B.Ed. Curriculum
(For Regular Mode)
With effect from the Academic year 2016-17
Choice Based Credit System (CBCS)

Reaccredited by NAAC with 'A' grade
A University with Potential for Excellence

Faculty of Education

Osmania University, Hyderabad

PROLOGUE

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

NCTE two year B.Ed programme has brought a paradigm shift from conventional teacher centric to learner centric curriculum. This programme intends to create teachers as reflective practitioners.

Present curriculum designers scaffold the rigour of the framework which has made a comprehensive coverage of theory and field engagement with the child, school and community. Main focus is on three broad areas: Perspectives in education, Curriculum and pedagogic studies and Engagement with the field. It has brought a unique amalgamation of holistic perspectives by creating space for inter-disciplinary approach with themes cutting across the curriculum.

Special impetus is given to enhance professional capacities of student teachers (EPC's) to create professionalism in the preparation. The mode of transaction consisted of varied dimensions to learn through case studies, group presentations, project discussions, reflective documentations, workshops, tutorials and so on. Keeping in view a reflective eye to restore the innovative ideas and also considering the local needs by involving experts from Telangana state universities, Osmania University took lead and conducted two workshops - one with state-wide experts and the other with Colleges of Education affiliated to Osmania University and designed the curriculum. Department level core committee made rigorous exercise, deliberated, discussed on curriculum right from the structure to that of framing curriculum.

The unique features of this curriculum are:

- Themes cutting across the curriculum
- Reflective practices
- Inclusion
- Gender
- CCE
- Creditisation
- Semesterization
- e-Portfolio assessment
- interdisciplinary approach

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

Members of Core Committee: Appointed by Prof.P.Prasad, Dean, Faculty of Education, O.U.
Prof. K. S. Sudheer Reddy
Prof. C. Madhumathi
Prof. A. Ramakrishna
Prof. M. Sakku Bhavya
Prof. D. Balaramulu
Prof. T. Mrunalini – Coordinator

Faculty of Education
Osmania University, Hyderabad

Rules and Regulations of B.Ed. Course
Osmania University, Hyderabad
With effect from the Academic Year 2016 – 17

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two year (4 – semesters) B.Ed. Course has to qualify at the Education Common Entrance Test (Ed.CET) conducted by the Telangana State Council of Higher Education, Government of Telangana for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. It also provides space for Enhancement of Professional Capacities (EPCs). This curriculum also provides an enriched experience to prepare teachers with professionalism through microteaching, & reflective teaching at the institutional level and 20 weeks (120 days) of internship in the school.

Semesters	Theory + Field engagement	Practicum			Total no. of days
		EPC	Internship	Micro & Reflective teaching	
First	83	11	06	-	100
Second	50	2	24	24	100
Third	17	17	66	-	100
Fourth	61	15	24	-	100
Grand total	211	45	120	24	400

III. STRUCTURE OF B. Ed. COURSE – 2016 – 17

Semester – I

A. Theory

EDN – 01 - Paper - I	Philosophical Perspectives of Education
EDN -02 – Paper – II	Assessment for Learning
EDN-03 – Paper – III	Psychology of Childhood and Adolescence
EDN-04- Paper – IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05-Paper – V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)

B. ***Practicum***

EDN 06 (EPC1) – Paper - VI &	Self Development (Communicative English, Life Skills Yoga)

C. **Internship – Phase I: 1 week**

EDN-07-Paper-VII (a)	Observation Record (Observation of Regular Teachers Teaching)

Semester – II

A. Theory

EDN-04-Paper-IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05-Paper-V (b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)
EDN-08-Paper-VIII	Sociological Perspectives of Education

B. ***Practicum***

EDN-09-Paper-IX	Microteaching & Reflective Teaching (I / II Method)
EDN-10-Paper-X	Microteaching & Reflective Teaching (I / II Method)
EDN 11 (EPC2) – Paper -XI (a)	ICT Mediation in Teaching – Learning

C. Internship – Phase II: 4 weeks

EDN-12-Paper-XII (a)	Teaching Practice-Period plan Record (10 lessons) (I / II Method)
EDN-13-Paper-XIII (a)	Teaching Practice-Period plan Record (10 lessons) (I / II Method)

Semester – III

A. Theory

EDN-14-Paper-XIV	School Organization and Management

B. ***Practicum***

EDN 11 (EPC2) – Paper -XI (b)	ICT Mediation in Teaching – Learning
EDN-15 (EPC 3) - Paper-XV	Drama & Art in Education

C. Internship – Phase III: 11 weeks

EDN-12-Paper-XII (b)	Teaching Practice-Period plan Record (30 lessons) (I / II Method)
EDN-13-Paper-XIII (b)	Teaching Practice-Period plan Record (30 lessons) (I / II Method)
EDN-12-Paper-XII (c)	Practical Examination – Final Lesson (I / II Method)
EDN-13-Paper-XIII (c)	Practical Examination – Final Lesson (I / II Method)

Semester – IV

A. Theory

EDN-16-Paper-XVI	Health & Physical Education
EDN-17- Paper – XVII	Contemporary Education in India
EDN-18-Paper –XVIIII	Inclusive Practices
EDN-19 -Paper-XIX	Environmental Education: Issues and Concerns
EDN-20 -Paper-XX	* Electives:

1. Peace Education
2. Practical ethics
3. Guidance and counseling
4. Entrepreneurship Training
5. Tribal Education
6. Classroom Management & Organization
7. Disaster Management Education

B. ***Practicum***

EDN 21-(EPC 4) Paper-XXI	Reflective Reading
EDN 11-Paper- XI (c)	ICT Mediation in Teaching – Learning

C. Internship – Phase IV: 4 weeks

EDN-07-Paper VII (b)	Reflective Journal Research-based Report (Action Research) Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMCs), PTA meetings and other school records e- portfolio, CCE

Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

EDN 11 (EPC2) – Paper - XI: ICT Mediation in Teaching – Learning: Spread across 2, 3 & 4 Semesters of 12, 36 & 12 periods respectively to facilitate its integration with Pedagogy during Internship.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Theory 1 credit @ 1 hour/week

Practicum 1 credit @ 2 hours/week

Internship 1 credit @ week.

IV. CREDITS OF THE COURSE B.Ed. 2016 - 17

Semester - I		***Credits***		
A. Theory		***Theory***	***Practicum***	***Total***
EDN – 01 Paper - I	Philosophical Perspectives of Education	*4*	*1*	*5*
EDN – 02 Paper - II	Assessment for Learning	*4*	*1*	*5*
EDN – 03 Paper - III	Psychology of Childhood and Adolescence	*4*	*1*	*5*
EDN – 04 Paper - IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	*4*	*1*	*5*
EDN – 05 Paper -V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	*4*	*1*	*5*
Sub-total		***20***	***5***	***25***
B. ***Practicum***				
EDN 06 (EPC1) – Paper - VI	Self Development (Communicative English, Life Skills & Yoga)		*2*	
C. Internship – Phase I: 1 week				
EDN 07 – Paper - VII (a)	Observation Record (Observation of Regular Teachers Teaching) & Visit to different Institutions		*1*	
Sub-total			***3***	
Total	**Theory + Practicum**			**28**
A. Theory	***Semester – II***			
EDN – 04 Paper - IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	*4*	*1*	*5*
EDN – 05 Paper - V(b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	*4*	*1*	*5*
EDN – 08 Paper - VIII	Sociological Perspectives of Education	*4*	*1*	*5*
Sub total		***12***	***3***	***15***
B. ***Practicum***				
EDN 09 – Paper - IX	Microteaching & Reflective Teaching (I / II Method)		*1* *1*	
EDN 10 – Paper - X	Microteaching & Reflective Teaching (I / II Method)		*1* *1*	
EDN 11 (EPC2) – Paper -XI(a)	ICT Mediation in Teaching - Learning			
C. **Internship –Phase II: 4 weeks**				
EDN 12 – Paper - XII (a)	Teaching Practice – Period plan Record (10 lessons)		*2*	
EDN 13 – Paper - XIII (a)	Teaching Practice – Period plan Record (10 lessons)		*2*	
Sub-total			***8***	
Total	**Theory + Practicum**			**23**
A. Theory	***Semester - III***			
EDN – 14 Paper - XIV	School Organization and Management	*4*	*1*	*5*
Sub-total		***4***	***1***	***5***
B. Practicum				
EDN 11 (EPC2)	ICT Mediation in Teaching - Learning			

– Paper - XI(b)				
EDN-15 (EPC 3) - Paper-XV	Drama & Art in Education		*2*	
C. Internship –Phase III: 11 weeks				
EDN 12 – Paper - X II(b)	Teaching Practice – Period plan Record (30 lessons)		*5.5*	
EDN 13 – Paper - XIII (b)	Teaching Practice – Period plan Record (30 lessons)		*5.5*	
Sub-total			***13***	
Total	**Theory + Practicum**			**18**
A. Theory	***Semester - IV***			
EDN – 16 Paper – XVI	Health & Physical Education	*2*	*1*	*3*
EDN – 17 Paper – XVII	Contemporary Education in India	*4*	*1*	*5*
EDN – 18 Paper – XVIII	Inclusive Practices	*2*	*1*	*3*
EDN – 19 Paper – XIX	Environmental Education: Issues and Concerns	*2*	*1*	*3*
EDN – 20 Paper – XX	*** Electives** 1. Peace Education 2. Practical ethics 3. Guidance and counseling 4. Entrepreneurship Training 5. Tribal Education 6. Classroom Management & Organization 7. Disaster management Education	*2*	*1*	*3*
Sub-total		***12***	***5***	***17***
B. **Practicum**				
EDN 21 (EPC4) – Paper - XXI	Reflective Reading		*2*	
EDN 11 Paper – XI(c)	ICT Mediation in Teaching - Learning		*2*	
C. Internship – Phase IV: 4 weeks				
EDN 07 – Paper - VII (b)	Reflective Journal Research-based Report (Action Research) Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (Monitoring), PTA meetings and other school records e-Portfolio; and CCE		*4*	
Sub-total			***8***	
Total	**Theory + Practicum**			**25**

	Theory	***Practicum***	***Total Credits***
Semester - I	***20***	***8***	***28***
Semester - II	***12***	***11***	***23***
Semester - III	***5***	***13***	***18***
Semester - IV	***17***	***8***	***25***
Grand Total	***54***	***40***	***94***

Field Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

EDN 11 (EPC2) – Paper - XI: ICT Mediation in Teaching – Learning: Spread across 2, 3 & 4 Semesters of 12, 36 & 12 periods respectively to facilitate its integration with Pedagogy during Internship.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Internship 1 credit @ week.

V. SCHEME OF INSTRUCTION – B.Ed. Course 2016-2017

Syllabus Ref. No.	Subject	*Instructional Days*	*Scheme of instruction*		*Grand total hours*
			Hours per week	*Total hours*	
A. Theory	***Semester - I***				
EDN – 01	Paper I	*16.66*	*6*	*100*	
EDN-02	Paper II	*16.66*	6	100	
EDN-03	Paper III	*16.66*	6	100	
EDN-04	Paper IV(a)	*16.66*	6	100	
EDN-05	Paper V (a)	*16.66*	6	100	
Sub-total		***83***	***30***	***500***	
B. Practicum					
EDN 06(EPC1)	Paper - VI	*11*	*3.84*	*64*	
C. **Internship – Phase I: 1 week**					
EDN 07 –	Paper - VII (a)	*6*	*2.16*	*36*	
Sub-total		***17***	***6***	***100***	
Total	**Theory + Practicum**	**100**	**36**	**600**	**600**
A. Theory	***Semester – II***				
EDN – 04	Paper - IV (b)	*16.66*	*6*	*100*	
EDN – 05	Paper - V(b)	*16.66*	*6*	*100*	
EDN – 09	Paper - IX	*16.66*	*6*	*100*	
Sub-total		***50***	***18***	***300***	
B. ***Practicum***					
EDN 09 –	Paper - IX	*12*	*4.32*	*72*	
EDN 10 –	Paper - X	*12*	*4.32*	*72*	
EDN 11(EPC2)	Paper - XI(a)	*2*	*0.72*	*12*	
C. **Internship – Phase II: 4 weeks**					
EDN 12 – a	Paper - X II(a)	*12*	*4.32*	*72*	
EDN 13 – a	Paper - XIII(a)	*12*	*4.32*	*72*	
Sub-total		***50***	***18***	***312***	
Total	**Theory + Practicum**	**100**	**36**	**600**	**600**
A. Theory	***Semester - III***				
EDN – 14	Paper - XIV	*16.66*	*6*	*100*	
Sub-total		***16.66***	***6***	***100***	
B. Practicum					
EDN 11(EPC2)	Paper - XI(b)	*6*	*2.24*	*37*	
EDN 15 (EPC3)	Paper – XV	*11*	*4*	*67*	
C. Internship – Phase III: 11 weeks					
EDN 12 – b	Paper - XII (b)	*33*	*11.88*	*198*	
EDN 13 – b	Paper - XIII (b)	*33*	*11.88*	*198*	
Sub-total		***83***	***29.84***	***500***	
Total	**Theory + Practicum**	**100**	**36**	**600**	**600**
A. Theory	***Semester - IV***				
EDN – 16	Paper – XVI	*16.66*	*6*	*100*	
EDN – 17	Paper – XVII	*11.11*	*4*	*66*	
EDN – 18	Paper – XVIII	*11.11*	*4*	*66*	
EDN – 19	Paper – XIX	*11.11*	*4*	*66*	
EDN – 20	Paper – XX	*11.11*	*4*	*66*	
Sub-total		***61***	***22***	***364***	
B. Practicum					
EDN 21 (EPC4)	Paper - XXI	*11*	*3.84*	*64*	
EDN 11(EPC2)	Paper – XI(c)	*2*	*0.87*	*14*	
C. Post – Internship –Phase IV: 4 weeks					
EDN 08	Paper - VIII (b)	*26*	*9.48*	*158*	

