XXII	2	80	A	8	2 x 8 = 16
Paper- XXIII	1	70	A	7	1 x 7 = 7
Paper- XXIV	1	80	A	8	1 x 8= 8
Paper- XXV	1	80	A	8	1 x 8 = 8
Total	**19**				**141**

Total Credit Points: 141
Total Credits: 19
SGPA = Total Credit Points in the III – Semester   = 141 / 19   = 7.42

Total Credits in the III - Semester
            SGPA for III - Semester = 7.42

Example: **Semester –IV**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper- XXVI	2	70	A	7	2 x 7 = 14
Paper-XXVII	2	70	A	7	2 x 7 = 14
Paper-XXVIII	2	80	A	8	2 x 8 = 16
Paper- XIX	2	70	A	7	2 x 7 = 14
Paper- XXX	2	80	A	8	2 x 8 = 16
Paper- XXXI	1	60	B	6	1 x 6 = 6
Paper- XXXII	1	70	A	7	1 x 7 = 7
Paper – XXXIII	2	70	A	7	2 x 7 = 14
Paper – XXXIV	1	70	A	7	1 x 7 = 7
Paper – XXXV	1	60	B	6	1 x 6 = 6
Paper – XXXVI	1	70	A	7	1 x 7 = 7
Total	**17**				**121**

Total Credit Points:	121		
Total Credits:	17		
SGPA	Total Credit Points in the IV – Semester	=	121 /17 = 7.12
	Total Credits in the IV - Semester		

SGPA for IV - Semester = 7.12

CGPA : Example: Faculty of Education						
I Semester:	Total CPts	=	176	Total Credits	=	25
II Semester:	Total CPts	=	153	Total Credits	=	21
III Semester:	Total CPts	=	141	Total Credits	=	19
IV Semester:	Total CPts	=	121	Total Credits	=	17

CGPA = $\dfrac{176 + 153 + 141 + 121}{25 + 21 + 19 + 17}$ = 591 / 82 = **7.20**

XII. Improvement of Division / Grade

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

XIII. Appearance and Reappearance for the Examination

1. Only those Candidates who have completed practical work and submitted records specified in the curriculum are eligible to appear for examination of B.Ed. course.
2. Candidates who have a minimum 80% attendance in TEI & 90% attendance in AE & VAC, Community engagement, Internship and other school related activities are alone eligible to appear for examination.
3. A candidate who fails in the examination may be allowed to re-appear at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
4. **In case Internship, AE & VAC, Community engagement, MOOCs & school related activities are not completed, the candidates will not be permitted to appear for the semester-end examination.   Only after completing such prerequisites after**

seeking admission (re-admission) to B.Ed. as a casual student and producing thereafter, certificates of completion in the required areas, they are permitted for semester-end examination.

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

XIV. Teaching Faculty as Mentors

Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher, i.e., attendance, preparation for practicum, Internship and his overall participation in the B.Ed. programme. Each mentor will be allotted a maximum of 15 student teachers and he/she will take care of his/her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the B.Ed. programme.

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

1. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned methodology subjects at the cooperating schools as and when necessary, in addition to the demonstration lessons given at the beginning of Internship, for the guidance of student-teachers.
2. In case, Internship is not completed, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of completion of internship.
3. The final practical examination of each candidate will be conducted by two examiners – one internal and one external.
4. The Colleges of Education will have the discretion of not sending candidates for the final examination, in case their **Internship, AE & VAC, Community engagement, MOOCs & school related activities** is not satisfactory and those candidates who fail in the Examination & such prerequisites have to seek fresh admission in the subsequent semester(s) to complete their Prerequisites as mentioned in the   scheme of examination.
5. Internship is of 20 weeks (120 days) duration and conducted across four Semesters   as per the instruction schedule.

   All the records shall be written strictly by the candidates in their own handwriting.

NOTE: Differently abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all Internship, Records, Ability Enhancement & Value- Added courses (AE&VAC) and other field engagement on par with normal students.

XV. Guidelines for School Head Masters / Head Mistresses

The Head Masters/Mistresses of Cooperating Schools shall:

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

A. Transitory Provisions: Promotion, Re-admission Rules & Maximum Time for Completion of Course: Rules of promotion are as under:

Sl. No.	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semesters I and – II b) The number of backlogs if any, of Semester – I and II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters – I and II.	
		No. of papers / subjects prescribed for Semesters - I and II	No. of backlogs permitted
		8 / 9	5
		9/10	5
		11/ 12	6
		13 / 14	7
		15 / 16	8
		17 / 18	9
3	From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.	

* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

(1) A student who did not put in the required attendance in a semester/year of a course and thus detained

(2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;

(3) A student who has put in 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.

(4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of double the duration of the course (i.e., Four years). Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college.

All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

i. they should have been promoted to next semester in which they are seeking readmission.

ii. they should join the course within 4 weeks in case of semester system from the date of commencement of classes.

iii. they should be able to complete the course within three years from the year of their original admission.

iv. they should pay the readmission fee as prescribed by the University.

NOTE: No readmission shall be made after the cutoff date (4ᵗʰ week in a 16 week semester) under any circumstances. The cutoff date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

v. In the normal course of time a candidate is expected to complete B.Ed. Degree Course within two years (Four Semesters) from the date of admission.

vi. Whenever the syllabus is revised, the candidate reappearing shall be allowed for B.Ed. Degree examinations according to the old syllabus up to 4 years from the time of his/her admission.

vii. The four-semester two -year course should be completed by a student within three years.

XVI. Pattern of Theory Question Papers

There are two Patterns of Theory Examinations – one with a duration of 3 hours for 70 marks: the other with a duration of 1 ½ hours for 35 marks. The question paper comprises two sections:

In 70 marks paper, Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question carries 4 marks.

Total marks for Section – A is 20 marks. **Section B** – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks.

Similarly, for 35 marks paper, Section A – consists of 5 very short answer type questions, out of which a candidate is expected to answer any three questions. Each question carries 5 Marks. Total marks for Section – A is 15 marks. **Section B** – consists of Four Essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 20 marks.

XVII. Conduct of Examinations in AE & VAC, Community Engagement

Each of the AE &VAC papers & Community Engagement shall have a final university theory examination for 35 marks and each final practical examinations (final lessons II, III and IV semesters) shall be conducted @ 50 marks. Details of the conduct of examination are given in respective papers.

XVIII. Moderation Board
1. Moderation is part of Assessment in B.Ed. Course i.e. Assignments / Field - Based Reports and Content cum Pedagogy related Records/ AE&VAC related records are part of the B.Ed. course which requires objective assessment for awarding internal marks as per the scheme of evaluation. All the practical work will be moderated by the moderation board of examiners at the end of every semester
2. Moderation board will examine a minimum of 20% of the total Assignments / Field - Based Reports related to all the core and electives and Content cum Pedagogy related Records/ AE&VAC related records submitted to the board are as follows:
   1. Foundation/Core courses I, II, III and IV Semester wise
   2. Content cum Pedagogic Courses Semester wise
   3. Ability Enhancement and Value- added Courses (AE & VAC) Semester wise
   4. Internship (Pre-Internship, Internship and Post -internship related works/records /Reports, etc.,) semester wise.

The Moderation Board comprises the following three external examiners who will be appointed by the Controller of Examinations of the University.

   a. Chief Examiner / Chairman – Nominee of the Head of the Department, preferably a representative of the Department of Education of the University.
   b. One External Examiner – Nominee of the Head of the Department, preferably Principal from one of the affiliated colleges. (Foundation paper expert / Content cum Pedagogy paper expert)
   c. One External Examiner – Nominee of Chairman, Board of Studies (U.G).Foundation paper expert / Content cum Pedagogy paper expert.
   d. While constituting moderation board, out of two external examiners one member from Foundation paper background and the other from Content cum Pedagogy paper shall be ensured.

3. The number of Moderation Boards constituted by the University every year depends on the strength of the colleges and students enrolled in that year. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the colleges.

4. The moderation board will scrutinize the practical work (Assignments / field - based Reports/Records related to all the Core papers, Elective papers, Content Cum Pedagogy and AE &VAC) of the candidates and ensure that qualifying standards are maintained in them. They will also check any significant differences in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them. All records of practical works shall be counted for the examination purpose only after the Moderation board gives its approval to the same.

5. External examiners of the Moderation board, after due review shall declare the appropriate score to be awarded. External examiners of the board have the discretion to reduce or enhance the marks awarded by the concerned internal examiners as is appropriate.

6. Moderation board shall forward these recommendations to the concerned principals to effect the changes and request them to submit three copies of the same to the chief examiner / Chairman of the moderation board. He / She then shall submit the duly revised award list, through chairman, BOS in Education to the controller of Examinations.

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

8. The Principals of Colleges of Education should submit all the practical records of their college after moderation to the H.O.D of Education and the same will the be forwarded to Controller of Examinations.

9. Once to enrolled members lists are finalized, the principals of the colleges of education have to upload to the university and give the hard copy of the same suggested to the HOD.

Note: All the principals are expected to submit 4 copies of consolidated and 4 copies of individual paper -wise marks lists to the CBOS in Education on the day of Moderation.

 ** **After moderation the moderated list & finalized list of marks after uploading online shall be submitted to HOD, BOS & Examination branch**

Foundation and Content cum pedagogy courses

Paper-I (EDN- 01)
Philosophical Foundations of Education

Time: 3 Hours   Max. Marks: 70

PART – A = 5 x 4 =20 Marks)

Note: Answer any five questions in about one page each from the following eight questions. Each question carries 4 marks.

1.

2.

3.

4.

5.

6.

7.

8.

PART-B (5 x 10 = 50 Marks)

Note: Answer any Five essay questions in about three pages each from the following eight questions. Each question carries 10 Marks.

9.

10.

11.

12.

13.

14.

15.

16.

Note:

1. The question paper should cover all the units judiciously.

2. Mostly Application type of questions may be included.

3. Examiners may give questions from engagement / activities.

Model Question Paper

Foundation courses

Paper- XIX (EDN-19)

School Leadership & Management

Time: 1 ½ Hours   Max. Marks: 35

PART – A = 3 x 5 = 15 Marks)

Note: Answer any three questions in about one page each from the following five questions. Each question carries 5 marks.

1.

2.

3.

4.

5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the following four questions. Each question carries 10 Marks.

6.

7.

8.

9.

Note:

1. The question paper should cover all the units judiciously.

2. Application type of questions may also be included.

3. Examiners may give questions from engagement / activities.

Model Question Paper

(AE &VAC; Community Engagement)

Paper- (EDN-05)
Yoga & Understanding Self (AE &VAC)

Time: 1 ½ Hours   Max. Marks: 35

PART – A = 3 x 5 = 15 Marks)

Note: Answer any three questions in about one page each from the following five questions.
Each question carries 5 marks.

1.

2.

3.

4.

5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the following four
questions. Each question carries 10 Marks.

6.

7.

8.

9.

Note:

  1. The question paper should cover all the units judiciously.

  2. Application type of questions may also be included.

  3. Examiners may give questions from engagement / activities.

Internal Assessment Marks Allocation

I. Foundation Course / Core Course: Each Paper will be assessed for 100 marks – 4 credits
- ❖ Theory / University Examination: 70 marks
- ❖ Internal Assessment: 30 marks
  - o Assignment – 10 marks;
  - o Field Based report / Project – 10 marks;
  - o Seminar/Book Review/Article Review/Quiz/Discussion/slip test etc. -10marks
- ❖ Educational Psychology: theory and Practice (Second semester)-30 marks
  - o Each student has to administer 5 experiments in psychology and submit the report.

II. Content cum Pedagogy of School Subject Each Paper will be assessed for 100 marks – 4 credits
- ❖ Theory / University Examination: 70 marks
  Semester-1
- ❖ Internal Assessment: 30 marks
  - ● Assignment/Field engagement/seminar – 5 marks;
  - ● Peer teaching formats – 25marks;
    - o **Lesson Plans:** student teacher has to write 5 plans; each plan carries 2 marks. (5 x 2= 10 marks)
    - o **Presentation:** student teacher has to demonstrate 5 plans each presentation carries 2 marks. (5 x 2=10 marks)
    - o **Peer observation** 10 lessons of fellow student teachers @half mark each – 5 marks
  Semester-2
- ❖ Internal Assessment: 30 marks
  - • Assignment/Field engagement – 5 marks;
  - • Seminar/Discussion/slip test etc. -5 marks
  - • Models: Each student has to prepare 5 models (preferably working models) (10 marks)
  - • Activities/Laboratory experiments: Each student has to demonstrate 5 Activities/Laboratory experiments in the concerned subject. (10 marks)

III. Foundation Course / Core Course: If the paper is assessed for 50 marks – 2 credits
- ❖ Theory / University Examination: 35 marks
- ❖ Internal Assessment: 15 marks

  - o Assignment – 5 marks
  - o Seminar presentation- 5
  - o Field Based report /Seminar/Book Review/Article Review/Quizz/Discussion/slip test etc. - 5 marks

IV. AE & VAC courses: 50 marks
- ❖ Theory / University Examination: 35 marks
- ❖ Internal Assessment: 15 marks

All the activities conducted in each paper @ three days in a week shall be recorded in notebooks every day. At the end of the semester internal jury (with two teachers one of them mentor and other teachers from their college) has to be conducted and marks shall be awarded to the students, these books with all corrections shall be presented to moderation board. They need not make a fair record. It shall reflect original work of the students and activities conducted day wise.

Note: **Each student teacher should fulfil internal assessment activities in all papers. If any student failed to present peer teaching and other internal assessment activities such students shall not be allowed for Theory / University Examinations.**

Name of the Programme: B.Ed.

VISION : To create an excellent of professionally competent, conscious, committed, accountable, humane teachers with high quality.

MISSION :To design high quality teacher preparatory programme To create innovative pedagogical strategies to meet local andglobal needs of the teacher To prepare self-reliant teachers with entrepreneurial competencies To prepare futuristic visionary teachers.

Programme Outcomes (PO)

- To prepare compassionate, reflective, and humane teachers. Students will be able to nature of social system, its process and perspectives in educational system. rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students
- To acquireknowledge about constitution and policies, develop abilities to communicate and express effectively.
- To explore the Indian Knowledge systems and its relevance in the modern context Develops ability to integrate AI and digital technologies to customizeteaching learning process
- To help thestudents to understand the evaluation and assessment procedures in the instructional process. Able to guide, counsel and emerge as mentor
- To develop ability to assess and reflect on self and others
- To help the student to quaintwith nature of teaching skills and duties
- To help the individual to understand self, health and well beingthrough regular practice of yoga
- To develop ability express self, their thoughts and insights about their own learning experiences
- To conduct research and resolve educational concerns
- To prepare Students will acquire abilities to conduct outreach activities in the community
- To prepare Innovative, creative and aesthetic teachers. To acquire entrepreneurial skills and abilities
- To develop self guided learning
- To create sensitivity towards environment and sustainability

Programme Specific Outcomes (PSO)

Students will learn to engage with educational eco system.

- To enable students to utilise cutting edge pedagogical application to enhance educational efficacy. Students apply knowledge and skills to educational practices and the teaching profession Helps the students in academic, professional and personal development. Helps the student to apply pedagogical practices and classroom management skills
- The student learns various evaluation and assessment techniques like e portfolio, rubrics etc. The students will prepare their own teaching learning material
- Ability to respect diversity and engage in inclusive practices
- Students will use innovative, creative and aesthetic skills in the teaching learning.
- Will extend the guidance and counselling services; Will maintain mentor and mentee relationship
- To apply and practice the knowledge of constitution and policies in teaching learning
- Create a sustainable eco friendly environment

Philosophical Foundations of Education

Credits 4   **Marks: 100 (70+30)**

Course Learning Outcomes
Student teachers will be able to:

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

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

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

Unit-III: Indian and Western Perspectives of Education
    Indian (Bharathiya): Educational Implications of the following Shad Darshanas
1. Nyaya, Vaiseshika,
2. Sankhya, Yoga,

3. Mimamsa, Vedanta.
4. Caruvaka, Jaina and buddha

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

1. Idealism
2. Naturalism
3. Pragmatism and
4. Existentialism.

Unit-IV: Indian and Western Educational Thinkers vision on best Educational Practices
Indian
1. Swami Vivekananda
2. Sri Aurobindo Ghosh
3. Rabindranath Tagore
4. Jiddu Krishnamurthi
5. Pandit Madan Mohan Malviya
6. Swami Dayananda Saraswathi
7. Mahatma Gandhi
Western
1. Plato
2. Frobel
3. John Dewey
4. Paulo Freire
5. Martin buber
6. J.J. Rousseau

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

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

Field engagement
1. Discourse on Indian traditional values.
2. Seminar presentation on Shad-Darshana's.
3. Critical reflections on Western philosophies with reference to the modern system of education.
4. NEP-2020- Critical discourse on implications, challenges, and strategies.

5. Visit some model institutions reflecting various philosophies and philosophers and write a report and make presentations.
6. Organizing an exhibition with Bharatiya Philosophies- Pictorial, videos, displays, explanations, albums, collage.
7. Review the Subhashitas, Slokas, Shataka's Sumati, Vemana, Dasharathi, Bartruhari, Bagavad Gita (chapter 12, 13-19 verses), etc., and write understandings on values and discover desirable virtues of human beings.
8. Conduct a project at practicing schools on the development of values through teaching the Sumati, Vemana, Dasharathi shatakas, Bagavadgita Slokas and observe the behavioral changes among students, and write a report.
9. Conduct a project at practicing schools on the inculcation of values through telling ethical stories like Panchatantra, Ramayana, Mahabharata, Jaina Jataka stories, Historical great warriors, Freedom fighters, Biographies of great philosophers, educationists and observe the behavioral changes among students, and write a report.
10. Projecting trajectories of values of various philosophies from ancient to contemporary times.
   ➢ Mock Parliament / Mock Assembly/ Mock Convocation.
   ➢ Electoral process- Citizenship characteristics, Debates, Discussions, and Solutions to create a fair election process.
   ➢ Visualize 'Sama Samaja Nirmanam', tradition-induced 21st century Education alternatives.
   ➢ Reading and reflection on various Western and Bharatiya original/classical texts & scripts.
   ➢ Understanding reflecting on multilingualism as resource.

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

Credits 4   **Marks: 100 (70+30)**

Learning outcomes

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

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

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

Unit III: Perspectives on Learning and Motivation
1. How do children learn?
2. Behavioral Theories of Learning
3. Social –Cognitive Theories of Learning
4. Culture and Diversity in Child Learning
5. Developmental Needs, Motivation and Learning

Unit IV: Dynamics of Child Psychology

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

Unit V: Dynamics of Adolescent Psychology

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

Field Engagement:

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

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Credits 4   **Marks: 100 (70+30)**

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

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

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

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

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

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

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'.

8. Conduct a case study on schools or educational institutions that have successfully implemented Continuous and Comprehensive Evaluation.

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Credits 4   Marks: 100 (70+30)

Learning Outcomes:

Student teachers will be able to:

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

Unit-I Nature, Scope, and Importance of Mathematics

1. Nature of Mathematical Knowledge
2. Proofs in Mathematics; Deductive Reasoning, Theorems, Conjectures and Axioms
3. Mathematical Modelling; Mathematical Thinking, design thinking and Creativity

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4. Mathematics as an art, music, beauty and aesthetic experience
5. Mathematics and Values
6. Relationship of Mathematics with other School Subjects
7. Problem solving, problem-posing, patterning, reasoning, abstraction and generalization; argumentation and justification
8. Importance of Mathematics and computing in everyday life
9. Place of Mathematics in School Curriculum
10. Indian Mathematicians & their contributions. Aryabhtta, Bhaskracharya, Srivivasa Ramanujan
11. Famous Mathematicians across Globe and their Contributions. Uclid, Pythorous so on.

UNIT II Pedagogical Approaches at the Secondary Stage

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

Unit -III Understanding Teacher Knowledge and Learner Background

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

- Characteristics of secondary-stage learners
- Conflicts and challenges of secondary stage learners

Unit – IV Aims and objectives of teaching Mathematics
1. Aims and Objectives of Teaching Mathematics at Secondary School stage
2. Develop mathematical skills, nurture mathematical imagination, and imbibe values through teaching mathematics
3. Recommendations of various agencies National and International on Mathematics education at secondary stage.
4. Teaching Indian Knowledge Systems in Mathematics
5. Reasons for Mathematics anxiety and fear among students and its remedies
6. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy-Writing Learning Objectives - state Academic Standards- Leaning Outcomes
7. Critical review of the Aims and Objectives of Teaching Mathematics
8. Planning for Teaching Mathematics
   a) Unit Planning in Mathematics, steps for Developing Unit Plans in Mathematics
   b) Lesson Planning in Mathematics, Different Approaches to Development of Lesson Plans in Mathematics
   c) Learning Spaces for teaching of Mathematics
   d) Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalizations; respecting diverse capabilities; use of context; metacognition
   e) Building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work.
9. Content-cum-methodology - Revisiting the Content of School Textbooks (8th, 9th & 10th grade) and their Pedagogical Analysis
A) Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum- methodology, Steps to Pedagogical Analysis
 Understanding the following textbook subject matter from the pedagogical content knowledge (PCK) perspective:
Real Numbers, Number Systems, Polynomials, Coordinate Geometry, Liner Equations, Quadratic Equations, Arithmetic Progressions, Introduction to Euclid's Geometry, Lines and Angles, Triangles, Quadrilaterals, Circles, Heron's Formula,
Surface Areas and Volumes, Statistics and Graphical Representation of Data, Probability, Introduction to Trigonometry.
B). Pedagogical Analysis of the above subject matter shall be based on the following points: a) Identification of concepts and processes, b) Listing Learning/Behavioral Outcomes, c) Activities and experiments, d) Listing evaluation techniques and strategies, e) concept mapping
C). Need for enrichment of the above content knowledge for effective learning and teaching**.**

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

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

Field engagement

1. Twenty-five marks allotted for peer teaching as per the guidelines given in peer teaching.
2. Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
3. The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.
4. Develop learning outcomes for the concepts of Mathematics at the secondary stage.
5. Establish horizontal and vertical linkages with other subjects.
6. Seminar presentation on historical development of Mathematics including contributions of different Mathematicians (Indian and western)
7. Content Analysis (Class VIII, IX, X). Formulating academic standards, Objectives & Learning Outcomes
8. Developing Concept maps. Lesson Research in Mathematics
9. Designing Activities to deliver Mathematics Concepts
10. Identifying and integrating values in Mathematics
11. Designing ICT based learning material in Mathematics
12. Demonstrate different pedagogical approaches and strategies
13. Script writing for role playing in concepts of Mathematics
14. Prepare write-ups on the teaching of Mathematics using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
15. Preparation of one working model on the concepts of Mathematics.
16. Improvisation of apparatus to teach Mathematics
17. Digital content creation on any two concepts of Mathematics at secondary stage.
18. Identifying You tube Channels promoting innovative Mathematics practices.

19. Preparation of a lesson plan keeping in view blended learning approach for the concepts of Mathematics followed by seminar/presentation.
20. Simulated Teaching session and seminar presentation on historical development of science including contributions of different scientists.

Suggestive Mode of Transaction

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

Suggestive Mode of Assessment:
Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination. 360 -degree evaluation

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

Credits 4   **Marks: 100 (70+30)**

Learning Outcomes:

Student teachers will be able to:

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

Unit-I: Understanding Science and Scientific Inquiry
1. What is science, scientific method and scientific knowledge?

2. Brief history, philosophy and sociology of science; Science as product and process.
3. Science as an art, beauty and aesthetic experience.
4. Science, Mathematics and Logic
5. Science, Religion and Modernity
6. Values and Science; Scientific attitude and appreciating other systems of knowledge/alternative knowledge systems
7. Contributions of Indian (ancient and modern) and other scientists. William Harvey, Lamarck, Charles Darwin, S.N, Bose, M.S. Swaminathan, Birbal Sahni, Rosalind Franklin, Elizabeth Blackburn, Gertrude, B. Elin.
8. Science, Society and Human and Sustainable Development

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

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

• Characteristics of secondary-stage learners
• Conflicts and challenges of secondary stage learners.

