

**CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)
SRI PADMAVATI MAHILA VISVAVIDYALAYAM
(WOMEN'S UNIVERSITY)
Accredited with "A+" Grade by NAAC
ISO 21001 : 2018 Certified
TIRUPATI – 517 502 (A.P.)**

**2yr B.Ed. (DM) PROGRAMME
LEARNERS' HAND BOOK
From 2025-27**



GENERAL REGULATIONS & SYLLABUS

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**SRI PADMAVATI MAHILA VISVAVIDYALAYAM
(WOMEN'S UNIVERSITY), TIRUPATI – 517 502 (A.P.)
CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)**

2 year B.Ed(D.M)Programme from 2025-27

[B.Ed.(D.M) Programme Recognition of UGC-DEB-F.No.1-1/2025(DEB-SER) dated 11th September 2025

B.Ed.(D.M) Programme Recognition of NCTE SRC –

F.SRC/NCTE/APS00056/B.Ed.ODL/AP/2025/151852 dated 16-09-2025

General Regulations

1. Preamble:

The Bachelor of Education programme, generally known as 2 yr B.Ed., is a professional programme that prepares teachers for upper primary (classes VI-VIII) and secondary (classes IX-X) levels. The Bachelor of Education Programme 2 yr (B.Ed) in ODL mode, is a professional programme for in-service teachers, a second degree in teacher education, primarily intended for upgrading the professional competence of working teachers in the primary, upper primary, secondary schools and senior secondary level who have entered the profession without formal secondary teacher training. It aims at preparing in-service teachers for the secondary stage of education, in accordance with the notifications of the NCTE with regard to minimum qualifications for recruitment as a teacher. The programme shall use blended learning modality for design, development and delivery of the programme.

2. Objectives of B.Ed (D.M) Programme:

- To understand and follow the implications of Philosophical and Sociological origins of educational theories and practise.
- To develop competence and commitment to teach students with individual differences by understanding the developmental issues.
- To make teacher understand human behaviour and practice of the psychological principles in teaching, learning and evaluation.
- To expose the teachers to indigenous and modern technology applied in education and empower them to utilize ICT in their career.
- To prepare teachers understand the pedagogy and its application.
- To create awareness of global changes and local realities and to act aptly.
- To orient teachers in understanding the self and equip with skills of evaluation.
- To equip teachers with knowledge and skills of class-room management, leadership, action research and art education.
- To sensitize teachers with the issues related to gender, school, society and inclusive education.
- To prepare teachers with effective communicative skills, professional values and ethics.
- To sensitize the teachers with social responsibility by undertaking projects.

3. Territorial Jurisdiction:

The University offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act.

The Study Centres of the University shall also be located in its territorial jurisdiction.

4. Duration:

The duration of the programme will be of two academic years with semester pattern. However, students shall be permitted to complete the programme within a maximum period of four years from the date of admission into the Programme. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer/winter/staggered) are available to the learners for guided/ supervised instruction and face-to-face contact sessions. The programme can also be sandwiched during summer vacation period for face-to-face interaction (besides learners' self-study at their choice and pace). If a Candidate fails to complete the programme within four years from the date of admission, she has to seek fresh admission as per the regulations existing on those years by paying full fee of the programme.

5. Intake, Eligibility, Admission Procedure & Fees:

- **Intake:**

The intake capacity for 2 yr B.Ed (D.M) Program is **500 women teachers as per NCTE Revised Norms of 2014 eligibility criteria.**

- **Eligibility:**

The following categories are eligible for 2 yr B.Ed(DM) Programme:

1. Trained in-service women teachers in Elementary Education with a minimum of 50% of marks in UG or in PG Degree
2. Women candidates having completed a NCTE recognized Teacher Education programme through face – to – face mode with a minimum of 50% of marks in UG or in PG Degree
3. However, the candidates belonging to all other reserved categories i.e S.C.,S.T.,B.C.(A/B/C/D/E), and Physically handicapped should have secured a minimum of 40% marks in the qualifying examination.

Note:

As per the GOMS NO:92, the candidates who passed B.B.S/B.D.S/ B.A.M.S/B.L/L.L.B/B.A(Languages)/B.O.Letc. and other such professional courses are not eligible for admission into B.Ed course.

Teachers called for interview should submit their '**Service Registers**' and '**Service Certificates**' and '**No Objection Certificate**' countersigned by the competent thorities/authorities concerned, at the time of admission.

- **Admission Procedure:**

CDOE shall follow the admission procedure laid down by the University following the rule of reservation as per the University regulations.

Application Procedure: Candidates can apply online as detailed below;

1. Create ABC ID
2. Create DEB-ID
3. Goto <https://cdoe.spmvv.org>
4. Create an Account
5. Go to Registration tab, pay the Registration fee and take a printout.
6. Go to Student Profile tab fill the application and take a printout.
7. Enclose the documents

The application along with necessary documents and fee receipt to be sent to the Director, Centre for Distance and Online Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati - 517502. For details of the courses, prospectus and fee particulars visit the web site: www.spmvv.ac.in. If the applicant is in-service candidate the application should be sent through proper channel.

6. Fee Structure:

Rs.50,000/- (Rupees fifty thousand only) is the total fee for 2 years (4 semesters) towards tuition fee, study material Rs.800 user charges.

- **First Year (I & II Semesters) Fee Rs.25,000/-** (Rupees twenty thousand only) and Rs.400 (user charges) to be paid at the time of admission.
- **Second Year (II & IV Semesters) Fee Rs.25,000/-** (Rupees twenty-five thousand only) and Rs.400 (user charges) to be paid 15 days from the last day of University Theory Examination of second semester of First Year.

Note: Fee once paid will not be refunded either in full or in part for any reason(s).

7. Medium of Instruction & Examinations:

Medium of Instruction and Examinations shall be English and Telugu only.

8. Combinations of Pedagogy Subjects:

Candidates can select only one of the following combinations as per their subjects of study in Graduation:

1. Mathematics and Physical Sciences
2. Mathematics and English
3. Mathematics and Telugu
4. Physical Sciences and English
5. Physical Sciences and Telugu
6. Biological Sciences and English
7. Biological Sciences and Telugu
8. Social Sciences and English
9. Social Sciences and Telugu

Note: No Candidate is permitted to take two languages as combination of methods.

9. Curriculum:

2 year B.Ed. (D.M) Programme Structure of four semesters

Semester I

Course Code	Title	Theory		No. of Assignments	Credits	Total Marks
		(External)	(Internal)			
I	Philosophical Foundations of Education	80	20	2	4	100
II	Perspectives in Child Development	80	20	2	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	2	50
V	Pedagogy Physical Sciences/ English/ Telugu (Pg2)	40	10	1	2	50
S1P	Practicum (Activities/ * Projects/ Records)		100*	-	4	100
	Total (I Semester)	320	180	8	20	500

Semester II

Course Code	Title	Theory		No. of Assignments	Credits	Total Marks
		(External)	(Internal)			
VI	Sociological Foundations of Education	80	20	2	4	100
VII	Learning and Teaching	80	20	2	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2	50
IX	Art Education	40	10	1	2	50
S2P	Practicum (Activities/ * Projects/ Records) Completion of school & community activities specified in courses of II semesters	-	125*	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 – 25 Pg 2 - 25	-	2	50
	School & Community Experience of 4 weeks 1. Observation of 5 lessons in each pedagogy taught regular school teachers	- -	Pg1 – 25 Pg2 -25	-	2	50
	2. Report on School Activities & Report on Achievement & Attendance	-	25	-	1	25
	Total (II Semester)	240	310	6	22	550

Semester III

Course Code	Title	Theory		No. of Assignments	Credits	Total Marks
		(External)	(Internal)			
X	Pedagogy of Mathematics/Social Sciences/ Biological Sciences (Pg1)	40	10	1	2	50
XI	Pedagogy Physical Sciences/English/Telugu (Pg2)	40	10	1	2	50
XII	Learning Assessment	40	10	1	2	50
XIII	Understanding the Self	40	10	1	2	50
S3P	Practicum (Activities/* Projects/ Records)	-	100*	-	4	100
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 – 2500 Pg2 -25	-	2	50
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 th & 7 th Classes in each pedagogy subject	-	Pg1 – 100 Pg2 - 100	-	8	200
Total (III Semester)		160	390	-	22	550

Semester IV

Course Code	Title	Theory		No. of Assignments	Credits	Total Marks
		(External)	(Internal)			
XIV	Contemporary India and Education	40	10	1	2	50
XV	Gender, School and Society	40	10	1	2	50
XVI	Inclusive Education	40	10	1	2	50
XVII	Environmental Education	40	10	1	2	50
S4P	Practicum (Activities/ * Projects/ Records)	-	100*	-	4	100
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 8 th , 9 th & 10 th Classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 - 100*	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 -50#	-	4	100
Total (IV Semester)		160	440	4	24	600

Note: Details of the Practicum (list of activities Practicum / Projects/ related to different courses and Semesters are given /provided after the syllabus)

Semester wise Records of Practicum Work

List of Records	I Semester	II Semester	III Semester	IV Semester
• Assignment Records	8 Nos.	6 Nos	4 Nos.	4Nos.
• Records of Activities/Projects for theory Papers	5 Nos.	4 Nos.	4 Nos.	4 Nos.
• Microteaching Records Pg I & Pg II	-	2 Nos.	-	-
• Observation Records of Regular Teachers Pg I & Pg II	-	-	2 Nos.	-
• Observation Records of Peer Group Pg I & Pg II	-	2 Nos.	-	-
• School Internship Pg I & Pg II	-	-	2 Nos.	2 Nos.
• Report on School Activities & Attendance	-	1 No.	-	-
• University Practical Examination Records Pg I & Pg II	-	-	-	2 Nos.

Detailed Syllabus of B.Ed. (DM) Programme

Semester I

Course Code B.Ed(DM) – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the concepts of Education and Philosophy
2. understand the Indian Philosophical thought on Education
3. understand the Implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.

Course Content

Block-I: Introduction to Philosophy and Education

- Unit - 1 Concept and Scope of Philosophy
Concept and Scope of Education
- Unit - 2 Types and Functions of Education
- Unit - 3 Relationship between Philosophy and Education.
Philosophy and aims of Education

Block-II: Indian Education: Historical Perspective

- Unit – 4 Education during Ancient Period (Vedic Education, Buddhist Education and Jains)
- Unit - 5 Education during Medieval Period (Including Islamic Education)
- Unit - 6 Education during Modern Period (Pre-Independent and Post Independent era)
 - i. Rabindranath Tagore
 - ii. Sri Aurobindo Ghosh
 - iii. Mohandas Karamchand Gandhi
- Unit - 7 Education during Modern Period Post Independent era
 - i. Jiddu Krishna Murthy
 - ii. Dr. B.R. Ambedkar
 - iii. Moulana Abdul Kalam Azad

Block-III: Eastern Systems and Western Schools of Philosophy

- Unit – 8 Eastern Systems of Philosophy
 - i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta
- Unit – 9 Western Schools of Philosophy
 - i. Idealism ii. Naturalism
- Unit – 10 Western Schools of Philosophy
 - iii. Pragmatism iv. Existentialism

Block - IV: Value Education

- Unit – 11 Concept of Value
Classification of Values
Value Crisis
- Unit – 12 Approaches to inculcate Values
Values and Harmonious Life

Block-V: Teaching as a Profession

- Unit – 13 Teacher: Professional Competencies and Commitments
Teacher as a Nation Builder
- Unit – 14 Teacher as a Creator and Facilitator of Knowledge

Professional ethics of teachers
Teacher and the Future Society

Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. List out the values which make an individual a righteous human being

Text Books

Foundations of education, Telugu Academy publications, 2014, Hyderabad.
Foundations of education, Neelkamal publications, 2013, Hyderabad
Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.
Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.
Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

Reference Books

Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.
M. Keynes, 5th Edition. Cambridge: Cambridge University Press.
Dhavan, M.L. (2005). *Philosophy of Education*. Delhi: Isha Books.
Introduction to history of Philosophy, Frank Thilly.
History of Philosophy, R S Peters, Orient Longman, New York
Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: National Publishing House.
Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.
John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.
Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.
Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.
Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.
Nurullah & Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.
Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.
M.L. Dharam, Philosophy of Education, Delhi Esha Books History of Indian Education, Mumbai (Mc Millan and Co)

Course Code B.Ed(DM) – II
PERSPECTIVES IN CHILD DEVELOPMENT

Objectives

After completion of the course, the student-teacher will be able to

1. compare relative merits and applications of different Approaches of Human Development
2. recognize that childhood is a period of socialization and how socialization practices affect their development
3. critically analyze developmental variations among children placed and exposed to different socio-cultural contexts
4. appreciate the process of development with special focus on childhood and adolescence
5. recognize that adolescence as a period of transition and threshold of adulthood
6. examine characteristics of adolescents and reflect on how their needs act as genesis of certain unique problems
7. illustrate different factors influencing on child development and their applications to education
8. examine different theories of development and their relevance to understand the nature of child

Course Content:

Block – I : Approaches of Human Development

- Unit – 1 : Concept of Growth, Development and Maturation
Principles of Development
- Unit – 2 : Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
- Unit – 3 : Stages of Growth and Development (Infancy Childhood, Adolescence)
Longitudinal and cross sectional approaches of understanding development

Block – II : Theories of Development

- Unit - 4 : Cognitive theory of Development (Piaget's)
- Unit – 5 : Psycho-social theory of development (Erikson).
Theory of psycho- sexual development (Freud).
- Unit – 6 : Theory of Moral Development (Kohlberg's).
Theory of Emotional Development (Goldstein).

