

B.Ed.(DM) - I Semester

B.Ed(DM) – I - PHILOSOPHICAL FOUNDATIONS OF EDUCATION

CONTENTS

Blocks & Units	Title
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
Unit – 5	Education During Medieval Period (Including Islamic Education)
Unit – 6	Education During Modern Period Pre- Independent
Unit – 7	Education During Modern Period Post Independent Era
Block -III	Eastern Systems and Western Schools of Philosophy
Unit – 8	Eastern Systems of Philosophy Sankhya, Yoga, Nyaya, 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	Value Education
Unit – 12	Approaches to Inculcate Values
Block -V	Teaching as a Profession
Unit – 13	Teaching as a Profession
Unit – 14	Teachers as a Creator and Facilitator of Knowledge

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

Blocks & Units	Title
Block -I	Approaches of human Development
Unit - 1	Concept of Growth, Development and Maturity, Principles of Development
Unit -2	Dimensions of growth and development
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 -5A	Psycho-social theory of development(erikson)
Unit -5B	The theory of psycho sexual development(freud)
Unit -6A	Theory of moral development (kohlberg's)
Unit -6B	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	Adolescence as a Period of Transition
Unit -11	Mechanisms of adjustment-special reference to defense mechanisms and holistic development
Unit -12	Leadership :types and qualities of leadership
Block -V	Individual Differences
Unit-13	Dimensions of Individual differences
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
Unit-16	Individual differences based on cognitive abilities

B.Ed(DM) –III ICT FOR ENRICHING TEACHING AND LEARNING

BLOCK & UNIT	TITLE
Block -I	Information and communication Technology (ICT)
Unit - 1	Educational Technology – Concept, Growth and Objectives, Characteristics, Advantages, Challenges and Impact. Knowledge explosion, Preservation, Retrieval.
Unit -2	Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication Technology – Its application in Education
Unit -3	Instructional media and aids – aural Print, Visual and Multimedia
Unit – 4	ICT in Education - Concept and Importance, Characteristics, Need of ICT and Scope, 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: communication and communicative skills for teachers and students - interaction analysis category system
Unit -6	Individualized Instruction
Unit -7	programmed learning
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 System – DOS, Windows and Macintosh and Mobile apps for Teaching
Unit -10	Software for Word Processing, Presentation, Statistical & Graphical page Layout, Multimedia Web Page Creator
Unit -11	Concept, Applications and Challenges of Computer networks, Internet, Email 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
Unit-14	Project based learning using computers, internet and activities
Unit-15	Collaborative Learning
Unit-16	The 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
Unit-18	Critical issues in internet usage – authenticity addiction, plagiarism, ethical and legal standards

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

BLOCK & UNIT	TITLE
BLOCK-I	Meaning, Nature, and Scope of Mathematics
Unit-1	Meaning, Nature, and Scope of Mathematics
Unit-2	Contributions of Indian & Western Mathematicians
BLOCK-II	Aims and Objectives of Teaching Mathematics
Unit -3	Aims and Objectives of Teaching Mathematics – Part - I
Unit-4	Aims and Objectives of Teaching Mathematics – Part - II
BLOCK-III	Methods, approaches and strategies in teaching and learning of Mathematical concepts
Unit-5	Methods, approaches and strategies in teaching and learning of Mathematical concepts
Unit-6	Creating awareness among student teachers on various concepts of arithmetic, algebra, geometry, trigonometry and probability and statistics from classes vi to x
Unit-7	Methods of teaching mathematics
Unit-8	Problem-solving method
BLOCK- IV	Planning for teaching- learning mathematics
Unit-9	Microteaching and microteaching skills
Unit-10	Planning of instruction- lesson plan
Unit-11	Learning resources in mathematics-mathematics text book
Unit-12	Community resources for mathematics learning

IV (B) PEDAGOGY OF SOCIAL SCIENCES

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Unit-2	Social Sciences and Social Studies	19 -28
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Unit-4	Academic standards and learning outcomes of teaching social sciences recommendations of NPE 1986, NCF 2005, APSCF 2011	60-73
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Unit-5	Meaning, need and significance of various approaches, methods, strategies and techniques of teaching social sciences	75 -91
Unit-6A	Learner-Centred Approaches	92 -109
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BLOCK- IV	Planning in Teaching Social Sciences	150 -200
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Unit-10	Community resources human and material handling hurdles in utilizing resources social science library, laboratory and museum	202- 221
Unit-11	Need and significance of current and controversial issues in teaching social sciences professional development of social sciences teacher	222 -238