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

1. Aims and objectives of learning and teaching biological science at secondary stage. Promote process skills of science (observing, communicating, classifying, inferring, measuring, problem solving, predicting, etc.)
2. Nurture scientific Imagination (curiosity, creativity, aesthetic sense, dialogic thinking, emotional intelligence, passion for biological science, etc.)
3. Develop scientific attitude and scientific temper (respect for evidence, Open mindedness, Truthfulness in reporting observations, critical thinking, logical thinking, skepticism, objectivity, perseverance, etc.)
4. Imbibe the Values Through Science Teaching – Feynman's Perspective of science values.
5. Relate biological science education to physical science, and social environment, technology and society, and Environment.
6. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy-
7. Academic Standards and Learning outcomes, Writing Learning Objectives- Teacher educator develops learning objectives (for example taking the topics from the contents of Microorganisms production of food from plants, soil pollution, Nutrition, Respiration, Diversity in living organisms and our environment)
8. Planning for teaching biological science

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

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

9. Content-cum-methodology - Revisiting the Content of School Textbooks (8th, 9th &10th) and their Pedagogical Analysis.

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

   b). Understanding the following textbook subject matter from the Pedagogical Content Knowledge (PCK) perspective:
   Units of Biodiversity, ecosystems, plasma membrane, sense organs, animal behavior, adaptations in different eco systems, reproduction and natural resources.

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

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

Unit V: Methods and Approaches of Teaching Biological Science

1. Processes of biological science: observation, inquiry, hypothesis, experimentation, data

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

Field engagement:
1. Twenty-five marks allotted for peer teaching as per the guidelines given in peer teaching.
2. Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
3. The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.
4. Develop learning outcomes for the concepts of science at the secondary stage.
5. Establish horizontal and vertical linkages with other subjects.
6. Seminar presentation on historical development of science including contributions of different scientists
7. Content Analysis (Class VIII, IX, X Biology text books). Formulatin academic standards, Objectives & Learning Outcome
8. Developing Concept maps. Lesson Research in Biological sciences
9. Designing Activities to deliver Biology Science Concepts
10. Identifying and integrating values in biological science concepts.
11. Designing ICT based learning material in biological sciences
12. Demonstrate different pedagogical approaches and strategies
13. Script writing for role playing in concepts of biological sciences.
14. Prepare write-ups on the teaching of science using interdisciplinary and multi- disciplinary approaches as recommended in NEP 2020.
15. Preparation of one working model on the concepts of science. Improvisation of apparatus
16. Digital content creation on any two concepts of science at secondary stage. Identifying You tube Channels promoting innovative science experiments.
17. Preparation of a lesson plan keeping in view blended learning approach for the concepts of science followed by seminar/presentation.
18. Simulated Teaching session and seminar presentation on historical development of science including contributions of different scientists.

Mode of Transaction

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

Mode of Assessment:

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

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Web Links

• http:/www.tc.columbia.edu/mst/science.ed/courses.asp.

• https://egyankosh.ac.in/bitstream/123456789/12187/1/Unit-1.pdf

• https://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf

• https://files.eric.ed.gov/fulltext/ED484721.pdf

• https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre- Draft.pdf

• https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_Englis h_0.pdf

• https://ncert.nic.in/textbook.php?jesc1=9-16

• https://www.jstor.org/stable/23422153

• https://www.nios.ac.in/media/documents/SecICHCour/English/CH.15.pdf

Content Cum Pedagogy Course
Semester-I
Paper-IV C (EDN-04 C)
Content cum Pedagogy of Social Sciences
Credits 4   Marks: 100 (70+30)

Learning Outcomes:
Student teachers will be able to:

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

UNIT-I Nature of Social Science
1. Nature, Scope and Importance of social science
2. Knowledge production and methodological issues in Social Sciences
3. Historical development of social science, scope and role of social sciences in daily life

4. Disciplines of Social Sciences and their interrelationships

5. Social Science versus Social Studies

6. Social Science Education as envisioned in NEP 2020

UNIT II Pedagogical Approaches at the Secondary Stage

1. Indian Thinker's Pedagogical ideas of education: Swami Vivekananda, Shri Rabindranath Tagore, Jiddu Krishnamurthi, Gijubai Badhekha,

2. Wester Thinker's Pedagogical ideas of education: Dr. Maria Montessori, John Dewey, William James

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

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

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

Unit -III Understanding Teacher Knowledge and Learner Background

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

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

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

- Content Knowledge;
- General Pedagogical Knowledge;
- Curriculum Knowledge;
- Pedagogical content Knowledge;
- Knowledge of Learners and their characteristics;
- Knowledge of educational contexts; and
- Knowledge of educational ends, purposes, and values.

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

5. Understanding Secondary Stage Learners

• The physical, mental, social, and emotional growth of secondary-stage learners

• Thought processes and cognitive skills of secondary stage learners

• Psychological and social orientations of secondary stage learners

• Social and academic lives of secondary-stage learners

• Characteristics of secondary-stage learners

• Conflicts and challenges of secondary stage learners

UNIT IV Aims and Objectives of Teaching Social Science

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

2. Understanding the Secondary Stage Learner's developmental stage

3. Nurturing process skills of social science such as Observation, Collecting Data, Classification, Generalization etc.
4. Development of values through social science.
5. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy-Writing Learning Objectives. Academic Standards.
6. Developing Learning objectives and outcomes based on concepts of social sciences such as endogenic & exogenic forces, earthquake, volcanic eruption, weathering, plate tectonic, climatic regions etc.
7. Planning for Teaching Social Science:
   Selecting the content, identifying facts, concepts, analysing, organizing, and planning appropriate learning strategies and learning experiences.
      a) Developing different lesson plans and period plans based on academic standards and learning outcomes
      b) Developing unit plans and lesson plans based on learning outcomes and experiential learning for some concepts of social science such as climate, drainage, plate tectonics, the concept of civilization, revolution, urbanization, democracy, demand-supply phenomena, factors affecting the rate like density, concentration, temperature and pressure etc.
      c) Teaching strategies and classroom management, Reflective practices in classroom processes.
      d) Charts, models, worksheets, garden, museum, aquarium and terrarium.
      e) Developing ICT integrated lesson plan for classroom and online teaching using digital resources and multimedia
8. Content-cum-methodology - Revisiting the Content of School Textbooks and their Pedagogical Analysis
   1. Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis
   2. Revisiting the Content of School Textbooks and their Pedagogical Analysis
   a). Understanding the following textbook subject matter from the pedagogical content knowledge (PCK) perspective:
   Democracy, Constitutional Design, Electoral Politics, Democratic Rights, Working of Institutions, India-Size and Location, Physical features of India, Drainage, Climate, Natural Vegetation and Wildlife, Population, People as a resource, Poverty, Food Security, Agriculture, Farming, Village industry, Village occupations, The French Revolution, Socialism in Europe and the Russian Revolution, Nazism and the Rise of Hitler, Forest Society and Colonialism, Pastoralists in the Modern World, Resources and Development, Forest and Wildlife Resources, Water Resources, Agriculture, Minerals and Energy Resources, Manufacturing Industries, Lifelines of National Economy, Development, Sectors of the Indian Economy, Money and Credit, Globalization and the Indian Economy, Consumer Rights, The Rise of Nationalism in Europe, Nationalism in India, The Making of a Global World, The Age of Industrialization, Print Culture and the Modern World, Power Sharing, Federalism, Gender, Religion and Caste, Political Parties, Outcomes of Democracy.

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

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

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

1. Inductive, deductive, problem solving, lecture cum demonstration, activity, field visit, discovery, project, and discussion methods for learning of social science concepts such as ocean currents and waves, periodic and non-periodic motion of winds, endogenic and exogenic forces, governance, industrialization, globalization etc.
2. Hands-on activities, role play, discovery approach, project approach, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in social science textbooks.
3. Moving towards more holistic and multidisciplinary approach
4. Critical, creative, and analytical pedagogy in social science.
5. Emerging trends and Innovations in Teaching Social Sciences
6. Concept attainment, Expository, inquiry driven approach, Concept Mapping and graphic organizer, augmentation and AI in learning, Conceptual change model
7. Learning exclusive of pre-conceptions and misconceptions
8. Flipped learning and blended learning
9. Critical, creative and analytical pedagogy in learning different concepts of social sciences
10. Designing Positive Learning Environment

Field engagement

Activities based on the syllabus of social science textbooks of the secondary stage:
Twenty five marks allotted for peer teaching as per the guidelines given in peer teaching.

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

Suggestive Mode of Transactions:

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

Assessment and evaluation

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

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

Credits 4   **Marks: 100 (70+30)**

Learning Outcomes:

Student teachers will be able to:

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

Unit I Understanding Science and Scientific Inquiry

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

UNIT II Pedagogical Approaches at the Secondary Stage

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

Unit -III Understanding Teacher Knowledge and Learner Background

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

• Conflicts and challenges of secondary stage learners

Unit IV: Aims and Objectives of Teaching and Learning Science

1. Aims and objectives of learning and teaching science at secondary stage.
2. Promote process skills of science (observing, communicating, classifying, inferring, measuring, problem solving, predicting, etc.)
3. Nurture scientific Imagination (curiosity, creativity, aesthetic sense, dialogic thinking, emotional intelligence, passion for science, etc.)
4. Develop scientific attitude and scientific temper (respect for evidence, Open mindedness, Truthfulness in reporting observations, critical thinking, logical thinking, skepticism, objectivity, perseverance, etc.)
5. Imbibe the Values Through Science Teaching – Feynman's Perspective of science values.
6. Relate science education to natural and social environment, technology and society.
7. Meaning of Learning Objectives, Developing Learning Objectives, Features of well-developed learning objectives- Blooms Taxonomy - Anderson and Krathwohl's Taxonomy- Academic Standards and Learning outcomes, Writing Learning Objectives- Teacher educator develops learning objectives (for example taking the topics from the contents of force and pressure,
metals and non-metals, carbon and its compounds).
8. Planning for teaching physical Science
a) Selecting the content, identifying facts, concepts, analysing, organizing, and Planning appropriate learning strategies and learning experiences.
b) Developing different lesson plans and period plans based on academic standards and learning outcomes
9. Content-cum-methodology - Revisiting the Content of School Textbooks (8th, 9th & 10th) and their Pedagogical Analysis
a) Content-cum-methodology: Meaning, Concept & Nature, steps to Content-cum-methodology, Steps to Pedagogical Analysis
b). Understanding the following textbook subject matter from the Pedagogical Content Knowledge (PCK) perspective:
Units of Measurement; Matter and Atomic Structure Motion and Laws of Force; Gravitation; Work Energy and Power; Chemical Reactions and Equations; Acids, Bases and Salts; Metals and Non-metals; Carbon and its Compounds; Light and Its properties; Human Eye; Electricity, Magnetism and Electromagnetic Waves.
c). Pedagogical Analysis of the above subject matter shall be based on the following points: i) Identification of concepts and processes, ii) Listing Learning/Behavioural Outcomes, iii) Activities and experiments) Listing evaluation techniques and strategies.
d). Need for enrichment of the above content knowledge for effective learning and teaching.

Unit V: Methods and Approaches of Teaching Science

1. Processes of science: observation, inquiry, hypothesis, experimentation, data collection, interpretation, inference, and generalization.
2. Inductive, deductive, problem solving, demonstration, lecture cum demonstration, activity, laboratory, project and discussion methods for learning the concepts of science

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

Field engagement
1. Twenty five marks allotted for peer teaching as per the guidelines given in peer teaching.
2. Student teachers will be asked to observe lessons of experienced school teachers to observe and reflect on how they plan for teaching, what method they use, how they manage class, and how they use assessment to promote learning. They will be asked to prepare and present a report on lessons learned from these experiences.
3. The institution will conduct a two-day workshop on designing assessments where student teachers will learn how to prepare purposeful assessments under the guidance of invited experts.
4. Develop learning outcomes for the concepts of science at the secondary stage.
5. Establish horizontal and vertical linkages with other subjects.
6. Seminar presentation on historical development of science including contributions of different scientists
7. Content Analysis (Class VIII, IX, X). Formulating academic standards, Objectives & Learning Outcome
8. Developing Concept maps. Lesson Research in Physical Sciences
9. Designing Activities to deliver Science Concepts
10. Identifying and integrating values in physical science concepts.
11. Designing ICT based learning material in physical sciences
12. Demonstrate different pedagogical approaches and strategies
13. Script writing for role playing in concepts of physical sciences.
14. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
15. Preparation of one working model on the concepts of science. Improvisation of apparatus
16. Digital content creation on any two concepts of science at secondary stage. Identifying You tube Channels promoting innovative science experiments.
17. Preparation of a lesson plan keeping in view blended learning approach for the concepts of science followed by seminar/presentation.
18. Simulated Teaching session and seminar presentation on historical development of science including contributions of different scientists.

Mode of Transaction
Hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, art and

environment integrated learning, sport integrated learning

Mode of Assessment:

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

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Web Links

• http:/www.tc.columbia.edu/mst/science.ed/courses.asp.

• https://egyankosh.ac.in/bitstream/123456789/12187/1/Unit-1.pdf

• https://egyankosh.ac.in/bitstream/123456789/6665/1/Unit-1.pdf

• https://files.eric.ed.gov/fulltext/ED484721.pdf

•   https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-
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• https://ncert.nic.in/textbook.php?jesc1=9-16

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• https://www.nios.ac.in/media/documents/SecICHCour/English/CH.15.pdf

Content cum Pedagogy Course
Semester – I
Paper- V B (EDN-05 B)
Content cum Pedagogy of Telugu
తెలుగు విషయ సహిత బోధన-అధ్యయన శాస్త్రం

Credits:4   మార్కులు: 100(70+30)

అభ్యసన ఫలితాలు:

ఈ కోర్సు పూర్తయిన తర్వాత, ఛాత్రోపాధ్యాయులు ఇవి సాధించగలరు.

- సెకండరీ స్థాయిలో భాష బోధించే లక్ష్యాలు మరియు స్పష్టీకరణాలను తెలుసుకుంటారు
- భాష యొక్క విలువలను గుర్తించడం మరియు భాషేతర అంశాలతో అనుసంధానం చేయడం
- భాష యొక్క చారిత్రక దృక్పథాన్ని అర్థం చేసుకోవడం
- తెలుగు భాషా బోధనలో ప్రస్తుత దృక్పథాలపై తగు సమాచారాన్ని పొందడం
- అభ్యాసకుల నైపుణ్యం, ఆసక్తులు మరియు అవసరాలను గుర్తించడం
- విద్యావేత్తలు భాష పట్ల వ్యక్త పరిచిన సూచనలు తెలుసుకుంటారు
- బి.ఎడ్ ప్రోగ్రామ్‌లోని వివిధ అంశాలను అభివృద్ధి చేయడం, సాధన చేయడం మరియు మూల్యాంకనం చేయడం
- భాషా నైపుణ్యాలు మరియు భాషా అంశాలకు ప్రత్యేక సూచనలు ఇవ్వడం

విషయాలకు సంబంధించిన జ్ఞానము:

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

1. తెలుగు భాషా స్వభావం, పరిధి మరియు ప్రాముఖ్యత
2. తెలుగు భాషా విధులు మరియు సూత్రాలు.
3. భాషాభ్యసన ప్రక్రియ, వ్యవహారికంలో తెలుగు భాష.
4. భాషాభ్యసనాన్ని ప్రభావితం చేసే అంశాలు: శారీరక, మానసిక - సామాజిక అంశాలు.
5. తెలుగు బోధన యొక్క లక్ష్యాలు మరియు స్పష్టీకరణములు: గద్యం, పద్యం, వ్యాకరణం.

యూనిట్-2: భారతదేశంలో తెలుగు భాషా బోధన అభివృద్ధి   12 గంటలు

1. తెలుగు భాష - సంక్షిప్త చరిత్ర ప్రస్తుత స్థితి
2. భారతదేశంలో భాషా విధానం అభివృద్ధి: NEP 2020 (ఆధునిక భారతీయ భాషలు), త్రి-భాషా సూత్రం
3. తెలుగు భాషపై ఇతర భాషల ప్రభావం.
4. పాఠశాల విద్యలో తెలుగు భాషను బోధించడంపై వివిధ కమిటీల, కమిషన్ల సూచనలు/ సిఫార్సులు.
5. భాషా సముపార్జన సిద్ధాంతాలు: భారతీయ విద్యావేత్తల అభిప్రాయాలు - స్వామి వివేకానంద,

శ్రీ రవీంద్రనాథ్ ఠాగూర్, జిడ్డు కృష్ణమూర్తి, గిజుబాయి బధేకా మొదలైన వారు.

6. భాషా సముపార్జనా సిద్ధాంతాలు: పాశ్చాత్య విద్యావేత్తల అభిప్రాయాలు -
   ➢ B.F. స్కిన్నర్ ప్రవర్తన వాదం
   ➢ J.S. బ్రునర్ పరస్పర చర్య
   ➢ N. చామ్ స్కీ భాషాభ్యసన సిద్ధాంతము
   ➢ వైగోట్ స్కీ సామాజిక సాంస్కృతిక సిద్ధాంతము
   ➢ J. పియాజె సంజ్ఞానాత్మక సిద్ధాంతము

7. తాత్విక మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు: భాష – ఆలోచనలు, భాష జ్ఞాన నిర్మాణం, భారతీయ భాషల విజ్ఞాన పరంపర - శంకర భాష్యం, పతంజలి యోగ శాస్త్ర సూత్రాలు, పాణిని వ్యాకరణం మొదలగునవి.

యూనిట్-3: భాషోత్పత్తి – ధ్వనులు–ధ్వని ఉత్పత్తి సాధనాలు - 10 గం.లు

1. భాషోత్పత్తి వాదాలు
2. ధ్వనులు – ధ్వని ఉత్పత్తి కరణాలు, ప్రయత్నపూర్వక సాధనాలు
3. ధ్వని ఉత్పత్తి స్థానాలు.
4. పద నిర్మాణం
5. వ్యక్తిగత శబ్దాలు – అచ్చులు, హల్లులు - వాటి స్థానం, పద్ధతి మరియు ఉచ్చారణ
6. ఒత్తిడి: పదాల ఒత్తిడి మరియు వాక్యం ఒత్తిడి - బలమైన మరియు బలహీనమైన రూపాలు.
7. మానవ భాష- జంతువుల భాష మధ్య గల తేడాలు.

యూనిట్-4: తెలుగు సాహిత్య అధ్యయనము ప్రక్రియలు ---14 గంటలు

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

యూనిట్-5: భాషా నైపుణ్యాలు- బోధనా విశ్లేషణ—20 గంటలు

1. శ్రవణ నైపుణ్యాలు: ఎ) శ్రవణము ప్రయోజనాలు, రకాలు, లోపాలు, నివారణచర్యలు, నైపుణ్య వ్యూహాలు, శ్రవణ ప్రక్రియ, వినడానికి అనుకూలమైన అంశాలు, వినే ఉప నైపుణ్యాలు, ఉత్తమ శ్రవణానికి ఉండవలసిన చర్యలు
2. బి) వివిధ దశలలో శ్రవణాభివృద్ధి చర్యలు, వ్యూహాలు
3. భాషణా నైపుణ్యాలు: ఎ) భాషణం ప్రయోజనాలు, రకాలు, వాగేంద్రియ నిర్మాణము, వాగ్దోషాలు - నివారణ చర్యలు, మంచిగా మాట్లాడే సామర్థ్యాలు, మాట్లాడే ఉప-నైపుణ్యాలు
4. బి) వివిధ దశలలో భాషణాభివృద్ధి చర్యలు, వ్యూహాలు, ఉత్తమ భాషణానికి చర్యలు
5. 3 పఠన నైపుణ్యాలు: ఎ) పఠనం ప్రయోజనాలు, పఠనం లోని రకాలు, పద్ధతులు, ఉత్తమ పఠనానికి ఉండవలసిన చర్యలు

6. బి) వివిధ దశలలో పఠనాభివృద్ధి చర్యలు, పఠనా వ్యూహాలు

7. 4 లేఖనా నైపుణ్యాలు: ఎ) లేఖనము ప్రయోజనాలు, లేఖనా పద్ధతులు, ఉత్తమ లేఖనానికి తీసుకోవలసిన చర్యలు, లేఖనములోని దోషాలు వాటి నివారణ చర్యలు

8. బి) వివిధ దశలలో లేఖనాభివృద్ధి చర్యలు

9. భాషా నైపుణ్యాలు వాటి మధ్య గల అంతర్గత సంబంధాలు

10. నైపుణ్యాల ఏకీకరణ - ఉపన్యాసాలను రూపొందించడంలో సృజనాత్మక వ్యక్తీకరణలు.

11. సూక్ష్మ బోధన - నైపుణ్యాల సాధన.

ఆచరణాత్మక కృత్యాలు – నివేదికలు (Practicum)

1. భాషాభివృద్ధికి సంబంధించి NEP 2020 యొక్క సిఫార్సులపై ఒక కథనాన్ని వ్రాయండి.

2. సాఫ్ట్‌వేర్, డిజిటల్ ప్లాట్‌ఫారమ్, మరియు మల్టీమీడియా ద్వారా భాషను ఎట్లు నేర్చుకొనవచ్చునో ఒక నివేదికను తయారుచేయండి.

3. భాషా బోధనలో పరిశోధన, వినూత్న పద్ధతులపై మీ అభిప్రాయాలను తెలపండి

4. జాతీయ స్థాయిలో, రాష్ట్ర స్థాయిలో తెలుగు భాష స్థానంపై వక్తృత్వ పోటీలు, చర్చలు మరియు గోష్ఠులను నిర్వహించండి.

5. సెకండరీ స్థాయిలో భాషా సంబంధిత వనరులను సిద్ధం చేయండి.

6. భాషను బోధించడానికి వివిధ బోధనా కార్యకలాపాలపై నివేదికను సిద్ధం చేయండి.

7. భాషా నైపుణ్యాలను పెంపొందించడానికి బోధన-అభ్యసన వనరులను తయారు చేయండి.

8. మాధ్యమిక దశలో భాషా పాఠ్యపుస్తకాల నుండి ఏదైనా ఒక అంశంపై ఇ-కంటెంట్‌ను రూపొందించండి.

9. దినచర్య (డైరీ), లేఖలు, అభిప్రాయాలు, ఆలోచనలను వ్యక్తపరిచే నోటీసును తయారు చేయండి.

10. పాఠ్యాంశాలను మెరుగుపరచడంలో కీలక పాత్ర పోషించగల సాహిత్య జాబితాను తయారు చేయండి.