Sub-total		***39***	***14***	***236***	
Total	**Theory + Practicum**	**100**	**36**	**600**	**600**

	Days	***Hour / week***	***Hours / semester***
Semester - I	***100***	***36***	***600***
Semester - II	***100***	***36***	***600***
Semester - III	***100***	***36***	***600***
Semester - IV	***100***	***36***	***600***
Grand Total	**400**		**2400**

VI. SCHEME OF EXAMINATION 2016-2017

Syllabus Ref. No.	Subject	*Hours of Exam.*	*Marks*		*Total*
			Univ. Exam	*Int. Exam*	
Theory	***Semester - I***				
EDN – 01	Paper I	*3*	*70*	*30*	*100*
EDN-02	Paper II	*3*	*70*	*30*	*100*
EDN-03	Paper III	*3*	*70*	*30*	*100*
EDN-04	Paper IV(a)	*3*	*70*	*30*	*100*
EDN-05	Paper V (a)	*3*	*70*	*30*	*100*
Sub-total			***350***	***150***	***500***
Practicum					
EDN 06(EPC1)	Paper - VI	*1 ½*	*35*	*15*	*50*
Internship – Phase I: 1 week					
EDN 07 –	Paper - VII (a)			*50*	*50*
Sub-total					***100***
Total	**Theory + Practicum**				**600**
Theory	***Semester – II***				
EDN – 04	Paper - IV (b)	*3*	*70*	*30*	*100*
EDN – 05	Paper - V(b)	*3*	*70*	*30*	*100*
EDN – 08	Paper - VIII	*3*	*70*	*30*	*100*
Sub-total					***300***
Practicum					
EDN 09 –	Paper - IX			*50*	*50*
EDN 10 –	Paper - X			*50*	*50*
Internship – Phase II: 4 weeks					
EDN 12 – a	Paper - X II(a)		*25*	*25*	*50*
EDN 13 – a	Paper - XIII(a)		*25*	*25*	*50*
Sub-total					***200***
Total	**Theory + Practicum**				**500**
Theory	***Semester - III***				
EDN – 14	Paper - XIV	*3*	*70*	*30*	*100*
Sub-total					***100***
Practicum					
EDN 15(EPC3)	Paper – XV	*1 ½*	*35*	*15*	*50*
Internship – Phase III: 11 weeks					
EDN 12 – b	Paper - XII (b)		*75*	*75*	*150*
EDN 13 – b	Paper - XIII (b)		*75*	*75*	*150*
EDN 12 – c	Paper - XII (c)		*50*		*50*
EDN 13 – c	Paper - XIII (c)		*50*		*50*
Sub-total					***450***
Total	**Theory + Practicum**				**550**
Theory	***Semester - IV***				
EDN – 16	Paper – XVI	*1 ½*	*35*	*15*	*50*
EDN – 17	Paper – XVII	*3*	*70*	*30*	*100*
EDN – 18	Paper – XVIII	*1 ½*	*35*	*15*	*50*
EDN – 19	Paper – XIX	*1 ½*	*35*	*15*	*50*
EDN – 20	Paper – XX	*1 ½*	*35*	*15*	*50*
Sub-total					***300***
Practicum					
EDN 21 (EPC4)	Paper - XXI	*1 ½*	*35*	*15*	*50*
EDN 11(EPC2)	Paper – XI(c)	*1 ½*	*35*	*15*	*50*
Post – Internship –Phase IV: 4 weeks					
EDN 07	Paper - VII (b) 1. Reflective Journal		*25*		

	2. Action Research Report 3. Community experience based Report 4. PTA & SMCs meeting report 5. e-Portfolio 6. CCE Record		*25* *25* *25* *25* *25*		*150*
Sub-total					***250***
Total	**Theory + Practicum**				**550**

	Theory	***Practicum***	***Total marks***
Semester - I	***500***	***100***	***600***
Semester - II	***300***	***200***	***500***
Semester - III	***100***	***450***	***550***
Semester - IV	***300***	***250***	***550***
Grand Total	**1200**	**1000**	**2200**

VII. a. Working Hours / Instructional Hours

1. Every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week.
2. The timings of the institution / college shall be from
   a. Forenoon Session: 10.00 a.m. to 1.00 p.m. or 9.00 a.m. to 1.00 p.m.
   b. Afternoon Session: 2.00 p.m. to 5.00. p.m. or 2.00 p.m. to 4.00 p.m.
3. **The college should not run B.Ed. Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE**

b. Infrastructure, Instructional facilities and Faculty

The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 5.1 Academic faculty; 5.2 Qualifications; 5.3 Administrative and professional staff; 6.1 Infrastructure; 6.2 Instructional and 6.3 other amenities.

VIII. Selection of Methods of Teaching

i. Every candidate is expected to select two methods of teaching under B.Ed. Course.

   The method-I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.

ii. Method-II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the institute where the candidate is seeking admission. In case of BCA & BBA candidates, the selection of methodology subject shall be based on their Intermediate (+2) study as per Ed.CET norms.

In case of English Method-I, selection of second method shall be based on the subject pursued at the Intermediate level.

In case of Engineering Graduates, Mathematics and Physical Science are offered as Methodology subjects.

Note:

i. No candidate is allowed to select two language methods.

ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course.

IX. General Rules for Examination

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the applications online to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets online with the photograph of the candidate, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Principal) before he/she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the semester / year of the examination, the subjects

in which he/she was examined and the class/division/grade in which he/she was placed.

7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.
8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.
10. Candidates will be allotted to B.Ed. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.
11. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
12. The programme of instruction, examination and vacation shall be notified by the Osmania University.
13. The medium of instruction shall be English.
14. Osmania University examinations shall be held as prescribed in the scheme of the examination.
15. The course of study shall consist of class lectures, tutorials, workshops, Internship, engagement with the field, practicum & record work.
16. The Osmania University examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, OU.
17. Principal of the College of Education should depute their teachers for examination work as and when assigned by the Osmania University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of

avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.

X. Rules of Attendance

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a "Regular Course of Study" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
2. A regular course of study in Osmania University means attendance not less than 80% in teaching /instructional period and 90% of attendance during the period of internship of the B.Ed. programme. In special cases, the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal of the College of Education. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month and the same may be sent every month to the Head, Department of Education / Dean, Faculty of Education and Chairman, Board of Studies in Education.
3. **For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately**.
4. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per OU rules in vogue.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
6. Attendance shall be reckoned from the date of admission to the course in Osmania University.

XI. Award of Class/Division/Grade

Division	**% of Marks**	**Grade**
Outstanding	: 85% and above	O
First Class with Distinction	: 70% and above but less than 84%	A+
First Class	: 60% and above but less than 69%	A
Higher Second Class	: 55% and above and less than 59%	B+
Second Class	: 50% and above and less than 55%	B
Pass Division	: 40% and above but less than 49%	C
Fail	: Less than 40%	F

Minimum Pass marks in Theory Papers : 40%
Minimum Pass marks in Practical

Examinations /Field based reports / Records : 50%

Note:Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

Credits, Grade Letter, Grade Points, Credit Points

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

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

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

Credit Points number of credits assigned for the paper multiplied by grade point secured for that course / paper

Award of Grades

	Theory		Practicum	
Range of % of Marks	**Grade Letter**	**Grade Point**	**Grade Letter**	**Grade Point**
85 to 100	O	10	O	10
70 to 84	A+	9	A+	9
60 to 69	A	8	A	8
55 to 59	B+	7	B+	7
50 to 54	B	6	B	6
40 to 49	C	5	-	-
Less than 40	F	-	-	-

Semester Grade Point Average (SGPA)

Credit Points for the paper = No. of Credits assigned for the paper x Grade Point secured for that course/Paper.

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

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'C'grade in all the Papers)

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

Cumulative Grade Point Average (CGPA)

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

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

Ex: Faculty of Education

CGPA =

[SGPA of I Semester x Total Credits of I Sem]. + [SGPA of II Semester x Total Credits of II Sem] + [SGPA of III Semester x Total Credits of III Sem].+ [SGPA of IV Semester x Total Credits of IV Sem].

Total Credits of I Semester + Total credits of II Semester + Total credits of III Semester + Total credits of IV Semester

Note: The result of the successful candidates shall be classified as follows:

i. First Division with Distinction: CGPA from 9.00 to 10.00

ii. First Division: CGPA from 8.00 to 8.99

iii. Second Division with 55% CGPA 7.00 to 7.99
iii. Second Division: CGPA from 6.00 to 6.99
iv. Pass Division: CGPA from 5.00 to 5.99

Example **Semester – I**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I	5	60	A	8	5 x 8 = 40
Paper-II	5	50	B	6	5 x 6 = 30
Paper-III	5	70	A+	9	5 x 9 = 45
Paper-IV a	5	60	A	8	5 x 8 = 40
Paper-V a	5	45	C	5	5 x 5 = 25
Paper-VI	2	50	B	6	2 x 6 = 12
Paper-VII a	2	55	B+	7	2 x 7 = 14
Total	**29**				**206**

Total Credit Points: 206
Total Credits: 29

SGPA = Total Credit Points in the Semester-1 = 206 /29 =7.1
Total Credits in the Semester -1

SGPA for Semester-1 = 7.1

Example **Semester –II**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-IV b	5	70	A+	9	5 x 9 = 45
Paper-V b	5	50	B	6	5 x 6 = 30
Paper-VIII	5	60	A	8	5 x 8 = 40
Paper-IX	2	55	B+	7	2 x 7 = 14
Paper- X	2	50	B	6	2 x 6 = 12
Paper- XII a	2	50	B	6	2 x 6 = 12
Paper- XIII a	2	55	B+	7	2 x 7 = 14
Total	**23**				**167**

Total Credit Points: 167
Total Credits: 23

SGPA = Total Credit Points in the II - Semester = 167 /23 = 7.26
Total Credits in the II - Semester

SGPA for II - Semester = 7. 26

Example **Semester –III**

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x

					Grade Points
Paper-XIV	5	70	A+	9	5 x 9 = 45
Paper-XV	2	50	B	6	2 x 6 = 12
Paper- XII b	4.5	60	A	8	4.5 x 8 = 36
Paper- XIII b	4.5	50	B	6	4.5 x 6 = 27
Paper- XII c	1	60	A	8	1 x 8 = 8
Paper- XIII c	1	50	B	6	1 x 6 = 6
Total	**18**				**134**

Total Credit Points: 134
Total Credits: 19

SGPA = Total Credit Points in the III - Semester = 134 / 18 = 7. 44
Total Credits in the III - Semester

SGPA for III - Semester = 7.44

Example **Semester –IV**

Course/paper	**Credits**	**% of Marks**	**Grade Letter**	**Grade Point**	**Credit Points = Credits x Grade Points**
Paper- XVI	3	70	A+	9	3 x 9 = 27
Paper-XVII	5	50	B	6	5 x 6 = 30
Paper-XVIII	3	60	A	8	3 x 8 = 24
Paper- XIX	3	55	B+	7	3 x 7 = 21
Paper- XX	3	55	B+	7	3 x 7 = 21
Paper- XXI	2	50	B	6	2 x 6 = 12
Paper- XI c	2	55	B+	7	2 x 7 = 14
Paper – VII b	4	55	B+	7	4 x 7 = 28
Total	**25**				**177**

Total Credit Points: 177
Total Credits: 25

SGPA = Total Credit Points in the IV - Semester = 177 /25 = 7.08
Total Credits in the IV - Semester

SGPA for IV - Semester = 7.08

CGPA : Example: Faculty of Education

I Semester: Total CPts = 206; Total Credits = 29
II Semester: Total CPts = 167; Total Credits = 23
I Semester: Total CPts = 134; Total Credits = 18
II Semester: Total CPts = 177; Total Credits = 27

CGPA = 206 + 167 + 134 + 177 = 684 / 95 = **7.2**
29 + 23 + 18 + 25

XII. Improvement of Division / Grade

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

XIII. Appearance and Reappearance for the Examination

1. Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed. course.
2. Candidates who have a minimum 80% attendance in Theory & 90% attendance in Practicum / Internship are alone eligible to appear Theory & Practical examination respectively.
3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
4. **In case workshops, Internship, practicum & record work are not completed, the candidates will not be permitted to appear for the semester-end examination / final practical examination only after completing such practical work after seeking admission (re-admission) to B.Ed. as a casual student and producing thereafter, certificates of completion in the required areas.**
5. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter-University or Inter-State or National or International matches or Debates, Youth Festivals or Educational Excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XIV. Teaching Faculty as Mentors

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

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

XV. Microteaching, Reflective Teaching and Internship

1. The candidates are expected to complete 2 microteaching lessons (choosing any two from different microteaching skills) in each Method before going for Internship.
2. The candidates are expected to take two period plans for duration of 20 minutes for their peer group as a part of their Reflective Teaching.
3. The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.
4. Every candidate shall have to undergo an internship of 20 weeks (120 working days) in a cooperating school as “Intern”. During this period, the candidate shall be attached to a school (within a radius of 10KM of the college) and he/she shall have to undertake duties & responsibilities on par with regular school teacher in all the school activities. During this period, the candidate shall teach 80 period plans covering 40 period plans from each of the methodology subject respectively (40 + 40) in the school, under the supervision of the trained subject teachers in the school who are referred to here as “Supervising Teachers”. During the Internship period, the concerned lecturers of the Colleges of Education will stay in the schools in turns and observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.
5. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned methodology subjects at the cooperating schools as and when necessary, in addition to the demonstration lessons given at the beginning of Internship, for the guidance of student-teachers.