Block – III : Childhood as a period of Socialization

- Unit – 7 : Characteristics of childhood – developmental tasks.
Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
- Unit – 8 : Child in different socio-cultural contexts.
Process of socialization – conflicts resolution and social development.
- Unit – 9 : Stages of Social development – Isolated play, parallel play and social play.
Characteristics of socially matured person.

Block – IV : Adolescence as a period of transition

- Unit – 10 : Characteristics and needs in Adolescence
Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development Adolescent Groups – Gangs

- Unit – 11 : Mechanisms of adjustment with special reference to defence mechanisms and holistic development
- Unit – 12 : Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Block – V: Individual Differences

- Unit – 13 : Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values
- Unit – 14 : Theory of multiple intelligence (Gardner) – Implications for understanding differences in children
- Unit – 15 : Difference in children based on learning styles and socio cultural context (home language and Instructional language)
Fostering creativity among children.
- Unit – 16 : Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of “differences” rather than “deficits” perspective.

Activities

1. Visit a balwadicentre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society
3. Describe the salient features of Child Rights Act 2005
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices

Text Books

- Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India ,Pvt.Ltd., New Delhi.
- Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Reference Books

- Beggie, H.L. and Hunt M. P: Psychological Foundations of Education
- Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
- Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
- Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman
- Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
- Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology. Ludhiana: Kalyani Publishers.

Course Code B.Ed(DM) – III
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR
ENRICHING TEACHING AND LEARNING

Objectives

After completion of the course, the student-teacher will be able to

1. explain the concept of educational technology
2. explain the concept of ICT in education
3. appreciate the influence of ICT for improving the professional competencies
4. comprehend communicative skills and effective classroom interaction
5. use different approaches of ICT integration in education
6. appreciate the application of E-learning in education
7. explain the instructional strategies in instructional strategies and models
8. explain the fundamentals of the operating systems and application software
9. use internet for effective classroom teaching and maintain the ethical values
10. utilize the ICT for professional development of teachers

Course Content

Block – I	:	Information and Communication Technology (ICT)
Unit – 1	:	Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact Information Technology - Knowledge Explosion, Preservation and Retrieval
Unit – 2	:	Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication - Communication Technology – Its application in Education
Unit – 3	:	Instructional Media and Aids – Aural, Print, Visual and multimedia
Unit – 4	:	Concept, Importance, Characteristics and Scope of Information and Communication Technology (ICT) Changing roles of the learner and the teacher in ICT-Integration and Challenges
Block – II	:	ICT in Education
Unit - 5	:	Knowledge Acquisition and Multi-sensory approach Classroom Communication and Communicative Skills for Teachers and Students - Flander's Interaction Analysis Category System
Unit – 6	:	Individualised Instruction – Concept, Need, Principles and Techniques
Unit – 7	:	Programmed Learning - Principles, Types, modes of presentation, development, application and role of teacher
Block –III	:	Computer Fundamentals and Applications
Unit - 8	:	Types, Characteristics and features of Computers Components of Computers – Hardware, Software, Memory and Maintenance of computers
Unit – 9	:	Operating Systems - DOS, Windows and Macintosh and Mobile Apps for Teaching
Unit – 10	:	Software for Word Processing, Presentation, Statistical & Graphical, Page Layout, multimedia and webpage creator
Unit – 11	:	Concept, Applications and Challenges of Computer networks, Internet, E-mail and Digital Space

- Block – IV : ICT Enriched Learning Experiences**
- Unit – 12 : Application of ICT for Enriching Classroom Experiences
Application and use of Multimedia Educational Software for classroom situations
- Unit – 13 : Use of Internet based media for teaching and learning enrichment - Acknowledgement
- Unit – 14 : Project based learning using computers, Internet and Activities
- Unit - 15 : Collaborative learning using group discussion, projects, field visits, blogs, etc.
- Block – V : Application of Computers in Education**
- Unit – 16 : Computer as a learning tool – Concept of E-learning
Web 2.0 Technologies-characteristics, types and examples
- Unit – 17 : Virtual Classroom, Smart Boards, Tools and Opportunities
Open Educational Resources – Concept and Significance
- Unit – 18 : Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical
and Legal Standards

Activities

1. Use various visual aids in the classroom and report their effectiveness on learning of the students
2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning
3. Observe and analyse classroom Interaction and report the dynamics of classroom
4. Prepare a computer assisted lesson of your choice from school curriculum

Text Books

Agarwal J P (2013) – Modern Educational Technology – Black Prints, Delhi
 Barton R (2004) – Teaching Secondary Science with ICT – McGrawhill International
 Das R C (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi
 Intel® - Teach to the Future – Pre-service Binder Version 2.0
 Kirwadkar A and Karanam P.(2010) E-Learning Methodology – New Delhi- Sarup Book Publishers

Reference Books

Agarwal J P (2013) – Modern Educational Technology – Delhi Black Prints –
 Douglas, E C, Computer Networks and Internet, Prentice Hall
 Imison T and Taylor PH (2001) – Managing ICT in Secondary Schools Heinman-Oxford
 Jones, B Technology and Future of Works, Oxford University Press
 Kumar, K L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
 Norton P (2000) Introduction to Computers, New Delhi, Tata McGraw Hill Publications
 Sampath K (1981) Introduction to Educational Technology, Sterling Publishers, New Delhi
 Sharma, R A (1983) Technology of Teaching, IPH, Meerut
 Shukla, Satish S (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad, VarishanPrakashan
 Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

Course Code B.Ed(DM) – IV(A)
PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course the student will be able to

1. develop insight into the meaning, nature, scope and objectives of mathematics education
2. appreciate the role of mathematics in day to day life
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics
4. understand aims and objectives of different branches of mathematics
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics
7. understand the selection, preparation and uses of learning resources

Course Content

Block – I : Meaning, Nature, and Scope of Mathematics

- Unit – 1 : Meaning, Nature, and scope of mathematics.
History of Mathematics with special emphasis on teaching of mathematics.
Correlation of Mathematics with other school subjects and with other branches of mathematics.
- Unit – 2 : Contributions of Indian Mathematicians
a) Aryabhatta b) Brahmagupta c) Varahamihira
d) Bhaskaracharya e) Srinivasa Ramanujan.
Contributions of Western Mathematicians
a) Euclid b) Pythagoras c) Renesdescarte d) Geroge Cantor.

Block – II : Aims and objectives of Teaching Mathematics

- Unit – 3 : Need for establishing general objectives for teaching mathematics.
Aims, Values and general objectives of teaching mathematics.
Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
- Unit – 4 : Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
Meaning and Concept of Academic Standards of CCE.
Linking Blooms Taxonomy with Academic Stands.

Block – III : Methods, Approaches and Strategies in Teaching and Learning of Mathematical Concepts

- Unit – 5 : Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of teaching concepts. Comparing and contrasting. Giving counter example and non example in teaching concepts. Planning and implementation strategies in teaching concepts.
- Unit – 6 : Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry and Probability and Statistics from classics VI to X.
- Unit – 7 : Methods of Teaching Mathematics: Inductive and Deductive: Analytic and Synthetic: Laboratory. Heuristic, Project Method and Activity Based Teaching.
- Unit – 8 : Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics.
Concept Attainment Model of Jerome Bruner.

Block – IV : Planning for Teaching – Learning Mathematics

- Unit – 9 : Microteaching: Concept, Definition, Micro teaching cycle, Components of Microteaching, Merits and Limitations.
Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
- Unit – 10 : Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards.
Technology Integrated Lesson-Planning the Lesson by digital technology.

Block – V: Learning Resources in Mathematics

- Unit – 11 : Mathematics Text Book – Importance and Criteria of good Mathematics text book.
A Critical Analysis of existing Secondary School Mathematics Text Books.
Audio, Visual and Multimedia resources – Selection and designing.
On line Resources – ICT based Pedagogical tools.
- Unit – 12 : Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
Handling hurdles in utilizing resources.

Activities

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

Text Books

Davis, David R. The Teaching of Mathematics. New Delhi: Surjeet Publications
Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT
Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: sterling Publishers.

Reference Books

Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives – Handbook 1 – Cognitive Domain. New York: Harcourt Brace & World Inc.
James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.,
Kulshrestha, A.K. & Puneetha Kumar. Teaching of Mathematics. Meerut: R. Lal Book Depot.
NCERT (2000). National Curriculum Framework for Teacher Education. New Delhi: NCERT
NCERT (2005). National Curriculum Framework. New Delhi: NCERT
NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yearbook Washington: NCTM.
Packiam, S. Methods of Teaching Mathematics.
Rao, N.M. Mathematics Projects and Mathematics Laboratory, New Delhi: NCERT
SCERT (2011) Andhra Pradesh Curriculum Framework, Hyderabad: SCERT, Government of AP
SCERT (2011). Position papers for Mathematics. Hyderabad: SCERT, Government of A.P

Course Code B.Ed(DM) – IV(B)
PEDAGOGY OF SOCIAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the meaning and scope of Social Sciences
2. Develop general and specific aims of teaching social sciences
3. Inculcate values through teaching of Social Sciences
4. Understand major concepts and develop critical thinking through teaching inter disciplines of Social Sciences
5. Acquire knowledge on different strategies and approaches of teaching and developing skills in connection of resources.

Block-I: Social Sciences as an integrated area of Study

- Unit 1: Meaning, Nature and Scope of Natural and Social Sciences
 Distinction between Natural and Social Sciences
 Understanding society through various social sciences
- Unit 2: Meaning, History, Nature, Scope and Development of Social Studies
 Distinction between social sciences and social studies

Block-II: Aims Objectives and Academic Standards of Social Sciences

- Unit 3: Major aims and objectives of teaching Social Sciences
 Bloom's taxonomy of Educational Objectives
 Values of Teaching Social Sciences
- Unit 4: Academic Standards and Learning outcomes of teaching Social Sciences
 Recommendations of NPE 1986, NCF 2005, APSCF 2011

Block-III: Approaches, Methods, Strategies and Techniques of Teaching Social Sciences

- Unit 5: Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Sciences
 Teacher Centred Approaches – Lecture, Lecture-demonstration, Source and Supervisory Study
- Unit 6: Learner centered approaches –Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivist Approach
- Unit 7: Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Questioning
 Activities– Dramatisation, Role play, Field Trips, Social Science Clubs, Exhibitions

Block-IV: Planning in Teaching Social Sciences

- Unit 8: Microteaching – Meaning, Concept and Steps
 Microteaching Skills- Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation
- Unit 9: Year Plan and Unit Plan
 Need and Importance of Lesson Planning (Period Planning)
 Technology Integrated Lesson Planning

Block-V: Teaching Learning Resources in Social Sciences

- Unit 10: Community Resources – Human and Material
 Handling hurdles in utilizing resources
 Social Science Library, Laboratory and Museum

Unit 11: Need and Significance of Current and Controversial issues in teaching
 social sciences
 Professional Development of Social Sciences Teacher

Activities

1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report
2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report
4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

Text Books

Telugu Academy – 2002 – B.Ed. Methods of Teaching Social Studies – Hyderabad
Aggarwal J.C(1993) – Teaching of Social Studies – a practical approach, second edition, New Delhi, Vikas Publishing House
Aggarwal J.C (1983) - Teaching of History New Delhi, Vikas Publishing House
Kochhar, SK(1988) Teaching of Social Studies, New Delhi, Sterling Publishers Private Ltd
Bining, A.C and Bining BH (1952) Teaching of Social Studies in Secondary schools
3rd Ed., Bombay, TATA Mc Graw- Hill publishing Company Ltd.

Reference Books

Aggarwal D.D (2008) – Modern Methods of Teaching Geography new Delhi current publications

Edwin, Fenton (1967) – The New Social Studies in Secondary Schools – An Inductive Approach – New York – Holt Binchart and Winston Inc.

Martorella, Peter M (1976) – Social Studies Strategies – Theory into Practice, New York, Harper and Row Publishers Inc.

Mechlinger M D (1981) – UNESCO Handbook of Teaching Social Studies – London – Croom Helm

Moffat, M P (1955) – Social Studies Instruction – 2nd Ed. New York – PHI
NCERT (1990) – Teaching History in Secondary Schools – New Delhi

Ruhela, S P (2009) – Techniques of Teaching Social Sciences – Hyderabad – Neelkamal Publications

Edgar B W &Stareky, P W (1958) – Teaching Social Studies in High Schools – Health and Company, Boston 11C

Dr Rambhai N Patel, Educational Evaluation – Himalaya Publishing House, Mumbai

Course Code B.Ed(DM) – IV(C)
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

- 1.1 Develop an insight on the meaning, scope, nature and aims of biological science
- 1.2 Identify and relate everyday experiences with the learning of biological science
- 1.3 Integrate the knowledge of biological science with other school subjects
- 1.4 Facilitate the development of scientific attitude in the learners of biological science
- 1.5 Develop competencies for teaching and learning biological science through Herbartian and Constructivist approaches
- 1.6 Stimulate curiosity, creativity and inventiveness in the learners towards biological science

Course Content:

Block – I : Introduction to Science

- Unit – 1 : Meaning and Functions of Science
Nature and Scope of Science
Structure of Science
- Unit – 2 : Branches of Science
History of Biological Science

Block – II : Aims and Values of Biological Science

- Unit – 3 : Aims of Teaching Biological Science
Values of Teaching Biological Science
- Unit – 4 : Competences of a Biological Science Teacher
Correlation of Biological Science with other school Subjects

Block – III: Objectives of Teaching Biological Science

- Unit – 5 : Meaning and Importance of objectives
Instructional Objectives and specifications with examples
Revised Blooms Taxonomy of Educational Objectives.
- Unit – 5 : Academics Standards mentioned in the school biological science text
Book published by government of Andhra Pradesh

Block-IV: Methods and Techniques of Teaching Biological Science

- Unit – 7 : Micro Teaching Techniques
- Unit – 8 : Lecture Method, lecture Demonstration Method, and Laboratory Method
- Unit – 9 : Scientific Method (Inductive and Deductive Method) Project Method

Block – V : Planning for Teaching Biological Science

- Unit – 10 : Year Plan, Lesson Plan, Period Plan (Herbartian and Constructivist approach
and CCE Model)
- Unit – 11 : Learning Experiences
Planning ICT Applications in Learning Biology

Activities

1. Visit any zoological park/Botanical Garden/Agro based industry/ foodpark/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

Text Books

- Agarwal,D.D.(2001). Modern Methods of teaching Biology.Newdelhi: Sarup& Sons
- Ahmed,J.(2011). Teaching of Biological Science . New Delhi:PHI Learning Pvt.Ltd.
- Benjamin,S.Bloom,Ed.(1958). Taxonomy of educational objev=ctives- handbook I –Cognitive Domain, New York: Harcourt Brace & World Inc.
- Chikara,M.S. and S. Sarma (1985) Teaching of Biology ,Ludhiana: prakesh Brothers.
- Gupta,S.K.(1983) technology of science Education, New Delhi: Vikas Publishing House Pvt.Lt

Reference Books

- Hassard,J. (2000) science as Inquiry , New Jersey: Good Year Books.
- Krathwohl, David R.,Ed (1964) Taxonomy of Educational Objectives , Hand Book II – Affective Domain, New York: David Mckay.
- Mohan,R.(2004)Innovative Science Teaching for Physical Science teachers. New Delhi: Practice-Hall India Ltd.
- New UNESCO Source Book for science teaching (1978).New Delhi: Oxford & IBH Publishing House.