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

Blocks & Units	TITLE
Block-I	Introduction to Science
Unit-1	Meaning and Functions of Science, Nature and Scope of Science
Unit-2	Branches of Science History of Biological Science
Block-II	Aims of Teaching 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-6	Academic standards mentioned in the school biological science textbook published by government of Andhra Pradesh
Block -IV	Methods and Teaching of Teaching Biological Sciences
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

B.Ed.(DM) V(A) - PEDAGOGY OF PHYSICAL SCIENCES

Blocks& Units	Title	Page No.
Block-I	Introduction to Science and Physical Sciences	1-38
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Unit - 4	Physical Science and Human Life	59 - 76
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Unit - 5	Aims and Objectives of Teaching Physical Sciences Instructional Objectives of Teaching Physical Sciences	78 - 87
Unit - 6	Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, Etal –Revised Bloom’s Taxonomy and Higher-Order thinking Skills	88 - 99
Unit - 7	Behavioral or Specific Objectives of Teaching Physical Sciences, Competencies for Teaching of Physical Sciences	100 - 111
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B.Ed(DM) –V (B) PEDAGOGY ENGLISH

Blocks& Units	Title
Block-I	Introduction to ELT
Unit - 1	Meaning, Nature, 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, approach 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	Reading and writing skills
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 and teaching of poetry
Unit - 11	Use of multi-media in ELT - online resources for ELT -ELT and social networking structure

B.Ed(DM) –V(C) PEDAGOGY OF TELUGU

CONTENTS

- యూనిట్ - 1 భాష సమాజం - భావనలు
- యూనిట్ - 2 భారత రాజ్యాంగం - అధికరణలు
- యూనిట్ - 3 తెలుగు భాష - ఆంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష
- యూనిట్ - 4 తరగతిలో భాషోపయోగం సహ విద్యార్థులు, ఉపాధ్యాయులు
తల్లిదండ్రులు, ఇతర పెద్దలు అధికారులలో భాషా వ్యవహారం,
మెలకువలు, జాతీయ, అంతర్జాతీయ స్థాయిలో తెలుగు భాషా స్థితి,
తెలుగు భాషకు ప్రాచీన హోదా కల్పన ప్రయోజనాలు
- యూనిట్ - 5 భాషాభ్యసనం - భాషాబోధన
- యూనిట్ - 6 భాషాభ్యసనం - బోధనా పద్ధతులు - విమర్శనాత్మక విశ్లేషణం
- ప్రాచీనుల, ఆధునికుల అభిప్రాయములు
- యూనిట్ - 7 బోధనా పద్ధతులు
- యూనిట్ - 8 ఒక నియమబద్ధ వ్యవస్థగా భాషా-భాషా ప్రవర్తన-భాష స్పృహ-వైఖరి,
భాషా విషయ వైవిధ్యత. భాషా మాండలికాలు-భాషేతర పుస్తకాల్లో
తెలుగు భాష భాషా వ్యవస్థ-భాషోత్పత్తి విధం, భాషా వ్యాకరణం
- యూనిట్ - 9 భాషోపాధ్యాయుని సన్నద్ధత, భాషాభ్యసనం-భాషా బోధన
- యూనిట్ - 10 భాషా కౌశలాల సంపాదన - శ్రవణం, భాషణం
- యూనిట్ - 11 భాషా కౌశలాల సంపాదన-పఠనం, లేఖనం

B.Ed.(DM) - II Semester

B.Ed(DM) –VI SOCIOLOGICAL FOUNDATIONS OF EDUCATION

BLOCKS & UNITS	TITLE
Block-I	Sociology and Education
Unit - 1	Meaning, Nature and Scope of Sociology
Unit - 2	Agencies of Socialization – Family, peer group and School, Media, Religion
Unit - 3	Role of Teacher in Socialization process impact of socialization on education
Block-II	Culture and education
Unit - 4	Culture and education – meaning, definition and 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.
Block-III	Social change and education
Unit - 7	Meaning and factors responsible for social change concept and attributes of modernization
Unit - 8	Social stratification, social mobility and education structure
Unit - 9	Education as a facilitator for social change social networking its implications on social cohesion and education
Block-IV	Democracy and education
Unit - 10	Concept and principles of democracy equality and equity in education
Unit - 11	preamble of the constitution in relation to education
Unit - 12	Role of education in strengthening democracy and democratic citizenship – teacher as a democrat
Block-V	Education and national integration
Unit - 13	Concept, need for national integration, education as an instrument for national integration
Unit - 14	Programmes to promote national integration and international understanding
Unit - 15	peace education in school, social crisis and its management