11. NEP 2020కి సంబంధించి భాషాబోధనాపరమైన అంశాలను రాతపూర్వకంగా సిద్ధం చేయండి.

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9   డా. శివ రత్నం డా. సాంబమూర్తి తెలుగు బోధన పద్ధతులు-తెలుగు అకాడమి
10   డా. పోరంకి దక్షణామూర్తి భాషా ఆధునిక దృక్పధం - నీలకమల్ ప్రచురణ
11   డా.భద్రిరాజు కృష్ణ మూర్తి భాష-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 సాంబమూర్తివిద్యా మూల్యాంకనం - నీలకమల్ ప్రచురణ
15   డా. దహగాం సాంబమూర్తితెలుగు భాషా సాహిత్య దర్పణం - నీలకమల్ ప్రచురణ
16   కే వి వి యల్ నరసింహారావు   భాషా బోధన – భాషా శాస్త్రం - నీలకమల్ ప్రచురణ

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

Credits 4   **Marks: 100 (70+30)**

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

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

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

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

Unit-4: Vocabulary and Grammar in Context

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

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

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

19. Dealing with Language Learning Difficulties in Language
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:
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20. Paul Verghese – Teaching English as a second Language
21. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
22. Rebecca L. Oxford (1995): Language Learning Strategies: What Every Teacher ShouldKnow.
23. Sunwani, V.K, (2005): The English Language and Indian Culture
24. Shelley Ann Vernon () "Teaching English: Strategies and Methods"
25. P. Durairaj and M. Poornima () "Resource Book on Teaching of English"
26. "Teaching English as a Second Language: A Book of Readings" edited by Anand Mahanand and R. Subramanian.
27. Linse, C. T. () "Teaching English to Young Learners"
28. David Nunan()"Practical English Language Teaching"
29. A. Jaworski and N. Coupland()" Methods in Language and Social Interaction" by Rebecca

Hughes ()"Teaching and Researching: Speaking"

30. Anil Sarwal and Laxmi Sarwal ()"English Language Teaching in India: A Literature"

31. R. S. Nagra() "Pedagogy of English Language"

websites for improving the teaching English
- (https://www.teachingenglish.org.uk/)
- (https://www.edutopia.org/):
- (http://www.readwritethink.org/)
- (https://www.tes.com/lessons)
- (http://www.ncte.org/)
- (https://owl.purdue.edu/):
- (https://www.education.com/):
- (http://www.readingrockets.org/)
- (https://www.grammarly.com/blog/)
- (https://www.teachthought.com/)
- (http://www.colorincolorado.org/):
- (http://www.eslflow.com/)
- (https://www.teacherspayteachers.com/)
- (https://www.scholastic.com/teachers/):
- (https://www.commonsense.org/education/):
- Free sources for improving English language skills
- (https://www.duolingo.com/):
- (http://www.bbc.co.uk/learningenglish):
- (https://www.englishclub.com/):
- (https://learningenglish.voanews.com/)
- (https://learnenglish.britishcouncil.org/):
- ESL Gold (https://www.eslgold.com/):
- (http://www.manythings.org/):
- (https://www.englishpractice.com/):
- (https://www.breakingnewsenglish.com/):
- (http://www.eslcafe.com/)
- (http://www.esl-lab.com/):
- (https://readtheory.org/)
- (http://www.oxfordlearnersdictionaries.com/us
- (http://iteslj.org
- (https://www.ted.com/)

Credits 4 (3+1)   **Marks: 100 (70+30)**

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

1) माध्यमिक स्तर पर भाषा बोधन के उद्देश्य एवं लक्ष्यों से अवगत होंगे ।

2) भाषा के मूल्यों एवं महत्व को पहचान कर अन्य विषयों से समन्वय स्थापित करने में सक्षम होंगे।

3) हिन्दी भाषा के उद्भव एवं विकास से सम्बद्ध जानकारी से अवगत होंगे ।

4) हिन्दी भाषाशिक्षण के नवीन शिक्षणपद्धतियों से सम्बद्ध समाचार का संग्रह करेंगे ।

5) छात्राध्यापक शिक्षणकौशलों से अवगत होकर जागरूक रहेंगे एवं छात्रों की अभिरुचि एवं आवश्यकताओं से अवगत होंगे ।

6) हिन्दी भाषा का शिक्षा के क्षेत्र में एवं निज जीवन में प्रभाव को पहचान सकेंगे ।

7) भाषाकौशलों से सम्बन्धित बि.इ.डि. प्रोग्राम के विभिन्न अंशों की अभिवृद्धि, आचरण एवं मूल्यांकन कर सकेंगे ।

इकाई-१
(भाषा-स्वरूप एवं महत्व)

1) भाषा-निर्वचन, स्वभाव, उत्पत्ति एवं प्रयोजन ।

2) भाषा-शिक्षण के उद्देश्य, भाषा शिक्षण-सूत्र, भाषा का अन्य विषयों से समन्वय ।

3) भाषाधिगम-प्रक्रिया एवं अभिव्यक्ति साधन के रूप में भाषा ।

4) भाषाभ्यसन में शारीरिक, मानसिक एवं सामाजिक अंशों का प्रभाव ।

5) अहिन्दी भाषी प्रदेशों में हिन्दी का अध्ययन ।

इकाई-२
(हिन्दी की एतिहासिक पृष्ठभूमि, स्वतन्त्रता पूर्व स्वातन्त्र्योत्तर काल में उस की स्थिति)

1) हिन्दी भाषा का उद्गम एवं विकास ।

2) संविधान और, भाररतीय शिक्षा समितियाँ, भाषा नीति में हिन्दी का स्थान, त्रिभाषासूत्र ।

3) प्रथम भाषा, द्वितीय भाषा एवं राष्ट्र भाषा के रूप में हिन्दी ।

4) नवीन शिक्षा नीति-2020 के अनुसार प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर पर पाठ्यक्रमों में हिन्दी भाषा का स्थान ।

5) हिन्दी शिक्षण में बहुभाषावाद एवं हिन्दी की विविध प्रक्रियाओं का माध्यमिक स्तर पर अध्ययन ।

इकाई-३

(हिन्दी - ध्वनि विज्ञान एवं वाक्य रचना)

I) (1) हिन्दी ध्वनियाँ (2) वैदिक ध्वनियाँ (3) वर्ण या अक्षर का अर्थ (4) अक्षर विभाजन

II) हिन्दी ध्वनियों का स्थान करण एवं प्रयत्न ।

III) (1) हिन्दी शब्दावली का स्वरूप ।

(2) हिन्दी पदरचना विधि ।

IV) हिन्दी शब्दावली का वर्गीकरण ।

V) हिन्दी वाक्य रचना, लिपि की समस्या और देवनागरी लिपि ।

इकाई-४

(भाषा-कौशल विकास एवं भाषाशिक्षण पद्धतियाँ)

I) श्रवण कौशल विकास (श्रवण के लक्षण, श्रवण-भेद, श्रवण सिद्ध के उपाय, श्रवण के दोष, श्रवण मूल्यांकन) ।

II) भाषण कौशल विकास (अर्थ, लक्षण, दोष एवं दोष निवारण, उपाय) ।

III) पठन कौशल विकास (पाठक-लक्षण, पठन शिक्षण पद्धतियाँ, पठन-भेद, पठन-शिक्षण सामग्री)।

IV) लेखन कौशल विकास (लक्षण, उत्तम लेखन के लक्षण, लेखन-भेद, लेखन शिक्षण की पद्धतियाँ, लेखन के दोष) ।

V) भाषा शिक्षण की पद्धतियाँ ।

<u>इकाई-५</u>
(हिन्दी साहित्य प्रक्रियओं का शिक्षण पद्धति)

I) गद्य शिक्षण पद्धति

II) कविता शिक्षण पद्धति

III) नाटक शिक्षण पद्धति

IV) कहानी शिक्षण पद्धति

V) व्याकरण एवं रचना शिक्षण पद्धतियाँ

<u>गतिविधि</u>

1) भारतीय पाठ्यक्रमों में भारतीय भाषाओं के स्थान को लेकर एक निबन्ध तैयार कीजिए।

2) माध्यमिक स्तर पर अध्ययनाध्यापन में उपयोगी साधनों को साफ्टवेर एवं डिजिटल प्लैटफार्म पर खोज कर स्वयं तैयार कीजिए ।

3) भाषा-शिक्षण की नवीन पद्धतियों को लेकर अपना अभिमत व्यक्त करते हुए एक लेख लिखिए ।

4) भारत में राष्ट्र भाषा के रूप में हिन्दी के व्यवहार को लेकर एक गोष्ठी का आयोजन कीजिए।

5) भाषा शिक्षण से सम्बन्धित विभिन्न शिक्षण कार्यक्रमों पर एक रिपोर्ट तैयार कीजिए ।

6) भाषा-कौशलों की वृद्धि के लिए शिक्षण-सामग्री को तैयार कीजिए ।

7) माध्यमिक स्तर पर पाठ्यपुस्तक के किसी एक पाठ्यांश का इ-कण्टेण्ट तैयार कीजिए ।

8) पाठ्यक्रम तैयार करने में सहायक सन्दर्भग्रन्थों की एक सूची बनाइए ।

9) NEP-2020 में भाषा-शिक्षण की प्रमुखता को लेकर एक लेख तैयार कीजिए ।

10) सामूहिक चर्चा वादविवाद, भाषण आदि कृत्यों के द्वारा भाषाई कौशलों के विकास में उपयोगी उपकरणों का आविष्कार कीजिए ।

11) बहुभाषावाद से सम्बद्ध विचारधारा पर लिखे गये दो समाचार पत्रों के सम्पादकीय पर आप की प्रतिक्रिया व्यक्त करते हुए एक लेख लिखिए ।

12) छात्रों के भाषा कौशलों को बढ़ाने के लिए अन्त्याक्षरी जैसी भाषा क्रीडाओं का अयोजन कीजिए ।

13) हिन्दी बोलने में आमतौर पर छात्र जो गलतियाँ करते रहते हैं । उनकी एक सूची बनाइए ।

14) हिन्दी भाषा सीखने में भाषा की संरचना सम्बन्धी जो कठिनाइयाँ हैं उनकी सूची तैय्यार कीजिए ।

15) हिन्दी भाषा में प्रचलित कहावतों, कूटप्रश्नों एवं मुहावरों की सूची बनाइए ।

16) उच्च मध्यम स्तरतक की वर्तमान मूल्यांकन विधि के गुण दोषों को लेकर एक रिपोर्ट तैय्यार कीजिए ।

17) आप के अध्यायन के अनुभवों को लेकर एक लेख तैय्यार कीजिए ।

Credits 4 (3+1)   **Marks: 100 (70+30)**

Learning Outcomes: (अध्ययन फलानि)

अस्य पाठ्यक्रमस्याध्ययनानन्तरं प्रशिक्षणार्थिनः निम्नोक्तान् लक्ष्यान् साधयिष्यन्ति ।

1) भाषायाः निर्वचनं, स्वभावः, उत्पत्तिः रूपाणि, प्रयोजनानि महत्त्वश्चावगच्छन्ति ।

2) भाषायाः उत्पत्तेः प्राच्यैः पाश्चात्यैश्च प्रतिपादितान् सिद्धान्तान् तेषां तुलनात्मकं विश्लेषणात्मकञ्च ज्ञानमधिगच्छन्ति ।

3) संस्कृत भाषायाः उद्गम-विकासयोः सम्बद्धं ऐतिहासिकं पृष्ठभूमिं ज्ञातुं अर्हन्ति ।

4) विश्व भाषाणां परिवारेषु विभागः, विभाजनस्याधाराः, भारोपीय भाषापरिवारे संस्कृतस्य स्थानं प्रामुख्यञ्चावगच्छन्ति ।

5) भारतीयशिक्षणसंस्थासु पाठ्यक्रमेषु च संस्कृतस्य अद्यतनीयां स्थितिं, अपेक्षितञ्च स्थानमित्यादिकान् विषयानवलोकयिष्यन्ति ।

6) भाषाशिक्षणे प्राचीनानां आधुनिकानाञ्च सिद्धान्तानां ज्ञानमवाप्नुवन्ति ।

7) छात्राध्यापकाः उद्दिष्ट भाषायां अभिरुचिं प्राप्तुं, नैपुण्यानाञ्चाधिगमने सक्रियाः, जागृताश्च भविष्यन्ति ।

8) बि.एड्.कार्यक्रम सम्बद्धानां भाषातत्त्वानां, नैपुण्यानाञ्च संवर्धनम्, प्रयोगः मूल्याङ्कनञ्च कर्तुं पारयन्ति ।

9) संस्कृत भाषायाः विद्याक्षेत्रे जीवने च प्रासङ्गिकतां माहात्म्यञ्चावगच्छन्ति ।

प्रथमोऽध्यायः

भाषायाः स्वभावः, निर्वचनं, उत्पत्तिः रूपाणि, प्रयोजनानि च ।

1) भाषायाः स्वभावः, निर्वचनं, उत्पत्तिः, रूपाणि, प्रयोजनानि ।

2) भारोपीय भाषापरिवारे संस्कृतस्य स्थानम् ।

3) भाषाबोधनोद्देश्यानि, शिक्षणसूत्राणि च ।

4) भाषाधिगमन प्रक्रिया, भाषायाः भावाभिव्यक्तिसाधनत्वम् ।

5) भाषाधिगमने शारीरक-मानसिक-सामाजिकानाश्च अंशानां प्रभावः ।

6) माध्यमिकस्तरे गद्य-पद्य-कथा-व्याकरणादि शिक्षण-लक्ष्याणि ।

द्वितीयोऽध्यायः

भारतस्य पाठ्यक्रमेषु संस्कृतस्य स्थानम्, ऐतिहासिक विश्लेषणम्

1) वेदकालादारभ्य अद्यावधि पाठ्यक्रमेषु संस्कृतस्य स्थानम् ।

2) भारतवर्षस्य भाषानीतेः क्रमिकविकासः, त्रिभाषासूत्रम् ।

3) संस्कृतभाषाशिक्षणे बहुभाषावादः ।

4) भाषाधिगमनसिद्धान्ताः प्राच्य-पाश्चात्यविदुषाश्च अभिमतानि ।

5) 2020 वर्षस्य नूतनशिक्षानीतिमनुसृत्य संस्कृत भाषाध्ययनाध्यापनस्य स्थितिः ।

6) संस्कृतशिक्षणपद्धतयः ।

तृतीयोऽध्यायः

ध्वनि विज्ञानम्

1) ध्वन्युत्पत्तिः, माहेश्वरसूत्राणि, संस्कृत ध्वनयः, ध्वनिविभागः, वाग्यन्त्रविवरणम्

2) संस्कृतध्वनीनां स्थान-करण-प्रयत्नाः

3) शुद्धोच्चारणमहत्वम्, उच्चारणशिक्षणम्, अशुद्धोच्चारणस्य कारणानि, उच्चारणशिक्षणविधिः

4) संस्कृतपदनिर्माणपद्धतिः, वाक्यनिर्माणपद्धतिः ।

चतुर्थोऽध्यासः

संस्कृतसाहित्यप्रविधीनां शिक्षणपद्धतयः

1) गद्यशिक्षणम् (गद्यलक्षणं, गद्यप्रविधयः, लक्ष्यानि, शिक्षणपद्धतयः)

2) पद्यकाव्यशिक्षणम् (काव्यलक्षणम्, शिक्षणलक्ष्याणि, शिक्षणप्रणाल्यः शिक्षणसोपानानि)

3) कथाशिक्षणम् (कथापरिचयः कथाचयनम्, उद्देश्यानि, पाठयोजना)

4) नाटकशिक्षणम् (परिचयः, प्रयोजनानि, उद्देश्यानि, शिक्षणप्रविधयः, शिक्षणसोपानानि)

5) व्याकरणशिक्षणम् (परिचयः, उद्देश्यानि, प्रणाल्यः, सोपानानि)

पञ्चमोध्यासः
भाषानैपुण्यानां शिक्षणव्यूहानि

1) श्रवणनैपुण्यशिक्षण व्यूहानि ।

2) भाषाणनैपुण्यशिक्षणव्यूहानि ।

3) पठननैपुण्यशिक्षणव्यूहानि ।

4) लेखननैपुण्य-शिक्षणव्यूहानि ।

5) भाषानैपुण्यानां समन्वयः ।

क्षेत्रपरियोजनाः (FIELD ENGAGEMENTS)

1) पाठ्यक्रमस्य प्रथमांशमाश्रित्य एका प्रश्नावली निर्मातव्या ।

2) प्राकृतानां, तत्सम्बद्धानाम् आधुनिकभाषाणाञ्च वैशिष्ट्येषु साम्यवैशम्ययोः तालिका रचनीया ।

3) पञ्चसंस्कृतप्राच्यविद्यालयानां संस्कृतशिक्षणपद्धतेः आधुनिक भाषाशिक्षणपद्धतीनां च मनोविज्ञानशास्त्रमनुसृत्य तुलनात्मकमध्ययनं विधाय सूचनाः समर्पणीयाः ।

4) दशजनानां साक्षात्कारं विधाय वर्तमाने तेलंगानाप्रान्ते विद्यालयीयपाठ्यक्रमेषु संस्कृतशिक्षणस्य स्थितेः अपेक्षितायाश्च स्थितेः विवरणं प्रस्तोतव्यम् ।

5) भारते विद्यालयीयपाठ्यक्रमेषु संस्कृतशिक्षणस्थितेः समुद्धरणविषयं आश्रित्य वादप्रतिवादानां संगोष्ठीनां च आयोजनं विधेयम् ।

संन्दर्भग्रन्थसूची (REFERENCE BOOKS)

1) संस्कृतशिक्षणप्रशिक्षणे सूक्ष्मशिक्षणम् - डां वी.मुरलीधरशर्मा

2) संस्कृतशिक्षणम् - डां. च.ल.ना.शर्मा, डां. फतेहसिंहः

3) व्याकरणशिक्षणप्रविधयः - डां. रा.देवनाथः, डां. भुवनेश उपाध्यायः

4) सफल शिक्षणकला - 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) संस्कृत सूक्ष्मशिक्षणप्राविधिकी - प्रो. राजेश्वर उपाध्याय, प्रो. श्रीधर वशिष्ठ

8) शिक्षा मनोविज्ञान - 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

دیپارٹمنٹ آف ایجوکیشن

نصاب برائے بیچلر آف ایجوکیشن (بی۔ایڈ) کورس

سمسٹر اول

PAPER- V F (EDN-05 F)

طریقہ تدریس اردو   **CONTENT CUM PEDAGOGY OF URDU**

کریڈیٹس- 4   نشانات: 100 (70 + 30)

اکتسابی نتائج (Learning Outcomes)

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

☆ - ثانوی سطح پر زبان کی تعلیم کے اغراض ومقاصد کا خاکہ پیش کرسکیں۔

☆ - زبان کے اقدار کی شناخت اور دیگر شعبوں کے ساتھ زبان کا تعلق سمجھ سکیں۔

☆ - زبان کے تاریخی تناظر کا خلاصہ تیار کرسکیں۔

☆ - اردو زبان کی تدریس میں جدید اصول و ہدایتوں کے متعلق معلومات حاصل کرسکیں۔

☆ - اردو سیکھنے والے طلباء کی مہارتوں، دلچسپیوں اور ضروریات کو محسوس کرسکیں۔

☆ - تعلیمی شعبہ اور شعبۂ حیات دونوں میں اردو کے کردار کی قدر کرسکیں۔

☆ - زبان کی مہارتوں اور زبان کے عناصر کے خصوصی حوالہ سے بی۔ایڈ پروگرام

کے مختلف حصوں کی تیاری، مشق اور جائزہ لے سکیں۔

مواد: **CONTENT**

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

۱- اردو زبان کی نوعیت، وسعت اور اہمیت

۲- اردو زبان کے افعال اور اصول

۳- زبان کی حصولیابی میں سیکھنے کا عمل- زبان بطور کارگردگی۔

۴- اکتساب زبان پر اثر انداز ہونے والے عوامل؛ جسمانی، نفسیاتی اور سماجی عوامل

۵- اردو پڑھانے کے اغراض ومقاصد نثر، نظم، قواعد، تراکیب (Composition)

۶- ثانوی سطح پر تدریس نثر، تدریس نظم، تدریس قواعد برائے ہشتم، نہم، دہم جماعت فن تدریس وتحریر۔

یونٹ-2: ہندوستان میں اردو زبان کی تدریس

۱- ہندوستان میں اردو زبان کی تدریس کی مختصر تاریخ، موجودہ مقام وصورت حال

۲- ہندوستان میں زبان کی تدریس کے متعلق پالیسی تناظر۔ سہ لسانی فارمولا

۳- تدریس اردو زبان میں، کثیر لسانی طریقۂ تدریس

۴- اردو زبان کی تدریس واکتساب کے تعلق سے قومی تعلیمی پالیسی 2020 کا اولین مقصد (VISION)

۵- زبان کے حصول اور زبان سیکھنے کے متعلق نظریات: زبان سیکھنے کے متعلق مغربی اور ہندوستانی ماہرین لسانیات کے نظریات کا جائزہ۔ پیاجے، وائیگوٹسکی، چومسکی، مہاتما گاندھی، جواہر لعل نہرو، مولانا ابوالکلام آزاد، سرسید احمد خان، مولوی عبدالحق، حافظ محمود شیرانی، ڈاکٹر سید محی الدین قادری زور۔

یونٹ-3: اردو زبان کا صوتی نظام

۱- صوتیات۔ اعضاء تکلم اور آوازیں۔ تلفظ کی ادائیگی میں ان کا رول۔ انفرادی آوازیں

۲- مصوتے ۔ مختلف مصمتے اور ان کا مقام

۳- مخارج

۴- تغیر لحن۔ بنیادی طریقے

یونٹ-4: سیاق وسباق میں الفاظ اور قواعد

۱- علم صرف۔ لفظ کی بناوٹ، سابقے، لاحقے، وسطیے اور مرکبات

۲- علم نحو۔ جملہ کی ساخت، جملہ کی اقسام

۳- مترادفات، اضداد، ہم آواز الفاظ، ہم اسمی الفاظ

۴- تلحین۔ اقسام تلحین

۵- تدریس قواعد کی مشق

۶- معاون نظام اور نحوی آلات۔ (ماڈلس، افعال، طرز بیان (Voice)

معروف طرز بیان اور مجہول طرز بیان۔ تقاریر)

یونٹ-5: لسانی مہارتوں کی تفہیم اور تدریس تجزیہ

۱- سننے کی مہارتیں (الف) سننے کا عمل، سننے کے لیے ایصالی عوامل، سننے کی ذیلی مہارتیں، سننے کا فہم۔

۲- بولنے کی مہارتیں (الف) بولنے کی اچھی صلاحیتوں کے عوامل، بولنے کی ذیلی مہارتیں سیگ منٹل

خصوصیات کے ساتھ زبان کو پیش کرنا

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

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

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

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

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

مشاغل

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

۲- ثانوی سطح میں زبان کی تدریس و اکتساب کے لیے درکار تدریسی آلات،
سافٹ ویر اور پلیٹ فارم دریافت کریں۔

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

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

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

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

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

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

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

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

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

۱۲- سننے، بولنے، پڑھنے اور لکھنے کی لسانی مہارتوں کا اندازہ قدر کرنے کے لیے
اندازہ قدر کے آلات تیار کریں جیسے مباحثہ، فی البدیہ، گروہی مباحثہ، تقریر خطابت وغیرہ

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

۱۴- انٹرن شپ سے متعلق تمام فارمیٹس پر کرنے کی طلباء میں مہارت پیدا کریں جیسے مشاہدہ، ای پورٹ فولیو،
میکرو ٹیچنگ، تاثراتی تدریس، مسلسل جامع جانچ، تاثراتی جرنل وغیرہ)

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۱۶- الفاظ کے کھیل، زبان کی مہارتوں کو فروغ دینے کے لیے مشقیں تیار کریں

۱۷- اردو زبان سے متعلق طالب علموں میں پائی جانے والی عام غلطیوں کی شناخت کریں اور فہرست بنائیں۔

۱۸- زبان سیکھنے کی مشکلات سے نمٹنے کے متعلق لکھیں

۱۹- ثانوی سطح پر تشخیص اور تشخیص کے موجودہ طریقوں پر ایک رپورٹ لکھیں۔

۲۰- اسکول ایکسپیرنس پروگرام (SEP) کے دوران آپ کے تجربات پر ایک نیوز لیٹر (دستی تحریر) تیار کریں۔

حوالہ کتب:

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

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

Semester-I
PAPER V G(EDN-05 G)
METHOD I / II - PEDAGOGY OF ARABIC
Theory   **Credit:4 +1**
Internal Assessment: 30 Marks   **External Assessment: 70**
Total marks: 100

القسم الأول

الورقة الخامسة (A)

المنهج الأول / الثاني لتدريس اللغة العربية

النظريت   الإنتمان: 4

(1+3)

التقييم الداخلي : 30 أرقام

التقييم الخارجي : 70 أرقام

مجموع الأرقام: 100

مخطط المادة الدراسية للبكالوريوس في التربية والتعليم

نتائج التعليم:

بعد اكتمال هذه الدورة، سيكون معلمو التدريب قادرين على:

- تدقيم خطة تدريس اللغة على مستوى المرحلة الثانوية.
- التعرف على قيم اللغة وربطها بالمواد الأخرى
- تلخيص الرؤية التاريخية للغة العربية.
- الحصول على معلومات تحديثة في تدريس اللغة العربية.
- التعرف الحسي على الكفاءات واحتياجات الطلاب.
- تطوير فهم لدور اللغة العربية في المجالين الأكاديمي والحياتي.
- تطوير وتمارس، وتقيم جوانب مختلفة من برنامج التعليم الأساسي بالإشارة الخاصة إلى مهارات اللغة وعناصر اللغة.

المـواد:

الوحدة الأولى : طبيعة اللغة العربية ونطاقها وتعليمها .