Course Code B.Ed(DM) – V(A)
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

Course Content

Block-I: Introduction to Science and Physical Sciences

- Unit 1: Science and Physical Sciences – Meaning, Nature, Scope and Importance
Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry),
Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples)
- Unit 2: Values of Learning Physical Sciences
Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity
Analysis of selected concepts of Physics and Chemistry from 6-10 classes

Block-II: Development of Science - Physical Sciences

- Unit 3: Milestones in the Development of Sciences – Physics and Chemistry
Contributions of Western and Indian Scientists
Landmarks, Status and Development Indian Science and Technology
- Unit 4: Physical Science and Human Life
Rationale in Inspiring Students to study Physical Science

Block-III: Aims, Objectives and competencies of Teaching Physical Sciences

- Unit 5: Aims and Objectives of Teaching Physical Sciences
Instructional Objectives of Teaching Physical Sciences
- Unit 6: Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al –
Revised Bloom's Taxonomy and Higher Order Thinking Skills
- Unit 7: Behavioural or Specific Objectives of Teaching Physical Sciences
Competencies for Teaching of Physical Sciences

Block-IV: Approaches, Methods and Techniques of Teaching Physical Sciences

- Unit 8: Concept of Teaching with special reference to Physical Science –
Approaches and Methods – Student Participation in Learning
- Unit 9: Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical
Student-centred Methods - Heuristic, Project, Scientific and Laboratory
(Illustration of each method by taking examples from specific contents of

- Unit 10: Physics and Chemistry)
Modern Teaching Techniques - Brainstorming, Team Teaching and Models of Teaching – Concept Attainment Model and Enquiry Training Model
Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills

Block-V: Planning for Teaching Physical Sciences

- Unit 11: Importance of Planning for Teaching
Year Plan, Unit Plan, Period Plan (Lesson Plan) – Herbertian Steps vs. Constructivist Approach
- Unit 12: Teaching Strategies and Academic Standards, CCE model period plan for classroom teaching

Activities

1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.
2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report
3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge
4. Prepare biographical sketch of a scientist and his/her contributions to Physics/ Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them

Text Books

- Bhouthika Rasayana Shasthra Bodhana Paddhatulu (Methods of Teaching Physical Science) – Telugu Academy
- Vaidya, Narendra (1989) *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
- Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.

Reference Books

- Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.
- Kumar, Amit (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
- Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.
- Mohan, Radha (2004) – Innovative Science Teaching for Physical Science Teachers, New Delhi, PHI
- UNESCO - Teaching of School Physics – Penguin Books
- UNESCO – Teaching of School Chemistry – Penguin Books

Course Code B.Ed(DM) – V(B)
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the place of English Language Teaching in India
2. understand the different roles of language
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. understand different skills of English language
5. identify different Methods, Approaches and Techniques needed for teaching different skills of ELT in the Indian context
6. improve their ability in planning a lesson in Prose, Poetry and Supplementary Reader
7. develop integrated skills in ELT
8. prepare different activities and tasks for learners

Block – I : Introduction to ELT

- Unit – 1 : Meaning, nature and scope of ELT
Status of English Language in the global and Indian contexts
Language and Education Policy in India
- Unit – 2 : Aims and Objectives of Teaching English in India
Teaching English in Bilingual/Multi-lingual contexts

Block – II : Methods and Approaches in ELT

- Unit - 3 : Method, Approach and Technique
Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
- Unit – 4 : Oral, Situational and Structural Approaches
Communicative Language Teaching
- Unit – 5 : Micro skills in ELT

Block – III: Listening and Speaking Skills

- Unit - 6 : Types and Sub-skills of Listening
Techniques of and materials for teaching Listening
- Unit – 7 : Sub-skills of Speaking
Techniques of and materials for teaching Speaking
Activities to develop Listening and Speaking skills.

Block – IV: Reading and Writing Skills

- Unit – 8 : Types and Sub-skills of Reading; Methods of Teaching Reading
Reading and Reflecting on text
- Unit - 9 : Mechanics of Writing
Sub-skills and techniques of Writing
Activities to develop Reading and Writing skills.

Block – V : Developing integrated skills and use of ICT in English Language Teaching

Unit – 10 : Teaching of Prose
Teaching of Poetry

Unit – 11 : Use of Multi-media in ELT
Online resources for ELT
ELT and Social Networking

Activities

1. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.
2. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.
3. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
4. Critically analyse the writing activities given in the text books of classes VI to X and report.
5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective

Text Books

Graham Butt (2008): *Lesson Planning*. New York: Continuum International Publishing Group.
Grillet, F. (1983): *Developing Reading Comprehension*. Cambridge, CUP.
Krishnaswamy, N. and Sriraman, T. (1994): *Teaching English in India*. Chennai: T.R. Publishers
M. L. Tickoo (2003): *Teaching and Learning English*. Hyderabad: Orient Longman.
Makey, Sandra L. (1985): *Teaching Grammar*. Oxford: Pergamon Press

Reference Books

Doff, A. (1981): *Teach English*. London: Cambridge University Press (CUP)
Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. London: CUP
Allen, Virginia French (1983): *Techniques in Teaching Vocabulary*. New York: Oxford University Press (OUP)
Cruttenden Allan (VII Ed.) (2008): *Pronunciation of English*. Hodder Education, UK
Frank, C. and Rinovoluceri Mario (1983): *Grammar in Action*. Oxford: Pergamon Press
Mario (1984): *Grammar Games*. Cambridge: Cambridge University Press (CUP)
Roach Peter (III Ed.) (2007): *English Phonetics and Phonology*. Cambridge: CUP

PEDAGOGY OF TELUGU

భాషా విద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న చాత్రోపాధ్యాయులు:

- 1) సమాజంలో భాష పాత్రను అర్థం చేసుకుంటారు, ప్రాధాన్యతను గుర్తిస్తారు.
- 2) భాషకు, సాహిత్యానికి మధ్య గల సంబంధాన్ని గుర్తిస్తారు.
- 3) వివిధ భాషా రూపాలను ప్రశంసిస్తారు, సొంతం చేసుకుంటారు.
- 4) భాషల మధ్య అనువాదం యొక్క ప్రధాన్యతను గుర్తించి తమ విద్యార్థులను అనువాదం చేయమని ప్రోత్సహిస్తారు.
- 5) సాహిత్య, శాస్త్ర, భాషా గ్రంథాలను సంప్రదిస్తారు, ప్రశంసిస్తారు, విశ్లేషిస్తారు.
- 6) సందర్భానుగుణ భాషోపయోగాన్ని అలవర్చుకుంటారు, తమ విద్యార్థులకు అలవర్చుస్తారు.
- 7) పిల్లల భాష - ఇంటి భాష, జన వ్యవహార భాషలను ప్రశంసిస్తారు.
- 8) భాషా బోధన - అభ్యాసన పై భారతీయ - ప్రాశ్చాత్య దృక్పథాలను తులనాత్మకంగా అనుగుణంగా పరిశీలిస్తారు.

I. భాష, సమాజం భావనలు

భాష మరియు సమాజం - సమాజంలోని వివిధ వర్గాల భాష- భాష మరియు లింగ వివక్ష - భాష మరియు అస్తిత్వం - భాష మరియు సాధికారత, సామాజిక విధులు.

భాష వివిధ భావనలు

గృహ భాష (ఇంటి భాష) వైయక్తిక, కుటుంబ భాషలు- పరిసరాల్లోని-భాషలు - పాఠశాలల్లో భాష-పాఠశాలేతర వ్యవహారాల్లో భాష -పిల్లల భాష - తెలుగు వాచకాల్లో భాష - భాషేతర వాచకాల్లో భాష-ఒక పాఠ్యాంశంగా భాష మాధ్యమ భాష (ప్రాధాన్యత, పరిమితులు)-భాష మరియు మాధ్యమ భాషల మధ్యగల సంబంధాలు.

భాషావిద్య- రాజ్యాంగ అధికరణాలు - నిబంధనలు, సిఫార్సులు

భారత రాజ్యాంగం అధికరణాలు 343 - 351, 350 (A)

ముదలియార్ కమిషన్ (1952), కొఠారి విద్యాసంఘం (1964-66)

జాతీయ విద్యావిధానం (1986) కార్యచరణ పథకం (1992)

జాతీయ విద్యా ప్రణాళిక చట్రం (2005) సిఫార్సులు

ఇతర కమిటీలు - కమిషన్ల సిఫార్సులు - అధికార భాష - త్రిభాషా సూత్రం.

II తెలుగు భాష-ఆంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష

1) స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష - స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష
శాసన భాష-గ్రాంథిక భాష - వ్యవహారిక భాష - ఆధునిక ప్రామాణిక భాష

2) తరగతిలో భాషోపయోగం - సహవిద్యార్థులతో ఉపాధ్యాయులు తల్లిదండ్రులు
ఇతర పెద్దలు అధికారులతో భాషా వ్యవహారం, మెలకువలు

3) జాతీయ స్థాయిలో, అంతర్జాతీయస్థాయిలో తెలుగు భాషాస్థితి, తెలుగు భాషకు ప్రాచీన
హోదా కల్పన - ప్రయోజనాలు

4) ప్రథమ, ద్వితీయ, తృతీయ భాషలుగా తెలుగు - మాతృభాషగా తెలుగు

III భాషాభ్యసనం - భాషా బోధన

1) భాషా సంపాదన - పిల్లల భాషా సంపాదన

తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు

2) భాష - ఆలోచన - జ్ఞాన నిర్మాణం - అభివ్యక్తి-సృజన

3) భాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి ఉపగమాలు

జ్ఞాన నిర్మాణవాద ఉపగమాలు

భాషా బోధన - అభ్యసనాలు భారతీయ దృక్పథం.

భాషా బోధన - అభ్యసనాలు పాశ్చాత్యులు దృక్పథాలు.

పాణిని, పతంజలి, కాత్యాయనుడు, జాన్ డ్యూయీ-బ్రూనర్

పియాజీ, వైగాటస్కీ, చోమ్స్కీ ప్రభుత్వ ఆలోచనలు.

4) భాషాభ్యసన - బోధన పద్ధతులు- విమర్శనాత్మక విశ్లేషణము-ప్రాచీనుల, ఆధునికుల
అభిప్రాయాలు.

➤ పద్ధతి - వ్యూహం: అంటే - ఎందుకు - వ్యూహాల ప్రయోజనాలు - పరిమితులు

➤ వ్యాకరణానువాదపద్ధతి, ప్రత్యక్షపద్ధతి - పఠనపద్ధతి - సందర్భపద్ధతి

వాక్యపద్ధతి, పద పద్ధతి, సంభాషణా పద్ధతి-ప్రశ్నోత్తర పద్ధతి

వివరణ పద్ధతి - విశ్లేషణ పద్ధతి - వ్యాఖ్యన పద్ధతి - విమర్శనా పద్ధతి

నాటకీకరణ పద్ధతి - కథన పద్ధతి - పూర్ణపద్ధతి - ఖండ పద్ధతి - ప్రతి పదార్థ పద్ధతి,

తాత్పర్యపద్ధతి - ప్రశంసా పద్ధతి.

➤ పరస్పరచర్యాపద్ధతి, అన్వేషణ పద్ధతి, ప్రాజెక్టుపద్ధతి

➤ సంయుక్త అభ్యసనం, సహకార అభ్యసనం , వనరుల ఆధారిత అభ్యసనం

➤ స్వీయనిర్దేశితఅభ్యసనం, పరిశీలనాత్మక అభ్యసనం

➤ మేథోమధన పద్ధతి - ఆప్తవాక్యపద్ధతి

IV భాష - స్వరూపం - స్వభావం

1) ఒక నియమ బద్ధ వ్యవస్థగా భాష-భాషా ప్రవర్తన - భాషాస్పృహ-భాషా వైఖరి-భాషా విషయ వైవిధ్యత.