B.Ed(DM) –VII LEARNING AND TEACHING

Blocks & Units	TITILE
Block-I	Process of Learning
Unit - 1	Concept of learning, types of Learning and factors influencing learning
Unit - 2 A	Learning process: Attention
Unit - 2 B	Learning process: Sensation and Perception
Unit - 2C	Learning process: Concept formation
Unit - 3	Memory and Forgetting
Unit - 4 A	Transfer of Learning
Unit - 4B	Role of motivation in learning, methods of improving motivation
Block-II	Behaviorist Perspectives of Learning
Unit - 5	Trial and error – Thorndike, laws of learning, concept, 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 perspective of Learning - kohler
Unit - 10A	Social learning - Albert Bandura's theory
Unit - 10B	Social constructivism VY Gotsky
Unit - 11	humanist perspective of learning (learner centered approach) - carl rogers
Block-IV	Teaching Process
Unit - 12	Teaching Process
Unit - 13	Phases of Teaching
Unit - 14	Teaching Process
Block-V	Learning Environment and Learning Engagement
Unit - 15	Learning environment and learning engagement
Unit - 16	Development of emotional intelligence

B.Ed(DM) –VIII CLASSROOM MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Blocks & Units	TITLE
Block-I	Classroom Organisation
Unit-1	Classroom Organisation
Unit-2	Characteristics of Classroom Environment
Block-II	Classroom Management
Unit-3	Classroom Management-part-I
Unit-4	Classroom Management-part-II
Block-III	Role of Teacher in School Functions
Unit-5	Role of Teacher in school Functions-part-I
Unit-6	Role of teacher in school functions-part-II
Block-IV	Teacher as a Leader
Unit-7	Teacher as a leader: concept, nature and types of leadership strategies to develop leadership qualities Role of a teacher as a leader in managing classroom dynamics
Block-V	Action Research in Education
Unit-8	Action research–meaning, need and scope, steps in action research action research–problem are as–student, classroom, schoolteacher, administration, action research cycle

B.Ed(DM) –IX ART EDUCATION

Blocks & Units	TITILE
Block-I	Art and Aesthetics
Unit - 1	Aesthetics
Unit - 2	Indian Art
Block-II	Art and Education
Unit - 3	Art as a medium of Education
Unit - 4	Art and human Development
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 & 8	Contributions made by Contemporary thinkers on art and education
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

B.Ed.(DM) - III Semester

B.Ed(DM) –X PEDAGOGY OF MATHEMATICS

Blocks & Units	TITLE
Block-I	Mathematics Curriculum
Unit - 1	Mathematics Curriculum
Unit - 2	Language and aesthetic sense of mathematics
Block-II	Language and Aesthetic sense of Mathematics
Unit - 3	Assessment and Evaluation
Unit - 4	Mathematics for all
Block-III	Assessment and Evaluation
Unit - 5	Professional development in mathematics teacher
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	Understanding learners - activities enriching mathematics learning structure
Unit - 8	Mathematics for all
Block-V	Professional Development in Mathematics Teacher
Unit - 9	Professional development of mathematics teacher

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

Block & Unit	Title
Block-I	Teaching and Learning of Geography and Economics
Unit-1	Fundamental Concepts of Geomorphology
Unit-2	Meaning, Nature and Scope of Economics - Classification of Economic System
Block-II	Teaching Learning of History and Political Science
Unit -3 &4	Teaching Strategies of Geography, Economics, History and Civics
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 and Social Sciences Text book
Block- IV	Teaching Learning Material in Social Sciences
Unit-7	Need and Significance of Teaching Learning Materials of teaching Social Sciences
Unit-8	Different Teaching Aids in Teaching of Social Sciences
Block-V	Evaluation in Learning social Sciences
Unit-9	Meaning, Nature and Characteristics of Evaluation Quantitative and Qualitative tools of Evaluation
Unit -10	Continuous and Comprehensive Evaluation: Analysis and Interpretation of Test Scores