- الطبيعة، والنطاق، والأهمية للغة العربية.
- الوظائف والمبادئ للغة العربية.
- عملية التعليم في اكتساب اللغة، واللغة كأداة للتعلم.
- العوامل المؤثرة في تعلم اللغة العربية: العوامل الجسدية، والنفسية والاجتماعية.
- أهداف تعليم اللغة العربية: النثر، الشعر،القواعد، والتراكيب.
- تعليم النثر، والشعر، والقواعد في الصفوف الثامنة، والتاسعة، والعاشرة على مستوى المرحلة الثانية – تدريس وتحليل.

الوحدة الثانية: تعليم اللغة العربية في الهند.

- تاريخ موجز عن تدريس اللغة العربية في الهند ووضعها في الوقت الراهن .
- وجهات النظر السياسية حول اللغة وتعليمها في الهند(الصياغ الثلاثي للغات)
- نظرية التعددية اللغة في تعليم اللغة ةيبرعلا.
- رؤية خطة التعليم الوطني 2020 لتعلم وتدريس اللغات الأجنبية.
- استعراض عمومي للأفكار والنظريات للمتضعلين في اللغة العربية في الهند حول اكتساب اللغات واللغة العربية (الشيخ ابي الحسن علي الندوي،روتكدلا ف عبد الرحيم، الشيخ وحيد الزمان الكيرانوي).

الوحدة الثالثة: النظام الصوتي في اللغة العربية.

- الأعضاء المختلفة للنطق ودورها في إنتاج الأصوات.
- الأصوات المفردة ومكانتها، وطريق النطق بها.
- رفع الأصوات وخفضها، الكلمات، والجمل، الأشكال القوية، والضعيفة.
- اللحن: أنماط أسياسية للحن في اللغة العربية.

الوحدة الرابعة: المفردات والقواعد حسب السياق والسباق

- تكوّن الكلمات(بادئة، لاحقة، تركيب الكلمات).
- المترادفات، الكلمات المتضادة، الكلمات المتشابة في الصوت، الكلمات المتشابة في النطق.
- صياغة الجمل، نوعية الجمل، وعناصرها.
- تمرين وتطبيق القواعد النحوية والصرفية .

الوحدة الخامسة: مهارات فهم اللغة وتحليل مناهجها

- مهارات الاستماع:
(ألف) عملية الاستماع، العوامل الملائمة للاستماع، الفرعية لمهارات الاستماع، فهم الاستماع، تحليل سمات الاستماع.
(ب) استيراتيجيات تطوير والوصول إلى مهارات الاستماع.
- مهارات التحدث:
(ألف) عوامل القدرة على التحدث بشكل ديج، الفرعية لمهارات التحدث. تقديم اللغة باستخدام وتحليل سمات التحدث.
(ب) استراتيجيات تطوير والوصول إلى مهارات التحدث.
- مهارات القراءة
(ألف) أنواع القراءة، الفرعية لمهارات القراءة، ممارسة القراءة النقدية.
(ب) استراتيجيات تطوير والوصول إلى مهارات القراءة.
- مهارات الكتابة:
(ألف) أنواع الكتابة، الفرعية لمهارات الكتابة، الكتابة الابداعية.
(ب) استراتيجيات تطوير والوصول إلى مهارات الكتابة.
تكامل المهارات، التعبير الابداعي في إنتاج مهارات ةتداحملا.

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.
- إعدادٕ دا محتوى إلكتروني حول أحد المواضيع من كتب اللغة على مستوى المرحلة الثانوية.
- كتابة يومية تأمل، تعبر عن الآراء والأفكار.
- إعداد قائمة بالأدب الذي يمكن أن يلعب دورًا حيويًا في إثراء المنهج.
- كتابة تأملات حول نظرة عامة على اكتساب اللغة وإسهامات العرب والهنود في التعلم.

- تصميم أجهزة لتقييم مهارات الاستماع والتحدث والقراءة والكتابة من خلال أنشطة مثل النقاش، والخطبة الفورية، والمناقشة الجماعية، والخطاب. إلخ.
- كتابة مذكرة تأمل حول قطعتين تحريريتين على نفس الموضوع من صحف متعددة اللغات.
- إكمال دورة شهادة عبر الإنترنت حول اللغة من SWAYAM portal
- يجب أن يكون الطلاب ماهرين في ملء جميع النماذج المتعلقة بالتدريب الداخلي (الملاحظة، الإلكترونيات-المحفظة، التدريس الصغير، التدريس التأملي، التقويم المستمر، يومية التدريس التأملي).
- استكشاف ألعاب المفردات ـ تمارين تطبيقية لتطوير مهارات اللغة.
- التعرف على وتسجيل أخطاء اللغة (العربية) الشائعة بين الطلاب.
- التعامل مع صعوبات تعلم اللغة في مجال اللغة.
- كتابة تقرير حول الممارسات الحالية للتقييم والتقويم على مستوى المرحلة الثانوية.
- إعداد نشرة إخبارية على أساس تجربتك في برنامج المدرسة (مكتوبة يدويا).

مراجع للقراءة الإضافية:

1. أساليب التدريس العامة ، الدكتور محمد علي الخولي، دار الفلاح للنشر والتوزيع، الأردن.

2. أساليب تدريس اللغة العربية الجامعية ، الدكتور محمد فضل الله شريف، الجمعية الرحمة ، كشن باغ ، حيدرآباد

3. المرجع في تدريس اللغة العربية، الدكتور سامي الدهان، مكتبة أطلس، دمشق.

4. دروس في النظام الصوتي للغة العربية، الدكتور عبد الرحمن بن إبراهيم الفوزان ، 1428هـ.

5. طرائق تدريس اللغة العربية، الدكتور محمود احمد السيد، جامعة دمشق

6. طرق التدريس العامة ، تخطيطها وتطبيقاتها التربوية ، وليد احمد جابر ، دار الفكر، ناشرون، الأردن، الطبعة الثانية: 2005-1425هـ.

7. طرق التدريس في القرن الواحد والعشرين، الدكتور عبد اللطيف بن حسين فرج، دار المسيرة، الأردن.

8. طرق تدريس اللغة العربية، جامعة الملك خالد.

Yoga and Understanding Self

Credits: 2   **Marks 50(35+15)**

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

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

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

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

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

Field engagement

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

Mode of Transaction

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

Mode of Assessment

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

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2. Quality Council of India (QCI), Title "Yoga professionals Official Guidebook for Level 1", Published by Excel Books, New Delhi 2016.
3. Goyandka, Harikrishandass (Samvat 2061), Title "Yoga Darshan", Published by Geeta Press, Gorakhpur.
4. Sahay G. S (2013), Title "Hathayoga pradipika", Published by MDNIY, New Delhi
5. Swami Vivekananda (2011 & 2012), title "Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga (4separate books), Published by Advaita Ashrama, Kolkata
6. Gore M. M (2004), Title: Anatomy and Physiology of Yogic Practices" Published by Kanchana Prakashana, Lonavala.
7. Kotecha, Vaidya Rajesh (2016), Title "A Beginner's Guide to Ayurveda", Published by Chakrapani Publications, Jaipur.
8. Swami Karmananda (2006), Title "Management of Common Diseases", Published by Bihar Yoga Publication Trust, Munger.
9. Dr. M.L. Gharote (2010), Title "Applied Yoga", Published by ACE Enterprises, Madhu Rajnagar, Pune Road, Pune.
10. Saraswati, Swami Satyananda (2006), Title "Asana, Pranayama, Mudra, Bandha", Published by Bihar School of Yoga, Munger.
11. Iyengar, B. K. S.(2005), Title "Lights on Yoga", Published by Harper Collins Publisher, New Delhi.
12. Ministry of AYUSH' (2022), Title "Common Yoga Protocol", Government of India, NewDelhi.
13. Swami Ramdev (2009), Title 'Yog Its Philosophy and Practice', Dipvya Prakashan, Patanjali Yogpeeth, Haridwar.
14. Swami Ramdev (2009), Title 'Pranayama Rahasya', Dipvya Prakashan, Patanjali

Yogpeeth, Haridwar.

15. Prayer: Rgveda-10.191.2.
16. Yogi Swatma Rama (2018), "Hatha Yoga Pradipika", Published by Adelphi Press, London.
17. Swami Niranjanananda Saraswathi (2013), "Geranda Samhita", Published by Yoga Publications Trust, Bihar

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

Semester: I

Paper VII (EDN-07)

Communication Skills in English

Credits: 2   **Marks 50 (35 + 15)**

Learning Outcomes

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

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

Unit I: Communication and English Language Skills

1. Definition, Nature, and Scope of Communication, Importance of communication, Features of successful professional communication, purpose of professional communication, Different forms of communication, Barriers to communication

2. Developing English Language Skills: Essentials of Grammar - Parts of Speech, Articles, Modals, Sentences and their types, Subject verb concord, using tenses, Direct/Indirect speech, using non-finites, punctuation marks.
3. Basics of Phonetics: Reasons for Incorrect Pronunciation, Misconceptions about sounds, Sounds – Vowels, Consonants, Consonant Cluster, Problems of Indian English, Syllable, Word Stress Weak forms, Stress, Intonation and Rhythm. Difference between British, American and Indian Spoken English.
4. Building Vocabulary: Word Formation, Synonyms, Antonyms, Learning words through Situations, Homonyms and Homophones, Words often Confused, One Word Substitution, Phrasal Verbs, Developing Technical Vocabulary, Idiomatic Expression, Eponyms

Unit II: Listening Skills and Speaking Skills

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

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

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

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

Job Interview
1. Meaning of Job Interview, Process, Stages of Job Interview, Desirable Qualities, Preparation for Job Interview

2. What Does a Job Interview Assess?
3. Using Proper Verbal and Non Verbal Cues, Exhibiting Confidence
4. Strategies for Success at Interviews

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

Conversations, Dialogues, and Debates

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

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

Unit III: Reading Skills and Writing Skills

Reading Skills

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

Reading Comprehension

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

Writing Skills

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

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

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

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

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

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

Other Business Writings
Itinerary Writing
1. Itinerary Writing – Guiding Principles

Inter-Office Memorandum (Memo)
1. Meaning of a Memo
2. Structure of a Memo
3. Style of a Memo

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

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

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

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

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PAPER-VIII (EDN-08)
School Study

Practicum   **Credits: 1**

Internal Assessment: 50 Marks   **Total marks: 50**

Every student teacher has to observe 5 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Observation Proforma

Name of the Teacher: Name of the School:

Subject: Class: Medium: Period: Date:

S.No.	Aspects	Criteria	Rating
I.	Statement of Academic standards	• Appropriateness • Attainability • Adequacy • Clarity	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
Period plan & Preparation	Selection of topic	☐ Adequacy • Organization • Relevance • Accuracy • Richness (Depth)	
	Selection of activity	☐ Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety	1 2 3 4 5 6 7 8 9
	Teaching aids	☐ Appropriateness • Innovation (Originality)	Marks awarded out of 10
	Previous knowledge	☐ Relevance • Sufficiency	
	Output procedure	☐ Structuring • Accuracy	

		• Brevity	1 2 3 4 5 6 7 8 9
	Evaluation	☐ Suitability of the tool • Continuity sequence • Comprehensiveness	Marks awarded out of 5
	Subject competence Teacher behavior)	• Accuracy • Relevance to the need of the situation • Richness (Depth)	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
II. Execution	Communication	☐ Expression • Language • Speech • Voice (Modulation, Audibility)	1 2 3 4 5 6 7 8 9 Marks awarded out of 15
	Questions & Answers	• Simple • Precise • Relevant • Thought provoking • Distribution	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Questions (Teacher behavior)	Effective dealing with pupils answers	
	Answers		
	Class management	☐ Interaction • Cooperativeness • Handling of pupils • Sympathy • Budgeting of time	1 2 3 4 5 6 7 8 9 Marks awarded out of 20
	Participation of students	☐ Active • Minimum • Passive • Suitable to situation	1 2 3 4 5 6 7 8 9 Marks awarded out of

		10
Use of aids	☐ Handling • Effectiveness	1 2 3 4 5 6 7 8 9 Marks awarded out of
		5
Teacher	☐ Appearance • Movements • Manners	1 2 3 4 5 6 7 8 9 Marks awarded out of
		10

Note: Example for figural conversion of rating: Aspect – Communication , Rating = 4, Maximum marks for the aspect is 15; Marks awarded 4 / 9 x 15 = 6.6 If there is no scope for the use of teaching aids in lesson, the marks may be added to methods of teaching i.e., 10 + 5 = 15.

Signature of the Teacher Educator

Reflect and Narrate your Experiences

1. What did I observe the best in the Teacher?
2. What do I want Teacher to continue?
3. What do I feel needs to be changed in teaching in the classroom?
4. How do children enjoy teaching in a classroom?
5. What did I learn from the classroom teaching?
6. How do I want to teach?
7. Am I capable of teaching now?
8. What to do, if I need to teach effectively?
9. What are the issues which I need to attend to teach effectively?
10. Am I confident to teach? How do I plan to teach effectively?

Semester IV (I-IV)
Paper -XXXV (EDN-35)
Reflective Journal (1-4 Semesters)

Credits: 1   **Marks 50**

Learning Outcomes
      Student teachers will be able to:
   ● Keep a journal as a tool and connect between various aspects and develop ability to
   record systematically.
   ● reflect on and clarify their thoughts,
   ● understand their self-awareness
   ● understand their experiences and observations

What is Reflective Learning Journal?

It is a piece of writing which allows students to record thoughts and insights about their own
learning experience. It encourages students to review and consolidate learning, to evaluate
performance, to plan future learning based on past learning experience. In such a way, students
become capable to take charge of their own learning, and eventually to develop into
independent lifelong learners.

In teacher education, reflective journal writing is viewed as a learning tool that bridges the gap
between new and existing information. A sustained reflective practice and journal writing builds
the capacity of the pre-service teacher and equips them with desirable pedagogical skills and
knowledge.

All the student teachers shall write reflections with respect to academic development,
professional development and personal development or any other. Reflective journal writing
trajectory begins from day one of the course till the last day of the course. All the experiences-
based reflections to be reported as per the proforma given. Student teachers shall record all the
experiences related to classroom teaching, learning in the college, at school during teaching
practice program activities in which they are engaged in the classrooms, outside the
classrooms, library, playfield, on field experiences etc.,

**NOTE: At the end of every semester, the reflective journal shall be presented before
moderation board or jury of internal examination.**

How to Reflect?

One common model is the Gibbs Reflective Cycle, which has 6 parts

Describe	Describe what happened
Feelings	How did it make you feel?
Evaluate	What was good or bad?
Analyse	What sense can you make of the situation? (Include external issues)
Conclude	What general and specific conclusions can you draw?
Action	What next, or what will you do next time?

Following prompt questions, the student teachers shall reflect

PART 1	Explore a learning experience…		
	Awareness ·············►	Evaluation ···········►	Regulation
Content (What)	What have I learnt?	Do I understand what I have learnt? What else do I need to learn?	What can I do in order to gain a better understanding? Where can I find more information?
Process (How)	How did I learn / do it? What strategy have I used in learning this topic?	How effective is this strategy?	How can I make this strategy more effective? Is the way I do it the best way?
Reasons (why)	Why learn it? What is learning?	Why would I think so? Is this the only purpose of learning?	What would be a more useful way to understand learning? How could this learning experience be interpreted differently?
PART 2	Think of a learning experience in relation to…		
	Awareness	Evaluation	Regulation
Academic development	How does this learning experience contribute to my academic development? What is/are my short-term / long-term academic goal(s)?	What does this learning experience tell about my choice of academic goal and path? Am I making good progress? Am I on the right track?	All things considered, is this goal a suitable goal? Are there any other options? What other paths can I take to achieve my goals?
	What obstacles have I encountered?	What is the source of the obstacles? Am I on the right track?	How can I remove those obstacles? What other paths can I take to achieve my goals?
Professional development	Same as academic development, just that this time think about the learning experience in relation to your professional development instead of academic development.		
Personal development	What does this learning experience mean to me? How does it matter to me if I failed or succeeded?	What does this learning experience tell me about my potentials, and myself as a person?	What do I know about myself? How am I living the most of myself?

Semester IV (I-IV)
Paper -XXXVI (EDN-36)
e-Portfolio (1-4 Semesters)

Credits:1   **Marks 50**

Introduction

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

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

NOTE: At the end of every semester, the e-portfolio shall be presented before moderation board or jury of internal examination.

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

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

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

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

Add a navigation menu with links to the various **work areas (BEd Semester 1, 2, 3 and 4)** of the e-Portfolio at the top of the screen, either above or below the main header. Pages can be grouped together in **categories (Internship, Field engagements, Theory, etc.) and subcategories (pedagogy 1, pedagogy 2, assignments, Paper 1, 2, 3 etc.)** using a drop-down menu. The menu should have simple, easy-to-read language. Teachers frequently establish guidelines and naming conventions for menu items so that students may easily find their work.

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

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

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

Step 1: Create an e-portfolio Site:

    a. Sign into your Google account and click on the App launcher
    b. Go to Sites to create your e-portfolio
    c. Click the create button to start
    d. Then follow these steps to finish site creation
        1. Choose a template
        2. Name your site
        3. Select a theme
        4. Click "create" button

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

Step 3: Page layout
    a. To change your page layout, open "editor" mode by clicking on the pencil icon
    b. Choose a design option from the dropdown menu and fill in your contents. Don't forget to click save button after entering you contents.

Step 4: Site Layout
    a. Start editing your site layout by clicking on the gear at the top right corner of your browser window
    b. Choose **Edit Site Layout** and click on any of the header to enable/disable it. Changes are saved instantly.

Step 5: Customize Site Appearance
    a. Go to the gear button at the top right corner of your site
    b. Choose **Manage Site**, then **General** tab
    c. You can then edit the following
        1. Site title (name)
        2. Language
        3. Landing page

Step 6: Add Text and Images

Step 7: Insert Google Drive Files

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

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

When the original Google file is updated, it updates automatically on the site.
Note: For visitors to see the embedded file on your website, make sure "sharing" is turned on from the **Share** menu. It will display as view-only within the page.
Step 8: Control Access to your e-portfolio
If your site is private, you can share your site to allow individual people to view or edit your site. If your site is public, your site will already be viewable by anyone, but you can share your site to allow other people to edit your site. Follow these steps to share your site with other people:

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

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5. https://www.instructables.com/Eportfolio-With-Google-Sites/
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Pre-Internship Practice

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

Learning Outcomes:

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

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

Semester – I
Pre-Internship
Peer Teaching (Method I & II)

Internal Assessment: (10+10 + 5 Marks)   **Total marks: 25**
(Note: These marks shall be awarded for methodology internal marks)

The objective of Peer teaching is to equip and empower the student teachers with the skills, competencies required to handle a real classroom. Period plan is prepared with all the required procedures and practiced before their peers (fellow student teachers) and teacher educators. Peer group act as students and also give feedback. Student teachers get clear understanding & acquire competencies required to transact curriculum by practicing in a simulated situation.
Each student teacher has to teach 5 lessons of 15 minutes' duration of each session. A detail written plan for each lesson (lesson plan format is annexed) has to be prepared along with necessary TLM. It is a peer group teaching. Each session focuses on whole teaching behavior. The format of lessons for Peer-Teaching is similar to the Period plan (Generic Plan format) used in the school. The Peer-Teaching practicum consists of 4 formats labeled as:
Format-I: Period Plan
Format-II: observation & Feed back
        A. Teaching Evaluation Format –   for Teacher Educator
        B. Teaching Evaluation Format –   for Peer observers / Student teachers
        C. Self-teaching Reflection Format – Practicing Student teacher

General Instructions:
   o Every student teacher has to present 5 lessons in each pedagogy
   o Every student has to observe 10 lessons of fellow students in each of their respective pedagogies
   o Pedagogy teachers shall allot no. of students to each student to cover entire group of students
   o All the students shall be present and observe all the lessons and can give oral feed - back
   o The peer teaching shall be conducted in their respective pedagogy classes regularly @ two days a week and remaining four days for teaching by the teacher educators to complete the syllabus

<div align="center">

FORMAT – I (Period Plan Format)

</div>

I. Preliminary Information

Name of the Student-teacher:

Hall Ticket No:

Subject:

Class:

Name of the Lesson:

Topic:

Duration/ Time:

II. Expected Learning Out comes/Competencies/Academic Standards:

III. Teaching Learning Process

S No	Teaching Steps	Teacher Activity	Pupil Activity	Black Board Work	TLM
I.	**Introductory Activities** a. Greetings b. Mind Mapping c. Topic Declaration				
II.	**Developmentary Activities** (Presentation of the Topic / Activities / Group Discussion / Explanation/ Model problem solving etc.) a. Reading the textbook				
III.	b. Discussion in the group c. Conducting Activity for conceptual development d. Summing up by teacher **Culminatory Activities** a. Recapitulation b. Home Assignments				

IV. Student Teacher Reflections:

<div align="right">

Signature of the Teacher Educator/Supervisor

</div>

FORMAT – II A

TEACHING EVALUATION FORMAT FOR TEACHER EDUCATOR

I. PRELIMINARY INFORMATION

Name of the Student-teacher: Hall Ticket No:

Topic: Date:

Rate the teacher trainee on teaching behaviour on rating scale ranges from 5 to 1. Excellent -5; Very Good – 4; Average – 3; Poor- 2; Very Poor-1. Please encircle the rating option you choose to each one of them.

II. EVALUATION WITH RESPECT TO VARIOUS DIMENSIONS OF TEACHING-LEARNING PROCESS.

PLANNING

Statements of Academic Standards/Learning outcomes	5	4	3	2	1
Scope of the topic	5	4	3	2	1
Attainability of Academic Standards	5	4	3	2	1
Teacher Activity Statements	5	4	3	2	1
Organization of the teaching steps	5	4	3	2	1
Organization of TLM/BB columns	5	4	3	2	1

EXECUTION

Initiation of the class:	5	4	3	2	1
Motivation	5	4	3	2	1
Topic Announcement:	5	4	3	2	1
Mind mapping/concept mapping:	5	4	3	2	1
Focusing Activity:	5	4	3	2	1
Emphasis on key aspects:	5	4	3	2	1
Utilization of the TLM:	5	4	3	2	1
Classroom Assessment:	5	4	3	2	1
Feedback:	5	4	3	2	1

CLOSURE

Review:	5	4	3	2	1
Recapitulation:	5	4	3	2	1
Relevance of home assignment(s):	5	4	3	2	1

TEACHER BEHAVIOUR

Content mastery	5	4	3	2	1
Language fluency	5	4	3	2	1
Non-verbal communication	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Teacher direct-influence	5	4	3	2	1
Teacher Indirect-influence	5	4	3	2	1

III. CONSTRUCTIVE FEEDBACK & SUGGESTIONS FOR IMPROVEMENT

Signature of the Teacher Educator

FORMAT - II B
TEACHING EVALUATION FORMAT FOR PEER OBSERVERS / STUDENT TEACHERS

I. PRELIMINARY INFORMATION

Name of the Student-teacher: Hall Ticket No:

Topic: Date:

Excellent -5; Very Good – 4; Average – 3;   Poor- 2; Very Poor-1. Please Encircle the rating option you choose to each one of them.

II. EVALUATION WITH RESPECT TO VARIOUS DIMENSIONS OF TEACHING-LEARNING:

Planning & Execution

Initiation of the class:	5	4	3	2	1
Motivation/Testing Previous knowledge:	5	4	3	2	1
Topic Announcement:	5	4	3	2	1
Mind mapping/concept mapping:	5	4	3	2	1
Focusing Activity:	5	4	3	2	1
Emphasis on key aspects:	5	4	3	2	1
Utilization of the TLM:	5	4	3	2	1
Classroom Assessment:	5	4	3	2	1
Feedback:	5	4	3	2	1

Closure

Review:	5	4	3	2	1
Recapitulation:	5	4	3	2	1
Relevance of home assignment(s):	5	4	3	2	1

Teacher Behaviour

Content mastery	5	4	3	2	1
Language fluency	5	4	3	2	1
Non-verbal communication	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Teacher direct-influence	5	4	3	2	1
Teacher Indirect-influence	5	4	3	2	1

III. CONSTRUCTIVIST SUGGESTIONS FOR IMPROVEMENT

Name & Signature of the peer student

SELF-TEACHING REFLECTION FORMAT PRACTICING STUDENT TEACHER

I. PRELIMINARY INFORMATION

Name of the Student-teacher: Hall Ticket No:
Topic: Date:

Excellent -5; Very Good – 4; Average – 3;   Poor- 2; Very Poor-1. Please Encircle the rating option you choose to each one of them.