2) భాషా మాండలికాలు, కళింగాంధ్ర మాండలికం, ఉభయగోదావరి జిల్లాల మాండలికం, కృష్ణామాండలికం, నెల్లూరు మాండలికం, రాయలసీమ మాండలికం (స్థానిక మాండలికాలు) పద, వాక్య రూపాల్లో సాదృశ్య భేదాలు

3) భాషేతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

4) భాషావ్యవస్థ : భాషోత్పత్తి విధం - నిర్వచనాలు - లక్షణాలు- స్వభావం - ధ్వనివ్యవస్థ - వాగిందియ వ్యవస్థ (ఉచ్చారణ)-ధ్వని విజ్ఞానం - వర్ణవిజ్ఞానం - పద విజ్ఞానం, వాక్య విజ్ఞానం, అర్థ విజ్ఞానం - అర్థవిపరిణామం.

5) భాష - వ్యాకరణం : పాఠ్యపుస్తకాలలోని వ్యాకరణాంశాలు-సంధులు - సమాసాలు - చంధస్సు- అలంకారాలు - రూపం-పర్యాయ పదాలు - ప్రకృతి - వికృతులు, నానార్థాలు-వ్యుత్పత్త్యర్థాలు- జాతీయాలు (నుడికారాలు), సామెతలు, మహితోక్తులు (Quotations)-సంప్రదాయ వ్యాకరణం - విశ్వవ్యాకరణం

6) భాషోపాధ్యాయుని సన్నద్ధత: విశిష్ట లక్షణాలు సాధారణ లక్షణాలు- మూర్ఖ నన్నద్ద త బోధనానంతర సమీక్ష - భాషోపాధ్యాయుల తరగతి గది ప్రవర్తన-తరగతిలో భాషోపయోగం - పరిమితులు-వ్యుత్పన్నత (Resourcefulness) -సూక్ష్మబోధన-నైపుణ్యాల సంపాదన, ఆచరణ.

7) భాషాభ్యసనం- భాషాబోధన: ప్రథమ ద్వితీయభాషలుగా తెలుగు బోధన గమ్యాలు- ఆశయాలు - ఉద్దేశాలు- లక్ష్యాలు - కనిష్ట అభ్యసన ప్రమాణాలు సామర్థ్యాలు (కమీషన్లు NCF- SCF ల ఆధారంగా)

జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన - శ్రవణమూలక అవగాహనం - పఠనమూలక అవగాహనం-అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వీయ అభివ్యక్తి, సృజనాత్మక అభివ్యక్తి

భాషాభిరుచి - ఆసక్తి: పఠనాసక్తి, అన్వేషణాసక్తి, రచనాసక్తి

రసానుభూతి: సృజనాత్మకత

నమించితమనోవైఖరులు: భాషాంతరీకరణం.

ప్రకల్పనా కృత్యాలు, నిర్వాహణ-పరిశోధన, పరిశీలనా సామర్థ్యాలు.

V. భాషాకౌశలాల సంపాదన:

1. కౌశలం - సామర్థ్యం - నైపుణ్యం శక్తియుక్తులు భావనలు

2. శ్రవణం

శ్రవణం అంటే-శ్రవణం ప్రయోజనాలు-వక్తృశ్రోతుసంబంధాలు-అవధానం-గ్రహణం - సూక్ష్మ పరిశీలన-వివేచన - అవగాహన- శ్రవణం- అరోధాలు - నివారణోపాయాలు-మౌఖిక భాష సంకేతాలు ధ్వనులను వినుట- శ్రవణ అభ్యాసాలు క్రమీకృత అభ్యాసాలు

3. భాషణం:

భాషణం అంటే - భాషణం ప్రయోజనాలు - ఉత్తమ భాషణం లక్షణాలు-భాషణంలో వక్తృశ్రోత్రు సంబంధాలు - భాషణంలో అవధానం (ఏకాగ్రత), గ్రహణం, సూక్ష్మ పరిశీలన, వివేచన - అవగాహన-భాషణం - అవరోధాలు-నివారణోపాయాలు.

భాషణం - మౌన భాష, సంకేత భాషణం - బాషణాశైలులు - భాషణ అలవాట్లు భాషణం-వక్తృత్వం-వాదప్రతివాదాలు - ఉపన్యాసం - చర్చ- మేధోమధనం-భాషాభ్యాసాలు -భాషణ బోధన-సంభాషణ, కథాకథనం-సందర్భోచిత భాషణం - నాటకీకరణం.

భాషణ దోషాలు ఉచ్చారణ దోషాలు - పదాల ఎంపిక దోషాలు - వాక్యనిర్మాణ దోషాలు భావదోషాలు - వ్యాకరణ దోషాలు

4. పఠనం:

పఠనం అంటే-పఠనం ప్రయోజనాలు - లిపి పఠనం - చిత్రపఠనం - పటాల పఠనం పఠనం లక్షణాలు - పఠన అలవాట్లు - వాచక పఠనం - పత్రికా పఠనం - గ్రంథ పఠనం - సాహిత్య పఠనం.

పఠనం పద్ధతులు: క్షుణ్ణపఠనం - విస్తార పఠనం

పఠనం-భేదాలు: మౌన పఠనం మరియు ప్రకాశ పఠనం-పఠనం-అవధానం - గ్రహణం - పరిశీలన - పఠనావగాహన- పఠనం - అవరోధాలు-పఠన సన్నద్ధత - పఠన పరిణితి - పద్యపఠనం. పఠనాభ్యాసం - బోధన పద్ధతులు - పద పద్ధతి - వాక్యపద్ధతి.

5. లేఖనం:

భాషాలిపి - తెలుగు లిపి పరిణామ క్రమం - తెలుగు లిపి లక్షణాలు,

లేఖనం - దృష్టలేఖనం - ఉత్తలేఖనం - దస్తూరీ

లేఖనాభ్యాసం -సంప్రదాయపద్ధతి - ఆధునిక పద్ధతులు - లేఖనం లక్షణాలు -

లేఖనం-అవరోధాలు.

లేఖనరూపాలు: వినతి పత్రం - అభ్యర్థన పత్రం - ప్రకటన కర పత్రం - పోస్టరు-పత్రికలకు లేఖ - తల్లిదండ్రులకు, స్నేహితులకు లేఖ - వ్యాపార లేఖ - ఆహ్వాన పత్ర రచన, స్వాగత పత్ర రచన , నివేదికా రచన, అభినందనరచన - వ్యాపార రచన, కృతజ్ఞత/ వందన సమర్పణ రచన ప్రశంసా రచన - ప్రజ్ఞాతృకరచన - దినచర్య రచన, స్వీయ వివరాల రచన.

లేఖనం -అనువాదం : మూల విధేయానువాదం - వాక్యవిధేయానువాదం- భావానువాదం - అనువాదంలో పరిభాష.

తెలుగు - హిందీ - ఆంగ్లభాషల మధ్య అనువాదం.

లేఖనం- శైలి, ప్రాచీన శైలి, మాండలిక శైలి, ప్రామాణిక శైలి -

6. భాషాకౌశలాల మధ్యగల అంతర సంబంధాలు.

బోధనా సంబంధ కృత్యాలు:

1. 6, 7 తరగతుల సామాన్య, సాంఘిక శాస్త్ర పుస్తకాల్లోని.

1) భాషారూపం - భావస్పష్టతలు

2) అభ్యాసకుని అవగాహనకు అనువైన భాషారూపం

3) భాష - పరిభాష కారిన్యస్థాయిలు

4) భాషాభ్యసనానికి తోడ్పాటుకు పరిశీలించుట, నివేదిక రాయుట.

2. పరిసరాల్లోని ఐదు పాఠశాలల సందర్శన

తెలుగు బోధన తీరు తెన్నులు

తెలుగు బోధనకు పాఠశాలల్లో లభ్యమగు వనరులపై నివేదిక తయారు చేయుట.

3. ఏదైనా ఒక పాఠ్యాంశమునకు

జ్ఞాన నిర్మాణవాదం అనుసరణకు తగిన కృత్యాలు రూపొందించుట.

4. 6 నుండి 10 తరగతులు పాఠ్యాంశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోని

వ్యాకరణాంశాలని పట్టికగా కూర్చుట.

5. పిల్లల సంభాషణల్లోని మాండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట

పరామర్శ గ్రంథాలు

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17. డా॥ భద్రరాజు కృష్ణమూర్తి - భాష, సమాజం, సంస్కృతి - నీల్కమల్ ప్రచురణలు
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22. డా॥ డి. చంద్రశేఖర్ రెడ్డి - మన భాష - మీడియా ప్రచురణలు.

Semester II

Course Code B.Ed(DM) – VI

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Block – I : Sociology and Education

- Unit – 1 : Meaning, nature and scope of sociology
Relationship between sociology and Education
- Unit – 2 : Agencies of socialization (Family, peer group, school, Media, Religion)
- Unit - 3 : Role of Teacher in Socialization process
Impact of Socialization on Education

Block – II : Culture and Education

- Unit – 4 : Meaning and definitions of culture
Characteristics of culture
- Unit – 5 : Dimensions of culture, cultural lag, cultural pluralism
Impact of culture on Education
- Unit – 6 : Role of Education in preservation, transmission and promotion of culture
- Unit – 7 : Meaning and factors responsible for Social change
Concept and attributes of Modernization

Block – III: Social Change and Education

- Unit – 8 : Social stratification, Social Mobility and Education
- Unit – 9 : Education as a facilitator for social change
Social Networking its implications on social cohesion and education
- Unit – 10 : Concept and Principles of Democracy
Equality and equity in Education

Block – IV: Democracy and Education

- Unit – 11 : Preamble of the Constitution in relation to Education
- Unit - 12 : Teacher as a democrat
- Unit – 13 : Concept, Need for National Integration
Education as an instrument for national integration

Block – V : Education and National Integration

- Unit – 14 : Programmes to promote National Integration and International understanding
- Unit – 15 : Peace education in schools
Social Crisis and its Management

Activities

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Text Books

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983
Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966
Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979
Aggrawal, J C – Sociological Foundations of Education – New Delhi
Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – Telugu Academy, Hyderabad

Reference Books:

Sandeep.P. &C.Madhumati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd. Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon

Thakur A S &Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House

Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat
Mukherji, Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press

Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press

Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon

Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi
Coombs, Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H Wheeler & Co.

Vaizey John (1967) – Education in the Modern World: World University Library – London

Course Code B.Ed (DM) – VII
LEARNING AND TEACHING

Objectives

After completion of the course, the student-teacher will be able to

1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Block – I : Process of Learning

- Unit – 1 : Concept of learning, types of learning and factors influencing learning
- Unit – 2 : Learning process: Attention, sensation, Perception, and concept formation
- Unit – 3 : Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
- Unit – 4 : Transfer of learning: concept, theories and types(Horizontal and Vertical)
Role of motivation in learning; methods of improving motivation

Block – II : Behaviourist Perspectives of Learning

- Unit – 5 : Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
- Unit – 6 : Classical Conditioning - Pavlov, concept and principles and classroom implications
- Unit – 7 : Operant Conditioning – Skinner, concept and principles and classroom implications
- Unit – 8 : Compare these perspectives in terms of their merits and applicability to Classroom learning

Block – III: Cognitive and Humanist Perspectives of Learning

- Unit – 9 : Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget,
- Unit – 10 : Social Learning - Bandura, Social constructivism – Vygotsky)
- Unit – 11 : Humanist perspectives of learning (Learner centered approach – Rogers)

Block – IV: Teaching Process

- Unit – 12 : Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
Distinction between Instruction, training and teaching
- Unit – 13 : Phases of teaching: planning, execution and reflection
Functions of a teacher in classroom, school and community
- Unit – 14 : Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher

Block-V: Learning Environment and Learning Engagement

- Unit – 15 : Meaning of learning environment and learning engagement

- Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
- Unit – 16 : Development of emotional intelligence
- Unit – 17 : Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
- Unit – 18 : Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
4. Understanding the nature of interaction between teachers and students by Flander’s Interaction model and prepare a report

Text Books

- Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
- Mangal, S.K.(2002). *Advanced Educational Psychology*, Printice- Hall. of India ,Pvt.Ltd., New Delhi.

Reference Books

- Beggie, H.L. and Hunt M. P: *Psychological Foundations of Education*
- Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
- Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi
- Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
- Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.
- Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press
- Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*. Ludhiana: Kalyani Publishers.

CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of classroom organization
2. understand the importance of classroom Management
3. develop ability to face the problems in managing the classroom.
4. understand the role of leadership of a teacher
5. undertake different action research projects to improve professional practices

Course Content

Block – I : Classroom Organization

Unit – 1 : Classroom organization – Meaning and purpose
Classroom Seating Arrangement for different purposes
Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.

Unit – 2 : Characteristics of Classroom Environment - Learner friendly and inclusive
Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Block – II : Classroom Management

Unit – 3 : Classroom management – concept, need and approaches .
Managing with different types of students – Leader, Follower, passive

Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.

Unit – 4 : Violation of rights of children – legal consequences.
Strategies to manage behavior problems- preventive, supportive and corrective.
Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Block – III : Role of Teacher in School Functions

Unit – 5 : Teacher as a facilitator of learning
Perspective planning and coordination with authorities for support.
Accountability and self assessment of teachers and feedback mechanisms.

Unit – 6 : Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Block – IV : Teacher as a Leader

Unit – 7 : Concept, Nature and Characteristics of a Leader
Types of Leadership

Unit – 8 : Strategies to develop leadership qualities
Role of a teacher as a leader in managing classroom dynamics

Block – V : Action Research in Education

Unit – 9 : Action Research – Meaning, Need and Scope
Steps in Action Research , Action Research Cycle

Unit – 10 : Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristics Text

Text Books

Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi

Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and Deep Publications Pvt. Ltd. Delhi

John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books

Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi

Mishra R C (2007) History of Educational Adminitration, APH Publishing Corporation, New Delhi

Meenakshi Sundaram, A (2012), Educational Innovations and Management ,Kavyamala Publishers, Chinnalapathi, Tamilnadu

Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), PathasalaNirvahanaVidyamsalu, Telugu Academy, Hyderabad

Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad

**Course Code B.Ed (DM) –
ART EDUCATION**

Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Content

Block-I: Art and Aesthetics

Unit 1: Aesthetics – as a branch of Philosophy.