6. In case, Internship is not completed, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of completion of internship.
7. The final practical examination of each candidate will be conducted by two examiners – one internal and one external.
8. The Colleges of Education will have the discretion of not sending candidates for the final examination, both in Theory and Practical, in case their Practicum & Record Work is not satisfactory and those candidates who fail in the University Practical Examination & Record work also have to seek fresh admission in the subsequent semester(s) to complete their Practicum or Record Work as mentioned in the scheme of examination.
9. Internship is of 20 weeks (120 days) duration and conducted across four Semesters as per the instruction schedule.
10. All the records shall be written strictly by the candidates in their own handwriting.

NOTE:

Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all the Practicum which includes Internship, Records, EPCs and other field engagement on par with normal students.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters/Mistresses of Cooperating Schools are expected to:

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

6. Sign on the practicum and record work carried out by the students in the school.

XVII. Transitory Provisions: Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

<table>
<tr><th>Sl. No.</th><th>Semester</th><th colspan="2">Conditions to be fulfilled for Promotion</th></tr>
<tr><td>1.</td><td>From Semester-I to Semester-II</td><td colspan="2">Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.</td></tr>
<tr><td>2.</td><td>From Semester-II to Semester-III</td><td colspan="2">a) Undergone a Regular Course of Study of Semesters I and – II
b) The number of backlogs if any, of Semester – I and II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters – I and II.</td></tr>
<tr><td></td><td></td><td>No. of papers / subjects prescribed for Semesters - I and II</td><td>No. of backlogs permitted</td></tr>
<tr><td></td><td></td><td>7 / 8
9/10
11/ 12
13 / 14
15 / 16
17 / 18</td><td>4
5
6
7
8
9</td></tr>
<tr><td>3</td><td>From Semester-III to Semester-IV</td><td colspan="2">Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.</td></tr>
</table>

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

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

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

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

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

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

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

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

1) they should have been promoted to next semester in which they are seeking readmission.
2) they should join the course within 4 weeks in case of semester system from the date of commencement of classes
3) they should be able to complete the course within the double the duration of the course (i.e., Four years) from the year of their original admission.
4) they should pay the readmission fee as prescribed by the University

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

5) In the normal course of time a candidate is expected to complete B.Ed. Degree Course within two years (Four Semesters) from the date of admission.
6) Whenever the syllabus is revised, the candidate reappearing shall be allowed for B.Ed. Degree examinations according to the old syllabus upto 4 years from the time of his/her admission.
7) The four-semester two -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).

XVIII. Pattern of Theory Question Papers

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

In 70 marks paper, Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question carries 4 Marks. Total marks for Section – A is 20 marks. **Section B** – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks.

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

XIX. Conduct of Practicum Examinations

Each of the Practicum papers (EPCs) has examinations for 35 marks each and final practical examination (final lesson) for 50 marks. Details of the conduct of examination are given in respective papers.

Model Question Paper

Paper-I (EDN- 01)

Philosophical Perspectives of Education

Time: 3 Hours Max. Marks: 70

PART – A = 5 x 4 =20 Marks)

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

1.
2.
3.
4.
5.
6.
7.
8.

PART-B (5 x 10 = 50 Marks)

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

9.
10.
11.
12.
13.
14.
15.
16.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

Model Question Paper

Paper- XV (EDN-15)
Health & Physical Education

Time: 1 ½ Hours Max. Marks: 35

PART – A = 3 x 5 = 15 Marks)

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

1.
2.
3.
4.
5.

PART-B (2 x 10 = 20 Marks)

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

6.
7.
8.
9.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

Semester - I

PAPER-I (EDN-01)

Philosophical Perspectives of Education

Theory **Credits: 4 +1**

Internal Assessment: 30 Marks

External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Examine the epistemological basis of education
2. Understand the theory of knowledge
3. Understand various learner-centric curricular perspectives.
4. Examine the basis of education in a social context
5. Understand the link between school and social progress
6. Understand educative processes
7. Understand the evolution of disciplines and knowledge and school subjects
8. Understand the theory of content and framing curriculum

Content:

Unit-I: Examining the Epistemological Basis of Education:

1. Nature of human nature: need for a broad theory of human nature, discussion of mind and body problem, original nature, social basis of human nature, modifiability of human nature, freedom of will, super natural nature.
2. Critical understanding of the difference between: knowledge and skill, teaching and training, knowledge and information, reason and belief,
3. Theory of knowledge –problems of knowledge, truth, ways of knowing, notions of truth .validation of knowledge –pramanas- from eastern connotation, pratyaksha, Anumana, upamana, sabda. From western connotation-perception, inference, comparison, testimony.
4. Other kinds of knowledge emerged from various subjects- practical knowledge, community knowledge, intuitive or tacit knowledge.

Unit II: Examining Philosophical basis of education in a social context.

1. Philosophical perspectives of learning- activity theory of learning, -Gandhi, Tagore
2. Discovery theory of learning-Dewey
3. Dialogue and theory of learning- Plato/Buber/Freire
4. Context of universalism, nationalism, and secularism with respect to Ambedkar, Jyothi Rao Phule and Jiddu Krishnamurthy.

Unit III: School and social progress

1. Conservative functions of school,
2. Progressive functions of school
3. Natural functions of school
4. School and revolutionary change
5. Indoctrination, Academic freedom, liberty of teacher, freedom of learner and learning
6. India and ancient school- academic freedom and progress of children –humanism and humanistic value training

Unit-IV: Educative process-understanding disciplines and knowledge.

1. Educational aims, debates on the nature of the curriculum, selection of the curriculum-interest, discipline and duty, interest and effort.
2. Reflecting on the nature and role of disciplinary knowledge in the school curriculum.
3. Emergence of various disciplinary areas like language, math, science, social science
4. Disciplinary knowledge and schema of school curriculum
5. Understanding the theory of 'content' selection of content, framing syllabus, to enable the learner to construct knowledge on their own, how dominant people play a role in the process of designing curriculum.
6. The process of acquisition of language across curriculum
7. Reflecting on the paradigm shift from discipline centered to learner centered curriculum.

Unit-V –Professional ethics and humanization of education

1. A special ethic for education, principal dimensions and applications of professional ethics, as per NCTE: Commitment to profession, learner, society, achievement of the excellence of the learner, and human values.
2. Critical understanding of Child rights and positive discipline,
3. Human rights and humanization of curriculum transaction.
4. Educational values-scope, kinds of values subjective vs. objective, hierarchy of values.
5. Indian constitution –citizenship value training to create an egalitarian society.

Engagement:

1. Debates and Discussion on the nature of human nature.
2. Various sources of knowledge, discuss on how to acquire knowledge.
3. Collecting ideal practices from school like Siv Sivani, Bharatiya vidya Bhavan.
4. Interviewing some retired teachers with high values, personal discipline on values, present state of education.
5. Personal Interviews and Reporting about purpose of life and purpose of education: Teachers, Community Leaders, Religious Leaders, Political Leaders, Scientists, Women, Adolescents, Children etc.
6. Reading, Understanding, Reflections on Stories, Prominent Personalities & Religious Texts and Seminar Presentations.
7. Review of Schools of Philosophy & Presentation: Understanding about the relationship between Ideologies and Aims of Education.
8. Field Visits and Report writing: Educational Institutions based on practicing various philosophies like Ramakrishna Math, Rishi Valley School, Sri Aurobindo schools, Missionary schools etc. And Voluntary Organizations, UNICEF, MV Foundation.
9. Exhibitions and Documents about philosophers, institutes, display of photographs, preparing albums etc.
10. Collection from the news-papers, Magazine, Websites about good educational practices.
11. Collection of scholarly articles published and quotations related to education.
12. Preparation of quotation boards to display in the college premises.
13. Workshop – VITAL – Value Integrated Teaching and Learning – Lessons.

References:

1. Annie Besant, “Seven Great Religions” National Book Network; 2nd edition, New Delhi (April 2001)**.**
2. Basics of Education, NCERT, 2014.
3. S. K. BELVALKAR AND R. D. RANADE, History of Indian Philosophy; South Asia Books (1996).
4. Chandradhar Sharma, “A Critical Survey of Indian Philosophy”, Motilal Banarsidass Publ., (2000).
5. Frank Thilly, “A History of Western Philosophy” PublisherH. Holt and Company (1914).
6. Will Durant, “The Story of Philosophy” Pocket Books, Simon &Schster, Inc. 1230, Avenue of Americas, New York (1961).
7. Anand, C.L. et.al. ( ): The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
8. Brubacher, John S. (1971) : Modern Philosophies of Education, Tata McGraw Hill, New Delhi.
9. Gupta, V.K. (1996) : Education in Emerging Indian Society, New Academic Publishing House, Jallandhur.
10. Gore, M.S. (1982) : Education and Modernization in India, Rawat Publication, Jaipur.
11. Mathur, S.S. (1985) : A Sociological Approach to Indian Education, Vinod PustakMandir, Agra.
12. Nath, Prem (1979) : The Basis of Education, S. Chand Co. New Delhi.
13. Ross, J.S. (1972) : Ground Work of Educational and Theory, Oxford Univ. Press, Calcutta.
14. Taneja, V. R. (1985): Educational Thought and Practice, Sterling Publishers, New Delhi.
15. J.C.Aggarwal (2001), Basic Ideas in Education, Shipra Publications, New-Delhi
16. Dash (2014): Foundations of Education, Neelkamal Publications, Hyderabad.
17. National Curriculum Framework, 2005
18. National Curriculum Framework for Teacher Education, 2009.

Semester – I

PAPER- II (EDN- 02)

Assessment for Learning

Theory **Credit: 4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
2. become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
3. get exposure to different kinds and forms of assessment that aid student learning;
4. use of a wide range of assessment tools, and learn to select and construct these appropriately;
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Content

Unit 1: Overview of Assessment and Evaluation

1. Perspective on assessment and evaluation of learning in a constructivist paradigm
2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
3. Purpose of assessment in a 'constructivist' paradigm:
    i. Engage learners' minds in order to further learning in various dimensions.
    ii. Promote development in cognitive, social and emotional aspects.
4. Developing distinctions between the terms
    i. assessment, evaluation, test, examination, measurement
    ii. formative and summative evaluation
    iii. continuous and comprehensive assessment
5. Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT 2: Dimensions to consider for Assessment

1. Dimensions and levels of learning
2. Retention/recall of facts and concepts; Application of specific skills
3. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
4. Meaning-making propensity; Abstraction of ideas from experiences;
5. Seeing links and relationships; Inference; Analysis; Reflection
6. Originality and initiative, Collaborative participation, Creativity, Flexibility
7. Contexts of assessment- Subject-related, Person-related

Unit 3: Teacher Competencies in Evolving Appropriate Assessment Tools

1. Visualizing appropriate assessment tools for specific contexts, Content, and student
2. Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
3. Evolving suitable criteria for assessment
4. Organizing and planning for student portfolios and developing rubrics for portfolio assessment
5. Using assessment feedback for furthering learning

Unit 4: Examination System: Reforms

1. Place of marks, grades and qualitative descriptions
2. Examination for social selection and placement
3. Introducing flexibility in examination-taking requirements
4. Improving quality and range of questions in exam papers school-based credits
5. Examination management
6. Role of ICT in examination

Unit 5: Data Analysis, Feedback and Reporting

1. Statistical tools, Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
2. Graphical representation of results.
3. Feedback as an essential component of formative assessment
4. Use of assessment for feedback; For taking pedagogic decisions
5. Types of teacher feedback (written comments, oral); Peer feedback
6. Developing and maintaining a comprehensive learner profile
7. Purposes of reporting: To communicate
8. Progress and profile of learner
9. Basis for further pedagogic decisions
10. Reporting a consolidated learner profile.

Mode of transaction:

Discussion, lecture, field experience, debates, seminars, projects

Engagement:

1. Critical review of current evaluation practices and their assumptions about learning and development;
2. Explore alternative modes of certification.
3. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders
4. Entrance tests and their influence on students and school system.
5. De-linking school-based assessment from examinations: Some possibilities and alternate practices.
6. Critically review the Examination reform efforts in India based on various commissions and committees.
7. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reform'.

References:

1. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher,* 4-14.
2. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan,* 324-328.
3. Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment.* National Academies Press.
4. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review,* 58(3), 280-299.
5. Delpit, L.D. (2012). *Multiplication is for white people: Raising expectations for other people's children.* The New Press.
6. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
7. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
8. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
9. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
10. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

11. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
12. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
13. Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.

Semester - I

PAPER-III (EDN-03)

Psychology of Childhood and Adolescence

Theory **Credits: 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives;

The student teachers will be able to:

1. Understand about children of different age groups
2. Observe and interact with children from diverse socio-economic and cultural backgrounds
3. Understand how social-political realities construct different childhoods
4. Explore children's lived contexts: family, schools, neighborhoods & community

Content:

Unit 1: Understand the Nature and Development of a learner: Child and Adolescent

1. Learner as a developing individual, Stages of development
2. Psycho-social entity of an individual
3. Developmental characteristics of a child and an adolescent: Physical, Cognitive, Social, Emotional, Moral & Language
4. Understanding of how different socio-political realities construct different childhoods
5. Influence of child's lived contexts of family, schools, neighborhoods & community as development of childhoods & adolescents

Unit 2: Understanding differences in Learners: Childhood & Adolescence

1. Influence of environment on childhood and adolescence in social development.
2. Exploring causes for individual differences in addressing children
3. Understanding differently abled learners in the classroom and adopting inclusive practices
4. Representation of Gender, Class, poverty in Media and assumptions on childhood and adolescents.

