

**CURRICULUM FOR
TWO YEAR SECONDARY TEACHER EDUCATION PROGRAMME (B.Ed.)
(With Effective From 2015-16)**

I. INTRODUCTION

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher Education across the Country has decided to increase the duration of B.Ed. programme from the present one Year to two years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum frame for Two Year B.Ed. programme. Accordingly the NCTE developed the curriculum frame for Two Year B.Ed. programme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and Union Territories in the country are advised to develop a detailed syllabus for the two year B.Ed. programme on the basis of curriculum frame suggested by NCTE.

II. SYLLABUS OF DIFFERENT COURSES

Course-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

Unit-1: Introduction to Philosophy and Education

- 1.1 Concept and Scope of Philosophy
- 1.2 Concept and Scope of Education
- 1.3 Types and Functions of Education
- 1.4 Relationship between Philosophy and Education.
- 1.5 Philosophy and aims of Education

Unit-2: Indian Education: Historical Perspective

- 2.1 Education during Ancient Period (Vedic Education, Buddhist Education and Jainism)
- 2.2 Education during Medieval Period (Including Islamic Education)
- 2.3 Education during Modern Period (Pre-Independent and Post Independent era)

- i. Rabindranath Tagore
- ii. Sri Aurobindo Gosh
- iii. Mohandas Karamchand Gandhi
- iv. Jiddu Krishna Murthy
- v. Dr. BR. Ambeddkar
- vi Moulana Abdul Kalam Azad

Unit-3: Eastern Systems and Western Schools of Philosophy

3.1 Eastern Systems of Philosophy

- i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta

3.2 Western Schools of Philosophy

- i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

Unit-4: Value Education

4.1 Concept of Value

4.2 Classification of Values

4.3 Value Crisis

4.4 Approaches to inculcate Values

4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession

5.1 Teacher: Professional Competencies and Commitments.

5.2 Teacher as a Nation Builder

5.3 Teacher as a Creator and Facilitator of Knowledge

5.4 Professional ethics of teachers

5.5 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-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

Unit-1: Approaches of Human Development

- 1.1 Concept of Growth, Development and Maturation
- 1.2 Principles of Development
- 1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
- 1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
- 1.5 Longitudinal and cross sectional approaches of understanding development

Unit-2: Theories of Development

- 2.1 Cognitive theory of Development (Piaget)
- 2.2 Psycho-social theory of development (Erikson).
- 2.3 Theory of Moral Development (Kohlberg).
- 2.4 Theory of psycho- sexual development (Freud).
- 2.5 Theory of Emotional Development (Goleman).

Unit-3: Childhood as a period of Socialization

- 3.1 Characteristics of childhood – developmental tasks.
- 3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
- 3.3 Child in different socio-cultural contexts.
- 3.4 Process of socialization – conflicts resolution and social development.
- 3.5 Stages of Social development – Isolated play, parallel play and social play.
Characteristics of socially matured person.

Unit-4: Adolescence as a period of transition

- 4.1 Characteristics and needs in Adolescence
- 4.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development.

4.3 Adolescent Groups – Gangs

4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development

4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Unit-5: Individual Differences

- 1.1 Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values
- 1.2 Theory of multiple intelligence (Gardner) – Implications for understanding differences in children
- 1.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)
- 1.4 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.
- 1.5 Fostering creativity among children.

Activities

1. Visit a balwadi centre/ 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-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

Unit-1: Information and Communication Technology (ICT)

- 1.1 Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact
- 1.2 Information Technology - Knowledge Explosion, Preservation and Retrieval
- 1.3 Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication - Communication Technology – Its application in Education
- 1.4 Instructional Media and Aids – Aural, Print, Visual and multimedia
- 1.5 Concept, Importance, Characteristics and Scope of Information and Communication Technology (ICT)

Unit-2: ICT in Education

- 2.1 Knowledge Acquisition and Multi-sensory approach
- 2.2 Classroom Communication and Communicative Skills for Teachers and Students - Flander's Interaction Analysis Category System
- 2.3 Individualised Instruction – Concept, Need, Principles and Techniques
- 2.4 Programmed Learning - Principles, Types, modes of presentation, development, application and role of teacher
- 2.5 Changing roles of the learner and the teacher in ICT-Integration and Challenges