Aesthetics – its meaning, dimensions and constituents.

Art as a form of Aesthetics.

Unit 2: Indian Art and Rasa principle.

Importance of Arts in Education

Block-II: Art and Education

Unit 3: Art as a medium of education.

Art as a unifying principle in education.

Art and Society.

Unit 4: Art and Human development.

Art for self- expression, keen observation, and sense of appreciation.

Block-III: Place of Visual Art and Performing Arts in Teaching

Unit 5: Different forms of visual and performing Arts.

Drama as a form of Teaching.

Unit 6: Teaching as an Art.

Identification of local Art forms and their integration to teaching – learning.

Evaluation strategies; assessing the different forms of Art.

Block-IV: Contributions made by Contemporary thinkers on Art and Education

Unit 7: Rabindranath Tagore

A.K. Coomara Swamy

Unit 8: Herbert Read

Elliot Eisener

Block-V: Art and Craft in Education

Unit 9: Art in Craft

Craft in Art

Unit 10: Traditional Craft and their relevance to Education

Local Craft and their place in SUPW
Indian Festivals and its Artistic significance

Activities

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama

Text Books

John Dewey, Art as Experience, New York, 1934, Minton

Herbert Reed, Education through Art – Faber and Faber, New York, 1968

Esner Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

Reference Books

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan

Jefferson B, Teaching Art to Children – Continental View Point – Boston, Allyn Bacon, 1969

Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962

A.K. Coomara Swamy, Christian and Oriental Philosophy of Art,
MunshiramManoharlal, Delhi, 1974

Semester III

Course Code B.Ed (DM) – X(A) PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course, the student-teacher will be able to

1. Appreciate Mathematics as a tool to engage the mind of the student
2. Appreciate mathematics to strengthen the students resource
3. See mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Stimulate curiosity, creativity and inventiveness of mathematics
6. Develop Competencies to develop gifted and slow learners.
7. Develop language of mathematics; engage with research on children's learning in specific areas.

Course Content

Block-I : Mathematics Curriculum:

Unit 1: Meaning and objectives of curriculum

Principles for designing and Organizing Curriculum

Approaches for Organizing Curriculum

Meaning of syllabus and difference between syllabus and curriculum

Unit 2: Recommendations and critical appraisal of NCFSE- 2005, APSCF – 2011 and other commissions on Mathematics curriculum.

Discussion of important concepts, principles and processes from the topics of the branches as specified below.

- i. Arithmetic : Development of number system, Ratio and Proportion, Percentages and other topics based on them.
- ii. Algebra: Sets and Operations on them, Systems of Linear Equations and their graphical solutions, Quadratic Equations, theory of Indices and Logarithms, Remainder and factor theorems.
- iii. Probability and Statistics: Basic concepts of Probability, Representation of data, Measures of Central Tendencies.
- vi. Geometry: Theoretical, Practical and Co-ordinate Geometry, Distance formula, section formula.
Menstruation ; Areas and Volumes
- v. Trigonometry: Trigonometrical Ratios, Identities. Composite Angles, Multiple and Sub multiple angles, Heights and Distances.

Block-II : Language and Aesthetic sense of Mathematics

Unit 3: Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.

Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry

Unit 4: Recreational Mathematics – Mathematical games, puzzles, and riddles.

Language of Mathematics

Block-III : Assessment and Evaluation

Unit 5: Testing of Mathematical abilities of children

Meaning of Assessment, measurement and evaluation in mathematics

Achievement test and Speed test in mathematic- Arithmetic, Algebra, and Geometry.

Unit 6: Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics

Concept of CCE and measurement of different behavioral changes like interest attitude, and aptitude in learning mathematics.

Block-IV : Mathematics for all

Unit 7: Speed and accuracy in Mathematics

Understanding Learners – Gifted slow, backwardness and dyscalculia

Activities enriching Mathematics learning- Mathematical Clubs, fairs and its activities, Olympiad, Recreational activities

Unit 8: Mathematic Laboratory and its effective use

Teaching learners with special needs - Co-operative learning, Peer learning, Reciprocal learning – Breur, using technology to meet diverse needs of learners.

Block-V : Professional Development in Mathematics Teacher

Unit 9: In-service programmes for Mathematics Teacher

Mathematics Teachers Associations – Role, and Uses
Journals and other resource material in Mathematics Education

Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

Activities

1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.

Text Books and Reference Books

As given in Course code 1.4- Pedagogy of Mathematics

Course Code B.Ed (DM) – X(B)
PEDAGOGY OF SOCIAL SCIENCES

Objectives

This course will enable the student teachers to

1. understand the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understand the importance of social science curriculum and its organization
3. understand various teaching aids for social sciences
4. understand the assessment process through CCE
5. sensitize and equip teachers to handle social issues and concerns in a responsible manner
6. inculcate qualities and competencies required for a good social sciences teacher

Course Content:

Block-I : Teaching and Learning of Geography and Economics

- Unit 1: Fundamental concepts of Geomorphology - Latitudes, longitudes, earth movements, climatology, temperature, pressure, wind, humidity; Hydrology and Oceanography – Hydrological Cycle, Ocean and Ocean deposits
Indian Geography-Political divisions, Rivers and Landforms
- Unit 2: Meaning, Nature and Scope of Economics; Key concepts in Economics
Classification of Economic Systems
Teaching strategies of geography and economics

Block-II : Teaching Learning of History and Political Science

- Unit 3: Periodisation of World History, Indian History – Ancient, Medieval, Modern and Contemporary society with special reference to Secondary School Social Studies Textbooks
Capitalism, Democracy and Citizenship – American and French Revolutions
- Unit 4: Nature and Scope of Political Science; Key concepts and current trends
Indian Constitution – Fundamental Rights and Duties; Organs of Government
Legislature, Executive and Judiciary
Teaching Strategies of Teaching History and Political Science

Block-III : Social Science Curriculum

- Unit 5: Curriculum – Meaning, Nature and Scope
Principles of Social Sciences Curriculum Construction
- Unit 6: Approaches of organizing social studies curriculum – concentric, spiral, chronological, topical and correlation
Qualities and Characteristics of Good Social Science Textbook
Analysis of Social Science Textbook of State Board and CBSE

Block-IV : Teaching Learning Material in Social Sciences

- Unit 7: Need and significance of Teaching Learning Material in Teaching Social Sciences
Globe and Maps – Types of Maps – Map Language, Map Reading and Map Making
- Unit 8: Charts and Graphs – Types of Charts – Chronology, Tabular, Diagrammatic and Pictorial; Types of Graphs – Bar, Pie, Line and Pictorial
Models – Working, Still and Diorama

Objects, Specimens and Scrap book

Block-V : Evaluation in Learning Social Sciences

Unit 9: Meaning, Nature and Characteristics of Evaluation

Forms of Evaluation

Quantitative and Qualitative Tools of Evaluation in Social Sciences

Unit 10: CCE Model of assessment in social sciences

Analysis and Interpretation of test scores

Activities

1. Observe a day's proceedings in house of assembly or parliament and report
2. Collect News paper clippings on any social issue and write a report on the issue with your comments
3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.
4. Observe the functioning of any local body office and report
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report

Text Books and References

As given in Course code 1.4- Pedagogy of Social Sciences

Course Code B.Ed (DM) – X(C)
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the curriculum development issues in biological science
2. Identify the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develop the skill of writing lesson plan period plan
4. Develop micro teaching skills
5. Develop the skill of constructing test papers

Course Content

Block – I : Biological Science Curriculum and Textbooks

- Unit – 1 : Meaning and Definitions of curriculum
Principles of Curriculum Construction
Organizational Approaches of Curriculum: Logical, Psychological, Topical concentric and spiral
- Unit – 2 : Steps involved in the development of science curriculum
Basic Criteria of Validity of a Science Curriculum context, - Cognitive, Process, Historical, Environmental Science and Ethical Validity
Curriculum at upper Primary, Secondary and Higher secondary stages.
- Unit – 3 : National Curriculum Framework, 2005 – Position paper on Science
Andhra Pradesh State Curriculum Framework 2011- Science
Qualities of good biological science text books
Analysis of Secondary School Biological Science text book

Block – II : Biological Science Laboratory

- Unit – 4 : Importance of practical work in Biological Science
Planning of science laboratories, Lecture cum laboratory, all-purpose laboratory, mobile science laboratory
- Unit – 5 : Procurement, care and maintenance of laboratory equipment First Aid

Block – III: Teaching Learning Materials

- Unit – 6 : Edgar Dale's Cone of experience
Audio, visual Instructional aids
- Unit – 7 : Activity aids (Aquarium, Vivarium, Terrarium, Herbarium), Electronic Teaching Aids Improvisation of Teaching aids

Block – IV: Resources for Teaching Biological Science

- Unit – 8 : Science Kit
Science library
Science club
- Unit – 9 : Science exhibition and science fair
Science Museum
Community Resource

Block – V : Evaluation in Biological Science

- Unit – 10 : Concept of test, measurement and evaluation
Evaluation- meaning, types, Process, and tools
Qualities of a Good test and types of tests
- Unit – 11 : Preparation of Continuous Comprehensive Evaluation (CCE) Record
Analysis and interpretation of test scores.
Assessment of performance of the student, electronic assessment Preparation of portfolio

Activities

1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report
2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.
3. Prepare laboratory instructional cards for any two experiments of your choice.
4. Prepare a herbarium based on a certain theme.
5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.

Text Books and References

As given in Course code 1.4- Pedagogy of Biological Sciences

Course Code B.Ed (DM) – XI(A)
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

Course Content

Block-I: Science Curriculum and Textbooks

- Unit 1: Curriculum - Concept and Meaning, Principles of Curriculum Construction
Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- Unit 2: Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF- 2011
Characteristics of a Good Physical Sciences Text Book
Learning Resources for Physical Science – Exploring alternative resources

Block-II: Instructional Material for Physical Sciences Teaching

- Unit 3: Importance of Practical Work in Physics and Chemistry
Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments
- Unit 4: Development of Improvised Apparatus for concrete and abstract concepts
ICT and multimedia resources for teaching Physical Sciences- Simulated computer based laboratory activities
- Unit 5: Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom
Discussion and Preparation of SLM by each student for their classroom use

Block-III: Lifelong Physical Sciences Learning

- Unit 6: Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads
Role of Government and Non-Governmental Organizations in the Propagation of Science
Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization
- Unit 7: Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science
Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

Block-IV: Professional Development of Physical Sciences Teachers

- Unit 8: Professional development of Physical Sciences Teachers
Participation in Seminars, Conferences, Workshops and In-service Training Programmes

- Membership in Professional Organisations; Teachers as a community of learners
- Unit 9: Role of reflective practices in professional development of physical science teachers
- Teacher as a researcher: Action Research in Physical science- Learning to understand how children learn science

Block-V: Evaluation in Physical Science

- Unit 10: Evaluation of Learning Outcomes in Physical Sciences
- Qualities of a good test - Written and Practical
- Unit 11: Planning, Preparation and Conduct of Achievement Test in CCE model
- Evaluation of Responses, Scoring and Tabulation
- Analysis and Interpretation of Test Scores

Activities

1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

Text Books and References

As given in Course code 1.5- Pedagogy of Physical Sciences

Course Code B.Ed (DM) – XI(B)

PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. get acquaintance with skills of communication for classroom teaching
2. develop creativity among learners
3. use multilingualism as a strategy in the classroom situation
4. understand the basics of English grammar
5. develop the skills of presentation of vocabulary
6. get acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understand constructivist approach to language teaching and learning
8. assess and Evaluate the student skills of language learning

Course Content

Block-I: Science Curriculum and Textbooks

- Unit 1: Curriculum - Concept and Meaning, Principles of Curriculum Construction
Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- Unit 2: Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF- 2011
Characteristics of a Good Physical Sciences Text Book
Learning Resources for Physical Science – Exploring alternative resources

Block-II: Instructional Material for Physical Sciences Teaching

- Unit 3: Importance of Practical Work in Physics and Chemistry
Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments
- Unit 4: Development of Improvised Apparatus for concrete and abstract concepts
ICT and multimedia resources for teaching Physical Sciences- Simulated computer based laboratory activities
- Unit 5: Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom
Discussion and Preparation of SLM by each student for their classroom use

Block-III: Lifelong Physical Sciences Learning

- Unit 6: Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads
Role of Government and Non-Governmental Organizations in the Propagation of Science
Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization
- Unit 7: Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science

Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

Block-IV: Professional Development of Physical Sciences Teachers

Unit 8: Professional development of Physical Sciences Teachers

Participation in Seminars, Conferences, Workshops and In-service Training Programmes

Membership in Professional Organisations; Teachers as a community of learners

Unit 9: Role of reflective practices in professional development of physical science teachers

Teacher as a researcher: Action Research in Physical science- Learning to understand how children learn science

Block-V: Evaluation in Physical Science

Unit 10: Evaluation of Learning Outcomes in Physical Sciences

Qualities of a good test - Written and Practical

Unit 11: Planning, Preparation and Conduct of Achievement Test in CCE model

Evaluation of Responses, Scoring and Tabulation

Analysis and Interpretation of Test Scores

Activities

1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

Text Books and References

As given in Course code 1.5- Pedagogy of Physical Sciences

Course Code B.Ed (DM) – XI(C)
PEDAGOGY OF TELUGU

భాషావిద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న చాత్రోపాధ్యాయులు:

- 1) పద్యం, గద్యం, వ్యాకరణం, వ్యాసం, కథ నాటిక మున్నగు ప్రక్రియల బోధనను సమర్థంగా నిర్వహిస్తారు.
- 2) పాఠ్యబోధనకు అనువైన వ్యాహాలు, భోదన సామాగ్రిని ఎంపిక చేసుకుంటారు.
- 3) విద్య ప్రణాళిక, విషయ ప్రణాళిక, పాఠ్యపుస్తకాల మధ్యగల సంబంధాలను అవగతం చేసుకుంటారు.
- 4) భాషా మూల్యాంకనం భావనలను అర్థం చేసుకొని, తమ విద్యార్థుల ఉప లబ్ధిని వివిధ మూల్యాంకన విధానాల్లో అంచనావేస్తారు.
- 5) భాషాభ్యాసనం/భోధనల్లో భాషా ప్రయోగశాల, కంపూటర్ల ప్రధాన్యతను గుర్తిస్తారు. తమ బోధనలో వినియోగిస్తారు.
- 6) తెలుగు భాషాసాహిత్యాలు, ప్రజల సంస్కృతి వారసత్వాల ఎడ స్పృహను పెంపొందించుకొని తమ విద్యార్థులలో సంస్కృతీస్పృహను పెంపొందిస్తారు.