II. EVALUATION WITH RESPECT TO VARIOUS ASPECTS OF TEACHING-LEARNING:

Planning & Execution

Initiation of the class:	5	4	3	2	1
Motivation/Testing Previous knowledge:	5	4	3	2	1
Topic Announcement:	5	4	3	2	1
Mind mapping/concept mapping:	5	4	3	2	1
Focusing Activity:	5	4	3	2	1
Emphasis on key aspects:	5	4	3	2	1
Utilization of the TLM:	5	4	3	2	1
Classroom Assessment:	5	4	3	2	1
Feedback:	5	4	3	2	1

Closure

Review:	5	4	3	2	1
Recapitulation:	5	4	3	2	1
Relevance of home assignment(s):	5	4	3	2	1

Teacher Behaviour

Content mastery	5	4	3	2	1
Language fluency	5	4	3	2	1
Non-verbal communication	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Teacher direct-influence	5	4	3	2	1
Teacher Indirect-influence	5	4	3	2	1

III. FUTURE PROMISES / SELF-REFLECTIONS:

Signature of the student-teacher

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-I	School Study (Peer teaching 5 lessons in each pedagogy in the college)
Semester-II	One/6 days Three/20 days	Pre-Internship-II Internship-I	Workshop on Learning Resources Development (in the college) 10 teaching plans in each pedagogy
Semester-III	Eight /46 days	Internship-II	20 plans in each pedagogy School based -research- PTA & SMC and Case Study
Semester-IV	Seven / 42 days	Internship-III	10 plans in each pedagogy Dissertation: Research and reporting
Total	20 weeks / 120 days		

Sem-I Pre-internship	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,

	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.
	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.
	Students shall make the presentation of their visits and submit a report to the jury.
20 days	peer teaching @ 5 lessons in two methods. Students shall teach five lessons in each content cum pedagogy, @ 20 mts duration of each lesson. All the students in each content cum - pedagogy shall observe the lessons of all peer group. Each student shall observe five lessons of the peer students in each pedagogy.
Sem-II -Internship -20 days	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.
Two–days	Demonstration of period plans by teacher educators in cooperating schools.Showing some excellent model plans to inspire student teachers. Writing letters to the HM/Principal, class teacher- for permission and showing interest, familiarity and humility to learn about the good practices from school and spend quality time in school
Two days	One day Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students' activities. Period plans should be corrected by the respective method teachers before the commencement of teaching in school. No student should teach without the approved period plan and related teaching learning material and teaching aids.
One day	Approaching school HM with formal letters from the college along with in charge teacher educator- meeting, communicating/negotiating with HM and keeping good rapport with HM's and teachers

Semester –III Internship, 8 weeks- 46 Days	20-period plans in each pedagogy subject (Gereric period plans – 10 ICT integrated period plans – 5 & Whole Child Development period plans – 5)

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.

Finalization of SMCs & PTAs and Case Study Report. Finalization of community experience-based Reports

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.

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.

Visiting children's homes-motivating parents, Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs

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. |
| **Student teachers are resource to a school** | Student teachers will assist a regular teacher in correcting children's work, guiding and conducting activities for children, taking up remedial classes for children who lag behind the schedule for any reason, pooling resources for teaching and learning, preparing teaching aids, recording innovative practices of school and popularizing. Conducting mock sessions-parliament, assembly, celebrating important days –environment, science, health, national, |

	historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism. 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.
Semester- IV Internship **7 weeks 42 days**	Teaching at allotted schools- 10-period plans in each pedagogy subject (Generic plans-5, Nai-Talim – Experiential learning plans -3; & VITAL plans - 2) **Research based reporting-full time participation in school activities** associated with school from morning to evening. **Planning all types of surveys, clubs and forums, rallies, campaigns** - 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. 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. Finalization of CCE records and preparing for jury evaluation. 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. 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 & 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. Students resolve to become professional and excellent teacher order for the future and create Viswa gurus for globe.

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, and (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 and 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

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.

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.

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8. Delors, Jacques (1996). Learning: The Treasure Within. Paris: UNESCO.
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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.

Foundation Courses
Semester-II
Paper-X (EDN -10)
Educational Psychology Theory and Practice
Credits 4   **Marks: 100 (70+30)**
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, and Survey method
3. Schools of Psychology and their contribution to Education: Structuralism, Functionalism, Associationism, Behaviorism, Gestaltism, Psychoanalysis, Neo-Freudians, Humanistic Psychology
4. Sensory Process: (a) Sensory Processes, Receptors and Effectors, Properties or attributes of sensation (b) 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: Maening, Nature, and 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, motivation and reinforcement, observational Learning in Teaching; Self-Efficacy and Agency- Self-Eficacy, 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, Definition, and 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 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: 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, Definitions, 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, and 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, and 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, and 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 and 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 – Dolland 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 Buddistist); 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.
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.

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Content cum Pedagogy courses
Semester-II
Paper-XI A (EDN -11A)
Content and Pedagogy of Mathematics

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. Curriculum Framework: Concept and Principles; Curriculum Organization
2. Distinction between Curriculum and Syllabus
3. History and Development of Curriculum Framework
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCFSE-2023 and NEP-2020
6. Trends of Mathematics Curriculum / Syllabus
7. 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. Print Resources- Textbooks, Popular science books, Journals and magazines
3. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook-Contextualization of Content.
4. Dale's Cone of Experience- Using the Cone of Experience
5. Mathematics Textbook as a Learning Resource, connecting textbook with real life examples
6. 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.
7. 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 (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:

    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 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 boards/countries
6. Reflect on Mathematics curriculum from different contexts
7. 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 -11 B)
Content cum Pedagogy of Biological Sciences

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. Curriculum Framework: Concept and Principles; Curriculum Organization
2. Distinction between Curriculum and Syllabus
3. History of Development of Curriculum Framework
4. From Subject-centred to Behaviorist to Constructivist Approach to Curriculum Development.
5. Recommendations of NCFSE-2023 and NEP2020
6. Trends of biological Science Curriculum / Syllabus
7. 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

UNIT VII: Learning Resources in biological Science
1. Identification and use of learning resources in biological science from the environment.
2. Print Resources- Textbooks, Popular science book, Journals and magazines

3. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook-Contextualization of Content.
4. Dale's Cone of Experience- Using the Cone of Experience
5. Textbook, handbook, teachers' manual, laboratory manual and other print materials.
6. Non print and digital resources- websites, animations, audios, videos, images, simulations, digital repository, AR, VR & AI-based digital resources and OERs.
7. Charts, models, games & toys, worksheets, garden, museum, aquarium and terrarium.
8. Science laboratory- design, management and practices; virtual laboratories.
9. Science kits, science clubs, science fairs, science exhibitions and science parks.
10. 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) (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

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

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:

    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 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.

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 21st century skills.
23. Exploration of AI based assessment tools.
24. Content Analysis (Class 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

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
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
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
5. 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

Content cum Pedagogy courses
Semester-II
Paper-XI C (EDN -11C)
Content and Pedagogy of Social Science

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. Curriculum Framework: Concept and Principles; Curriculum Organization
2. Distinction between Curriculum and Syllabus
3. History of Development of Curriculum Framework
4. Curriculum Framework, Curriculum and Syllabus
5. From Subject-centred to Behaviourist to Constructivist Approach in Curriculum Development.
6. Recommendations of NCFSE-2023 and NEP2020
7. Trends of social science Curriculum / Syllabus
8. 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. Print Resources- Textbooks, Popular social science books, Journals and magazines
3. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook-Contextualization of Content.
4. Dale's Cone of Experience- Using the Cone of Experience
5. Audio-visual, print and electronic resources in social science. Multimedia & ICT resources and online & digital resources. Digital repository and AI-based digital resources.
6. Social science projects, clubs, fairs, exhibitions and visits places of historical and geographical importance.
7. Social science laboratory/museum as a learning resource including virtual laboratories.

8. 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 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 Social 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 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, and 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.
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.

References
1. Binning, A. A. And Binning, D. H. (1952). Teaching of Social Studies in Secondary Schools, Bombay: Tata McGraw Hill.
2. Broadman, D. (1985). New Directions in Geography Education. London: FehurPress.
3. Burz, H. L. And Marshall, K. (1998). Performance based curriculum for social studies: From knowing to showing, Thousand Oaks: Corwin Press, INC.

4. Carr, Wilfred (1991). 'Education for Citizenship', British Journal of Educational Studies,Vol. 39, No. 4, pp: 375-385.
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6. Kumar, Krishna (2002), Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan, Penguin India, New Delhi.
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8. Sartori, G. (Ed.) (1984). Social concepts: A systematic analysis, New Delhi.: Sage Publications.
9. Sue Dymoke and Jennifer Harrison (Eds.). (2012). Reflective Teaching &Learning, SAGE Publication India Pvt. Ltd., New Delhi.
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11. Teaching of Social Science, Series in Education Pearson Publication.
12. Thapar, Romila (2009). 'The History Debate and School Textbooks in India: A personal Memoir', History workshop Journal, 67, pp: 87-98.
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Content cum Pedagogy courses
Semester-II
Paper-XII A (EDN -12A)
Content and Pedagogy of Physical Science

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. Curriculum Framework: Concept and Principles; Curriculum Organization
2. Distinction between Curriculum and Syllabus
3. History of Development of Curriculum Framework
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCFSE-2023 and NEP-2020
6. Trends of Science Curriculum / Syllabus
7. 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

UNIT VII: Learning Resources in Science

1. Identification and use of learning resources in science from the environment.
2. Print Resources- Textbooks, Popular science book, Journals and magazines
3. Moving from Textbook to Teaching-Learning Materials, Going beyond the textbook-

Contextualization of Content.

4. Dale's Cone of Experience- Using the Cone of Experience
5. Textbook, handbook, teachers' manual, laboratory manual and other print materials.
6. Non print and digital resources- websites, animations, audios, videos, images, simulations, digital repository, AR, VR & AI-based digital resources and OERs.
7. Charts, models, games & toys, worksheets, garden, museum, aquarium and terrarium.
8. Science laboratory- design, management and practices; virtual laboratories.
9. Science kits, science clubs, science fairs, science exhibitions and science parks.
10. 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 Indication; 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; Haloakanes 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:
    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:
    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.
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 21st century skills.
23. Exploration of AI based assessment tools.
24. Content Analysis (Class 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.
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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
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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
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
5. 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

Content cum Pedagogy courses
Semester-II
Paper-XII B (EDN -12B)
Content and Pedagogy of Telugu
తెలుగు విషయ సహిత బోధన-అధ్యయన శాస్త్రం

Credits:4   మార్కులు: **100 (70+30)**

అభ్యసన ఫలితాలు:

ఈ కోర్సు పూర్తయిన తర్వాత, ఛాత్రోపాధ్యాయులు వీటిని చేయగలరు:

• భారతీయ నేపథ్యంలో ద్వితీయ దశలో భాషను బోధించే పద్ధతులు, విధానాలు, సామాగ్రి తెలుసుకుంటారు.

• NEP 2020కి సంబంధించి భాషా విద్యా బోధన- అభ్యసన సామగ్రి గురించిన అవగాహన,

• భాషా బోధనలో మల్టీమీడియాను ఉపయోగించడం. ఆన్లైన్ వనరుల ద్వారా భాషను గురించి జ్ఞానాన్ని పొందడం.

• 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 చేయడం.

• B. Ed కోర్స్ లోని వివిధ అంశాలను సాధనచేయడం

• భాషా నైపుణ్యాలు మెరుగు పర్చుకునేందుకు తగిన సూచనలు మరియు సలహాలనివ్వగలగడం.

యూనిట్-6: తెలుగు భాషలో బోధనాపరమైన అంశాలు   -12 గంటలు

1.ఉపగమం సాంకేతికత, పద్ధతులు – విషయ స్పష్టీకరణ

2 తెలుగు బోధించే పద్ధతులు: పద్య, గద్య, వ్యాకరణ మరియు ఉపవాచకం

3. తెలుగు బోధనలో సమాచార, రూపాత్మక, సందర్భానుసార, విషయాత్మక, నిర్మాణాత్మక, సంయుక్త, విమర్శనాత్మక ఉపగమాలు, ఆగమన మరియు నిగమన ఉపగమాలు

4. వ్యూహాలు: సాంకేతికతలు, కార్యకలాపాలు: భాషా క్రీడలు, జట్టు పని, సమవయస్కుల బృందం, సహకార, సంయుక్త చర్యలు, పరికల్పన, సమవయస్కుల పరస్పర చర్య.

5. తెలుగు భాషా బోధన యొక్క అభ్యసన వనరులు.

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

1. విద్యా ప్రమాణాలు: అభ్యసన ఫలితాలు-సంభావిత స్పష్టీకరణ.

2. బోధన అభ్యసన వనరులు/వనరుల అభివృద్ధి: తరగతిగదిలో బోధన అభ్యసన భావన, పాత్ర - ప్రాముఖ్యత.

3. అభ్యసన ఫలితాల ఆధారంగా యూనిట్ ప్లాన్లు, పీరియడ్ ప్లాన్లను అభివృద్ధి చేయడం

(ముందు చదివేటప్పుడు, చదువుతున్నప్పుడు, చదివిన తర్వాత)

4. తెలుగు భాషా భోధనలో ICTని ఉపయోగం.

5 తెలుగు భాషా అధ్యయనం - ప్రయోజనాలు

యూనిట్-8: తెలుగు భాషోపాధ్యాయుని వృత్తిపరమైన అభివృద్ధి   -12 గంటలు

1. వృత్తిపరమైన అభివృద్ధి భావన, ఉపాధ్యాయుని స్వీయ-మూల్యాంకనం,

2. తెలుగు ఉపాధ్యాయుని వృత్తిపరమైన అభివృద్ధి: భాష, సాహిత్యం, ICT మరియు వృత్తిపరమైన సంస్థలు.

3. బోధనా అభ్యసనా నైపుణ్యాలను పెంపొందించడానికి వృత్తిపరంగా భాషా ఉపాధ్యాయుని లక్షణాలు

4. భాషను నేర్చుకోవడంలో, విభిన్నాత్మక వాతావరణాన్ని సృష్టించడంలో మరియు సులభతరం చేయడంలో తెలుగు భాషోపాధ్యాయుని పాత్ర.

5. భాషా అభ్యాసకులు, ఉపాధ్యాయులలో 21వ శతాబ్దపు నైపుణ్యాల పెంపుదల-ప్రాముఖ్యత.

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

1. విద్యాప్రణాళికా- విషయ ప్రణాళిక (సిలబస్)

2. భాషా బోధనాశాస్త్ర రకాలపై విశ్లేషణ: సామాజిక బోధన; విమర్శనాత్మక బోధనా శాస్త్రం; సాంస్కృతిక, ప్రత్యుత్తర బోధనా శాస్త్రం, సోక్రటిక్ పద్ధతి.

3. బోధనా విషయ పరిజ్ఞానం (Pedagogical Content Knowledge): VIII, IX మరియు X తరగతులకు సంబంధించిన పాఠ్యాంశాలు వాటి దృక్కోణం.

4. ప్రస్తుత తెలుగు పాఠ్యపుస్తకాలను సమీక్షించడం: సాహిత్యం, సమాజం మధ్య సంబంధాలు: సాహిత్యం సమాజాన్ని ప్రతిబింబిస్తుంది- సమాజం సాహిత్యాన్ని ప్రభావితం చేస్తుంది.

5. ప్రభావవంతమైన అభ్యసనంలో బోధనా శాస్త్ర పాత్ర

6. పాఠ్య పుస్తకాల అభివృద్ధి - సునిశిత విశ్లేషణ.

యూనిట్-10: అభ్యసన మదింపు – మూల్యాంకనం   -16 గంటలు

1. మదింపు -మూల్యాంకనం యొక్క భావనలు, రకాలు.

2. నిరంతర సమగ్ర మూల్యాంకనం (CCE) యొక్క అర్థం మరియు ప్రాముఖ్యత.

3. తెలుగు ప్రశ్నాపత్రంలో ప్రశ్నల వర్గీకరణ.

4. ప్రశ్నాపత్రం యొక్క బ్లూ ప్రింట్, నిరంతర సమగ్ర మూల్యాంకనా రికార్డు తయారీ.

5. విద్యా ఉపలబ్ధి సాధన నికష-పరీక్ష స్కోర్ల విశ్లేషణ మరియు వివరణ.

ఆచరణాత్మక కృత్యాలు – నివేదికలు (Practicum)

1. చర్చ, జట్లు చర్చ, వక్తృత్వం మొదలైన కార్యకలాపాల ద్వారా భాషను వినడం, మాట్లాడటం, చదవడం మరియు వ్రాయడం వంటి నైపుణ్యాలను అంచనా వేయడానికి తగిన పరికరాలను రూపొందించండి.

2. బహుభాషా దృక్పథంతో వేర్వేరు వార్తాపత్రికల నుండి ఒక అంశంపై రెండు సంపాదకీయ

భాగాలపై ప్రతిస్పందించండి

3. "స్వయం" (SWAYAM) పోర్టల్ నుండి భాషపై ఆన్లైన్ సర్టిఫికేట్ కోర్సును పూర్తి చేయండి.

4. విద్యార్థులు ఇంటర్న్షిప్కు సంబంధించిన అన్ని ఫార్మాట్లను పూరించడానికి మార్గనిర్దేశం చేయండి (అబ్జర్వేషన్, ఇ-పోర్ట్ఫోలియో, మైక్రో టీచింగ్, రిఫ్లెక్టివ్ టీచింగ్, CCE, రిఫ్లెక్టివ్ జర్నల్).

5. పదజాలం గేమ్లను అన్వేషించండి - భాషా నైపుణ్యాన్ని పెంపొందించడానికి అభ్యాసాలను రూపొందించండి.

6. విద్యార్థులలో సాధారణంగా ఉండే భాష (తెలుగు) సంబంధిత లోపాలను గుర్తించి జాబితాను తయారు చేయండి.

7. భాషలో బోధన అభ్యసనంలో మీరు ఎదుర్కొన్న ఇబ్బందులను పేర్కొనండి.

8. జాతీయాలు, సామెతలు తదనుగుణంగా ఉపయోగిస్తూ భాషకు సంబంధించిన అంశంతో ఒక వ్యాసం ను రాయండి.

9. సెకండరీ స్థాయిలలో భాష యొక్క ప్రస్తుత మూల్యాంకన పద్ధతులపై ఒక నివేదికను వ్రాయండి.

10. మీ పాఠశాలలోని వివిధ స్థాయిలలో భాషా పరంగా నిర్వహించే సహపాఠ్య కార్యక్రమాల (ఉదా: వక్తృత్వ పోటీలు, వ్యాస రచన, అంత్యాక్షరి మరియు క్విజ్ వంటి) గురించి వివరించండి.

11. భాషా పరమైన పదబంధ ప్రహేళిక, పద కేళి, మరియు పద వినోదం వంటి కృత్యాలను తయారుచేయండి.

పరామర్శ గ్రంథాలు

1. 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)
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 Challange
3	Dr. Santhosa Areekkuzhigil	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 దక్షణామూర్తి	భాషా ఆధునిక దృక్పధం - నీలకమల్ ప్రచురణ
11	డా.భద్రిరాజు 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 నరసింహరావు	భాషా బోధన – భాషా శాస్త్రం - నీలకమల్ ప్రచురణ

Content cum Pedagogy courses
Semester-II
Paper-XII C(EDN -12C)
Content and Pedagogy of English

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
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. 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:
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18. Paul Verghese – Teaching English as a second Language
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22. Shelley Ann Vernon " Teaching English: Strategies and Methods"
23. P. Durairaj and M. Poornima () "Resource Book on Teaching of English"
24. "Teaching English as a Second Language: A Book of Readings" edited by Anand Mahanand and R. Subramanian
25. Linse, C. T. () "Teaching English to Young Learners"
26. David Nunan()"Practical English Language Teaching"
27. A. Jaworski and N. Coupland()" Methods in Language and Social Interaction" by
28. Rebecca Hughes ()"Teaching and Researching: Speaking"
29. Anil Sarwal and Laxmi Sarwal ()"English Language Teaching in India: A Literature"
30. R. S. Nagra() "Pedagogy of English Language"

Websites for improving the teaching English

31. (https://www.teachingenglish.org.uk/)
32. (https://www.edutopia.org/):
33. (http://www.readwritethink.org/)
34. (https://www.tes.com/lessons)
35. (http://www.ncte.org/)
36. (https://owl.purdue.edu/):
37. (https://www.education.com/):
38. (http://www.readingrockets.org/)
39. (https://www.grammarly.com/blog/)
40. (https://www.teachthought.com/)
41. (http://www.colorincolorado.org/):
42. (http://www.eslflow.com/)
43. (https://www.teacherspayteachers.com/)
44. (https://www.scholastic.com/teachers/):
45. (https://www.commonsense.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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57. (https://readtheory.org/)
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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 परिचिर 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 बोधनोपकरणों की निर्माणविधि एवं प्रयोगविधि से अवगत होंगे ।

6) भाषा के अध्यापकों के वृत्तिगत नैपुण्यों 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 संपूर्ण 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 सिद्धानत ।

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 व्याखान 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) ।

इकाई-१०

(मूल्याङ्कन)

I) मूल्याङ्कन की धारणा, आवश्यकता, प्रकार ।

II) निरन्तर एवं समग्रमूल्या की धारणा, आवश्यकता, प्रकार ।

III) वर्तमान में प्रचलित मूल्याङ्कनपद्धति एवं नवीन मूल्याङ्कन पद्धतीयों का गुण-दोष विवेचन ।

IV) प्रश्नपत्र निर्माण - विधि एवं प्रश्नों के प्रकार ।

V) विद्योपलब्धि साधन - निकष - विवरणात्मक 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 तैय्यार 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 तैय्यार कीजिए ।

6) माध्यमिक स्तर के पाठ्यपुस्तक निर्माण में सहायक ग्रन्थों की सूची तैय्यार 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 अनुदेशान (Programmed Learning) विधि से हिन्दी पाठ्य-प्रणालि का निर्माण कीजिए ।

Credits 4 (3+1)   Marks: 100 (70+30)

अध्ययनफलानि (Learning out comes)

अस्य पाठ्यक्रमस्याध्ययनानन्तरं प्रशिक्षणार्थिनः निम्नोक्तान् लक्ष्यान् साधयिष्यन्ति ।

1) पूर्वोत्तरमध्यमा स्तरयोः संस्कृतभाषाशिक्षणाधिगमयोः समग्रा प्रक्रियामवगच्छन्ति ।

2) संस्कृतशिक्षणस्य सामान्यसिद्धान्ताँश्च ज्ञातुमर्हन्ति ।

3) भारतवर्षे प्रचलिताः संस्कृत भाषाशिक्षणपद्धतीः जानन्ति ।

4) संस्कृत भाषाशिक्षणे उपयुज्यमानानि भाषाशिक्षण कौशलानि जानन्ति ।

5) भाषाशिक्षणे प्रयोज्यानां बोधनोपकरणानां निर्माणप्रयोगविध्योः ज्ञानमवाप्नुवन्ति ।

6) सङ्गणकान्तर्जालयोः प्रयोगपूर्वकं दूरविद्यामाध्यमेन संस्कृतभाषा-शिक्षणं विधातुमावश्यकं ज्ञानमवाप्नुवन्ति ।

7) भाषाशिक्षणं सफलं विधातुं आवश्यकं पाठ्योजना-निर्माणविधिं जानन्ति ।

8) भाषाभ्यसने अध्यापकस्य योगदानं एवं प्रेक्षकत्वञ्च विचारयन्ति ।

9) भाषाप्रयोगशालामुपयुज्य इलक्ट्रानिक पाठ्यांशनिर्माणविधमवगच्छति ।

10) भाषायाः संघटकतत्वैः भाषायाः साधारणनैपुण्यैश्च सम्बद्धानां विभिन्नविषयानां निर्माणं, बि.इ.डि. पाठ्यक्रमे तेषां विनियोगं, मूल्याङ्कनञ्च कर्तुं पारयन्ति ।