Unit 3: Understanding Childhoods

1. Children in difficult circumstances – Multiple childhoods
2. Self-concept, self-esteem, self-image, attitude, aptitude, skills and competencies
3. Learning styles in children
4. Understanding children from Multiple Intelligence Perspective – Howard Gardner
5. Emotional Intelligence – Daniel Goleman

Unit 4: Perspectives on learning

1. Learning as a process and an outcome

2. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles, Rules, Attitudes, Values and Skills
3. Pedagogic principles for organizing learning – Behaviouristic (Skinner), Cognitive (Piaget) and Humanistic (Maslow, Carl Rogers)
4. Constructivist approach in learning (Vygotsky)
5. Factors influencing learning – Hereditary, Environment and Pedagogic factors

Unit 5: Learning environment: Issues & Concerns

1. Individual vs. Group learning – study habits, self-learning, learning to learn skills
2. Teacher-centric and learner-centric environment and challenges
3. Collaborative learning and cooperative learning
4. Resources for learning – inquiry & problem-solving approaches in learning
5. Creativity on inclusive learning environment – individual autonomy, flexibility to address diverse needs

Mode of transaction:

Discussions, Seminars, presentations, Projects, field experiences, Cases studies, Explorations, Inquiry.

Engagement:

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

12. Collect the views of children about television programmes, characters, stories – what they like? Why they like? What are their suggestions? What are the popular TV programmes?
13. What are the perception of children on Media, Cinemas, family, Parents, Teachers' characters.

References:

1. Sharma, N. (2003). *Understanding adolescence.* NBT India.
2. Saraswathi, T.S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India.* New Delhi: Sage.
3. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia.* New Delhi: Pearson Education India.
4. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children.* Indian Institute of Dalit Studies and UNICEF.
5. Parry, J. (2005). Changing childhoods in Industrial Chattisgarh. In R. Chopra & P. Jeffery (Eds.), *Educational regimes in contemporary India.* Sage.
6. Rampal, A., & Mander, H. (2013). Lessons on food and hunger. *Economic & Political Weekly,* 48(28), 51.
7. Aggarwal, J.C. (1995). *Essential Educational Psychology*. New Delhi: Vikas Publishing House Pvt, Ltd.
8. Anandan, K.N. (2006). *Tuition to Intuition- A Constructive Perspective on Second Language Pedagogy.* Calicut: Mind - Voyalil Arcade, Mukkam.
9. Bhatia, H.R. (1977). *Textbook of Educational Psychology*. New Delhi: Macmillan Company of India Pvt. Ltd.
10. Chauhan, S.S. (1988). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publications Pvt. Ltd.
11. Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
12. Dececco, J.P. (1979). *The Psychology of Learning and Instruction*. New Delhi: Prentice-Hall of India Pvt. Ltd.
13. Hilgard, E.R. and Bower, G.H.(1990):*Theories of Learning*. Prentice Hall India, New Delhi
14. Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
15. Kakkar, S.B. (1989), *Educational Psychology & Guidance*. Ambala Cantt: Indian Publication.
16. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice-Hall of India Pvt. Ltd.
17. Mohan, Aruna (2011). *Understanding the Learner & Classroom Management* Hyderabad: Neelkamal Publications Pvt. Ltd.
18. Narayan Rao, S. (1990). *Educational Psychology*. New Delhi: Wiley Easter Limited.
19. Parameshwaran, E.G. and Beena, C. (2002). An Invitation to Psychology. Hyderabad: Neelkamal Publications Pvt. Ltd.
20. Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
21. Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.

Semester – I
PAPER-IV (EDN-04 a)

Method I / II - Pedagogy of Mathematics

Theory **Credits: 4 +1**

Internal Assessment: 30 Marks

External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Understand the nature of Mathematics
2. Appreciate the Mathematical concepts
3. Understand the values of teaching Mathematics
4. Understand the processes of learning Mathematics
5. Explore various perspectives in understanding objectives of teaching Mathematics
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

1. Nature and Scope of Mathematics

1. Mathematics: Meaning and Definition
2. Nature of Mathematics: Utility, originality, abstractness, truthfulness, logical conclusions, Nature of verification , aesthetics, co- existence of Provision, Inclusive and Deductive reasoning , and correlation, Identifying Mathematical patterns
3. Scope of Mathematics

i. Use of Mathematics in daily life
ii. Difficulties in using mathematics
iii. Unsolved problem in mathematics

2. Mathematics and Society

1. Exploring mathematical language from children's experiences
2. Appreciating dialogue among peer-group
3. Unfolding child's math abilities (Activities, Live Experiences, Tasks)
4. History of Mathematics and contributions of Mathematicians: Pythagoras, Euclid, Aryabhatta, Bhaskaracharya-II, Ramanujan, Hypatia, Hertha Marks Ayrton

3. Aims of Learning Mathematics

1. Aims of Learning Mathematics
2. Knowledge and Understanding through Mathematics
3. Relating Mathematics Education to Natural and Social Environment, Technology and Society, Gender & Mathematics, Mathematics for Inclusion.
4. Imbibing the Values through Mathematics Teaching
5. Development of Problem Solving Skills

4. Learning objectives of Mathematics

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives

3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Mathematics

5. Pedagogical Shift in Mathematics

1. Pedagogical Shift:
   i. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge
   ii. Nature of Mathematics
   iii. Knowledge
   iv. Learners, learning and teachers
   v. Assessment
   vi. Mathematics curriculum and scientific inquiry
   vii. Scientific method to Mathematics as inquiry
2. Democratizing Mathematics Learning: Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Mathematics curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Seminar presentations on Life and contributions of Mathematicians.
3. Collecting stories and sociopolitical context of discovering Math concepts.
4. Collecting pictures and resources related to different concepts in Mathematics, Mathematicians & creating Collage & Albums
5. Visiting children involved in helping parents during Marketing – understanding Mathematics, Calculations in done by children.
6. Observe & inquire the process of learning by children from different backgrounds & record your observations.

References:

1. Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives - Handbook I - Cognitive Domain. New York: Harcourt Brace & World Inc.
2. Mallikarjuna Reddy, M. (2013). Ganitasastra Bodhana Padhatulu (Methods Teaching of Mathematics). Guntur: master minds, Sri Nagarjuna Publishers.
3. Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
4. NCERT (2000). National Curriculum Framework for Teacher Education. New Delhi: NCERT.
5. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
6. NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT.
7. NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yearbook. Washington: NCTM.
8. SCERT (2011). AP State Curriculum Framework. Hyderabad: SCERT,
9. SCERT (2011). Position Papers for Mathematics. Hyderabad: SCERT,
10. Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: Sterling Publishers.

Semester – I
PAPER-IV (EDN-04 a)
Method I / II - Pedagogy of Biological Sciences

Theory

Credits: 4 +1

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Understand the nature of Biological science
2. Appreciate the Biological science concepts
3. Understand the values of teaching Biological science
4. Understand the processes of learning Biological science
5. Explore various perspectives in understanding objectives of teaching Biological science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1: Nature of science

1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge, Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative; Tentative nature of scientific theories, Science promotes skepticism; scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and Science as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of Biological science, such as Structure and Function, Molecular aspects, interaction between living and non-living, Biodiversity, etc)
4. An Illustration of How Science Works, How children learn Science?

Unit 2: Science and Society

1. Biological science and society
2. Biological science for environment, Biological science for health, Biological science for peace, Biological science for equity – Gender and Science, Science for Inclusion
3. Need and Significance of History of Science in teaching Science – Historical development perspective of science
4. Some Eminent Biologist's contributions & reflection on society – William Harvey, Lamarck, Charles Darwin, S.N. Bose, M.S. Swaminathan, Birbal Sahni, Rosalind Franklin, Elizabeth Blackburn, Gertrude B. Elion
5. Recent Advancement and Research in Biological Science

Unit 3. Aims of Learning Biological Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular science, its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Biological Science Education to Physical Science and Social Environment, Technology and Society and Environment.
7. Imbibing the Values through Science Teaching, Feyman's Perspective of Science values.
8. Development of Problem Solving Skills

Unit 4. Learning objectives of Biological science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Biological Science

Unit 5. Pedagogical Shift in Biological Science

1. Pedagogical Shift:
    a. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge
    b. Nature of Biological Science
    c. Knowledge
    d. Learners, learning and teachers,
    e. Assessment
    f. Science curriculum and scientific inquiry
    g. Scientific method to Science as inquiry
2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers

3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. New Discoveries & findings (Nobel Laureates, Stem Cells, Cancder cloning, HIV AIDS, Epidemics, Chicken Guinea, Dengue, Swine Flu, Ebola, Anthrax
3. Diagnosis & Preventive Measures of Epidemics
4. Medical Service, Government & NGO role
5. Planning and conducting awareness programmes/ Camps / Rallies.
6. Application of New technologies in the field of Biological Sciences – Collecting such examples & sharing.
7. List out the names of medicinal plants and their medicinal value
8. Participating in Eco-clubs in the practicing schools.
9. Hands-on-experience through Visits to botanical gardens and fields
10. Visits to scientific & research institutions – IICT, CCMB, NIN, ICRISAT, NACO AIDS – Write a report. Share with a peer group.
11. Plan for a biodiversity project in practicing school.

References

1. Agarwal, D.D. (2001). *Modern Methods of Teaching Biology*. New Delhi: Sarup & Sons.
2. Ahmad, J. (2011). *Teaching of Biological Sciences*. New Delhi: PHI Learning Pvt. Ltd.
3. Benjamin, S. Bloom, Ed. (1958). *Taxonomy of Educational Objectives - Handbook I - Cognitive Domain.* New York: Harcourt Brace & World Inc.
4. Chikara, M.S. and S. Sarma (1985). *Teaching of Biology*. Ludhiana: Prakash Brothers.
5. Clark, Julia V. (1996). *Redirecting Science Education*. California: Corwin Press Inc.
6. Gupta, S.K. (1983). *Technology of Science Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Hassard, J. (2000). *Science as Inquiry*. New Jersey: Good Year Books.
8. Krathwohl, David R., Ed. (1964). *Taxonomy of Educational Objectives, Handbook II - Affective Domain.* New York: David Mckay.
9. Mohan, R. (2004). *Innovative Science Teaching for Physical Science Teachers*. New Delhi: Prentice-Hall India Ltd.
10. *New UNESCO Source Book for Science Teaching* (1978). New Delhi: Oxford & IBH Publishing House.
11. Ramakrishna, A. (2012). *Methodology of Teaching Life Sciences*. New Delhi: Pearson.
14. Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company.

15. Sood, J.K. 1989). *New Directions in Science Teaching*. Chandigarh: Kohli Publishers.
16. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
17. Vaidya, N. (1996). *Science Teaching for the 21st Century*. New Delhi: Deep & Deep Publications.
18. Teaching of Biological science, 2014, Telugu Academy, Hyderabad.

Semester – I
PAPER-IV (EDN-04 a)

Method I / II - Pedagogy of Social Sciences

Theory **Credits: 4 +1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Understand the areas of Social science
2. Appreciate the Social science concepts
3. Understand the values of teaching Social sciences
4. Understand the processes of learning Geography and Economics
5. Explore various perspectives in understanding objectives of teaching Social science
6. Empower in content and pedagogy
7. Analyse various approaches to curriculum designing in Social science
8. Develop ability to explore various learning resources to teach social sciences

Content:

Unit 1: Social sciences as an Integrating Area of Study: Context and Concerns

1. Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
2. What is 'social' about various Social Sciences?
3. Uniqueness of disciplines vis-a-vis interdisciplinary
4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
5. Contributions of Some Eminent Social Scientists– Christopher Columbus, Max Weber, Karl Marx, Chanakya, Amartya Sen, Mother Teresa

Unit 2. Aims and Objectives of Learning Social Sciences

1. Aims of Learning Social Science
2. Imbibing the Values through Social Science Teaching
3. Meaning of Learning Objectives
4. Developing Learning Objectives, Features of well-developed learning objectives
5. Anderson and Krathwohl's Taxonomy
6. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
7. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
8. Learning Objectives in the Constructivist Perspective
9. Academic Standards in Social Sciences

Unit 3. School Curriculum and Resources in Social Sciences

1. Curriculum development Process
2. National Curriculum Framework 2005.
3. National Curriculum Framework 2009.
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCF-2005 and APSCF-2011 on Social Sciences Curriculum- National focus Group position paper on Social Sciences and State position paper (2011) on Social Sciences
6. Syllabus – Selection and Organization of Content in School Subject
7. Teacher as Curriculum Developer – Localized curriculum, Place for local knowledge resources for the curriculum.
8. Moving from Textbook to Teaching-learning Materials, Going beyond Textbook.
9. People as Resource: Significance of Oral Data, Types of Primary and Secondary Sources; Data from field, Textual materials, Journals, magazines, Newspapers, Encyclopedia And Dictionaries
10. Dale's Cone of Experience- Using the Cone of Experience – Teaching aids & Digital Resources

Unit 4. Teaching-Learning of Geography - Space, Resources and Development

1. Meaning, Nature and Scope of Geography: Current Trends
2. Teaching and Learning Major Themes and Key Concepts in Geography
3. Developing Skills in Geography
4. Teaching Strategies in Geography

Unit 5. Teaching-Learning of Economics – State, Market, and Development

1. Meaning, Nature and Scope of Economics: Current Trends
2. Key Concepts in Economics
3. Classification of Economic system
4. Developmental Issues in Economics
5. Teaching- Learning Methods in Economics
6. Teaching-Learning Materials

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Reading the contributions of Social scientists and presenting seminars.
3. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
4. Visiting Social sciences related Research Institutes & Organizations.
5. Students should prepare Maps related to different concepts in Geography, History & Political Science.