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

Block & Unit	Title
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 al all-purpose laboratory, mobile science laboratory
Unit - 5	Procurement, care and maintenance of laboratory equipment first aid
Unit - 6	Edgar dale ‘s cone of experience audio, visual instructional aids
Block- IV	Resources for Teaching Biological Science
Unit - 7	Activity aids (aquarium, vivarium, terrarium, herbarium), electronic teaching aids improvisation of teaching aids
Unit - 8	Resources for teaching biological science - science kit, science library, science club
Unit - 9	Science Exhibition And Science Fair
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

B.Ed.(DM) XI (A) - PEDAGOGY OF PHYSICAL SCIENCES

Blocks& Units	Title
Block-I	Science curriculum and text books
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
Unit - 4	Improvised apparatus for concrete and abstract concepts
Unit - 5	Self learning material
Block-III	Lifelong physical sciences learning
Unit - 6	Lifelong Physical Science learning
Unit - 7	Science communication in India
Block-IV	Professional development of Physical Sciences teachers
Unit - 8	Professional development of Physical Science teachers
Unit- 9	Role of reflective practice in professional development of Physical Science teachers
Block-V	Evaluation in Physical Science
Unit - 10	Evaluation of learning outcomes in Physical Science
Unit - 11	Planning, preparation and conduct of achievement test in CCE model evaluation of responses, scoring and tabulation, analysis and interpretation of test scores

B.Ed(DM) –XI PEDAGOGY ENGLISH

Blocks& Units	Title
Block-I	Language across Curriculum
Unit - 1	Need for Communication Communication for classroom teaching Classroom interaction patterns
Unit - 2	Interpersonal skills Individual/Pair/Group activities
Block-II	Teaching of Grammar
Unit - 3	Need and importance of teaching Grammar Types of Grammar and Techniques of Teaching Grammar
Unit - 4	Using Authentic materials to teach Grammar Grammar Games and the related activities Remedial teaching in Grammar
Block-III	Teaching Vocabulary, Study and Reference skills
Unit - 5	Selecting and Grading vocabulary terms Techniques of teaching vocabulary Vocabulary games
Unit - 6	Techniques of teaching Study Skills: Note-making/Note-taking/Mind mapping/ Brain-storming Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopaedia and Bibliographies
Block-IV	Introduction to Phonetics
Unit - 7	Vowels and Diphthongs Consonants
Unit- 8	Stress, Intonation, Techniques of using Language Laboratory
Block-V	Language Assessment and Evaluation
Unit - 9	Progress and assessment of development of language skills; CCE; techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation. Typology of questions: activities and tasks reflecting - problem solving, creative and critical thinking and enhancing imagination
Unit -10	Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

B.Ed (DM) XI (C) PEDAGOGY OF TELUGU

- యూనిట్ - 1 భాష ఆలోచనలు, సృజనాత్మకత, భాష వివిధ సాహిత్య ప్రక్రియలు, పద్య ప్రక్రియలు, వచన ప్రక్రియలు
- యూనిట్ - 2 నాటక ప్రక్రియలు, తెలుగులో కవిత్వ ఉద్యమాలు
- యూనిట్ - 3 పద్య బోధన-గద్య బోధన-ఉపవాచక బోధన-వ్యాకరణ బోధన - నాటక/సంభాషణ కథ, వ్యాస బోధనా పద్ధతులు
- యూనిట్ - 4 భాషాభ్యసన, బోధన ప్రణాళికలు, బోధనా సామాగ్రి
- యూనిట్ - 5 భాషా సహ పాఠ్య కార్యక్రమాలు - గ్రంథాలయాలు
- యూనిట్ - 6 భాషా బోధనాభ్యసన ఉపకరణాలు - మాధ్యమాలు
- యూనిట్ - 7 భాషాభ్యసనం, బోధన ప్రణాళికలు, ఆధునిక ధోరణులు
- యూనిట్ - 8 భాషా సాహిత్య కృషిలో వివిధ సంస్థలు
- యూనిట్ - 9 భాషాభ్యసనం - బోధన మూల్యాంకనం
- యూనిట్ - 10 భాషాభ్యసనం-బోధన-మూల్యాంకనా-నికష నిర్మాణం విశ్లేషణ

