I CHILD DEVELOPMENT AND PEDAGOGY (Marks: 30)

1. DEVELOPMENT OF CHILD
   - Development, Growth & Maturation – Concept & Nature
   - Principles of Development
   - Factors influencing Development – Biological, Psychological, Sociological
   - Understanding Development – Piaget, Kohlberg, Chomsky, Carl Rogers
   - Individual differences – Intra & Inter Individual differences in the areas of Attitudes, Aptitude, Interest, Habits, Intelligence and their Assessment
   - Development of Personality – Concept, Factors effecting development of Personality
   - Adjustment, Behavioral problems, Mental Health
   - Methods and Approaches of Child Development – Observation, Interview, Case study, Experimental, Cross sectional and Longitudinal
   - Developmental tasks and Hazards

2. UNDERSTANDING LEARNING
   - Concept, Nature of Learning – Input – Process – Outcome
   - Factors of Learning – Personal and Environmental
   - Approaches to Learning and their applicability – Behaviorism (Skinner, Pavlov, Thorndike), Constructivism (Piaget, Vygotsky), Gestalt (Kohler, Koffka) and Observational (Bandura)
   - Dimensions of Learning – Cognitive, Affective and Performance
   - Motivation and Sustenance – its role in learning.
   - Memory & Forgetting
   - Transfer of Learning

3. PEDAGOGICAL CONCERNS
   - Teaching and its relationship with learning and learner
   - Learners in Contexts: Situating learner in the socio-political and cultural context
   - Children from diverse contexts – Children With Special Needs (CWSN), Inclusive Education
   - Understanding of Pedagogic methods – Enquiry based learning, Project based learning, Survey, Observation and Activity based learning
   - Individual and Group learning: Issues and concerns with respect to organizing learning in class room like Study habits, Self learning and Learning to learn skills
   - Organizing learning in heterogeneous class room groups – Socio-economic background, Abilities and Interest
   - Paradigms of organizing Learning - Teacher centric, Subject centric and Learner centric
   - Teaching as Planned activity – Elements of Planning
   - Phases of Teaching – Pre active, Interactive and Post active
   - General and Subject related skills, competencies required in teaching and attributes of good facilitator
   - Learning resources – Self, Home, School, Community, Technology
   - Distinction between Assessment for Learning & Assessment of Learning, School based Assessment, Continuous & Comprehensive Evaluation: Perspective & Practice
I. অস্ত্রোধ – (Comprehension)
   1. অস্তিত্ব প্রতি
   2. অস্তিত্ব প্রতি

II. কমি, বাক্য - রচনাকার (সেরা), রচনাবলী।

III. তাকর্ক – অক্ষর, শিল্প
     বাক্য – বাক্য ঘোট, কল্পনাবাদ, কল্পনাবাদ, ভাববাদ,
     বাক্য দর্শন প্রতি, বাক্য কল্পনার নিমন্ত্রণ, রচনা –
     কল্পনার নিমন্ত্রণ।

IV. কল্পনায়, অর্থতে, বচন, নির্দেশ, কার্যক, কাল, বিশ্লেষণ,
    চিত্র, সম্পদ, বিলম্বিত শব্দ, কল্পনার শব্দ, শিল্প-অর্থ
    শব্দ, বাণিজ্যরা, বাণিজ্য।

(B) ওয়ায়া নিজলেখন-নিশ্চিত (Methodology)

1. ভাষার শ্রেণী - ভাষার প্রকৃতি : - অক্ষ-৬
   অক্ষ – শিল্পবাদ, শিল্পবাদ, শিল্পবাদ, শিল্পবাদ,
   শিল্পবাদ বাণিজ্যের শব্দ ও খেলাহার।

2. ওয়ায়া - কোলামের বিকাশ : -
   শৈলী, বাণিজ্য, বাণিজ্য, বাণিজ্য (LSRW)
3. বাঙ্গা শিখর ও শিখন-বিষিষ্ট
উজ্জল শিখর ও উজ্জল শিখনের বিশেষত
ঝাসা শিখনের আলাদা বিষাক্ত
ঝাসা শিখনের পরামর্শ
ঝাসা-শিখন পাদ্ধী (প্রত্যক্ষ, পরোক্ষ, খেলা,
সন্ত্রাস শিখন পাদ্ধী, নির্দেশিত স্থায়ী, চলাচল,
পাদ্ধী, আবশ্যকতা, অপরাধী, আগন্ত, অনিন্দন
ফিসাগন, সুলভ শিখন।

4. পত্তিকাস ও সহজাতী ফিসাগন-
পত্তিকাস, পাঠিয়ে চাকু, প্রত্যক্ষন, চুলু, পল্লু উদ্ধৃত (শিখন উদ্ধৃতন), অধিক চুটিতে উপেক্ষী সহজাতী ফিসাগন।