Unit-3: Computer Fundamentals and Applications

- 3.1 Types, Characteristics and features of Computers
- 3.2 Components of Computers – Hardware, Software, Memory and Maintenance of computers
- 3.3 Operating Systems - DOS, Windows and Macintosh and Mobile Apps for Teaching
- 3.4 Software for Word Processing, Presentation, Statistical & Graphical, Page Layout, multimedia and webpage creator
- 3.5 Concept, Applications and Challenges of Computer networks, Internet, E-mail and Digital Space

Unit-4: ICT Enriched Learning Experiences

- 4.1 Application of ICT for Enriching Classroom Experiences
- 4.2 Application and use of Multimedia Educational Software for classroom situations
- 4.3 Use of Internet based media for teaching and learning enrichment - Acknowledgement
- 4.4 Project based learning using computers, Internet and Activities
- 4.5 Collaborative learning using group discussion, projects, field visits, blogs, etc.

Unit-5: Application of Computers in Education

- 5.1 Computer as a learning tool – Concept of E-learning
- 5.2 Web 2.0 Technologies-characteristics, types and examples
- 5.3 Virtual Classroom, Smart Boards, Tools and Opportunities
- 5.4 Open Educational Resources – Concept and Significance
- 5.5 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, Varishan Prakashan
- Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

Course-IV 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

Unit-1: Meaning, Nature, and Scope of Mathematics

- 1.1 Meaning, Nature, and scope of mathematics.
- 1.2 History of Mathematics with special emphasis on teaching of mathematics.
- 1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan.
- 1.4 Contributions of Western Mathematicians a) Euclid b) Pythagoras c) Renedescarte d) Gerge Cantor.
- 1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

Unit-2: Aims and Objectives of Teaching Mathematics

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

Unit-3: Methods, Approaches and Strategies in Teaching and Learning of Mathematical Concepts

- 3.1 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.
- 3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry and Probability and Statistics from classics VI to X.
- 3.3 Methods of Teaching Mathematics: Inductive and Deductive : Analytic and Synthetic: Laboratory. Heuristic, Project Method and Activity Based Teaching.

- 3.4 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.
- 3.5 Concept Attainment Model of Jerome Bruner.

Unit-4: Planning for Teaching – Learning Mathematics

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

Unit-5: Learning Resources in Mathematics

- 1.1 Mathematics Text Book – Importance and Criteria of good Mathematics text book.
- 1.2 A Critical Analysis of existing Secondary School Mathematics Text Books.
- 1.3 Audio, Visual and Multimedia resources – Selection and designing.
- 5.4 On line Resources – ICT based Pedagogical tools.
- 5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
- 5.6 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-IV

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.

Course Content

Unit-1: Social Sciences as an integrated area of Study

- 1.1 Meaning, Nature and Scope of Natural and Social Sciences
- 1.2 Distinction between Natural and Social Sciences
- ✓ 1.3 Meaning, History, Nature, Scope and Development of Social Studies
- 1.4 Distinction between social sciences and social studies
- 1.5 Understanding society through various social sciences

Unit-2: Aims Objectives and Academic Standards of Social Sciences

- 2.1 Major aims and objectives of teaching Social Sciences
- 2.2 Bloom's taxonomy of Educational Objectives
- 2.3 Academic Standards and Learning outcomes of teaching Social Sciences
- 2.4 Recommendations of NPE 1986, NCF 2005, APSCF 2011
- 2.5 Values of Teaching Social Sciences

Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Sciences

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

Unit-4: Planning in Teaching Social Sciences

- 4.1 Microteaching – Meaning, Concept and Steps
- 4.2 Microteaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation
- 4.3 Year Plan and Unit Plan
- 4.4 Need and Importance of Lesson Planning (Period Planning)
- 4.5 Technology Integrated Lesson Planning

Unit-5: Teaching Learning Resources in Social Sciences

- 5.1 Community Resources – Human and Material
- 5.2 Social Science Library, Laboratory and Museum
- 5.3 Need and Significance of Current and Controversial issues in teaching social sciences
- 5.4 Handling hurdles in utilizing resources
- 5.5 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 IIC
- Dr Rambhai N Patel, Educational Evaluation – Himalaya Publishing House, Mumbai