B.Ed(DM) –XII LEARNING ASSESSMENT

Blocks& Units	Title
Block-I	Perspectives on Assessment and Evaluation
Unit - 1	Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelation ships 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, Standardised), 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 and summative assessment
Unit - 4	Aligning formative and Summative Assessments
Block-III	Tools of Assessment
Unit - 5	Tools of Assessment
Unit - 6	Assessment of Affective Learning
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 of assessment
Unit -9	Construction of Assessment
Unit-10	Administration of Assessment
Unit-11	Analysis and interpretation of students' performance processing test data: graphical representations; calculation of measures of central tendency

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 teacher’s self-improvement and curriculum revision
Block-V	Issues, concerns and trends in assessment and evaluation
Unit-13	Existing practice : 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
Unit-14	trends in assessment and evaluation and other technology based examinations: standards: based assessment-international practices

**B.Ed(DM) –XIII UNDERSTANDING THE SELF
CONTENTS**

Block	Unit	Title
Block-I		Self as a Human Resource
	Unit-1	Self as a Human Resource (Part A)
	Unit-2	Self as a Human Resource (Part B)
Block-II		Self in Relation to Social Identities
	Unit -3	Self in Relation to Social Identities (Part A)
	Unit-4	Self in Relation to Social Identities (Part B)
Block-III		Self (Person) As A Part of The Nature
	Unit-5	Self (Person) As A Part of The Nature (Part A)
	Unit-6A	Responsibility of self towards conservation, protection and enrichment of plant and animal life
	Unit-6B	Responsibility of self towards other human beings in the family, society across the globe
Block- IV		Self in relation to profession
	Unit-7A	Self critical awareness of teaching competency: adequacy of subject matter knowledge professional skills and effective communication to the students
	Unit-7B	Self critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's attitude 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.
Block- V		Self - Development through self-learning
	Unit -9A	Self development through self – learning (self knowledge)
	Unit -9B	Objective view of beliefs, prejudices and stereo types to liberate from irrational tendencies
	Unit-10	Understanding human roots in animal and possibility of heights in the divinity through the philosophers yogic practices for physical, mental and spiritual health and to lay the seeds for self-realization

B.Ed.(DM) - IV Semester

B.Ed(DM) –XIV CONTEMPORARY INDIA AND EDUCATION

Block & Units	Title
Block-I	Normative Vision of Indian Education: Indian Constitution
Unit-1	Constitution of India basic features
Unit-2	Preamble of the Constitution: The Ideals
Block-II	Education as fundamental right
Unit -3	Human rights, meaning, nature and classification
Unit-4	Issues in implementing RTE 2009 - A critical understanding
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
Unit-6	Schooling quality concerns issues
Block- IV	Understanding exclusion in schooling
Unit-7	Understanding exclusion in schooling
Unit-8	Measure to address the issue of learning of differently abled children and professional preparedness of institutions
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	Universalization of secondary school stages of Education: its status. Rasthriya Madhyamika Shiksha Abhiyan (RMSA) goals and policy intervention for quality secondary school stages of education

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

Block	Title
	Course Introduction
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 affecting gender Discrimination
Unit-4	Socialisation process and its impact on decision making women / girls
Block-III	Historical Perspectives and changing status of Women
Unit-5	Historical Perspectives and changing status of Women
Unit-6	Status of women in the British period and the present age
Block- IV	Legal issues of Gender
Unit-7 & 8	Women's rights legal provisions 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

B.Ed(DM) –XVI INCLUSIVE EDUCATION

Block	Title
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
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, UNCPRD
Unit-7	National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009
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

B.Ed(DM) –XVII ENVIRONMENTAL EDUCATION

Block	Title
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.
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	<p>Environmental education at Primary, Secondary and Higher Education level</p> <p>Major constraints for its implementation at these levels.</p> <p>Teacher's role – national resource centre for environmental education</p>
Unit-10	<p>Characteristics of good teaching method.</p> <p>Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.</p> <p>Relative efficiency of teaching methods, Role of IT and media in environment and human health.</p>