References

1. Agarwal, J.C. (1993). *Teaching of Social Studies – A Practical Approach*, Second Revised Edition. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C. (1983). *Teaching of History*. New Delhi: Vikas Publishing House.
3. Aggarwal, D.D. (2008). *Modern Methods of Teaching Geography*. New Delhi: Karan Paper Books.
4. Benjamin, S.B., Thomas, H.J. & George, F.M. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill Book Company.
5. Bhattacharya, S, and Darji, D.R. (1966). *Teaching of Social Studies in Indian School*. Baroda: Acharya Book Depot.
6. Bining, A.C. & Bining, D.H. (1952). *Teaching Social Studies in Secondary Schools*, Third Edition. Bombay: Tata McGraw-Hill Publishing Co. Ltd.
7. Biranchi, Narayan Dash (2006). *Teaching of History*. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Edgar, B.W & Stanely, P.W (1958). *Teaching Social Studies in High Schools*, Fourth Edition. Boston: Health and Company.
9. Edwin, Fenton (1967). *The New Social Studies in Secondary Schools - An Inductive Approach.* New York: Holt Binchart and Winston, Inc.
10. Government of India (2012). *INDIA-2012*. New Delhi: Annual Reference, Publication and Research Division, Ministry of Information and Broadcasting, Government of India.
11. Kochhar, S.K. (1998). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.
12. Martorella, Peter M. (1976). *Social Studies Strategies – Theory into Practice*. New York: Harper and Row Publishers Inc.
13. Mechlinger, M.D. (1981). *UNESCO Handbook for Teaching of Social Studies*. London: Croom Helm.
14. Moffatt, M.P. (1955). *Social Studies Instruction*, 2nd edition. New York: Prentice-Hall.
15. NCERT (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.
16. NCERT (1990). Teaching History in Secondary Schools. New Delhi: NCERT.
17. Ruhela, S.P. (2009). Techniques of Teaching Social Science. Hyderabad: Neelkamal Publications Pvt. Ltd.
18. Rao, M.S. (1993). Teaching of Geography. New Delhi: Anmol Publications.
19. Shiplay, Mortan C. (1964). *A Synthesis of Teaching Method*. Toronto: McGraw-Hill Company of Canada Ltd.
20. Telugu Akademy,2014, *B.Ed. Social Studies - Teaching Methods*. Hyderabad: Telugu Akademy.
21. Verma O.P. & Vedanayagam (1988). *Geography Teaching*. New Delhi: Sterling Publishers.

Semester – I
PAPER-V (EDN-05 a)

Method I / II - Pedagogy of Physical Sciences

Theory **Credits: 4 +1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Understand the nature of Physical science
2. Appreciate the Physical science concepts
3. Understand the values of teaching Physical science
4. Understand the processes of learning Physical science
5. Explore various perspectives in understanding objectives of teaching Physical science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1. Nature of science

1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative, Tentative nature of scientific theories, Science promotes skepticism; Scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of science / physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics, etc)
4. An Illustration of How Science Works, How children learn science?

Unit 2. Science and Society

1. Physical science and society-
2. Physical science for environment, Physical science for health, Physical science for peace, Physical science for equity – Gender and Science, Science for Inclusion.
3. Need and Significance of History of science in teaching science – Historical development perspective of Science.

4. Contributions of Some Eminent Scientists– Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Louis Victor de Broglie, Bimla Buti, Venkataraman Ramakrishnan, APJ Abdul Kalam, Marie Curie.

Unit 3. Aims of Learning Physical Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular Science – Its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Physical Science Education to Natural and Social Environment, Technology, Society and Environment.
7. Imbibing the Values Through Science Teaching – Feyman's Perspective of Science values
8. Development of Problem Solving Skills

Unit 4. Learning objectives of physical science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Physical Science

Unit 5. Pedagogical Shift in Physical Science

1. Pedagogical Shift:
    a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
    b. Nature of Science
    c. Knowledge
    d. Learners, learning and teachers,
    e. Assessment
    f. Mathematics curriculum and scientific inquiry
    g. Scientific method to Mathematics as inquiry

2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic.
2. Plan for suitable teaching learning material, working models and resources.
3. Reading the contributions of Physicists and presenting seminars.
4. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
5. Visiting science related Research Institutes & Organizations.

References

1. Amit, Kumar (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.
2. Anju, Soni (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
3. Bhaskarachary, D.V.R. and Subba Rao, C.N.V. (2001). *Vignana Sastramulo Druvatharalu*. Hyderabad: Telugu Academy.
4. Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.
5. Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.
6. Narendra, Vaidya (1989). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
7. Rajiv, Garg (1994). *World Famous Scientists*. New Delhi: Pushtak Mahal.
8. Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
9. Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.
10. Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
11. http://www.nobel.se/physics/laurates.html
12. http://www.scienceworld.wolform.co/physics.html
13. http://www.encyclopedia.com

Semester – I

PAPER-V (EDN-05 a)

Method I / II - Pedagogy of English

Theory **Credit:4 +1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

1. To enable teacher trainees with the various aspects of the B. Ed Programme with special reference to the nature of the language skills& language items to be developed, practiced, and evaluated.
2. To acquire information on current directions in English language teaching.
3. To identify and be sensitive to the proficiency, interests and needs of learners.
4. To develop an appreciation of the role of English in both academics and life.
5. To develop creativity among learners

Content:

Unit 1: Language around Us:

1. Nature of English Language as a means of communication and thinking. And its importance in human life
2. Philosophy of Language Learning-Linguistic, Social, Academic demands
3. Language acquisition versus Language learning
4. Factors affecting language learning : Physical, Psychological and social factors
5. Role of Language in Life: Cultural, Social, Emotional and Intellectual Development

Unit 2 .Development of English language in India

1. Development of Language Policy in India: NPE(MIL), Three - Language Formula and NCF2005, NCF 2009.
2. Status of English in India as a Second Language and as a Global language.
3. From Translation to Collaboration in Language learning
4. Language learning theories
5. Multilingualism in ELT

Unit 3. Phonetics of English

1. The different speech organs and their role.
2. The individual Sounds - Vowels and Consonants - their place and manner of articulation - The cardinal vowel scale.
3. The concept of the phoneme and the allophone.
4. Stress - Words Stress and sentence Stress - Strong and weak forms.
5. Intonation - Four basic patterns of intonation in English.

Unit 4. Vocabulary and Grammar in Context

1. Word Formation(Prefix, Suffix, Compounding)
2. Synonyms, Antonyms, Homophones, Homonyms, Phrasal Verbs, Idioms.
3. Prescriptive Grammar, Descriptive Grammar, Pedagogical Grammar
4. Elements of a sentence
5. Classification of phrases and clauses based on structure and functions
6. Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)

7. Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, agreement)
8. Reported Speech
9. Degrees of Comparison
10. Figures of Speech

Unit 5. Understanding Language and Producing Discourses

1. Listening Skills: a) listening process, factors conducive to listening, sub skills of listening, Listening comprehension, Analyzing supra segmental features(as discussed in 3.4 &3.5),
   b) Tasks for Developing listening skills
2. Speaking Skills: factors of good speaking abilities, sub skills of speaking, Present language using supra segmental features
   b) Tasks for Developing speaking skills
3 Reading Skills: Types of Reading, Sub skills of reading, Practicing Critical Reading
   b) Tasks for Developing Reading skills
4 Writing Skills: Types of Writing, Sub skills of writing , Creative Writing
   b)Tasks for Developing Writing skills
5 Integration of Skills - Creative expressions in Speaking and Writing

Engagement:

1. Listen to Videos& audios and Developing Skits and presenting Conversations / Dialogues in different situations & Writing diary, letters, notice expressing opinions and ideas.
2. Seminars and debates on position of English language in India
3. Discussion on position papers on language, NCF 2005
4. Listen to phonetics and practice. Record while pronouncing and observe sounds with the guidance of teacher educators.
5. Vocabulary games – practice exercises to develop language proficiency.

References:

1. Adams, M.J, (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.
2. Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: AIllied Publishers
3. Bond, L G et at (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton - Century Crafts.
4. Bose Kshanika: Teaching of English Modern Approach
5. Byrne, D (1975): Teaching Writing, London, Longman.
6. Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai
7. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publish House, Mumbai
8. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
9. Davis, Paul and Mario Rinvolucri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
10. English Language Teaching: Professional Journals for English Language Teaching Gillian Brown, Listening to spoken English, Longman, 1977
11. Halbe Malati, (2005) :Methodology of English Teaching , Himalaya Publish House,
12. Hill,L.A., Selected Articles on the teaching of English as a foreign language, oxfordUniversity Press, 1967.
13. Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.
14. Khan, Nasiruddin. (2005): Introduction of English as a subject at the primary level. Ms., NFG-English
15. Kohli, A.L (1990): Techniques of Teaching English in the New Millennium

16. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
17. Mukalel , J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
18. Pal, H.R and Pal, R (2006): Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi.
19. Palmer, H E: The Principles of Language Study.
20. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
21. Paul Verghese – Teaching English as a second Language
22. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
23. Rebecca L. Oxford (1995): Language Learning Strategies: What Every Teacher Should Know.
24. Sunwani, V.K, (2005): The English Language and Indian Culture
25. Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
26. Widdowson, HG (1979): Teaching language as Communication, London, OUP.

Semester - I

PAPER-VI (EDN-06) EPC 1

Self Development (Communicative English, Life Skills & Yoga)

Practicum **Credit:2**

Internal Assessment: 15 Marks
External Assessment: 35 **Total marks: 50**

Objectives:

The student teachers will be able to:

1. Explore ways of understanding one's self
2. Develop skills required to practice yoga
3. Understand the importance of yoga for peaceful human life
4. Develop ability to communicate
5. Understand intricate issues related to various skills of communication
6. Develop life skills to deal with various situations in life

Content

Unit 1: Yoga and Self development

1. Understanding the importance and benefits of Yoga in human life.
2. Misconceptions about yoga practice.
3. Asana – Classification, Precautions, Benefits of practicing asana
4. Different types of Pranayama & Benefits
5. Different types of Meditation & Benefits
6. Practice of yoga for an integrated personality
7. Therapeutic value of yoga
8. Regular practice of Yoga for happy & healthy integrated personality

Unit 2: Communicative English

1. *Conversation Skills*:
   Listening :to practice listening; Listening to Radio; audio lectures; News,

   Exercises: discussions, Radio interviews and so on.

2. *Speaking*: Events & situations
   Exercises: Speaking topics related to: home; school; college; classroom; market; shopping mall; restaurant and so on. Friends & employee of the company;

   Describing pictures; mobiles; pollution; politics; quality of education; and so on.

   Narrating an event.

   Story-telling; debates / elocution on given topics.

   One minute speaking instantly on a topic.

   Conversation, dialogue, role play; Drama and so on.

3. *Reading*: Newspaper articles; advertisements related to recruitment; admission / entrance notifications; stories, education related articles, fiction, novels and so on. Books; reading passages; reading dictionary; playing vocabulary games; Scramble; Exploring websites and collecting relevant information; reading mails.

4. *Writing*: Sending e-mails; posting on face book & whatsapp; writing resume online & offline to schools, colleges & other organizations.
   Writing about family; selected small themes.

Note: All these activities can be planned by integrating them with life skill activities.

Unit 3: Life Skills

1. Importance of Life Skills for a balanced complete human being
2. Life Skills
   a. Self Awareness
   b. Empathy
   c. Interpersonal Relationship and Friendships
   d. Conflict Management
   e. Time management
   f. Goal setting
   g. Coping with pressure and standing strong
   h. Decision making
   i. Critical thinking
   j. Creative thinking
3. What is the importance of life skills
4. Benefits of life skills
5. Practice of life skills for a successful life

Mode of transaction:

Lecture cum demonstration, seminar presentations, self practicing and sharing the benefits with the group. Displaying the pictures, viewing videos, practicing and participation in the individual and group activities

Engagement:

1. Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
2. They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody .likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
3. Each student has to learn yoga asana, pranayama, meditation through practice after experts demonstration and training in a one week workshop. All the students should practice everyday & share their experiences & benefits / insights.
4. Each student has to participate and conduct activities in group covering all the life skills and understand the importance life skill in creating a happy and peaceful life without any conflicts. After each activity, they should reflect on their experiences.

5. Various incidences, classroom, hostel, library, play field, laboratory, etc. should be created & a conversation on the theme should be conducted.
6. Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district.

Format for Reporting the Life Skills activities

S.No.	Activity undertaken	Individual/Group	Skills identified	Your role in it	Learning outcomes
1.					
2.					
3.					
4.					
5.					

Note: Mentors should integrate life skills with communicative skills to enable the student to learn together.

References:

1. http://www.who.int/mental_health/media/en/30.pdf
2. http://www.joe.org/joe/2004june/rb6.php
3. www.lifeskillsed.com/
4. Coveys – 7 habits of most successful people
5. Coveys – 8th habit of most successful people
6. UNESCO – Module on life skills
7. WHO – Module on life skills
8. CBSE – Module on life skills
9. Bharathiya Yog Sansthan (Regd) (1968) Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
10. Chatterjee Tulsidas (1970), Sri Aurobindo's Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.
11. Haridas Chaudhri (1965), Integral Yoga, the concept of Harmonious & Creative living, George Allen & Onwin Ltd. London.
12. I.K.Taimini (1973), Glimpses into Psychology of Yoga, Theosophical publishing house, Adyar, Madras, India.
13. Satishchandra Chatterjee, Dhirendra Mohan Datta (1984) An introduction to Indian Philosophy, University of Calcutta, Calcutta.
14. Sivananda Swami (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
15. Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
16. Yardi M.R. (1979) The Yoga of Patanjali, Bhandarkar, Oriental Research Institute Poona, India.

17. Sunanda Rao, et. al. (2008): Communicative English and Personality Development, Telugu Academy Publications, Hyderabad.

EDN 06 – Self Development

Time: 1 ½ hours *Practical Examination* *Max. Marks: 35*

I. Each student teacher has to record the activities conducted in yoga. Communicative English and life skills and should record the reflection of their learning outcomes and other aspects. They should be in the form of e-portfolio. It will be evaluated by internal and external examiners for 15 marks.