Course-IV

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

Unit-1: Introduction to Science

- 1.1. Meaning and Functions of Science
- 1.2. Nature and Scope of Science
- 1.3. Structure of Science
- 1.4. Branches of Science
- 1.5 History of Biological Science

Unit-2: Aims and Values of Biological Science

- 2.1. Aims of Teaching Biological Science
- 2.2. Values of Teaching Biological Science
- 2.3. Competences of a Biological Science Teacher
- 2.4. Correlation of Biological Science with other school Subjects

Unit-3: Objectives of Teaching Biological Science

- 3.1. Meaning and Importance of objectives
- 3.2. Revised Blooms Taxonomy of Educational Objectives.
- 3.3. Instructional Objectives and specifications with examples
- 3.4. Academics Standards mentioned in the school biological science text Book published by government of Andhra Pradesh

Unit-4: Methods and Techniques of Teaching Biological Science

- 4.1 Micro Teaching Techniques
- 4.2 Lecture Method, lecture Demonstration Method, and Laboratory Method
- 4.3 Scientific Method (Inductive and Deductive Method)
- 4.4 Project Method

Unit-5: Planning for Teaching Biological Science

- 5.1 Year Plan
- 5.2 Lesson Plan
- 5.3 Period Plan (Herbartian and Constructivist approach and CCE Model)
- 5.4 Learning Experiences
- 5.5 Planning ICT Applications in Learning Biology

Activities

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.
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-V

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

Unit-1: Introduction to Science and Physical Sciences

- 1.1 Science and Physical Sciences – Meaning, Nature, Scope and Importance
- 1.2 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)
- 1.3 Values of Learning Physical Sciences
- 1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity
- 1.5 Analysis of selected concepts of Physics and Chemistry from 6-10 classes

Unit-2: Development of Science - Physical Sciences

- 2.1 Milestones in the Development of Sciences – Physics and Chemistry
- 2.2 Contributions of Western and Indian Scientists
- 2.3 Landmarks, Status and Development Indian Science and Technology
- 2.4 Physical Science and Human Life
- 2.5 Rationale in Inspiring Students to study Physical Science

Unit-3: Aims, Objectives and competencies of Teaching Physical Sciences

- 3.1 Aims and Objectives of Teaching Physical Sciences
- 3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills
- 3.3 Instructional Objectives of Teaching Physical Sciences
- 3.4 Behavioural or Specific Objectives of Teaching Physical Sciences
- 3.5 Competencies for Teaching of Physical Sciences

Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences

- 4.1 Concept of Teaching with special reference to Physical Science – Approaches and Methods – Student Participation in Learning
- 4.2 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical
- 4.3 Student-centred Methods - Heuristic, Project, Scientific and Laboratory (Illustration of each method by taking examples from specific contents of Physics and Chemistry)

- 4.4 Modern Teaching Techniques - Brainstorming, Team Teaching and Models of Teaching – Concept Attainment Model and Enquiry Training Model
- 4.5 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills

Unit-5: Planning for Teaching Physical Sciences

- 5.1 Importance of Planning for Teaching
- 5.2 Year Plan
- 5.3 Unit Plan
- 5.4 Period Plan (Lesson Plan) – Herbertian Steps vs. Constructivist Approach
- 5.5 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 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

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-V

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

Course Content

Unit-1: Introduction to ELT

- 1.1 Meaning, nature and scope of ELT
- 1.2 Status of English Language in the global and Indian contexts
- 1.3 Aims and Objectives of Teaching English in India
- 1.4 Language and Education Policy in India
- 1.5 Teaching English in Bilingual/Multi-lingual contexts

Unit-2: Methods and Approaches in ELT

- 2.1 Method, Approach and Technique
- 2.2 Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
- 2.3 Oral, Situational and Structural Approaches
- 2.4 Communicative Language Teaching
- 2.5 Micro skills in ELT

Unit-3: Listening and Speaking Skills

- 3.1 Types and Sub-skills of Listening
- 3.2 Techniques of and materials for teaching Listening
- 3.3 Sub-skills of Speaking
- 3.4 Techniques of and materials for teaching Speaking
- 3.5 Activities to develop Listening and Speaking skills.