5. শিখন ও সোজনালে-
আবশ্যকতা, উপাসনালে।
সকল সোজনা, পাঠি সোজনা।

6. সুন্দরীন- সুন্দরীনের ধারনা, নির্দেশ সজ্জনী সুন্দরীন,
উজ্জল পরিকল্পনা বিশেষত, উজ্জল পথের নির্দেশ,
উজ্জলি পরিকল্পনা অভিনেতা।
III. LANGUAGE – II (ENGLISH) (Marks: 30)
CONTENT (Marks: 24)
5. Degrees of Comparison 6. Direct and Indirect Speech 7. Questions and question tags,

PEDAGOGY (Marks: 06)
1. Aspects of English:- (a) English language – History, nature, importance, principles of 
English as second language (b) Problems of teaching / learning English
2. Objectives of teaching English.
3. Phonetics
4. Development of Language skills:- a Listening, Speaking, Reading & Writing (LSRW).
   b) Communicative skills.
   1. Approaches, Methods, Techniques of teaching English.
      (a) Introduction, Definition and Types of approaches methods and techniques of 
      teaching English (b) Remedial teaching.
6. Teaching of structures and vocabulary items.
7. Teaching learning materials in English
8. Lesson Planning
9. Curriculum & Textbooks
10. Evaluation in English language

IV. MATHEMATICS (Marks: 30)
CONTENT (Marks: 24)
1. **Number system**: Whole numbers, place value, comparison, fundamental 
   mathematical operations; Addition, Subtraction, Multiplication and Division, Indian 
   Currency, Prime and Composite numbers, Prime factors, Lowest Common Multiple 
   (LCM) and Greatest Common Multiple (GCM).
2. **Fractions**: Concept of fractions, proper fractions, improper fractions, mixed 
   fractions, decimal fractions, comparison, addition, subtraction, multiplication, 
   division of fractions and decimal fractions. Use of fractions in daily life. Rational 
   Numbers; definition, four fundamental operations; properties of numbers (N, W, Z 
   and Q), Square, Square root, Cube, Cube root, and factorization.
4. **Geometry**: Rotation, Types of Angles, Construction and measurement of Angles, 
   line, axis, shapes, reflection and symmetry.
5. **Measurements**: Length, Weight, Capacity, Time, Perimeter and Area, their standard 
   units and relation between them.
6. **Data Applications**: Introduction to Data, data presentation, Bar graph.

PEDAGOGY (Marks: 06)
1. Definitions and Nature of Mathematics
2. Aims, values and instructional objectives of teaching Mathematics
3. Methods of Teaching Mathematics
4. Instructional material in Mathematics - TLM in Mathematics
5. Instructional Planning
6. Designing, Administration, Analysis of scholastic Achievement test (SAT)
7. The Mathematics Teacher
8. Resource Utilization
9. Curriculum and Text Book
10. Diagnostic and Remedial Teaching
V. ENVIRONMENTAL STUDIES (Marks: 30)

CONTENT (Marks: 24)

Our Body – Health – Cleanliness - External, Internal parts of our body, Bones, Muscles, Sense organs, Digestion, Respiration, Nervous system, Excretory system, Circulatory system, First Aid.
My Family - My Family – Family tree, migration, changing structures of family – nuclear and joint families, festivals.
Work & Play - Occupations, Child labor, Games – Local, National and International, Marshal Arts, Effects of games on respiration and breathing, fairs, Circus.
Plants and Animals-Plants & animals in our surroundings, Plant & Animal products, parts of a plant, photosynthesis, parts of a flower, pollination, fertilization, fruits, seeds. Wild & cultivated plants, wild & domestic animals their food, arrangement of teeth in animals.
Our Food - Different types of food, storage of grains and vegetables, storage of food, Food – animal husbandry, Nutrients of food, deficiency diseases.
Shelter - Need, different types of houses, electrical appliances - their use, social life in ants and honey bees, Animals shelter – variation.
Air - Importance of air, composition of air, atmospheric pressure, diseases spread through air and their prevention, air pollution – causes, its impact, and measures to prevent, Green House effect.
Water - Importance, water resources, aquatic flora and fauna, measurement of liquids, Water pollution - causes, impact, measures to prevent, purification of water.
Our country (India) - Location, Area, Physical features, Climate, Natural resources, Historical places in India, Population, Minerals, Industries.
Our state (Andhra Pradesh) - Location, Physical features, Climate, crops, clothes, food, Culture, State Government, Gram Panchayat, Mandal Parishad, Municipality, Municipal Corporation, Local Emergency services, our state symbols.
History and culture of India - Evolution of Man, Pre-historic period, Indian culture and Heritage, Civilization, Medieval period culture, Ancient monuments, Religious movements: Jainism, Buddhism, Bhakti movement, Great personalities, Indian freedom movement, Modern India.

PEDAGOGY (Marks: 06)

1. Concept and scope of Environmental Studies (Science & Social Studies)
2. Aims & Objectives of teaching Environmental Studies (Science & Social Studies)
3. Relation to Science and Social Studies
4. Curriculum and its transaction
5. CCE
6. Learning Environment