II. a. The recorded e-Portfolio should be reviewed by the external examiner and 5 marks are awarded.

b. Student teachers have to demonstrate the asanas; pranayamas & meditation and other related activities and write the therapeutic value of each one of them and their self-reflections. 10 marks

a. Examiner will give any two activities related to communication (Listening, speaking, reading and writing skill. 10 marks.

b. Examiner will give Two activities related to Life skills and the same may be demonstrated & should record reflections in a written form. 10 marks.

Semester I, II, III & IV

Paper VII – (EDN – 07 a & b)

Internship – 20 weeks – 120 days in 4 Phases

B.Ed. School Internship program - 20 weeks

Semester	*No of weeks*	*Phase*
Semester-I	1-week	Internship phase - I
Semester-II	4-weeks	Internship phase - II
Semester-III	11-weeks	Internship phase - III
Semester-IV	4-weeks	Internship phase - IV

	SEMESTER – I Internship Phase – I One week (01)
Days /Weeks	Projects / Activities /tasks/period plans/field engagement/etc.
1-day	Pre-internship- workshop- sensitization and preparation of students to develop ownership towards school internship. Feeling of my school
5-days	Observing regular teachers all through and noting all minute details and reporting about teacher and teaching-reflections and learning through observation.-a format will also be provided for guidance and self observations other than the format can also be recorded in detail
Semester II - Internship Phase II - Four weeks (04)	
Three days	Visit to different Institutions - Visiting schools under various managements and organizations-State board,CBSE,Navodaya,Army,Model,KGBV,Residential,Corporation-Sc/ST,BC, resource centres, SIET, and their libraries
Two–days	Demonstration of period plans by teacher educators in cooperating schools. Showing some excellent model plans to inspire student teachers. Familiarization with school text books 6-10- respective methods Writing letters to the HM/Principal, class teacher- for permission and showing interest, familiarity and humility to learn about the good things from the school and spend quality time in school.
One day	Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students activities.
Two -days	Work shop on preparation for school internship and preparing period plans – preparing teaching –learning material, procuring learning resources and aids for internship and other activities. Setting up teaching learning centre with resources (TLC) prepared at work shop and other material-at least 5 aids in each method and one working model. Two period plans in each method should be corrected by the respective method teachers before the commencement of teaching in school. No student should teach without the approved period plan and related aids.
One day	Approaching school HM with formal letter from the college along with in charge teacher educator- meeting, communicating/negotiating with HM.
Fifteen days	Teaching at allotted schools- 10-period plans in each pedagogy subject
	Student teachers should join at assembly-introduce themselves-to school, children, teachers and all other members in the school. Make their presence felt by everybody with participation. Some devotional song or any other activity to begin their journey to make a difference in the school
Semester –III Internship Phase - III Eleven Weeks –(11)	
Eleven weeks	30-period plans in each pedagogy subject -(5-ict integrated, 5-plans with-innovative methods ,remaining 20 constructivist period plans out of which 2 periods have be based on VITAL (Value Integrated Teaching And Learning) orientation.

	Acquainting with school and making school map -resources mapping and making a map and displaying conspicuously till the end of internship. land, water, energy, , greenery, building, material, waste bins etc.
	Preparing a data base of school children with basic details and preparing analytical report, To know the children's family background to facilitate teaching effectively and conduct other activities.
	Visiting children's homes-motivating parents
	Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs
	Rallies, camps, clubs activities
	Recording all activities with reflection-recording in reflective journal
	Organizing teaching aids ,science, social science ,language exhibitions, conducting games, sports, various clubs activities, conducting competitions
	A wall may be reserved for each club and display activities regularly in the School. Students may video graph and store the images and works to display all the events at school.
	Student teachers are not a burden, they are resource to a school-student teachers will assist a regular teacher in correcting children's work, guiding and conducting activities for children, taking up remedial classes for children who lag behind the schedule for any reason, pooling resources for teaching and learning ,preparing teaching aids, recording innovative practices of school and popularizing. Conducting mock sessions-parliament, assembly, celebrating important days –environment, science, health, national, historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism. By the end of internship student teachers will be able to acquaint with all the duties and functions of a regular teacher develop passion for teaching and love for children and a positive attitude to help children to learn and commitment to teaching.
Semester- IV- Internship Phase - IV Four weeks (4)	
Eighteen days	**Research based reporting-full time participation in school activities** associated with school from morning to evening
	Conducting PTAs, SMCs, Stories, local area surveys, PTA meetings, SMC meetings Reports, planning school activities along with the regular teachers, school budget, participating in all school activities along with the regular teachers. preparing timetables ,planning scholastic and non-scholastic activities and conducting as per schedules, academic auditing procedures.
	Planning all types of surveys, clubs and forums, rallies, campaigns - science clubs, forums, eco-clubs, literary clubs, study clubs, language clubs, sports clubs, PTA associations, SMC meetings, forums, rallies, campaigns, awareness programs, and field based stories and identifying cases, problems for action research. etc. planning remedial programs
19^{th} to 23^{rd} day	Finalization of SMCs & PTAs document
	Finalization of community experience-based Report
	Finalization of Action research based report
	Finalization of reflective journal and e-portfolio-assessment, CCE Oral stories, stories related to the place, and so on.
24^{th} Day	Thanks giving program –acknowledging Principal/HM, Teachers, students in the assembly and followed by Thanks giving letters, Acknowledging supervisors and principals for their cooperation and guidance. Leave the school with a feeling of accomplishment & spiritual feeling of self – contentment. Keeping a record in the school with student teacher's details which will be continued in school from year to year.

Semester – I

PAPER-VII (EDN-07 a)

Observation Record

Practicum **Credits: 1**

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

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

Proforma of Evaluation

Name of the Teacher: Name of the School:

Subject: Class: Medium: Period: Date:

S.No.	Aspects	Criteria	Rating
I. Period plan & Preparation	Statement of Academic standards	• Appropriateness • Attainability • Adequacy • Clarity	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
	Selection of topic	• Adequacy • Organization • Relevance • Accuracy • Richness (Depth)	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Selection of activity	• Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety	
	Teaching aids	• Appropriateness • Innovation (Originality)	
	Previous knowledge	• Relevance • Sufficiency	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
	Output procedure	• Structuring • Accuracy • Brevity	
	Evaluation	• Suitability of the tool • Continuity sequence • Comprehensiveness	
II. Execution	Subject competence Teacher behavior)	• Accuracy • Relevance to the need of the situation • Richness (Depth)	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Communication	• Expression • Language • Speech • Voice (Modulation,	1 2 3 4 5 6 7 8 9 Marks awarded out of

		Audibility)	15
	Questions & Answers Questions (Teacher behavior) Answers	• Simple • Precise • Relevant • Thought provoking • Distribution Effective dealing with pupils answers	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Class management	• Interaction • Cooperativeness • Handling of pupils • Sympathy • Budgeting of time	1 2 3 4 5 6 7 8 9 Marks awarded out of 20
	Participation of students	• Active • Minimum • Passive • Suitable to situation	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Use of aids	• Handling • Effectiveness	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
	Teacher	• Appearance • Movements • Manners	1 2 3 4 5 6 7 8 9 Marks awarded out of 10

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

Signature of the Teacher Educator

Reflect and Narrate your Experiences

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

Semester - II

PAPER – IV (EDN-04 b)

Method I / II - Pedagogy of Mathematics

Theory **Credits: 4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Mathematics
2. Develop critical reflections on position papers on Mathematics
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Mathematics
5. Utilize community resources in teaching Mathematics
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Mathematics
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Mathematics

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Mathematics Curriculum-National focus Group position paper on Mathematics and State position paper (2011) on Mathematics
5. Trends of Mathematics Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook
7. Print Resources- Textbooks, Popular Mathematics book, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer- Localized curriculum, Place for Artisans, Knowledge Systems in Curriculum, Local Innovators and Innovative practices in Mathematics.

Unit 7. Approaches and Strategies for Learning Mathematics

1. Scenario from 1950–1980
2. Post 1980 Scenario

3. Approaches and Strategies for Learning Mathematics-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
4. Constructivist Approach – State developed Model of Teaching Mathematics Strategies
5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitations of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Mathematics Kits
6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work
7. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of Mathematics

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Unit Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of Mathematics (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability)
5. Elements of a Mathematics Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them; Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment; Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organizing Activities in Mathematics

8. Planning Laboratory Work – State commitments in Organizing Laboratory work – Textbook orientation
9. Planning ICT Applications in teaching learning of Mathematics

Unit 10. Tools and Techniques of Assessment for Learning: Mathematics

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,

   (D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,

   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position Papers NCF, 2005 & SCF, 2011.
3. Prepare rubrics for various aspects of assessment.
4. Visit your college mathematics laboratory & set up the laboratory with resources as per the new curriculum
5. Prepare a Mathematics Kit to enable the teacher to use in the classroom teaching covering different concepts with local material.
6. Identify lessons suitable for digital lessons & innovative lessons.
7. Prepare different period plans.
8. How do you plan CCE?
9. Take a marks list & convert them into grades.

References:

1. Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives - Handbook I - Cognitive Domain. New York: Harcourt Brace & World Inc.
2. Mallikarjuna Reddy, M. (2013). Ganitasastra Bodhana Padhatulu (Methods Teaching of Mathematics). Guntur: master minds, Sri Nagarjuna Publishers.
3. Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
4. NCERT (2000). National Curriculum Framework for Teacher Education. New Delhi: NCERT.
5. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

6. NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT.
7. NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yearbook. Washington: NCTM.
8. SCERT (2011). AP State Curriculum Framework. Hyderabad: SCERT,
9. SCERT (2011). Position Papers for Mathematics. Hyderabad: SCERT,
10. Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: Sterling Publishers.

Semester – II

PAPER – IV (EDN – 04 b)

Method I / II - Pedagogy of Social Sciences

Theory **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Design suitable approaches and strategies to teach Social Sciences
2. Develop insights into historical perspectives of History and Political science
3. Utilize community resources in teaching
4. Devise various plans strategically for the academic programme
5. Plan and utilize various resources suitable for teaching –learning
6. Develop skills to devise tools for assessment.

Content:

Unit 6. Approaches and Strategies for Learning Social Sciences

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Constructivist Approach- State developed Strategies for Teaching Social Science.
4. 5 E Learning Model
5. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
6. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
7. Planning - An Example: Annual Plan, Lesson Plan, Period plan (SCERT format)
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

Unit 7. Teaching-Learning of History

1. Continuity and Change over Time and Historical Construction
2. Historical Methods
3. Social Formations in History
4. Select Issues of Social Change in Indian History
5. Pedagogical Concerns Regarding Social History

Unit 8. Teaching-Learning of Political Science, Democracy and Development

1. What is Politics?
2. Constitutional vision for a Democratic India; The Working of the Government
3. Society and Political Processes
4. Teaching-Learning Strategies
5. Teaching-Learning Materials

Unit 9. Community Resources and Social Sciences Laboratory

1. Learning Resources from Immediate Environment; Pooling of Resources
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit – Tourism as Pedagogic Experience
3. Social Sciences Kits
4. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organizing laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Cartography
5. Handling Hurdles in Utilization of Resources – Overcoming Underutilization of Resources

Unit 10. Tools and Techniques of Assessment for Learning: Social Sciences

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,

   (D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,

   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Subject specific group discussions, Mock parliament
3. Visit to Telangana State assembly; Zill Parishad and Gram Panchayat.
4. Visit to Historical places; Museums.
5. Prepare a Kit to teach various concepts of Social Sciences with locally available materials.
6. Arrange college laboratory with the material suitable to the new curriculum.
7. Collect Youtube lectures for any five topics of your choice.
8. Collect resources from internet to teach any five lessons
9. Prepare any five working models.
10. Visit any two places of Tourist Importance and write your reflections.

11. Prepare any five improvised teaching aids.

References

1. Agarwal, J.C. (1993). *Teaching of Social Studies – A Practical Approach*, Second Revised Edition. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C. (1983). *Teaching of History*. New Delhi: Vikas Publishing House.
3. Aggarwal, D.D. (2008). *Modern Methods of Teaching Geography*. New Delhi: Karan Paper Books.
4. Benjamin, S.B., Thomas, H.J. & George, F.M. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill Book Company.
5. Bhattacharya, S, and Darji, D.R. (1966). *Teaching of Social Studies in Indian School*. Baroda: Acharya Book Depot.
6. Bining, A.C. & Bining, D.H. (1952). *Teaching Social Studies in Secondary Schools*, Third Edition. Bombay: Tata McGraw-Hill Publishing Co. Ltd.
7. Biranchi, Narayan Dash (2006). *Teaching of History*. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Dayakara Reddy, V. & Digumarti Bhaskara Rao (2013). *Sanghikasastra Bodhana Padhatulu (Methods Teaching of Social Studies)*. Guntur: master minds, Sri Nagarjuna Publishers.
9. Edgar, B.W & Stanely, P.W (1958). *Teaching Social Studies in High Schools*, Fourth Edition. Boston: Health and Company.
10. Edwin, Fenton (1967). *The New Social Studies in Secondary Schools - An Inductive Approach.* New York: Holt Binchart and Winston, Inc.
11. Government of India (2012). *INDIA-2012*. New Delhi: Annual Reference, Publication and Research Division, Ministry of Information and Broadcasting, Government of India.
12. Kochhar, S.K. (1998). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.
13. Martorella, Peter M. (1976). *Social Studies Strategies – Theory into Practice*. New York: Harper and Row Publishers Inc.
14. Mechlinger, M.D. (1981). *UNESCO Handbook for Teaching of Social Studies*. London: Croom Helm.
15. Moffatt, M.P. (1955). *Social Studies Instruction*, 2nd edition. New York: Prentice-Hall.
16. NCERT (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.
17. NCERT (1990). Teaching History in Secondary Schools. New Delhi: NCERT.
18. Ruhela, S.P. (2009). Techniques of Teaching Social Science. Hyderabad: Neelkamal Publications Pvt. Ltd.
19. Rao, M.S. (1993). Teaching of Geography. New Delhi: Anmol Publications.
20. Shiplay, Mortan C. (1964). *A Synthesis of Teaching Method*. Toronto: McGraw-Hill Company of Canada Ltd.
21. Telugu Akademy, 2014, *B.Ed. Social Studies - Teaching Methods*. Hyderabad: Telugu Akademy.
22. Verma O.P. & Vedanayagam (1988). *Geography Teaching*. New Delhi: Sterling Publishers.