प्रथमोऽध्यायः

(शिक्षणाधिगमयोः प्रक्रिया संस्कृतशिक्षणस्य सामान्यसिद्धान्ताः)

I)   शिक्षणस्यार्थः, परिभाषा, सम्प्रत्ययः प्रकृतिः स्तराः ।

II) अधिगमस्यार्थः परिभाषा, प्रकृतिः, शिक्षणाधिगमयोः सम्बन्धः, शिक्षणाधिगम प्रक्रिया ।

III) संस्कृतशिक्षणस्य समान्यसिद्धान्ताः ।

IV) सूक्ष्मशिक्षणम् ।

V)   दृश्यश्रव्योपकरणानां संस्कृतशिक्षणे प्रयोगः ।

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 ।

अष्टमोध्यायः

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) संरचनापध्दतिः (परिचयः, गुणाः, दोषाः)

VII) समन्वयपद्धतिः (परिचयः, गुणाः, दोषाः)

नवमोऽध्यायः

पाठयोजना एवं पाठ्यपुस्तकनिर्माणम्

I) पाठयोजनायाः अर्थः, परिभाषाः, आवश्यकता, महत्वम् उद्देश्यनि, लक्षणानि, श्रद्धेयाः विषयाः।

II) पाठयोजनायाः अङ्गानि -
   (1) प्रारम्भिकं विवरणम्   (2) उद्देश्यानां विवरणम्
   (3) बोधनोपकरणानि   (4) पूर्वज्ञानम्

III) आदर्शपाठयोजना -
   (1) गद्यपाठयोजना   (2) पद्यपाठयोजना

IV) सङ्गणकाधारितशिक्षा (अर्थः, प्रयोगः, अङ्गानि, महत्वम्, अन्तर्जालम्, इ-कन्टेन्ट निर्माणम्, अभिक्रमिताधिगमः)

V) पाठ्यपुस्तकनिर्माणम् (आवश्यकता, अद्दृदेश्यानि, 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 निर्मीयन्ताम् ।

3) संस्कृतभाषा-शिक्षण-पद्धतीः आश्रित्य विश्लेषणात्मकः निबन्धः लिखितव्यः ।

4) माध्मिकस्तरे पाठ्यपुस्तक निर्माणे सहायकग्रन्थानां सूचीं निर्मीयन्ताम् ।

5) भारतस्य शिक्षण-संस्थासु संस्कृतभाषाबोधनस्य स्थितिमुद्दिश्य वाद-विवादप्रतियोगिताः, सङ्गोष्ठ्यश्च समायोजनीयाः ।

6) माध्यमिकस्तरसम्बद्धात् पाठ्यपुस्तकात् एकं पाठ्यांशं गृहीत्वा इ-कन्टेन्ट निर्मीयन्ताम् ।

7) छात्रेषु भाषानैपुण्यानां वर्धनाय सहायकानि कृत्यानि निर्मीयन्ताम् ।

8) वर्तमान भारते संस्कृत-भाषाशिक्षणस्य गुण-दोषान्, समस्याश्चाश्रित्य निबन्धमेकं लिखत ।

9) सन्दर्भानुसारं भाषाक्रीडाः समायोजनीयाः ।

10) अभिक्रमितानुदेशनविधिमाश्रित्य संस्कृतपाठ्यप्रणाली निर्मितव्या ।

संन्दर्भग्रन्थसूची (REFERENCE BOOKS)

1) संस्कृतशिक्षणप्रशिक्षणे सूक्ष्मशिक्षणम् - डां वी.मुरलीधरशर्मा

2) संस्कृतशिक्षणम् - डां. च.ल.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

ڈپارٹمنٹ آف ایجوکیشن

نصاب برائے بیچلر آف ایجوکیشن بی۔ ایڈ کورس

Content Cum Pedagogy Course

سمسٹر دوم   Semester-II

PAPER 12F (EDN-12F)

Content and Pedagogy of Urdu Education at Secondary Stage

ثانوی سطح پر موادِ مضمون اور طریقہءِ تدریس اردو تعلیم

کریڈٹس: 4   نشانات:100(70+30)

اکتسابی نتائج (Learning Outcomes)

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

☆ ہندوستانی سیاق وسباق میں ثانوی سطح پر زبان کو سکھانے کے طریقوں ٔطریقہ ٔعمل (Approches)
اور مواد برائے تدریس زبان پر تبادلہ ٔخیال کر سکیں۔

☆ قومی تعلیمی پالیسی 2020 (NEP2020) کے حوالے سے زبان کی تعلیم سے متعلق تدریسی واکتسابی
مواد کی وضاحت کر سکیں۔

☆ کلاس روم میں دوران تدریس مختلف قسم کے تدریسی واکتسابی امدادی وسائل استعمال کر سکیں۔

☆ زبان کی تعلیم میں ملٹی میڈیا کا استعمال کر سکیں۔ آن لائن وسائل کے ذریعے زبان کے بارے میں علم حاصل کر سکیں۔

☆ زبان کی مؤثر تدریس کے لیے ایک منصوبہ ٔسبق تیار کر سکیں۔

☆ زبان سیکھنے میں سہولت فراہم کرنے میں استاذ کے کردار کی نشان دہی کر سکیں۔

☆ زبان کی تعلیم میں تشخیص اور اندازہ ٔقدر کے آلات (Tools) اور تکنیکس (Techniques) پر تبادلہ ٔخیال کر سکیں۔

☆ زبان کی تدریس واکتساب کے طریقہ کار کے دوران ICT کا استعمال کر سکیں۔

☆ لینگوئج لیب اور ورچول لیب کا استعمال کرتے ہوے زبان کا ای مواد تیار کر سکیں۔

☆ زبان کی مہارتوں اور زبان کے عناصر کے خصوصی حوالے سے بی۔ ایڈ پروگرام کے مختلف پہلوؤں کو تیار کر سکیں۔
مشق کر سکیں اور جائزہ لیس سکیں۔

یونٹ: 1 اردو پڑھانے کے تدریسی پہلو   12 گھنٹے

1۔   نقطۂ 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 ترسیلی ، ساختی ، انشائیائی ، موضوعاتی ، تعمیری ، باہمی تعاون ، اختیاری نقطۂ نظر
        (Eclectic approuch) ، استقرائی واستخراجی طریقے۔

4۔   حکمت عملیاں ، تکنیکس ، اور سرگرمیاں: زبان کے کھیل ، گرہی مشاغل

5۔   اردو زبان پڑھانے کے اکتسابی وسائل۔

یونٹ: 2   موادِ مضمون کا تجزیہ اور کمرۂ جماعت میں اردو زبان کی کاروائی کے لیے منصوبہ بندی   20 گھنٹے

1۔   تعلیمی معیارات ، اکتسابی نتائج تصوراتی وضاحت

2۔   تدریسی واکتسابی امدادی آلات وتوضیحات کی تیاری، کمرۂ جماعت میں اردو زبان کی تدریس واکتساب میں
        امدادی آلات کا تصور ، کردار اور اہمیت

3۔   اکتسابی نتائج کی بنیاد پر یونٹ پلان ، پیریڈ پلان اور لیسن پلان کی تیاری
        (پڑھنے سے قبل ، پڑھنے کے دوران ، پڑھنے کے بعد)

4۔   تدریس اردو زبان میں آئی۔ٹی۔سی کا استعمال

5۔   کتب بینی اور حوالہ جاتی مہارتیں

یونٹ: 3۔ معلم اردو کی پیشہ ورانہ ترقی وفروغ   12 گھنٹے

1۔   پیشہ ورانہ فروغ کا تصور، معلم کا از خود احتساب

2۔   معلم اردو کی پیشہ ورانہ ترقی وفروغ:زبان ، ادب ، صوتیات ، آئی۔ٹی۔سی اور پیشہ ورانہ ادارے،انجمنیں

3۔   تدریسی واکتسابی مہارتوں کے فروغ کے لیے معلم اردو کے اوصاف بحیثیت ایک پیشہ ور

4۔   اکتسابی سہولت اور متحرک اکتسابی لسانی ماحول پیدا کرنے میں اردو زبان کے معلم کا کردار

5۔   طلباء اور اساتذہ کے لیے اکیسویں صدی کی مہارتیں سیکھنے کے طریقے، ضرورت اور اہمیت

یونٹ: 4۔ زبان کے نصاب کا تجزیہ اور طریقہءتدریس کا طلباء پر اثر ۔۔۔۔۔۔۔۔۔۔ 12 گھنٹے

1۔ نصاب اور خاکہءِ نصاب (Curriculum and Syllabus) ۔ تصوراتی وضاحت

2۔ زبان پڑھانے کے مختلف تدریسی طریقوں کا تجزیہ ' سماجی طریقہءتدریس ' تنقیدی طریقہءتدریس '
ثقافتی ذمہ دار طریقہءتدریس ' سقراطی طریقہءتدریس

3۔ لسانی مہارتوں کی تفہیم ' نظم ' نثر ' افہام و تفہیم اور قواعد کے اسباق جو جماعت ہشتم ، نہم اور دہم کا تدریسی مواد
علم و نظریات سے متعلق ہو۔

4۔ موجودہ اردو کے نصابی کتب کا جائزہ: ادب اور معاشرے کے درمیان باہمی تعلق
ادب، معاشرے کی عکاسی کرتا ہے۔   معاشرہءادب 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۔ تعین قدر اور تشخیص ۔۔۔۔۔۔۔۔۔۔ 16 گھنٹے

1۔ تعین قدر اور تشخیص کا تصور اور اقسام

2۔ اردو میں مسلسل جامع جانچ کے معنی اور اہمیت

3۔ اردو زبان میں سوالات کی اقسام

4۔ پرچہءسوالات کا بلو پرنٹ (تصریحات کا نقشہ) مسلسل جامع جانچ (CCE) ریکارڈ کی تیاری

5۔ تعلیمی تحصیلی 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 درکار تدریسی آلات، سافٹ ویراور پلاٹ فارم دریافت کریں

3۔ ہندوستان میں اردو زبان کے موقف و مقام پر سیمینار و مباحثے کا اہتمام کریں

4۔ زبانوں کی تدریس میں تحقیق اور اختراعی طریقوں پر روشنی ڈالیے

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 ایک۔ مواد تیار کریں

9۔ روزنامچہ ' خطوط ' اپنی رائے اور خیالات پر مشتمل نوٹس تحریر کریں

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

11۔ قومی تعلیمی پالیسی 2020 کے حوالے سے زبان کی تدریس کے طریقوں پر ایک تحریر بنائیں

12۔ سننے ' بولنے ' پڑھنے اور لکھنے کی لسانی مہارتوں کا اندازۂ قدر کرنے کے لیے اندازۂ قدر کے آلات تیار کریں جیسے: مباحشہ ' فی البدیہہ ' گروپ ڈسکشن ' تقریر خطابت وغیرہ

13۔ کثیر لسانی نقطۂ نظر سے مختلف اخبارات سے ایک ہی موضوع پر اردو ' اداریہ ' پر روشنی ڈالیے

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 ' میکرو ٹیچنگ ' تاثراتی تدریس ' مسلسل جامع جانچ اور تاثراتی جرنل وغیرہ

16۔ الفاظ کے کھیل کو دریافت کریں۔ زبان کی مہارتوں کو فروغ دینے کے لیے مشقیں تیار کریں

17۔ اردو زبان سے متعلق طالب علموں میں پائی جانے والی عام غلطیوں کی شناخت کریں اور فہرست بنائیں

18۔ زبان سیکھنے کی مشکلات سے نمٹنے کے متعلق لکھیں

19۔ محاوروں اور کہاوتوں کی ایک فہرست بنائیں

20۔ اسکول ایکسپیرنس پروگرام (SEP) کے دوران آپ کے تجربات پر ایک نیوز لیٹر (دستی تحریر) تیار کریں

21۔ ثانوی سطح پر تعین قدر اور تشخیص کے موجودہ طریقوں پر ایک نوٹ لکھیں

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 سروری
پنجاب میں اردو	:	حافظ محمود شیرانی
ادب کا مطالعہ	:	اطہر پرویز
ادبیات شناسی	:	محمد حسن
تاریخ ادب اردو	:	ڈاکٹر جمیل جالبی
طریقہ تعلیم اردو	:	ملا فخر الحسن
اردو کیسے پڑھائیں	:	سلیم عبداللہ
مقدمہ تاریخ زبان اردو	:	پروفیسر مسعود حسین خاں
تدریس زبان اردو	:	انعام اللہ خاں شروانی
اردو اصناف کی تدریس	:	اومکارکول۔ مسعود سراج
اردو زبان کی تدریس	:	معین الدین
ہم کیسے پڑھائیں	:	ڈاکٹر سلامت اللہ
اردو تدریس	:	ریاض احمد

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

قسم التعليم والتربية

مخطط المادة الدراسية للبكالوريوس 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

النظرية   الإئتمان: 4

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 والمناهج والمواد المستخدمة في تدريس اللغة على مستوى المرحلة الثانوية في السياق الهندي.

- شرح مواد التعلم المتعلقة بتعليم اللغة مع الرجوع إلى سياسة التعليم الوطنية لعام 2020.

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

- الاستفادة من الوسائل المتعددة في تدريس اللغة، واكتساب المعرفة حول اللغة من خلال مصادر الإنترنت.
- وضع خطة درس لتدريس فعّال 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.

المــــواد:

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 الإنترنيت.

3. المناهج الاتصالية والبنيوية والوضعية والموضوعية والبنائية والتعاونية والاختيارية في تدريس اللغة العربية، والطرائق الاستنتاجية والاستقرائية

4. استراتيجيات،وتقنيات وأنشطة: ألعاب اللغة، العمل الجماعي.

5. الوسائل الاكتسابية لتدريس اللغة العربية.

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

1. المعايير الأكاديمية، النتائج الاكتسابية، – التوضيحات التخيلية.

2. إعداد التوضيحات، والآليات التعاونية والاكتسابية للتدريس،الأهمية، والدور، تصور الوسائل التعاونيّة في تدريس واكتساب اللغة داخل الصف.

3. إعداد خطط الوحدة، وخطط الفترة، وخطط الدرس على أساس النتائج الاكتسابية.

(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، والهيئات المهنية/والجمعيات.

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 المستجيبة للثقافة، الطريقة السقراطية.

3. دورس فهم مهارات اللغة، النظم، والنثر، الإفها، والتفهيم، والقواعد النحوية، المتعلقة بالصفوف الثامنة والتاسعة والعاشرة 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 التديس على المتعلم؟

الوحدة الخامسة : تعيين التقييم، والهوية – **16** ساعة

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

الأعمــــال 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، المحتوية تعبر عن الآراء والأفكار.
- إعداد قائمة بالأدب الذي يمكن أن يلعب دورًا حيويًا في إثراء المنهج.
- كتابة مقال عن طرق تدريس اللغة مع الإشارة إلى سياسة التعليم الوطينة 2020.
- تصميم أجهز,ة لتقييم مهارات الاستماع والتحدث والقراءة والكتابة من خلال أنشطة مثل النقاش، والخطبة الفورية، والمناقشة الجماعية، والخطاب. إلخ.
- تسليط الضوء على مقالتين افتتاحيتين حول نفس الموضوع من صحف متعددة من وجهة نظر الألسنة المتعددة.
- إكمال دورة شهادة عبر الإنترنت حول اللغة من بواية SWAYAM

Ability Enhancement & Value-Added Courses
(AE &VAC-3)
PAPER- XIII (EDN-13)
Art in Education

Credits: 2   **Total Marks: 50**

Internal Assessment: 15 Marks   External Assessment: 35

After completion of this course, student teachers will be able to:
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 arts
3. Develop a sense of "how learning happens" and the arts may be used to create learning situations contextually in the 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), and 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 and Resource lectures.

Suggested activities:

1. Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry:
2. Folk songs of '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 decoration, organizing a cultural event, anchoring /compeering a programme
6. Working on theme-based projects on various art forms to understand the value of integrating various Arts and Craft forms;
7. Textbook analysis to identify topics to integrate Art forms in classroom transaction. Exploring various sources of art forms and sharing with the peer group
8. 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.)
9. Designing the art and craft products
10. Managing resources, including raw materials, its marketing, problems they face, to make them aware of these aspects.
11. 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
12. Organising talent shows in their interest areas of art: Telangana cuisine
13. Arranging shows on dance, music concerts, folk art forms, mime and drama
14. Visual displays on art forms and artists, musical instruments.
15. Field visits to National and state level art academies, universities, colleges.
16. Visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars.
17. Artists and artisans may be invited for demonstrations and interactions from the community.
18. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.

19. 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 activities/tasks 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 (Credits – 1 and Marks - 50)

I. Preparing Teaching Learning Material   (40 marks)
  ❖ Educational Toys / Story Boards / Working Models / Craft based Materials / 3D Materials / Concept Mapping Models / Digital Stories / Animated Pictures / Audio-Visual Aids / Videos / Digital Repositories / Virtual / Augmented Reality integrated resources etc.

Student-teacher should prepare/develop any five learning resources (referring to above list) in each Content cum Pedagogy paper. Each exhibit/model carries 4 marks.

Format to report Learning Resource Development
1. Name of the Material/Resource
2. Objective(s)
3. Materials Required
4. Procedure
5. Learning Outcomes
6. Remarks / Feedback by Teacher Educator

II. Local & Traditional Vocations/ Visits to local Artisans. Student should learn at least one vocation and has to develop an exhibit/resource/material.   (10 marks)

Format to report Learning Resource Development
1. Name of Vocation learned
2. Objective(s)
3. Details of the Artisan Visited
4. Materials Required
5. Procedure
6. Learning Outcomes
7. Remarks / Feedback by Teacher Educator

E. Internship – I – 3 weeks – 20 days

EDN- 15: Pedagogy: Final Practical Exam I/II (Credits – 1 and Marks - 100)

Period Plans 10

EDN -16: Pedagogy Final Practical exam I/II (Credits – 1 and Marks - 100)

Period Plans 10

Note: Teaching – @ 10 Period Plans – In Each of Two Methods

Generic Plans – 5

Art Integrated plans- 5

Reporting:

1. Reflective Journal -II

2. e- Portfolio-II

Foundation Courses
Semester-III
Paper-XVII (EDN -17)
Policy and History of Education in India

Credits 4   **Marks: 100 (70+30)**

Course learning outcomes

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

- Get insights into the significance of historical perspectives in Indian education system from ancient to contemporary times.
- Assimilate the exemplary process of education historically and use in their teaching as an effective prospective teacher.

Unit-I: Ancient Indian Education during Vedic Period
1. Heritage of Indian Education System
2. Salient features of Vedic Education System
3. Educational Institutions during Vedic Period and their contribution
4. Education during epic period: Ramayana and Mahabharata

Unit –II: Ancient Education: Buddhist and Jain period
1. Salient Features of Buddhist Education System
2. Salient features of Jain Education System
3. Educational institutions during Jain and Buddha period: Nalanda, Taxila, Vikramashila
4. Guru Shishya Parampara: Some Models from Ancient Bharath

Unit –III: Education in India during colonial period and Medieval period
1. Salient features of Colonial System of Education in British India
2. Indian Gurukuls /Patashalas during Medieval & Colonial Period
3. Islamic period – Educational Intuitions and Indian Indigenous Education
4. Colonial Education in India: Wood's Dispatch, Macaulay's minutes

Unit –IV: Education in Modern India
1. Indigenous intervention in Education: Nai Talim and Zakir Hussain committee
2. Education reformers of India and their influence on Indian education system, overview on thoughts of Indian thinkers and educational reformers:

   a.   Savitribai and Jyotibha Phule, Gijubhai Badheka
   b.   Rabindranath Tagore, Swami Vivekananda, Pandit Madan Mohan Malviya
   c.   Dr. B.R. Ambedkar

3. Overview of thoughts of Indian thinkers on modern Indian Education

    1. Rabindranath Tagore
    2. Sri Aurobindo Gosh
    3. Swami Vivekananda
    4. Pandit Madan Mohan Malviya

V.   Education in Independent India- Policies, committees, commissions
1. Overview of constitutional values and educational provisions
2. Citizenship education: Qualities of Good citizen
3. Overview of post independent educational policies committees and commissions 1948-49- University Education Commission, 1952-53- Secondary education Commission, 1964-66- Indian Education Commission, 1968 -National Education Policy, 1986 NEP policy and, Janardhan Reddy committee, Ramamurthy committee, Yashpal committee, 1992-POA
4. Contemporary Educational Interventions and policies:
   a. UEE, RMSA, RTE Act 2009 & 2012 overview and impact on education & Literacy
   b. RUSA – Higher Education
   c. PMMNMTT – Quality Teacher Education
   d. NEP- 2020: Policy Critical Reflection

Engagements
1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Critical analysis of vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities and execute it in the class and write a comprehensive report.
5. Discussion forum facilitated by teacher educator - Sharing of student experiences (in groups) related to Indian constitutional values. Clarifications on concept to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current education system strengths and weaknesses from one's own locality and write a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

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.

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Semester III

Paper -XVIII (EDN-18)

School Leadership and Management

Credits 2   **Marks 50 (35+15)**

Learning Outcomes

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

• Describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs
• Critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context
• Critically think in relation to education leadership and its potential application to different contexts
• Synthesise effectively to develop coherent and compelling arguments in the area of study develop school vision, mission, goals, and School Development Plans
• Consider the implications of those beliefs, attitudes philosophies, and concepts for leadership, supervision, and specific systems and organizations
• Actively reflect on new concepts, skills, behaviours, and practices through the written word and discussion with a supportive peer group
• Try new ideas, practices, skills, and behaviours in their workplace or organization

UNIT I: Introduction to School Organization and Management
1. Meaning and Definition, Scope of School Organization and Management, Inter relationship between school management, administration and organization.
2. Aims, objectives and functions of School Management, Types and principles of School Management
3. Characteristics of Institutional Planning, Management and Administrative elements of school.
4. Management of Material & Human Resources
5. School plant- location, building, classroom, furniture, sanitation and other essentials
6. School resources- Library, Laboratory, and Hostels
7. Mobilization of Resources – Grants in Aid, School Budget
8. School Time Tables- Master Time Table, Subject-Wise Time Table, Teacher-Wise Time Table; School Records and Registers (Academic and Administrative)

UNIT II: Understanding Indian School System

1. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
2. Schools under different managements –Central government schools -Navodaya Vidyalaya's, Kendry Vidyalaya's, Railway Schools, Sainik schools, National Open Schools. State Government Schools- Residential Schools-TSWRS, TTWRS, MJPTBCWRS, TSRSS, and Model Schools
3. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
4. Relationship between school leadership and school diversity issues, challenges, and needs.
5. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.
6. Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development

UNIT III: Understanding School Leadership: Organizational Leadership and Instructional Leadership

1. Personnel Supervision: Roles, Functions, Respponsibilities, Evaluation and Feedback Mechanism and Action Plan.
2. Interpersonal Communicatio Skills: Effective verbal and Non-verbal communication techniques, conflict resolution and Mediation, Cross-cultural communication and competence.
3. School Climate and Cultural Development: Collaborative professional relationships, student ad staff motivational strategies, community engagement and partnerships.
4. School Organizational Structural Support: Student group and differentiation strategies, Flexible class scheduling approaches, Resource allocation and management, Learning space optimization designs, technological integration in Organizational Planning.

Suggestive Mode of Transaction

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like classroom observation, improving student learning, and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with

education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.

Field engagement
1. Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings and identify opportunities to apply course learnings to their school context. Visit different schools and collect the data from the school records and analyse the social categories and diversity in school children.
2. Interview School Leaders (HM's/Principals) about their Vision & Mission about school.
3. Interview HM's and Principals about their duties and responsibilities in school and write a report.
4. Visit different government and private schools and make a list of things available and barrier free infrastructure details.
5. Interview children from various schools about the qualities of their teachers and HM's and write a report.
6. Visit different schools and write about the leadership roles and responsibilities, roles and responsibilities in schools.
7. A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal.