Unit-4: Reading and Writing Skills

- 4.1 Types and Sub-skills of Reading; Methods of Teaching Reading
- 4.2 Reading and Reflecting on text
- 4.3 Mechanics of Writing
- 4.4 Sub-skills and techniques of Writing
- 4.5 Activities to develop Reading and Writing skills.

Unit-5: Developing integrated skills and use of ICT in English Language Teaching

- 5.1 Teaching of Prose
- 5.2 Teaching of Poetry
- 5.3 Use of Multi-media in ELT
- 5.4 Online resources for ELT
- 5.5 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

Course-V
PEDAGOGY OF TELUGU

II తెలుగు భాష-అంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష

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

2) తరగతిలో బాషాపయోగం - సహవిద్యార్థులతో ఉపాధ్యాయులు తల్లిదండ్రులు
ఇతర పెద్దలు అధికారులతో బాషా వ్యవహారం, మెలకువలు

3) వాణీయ స్థాయిలో, అంతర్జాతీయస్థాయిలో తెలుగు భాషాస్థితి. తెలుగు భాషకు ప్రాచీన
హాదా కల్పన - ప్రయోజనాలు

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

III బాషాభ్యసనం - భాషా బోధన

1) భాషా సంపాదన - పిల్లల భాషా సంపాదన

తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు

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

3) బాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి ఉపగమాలు

జ్ఞాన నిర్మాణవాద ఉపగమాలు

భాషా బోధన - అభ్యసనాలు భారతీయ దృక్పథం.

భాషా బోధన - అభ్యసనాలు పాశ్చాత్యులు దృక్పథాలు.

పాణిని, పతంజలి, కాత్యాయనుడు, జానీయూ-బ్రూనర్

పియాజీ, వైగాట్స్కీ, చోమ్స్కీ ప్రభుత్వ అలోచనలు.

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

➤ పద్ధతి - పూర్వం: అంటే - ఎందుకు - పూర్వాల ప్రయోజనాలు - పరిమితులు

➤ వ్యాకరణానువాదపద్ధతి, ప్రత్యక్షపద్ధతి - పఠనపద్ధతి - సందర్భపద్ధతి

వాక్యపద్ధతి, పద పద్ధతి, సంబాషణ పద్ధతి ప్రశ్నోత్తర పద్ధతి

వివరణ పద్ధతి విశ్లేషణ పద్ధతి వ్యాఖ్యన పద్ధతి - విమర్శనా పద్ధతి

వాక్యకరణ పద్ధతి - కథన పద్ధతి - పూర్ణపద్ధతి - ఖండ పద్ధతి - ప్రతి పదార్థ పద్ధతి.

తార్కర్యపద్ధతి - ప్రశంసా పద్ధతి.

➤ పరస్పరచర్యపద్ధతి, అన్వేషణ పద్ధతి, ప్రాథమికపద్ధతి

➤ సంయుక్త అభ్యసనం, సహకార అభ్యసనం, వనరుల ఆధారిత అభ్యసనం

➤ స్వీయనిర్దేశిత అభ్యసనం, పరిశీలనాత్మక అభ్యసనం

➤ మేథోమధన పద్ధతి - ఆప్తవాక్యపద్ధతి

1) భాష - స్వరూపం - స్వభావం

1) ఒక నియమ బద్ధ వివేచనగా భాష భాషా ప్రవర్తన - భాషాస్వరూప భాషా స్వభావం భాషా నియమం వైవిధ్యం.

2) భాషా మూలధరికాలు, కలింగ-ప్రథ మూలధరికం, ఉభయగోదావరి జిల్లాల మూలధరికం, కృష్ణామూలధరికం, నెల్లూరు మూలధరికం, రాయలసీమ మూలధరికం (స్థానిక మూలధరికాలు) ఇవే. వాక్య రూపాల్లో సాదృశ్య భేదాలు

3) భాషాతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

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

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

6) భాషాపాఠ్యాయుని సన్నద్ధత: విశిష్ట లక్షణాలు సాధారణ లక్షణాలు- పూర్వ సన్నద్ధత బోధనానంతర సమీక్ష భాషాపాఠ్యాయుల తరగతి గది ప్రవర్తన తరగతిలో భాషాపాఠ్యాయుల పరిమరులు-వ్యుత్పన్నత (Resourcefulness) - సూక్ష్మబోధన-నైపుణ్యాల సంపాదన, ఆచరణ.