I. భాష - సాహిత్యం - సౌందర్య శిల్పము

భాష - ఆలోచనలు-సృజనాత్మకత

భాష వివిధ సాహిత్య పక్రియలు - లక్షణాలు (1వ తరగతి నుండి 10వ తరగతి తెలుగు

ప్రథమ ద్వితీయ భాషా వాచకాల్లో పరిచయమైన పక్రియలు)

పద్యపక్రియలు - ఇతిహాస కవిత - పురాణ కవిత - కావ్యకవిత - ఆధునిక పద్యం

వచన పక్రియలు - గద్యం - లేఖ - వ్యాసం - సంపాదకీయం - జీవిత చరిత్ర, ఆత్మకథ

- దినచర్య - యాత్రాకథనం - కథానిక

నాటక పక్రియలు - సంభాషణ - నాటిక

బాల సాహిత్యం - బావ కవిత్యం - అభ్యుదయ కవిత్యం - విప్లవ కవిత్యం - స్త్రీవాద

సాహిత్యం - దళిత వాద సాహిత్యం - మైనారిటీ వాద సాహిత్యం, జాతీయోద్యమ కవిత్యం -

ఆంధ్రోద్యమ కవిత్యం - శాస్త్ర సాహిత్యం.

ఇతర ప్రధాన పక్రియలు - నవల, నవలిక ఇత్యాదులు

తెలుగు సాహిత్య చరిత్రలో ప్రముఖ రచయితలు - కవులు - కవయిత్రులు

II. భాషాసాహిత్యాలు - బోధనాప్రక్రియలు:

గద్య బోధన - వాచకబోధన - ఉపవాచక బోధన -పద్యబోధన-సంభాషణ/నాటక బోధన-వ్యాకరణ బోధన-వ్యాస రచన బోధన- కథా బోధన.

(యూనిట్ - III లో పొందుపరచిన పద్ధతులు అన్వయం చేసుకోవాలి)

* భాషా సాహిత్యాల బోధనలో ప్రాధాన్యతలు - భాష - పరిసరాలు విద్యార్థుల అనుభవాలు ఆసక్తులతో సమన్వయం.

* ప్రశంసా శక్తిని, సృజనాత్మకతలను పెంపొందించుటకు ప్రక్రియల బోధన

III. భాషాభ్యసనం, బోధన ప్రణాళికలు, బోధన సామాగ్రి నిర్మాణం.

* విద్యా ప్రణాళికలు:

విద్యా ప్రణాళికల్లో తెలుగు భాషా స్థానం (మాతృభాషగా మాధ్యమ భాషగా)

డిజిటల్ మాధ్యమాలు:

* పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.

* తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత- మౌఖిక భావనలు - తయారీలో మెలకువలు.

* భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

* గ్రంథాలయాలు : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు- వినియోగం.

* భాషా బోధనాభ్యసన ఉపకరణాలు: భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్వీమితీయ, త్రిమితీయా ఉపకరణాలు.

* మాధ్యమాలు: అచ్చుమాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

IV. భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.

* కార్యక్రమయుత బోధన - బృంద బోధన, నియోజనాల బోధన (వ్యక్తి పద్ధతి) కంప్యూటర్ సహాయక బోధన/ అభ్యసనం-లోపనివారణ - బోధన కృత్యాధార బోధన, స్వయం అధ్యయనం పర్యావేక్షనాత్మక అధ్యయనం - మౌలిక భావనలు - పరిమితులు.

భాషా సాహిత్య కృషిలో వివిధ సంస్థలు :

తెలుగు అకాడమీ - ఆంధ్రసాహిత్య పరిషత్ (కాకినాడ), వేటపాలెం గ్రంథాలయం -సి.పి. బ్రౌను అకాడమీ, కడప-తెలుగు విశ్వవిద్యాలయం, తిరుపతి ప్రాచ్యలిఖిత పుస్తక భాండాగారము ఆంధ్రప్రదేశ్ సాహిత్య అకాడమీ, లలిత కళా అకాడమీ, నాటక అకాడమీలు, తదితర సంస్థలు

V. భాషాభ్యసనం - బోధన - మూల్యాంకనం:

మూల్యాంకనం - పరీక్ష - నికష - పరిగణన, భావనలు - సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం - రూపణ మూల్యాంకనం - సంకనల మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం - ప్రొగ్రెస్టిక్ మూల్యాంకనం - మూల్యాంకనానికి ప్రశ్నపత్రాలు - ప్రశ్నల తయారీ - వివిధ ప్రశ్నరూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు - పాఠాంత నికషలు - అంతర్గత మూల్యాంకనం - బాహ్య మూల్యాంకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం - మూల్యాంకనం - భాషా కౌశల నికషలు - శ్రవణ నికష - పఠన నికష - భాషణ నికష - లేఖన నికష - అభిరుచి నికష - ఆసక్తి నికష - సృజనాత్మక నికష, ప్రశంసానికష, భాషా స్పృహ నికష - నిర్మాణం - విశ్లేషణ - మెలకువలు - మాదిరి సమాధాన పత్రాలు - ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన - గ్రేడింగ్ - ఫలితాల వ్యాఖ్యానం

బోధన సంబంధ కృత్యాలు:

1. ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని - సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.
2. నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.
3. కార్యక్రమయుత బోధనపై ఒక పాఠం సిద్ధం చేయించుట.
4. బాలల పత్రికలు - భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.
5. స్థానిక భాషా విశేషాలు - జాతీయాలు - సామెతలు - పొడుపు కథలు - సేకరణ.

పరామర్శ గ్రంథాలు:

కోర్సు V నందు పొందుపరచబడినవి.

Course Code B.Ed(DM) – XII
LEARNING ASSESSMENT

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realize the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners' performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners' performance in schools
9. Develop indicators to assess learners' performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Trace the technology based assessment practices and other trends at the international level

Course Content:

Block – I : Perspectives on Assessment and Evaluation

- Unit - 1 : Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
Purpose(s) and principles of Assessment, characteristics of quality assessment
Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment
- Unit – 2 : Classification of assessment: based on *purpose* (prognostic, formative, diagnostic and summative), *scope* (teacher made, standardized), *attribute measured* (achievement, aptitude, attitude, etc.), *nature of information gathered* (qualitative, quantitative), *mode of response* (oral and written; selection and supply), *nature of interpretation* (self-referenced, norm-referenced, criterion-referenced) and *context* Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks- continuous and comprehensive assessment

Block-II : Formative and Summative Assessment

- Unit – 3 : Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments,
Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test
Aligning formative and summative assessments

Unit – 4 : Observation, questioning, reflection on learning as strategies for using assessment in the process of learning;
Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- use of rubrics,

Block – III: Tools of Assessment

Unit – 5 : Assessment of cognitive learning: understanding and application; thinking skills– convergent, divergent, critical, problem solving, and decision making; Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring.

Unit – 6 : Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation

Unit – 7 : Assessment of Performance/ project-based assessment- meaning, characteristics, scope; using rubrics to grade a performance-based assessment Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios

Block - IV: Planning, Construction, Administration and Reporting of assessment

Unit – 8 : Planning: Deciding on what, why and how to assess- difference between instructional, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print

Unit – 9 : Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure – manual and electronic; Development of Rubrics

Unit – 10 : Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning.

Unit – 11 : Analysis and Interpretation of Students’ Performance
Processing test data: graphical representations; calculation of measures of central tendency and variability, and derived scores- percentiles, percentile rank, percentage score, grade point averages, z-scores; and Frame of reference for interpretation of assessment data: norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation;

Unit – 12 : Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house; Using feedback for reporting to different stakeholders – students, parents, and administrators
Use of Feedback for teachers self-improvement and curriculum revision

Block – V: Issues, Concerns and Trends in Assessment and Evaluation

- Unit – 13 : Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys; Management of assessment and examinations; Use of question bank
Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching and learning – the menace of coaching.
- Unit - 14: Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
Standards- based assessment – international practices

Activities

1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)
4. Administer an intelligence test on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report

Text Books

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- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
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- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

Reference Books

- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities. NCERT(1985). Curriculum and Evaluation, New Delhi: NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

Course Code B.Ed (DM) – XIII
UNDERSTANDING THE SELF

Objectives

After completion of the course, the student-teacher will be able to

1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the „Unknown“ causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Purpose of the Course

It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended *to transact through a workshop mode* by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

Course Content

Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Block-I: Self as a human resource:

Unit - 1 Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.

Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.

Unit - 2 Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind. Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

Block-II: Self in relation to social identities:

Unit – 3 Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,
Self-critical understanding of the basic realities of the man-made divisions over the time-scale.

Unit – 4 Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.
Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

Block-III: Self (person) as a part of the Nature:

Unit – 5 Nature, harmony in existence and co-existence
Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.

Unit – 6 Responsibility of self towards conservation, protection and enrichment of plant and animal life.
Responsibility of self towards other human beings in the family, society, and people across the globe.

Block-IV: Self in relation to profession:

Unit – 7 Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.
Self-critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.

Unit - 8 Self-critical awareness of suitability of one's role being performed contextually to enrich learners capabilities and guiding them for self-actualization while interacting. Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

Block-V: Self- development through self-learning (Self-knowledge):

Unit – 9 Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.
Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

Unit – 10 Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J.Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and outside.
Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Activities

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Reference Books

1. Delors, Jaquis. (1996) Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
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3. UNICEF (2006) Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
4. Venkateshamurthy C. G. and A.V. Govinda Rao (2005) Life Skills Education
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6. Krishnamurti J (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
7. Krishnamurti J. (2000) Education and Significance of Life. Chennai, Krishnamurti Foundation India.
8. Dalal A.S. (ed) (2001) A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

Semester IV

Course Code B.Ed (DM) – XIV

CONTEMPORARY INDIA AND EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education/

Course Content

Block – I : Normative Vision of Indian Education: Indian Constitution

Unit – 1 : Constitution of India Basic Features

- i. Fundamental Rights
- ii. Directive principles of state policy
- iii. Federal Structure

Unit – 2 : Preamble of the Constitution : The ideals

- i. Sovereign Nation
- ii. Democratic and Secular polity
- iii. Liberty equality and fraternity
- iv. Justice : Social, Economic and political

Block – II : Education as Fundamental Right

Unit – 3 : Human Rights; Meaning Nature , and Classification;

Right of Children : International convention and Indian Constitution;
Education as Fundamental Right of Children-2009

Unit – 4 : Issues in Implementing RTE-2009: A critical understanding

- i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
- ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Block – III: Contemporary Indian Schooling: Concerns and Issues

Unit – 5 : Equality of Educational Opportunity : Meaning and nature : Forms of inequality: Religion, Regional, Caste, Gender and other marginalized groups. Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

Unit – 6 : Schooling: Quality concerns and issues

- i. Universal access
- ii. Universal Enrollment
- iii. Universal retention
- iv. Universal success

Block – IV : Understanding Exclusion in schooling

Unit – 7 : Exclusion: Meaning and Nature Forms of Exclusion: a) physical / Psychological Exclusion

Different types of differently abled children: Nature of problems and their impact on learning

Unit – 8 : Measure to address the issue of learning of differently abled children and professional preparedness of Institutions; Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Block – V : Secondary Education: Concerns and Issues

Unit – 9 : Secondary School stage: its linkages with primary and higher secondary stages of education; Aims of Secondary School Stages of Education

Unit – 10 : Universalisation of Secondary School stages of Education: Its Status

- i. Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;
 - ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
 - iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;
- Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Reference Books

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2. Coombs, Philip H.(1985). The World Crisis in Education, Oxford University Press, New York.

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4. Mohanty, J., (1986), School Education in Emerging in Indian Society, sterling Publisher.
5. Mukherjee, S.N.(1963), Secondary School Administration, Acharya Book Depot, Baroda.
6. Mukherjee, S.N.(1966),History of Education in India, Acharya Book Depot, Baroda.
7. Naik,J.P, & Syed, N. (1963) A student of Histroy Education in India, MacMillan, New Delhi.
8. NCERT, (1986) School Education in India- Present Status and Future Needs, New Delhi.
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10. Salamathullah, (1979), Education in Social context , NCERT, New Delhi. Sykes, Marjorie,(1988) The story of Nai Talim, Nai Talim Samithi, Wardha
UNESCO(1997). Learning the Treasure Within.