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Foundation courses

Semester III

Paper -XIX (EDN-19)

Digital Technologies and Artificial Intelligence in Education

Credits 4   **Marks: 100 (70+30)**

Learning Outcomes

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

1. Understand the fundamental concepts of Digital Technologies in Education.
2. Evaluate and select appropriate digital resources for educational purposes.
3. Align digital technologies with specific learning goals.
4. Implement technologies that simulate active learning experiences.
5. Identify challenges associated with the integration of digital technologies in education.
6. Discuss potential future developments in educational technologies.
7. Explore the nature of AI and its connections to education.
8. Identify and analyze research trends in AI and Education.

Unit 1: Digital Technologies in Education
1. Introduction to Digital Technologies in Education
2. Need for Digital Technologies in Education
3. Digital Literacy
4. Digital Classroom
5. Digital Resources in Education
6. Creating Dynamic Equitable Learning Environments (DELE)
7. Learning Attributes of the Digital Learners

Unit 2: Digital Technologies and Learning
1. Aligning Technologies with Learning Goals
2. Technologies that simulate active learning
3. Technologies for Instruction

Unit 3: Impact of Digital Technologies on Education
1. Technologies assessed for their impact on Education
2. Practices assessed for Digital Technologies' impact on Education
3. Impacts on Education: Learning gains; Knowledge gains; Gains in skills and attitudes / emotions; Equity, Inclusion, and Social Interaction; Teachers' professional knowledge and teaching & learning practices; and Administration, Management, Digitalization, and Home- School Relationship
4. Application of Digital Technologies in Education
5. Challenges of Digital Technologies in Education

6. Future of Technologies in Education

Unit 4: Artificial Intelligence in Education
1. Introduction to Artificial Intelligence in Education (AIED)
2. History of AI in Education
3. AI Literacy
4. Nature of AI
5. Connections between AI and Education
6. Understanding AI and Education: Emerging practices and benefit-risk assessment
7. Using AI in education management, teaching, learning and assessment
8. TESTII framework: AI -supported classroom teaching analysis

Unit 5: Role of Artificial Intelligence in Education
1. Education 5.0
2. Research Trends of AI in Education
3. Role of AI in the digital transformation of education
4. AI, Education and Human Rights
5. AI, Education and Democracy
6. AI competences for teachers
7. AI-informed pedagogies
8. National Strategies on AI and Education
9. Challenges of harnessing AI to achieve SDG 4: Data ethics; Gender equality; Monitoring, and evaluation; Impact of AI on teacher roles

Field engagements:
1. Conduct a survey or case study on educational institutions lacking digital technologies and propose solutions.
2. Evaluate and compile a list of digital resources suitable for different subjects and educational levels.
3. Create interactive learning modules using technologies like virtual reality or gamified platforms.
4. Assess and compare different instructional technologies through hands-on experiments
5. Evaluate the ethical implications of AI in education, focusing on human rights.
6. Analyze and critique existing national strategies related to AI in education.

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4. https://www.unesco.org/en/digital-education/artificial-intelligence
5. https://unesdoc.unesco.org/ark:/48223/pf0000368303
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Foundation courses

Semester III

Paper -XX (EDN-20)

Whole Child Development Education

Credits: 2   **Marks 50 (35+15)**

Course learning outcomes

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

1. Understand child and adolescent development science fundamentals.
2. Be conversant with empirical evidence on the impact of adversity on child development and learning.
3. Understand the rationale for a whole child development approach to foster child resilience in adverse environment.
4. Identify how whole child development is being operationalized for marginalized children in Telangana, India.
5. Be exposed to practical research and program learning skills.

Structure: Students and instructors will meet twice weekly. Course materials will be covered through a flipped classroom approach whereby students read articles and watch pre-recorded visual materials and come to class prepared to build on these learnings through active dialogue. The final semester class will be reserved for a participatory review of course content in preparation for the final exam.

Performance Criteria: Students are expected to complete a minimum of 45 hours (90 minutes a day for 16 days) —split between pre-class preparation (21 hours) which in, core classroom sessions (24 hours), required assignments, and final examination along with a 3-day training workshop(21 hours). These commitments are essential—without adherence a student will not be able to continue in the course. With this commitment as the baseline, the following is how one's grade is determined:

25% In-Class Preparation and Participation Thorough preparation and active participation in flipped classroom sessions, including weekly written reflections and completion of in-class case study exercises, is required.

● **Weekly written reflections:** questions each week will be posted and must be responded to prior to the class session. *Grading for these reflections is completion-based*

● **Participation:** Based on attendance, participation, and completion of in-class exercises as assigned. *Grading for participation is faculty observation-based*

Unit 1: Early Childhood and Adolescent Development

A) **Early Childhood Development**

The science of early brain development illustrates why child development, particularly from birth to age five, is a foundation for a prosperous and sustainable society. These sessions explore this science and how it can inform investments in early childhood.

● **Required Readings**:
- ▪ Centre for the Developing Child, In Brief: Science of Early Childhood Development, Harvard University, November 2019.
- ▪ WHO: Nurturing Care for Early Childhood Development,2018.
- ▪ Bradbury, B. et.al: Inequality during the Early years: Child Outcomes and Readiness to Learn in Australia, Canada, United Kingdom, and the United States, Institute for the Study of Labor, Boon, Germany, discussion Paper 6120, November 2011.

B) Adolescent Development:

Adolescence is a universally recognized stage of human development that, despite cultural differences, is accorded significance across cultures worldwide. Adolescents are particularly sensitive to their social and physical environments; a sensitivity that shapes their behavior and worldviews as they transition into adulthood. These sessions explore how adolescence is a sensitive time for cognitive development, learning, and mental health, and how it is shaped by social, economic, and cultural contexts.

● **Required Readings**:
- ▪ Lumen, Lifespan Development Adolescents, Module7, (https://courses.lumenlearning.com/wmopen-lifespandevelopment/chapter/cognitive-development-in-adolescence/).
- ▪ GC-DWC, Adolescence in Adversity: A Conceptual Framework, Summary, 2019.

Unit II: Adversity and Resilience-Global Perspective:

Adversity refers to life experiences and circumstances that threaten healthy development. Resilience refers to the capacity to cope with, or successfully adapt to, acute and/or chronic adversity. These sessions explore how resilience in children develops when key relationships buffer or modify the effects of adversity at different stages of children's developmental processes.

● **Required Readings**:
- ▪ GC-DWC, Adversity and Resilience: An Interactive Framework, 2020.
- ▪ National Scientific Council on the Developing Child, Supportive Relationships and Active Skill Building Strengthen the Foundations of Resilience, Working Paper 12, 2015.
- ▪ Walker, S., etal: "Effects of Psychosocial Stimulation and Nutritional Supplementation on Cognition and Education in Growth Stunted Jamaican Children: A Prospective Cohort, Lancet, 2005, 366: 1804-07.
- ▪ https://notredame.kanopy.com/video/weapons-spirit ← watch this video

Adversity and Resilience—Telangana Perspective:
These sessions will explore adversity and resilience findings among scheduled caste and vulnerable tribal groups in Telangana
● **Required Readings:**
   ▪ Readings on children in/from marginalized social groups with a focus on education and life outcomes.

Unit III: Whole Child Development- Global and Telangana Perspectives

A whole child approach to development and learning engages a broad spectrum of support systems, including family, school, and community, to ensure children and youth reach their full potential. It equally values all aspects of a child's well-being—social, emotional, physical, intellectual, spiritual, and creative—to ensure they become active citizens and life-long learners. These sessions explore why a whole child development approach is critical to creating pathways out of adversity for vulnerable children.

● **Required Readings**:
   ▪ GC-DWC, Defining WholeChildDevelopment,2019.
   ▪ Beyond Academic Learning, OECD, 2021.
   ▪ Psychosocial Support, Facilitating Psychosocial Wellbeing and Social and Emotional Learning, INEE Guidance Note

A) Whole Child-Whole Community School Programs—Global Perspective
Using school-based programs as a point of entry, these sessions explore how to improve children's resilience by fostering positive, nurturing relationships, meeting children's basic needs, and developing their core capacities and values across three of a child's primary domains: the home, school, and community.
● **Readings**:

   ▪ GC-DWC, A Guide for Fostering Resilience for Children in Adversity: A Whole Child-Whole Community Approach, 2020

B) Whole Child-Whole School Programs-Tribal and Social Welfare Societies Residential School Telangana Perspective
These sessions explore the goals, structures, and programs of Tribal and Social Welfare Societies and how, through Project Sampoorna, it developed and now employs its own whole child development framework for its residential schools

● **Readings**

   ▪ We need a reading on Social and Tribal welfare schools - the structure, the residential set-up, overview of programming
   ▪ Project Sampoorna Brief

- ▪ Society's Whole Child Development Framework, 2021.
- ▪ Power Point Presentations/other documents on the research that informed this development.
- ▪ Latest SISI Training Guide
- ▪ Latest Teacher Wellbeing and SEL training guide

Practical Measurement

Practical measurement is driven-by and focused on the needs of practitioners working with limited time and resources in low-resource and fragile contexts. These sessions will focus on several evaluation methods and tools, and how they can be used to advance program learning

● **Readings**

- ▪ REALM Brief (and Learning from Project Sampoorna)
- ▪ Efficacy Study (Project Sampoorna design)
- ▪ QUiPS Brief (and Haiti application)
- ▪ Randomized Control Trials (basics and application example—maybe Haiti).

Final Examination

Post the entire course, there will be a final examination that will help the students reflect on their learnings.

Practicum: (1 credit) (Project Sampoorna Team)

The students will attend the 3-day training workshop (21 hours) from the Project Sampoorna Hyderabad team who will train them in the modules of creating a safe and inclusive school culture along with integrating socio-emotional learning(SEL) skills within lesson plan designing and implementing it in the classroom.

This workshop will include training on:

- ● Conducting a circle time on issues that will help children feel safe and heard
- ● Conducting Thematic Assemblies on important topics that the children face
- ● Conducting cooperative games with the children that will help build positive relationships with their peers and teachers.
- ● Learning Socio-emotional Learning (SEL) skills and integrating them into the lesson plan design.
- ● Implementing the SEL lesson plan in the classrooms.
- ● How to implement school-wide policy and agreements to make the school culture safe and inclusive for everyone
- ● How to prepare a school calendar to include and create activities for safe and inclusive schools and to become safe and inclusive school champions as teachers.

Ability Enhancement & Value - Added Courses - 4

(AE& VAC-4)

Semester: III
Paper XXI (EDN-21)
Understanding Indian Ethos & Knowledge Systems

Credits: 2   **Marks 50(35+15)**

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

● Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
● Apply their acquired research and critical thinking skills in multidisciplinary themes,
● Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.
• Contexualize Indian culture and civilization including it's knowledge systems and tradition
• Understand the knowledge, art and creative practices, skills and   values in ancient Indian system.
• Study the enriched scientific Indian heritage.
• Understand the contribution of ancient Indian system & tradition to modern Science & Technology

Unit I: Introduction to Indian knowledge systems (IKS)-classical literature of India

1. Introduction to the concept of IKS- meaning and need for IKS in Indian education
2. Indian Ancient education - Guru- shishya Parampara
3. Chaturdasa- Vidya- Sthanas -14 Vidyas consisting of –
    ▪ The 4 Vedas (namely Ṛigveda, Yajurveda, Samaveda, Atharvaṇaveda)
    ▪ The 6 Vedangas (namely Sikṣa, Kalpa, Vyakaraṇa, Chhandas, Niruktam and Jyotiṣa)
    ▪ Itihasas (Ramayaṇa and Mahabharata)
    ▪ Puraṇa (Viṣṇupuraṇa, Bhagavata etc.)
    ▪ Dharmasastra (Manusmṛti, Yajnavalkya-smṛti, Parasara-smṛti etc.)
    ▪ Daraana (Six orthodox and three heterodox systems)
4. Aṣṭadasa vidyasthanas - (Chathurdasa vidyasthanas and four upavedas's (Ayurveda (health-care), Dhanurveda (archery), Gandharva-veda (dance, music etc.) and Sthapatyaveda (architecture))
5. Nyaya - Logic and Epistemology
6. Concept of Smrithi and shruthi

Unit II. Indian Science & Technology in IKS
1. Indian Science & Technology Heritage
2. Sixty-four art forms and occupational skills (64 Kalas)
3. Artisans and Indian entrepreneurial education - Metals and Metal working technology (Copper, Gold, Zinc, Mercury, Lead and Silver), Iron & Steel, Dyes and Painting Technology),
4. Town & Planning Architecture in India,
5. Temple Architecture, Vaastu Sastra

Unit III- Humanities & Social Sciences in IKS
1. Health, Wellness & Psychology
2. Ayurveda Sleep, Food, Role of water in wellbeing
3. Yoga way of life Indian approach to Psychology
4. Triguṇa System -Body, Mind and Intellect Consciousness Complex.
5. Governance, Public Administration & Management reference to Ramayana,
6. Artha Sastra- Kauṭilya's State

Mode of Transaction
- The modes of curriculum transaction will include lectures, Tutorials, and Practicum.
- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc.
- The elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc.,
- Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbours, and other members of society about the evolution of local systems and economy etc.
- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

Field engagement

1. Field trips to observe watch events relating to visual and performing art; activities and record the same through photos, videos, etc.
2. visit various ancient architecture existing in tand around the city and make Individual and group presentations based on themes such as Polity, Law and Economy etc.,
3. Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

References:

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15. Chatterjee, S.C. The Nyaya Theory of Knowledge. Calcutta: University of Calcutta Press, 1950.
16. Dasgupta, Surendra. A History of Indian Philosophy. Delhi: Motilal Banarsidass, 1991.Vols. III & IV

AE &VAC- Ability Enhancement & Value - Added Courses
(AE& VAC-5)
Semester: III
Paper XXII (EDN-22)
Citizenship Education, Sustainability & Environment Education

Credits: 2   **Marks 50(35+15)**

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

- Explain the concept of citizenship and citizenship education
- Describe the aims and approaches to citizenship education
- Prepare an activity-based citizenship lesson plan
- Transact a citizenship lesson plan
- Explain the concept of 'sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner
- Prepare and Trasact a project-based education lesson plan to sustainability
- Demonstrate awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- Prepare and Transact a field engagement based environmental education lesson plan

UNIT – I Citizenship Education
   1. Concepts of Citizenship, Global Citizenship and Vasudhaiva Kutumbam.
   2. Aims of and approaches to Citizenship Education.
   3. Preparing an activity based Citizenship Education lesson plan (Ex: Gram Sabha/MUN)
   4. Transacting a citizenship lesson (Ex: Gram Sabha/MUN)

UNIT – II Sustainability
   1. Concept of 'Sustainability'.
   2. Approaches to Sustainable Development– Economic, Social, And Environmental.
   3. Sustainable development goals and managing natural resources effectively.
   4. School- and Community-Based Sustainable Development activities.
   5. Preparing a project based education for Sustainable Development Lesson Plan (Ex: Water Budgeting)
   6. Transacting a project based education for Sustainable Development Lesson (Ex: Water Budgeting)

UNIT – III Environmental Education

1. Environmental challenges and responses.
2. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
3. Educational initiatives required for effective waste management, water management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
4. Approaches to delivering Environmental Education
5. School and community-based environmental education activities
6. Preparing a field engagement based environmental education lesson plan(Ex: Waste Management)
7. Transacting a field engagement based environmental education lesson plan

Mode of Transaction

Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Activities, Project Work, Field Engagement, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

Field engagement

1. Conduct activities on environment conservation, sustainable development
2. Action projects- initiate camps and activities in the schools, community and at home.
3. Collect data related to climate change- temperature, rain fall, pollution level, vehicular traffic and pollution
4. Initiate water management- conservation, impurities, measures, awareness and conducting activities
5. Collect examples from ancient literature on vasudaivaka kutumbakam   Environmental Issues & concerns, Mode of Transaction & Engagement
6. Students are asked to adopt a tree in and around the school/Residence and maintain a tree diary to note their periodical observations on tree ecology: Birds, Flowers, Fruits, Insects and Seasonal Changes in Leaves.
7. Let students test the water quality and estimate the water quantity by taking the length, breadth, depth and calculate the water holding in the area.
8. Identify the sources(fresh water or used water) of stagnant water and provide remedial measures.
9. Schools raise awareness about mosquito breeding sites, eliminating standing water.
10. School gardening programmes supporting nutrition. Motivate the students to grow different plants in school premises ask them to use only organic manure.
11. Plant those trees which yield fruits and vegetables to feed the school Students
12. Students in school to adopt at least one environmentally-friendly behaviour at home and make a presentation on it.

13. Biodiversity handbook: Student are asked to observe the Biodiversity in the School/Parks/Nearby Water bodies and maintain a record which is to be updated once in a month.
14. Field trips: Provide opportunities for Students to interact with their environment through field trips like visiting community parks, nearby water bodies, Sanctuaries, National Parks, and Organic Fields. After-school they are allowed to develop projects on research and action projects, and to practically apply what they have learned.
15. Ask the students to observe the behaviour of the animals , birds and their pets depending on the climate changes and maintain a record of it and which is to updated once in 3months (Season change)
16. Community Projects: Students are asked to observe and listen to community debates, interviews of professionals and politicians in a newspaper and maintain a record of that. Observing laying of water carrying pipes for a new water system.
17. Students can develop maps that identify dangerous and safe locations in their community, best routes for safe evacuation, and environmental hazards such as garbage, quicksand and wells. Maps can also show locations of play areas and highlight different types of play.
18. Item rating and card sorting: Boys and girls can make clear judgments about the quality of their environment by rating the features that are important to them, individually or as a group.
19. Many techniques can be used, from card sorting, using markers or stickers to other conventional rating methodologies
20. Drawings: Asking Students to draw pictures of things is tricky and should be used carefully. Adults usually do not interpret Students' drawings accurately without help. Students themselves should explain their drawings and annotate them.

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E. Internship -II – 8 weeks – 46 days

School Based Research Projects: Credits-1

EDN-23: 1) Case study – 25 marks

      2) SMC and PTA – 25 marks

Practicum

EDN- 24 Pedagogy - Final Practical exam I/II (**Credits -1 and Marks - 100)**

      Period plans 20

EDN-25 Pedagogy - Final Practical exam I/II   (**Credits -1 and Marks - 100)**

      Period plans 20 – 100 marks

Teaching @ 20 Period Plans in each pedagogy subject.

- o General period palns using all resourses-10
- o Whole child development plans -5
- o ICT Integrated plans -5

Reporting:

1. Reflective journal - III

2. e- Portfolio- III

Foundation Courses

Semester - IV
Inclusive Education
Paper -XXVI (EDN-26)

Credits 2   **Marks 50 (35+15)**

Course Learning Outcomes:

After Completion of this paper, student teachers will be able

- Understand the construct of Inclusive Education
- Know the history of Inclusive Education and relate the paradigm shift from Disability to inclusion
- Understand the National & International policies and frameworks facilitating inclusive education
- Understand the diversity and inclusive practices
- Understand the specific needs, provisions and facilities of children with disability and marginalized groups.
- Understand the pedagogical issues and design strategies for inclusive classrooms
- Know the importance of supports and collaborations for inclusive education

UNIT-1: Inclusion and Education

1. Meaning and nature of inclusion, and inclusive education
2. Clarity of various terms associated with inclusive education: Integrated education, special education, impairment and disability, assessment and evaluation, curriculum, adaptation, modification and differentiation, universal design of learning.
3. History of inclusion, paradigm shift from disability to inclusive view, bio centric to human rights.
4. Policies/acts with reference to educational implications for children with disabilities
   - Right to Education act, 2009/2012
   - RPWD Act, 2016
   - UNCRPD,
   - National Trust Act, 1999
   - National Educational Policy, 2020

UNIT-2: Children with Disabilities and Marginalized Groups

1. Understanding the nature and needs of children with disabilities:
   Cognitive Impairments and intellectual disability, Physical disabilities, Cerebral palsy,

Multiple disabilities
2. Specific needs of children with behavioral, emotional, learning disabilities
3. Educational needs of children belonging to Marginalized groups

UNIT-3: Pedagogical Aspects

1. Understanding pedagogical issues in inclusive classrooms.
2. Training and opportunities for participating in arts, sports, and vocation- related activities.
3. Accessible and barrier free School environment.
4. Recourses for Supporting individualized learning environment.
5. Assistive devices and appropriate technology- based tools.
6. Appropriate teaching learning materials.
7. Designing tools and techniques for assessment.
8. Universal design for learning.

Field Engagement:
1. Collect a list of inclusive schools from department of school education and map their area.
2. Visit inclusive schools, observe practices and write a report.
3. Interact with parents, teachers and collect feedback.
4. Visit different types of schools and identify the problems faced by the students, teachers and parents.
5. Analyse RPWD Act 2016 and list its implications for CWD in inclusive settings.
6. Outline the problems faced by children with visual disabilities while learning mathematics and EVS.
7. Take feedback from students and teachers on assessment of students.
8. Analyze the context of NEP 2020 in the light of Inclusive Education.

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Foundation Courses
Semester IV
Paper -XXVII (EDN-27)
Research Methods and Basic Statistics

Credits: 2   **Marks: 50 (35+15)**

Course Learning Outcomes:

After Completion of this paper, the student teachers will be able to -

1. Understand and explain fundamental statistical concepts.
2. Understand the importance of selecting appropriate research methods for different research questions.
3. Identify and apply appropriate data collection methods in educational research.
4. Apply basic statistical measures to analyze and interpret data in the context of educational research.
5. Interpret research findings accurately and communicate them effectively.
6. Apply research methodology concepts to design and implement effective classroom assessments, considering validity, reliability, and fairness.

Unit I: Research in Education
1. Meaning of Research, Characteristics of Educational Research.
2. Types of Educational Research: Qualitative Research, Quantitative Research, Basic Research, Applied Research and Action Research; Qualitative Research: Concept of Qualitative Research and Types of Qualitative Research -Survey Research: Types of Survey, Action Research: Categories of Action Research, Data Collection for Action Research, Reporting Action Research.
3. Research Problem: Sources of Identification of the research problem, Selecting the Research Problem.
4. Review of Research Literature: Purpose of Review of Research Literature, Conducting the Review of Research using Database Search.
5. Experimental Research: Types of Experimental Research, Validity in Experimental Research.

Unit II: Sampling Design, Tools of Data Collection and Communicating Research
1. Meaning of Sample, Population, Sample Size, Parameter, Statistic and Sampling Error, Concept of Probability Sampling and Non-Probability Sampling; Probability Sampling Methods: Different Methods of drawing a Probability sample; Non-Probability Sampling Methods: Different methods of drawing a Non-Probability Sampling Method.
2. Tools of Research: Questionnaire, Rating Scale, Observation, Interview and Focus Group Discussion.
3. Understanding APA, Writing Styles, Citations and References.
4. Preparation of Research Proposal: Framework and writing the research proposal.

5. Research Report: Framework of the Research Report and writing the Research Report.
6. Presentation of Research Report.

Unit III: Introduction to Statistics
1. Concept of variables, Types of Variables, Scales/Levels of Measurement.
2. Descriptive Statistics and Inferential Statistics; Descriptive Statistics: Measures of Central Tendency, Measures of Variation, Skewness and Kurtosis; Inferential Statistics: Parametric and Non-Parametric Statistical tests; Assumptions of Parametric and Non-Parametric Statistical Tests.
3. Normal Distribution, Characteristics of Normal, Applications of Normal Distribution in Educational Research
4. Meaning of Hypothesis, Types of Hypotheses, steps in Hypothesis Testing, Errors in Hypothesis Testing, Type I Error and Type II Error.
5. Correlation Coefficient: Product Moment Correlation, Rank Correlation, Testing the significance of correlation coefficient, Partial Correlation and Multiple Correlation.
6. Inferential Statistics 1: 't' Test: Types of 't' Test, Application of 't' test in Education Research.
7. Inferential Statistics 2: Analysis of Variance: One way ANOVA, and Two Way ANOVA, Post-hoc Analysis, Types of Post-hoc analysis.
8. Non-Parametric Statistical Tests: Chi Square Test, Mann-Whitney 'U' Test, and Median Test.