Semester – II

PAPER – IV (EDN – 04 b)

Method I / II - Pedagogy of Biological Sciences

Theory **Credits: 4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Analyze various approaches to curriculum designing in Biological science
2. Develop critical reflections on position papers on Biological science
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Biological science
5. Utilize community resources in teaching Biological science
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Biological science
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Biological Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science
5. Trends of Science Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook.
7. Print Resources- Textbooks, Popular science books, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer- Localized curriculum – Place for Artisans Knowledge systems in curriculum, Local Innovators and Innovative practices of Science.

Unit 7. Approaches and Strategies for Learning Biological Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. 7.3 Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
4. Constructivist Approach- State developed model of Science Teaching Strategies.

5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Science Kits
6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories
7. Handling Hurdles in Utilization of Resources.- Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of Biological science

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of Biological science (Structure and Function, molecular aspects, interaction between living and non-living, biodiversity, etc)
5. Elements of a Biological Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Biological Science
8. Planning Laboratory Work – State Commitments in organizing experiments – Textbook orientation.
9. Planning ICT Applications

Unit 10. Tools and Techniques of Assessment for Learning: Biological Sciences

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,

   (D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,

   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

References

1. Agarwal,D D(2001).*Modern Methods of Teaching Biology*. New Delhi:Sarup & Sons.
2. Ahmad, J. (2011). *Teaching of Biological Sciences*. New Delhi: PHI Learning Pvt. Ltd.
3. Benjamin, S. Bloom, Ed. (1958). *Taxonomy of Educational Objectives - Handbook I - Cognitive Domain.* New York: Harcourt Brace & World Inc.
4. Chikara, M.S. and S. Sarma (1985). *Teaching of Biology*. Ludhiana: Prakash Brothers.
5. Clark, Julia V. (1996). *Redirecting Science Education*. California: Corwin Press Inc.
6. Gupta, S.K. (1983). *Technology of Science Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

7. Hassard, J. (2000). *Science as Inquiry*. New Jersey: Good Year Books.
8. Krathwohl, David R., Ed. (1964). *Taxonomy of Educational Objectives, Handbook II - Affective Domain.* New York: David Mckay.
9. Mohan, R. (2004). *Innovative Science Teaching for Physical Science Teachers*. New Delhi: Prentice-Hall India Ltd.
10. *New UNESCO Source Book for Science Teaching* (1978). New Delhi: Oxford & IBH Publishing House.
11. Ramakrishna, A. (2012). *Methodology of Teaching Life Sciences*. New Delhi: Pearson.
12. Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company.
13. Sood, J.K. 1989). *New Directions in Science Teaching*. Chandigarh: Kohli Publishers.
14. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
15. Vaidya, N. (1996). *Science Teaching for the 21st Century*. New Delhi: Deep & Deep Publications.
16. Teaching of Biological science, 2014, Telugu Academy, Hyderabad.

Semester – II

PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of Physical Sciences

Theory **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Physical science
2. Develop critical reflections on position papers on Physical science
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Physical science
5. Utilize community resources in teaching Physical science
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Physical science
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Physical Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science
5. Trends of Science Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the textbook.
7. Print Resources- Textbooks, Popular science book, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, local Innovators and Innovative Practices of science.

Unit 7. Approaches and Strategies for Learning Physical Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
4. Constructivist Approach – Science teaching strategies – State developed model.

5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment (Natural pH indicators, Soaps and detergents, Baking soda, Washing soda, Common salt, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one form of energy to other, Propagation of waves in Solid, Liquid and Gas)
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Some Inexpensive Sources of Chemicals
6. Science Kits
7. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories, Chemistry laboratory, Physics laboratory
8. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of physical science

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of science / physics and chemistry (Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation)
5. Elements of a Physical Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment

6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Physical Science
8. Planning Laboratory Work – State commitments in organizing experiments – Textbook orientation.
9. Planning ICT Applications

Unit 10. Tools and Techniques of Assessment for Learning: Physical Science

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment

   (B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning

   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,

   (D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,

   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

References:

1. Amit, Kumar (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.
2. Anju, Soni (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
3. Bhaskarachary, D.V.R. and Subba Rao, C.N.V. (2001). *Vignana Sastramulo Druvatharalu*. Hyderabad: Telugu Academy.
4. Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.
5. Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.
6. Narendra, Vaidya (1989). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
7. Rajiv, Garg (1994). *World Famous Scientists*. New Delhi: Pushtak Mahal.
8. Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
9. Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.
10. Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
11. http://www.nobel.se/physics/laurates.html
12. http://www.scienceworld.wolform.co/physics.html
13. http://www.encyclopedia.com

Semester – II

PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of English

Theory **Credit:4 + 1**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives:

1. To practice learner centered methods and techniques in the classroom.
2. To enable teacher trainees to use technology to enrich language teaching.
3. To facilitate the effective use of learning resources.
4. To encourage continuous professional development.
5. To develop an appreciation of the role of English in both academics and life.
6. To develop creativity among learners

Content:

Unit 6 .Approaches, Methods and Techniques of Teaching English

1. Concept of approach ,methods, techniques
2. A Survey of Methods of Teaching English: Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method
3. Structural and Situational Approach in Teaching of English
4. Communicative Approach in Teaching of English
5. Constructivist approach and Collaborative Approach and Eclectic Approaches
6. Remedial, Reflective and Reciprocal approaches in English teaching

Unit 7. Planning the Classroom Transaction

1. Academic standards, Competencies, and Discourses.
2. Annual Plan, Lesson Plan, Period plan in Teaching English,
3. Developing Teaching Learning Material
4. Micro Teaching: concept, phases, Plans for in Microteaching
5. Developing Period Plan for the Lesson (Face sheet, Pre-Reading, Reading, Post-Reading, written Discourse, Grammar, Vocabulary, Study-skills,)
6. Guiding Project Work. and reporting ,
7. Study Skills - Note Making and Note Taking, using SQ3R and Graphic Organizers
8. Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia
9. Use of library as knowledge center
   Activities in Teaching of English: Situationalisation, Dramatization, Language Games, Role Play, Soliloquy, Integration of English with other subjects, Integration of English with School Activities, English Language Club, Simulation, Poster Making, Paper Folding, Field Trips, Holding Discussions / Conversations, Documentation.
10. Information Communication Technology in English Language Teaching

Unit 8. Professional Growth of English teacher

1. Concept of Teacher development: And its need
2. Qualities of an English Teacher
3. Concept of Self-development as an English Teacher
4. NCFTE Recommendations for Professional growth and competence
5. Self appraisal of the teacher

Unit 9. Curriculum development

1. Curriculum and Syllabus
2. Curriculum Design - Principles of Curriculum Construction
3. Philosophy and guiding principles for the development of English text books with reference to NCF2005, SCF 2011, NCFTE, RTE, The Position Papers
4. Syllabus designing and Text book development process
5. Reviewing Present English text books

Unit 10. Evaluation

1. The concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative
2. Linking Evaluation with the concept of CCE
3. Meaning and significance of CCE in English.
4. Preparation CCE Record, Blue Print of a Question Paper
5. Analysis and Interpretation of Test Scores
6. Identifying learning difficulties and dealing with language Difficulties of the learner

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Identify and list language (English) related errors common among students.
3. Dealing with Language Learning Difficulties in Language
4. Prepare a list of idioms, proverb in English
5. Write a report on current practices of assessment and evaluation at the secondary level.
6. Prepare a newsletter on the basis of your school experience programme (hand written).
7. Reading passages and analysing them to learn vocabulary and pedagogical grammar

References:

1. Adams, M.J, (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.
2. Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: AIllied Publishers
3. Bond, L G et at (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton - Century Crafts.
4. Byrne, D (1975): Teaching Writing, London, Longman.
5. Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai
6. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as A Second Language, Himalaya Publish House, Mumbai
7. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
8. Davis, Paul and Mario Rinvolucri, (1988): Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers
9. English Language Teaching, (1977): Professional Journals for English Language Teaching Gillian Brown, Listening to spoken English, Longman, 1977
10. Halbe Malati, (2005) :Methodology of English Teaching , Himalaya Publish House,
11. Hill,L.A., Selected Articles on the teaching of English as a foreign language, oxfordUniversity Press, 1967.
12. Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.
13. Khan, Nasiruddin. (2005): Introduction of English as a subject at the primary level. Ms., NFG-English
14. Kohali, A.L.: Techniques of Teaching English in the New Millennium

15. M.L.Tikoo: Teaching of English
16. Modern English Language Teaching – Journal Geeta Nagaraj
17. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
18. Mukalel , J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
19. Pal, H.R and Pal, R (2006): Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi.
20. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
21. Prabhu, N.S. (1987): Second Language Pedagogy. Oxford University Press, NY.
22. Rebecca L. Oxford (1995): Language Learning Strategies: What Every Teacher Should Know.
23. Sunwani, V.K, (2005): The English Language and Indian Culture
24. Tudor, Ian: Learner - Centeredness in Language Education, Cambridge University Press.
25. Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
26. Widdowson, HG (1979): Teaching language as Communication, London, OUP.
27. www.omniglot.com/links/english.html
28. www.eslcafe.com
29. www.englishclub.com
30. www.abcya.com
31. www.Easyworldofenglish.com
32. www.fluentu.com

Semester I, II, III & IV

Paper VII – (EDN – 07 b)

Practicum **Credit:4**

Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 150**

Evaluation:

A jury of two examiners (one mentor and other teacher) will be appointed by the Principal of the college. The jury will evaluate the work done by the student teachers related to Paper 07 b related activities (Reflective journal; e-Portfolio; Community experience based report; Action research report; PTA & SMCs meeting report and CCE record). Each activity / report / record has to be evaluated for 25 marks.

I. **Reflective Journal - Internship 20 weeks (120 days) – 25 marks**

All the student teachers should write their reflections day wise after introspecting and viewing thoroughly their insights and realistic feelings that they get out of various experiences they undergo during internship of 20 weeks (120 days).it should reflect every days reflections of students. They may even record the images or any other kind of representation they like may go into their reflections. Students should give the abstract in the following format and the detailed description may be added below:

S.no.	week/month/year	Activities	Reflections	Future promise to act/revise
1 2 3 4 5 - - - 20	Week/month/2015	Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	

Detailed day wise narratives, pictures, stories, events, situations, incidences that made a dent in your personality and material, any other to say and record a document. What transformation it brought in you? What promise you made after the experience, how you experienced contentment after the activity?

II. Electronic Portfolio Assessment – 25 marks

All the students should compile the works done during internship program all trough 120 days. What is that I liked the most, to say it is the excellent work I could perform and also some things to share with everybody? These things for instance a student must have prepared a good teaching aid, drama, observation, assembly activity, a rally, pictures or

work done displayed in the school. Students should capture all the images electronically and create a digital e-portfolio to visualize the real field realities to understand the interwoven aesthetics hidden in the works done. It shows the creativity & ingenuity of the students and ingenuity of the student's and their presence. All the excerpts they think good and their peer group feel it is well done such of the works can also be placed in the portfolio. Also student should show other works in a separate folder for the consumption of faculty to adjudicate the best from their point of view.

This kind of compilation leads to self reflection, self analysis, self –judgment and self image and self confidence. It gives space for more transparency and visibility to the self and also to the teacher, parent and community. Some of the best e-portfolios can be placed on the college websites to motivate other teachers and student-teachers. They also improve the skills of documentation, visualization of the work done to the self and others. Students develop skills and learn by sharing with others. This generates thinking self questioning and self motivation and a zeal to work. Colleges' can select the best portfolios to encourage the quality of students work.

Resources for creating effective teaching portfolios:

a. PDF documents – Electronic version of the documents are prepared on the Adobe acrobat software which is easy to store and share them with others.
b. Databases – Tracking students' work is possible with FileMaker Pro. With this database, teacher can catalogue work and produce profiles across group of students.
c. Multimedia authoring software – HyperStudio is one of the early software while many teachers use advanced ones such as MS PowerPoint, Macromedia Director or eZedia's eZediaQTI.
d. Videos – Generally the videos in digital form have great flexibility and provide interactive elements displaying the elements of the portfolio.
e. Websites – Sharing the portfolios easily is possible when they are placed on the internet as they have audio and video presentations. These are available on the website – http://electronicportfolios.com/portfolios/bookmarks.html#vendors.
f. Ready-made software packages – My ePortfolio is available Learning Quest while Learner profile can be accessed on Sunburst websites which are of database nature to build the portfolios with fields to attach files of written or video products.