Course Code B.Ed (DM) – XV
GENDER, SCHOOL AND SOCIETY

Objectives

After completion of the course, the student-teacher will be able to

1. understand the gender related issues
2. develop sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. create an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. create the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provide the knowledge about legal provisions related to Women's Rights and Education
8. know the Trends in girls Education and Women empowerment
9. know Benefits of Women / Girls Education
10. estimate the level of change in the Status.

Course Content

Block-I : Basics of Gender

- Unit – 1 Concept, Meaning, Scope of gender,
The difference between sex and Gender - Gender discrimination
- Unit – 2 The characteristics of patriarchal system and its impact on Women's status
The need and importance of Women's Education – its benefits

Block-II: Factors affecting gender Discrimination

- Unit – 3 Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.
Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc
- Unit – 4 Sociolisation process and its impact on decision making Women / Girls Education
Rural / Urban /Tribal Societies in relation to girls Education
Women and Girls status at present in our Society

Block-III: Historical Perspectives and changing status of Women

- Unit – 5 Epic . Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.
- Unit – 6 British Age – Victoria, Elizebeth, Noorjahan
Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala,
Prathibapatil, Meerakumar.

Block-IV: Legal issues of Gender

- Unit – 7 Women's Rights
Legal Provisions
- Unit – 8 Equality of Sexes
Education and division of Labour – Home, School, Society, work place

Block-V: Gender and Education

- Unit – 9 Educational provisions specially meant for girls Education
Emerging trends in the field of girls Education – Reservations
- Unit – 10 Gender as an influencing factor in course choices
Women empowerment through girls education – its need – National Development

Activities

1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
5. Text Book Analysis and gender equity – A report.

Reference Books

Purba Das,, Sociological Foundations of Education Authors Press. Lakshmi Nagar, Delhi, Rs.600

Adelson Rachel K Daring – DO for Digital Daughters, Association for Women in computing – Live wire Communications (1996)

Currid Cheryl” Bridging the gender gap” information work, (1996)

Klein, Reva “ Girls friendly”, Times Educational supplement (1991)

Koch, Melissa” Opening up Technology to both genders” Education Digest Vil.601 n3, (1994)

Lehmann – Haupt, Rachel “ Girls Schools seeks to overcome Tech gender gap” wired News (1997)

United Nations children’s fund” Focus on Girls Education Needed to Break Apartheid of Gender, Unicef Press release (1995)

Course Code B.Ed (DM) – XVI
INCLUSIVE EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Acquire knowledge about the concept of inclusive education for different types of special needs children.
2. Able to identify the different types of special needs children and their characteristics.
3. Develop understanding in identification and assessment of children with special needs.
4. Critically evaluate the policy perspectives emerged at national and international levels for empowering children with special needs.
5. To develop the required skills for teaching children with special needs in regular schools.
6. To develop adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs.

Course Content

Block – I : Concept of Inclusive Education

Unit – 1 : Inclusive Education – concept, meaning, definition and importance.

Concept of Impairment, Disability and Handicap

Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education

Need for Inclusive Education in India for children with special needs.

Block – II : Types and Characteristics of Children with Special Needs

Unit – 2 : Concept, types and characteristics of different types of children with special learning needs:

Children with Physical challenges– Visual, Hearing, Loco-motor and Neurological.

Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).

Unit – 3 : Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

Block-III : Identification, Assessment and Educational Provisions

Unit – 4 : Identification, assessment and education of Children with physical challenges –Visual, Hearing, Loco-motor and Neurological.

Identification, assessment and education of Children with Intellectual challenges – Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).

Unit – 5 : Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

Identification, assessment and education of Children with Socio- cultural deviations and Linguistic minorities.

Challenges and prospects in Identification and assessment of children in inclusive education.

Block – IV : Policy Perspectives for Children with Special Needs

Unit - 6 : International Legislations –Salmanca Declaration, UNESCAP, UNCRPD

Unit – 7 : National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments, National Trust Act-1999, RTE Act-2009
Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

Block – V : Educating Children in Inclusive Classrooms

Unit – 8 : Need for creation of physical, psychological, sociological barriers free environment within and outside the classroom

Assistive devices and technologies required for education of children with special needs in inclusive classroom

Unit – 9 : Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs.

Need for multi-disciplinary approach to address the educational needs of children with special learning needs

Challenges and prospects in providing education in inclusive classrooms.

Activities

1. Prepare case studies of two differently abled children (with different disabilities)
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report
4. Visit any one NGO offering vocational training for special children and prepare a report
5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged

Reference Books

Ainscow, M.(2005). From special education to effective schools for all, keynote presentation at the Inclusive and Supportive Education congress, University of Strathclyde, Glasgow.

Das, A.K. and Pillay, A.N. (1999). Inclusive education for disability students: Challenges for education. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.

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Govinda Rao , L. (2007). Perspectives on special education. Hyderabad:

Neelkamal Publications Pvt. Ltd.

Janardhan Prasad and Ravi Prakash (1996). Education of handicapped Children.

New Delhi: Kanishka Publications and Distributors.

Kundu,C.L. (2000) Status of disability in India. New Delhi: RCI

Madhumita Puri and George Abrahm (2005). Handbook of Inclusive education for educators, administrators, and planners. New Delhi: SAGE publishers

Male, M. (1994). Technology for Inclusion: Meeting the needs of all children (2nd Edition). USA Massachusetts:Allyn and Bacon

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Nagaraju.,M.T.V. (2014). Curriculum and Instruction of Inclusive education. New Delhi: Commonwealth Publishers

Panda,K.C. (2003). Education of Exception Children. New Delhi:Vikas publications

Ranganathan,R. (2006). International Rehabilitation conference on channeling the challenges of disability. Macmillan India Ltd.

Reddy,G.L, Ramar,R and & Kusuma,A. (2005). Learning disabilities: A Practical guide to the practitioners. New Delhi: Discovery publications.

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Umdevi, M.R. (2010). Special Education: A Practical approach to education children with special needs. Hyderabad: Neelkamal Publications Pvt. Ltd.

Course Code B.Ed (DM) – XVII
ENVIRONMENTAL EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. recognizes the concept and importance and participate in various activities of swatch bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develop strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country.

Course Content

Block – I : Swatch Bharath- an Environmental Awakening

- Unit – 1 : Meaning, concept, definition of Swatch Bharath
Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
- Unit – 2 : Integration of Swatch Bharath campaign with educational institutions
Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

Block-II : Objectives, Scope and Nature of Environmental Education

- Unit – 3 : Meaning, importance, definition, characteristics and objectives of environmental education
Scope and guiding principles of environmental education.
Factors of degradation of environment – adverse socio –economic impacts of degradation of environment.
- Unit – 4 : Types of pollution: Land, Air, Water, Noise, and Radiation
Green house effect - Ozone layer depletion.
Importance of need and scope of environmental conservation and regeneration.
Impact of industry/mining/transport on environment

Block – III: Environmental Management and Protection

- Unit – 5 : Need, functions and characteristics of environmental management
Dimensions of environmental management. Factors responsible for flora and fauna extinction
Measures to conserve flora and fauna.- causes for forest fire- measures of prevention
- Unit – 6 : Major environmental problems in India – Environmental protection and polices in India
Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests.
Constitutional amendments made and Environmental laws

Block - IV: Environmental Movements and Developments

Unit – 7 : Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa.

Conditions for achieving the goals of sustainable development Strategies for sustainable development in India.

Unit – 8 : The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992

The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration

Kyoto conference and part on Global Warming 1997.

Block – V: Environmental Education in the School Curriculum and Means to Sensitize the Students

Unit – 9 : Environmental education at Primary, Secondary and Higher Education level
Major constraints for its implementation at these levels.

Teacher's role – national resource center for environmental education.

Unit – 10 : Characteristics of good teaching method.

Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.

Relative efficiency of teaching methods, Role of IT and media in environment and human health.

Activities

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
4. Conduct elocution and essay writing competitions for students on environmental issues and report

Text Books

Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.

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Reference Books

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Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.

Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. Sharma, R. G. (1986). Environmental Education. New Delhi: Metropolitan Book Co., Pvt. Ltd.

Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication. Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing.

II. Practical Activities related to different courses

Semester I

List of Practical Activities related to theory course

Course B.Ed(DM) I: Philosophical Foundations of Education

Note: Take up the **FOUR** Activities/Projects.

4x5=20 Marks

Philosophical Foundations of Education Activities/Projects	Venue
1. Critically review a selected book written by Contemporary Educationist in India.	College/School /Society
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report.	”
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report.	”
4. List out the values which make an individual a righteous human being.	”

Course B.Ed(DM) II: Perspectives in Child Development**Note:** Take up **FOUR** Activities/Projects

4x5=20 Marks

Perspectives in Child Development Activities	Venue
1. Visit a balwadi centre/NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	Society College/School
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	” ”
3. Describe the salient features of Child Rights Act 2005	
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices	

Course B.Ed(DM) III: ICT for Enriching Teaching and Learning**Note:** Take up **FOUR** Activities/Projects

4x5=20 Marks

List of suggested activities	Venue
1. Use various visual aids in the classroom and report their effectiveness on learning of the students	College/School
2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	College/School
3. Observe and analyse classroom Interaction and report the dynamics of classroom	”
4. Prepare a computer assisted lesson of your choice from school curriculum	College/School

**Course B.Ed(DM) IV : Pedagogy of School Subject – I Mathematics/Social Sciences
Biological Sciences.**

NOTE: Take up any **4 Activities / projects**

4x5=20 Marks

Mathematics	Venue
1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes	College/School
2. Each student has to collect and present history and contributions of one Indian or Western mathematician	”
3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics	”
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics	”
5. Identifying suitable methods/approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	”
Social Sciences	Venue
1. Identify values depicted in the lessons of social sciences of any one class and prepare a report	College/School
2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit	”
3. Identify any village/ward/colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report	Society
4. Organize a programme in the school in connection with celebration of national festivals, birthdays of social scientists/National leaders, etc.	”

Biological Sciences	Venue
1. Visit any zoological park/Botanical Garden/ Agro based industry/ Food Park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.	Society
2. Identify and write the objectives and specifications under the three domains on any topic of your choice	College/school
3. Sketch the life history and write his/her contributions of any one Biologist	”
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	”
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	School/Society

Course B.Ed(DM) V : Physical Sciences/ English/ Telugu

NOTE: Take up any **4 Activities / projects**

4x5=20 Marks

Physical Sciences	Venue
1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.	College/School
2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report	”
3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge	”
4. Prepare biographical sketch of and scientist and his/her contributions to Physics/Chemistry	”
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them	”
English	Venue
1. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.	College/School
	”

<p>2. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.</p> <p>3. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of Classes VI to X. Suggest your own activities using supplementary materials.</p> <p>4. Critically analyse the writing activities given in the text books of classes VI to X and report.</p> <p>5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report.</p>	<p>”</p> <p>”</p> <p>”</p>
<p>Telugu As mentioned at the end of the syllabus</p>	

Semester II

List of Practical Activities related to Theory Courses

Course B.Ed(DM) VI : Sociological Foundations of Education

Note: Take up the following FOUR Activities/ Projects

Total-30 Marks

Sociological Foundations of Education Activities/Projects	Venue
1. Study the cultural practices prevailing in the local community and submit a report – 10 Marks	Society
2. Study the diversities existing in the community and describe the root causes for such diversities. - 10 Marks	”
3. Study the social stratification in a village/ward and prepare a report on it.- 5 Marks	”
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report. - 5 Marks	”

Course B.Ed(DM) VII: Learning and Teaching

Note: Take up the following six Activities / projects

Total- 30 Marks

Learning and Teaching Activities	Venue
1. Prepare a list of study habits prevailing among students of a particular class through interaction of students. - 5 Marks	School
2. A report on learning situations, learners' attention, motivational status among the students of a particular class through observation.- 5 Marks	”
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report. - 5 Marks	School/C ollege
4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report. - 5 Marks	”
5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances. - 5 Marks	College/ School
6. Use various visual aids in the classroom and report their effectiveness on learning of the students. - 5 Marks	College/ School

Course B.Ed(DM) VIII: Classroom Organization, Management Leadership and Action Research

Note: Take up the following Activities /projects

Total-35 marks

PART A: Classroom Organization, Management Leadership and Action Research	Avenue
1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods. - 5 Marks	Society
2. Identify a problem for action research and prepare a proposal for action research - 5 Marks	College/School
3. Collection of articles from newspapers relating to classroom management problems - 5 Marks	College/School
4. Collection of cases of indiscipline and corporal punishment from newspapers- 5 Marks	College/School
5. Observe a minimum of five school teachers and describe their leadership characteristics - 5 Marks	Society
6. Visit nearby schools under different managements and describe the functioning of the schools. - 5 Marks	Society
7. Observe and analyse classroom Interaction and report the dynamics of classroom - 5 Marks	College/School

Course B.Ed(DM) IX: Art Education

Note: Take up the following four Activities / projects

Total-30 marks

Art Education	Venue
PART B: Art Education	
1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report – 5 Marks	College/ School
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan – 10 Marks	College/ School
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama - 10 Marks	College/ School
4. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning – 5 Marks	College/ School

Semester III

List of Practical Activities related to Theory courses

Course B.Ed(DM) X: Pedagogy of School Subject – I Mathematics/Social Sciences / Biological Sciences.