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

జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన - ప్రవణములక అవగాహనం - పరిసరములక అవగాహనం అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వరూప అభివ్యక్తి, స్వరూప అభివ్యక్తి

భాషాభిరుచి - అసక్తి, విరసాసక్తి, ఆసక్తిపరాసక్తి, రచనాసక్తి

రసానుభూతి: స్వరూపాత్మకత

సముచితమోచితైఖరాలు: భాషామూలధరికం.

ప్రకలునా కృత్యాలు: భాషామూలధరికం, భాషామూలధరికం

1. భాషాకౌశలాల సంపాదన:

1. కౌశలం సామర్థ్యం నైపుణ్యం కత్తియుక్తులు భావనలు

2. శ్రవణం

శ్రవణం అంటే శ్రవణం ప్రయోజనాలు-వక్త్యశ్రోత్యుసంబంధాలు-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 వక్త్యశ్రోత్రు సంబంధాలు - భాషణంలో అవధానం (ఏకాగ్రత), గ్రహణం, సూక్ష్మ పరిశీలన, వివేచన - అవగాహన-భాషణం - అవరోధాలు-నివారణోపాయాలు.

భాషణం - మౌన భాష, సంకేత భాషణం - బాషణానైలులు - బాషణ అలవాట్లు భాషణం-వక్యత్వం-వాదప్రతివాదాలు - ఉపన్యాసం - చర్చ- మేధోమదనం-బాషణాభ్యాసాలు -బాషణ బోధన-సంభాషణ, కథాకథనం-సందర్శించిత భాషణం - నాటకీకరణం. భాషణ దోషాలు ఉచ్ఛారణ 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: క్లుప్తపఠనం - విస్తార పఠనం

పఠనం-బేదాలు: మౌన పఠనం మరియు ప్రకాశ పఠనం-పఠనం-అవధానం - గ్రహణం - పరిశీలన - పరివాహకాహార- పఠనం - అవరోధాలు-పఠన సన్నద్ధత - పఠన పరిణతి - పవ్యవరణం, పఠనాభ్యాసం - బోధన పద్ధతులు - పద పద్ధతి - వాక్యపద్ధతి.

5. లేఖనం:

భాషానిమి - తెలుగు లిపి పరిణామ క్రమం - తెలుగు లిపి లక్షణాలు.

లేఖనం - దృష్టలేఖనం - ఉత్తలేఖనం - దస్తూరి

లేఖనాభ్యాసం - సంప్రదాయపద్ధతి - ఆధునిక పద్ధతులు - లేఖనం లక్షణాలు

లేఖనం అవరోధాలు.

తేజసరూపాలు: విశతి పత్రం - అధ్యర్థన పత్రం ప్రకటన కర పత్రం పొస్టరు పుస్తకాలకు,
 లేఖ తల్లిదండ్రులకు, స్నేహితులకు లేఖ - వ్యాపార లేఖ - ఆహ్వాన పత్ర రచన, స్వాగత
 పత్ర రచన, నివేదిక రచన, అభినందనరచన - వ్యాపార రచన, కృతజ్ఞత/ వందన సమర్పణ
 రచన ప్రకటనా రచన ప్రస్తుత్యరచన - విశదర్య రచన, స్వయం వివరాల రచన.

తేజనం - అనువాదం: మూల విదేయానువాదం వాక్యవిదేయానువాదం బాహ్యవాదం
 అనువాదంలో సరికావడం.

తెలుగు - హిందీ - ఆంగ్లభాషల మధ్య అనువాదం.

తేజనం- వైలి, ప్రాచీన వైలి, ముండలిక వైలి, ప్రామాణిక వైలి -

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) భాషాభ్యాసనానికి 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 రూపొందించుట.

5. పాఠశాల సంభాషణల్లోని ముండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట.

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