Field Engagements:
1. Develop a research proposal.
2. Obtain an article in APA format and analyze it according to the specified format.
3. Identify and critically assess five problems, reflecting on their appropriateness.
4. Examine five research studies, outlining the variables, their types, and relevance.
5. Evaluate sampling techniques in five research studies, discussing their appropriateness and relevance.
6. Analyze hypotheses in five empirical or research articles, considering their type and relevance.
7. Scrutinize one thesis to ensure adherence to APA format in procedures and techniques.
8. Summarize two theses by writing abstracts for each.
9. Assess the review of literature in two theses, categorizing it by variables, hypotheses, or other relevant criteria.
10. Reflect on the statistical analysis employed in five theses.
11. Engage in any other pertinent activities related to the research or study.

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Semester IV

Paper –XXVIII A (EDN-28 A)

Guidance and Counselling

Credits: 2   **Marks: 50 (35+15)**

Course Learning Outcomes:

After Completion of this paper, the student teacher will be able to:

- Explain asic meaning, need and significance of guidance and counselling in the context of education,
- Differentiate between guidance and counselling with special reference to the purpose and strategies,
- Clarify the general social, psychological, historical perspective of guidance and counselling,
- Describe the basic features of guidance and counselling with reference to students needs at secondary level
- Explain the basic principles of guidance and counselling
- Organize the guidance programme

Unit-I: Introduction to Guidance and Counselling
1. Meaning, concept, need, nature and scope and significance of Guidance.
2. Principles of guidance; Types of Guidance: Individual and Group; Educational, vocational, personal.
3. Role of the teacher in guidance; Strategies for effective guidance.
4. Meaning, concept, need and importance of counselling.
5. Principles and types of counselling.
6. Approaches to counselling: directive, nondirective, and eclectic, behaviorally, and cognitively oriented.
7. Process of counselling: initiating counselling and establishing structure.
8. Role of the teacher in counselling; Characteristics of good counsellor.

Unit-II: Organization of Guidance and Counselling programs in Schools; Issues Related to Guidance and Counselling
1. Principles of organization of school guidance programme; Organization of school guidance programme- Pre-requisites, planning and guidance activities.
2. Guidance services- Orientation, pupil inventory, occupational information.
3. Evaluation of guidance programme.
4. Counselling- follow-up services.

5. Factors affecting Guidance and Counselling; Ethical issues in Guidance and Counselling.
6. Guidance and Counselling of persons with learning disabilities, visual and hearing impairment.

Unit -III: Tools and Techniques to Collect Data

1. Purpose of Tools and Techniques.
2. Standardized and Non-standardized: Difference Between Testing and Non- Testing Techniques.
3. Standardized Tools-Aptitude, Achievement, Interest inventory, Intelligence and personality tests.
4. Non-Standardized Techniques- Questionnaire, Observation, Sociometry, Autobiography, rating scales anecdotal record, case study, cumulative record and interview.

Field Engagements:

1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counselling programmes in school
3. Identify the problems of secondary students related to guidance and counselling.
4. Analyze the reports of educational commission and educational policies with reference to guidance and counselling.

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Semester IV
Paper –XXVIII B (EDN-28 B)
Entrepreneurship Education

Credits: 2   **Marks: 50 (35+15)**

Course Learning Outcomes:

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

- Acquire the knowledge about entrepreneurship related concepts
- Develop understanding about entrepreneurship concept
- Understand why, what, how of entrepreneurship

Unit I: How do we understand entrepreneurship?
1. Concept of entrepreneurship.
2. Growth of entrepreneurship pre -independent, independent and post -independent.
3. Role of entrepreneurship in economic development.
4. Factors effecting entrepreneurship -economic and non-economic.
5. Meaning of the concepts - entrepreneurial motivation, entrepreneurial competencies, women entrepreneurship and rural entrepreneurs.

Unit II: What is entrepreneurship?
1. Terminology of entrepreneurship in education.
2. Wide and narrow views on entrepreneurship.
3. Educating about, for and through entrepreneurship.
4. Value creation as the common core of entrepreneurial education.
5. Entrepreneurial competencies.
6. The debates around entrepreneurial education.
7. Comparing entrepreneurial education to other pedagogical approaches.
8. Future answers to the question?

Unit III: Why is entrepreneurial education relevant?
1. Started effects of entrepreneurial education.
2. Evidenced effects of entrepreneurial education.
   a. Some novel ways to assess the development of entrepreneurial competences
   b. Future answers to the question "Why is entrepreneurial education relevant?"
3. When to do what?
   a. Four progression models from United Kingdom, Denmark and Sweden
   b. Tords a unified progression model for entrepreneurial education.
   c. Future answer to the question "when to do what?"
4. How to do entrepreneurial education?
   a. Activities that trigger entrepreneurial competencies

b. How learning- by- doing works
c. Some tools that can support the value creation process
d. Scaling entrepreneurial education
e. Organizing interaction with the outside world
f. Future answers to the question "How to do entrepreneurial education?"

Field Engagement:

1. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. If you are given a chance to open your school – Narrate your ideologies.
5. Prepare a proposal to start your own school following State Government Rules.
6. Prepare guidelines for a Successful Mentor.
7. Write your strategies to mobilize community children to your school. Suggest various modes of publicity for the Institutional enrolment.
8. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.

References:

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Elective (any one)

Semester- IV
Paper –XXVIII C (EDN-28 C)
Education of Children with Special Needs

Credits: 2   **Marks: 50 (35+15)**

Course Learning Outcomes

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

   • Understand the Concept of Disability and Needs of Children with Special Needs
   • Describe the importance of Early Screening Identification and Assessment of intervention of children with Special Needs
   • Describe the learning characteristics of students with Special Needs in general.
   • Explain the Digital initiatives, Use of Technology and Assistive Technology for Children with Special Needs
   • Develop an understanding of the trends, issues, and challenges in the Education of CWSN.
   • Identify the different UDL strategies that can be used to create more inclusive learning environments for Divyang learners.
   • Understand the key international, national policies, acts and provisions of the National Education Policy (NEP) 2020 related to CWSN

UNIT – I: Understanding Children with Special Needs, Early Identification, Educational Assessment and Programming

1.   Meaning and Definition of Impairment, Handicap, Disability, Habilitation and Rehabilitation; Definitions and categories of 21 Types of Disabilities as per RPWD Act.
2.   Understanding Special Needs of Children from the Socially Disadvantaged & Deprived Sections of the Society – SC, ST, Minorities and Girl Child Education and Gifted and Talented Students.
3.   An overview of Causes, Prevention, Prevalence & Demographic profile of Disability: National and International Perspective.
4.   Concept, need, importance of Early Screening, Early Identification, Early Intervention, Assessment, Diagnosis and Referrals.
5.   Need, Purpose and Importance of screening tools in Educational Settings and important screening tools – Prashast, NIEPID Screening tools, RAPID, BSCLD, Autism Screening Tools.
6.   Educational Assessment – Need, Purpose, Types and Approaches.
7.   Need, Importance and Steps of Educational Programming - IFSP and IEP.

UNIT-II: Learning Characteristics and Needs of Children with Special Needs, Policies, Legislations and Current Issues in Education of CWSN

1. Varied types of learners – e.g., visual learners, auditory learners, Tactile/kinesthetic Learners and Basic principles in identifying the learning styles for planning instructional program.
2. Learning Characteristics of:
    a) Cerebral palsy, Muscular Dystrophy, Visual Impairment, Hearing Impairment and Speech and Language Disability.
    b) Learning Characteristics of Intellectual Disabilities, SLD and ASD
    c) Learning Characteristics of Mental Illness, Multiple Sclerosis, Blood Disorders and Multiple Disabilities
3. International Conventions and Policies: Salamanca Declaration 1994; UNCRPD, 2006; MDG and SDG.
4. National Legislations & Educational provisions enshrined in RCI Act, RTE Act, RPWD Act, 2016; NEP 2020.
5. Programmes and Schemes promoting education of CWSN by DEPWD, MSJE, Dept of School Education & Literacy
6. Current Issues and Trends in Education of CWSN.

UNIT III: Digital and Assistive Technology for DIVYANG

1. Technology and its impact on education of Children with Special Needs: Changing Trends in teaching & learning.
2. Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning.
3. Concept, Need and Principles of Differentiated Instruction, Universal Design of learning.
4. Various Digital Initiatives for DIVYANGJAN by NCERT, National Institutes.
5. Assistive Technology for CP, ID, SLD, ASD, HI, VI and other Disabilities.

Field Engagements:

1. Collect a list of inclusive schools from Department of school education and map their area.
2. Visit inclusive schools and observe practices and report.
3. Observe classroom transaction in any inclusive classroom.
4. Prepare a blueprint to create an inclusive school.
5. Critically review the policy documents and write about the recommendations related to inclusion:
    ● NPE, 1986
    ● CRC UNESCO, 1989
    ● UN convention on Rights of Persons with Disabilities , UNESCO, 2006
    ● RTE Act, GOI, 2009
    ● UNESCO, 2009 – Policy guidelines on inclusion in education.
6. Make a collage on an inclusive school.

7.Interview some teachers working at inclusive schools and report the practices.

8. Assess and prepare Five children's profiles.

9. List out barrier free environment related structures.

10. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.

11. Study the impact of UNCRPD on RTE's provisions for children with disabilities.

12. Review of research in any one area in inclusive education and highlight its implications for the practitioner.

13. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.

14. Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

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12. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students'
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13. Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand

14. (Eds.), Restructuring for caring and effective education: Piecing the puzzle together

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    Schools. Bristol: Center for Studies in Inclusive Education.

Electives courses (any one)
Semester IV
Paper –XXVIII D (EDN-28 D)
Early Childhood Care and Education (ECCE)

Credits 2   **Marks 50 (35+15)**

Course Learning Outcomes:

After Completion of this paper, student teachers will be able to:

- Know the historical development of Early Childhood Education (ECE)
- Know the different aspects of child development
- Know the different interventions in India in ECE
- Get and awareness about special needs of children at early child hood.
- Know about involvement of parents, family community and the women in ECE Programme.
- Explore the researches available in ECE both in east & west

Course Content:

UNIT – I: Essentials of Early Childhood Education
1. Early child hood Education: Nature, scope and importance.
2. UNESCO on the meaning and nature of ECCE.
3. Concepts and Characteristics of child development: Physical, Social, Intellectual, Emotional & Moral development.
4. Meaning of cognitive development; Meaning of Socio-Emotional Skills in children at Early Childhood.
5. Role of teacher in Child Development.
6. Language development in children; Various activities for developing language skills.

UNIT –II: **Early Childhood Care- Health and nutrition**
1. Significance of health care in children
2. Personal hygiene in children – care of skin, eyes, teeth, hands and nails.
3. Regular healthy habits in children
4. Nutrition for pre-school children- nutrients, nutritional requirement, dietary needs, pre-school lunch and its significance.
5. Common nutritional deficiency diseases.

Unit III: Educational thinkers contribution to ECCE -East and West; Indian interventions and agencies of ECCE and Immunization and special needs
   1. Educational thinkers' contribution to ECCE**:**

a) Dr. Maria Montessary
b) Fredric august Froebel
c) Tagore R. N
d) Aurobindo Ghosh
e) M. K Gandhi

2. Policies/acts with reference to ECCE.
3. Organisation and management of - Creches, Bal wadi, Anganwadi.
4. ICDS objectives and activities. Guidelines for promotion of pre- school child's health
5. Importance of immunization, school records, health records.
6. Activities for pre- academics -Pre- reading, Pre- writing and pre- number writing and early primary school academics.
7. special needs of children at ECCE.

Engagement activities:

1. Visit a pre school and write a report and present the same before peer group
2. Visit PHC centre and interact with the medical professionals about child health and nutritional programs
3. Visit any Anganwadi and observe all the activities and write a report.
4. Prepare a nutrition chart for ECCE stage children
5. Prepare toolkits for teaching children at ECCE.
6. Prepare teaching learning material suitable to teach nearby school children conduct interviews with parents of ECE children and write a report and make a video

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Semester IV

MOOCS (A two credit course related to Teacher Education)

Course Learning Outcomes:

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

- Understand the procedures of online courses offered online on Swayam portal
- Explore various online programs to learn further
- Select some courses related to teacher education
- Understand the value of mooc's courses
- Develop the ability to opt for various courses through Swayam

Each student teacher has to complete one course with atleast 2 credits, by the end of B.Ed programme.

Students can take the course anytime during the tenure of B.Ed. course I to III semesters. These two credits will be added in the fourth semester.

Community Engagement

Semester IV
Paper –XXIX (EDN-29)
Community Engagement and Service- Nai-Talim

Credits: 2   **Marks: 50 (35+15)**

Course Learning Outcomes:

After Completion of this paper, student teachers will be able to:

- Enable and empower in Community Engagement
- Map the resources for sustainable model village
- Engage with rural occupations. Marketing and Entrepreneurship training
- Engage in community school relationships

Unit-I: Gandhian Philosophy

1. Nai-talim – Community centered curriculum and experiential learning
2. School – community – Engagement: Role of SMC's , PTA's, SHG's and Panchayats
3. Resource mapping – Schools, Community / Village
4. Local occupations – local artisan's occupations data, Entrepreneurship training

Unit-II: Constructivism – Contextualized learning

1. Tagore Philosophy -- Rural reconstruction.
2. Shyama Prasad Mukherjee -- Rurban mission.
3. Paulo Freire -- Critical Pedagogy and Praxis.
4. Gramsci -- Organic Intellectual approach.

Unit-III: Community Engagement – Case Study

1. Economic Development activities –student interaction and internship.
2. School students and student skills
3. Village governance- sustainable development – critical analysis – Transparency in Governance funding etc.
4. Resource Mobilization and Utilization / sharing student community engagement.
5. Creating a model village – sustainable model

Suggested mode of Transaction

Preparation for community services (In the institution)
- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.
- Dialogue, Discussion, Seminars, FGD's Participaory Rural Appraisals's (PRA), Field Visits, observations, Reflective Journals

Field Engagements:
- Participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.Mapping resources in the community / village, planning tool kits in respective pedagogies contextualizing,Planning need based programs, using community Resources for the school developmental activities and Teaching at least 5 lessons in each method, lessons with contextual related
- Study of the situation regarding school dropout and the reason thereof (Stage wise). Conductinig action research projects
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visiting the community around the school writing a report and a data base about people –resources, occupations. Artisans' life – problem , Involving Parents, SMC's community in schoolActivities.experiences .
- Designing model for sustainable village/ community activities, action plan at village / communitylevel- to create model village/ community
- Conducting rallies, awareness programmes, taking adult literacy camps, health camps,environment, renewable waste material out of waste, reporting unique cases etc.,

Note: along with internship record the report of activities of Nai-Talim should be submitted

Internal Assessment: 15 Marks

Evaluation: A Jury of two Examiners (one mentor & other Faculty) will be appointed by the Principal of the college will evaluate the work done by the student teachers related to Nai-Talim – Experiential Learning and Community Engagement.

- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

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1. Ministry of Education (2021).Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India.https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20 December.pdf
2. RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.
3. http://www.swaraj.org/shikshantar/naitalimmarjoriesykes.htm
4. https://en.wikipedia.org/wiki/Nai_Talim
5. https://mettacenter.org/definitions/nai-talim/
6. http://www.gandhiashramsevagram.org/village-swaraj/nai-talim.php
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8. http://baldeepofficial-naitalim.blogspot.in/
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AE &VAC- Ability Enhancement & Value - Added Courses

(AE &VAC-6)

Semester: IV
Paper XXX (EDN-30)
Health and Wellbeing

Credits: 2   **Marks: 50 (35+15)**
Course Learning Outcomes:

After Completion of this paper, student teachers will be able to:

- Understanding of the concept of health, including its importance, various dimensions, and determinants.
- Student teachers will analyze the health needs of children and adolescents, with a focus on differently-abled children.
- Evaluates different aspects of nutrition, including types, needs, and importance, and demonstrate methods of teaching nutrition effectively.
- Demonstrates knowledge of safety and security measures, including disaster prevention, snake and dog bite prevention, and treatment.
- Analyze various sports and physical activities, including athletics, games, rhythmic activities, and gymnastics, and understand their impact on health.
- Evaluates the psychology of sports and address different stages of sports, with a focus on sports for children with special needs and inclusion.
- Analyze psycho-social development, physical, emotional, and mental changes during adolescence, and address concepts of body image and parent-peer-adolescent relationships.
- Demonstrates the integration of health and physical education with other subject areas like science, social science, and languages in their teaching practices.

Unit-I: Importance of Health, Food and safety.
1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
2. Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases–its causes, prevention and cure, immunization and first aid.
3. Nutrition: Meaning, types, need and Importance. Nutritive values of foods and methods of teaching of nutrition.
4. Food and nutrition food habits, timing of food, nutrients and their benefits, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of nutritive value of food during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and

deficiency diseases and prevention.
5. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit-II: Physical Wellbeing

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self- defense activities. Coordination of health and fitness.
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health, psychology of sports, different stages of sports (primary & secondary).
3. Sports for CWSN and Inclusion
4. Role of institutions (school, family and sports), health services, policies and major health and physical education-related program, blood banks, role of media.

Unit-III: Human body, development of integrated wellbeing.

1. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills

2. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sportsmanship; Need for balanced diet planning; Food and water; Safety and laws.

3. Teaching Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

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

Field Engagements:

1. One day observation at a hospital and interact with patients and staff. Write a report.
2. Observe one day a hospital and enquire with people about their daily routine.
3. Record the most prevalent diseases people suffer from.
4. Visit any two colleges and interview students about their participation in games and sports.

5. Conduct games in the school.
6. Plan sports meet and plan activities & prepare a program sheet.
7. Survey & collect common communicable diseases in your locality, school & suggest remedy for the same.
8. Identify common nutritional deficiency diseases.
9. Interview doctors & find out the details of sexual and sex-related diseases & measures.
10. Plan for regular training in sports.
11. Each student should do regular yoga practice.
12. Nutritious food practices in schools and hostels.
13. Visits to preschools and Anganwadi's and food practices.
14. Visit to NIN or any other such institution (Home Science College etc.).
15. Anthropometric Measurements of school children at different stages.

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4. Ganguly, S.K. (1989) Immedicate Effect of Kapalabhati on Cardio-vascular Endurance, Yoga Mimamsa, 28, 1, 1-7.
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20. World Bank: (2004) Snakes and Ladders — Factors Influencing Successful Primary School Completion for Children in Poverty Contexts: A Qualitative Study, South Asian Human Development Sector, South Asia Region.

WEBSITES

1. Adolescent and Youth Reproductive Health in India: Status, Policies, Programs and Issues, http://www.policyproject.com/pubs/countryreports/ARH_India.pdf

2. Approach to Adolescents: UNESCO's Objective, www.un.org.in/jinit/unesco.pdf

3. Culture and Adolescent Development, www.ac.wwu.edu

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5. Health Needs of Adolescents in India, www.icrw.org

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E- Internship -III – 7 weeks – 42 days

EDN-31   Pedagogy Final Practical exam I/II   (Credits-1 & Marks: 100)

  Period plans -10

EDN-32   Pedagogy Final Practical exam I/II   (Credits-1 & Marks: 100)

  Period plans-10

Teaching @ 10 lessons in each pedagogy subject.

- o   Generic Plans - 5
- o   Nai Talim /Experiential learning/Community engagement plans - 3
- o   VITAL plans - 2

Semester – IV
Paper – XXXIII (EDN –33)
Dissertation

Credits: 2   **Marks: 50 (25+25)**

Dissertation work is designed with an objective to make every student to conduct a systematic Research and understand the research methodological procedures learnt theoretically. Dissertation work has to be initiated during internship during fourth semester, like identification of the problem, planning for the research by having discussion with the mentor and collecting data. Then the actual work is carried out during Post Internship. An external jury will be conducted for 25 marks whereas 25 marks will be assigned through internal assessment.

The Research work shall be reported in five chapters. The format suggested for dissertation is presented below:

Title Page (title of the problem)

Preliminaries:
Certificate (supervisor/ mentor and principal of the college shall sign on the certificate)
Declaration (student shall sign on the declaration certificate)
Acknowledgement
Table of Contents
Table of figures/ graphs
Abstract (about 250-300 words including 4-5 keywords)
Full report @chapterization

No	Title	Details
Chapter-I	**Introduction**	A comprehensive introduction to the topic under study shall be provided. Need & significance of the study; problem statement and Rationale; Operational definitions & study delimitations shall be presented.
Chapter-II	**Review of Related Literature**	Indian studies and foreign studies shall be presented separately (at least twenty recent studies). Reviews shall be mentioned precisely including author(s) name, year of publication, study title and main aim of the study, research method, sample and tools of the study and major findings. All references shall be cited as per APA. **Example**: *Irdalsina., Paidi & Djukri (2020)* conducted an investigtion on Implementation of Technology-based Guided Inquiry to Improve TPACK among Prospective Biology Teachers. The study aimed at analyzing the impact of the technology-based guided inquiry to improve students' TPACK ability. This study is employed by a one-group pre- test and post- test design. The research was

		conducted on 47 students selected with purposive sampling technique. The study tools consist of a test and a questionnaire. The data was analyzed using a paired sample t-test and descriptive statistics. The results showed that students' understanding of TPACK according to all assessment aspects can be categorized as "very good". In details, the content knowledge had a higher post test score than the pre-test. Therefore, it can be concluded that the application of technology-based guided inquiry has a significant impact to improve the students' understanding of TPACK including Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK).
Chapter-III	**Methodology**	Research method; Research design; objectives, hypotheses, variables, population, sample, sampling techniques/sample rationale, details of the tool(s), data collection & statistical techniques used.
Chapter-IV	**Data Analysis**	Data analysis with respect to hypotheses testing should be presented. Tables/Graphs wherever required shall be placed.
Chapter-V	**Summary, Findings & Conclusions**	Summary of the study, (a brief note on each of the chapters in a page or two). findings & discussions, conclusions, study implications /Major Recommendations should be presented.
	References Appendices	As per APA style references shall be presented Tools developed / adopted for research & list of schools and other required information can be appended.

Important Instructions
- o Each student shall select a topic and work under the supervision of a faculty member/ mentor. Students are expected to prepare research proposal in consultation with the mentor & preferable adopt a standardized tool available as per the requirement of the study / problem or can develop a tool with good validity.
- o Dissertation work will be evaluated by a jury of one internal examiner (Faculty member who guided & supervised the study) and one external examiner on the day of the dissertation practical examination from other colleges and it carries 25 marks.
- o Each student shall submit two soft bound copies of dissertation before the examination.
- o Dissertation can be neatly typed and can be limited to 15,000 to 20,000 words. 30-50 pages.
- o A4 size Executive Bond paper shall be used for typing on both sides of the paper.
- o The font is Times New Roman and font size is 12 points with double space. The setting of text shall be with Justify alignment.
- o A margin on left sides is 1.25" /3.18cm while on right, top and bottom it is 1.0"/2.54cm.
- o All other guidelines shall be followed as per the APA 7th edition manual of reporting.
- o Pass marks in Practicum (Dissertation Viva-Voce Examination) shall be 50%.

Note: You may refer any education thesis of Osmania University and follow the same

F. POST- INTERNSHIP

EDN - 34 CCE (Credits – 1 and Marks – 25+25=50)

Feedback (Google Form) from students, school teachers' teacher educators, parents

Analysis & Review on program

Showcasing best samples – Teaching Learning Materials, Videos, Documents, OER S, Digital Resources etc.

Exhibitions-Intercollege and Inter- State Competitions

EDN – 35   Reflective Journal – IV (Credits – 1 and Marks - 50)
(refer pg. no. 110 to 112)

EDN – 36   e-portfolio – IV (Credits – 1 and Marks - 50)
(refer pg. no. 113 to 116)

B.Ed., 2023-25 batch Semester-I
Ability Enhancement & Value Added Course (AE&VAC)
EDN-06: YOGA AND UNDERSTANDING SELF

JURY EVALUATION SHEET
(MODEL)

TOTAL MARKS: 15

Name of the Student:

Hall ticket Number:

S.No.	Evaluation Criteria	Max. Marks	Jury Member -I	Jury Member-II	Average / Final Marks
1	Record				
2	Presentation	15			
3	Viva				

Date:

Place:

Name &Signature of the Jury-I	**Name & Signature of the Jury-II**