NOTE: Take up the following 5 Activities / projects

5X5=25 Marks

Mathematics	Venue
1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report	School/Society
2. One case study of gifted child and slow learner with interventions suggested.	School/Society
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.	College/School Society
4. Preparing two types of assessment tests – Formative, Summative type of tests.	School/College
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.	”

Social Sciences	Venue
1. Observe a day's proceedings in house of assembly or parliament and report	College/School
2. Collect Newspaper clippings on any social issue and write a report on the issue with your comments	College/School Society
3. Organize any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.	Society
4. Observe the functioning of any local body office and report	Society
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report	Society

Course B.Ed(DM) XI : Physical Sciences/ English/ Telugu

NOTE: Take up the following 5 Activities / projects

5X5=25 Marks

Physical Sciences	Venue
1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry	College/School
2. Prepare two improvised apparatus / teachings gadgets with locally available material resources for Physics and Chemistry and submit	College/School
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report	Society
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented	”
5. Celebrate National Science Day/Earth Day/ Water Day/ any important day related to science in the school during the internship and submit a report	”

English	Venue
1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment: To what extent the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical in nature?	College/School
2. Select 10 examples of grammar activities listed in English Readers of Classes VI to X and analyse.	”
3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.	”
4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of Classes VI to X.	”
5. Develop a question paper for Classes VI to X to assess all the aspects of language learning.	”
Telugu As mentioned at the end of the syllabus	

Course B.Ed (DM) XII : Learning Assessment**Note:** Take up the following 5 Activities / projects

5x5=25 Marks

PART B: Learning and Assessment	Avenue
1. Plan and construct an achievement test in one of the methodology subjects	College
2. Survey the assessment practices followed in different schools – ZillaParishad/ Government, Private and a Residential and prepare a report	Society
3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)	College/School
4. Administer an intelligence test on students of any class and interpret the results	College/School Society
5. Conduct a survey to find out occupational choices of 9 th Class students and prepare a report	College/School Society

Course B.Ed (DM)XIII : Understanding the Self**Note:** Take up the following 5 Activities / projects**PART: Understanding the Self as mentioned in the syllabus**

5x5=25 Marks

Learning and Assessment	Avenue
1. Plan and construct an achievement test in one of the methodology subjects	College
2. Survey the assessment practices followed in different schools – ZillaParishad/ Government, Private and a Residential and prepare a report	Society
3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)	College/School
4. Administer an intelligence test on students of any class and interpret the results	College/School Society
5. Conduct a survey to find out occupational choices of 9 th Class students and prepare a report	College/School Society

Semester IV**Course B.Ed(DM) XIV : Contemporary India & Education****Note:** Take up the following 5 Activities / projects

5x5=25 Marks

Contemporary India & Education	Avenue
1. A Critical Study with the help of Survey and Observation of alternative schools – Night schools, Mobile schools, Child labour Schools and prepare a report	Society
2. Conduct a Survey of schools of different quality in different milieu and make a presentation	”
3. A critical review of school textbooks based on socio-cultural and economic exclusion	College/School
4. Conduct a survey on street children / orphan children and make a presentation	Society
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	”

Course B.Ed(DM) XV: Gender, School & Society**Note:** Take up the following 5 Activities / projects

5X5=25 Marks

Gender, School and Society	Avenue
1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, Child marriages, child labour, etc. and prepare a report	Society Society
2. Visit a Co-Education High School and Girls High School and prepare a report on the facilities to girl students and women teachers.	College/School/Society
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report	Society College/School
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)	
5. Text Book Analysis and gender equity A – report	

Course B.Ed(DM) XVI: Inclusive Education**Note:** Take up the following 5 Activities / projects

5x5=25 Marks

Inclusive Education	Avenue
1. Prepare case studies of two differently abled children (with different disabilities)	Society
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers	”
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report	”
4. Visit any one NGO offering vocational training for special children and prepare a report	”
5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged	”

Course B.Ed(DM)XVII: Environmental Education**Note:** Take up the following 4Activities / projects

Total - 25 Marks

Environmental Education	Avenue
1. Make a survey of your area and document all the environmental problems found along with photographs – 5 Marks	Society
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch – 10 Marks	”
3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5 th June) and report – 5 Marks	”
4. Conduct elocution and essay writing competitions for students on environmental issues and report – 5 Marks	”

10. Attendance:

Attendance for contact programme classes in each semester is compulsory. However, in extra-ordinary conditions, 20% of exemption shall be provided on medical grounds.

100% attendance is compulsory for school-based activities i.e Practicum.

Note: No Candidate for any reason(s) shall be allowed to take up practical activities and/or to go for second year without attending the first-year contact programme fully or partly.

Candidates who could not put in the required percent of attendance in theory or in practicum are required to pay the following fee as the case may be for conducting special contact programme classes.

Theory First year/Second Year	Theory	Practicum
20% and less of 20% attendance	Rs.5000	Rs.6000
21% to 40% of less attendance	Rs.6000	Rs.7000
41% to 60% of less attendance	Rs.7000	Rs.8000
61% to 80% of less attendance	Rs.8000	Rs.9000
81% to 100% of less attendance	Rs.9000	Rs.10000

On payment and fulfilment of attendance by attending special contact programme class at their respective study centres/Nodal centre, candidates are allowed to take up practicum and/or Examinations of that year or to attend next year programme.

Only after fulfilling the attendance in both theory & practicum Candidates are eligible to take up school-based activities and/or to take up exams and/or to go to next year.

11. Internal and External Assessment:

(a) Internal Assessment:

- For each theory course there will be internal assessment for 20/10 marks weightage for 100/50 marks paper. The candidate has to submit 2/1 **assignments for each course** of 20/10 marks internal assessment.
- Assignments and Projects, Practicum etc., related activities are assessed by the concerned faculty at the respective study centre.

(b) External Assessment:

There will be University theory examination after the completion of marks academic activities of each semester for a weightage for 80 marks/32 marks and for 40/16 marks Course/ Paper, which will be assessed either by internal or external examiners. University theory examinations will be held at the respective study centres. University will nominate observers to these examinations.

(c) Nodal Centre will be Examination Centre in following cases:

- For any reason(s) if a study centre shall not be the examination centre, candidates of that centre has to take their examinations at the Nodal Centre.
- Candidates who fail in one or more subjects in the examinations held during their course duration of 2 years
- Candidates who could not take exams held during their course duration & also
- Candidates of old batches (failed or did not appear for the examinations).

(d) Examinations will be conducted on each day.

(e) Medium of instruction is English and Telugu medium of taking examinations is English or Telugu only.

12. General Tentative Academic Schedule for Calendar Year Admissions

Semester - I:

Contact Programme Classes	:	<u>13 days</u>
a. Academic Counselling	:	10 days
b. Workshop on Competencies, Lesson-Plan, CCE Preparation of Question paper/SAT etc.	:	02 days
c. Activities/ Projects	:	01 day
Total	-	13 days

Semester - II:

Contact Programme Classes	:	<u>13 days</u>
a. Academic Counselling	:	08 days
b. Micro Teaching (5 skills in each pedagogy)	:	04 days
c. Activities/ Projects	:	01 day
Total	-	13 days

Note: School and community Experience of one week on:

1. Observation of 5 lessons in each pedagogy taught regular school teachers
2. Report on School Activities, Achievement & Attendance

Semester - III:

Contact Programme Classes	:	<u>13 ays</u>
a Academic Counselling	:	08 days
b Demonstration (Lessons from 6 th - 7 th classes	:	02 days
c Teaching practice in the centre	:	02 days
d Activities/ Projects	:	01 day
Total	-	13 ays

Note : School based activity, Internship at upper primary school (6th & 7th classes for teaching 20 lessons -4 weeks)

Semester - IV:

Contact Programme Classes	:	13 days
a Academic Counselling	:	08 days
b Demonstration (Lessons from 8 th - 9 th classes	:	02 days
c Teaching practice in the centre	:	02 days
d Activities/ Projects	:	01 day
Total	-	13 days

1. Internship at secondary school (8th & 9th Classes) - 4 weeks

2. Submission of records, assignments, projects etc.

3. University Final Practical Exam & Theory Examinations

4. Results Declaration

Note: Each day there will be 6 hrs of Academic work during CPC besides allotting time for Library and Tutorials.

13. General Tentative Academic Schedule for Academic Year Admissions**Semester - I:**

Contact Programme Classes	:	13 days
a Academic Counselling	:	10 days
b Workshop on Competencies, Lesson-Plan, CCE Preparation of Question paper/SAT etc.	:	02 days
c Activities/ Projects	:	01 day
Total	-	13 days

Semester - II:

Contact Programme Classes	:	13 days
a Academic Counselling	:	08 days
b Micro Teaching (5 skills in each pedagogy)	:	04 days
c Activities/ Projects	:	01 day
Total	-	13 days

Note: School and community Experience of one week on:

1. Observation of 5 lessons in each pedagogy taught regular school teachers
2. Report on School Activities, Achievement & Attendance

Semester - III:

Contact Programme Classes	:	13 days
a Academic Counselling	:	09 days
b Demonstration (Lessons from 6 th - 7 th classes	:	02 days
c Teaching practice in the centre	:	02 days
d Activities/ Projects	:	01 day
Total	-	13 days

Note : School based activity, Internship at upper primary school (6th & 7th classes for teaching 20 lessons -4 weeks)

Semester - IV:

Contact Programme Classes	:	14 days
a Academic Counselling	:	09 days
b Demonstration (Lessons from 8 th - 9 th classes	:	02 days
c Teaching practice in the centre	:	02 days
d Activities/ Projects	:	01 day
Total	-	14 days

1. Internship at secondary school (8th & 9th Classes) - 4 weeks

2. Submission of records, assignments, projects etc.

3. University Final Practical Exam & Theory Examinations

4. Results Declaration

Note: Each day there will be 6 hrs of Academic work during CPC besides allotting time for Library and Tutorials.

14. Question Paper Pattern:

14.1. *Question Paper Pattern for a Paper of 80 Marks of External Examination for 3 hrs duration:*

- There shall be two parts viz., Part-A and Part-B.
- Part-A consists of TEN short answer type questions with internal choice representing each Unit of the course.
- Each short answer question carries 6 marks (5×10=50)
- Each short answer shall be for one and half page or 30 lines.
- Part-B consists of 2 essay type questions with internal choice representing one question from each part of the paper. Each question carries 15 marks. (2×15=30 M)
- Each essay question shall be for four pages or 80 lines.

14. 2. Model Question Paper for the Papers with 80 Marks of External Examination

Course Title: _____

Time: 3 hours

Marks: 80

PART-A (10×5M=50M)

Note: Answer TEN questions by following internal choice.

Each question carries 5 marks.

The candidate is expected to answer each question in one and half page or 30 lines.

- 1.(a) English version
Telugu version
or
(b) English version
Telugu version

- 2.(a) English version

	Telugu version or English version Telugu version
(b)	
3.(a)	English version Telugu version or
(b)	English version Telugu version
4.(a)	English version Telugu version or
(b)	English version Telugu version
5.(a)	English version Telugu version or
(b)	English version Telugu version
6.(a)	English version Telugu version or
(b)	English version Telugu version
7.(a)	English version Telugu version or
(b)	English version Telugu version
8.(a)	English version Telugu version or
(b)	English version Telugu version
9.(a)	English version Telugu version or
(b)	English version Telugu version
10.(a)	English version Telugu version or
(b)	English version Telugu version

PART-B (2×15 M=30 Marks)

Note:

- Part-B consists of 2 essay type questions with internal choice representing one question from each part of the paper.
- Each question carries 15 marks.
- The candidate is expected to answer each question in about four pages or 80 lines.

11.(a) English version
Telugu version
or

(b)) English version
Telugu version

12.(a) English version
Telugu version
or

(b)) English version
Telugu version

**14.3. Question Paper Pattern for the Paper with 40 External Examination
Marks for 1 ½ hr duration:**

- The question paper consists of two parts.
- Part-A consists of five short answer questions with internal choice representing each Unit of the course.
- Each short answer shall be for one and half page or 30 lines.
- Each short answer question carries 5 marks. (5×5M=25 Marks)
- Part-B consists of one essay type question with internal choice for 15 marks.
- Each question shall be answered in 4 pages or 80 lines.

**14.4. Model Question Paper for Papers with 40 marks of External
Examination:**

Course Title:_____

Time:1 ½ Hours

Marks:40

PART-A (5×5=25 Marks)

Note: Answer FIVE questions by following internal choice.

Each question carries 6 marks.

The candidate is expected to answer each question in one and half page or 30 lines.

1.(a) English version
Telugu version
or

(b)) English version
Telugu version

2.(a) English version
Telugu version
or

- (b)) English version
Telugu version
- 3.(a) English version
Telugu version
or
(b)) English version
Telugu version
- 4.(a) English version
Telugu version
or
(b)) English version
Telugu version
- 5.(a) English version
Telugu version
or
(b)) English version
Telugu version

PART-B (1×15 Marks)

Note: Answer the following question by following internal choice.

This question carries 15 marks.

The candidate is expected to answer the question in about four pages or in 80 lines.

- 6.(a) English version
Telugu version
or
(b)) English version
Telugu version

15. Passing Minimum:

The passing minimum for each theory course is 40 percent in the external examinations (i.e 32 marks out of 80 marks 16 marks out of 40 marks) and an aggregate of 40 percent including internal and external assessments in each theory course. The passing minimum in practicum is 50 percent.

16. Reappearing Facility:

A candidate who fails in one paper/course may be allowed to appear in the particular paper either in theory or in practicum **within a maximum duration of four years.**

17. Transitory Provisions:

If the curriculum/regulations are changed, any candidate who fails to take examinations within the maximum duration of 4 years shall have to take examinations according to the changed Curriculum/Regulations after 5 years.

18. Improvement of Marks:

Candidate who desires to improve their performance in theory, they have to appear for all the theory papers. By any reason the improvement in marks is less than the previous one, as per the existing norms of the University, previous performance shall be retained.

19. Award of Degree:

University will award Degree in B.Ed (D.M) Programme after successful completion of the academic requirements of the programme.

DIRECTOR