Steps in creating e-Portfolio for Internship and whole course:

The manner in which electronic portfolios are created and used is given below:

i. *Determining the portfolio requirements*: The essential aspects to consider here are - products, media for use and criteria. These are available on many of the rubrics for evaluating the quality of portfolio.
   Student teachers can create a layout creatively & present by utilizing different resources provided below to create their own e-Portfolios for assessment. There is no fixed sequence; the student teacher has freedom to organize, theoretically, chronologically, event-wise, category-wise. This would enable each student to present their portfolios as per their criteria, interest & creativity.

ii. *Creating the structure*: Different sections of the portfolio are presented on the medium by choosing the PowerPoint or other software.
   Students can design the sequence of their e-portfolio as per their work and quality of their work and the aspects they would like to present from the beginning to the end. Any unique experiences students want to highlight, such as lesson

Plans, aids, reflections, children's' responses, teacher appreciation, classroom presentations, learning, and so on can form a part of their e-portfolios.

iii. *Adding and linking components*: The media and products created need to be added to structure the portfolio.
Since e-portfolio is open & flexible to keep on adding & enhancing till they present for the final adjudication, it not only gives a grade / score but a kind of self-reflection and a great sense of achievement and accomplishment. When they look back it is great to see & share.

iv. *Monitoring the products and receiving feedback periodically*: Products are reviewed by teachers to find out if criteria are met.
Student teachers can have an opportunity for self monitoring & feedback from friends, peer group, school, supervisors, and mentors at the college / teacher educators to enhance the presentation and assessment.

v. *Reflecting on the products and make necessary revisions*: Components of the portfolio are modified based on the feedback.
Each and every item presented can be rated on a ten-point scale & rate where the student's work stands and at the end of the each item that he / she places in the e- portfolio, record your reflections on it.

Student teachers can share their e-portfolios in group & place them at their college's website for review.

This e-portfolio makes a student teacher to not only reflect on their work transparently, but also helps them to learn many skills of compilation, pooling resources, organization, presentation and also technological skills and various e-resources, software, Open Education Resources and so on.

The steps in the creation and the use of electronic teaching portfolios are schematically represented as shown below:

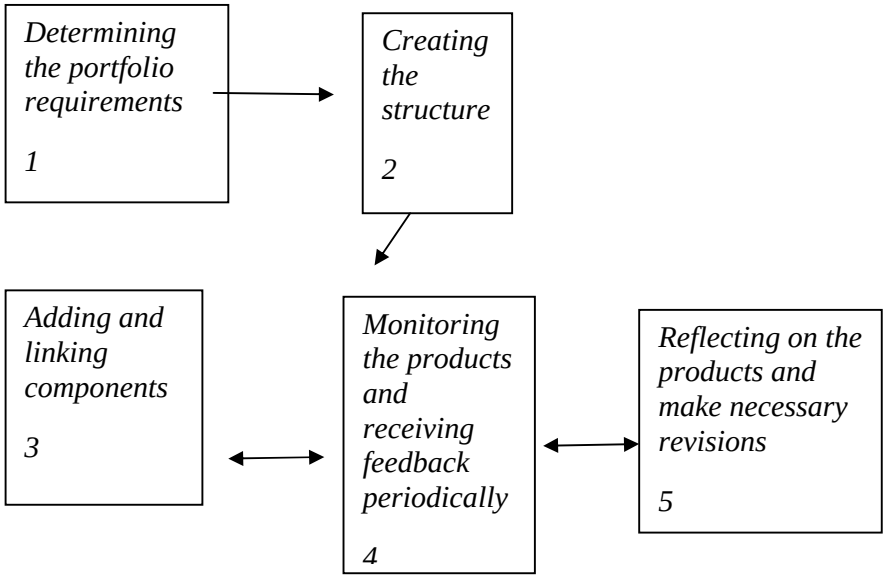

Figure .1: Creation and use of Electronic Teaching Portfolio

III. CCE Record - 25 marks

- Details of CCE
- Details of Formative Assessment
- Details of Assessment
- Weightage Tables (Competency wise, Difficulty level, Types of Questions etc.,)
- Question Paper Details
- Question Paper

A. Formative Assessment

Name of the Child	Child Participation	Written Works	Project Works	Slip Test	Total	Grade

- Scoring Sheet/ Recording Format

B. Summative Assessment

Name of the Child	C1	C2	C3	C4	C5	C6	Total	Grade

C. Final Result

Name of the Child	Formative	Summative	Total	Grade

- Analysis Tables (Formative, Summative -Competency Wise)
- Statistical Tables
- Learning Gaps
- Strategies/Remedial for Improvement
- Conclusion

CONTINUOUS COMPREHENSIVE EVALUATION

SUMMATIVE ASSESSMENT:

- Testing tools: Written Exam for 100 marks.
- Questions should be given on Academic Standards.
- Types of Questions: Essay type, Short answer type, Very short answer type and Objective type

Weightage table

Sl. No	Academic Standard	Essay type	Short Answer	Very Short Answer	Objective Type	Weightage percentage	Total Marks
1.	Conceptual Understanding	2q (10m) T: 20m 2 out of 4	2q(5m) T: 10m 2 out of 4	5q(1m) T: 5m	10q(1/2m) T: 5m	40%	40m
2.	Reading the Text , understanding and interpretation	1q.(10m) T: 10m				10%	10m
3**.**	Information skills	1q(10m) T: 10m	1q(5m) T:5m			15%	15m
4.	Responding on social issues and questioning	1q(10m) T: 10m 1 out of 2				10%	10m
5.	Mapping skills	1q(10m) Drawing and pointing T:10m	5q(1m) Reading T: 5m			15%	15m
6.	Appreciation and Sensitivity	1q(10m) T: 10m 1 out of 2				10%	10m
						Total:	**100m**

Grading:

91 – 100m A+ 90 – 71m A 70 -51m B+ 50 -41m B 0 – 40m C

IV. Community Based Activity / Programme - 25 marks

Objectives: To sensitize the student teachers towards community issues and develop organic relations with community.

Format:

S. No.	Activity / Programmes undertaken	Group / Individual	Learning outcome
1. 2. 3. 4. 5.			

Write a narrative about each activity / Programme listed above.

1. Planning the activity / programme
2. Organization of the activity / programme
3. Conducting the activity / programme – process / procedure
4. Narrate along with your experiences, feelings and reflections.

Note:

1. Add photographs and related material wherever necessary
2. At least one individual and one group activity should be undertaken by every student.
3. There is no restriction to number of activities.

V. Action Research - 25 marks

Each Student teacher should identify one action research area / topic related to classroom problems and re[port as per the format given below:

Format :

1. Title page - Topic for the study
2. Problem identified for the action research
3. Introduction – Definition & Steps in Action Research
4. Objectives of the action research
5. Causes for the problem
6. Formulation of Action hypotheses
7. Planning Intervention Strategy & Implementation
8. Collection of data
9. Analysis of data
10. Verifying the action hypotheses
11. Results
12. Your reflections

VI. PTA & SMCs meeting report (Group activity) – 25 marks

Report separately for SMC & PTA meetings as per the guidelines given below:

1. Preparing circular and informing parents / SMC members
2. Planning for the meeting
3. Recording the Attendance of the members
4. Organizing the meeting
5. Recording the minutes of the meeting
6. Your reflections

S. No.	Role played by each member	Learning outcome	Reflections
1. 2. 3. 4. 5. -- --- ---			

Prepare minutes of the meeting and circulate to the members.

Semester – II

PAPER-VIII (EDN-08)

Sociological Perspectives of Education

Theory **Credits 4 +1**
Internal Assessment: 30 Marks
External Assessment: 70 **Total marks: 100**

Objectives

The student teachers will be able to:

1. understand the sociological perspectives of education
2. develop understanding about socialization, culture and education
3. Become aware about education as a social process, its role in the process of socialization.
4. Understand the dynamics of Social change.
5. Develop sensitivity towards concept of equality and equity through education.
6. acquaint with contemporary issues in education

Content:

UNIT – 1 Introduction to sociology of education. *12 Hours*

1. Introduction to Sociology
2. Sociology of Education: Meaning, definition, nature and scope.
3. Relationship between sociology and education.
4. Sociology as a foundation of education and its implications to education.

UNIT- 2 Social Processes of Education *15 Hours*

1. Social Process: The process and forms of social interaction
2. Socialization: Meaning, Process, emergence of self; and Resocialization. .
3. Methods of socialization:-
   a. selective exposure
   b. modeling
   c. identification
   d. positive reinforcement
   e. negative reinforcement
   f. nurturance
4. Social agencies of Education: Home, peer group, school and community.
5. Culture: Meaning, Characteristics of Culture; cultural lag, Cultural conflict, cultural ambivalence, cultural tolerance and its implications to education. Relationship between Culture and Education.

UNIT – 3 Social Change and Education *15 Hours*

1. Social Change: Meaning and Factors of Social Change. Role of education and teachers in relation to social change.

2. Modernization: Meaning and Attributes of Modernization and role of education in Modernization
3. Social Stratification and education
4. Democracy and Education

UNIT- 4 Equalization of educational opportunities *15 Hours*

1. Equality: Concept of equality, Constitutional provisions for equality
2. Equalization of educational opportunities among SC, ST, Girls and the differently Abled.
3. Equity: Measures taken by Central and State Government in the Equalization of Educational opportunities
4. Gender issues and girl child education: International, National and Regional Interventions; Millenium Development Goals of UNO, KGBV's, Kishore Balika Yojana, Bangaruthalli Padhakam.

UNIT – 5: Contemporary issues in education 20 hours

1. Economics of Education:
    a. Meaning & scope;
    b. Education as Human Capital; and
    c. Education –Human Resource Development
2. National and Emotional integration:
    a. concept and meaning;
    b. Role of school in promoting National Integration
3. International understanding:
    a. concept and meaning;
    b. Role of teacher and school in International understanding
4. Peace education:
    c. Concept, meaning and nature;
    d. Role of school in promoting peace Education
5. Liberalization, Privatization and Globalization in Education

Engagement

1. Group discussion on implications of sociology of education
2. Critical reflections on relationship between society and education
3. Explore mass media as a social agency of education
4. Debate on implications of contemporary education system on society
5. Campus visit to explore spaces of social learning.
6. Working in archives, collecting oral histories, performing one's art for a public audience.
7. Data tables of sociological, historical, cultural events to reflect on their significance as change events.
8. Collecting real life incidents, anecdotes, stories and experiences of children related to gender, class, caste, marginalization, deprivation, unawareness and exploitation. Reflecting over the issues.

References

1. Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.
2. Altikar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.
3. Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.
4. Basics of Education, NCERT, 2014.
5. Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.
6. Blaug, M. (1997). *Economic Theory in Retrospect: A History of Economic Thought from Adam Smith to J. M. Keynes*, 5th Edition. Cambridge: Cambridge University Press.
7. Delors, Jacques (1996). *Learning: The Treasure Within*. Paris: UNESCO.
8. Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.
9. Havighurst, R. (1995). *Society and Education.* Boston: Allyn and Bacon.
10. Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: National Publishing House.

Semester – II

Paper **– IX / X (Paper 09 / 10) Microteaching & Reflective Teaching**

Microteaching (Method I / II)

Practicum **Credit:2**

Internal Assessment: 25 + 25 Marks **Total marks: 50**

Each student teacher has to teach 2 skills / sessions. It is a peer group teaching each of 6 minutes duration. Each session focuses on a specific behavior / skill of teaching.

Student teachers have to write micro lesson plans and observe peer micro lessons as per the proforma given below:

1. Lesson Plan Format
2. Microteaching Preparation Form
3. Teaching Evaluation Form – Teacher Educator
4. Microteaching Evaluation Form – Peer observers / Student teachers
5. Microteaching Self – Analysis Form – Practicing Student teacher
   Marks / Grades are awarded on the basis of the proformas 3, 4 & 5.

6. Learner Satisfaction Form.

LESSON PLAN FORMAT - Format -1

Teacher: _____ Date:

Course Title: _____

Topic: _____

Instructional objective(s): _____

Focusing activity:

Content	Instructional Procedures
	a. b. c. d. e. **f.**

Closure:

Evaluation procedure:

Instructional materials:

Notes and comments:

MICROTEACHING PREPARATION FORM Format - 2

Name of the teacher: _____ Date: _____

Course Title: _____

Use this form for preparation of your lesson. Prepare a copy for your instructor.

1. Concept to teach: _____

2. Skill(s) or behavior(s) to demonstrate: _____

3. Specific instructional objective(s): _____

4. Focusing activity:

5. Instructional procedure:

6. Closure:

7. Audiovisual materials and equipment needed:.

8. Notes and comments:

TEACHING EVALUATION FORM Format - 3

Teacher:_____ Date: _____

Subject: _____ _____ Tape No.: __

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5 4 3 2 1 0	Lesson preparation
5 4 3 2 1 0	Focusing activity
5 4 3 2 1 0	Closure
5 4 3 2 1 0	Subject-matter knowledge

Lesson Presentation

5 4 3 2 1 0	Audience contact
5 4 3 2 1 0	Enthusiasm
5 4 3 2 1 0	Speech quality and delivery
5 4 3 2 1 0	Audience involvement
5 4 3 2 1 0	Verbal behaviors
5 4 3 2 1 0	Nonverbal behaviors
5 4 3 2 1 0	Use of questions and questioning techniques
5 4 3 2 1 0	Directions and pacing
5 4 3 2 1 0	Use of reinforcement
5 4 3 2 1 0	Use of aids and materials

Comments:

MICROTEACHINC EVALUATION FORM Format - 4

Name of the teacher: _____ Date:

Subject: _____Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5 4 3 2 1 0 Lesson preparation

5 4 3 2 1 0 Focusing activity

5 4 3 2 1 0 First skill/Behavior

5 4 3 2 1 0 Second skill/Behavior

5 4 3 2 1 0 Closure

5 4 3 2 1 0 Subject-matter knowledge

Comments:

MICROTEACHINC SELF-ANALYSIS FORM Format - 5

Name of the teacher: Date:

Concept taught: Roll No.:

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows:

Teacher talk: _____

Student talk: _____

Silence or confusion: _____

2.As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

2. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

3. Questions. Record the number of questions asked:

Convergent: _____

Divergent: _____

4. Student names. Record the number of times students are addressed by name':

5. Pauses. Record the number of times pauses are used to give students time to think:

6. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: _____

Nonverbal Reinforcement:_____

7. Sensory channels. Record the number of times students are required to change sensory channels: