

**FACULTY OF EDUCATION
ANDHRA UNIVERSITY
VISA KHAPATNAM**

SYLLABUS, RULES AND REGULATIONS OF B.Ed. DEGREE COURSE



**APPLICABLE TO THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR
2003 - 2004 ONWARDS FOR ONE YEAR B.Ed. DEGREE COURSE**

SYLLABUS, RULES AND REGULATIONS OF B.Ed. COURSE OF ANDHRA UNIVERSITY

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

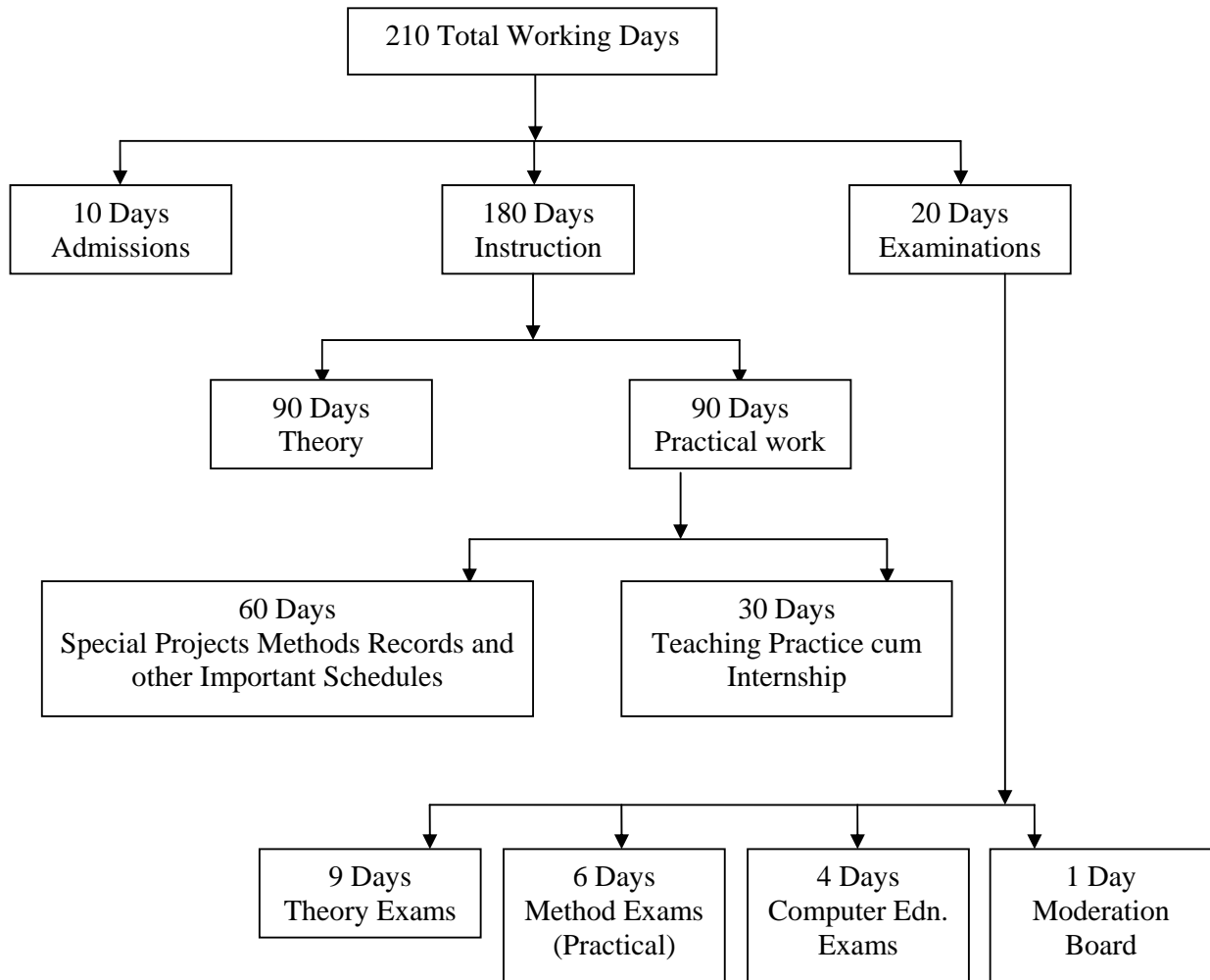
I. Admission

A candidate for admission to one year B.Ed. Course has to qualify at the B.Ed. Common Entrance Test (EdCET) Conducted by the Andhra Pradesh State Council of Higher Education, Government of Andhra Pradesh for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transactions

1. The duration of B.Ed. Course will be of one year. Total number of working days / hours per session – 210 days (1260 hours)
2. Number of days earmarked for Admissions – 10 days (60 hours)
3. Number of days for Theory Examinations – 9 days (54 hours)
4. Number of days for Final Practical Examinations (Methods) - 6 days (36 hours)
5. Number of days for Final Computer Education Practical Examinations - 4 days (24 hours)
6. Number of days for placing Practical Records before Moderation Board – 1 day
7. Number of Teaching days including Teaching Practice work - 180 days (1080 hours)
8. Number of Teaching / Instructional days only – 150 days (900 hours)
9. The overall weightage for Theory in 180 Teaching days - 50 % (90 days = 540 hours)
10. The overall weightage for practical component in 180 teaching days - 50% (90 days = 540 hours)
11. The number of days for Teaching Practice and Internship = 30 days in 180 Instructional days

Scheme of B.Ed. Academic Programme



III. Structure of the Course**A. Theory Examinations**

BSE – 01	Paper – I	Foundations of Education
BSE – 02	Paper – II	Educational Psychology
BSE – 03	Paper – III-A	Educational Technology
BSE – 03	Paper – III-B	Computer Education
BSE – 04	Paper – IV	School Management and Systems of Education
BSE – 05	Paper – V	Personality Development and Communicative English
BSE – 06	Paper – VI	Methods of Teaching – I
BSE – 07	Paper – VII	Methods of Teaching – II

B. Practical Examinations

BSE – 08	Paper – VIII	Practical examination in methods of Teaching – I
BSE – 09	Paper – IX	Practical examination in methods of Teaching – II
BSE – 10	Paper – X	Practical examination in Computer Education

C. Special Projects

BSE – 11	Paper – XI	Community Studies Project (Practicum of Paper – I)
BSE – 12	Paper – XII	Cultural Studies Project ((Practicum of Paper – I)
BSE – 13	Paper – XIII	Case Studies Project (Practicum of Paper – II)
BSE – 14	Paper – XIV	Health and Physical Education Project (Practicum of Paper – II)
BSE – 15	Paper – XV	Computer Education Project (Practicum of Paper – III)
BSE – 16	Paper – XVI	School Studies Project (Practicum of Paper – IV)
BSE – 17	Paper – XVII	Personality Development and Communicative English Project (Practicum of Paper – V)

D. Methods Records

BSE – 18	Paper – XVIII	Scholastic Achievement Record - Method I
BSE – 19	Paper – XIX	Scholastic Achievement Record - Method II
BSE – 20	Paper – XX	Microteaching Record - Method I
BSE – 21	Paper – XXI	Microteaching Record - Method II
BSE – 22	Paper – XXII	Teaching Practice cum Internship Record Method I
BSE – 23	Paper – XXIII	Teaching Practice cum Internship Record Method II
BSE – 24	Paper – XXIV	Teaching Practice cum Internship Diary (TPID) – Method I
BSE – 25	Paper – XXV	Teaching Practice cum Internship Diary (TPID) – Method II

IV. Scheme of Instruction

Syllabus Ref. No.	Subject	Scheme of Instruction	Grand Total Hours
		Total Hours	
A. Theory Paper			
BSE – 01	Paper – I	77 Hrs.	
BSE – 02	Paper – II	77 Hrs.	
BSE – 03	Paper – III A	39 Hrs.	
BSE – 03	Paper – III B	39 Hrs.	
BSE – 04	Paper – IV	77 Hrs.	
BSE – 05	Paper – V	77 Hrs.	
BSE – 06	Paper – VI	77 Hrs.	
BSE – 07	Paper – VII	77 Hrs.	540 Hrs.
B. Practical Paper			
BSE – 08	Paper – VIII	45 Minutes/ Student	
BSE – 09	Paper – IX	45 Minutes/ Student	
BSE – 10	Paper – X	1 Hour Per Batch	60 Hrs
C. Special Projects			
BSE – 11	Paper – XI	30 Hrs.	
BSE – 12	Paper – XII	30 Hrs.	
BSE – 13	Paper – XIII	18 Hrs.	
BSE – 14	Paper – XIV	24 Hrs.	
BSE – 15	Paper – XV	48 Hrs.	
BSE – 16	Paper – XVI	18 Hrs.	
BSE – 17	Paper – XVII	36 Hrs.	204 Hrs.
D. Methods Records			
BSE – 18	Paper – XVIII	12 Hrs.	
BSE – 19	Paper – XIX	12 Hrs.	
BSE – 20	Paper – XX	30 Hrs.	
BSE – 21	Paper – XXI	30 Hrs.	
BSE – 22	Paper – XXII	180 Hrs.	
BSE – 23	Paper – XXIII		
BSE – 24	Paper – XXIV		
BSE – 25	Paper – XXV		
			264 Hrs.
E. Other Important Schedules			
i. Demonstration lessons in Micro Teaching		30 Hrs.	
ii. Demonstration lessons in Macro Teaching		18 Hrs.	
iii. Allotment of Mentors and Topics for Practical records		06 Hrs.	
iv. School Visit by Student teachers to select topics for teaching practice		12 Hrs.	
v. Orientation Programme for school teachers on Teaching Practice cum Internship to be organized at College level		06 Hrs.	72 Hrs
Grand Total Hours (A + B + C + D + E)			1080 Hrs.

V. Scheme of Examination

Syllabus Ref. No.	Subject	Title of Papers	Scheme of Examination		
			Duration of Examination in hours	Maximum Marks	Grand Total Marks
A. Theory Papers					
BSE – 01	Paper – I	Foundations of Education	3 Hrs.	100	
BSE – 02	Paper – II	Educational Psychology	3 Hrs.	100	
BSE – 03	Paper – III A	Educational Technology	1½ Hrs.	50	
BSE – 03	Paper – III B	Computer Education	1½ Hrs.	50	
BSE – 04	Paper – IV	School Management and Systems of Education	3 Hrs.	100	
BSE – 05	Paper – V	Personality Development & Communicative English	3 Hrs.	100	
BSE – 06	Paper – VI	Methods of Teaching – I	3 Hrs.	100	
BSE – 07	Paper – VII	Methods of Teaching – II	3 Hrs.	100	
Total Marks in Theory Examination Papers					700
B. Practical Papers					
BSE – 08	Paper – VIII	Practical examination in methods of Teaching I	45 min.	50	
BSE – 09	Paper – IX	Practical examination in methods of Teaching II	45 min.	50	
BSE – 10	Paper – X	Practical examination in Computer Education	1 Hrs.	50	
Total Marks in Practical Examination Papers					150
C. Special Projects					
BSE – 11	Paper – XI	Community Studies Project (Practicum of Paper – I)		40	
BSE – 12	Paper – XII	Cultural Studies and SUPW Project (Practicum of Paper – I)		40	
BSE – 13	Paper – XIII	Case-Studies Project (Practicum of Paper – II)		40	
BSE – 14	Paper – XIV	Health & Physical Education Project (Practicum of Paper – II)		40	
BSE – 15	Paper – XV	Computer Education Project (Practicum of Paper – III)		40	
BSE – 16	Paper – XVI	School Studies Project (Practicum of Paper – IV)		40	
BSE – 17	Paper – XVII	Personality Development and Communicative English Project (Practicum of Paper – V)		40	
Total Marks in Special Projects					280

D. Methods Records					
BSE – 18	Paper XVIII	Scholastic Achievement Record - Method I		25	
BSE – 19	Paper – XIX	Scholastic Achievement Record - Method II		25	
BSE – 20	Paper – XX	Microteaching Record - Method I		10	
BSE – 21	Paper – XXI	Microteaching Record - Method II		10	
BSE – 22	Paper – XXII	Teaching Practice cum Internship Record - Method I		80	
BSE – 23	Paper XXIII	Teaching Practice cum Internship Record - Method II		80	
BSE – 24	Paper – XXIV	Teaching Practice cum Internship Diary (TPID) – Method I		20	
BSE – 25	Paper – XXV	Teaching Practice cum Internship Diary (TPID) – Method II		20	
Total Marks in Methods Records					270
Total Marks for Practical Work (B + C + D)					700
Overall Total Number of Marks (Theory + Practical Work) = 700 + 700					1400

VI. Working Hours / Instructional Hours

- Every college is expected to work for 6 hours everyday. In other words, a working day should be of minimum 6 hours duration in a six-day working week.
- The timings of the institution / college shall be from
 - Morning Session: 10.00 am to 1.00 pm or 9.00 am to 1.00 pm
 - Evening Session: 2.00 pm to 5.00. pm or 2.00 pm to 4.00 pm
- The college should not run B.Ed. Programme on shift system and the working hours of the college should be 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**

VII. Selection of Methods of Teaching

Every candidate is expected to select two methods of teaching under B.Ed. Course. The Methods of Teaching that are based on school level subjects are categorized into two groups.

Group A

Telugu

English

Physical Science

Group B

Mathematics

Biological Sciences

Social Studies

Note: Each Student has to select two methods (one method from each group)

VIII. General Rules for Examination**“All the Examinations will be conducted as per the Rules and Regulations of
Andhra University”**

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, residence, 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 application 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 the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College. 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 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, provided he / she does not change the subject or subjects originally selected by him / her.
6. A candidate after he / she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he / she was examined and the division 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 Diploma or

Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.

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 notwithstanding the fact that new subjects may have been introduced or the group of subjects have 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 changes, one more examination in the following year shall be conducted according to the old syllabus / regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus regulations.
10. No admissions / readmissions / promotions are to be made after the expiry of two weeks from the date of commencement of instruction
11. No supplementary or any other examination shall be conducted during the instruction period.
12. 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 reservation
13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed.
14. The programme of instruction, examination and vacation shall be notified by the University.
15. The medium of instruction shall be English. However, the students are permitted to write their examinations in English or Telugu except Paper V. The students have to answer Paper V (Personality Development and Communicative English) in English only. The Methodology Papers in the Languages concerned should be answered in the respective languages.
16. University examinations shall be held as prescribed in the scheme of the examination.
17. The course of study shall consist of class lectures, tutorials, teaching practice and practical / Project record work.

18. The 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 and also in Computer Education.
19. Principal of the College of education should depute their teachers for examination work as and when assigned by the 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.

IX. 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” or in the “Distance Mode” 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 means attendance at not less than 80% in Teaching instructional period and 100% of attendance during the period of practice teaching cum 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.
3. The names of students who are continuously absent for ten days or more without any leave sanctioned or who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission during the next academic year as per the request of the candidate with the permission of the Vice-Chancellor of the university concerned. A monthly-consolidated attendance will be displayed on the college notice board on 5th of every month.
4. The students who do not have adequate attendance will not be considered for the award of any scholarships or any kind of financial aid by the colleges or any other government or quasi-government agency.
5. Students who do not have adequate attendance will not be permitted to appear for theory examination and such candidates have to rejoin the course with exemption from the entrance test. The admission of all such candidates will be over and above the sanctioned ceiling of seats for the college.

6. Attendance shall be reckoned from the date of commencement of instruction as per the almanac communicated by the University

X. Award of Division

Candidates will be awarded separate division in Theory and Practical examinations

For Theory Examination:

First Class	: 60% and above
Second Class	: 50% and above and less than 60%
Third Class	: 40% and above and less than 50%
Minimum Pass marks in Theory papers	: 40%
Overall Aggregate in Theory Papers	: 40%

(For paper IIIA and IIIB, students should get a minimum of 40% i.e. 20 marks in each paper. If a student gets less than 20 marks in any paper, he has to reappear for both the papers (Paper IIIA and Paper IIIB) in the next examination and secure pass in both the papers.

For Practical Work:

First Class	: 70% and above
Second Class	: 60% and above and less than 70%
Third Class	: 50% and above and less than 60%
Minimum Pass marks in Practical Examinations	: 50%
Minimum Pass marks for each of the Practical Project/ Record	: 50%

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.

XI. Appearance and Reappearance for the Examination

1. Candidates who have completed practical work specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed course. No candidate without the completion of practice teaching, internship and practical record work is allowed for final university level practical and theory examinations.
2. The college will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper / papers 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. A candidate who fails to secure the minimum pass mark in the Project work / Method Records shall attend the required number of classes for completion of that Project / method record and qualify himself/herself for the resubmission of the same. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
5. Candidates who have appeared once at any examination of the university need not put in fresh attendance if they want to reappear at the same examination not with standing the fact that new subjects may have been introduced or group of subjects changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
6. In case teaching practice cum internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.

7. 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.

XII. Teaching Faculty as Mentors

It is envisaged to introduce the concept of mentorship in the Colleges' of education from this academic year 2003 – 2004 onwards. Each lecturer in the College 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 of special projects, teaching practice cum Internship and his over all participation in the B.Ed. programme. Each mentor will be allotted minimum 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 various special projects of the B.Ed. Programme.

XIII. Teaching Practice Cum Internship

1. The candidates are expected to observe the demonstration lessons undertaken by the members of the staff of the college under normal conditions. In addition to this, they are expected to complete 5 micro lessons in each method before going for practice teaching.
2. Every candidate shall have to undergo an internship of one full month (30 working days) in a cooperating school as “Teaching Practice Cum Internship”. During this period the candidate shall be attached to a school and he shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 30 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Head Master or any of the trained teachers in the school. During the Teaching Practice Cum Internship period the concerned lecturers of the

college of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly.

3. A candidate who has failed to pass in the practical Examination of Teaching a Lesson, may be allowed to reappear in either of the subjects of his / her specialization taken previously under methods provided to him / her and in which he / she has completed practice lessons and internship to the satisfaction of their college authorities. In case, the practice lessons and the internship are not satisfactory, the candidate shall appear for the subsequent examinations in the Teaching of the Examination lesson only after completing the internship and the practice lessons by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of satisfactory work in the supervised practice lessons and the internship.
4. The practical examination of teaching a lesson of each candidate will be conducted by a panel of at least two independent examiners – one internal and one external. The modalities of conducting examination are as per the rules and regulations of Andhra University.
5. The College will have the discretion of not sending up candidates for the final examination, both in Theory and Practical in case their Practical Project / Record Work is not satisfactory and those candidates who fail in the University Practical Examination and in practical records also have to seek fresh admission in the sub-sequent year(s) to complete their Practical Project Work / Records.
6. Teaching Practice cum internship will be of 30 days duration and conducted in 2 (two) phases. In Phase I (15 days), the candidate is expected to complete 10 lessons (5 lessons in each method) and in Phase II [Internship] (15 days) the candidate is expected to complete remaining 30 lessons (15 lessons in each method). During Phase II the candidate is expected to participate and undertake the activities assigned by H.M. of the school.
7. Every student shall maintain day-wise *Teaching Practice cum Internship Diary (TPID)* with details of the activities carried-out in the cooperating school, duly certified by the school H.M. and shall submit the same in the college.

XIV. Guidelines for school Head Masters / Head Mistresses for Teaching Practice and Internship

The Head Masters / Head Mistresses of Practicing Schools are expected to

1. maintain the attendance of B.Ed. trainees 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 lesson 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 (during phase II).
4. sign in the student teaching practice cum internship dairy everyday during the practice teaching and internship period.
5. assign any activity related to clean and green programmes, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent teacher meetings, field trips, excursions, etc.,
6. sign on the records / project reports carried out by the students in their school.
7. instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
8. instruct the B.Ed. students to work in the school during the entire school working hours that is from morning first bell to the evening last bell (during phase II).

XV. Transitory Provisions

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed syllabus regulations.

XVI. Moderation Board

1. Moderation is part of evaluation in B.Ed. course i.e. Special Project reports and Methods Records are part of the B.Ed. course which require objective evaluation for awarding certificate. All the practical work will be moderated by the duly constituted committee (moderation board of examiners) as per the University norms at the end of that academic year.

2. Moderation board will examine a minimum of 20% of the total practical records / work:
The list of projects / records to be submitted are as follows:

BSE – 11	Paper – XI	Community Studies Project
BSE – 12	Paper – XII	Cultural Studies and SUPW Project
BSE – 13	Paper – XIII	Case-Studies Project
BSE – 14	Paper – XIV	Health and Physical Education Project
BSE – 15	Paper – XV	Computer Education Project
BSE – 16	Paper – XVI	School Studies Project
BSE – 17	Paper – XVII	Personality Development and Communicative English Project
BSE – 18	Paper – XVIII	Scholastic Achievement Record – Method I
BSE – 19	Paper – XIX	Scholastic Achievement Record – Method II
BSE – 20	Paper – XX	Microteaching Record - Method I
BSE – 21	Paper – XXI	Microteaching Record - Method II
BSE – 22	Paper – XXII	Teaching Practice cum Internship Record - Method I
BSE – 23	Paper – XXIII	Teaching Practice cum Internship Record - Method II
BSE – 24	Paper – XXIV	Teaching Practice Cum Internship Diary (TPID)-Method I
BSE – 25	Paper – XXV	Teaching Practice Cum Internship Diary (TPID)-Method II

3. The Moderation of Records for the colleges of Education in a District will be held at a centre (College of Education) constituted for the purpose in that district (On Rotation Basis). All the Principals of the Colleges of Education in that District are expected to arrange to bring all the records in respect of Special Projects and Method Subjects (BSE-11 to BSE-25) of their colleges for Moderation to the specified centre.

The Moderation Board comprises the following members:

- a. **Head**, Department of Education, Andhra University or his/her nominee – External Member.
- b. **Principal**, IASE, Andhra University or his/her nominee – External Member
- c. **Chairman**, Board of Studies in Education (UG) or his/her nominee – External Member.
- d. **One Principal** from each of the affiliated College of Education of that District (Internal Member).

- e. **One Senior Faculty member** from each of the affiliated College of Education of that District - (Internal Member).

(If the Principal is a methodology expert, the senior lecturer should be a person dealing general subjects and vice-versa)

4. ***THE TA AND DA WILL BE PAID BY THE UNIVERSITY FOR THE THREE EXTERNAL BOARD MEMBERS. THE TA, DA AND TRANSPORT CHARGES FOR INTERNAL MEMBERS MAY BE BORNE BY THE RESPECTIVE COLLEGES OF EDUCATION.***
5. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the colleges.
6. If the number of colleges of Education in a District are more than 6, the moderation board has to complete their work in two days.
7. The moderation board will scrutinize the practical work (Special Projects + Methods Records) of the candidates and ensure that qualifying standards are maintained in them. They will also check any significant differences in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them. All records of practical works shall be counted for the examination purpose only after the Moderation board gives its approval to the same.
8. If mass copying of Special Project Reports and Method Records is identified during the process of moderation, all the students involved in such an activity will be considered for disciplinary action under Suspected Mall Practice Case.
9. University has the right to take disciplinary action on the Principal of the College of Education and also on the concerned faculty member in case he/she awards marks for Projects/ Records without submitting the same to the college or even if he/she fails to award marks proportionately for incomplete Project work/ Record.
10. The Moderation board, after due review shall declare the appropriate score to be awarded. External examiners of the board have the authority to reduce or enhance the marks awarded by the concerned internal examiners as is appropriate.
11. Recommendations of the Moderation Board are final and are not subject to review or revision.
12. The Moderation board shall forward these recommendations to the concerned principals to effect the changes. The Principals of the Colleges will have to submit the Project/Record Marks of their college in the Prescribed Proforma supplied to them by the

University after the completion of the evaluation by the Moderation Board to the Chairman, Moderation Board immediately on the same day.

13. **The Chairman, Moderation Board [nominated by the Vice-Chancellor]** shall submit the duly revised award lists to the Controller of Examinations, Andhra University.

XVII. Pattern of Theory Question Papers

(For Papers of 3 Hours Duration)

Duration of each of the theory papers (Except Paper III-A and III-B) will be of 3 hours and maximum number of marks for each paper is 100. The question paper comprises two sections.

Section A – Consists of 10 short answer type questions with internal choice representing each unit of the course carrying 7 marks each. The candidate is expected to answer all the questions in about one page each.

Section B – Consists of 4 essay type of questions with open choice carrying 15 marks each. The candidate is expected to answer any two questions in about 4 pages each.

(For Papers of 1½ Hours Duration)

Duration for each of the theory papers Paper III-A and III-B will be of 1½ hours and maximum number of marks for each paper is 50. The question paper comprises two sections.

Section A – Consists of 5 short answer type questions with internal choice representing each unit of the course carrying 7 marks each. The candidate is expected to answer all the questions in about one page each.

Section B – Consists of 2 essay type of questions with open choice carrying 15 marks each. The candidate is expected to answer any one questions in about 4 pages.

Code No:

Model Paper
FACULTY OF EDUCATION
B.Ed. Regular Examination (w.e.f. 2003-2004 Admitted Batch)

Subject:

Paper :

Time: 3 Hrs.

Max. Marks: 100

Part A

(Marks 10 X 7 = 70)

Note:

1. Section A – Consists of 10 short answer type questions with internal choice representing each unit of the course.
2. The candidate is expected to answer each question by following internal choice in about one page
3. Each question carries 7 Marks.

Q1A. (Unit 1)

Or

Q1B. (Unit 1)

Q2A. (Unit 2)

Or

Q2B. (Unit 2)

Q3A. (Unit 3)

Or

Q3B. (Unit 3)

Q4A. (Unit 4)

Or

Q4B. (Unit 4)

Q5A. (Unit 5)

Or

Q5B. (Unit 5)

Q6A. (Unit 6)

Or

Q6B. (Unit 6)

Q7A. (Unit 7)

Or

Q7B. (Unit7)

Q8A. (Unit 8)

Or

Q8B. (Unit 8)

Q9A. (Unit 9)

Or

Q9B. (Unit 9)

Q10A. (Unit 10)

Or

Q10B. (Unit 10)

Part B:
(Marks 2 X 15 = 30)

Note:

1. Answer any two of the following essay question.
2. The candidate is expected to answer each question in about 4 pages.
3. Each question carries 15 Marks

Q 11.

Q 12.

Q 13.

Q 14.

Model Paper

Code No :

FACULTY OF EDUCATION

B.Ed. Regular Examination (w.e.f. 2003-2004 Admitted Batch)

Subject: Personality Development and Communicative English Paper: V

Time: 3 Hrs.

Max. Marks: 100

Part A

(Marks 10 X 7 = 70)

Note:

1. Section A – Consists of 10 short answer type questions with internal choice representing each unit of the course.
2. The candidate is expected to answer each question by following internal choice in about one page.
3. Each question carries 7 Marks.

Q1A. Unit 1. Explain the concept of interpersonal skills? List out the interpersonal skills required in a situation during your B.Ed. Course.

or

Q1B. Unit 1. How do interpersonal skills help you when you are working in a team?

Q2A. Unit 2. Write about the person who acted as a mentor to you in your school / college days or at home.

or

Q2B. Unit 2. How does a good leader lead his group? Illustrate

Q3A. Unit 3. Describe how a teacher can be creative in preparing teaching aids.

or

Q3B. Unit 3. Describe how a teacher can inculcate creativity among students

Q4A. Unit 4. How do you resolve a conflict between you and your friend.

or

Q4B. Unit 4. Distinguish between intra-individual and inter-individual causes of a conflict

Q5A. Unit 5. What are the factors which affect listening comprehension?

or

Q5B. Unit 5. Write how you could improve your listening comprehension?

Q6A. Unit 6. What are the features you like or don't like in a politician's speech? Illustrate

or

Q6B. Unit 6. What are the factors which make a person's speech impressive?

Q7A. Unit 7. Write about the role of the leader and other members in group discussion
or

Q7B. Unit 7. Write about the precautions taken by you if you compered for a programme.

Q8A. Unit 8. Write a critical review of a short-story or news-item which impressed you.
or

Q8B. Unit 8. Read the following time-table and write about the information given there in two paragraphs.

Q9A. Unit 9. Write briefly about your experiences during teaching practice and internship.
or

Q9B. Unit 9. Prepare an invitation for your school annual day.

Q10A. Unit 10. Explain how note-taking and note-making are useful to you.
or

Q10B. Unit 10. Write a brief note on reference skills.

Part B:

(Marks 2 X 15 = 30)

Note:

1. Answer any two of the following essay question.
2. The candidate is expected to answer each question in about 4 pages.
3. Each question carries 15 Marks

Q11. What is a conflict? Write about the causes of conflict with illustrations.

Q12. What is meant by leadership? Explain different functions of leadership in the teaching-learning process.

Q13. Write an application and your resume to apply for a TGT post in a school of your choice.

Q14. What are the steps involved in preparing minutes of a meeting? Prepare minutes of the meeting of the meeting of special fee committee of a secondary school.

Guidelines for conducting practical examinations in Methodologies

1. The maximum marks for the practical examination lesson will be fifty (50) as detailed below:
 - a. For writing lesson plan : 10 marks
 - b. Classroom teaching : 30 marks
 - c. Teaching Learning Material : 10 marks

Total : 50 marks

The minimum pass mark for the practical examination is 50% of 50 marks i.e., 25 marks

2. The examiners shall assess the performance of the trainees independently and submit marks as per the existing rules and regulations of the University.
3. The examiners are requested to submit the award lists in sealed covers to the Chief Superintendent.

Guidelines for Practical Examiners For Conducting University Practical Examinations in Computer Education

1. The internal examiner has to request the Chief Superintendent (Principal of the College) to sign on the answer books before distributing them to the candidates.
2. The internal examiner shall make arrangements (i.e. instruct the candidates to bring along with them at the time of examination) for presenting the Computer Education Projects of the candidates before the external examiner.
3. The examiners should report to the Chief Superintendent (Principal of the College) at least half-an hour before the scheduled time. If the co-examiner does not report on scheduled time alternate examiner will be appointed by the Chief-Superintendent. In case of exigencies the concerned examiner should report in writing assigning valid reasons for his/her absence. Otherwise, University will initiate disciplinary action.
4. The external examiner shall set a question paper (comprising 10 questions for a batch of 10 students) as per the model paper provided by the University and by adopting lottery method the examiner shall allot the questions to the candidates.

5. The examiner shall take the signatures of the candidates in the prescribed attendance statement.
6. The examiner shall allot half an hour ($\frac{1}{2}$ hr) time for writing the procedures of the question allotted to the candidates. And the examiners should allow the candidates to refer the textbooks or any other reference material, excluding Intel / Microsoft books, in writing the answers to the allotted questions.
7. After half an hour ($\frac{1}{2}$ hr) the examiners shall collect the answer books written by the candidates. And the candidates shall be allotted the Computer Systems to work on the question allotted.
8. The examiners must certify the answers written by the candidates by signing in the answer books.
9. Every candidate has to place the Computer Education Project before the external examiner for presenting his/her entire work and the external examiner shall certify the Computer Education Project in the proforma provided.
10. The maximum marks for the practical examination lesson will be fifty (50). Assessment of the work done by the candidate during the period of practical examination i.e., on-spot examination: marks allotted 50

a) For writing the procedure of the task allotted : 10 marks

b) For working on the system and completing the task : 40 marks

TOTAL : 50 marks

The minimum pass mark for the practical examination is 50% of 50 marks i.e.
25 marks

11. The examiners shall assess the performance of the trainees independently and submit marks as per the existing rules and regulations of the University.
12. The examiners are requested to submit the award lists in sealed covers to the Chief Superintendent.
13. The internal examiners shall submit the Computer Education Projects in the college for placing before the Moderation Board of the University

Model Question Paper for Computer Education Practical Examinations

1. Write the procedure and create a Multimedia presentation on any one of the topics from the ----- Unit of class 8th (Mathematics / Physical Science / Bio Science / Social Studies / English)
2. Write the procedure and create a Newsletter on any one of the topics in the _____ Unit of class 8th(Mathematics / Physical Science / Bio Science / Social Studies / English)
3. Write the procedure and create a Multimedia presentation on any one of the topics from the _____ Unit of class 9th (Mathematics / Physical Science / Bio Science / Social Studies / English)
4. Frame one Essential Question and Unit Questions and Learning objectives by using MS Word on any one of the topics in the _____ Unit of class 9th (Mathematics / Physical Science / Bio Science / Social Studies / English)
5. Write the procedure for creating data of 10 students by considering the following variables and generate reports using MS EXCEL.
Variables: R.No / Name / Marks in Maths, Science, Social / Total / Average
And also generate a graph.
6. Write the procedure and Create a database by considering the following fields
Fields: R. No, Name, Address, City, State, Phone, Pin
Execute the following queries:
 - 1) Name and Phone number of the student
 - 2) Name, city, state, Pin
7. Write the procedure and create a Brochure on any one of the topics in the _____ Unit of class 10th class textbook (Mathematics / Physical Science / Bio Science / Social Studies / English)
8. Write the procedure and create a Website on any one of the topics in the _____ Unit of class of 8th class (Mathematics / Physical Science / Bio Science / Social Studies / English).
9. Write the procedure and create a Multimedia presentation on any one of the topics from the _____ Unit of class 10th
10. Frame one Essential Question and Unit Questions and Learning objectives by using MS Word on any one of the topics in the Unit of class 9th(Mathematics / Physical Science / Bio Science / Social Studies / English)

Note: The external examiners are supposed to set the questions by taking the methodology background of the student into consideration.

Paper – I (BSE – 01)

FOUNDATIONS OF EDUCATION

(Total Number of Instructional Hours = 77)

Marks Allotted: 100

Objectives

This course will enable the student teachers to

1. understand the Philosophical, Sociological and Economic bases of education.
2. develop sociological imagination about the ramifications of culture, socialization, social change and education
3. build awareness about education as human capital and its role in human resource development
4. acquire historical understanding about the dynamics of Indian education
5. actively participate in the protection of environment and to inculcate the values of environmental education
6. become sensitized towards child-rights education
7. understand the relation between state and education
8. become acquainted with the contemporary issues in education

Course Content

Unit I: Philosophy of Education

(6 Hrs)

1. Meaning of Philosophy and Education
2. Nature and Scope of Philosophy of Education
3. Aims of Education

Unit II: Educational implications of the following Schools of thought with Indian and Western perspectives

(10 Hrs)

1. Idealism
2. Naturalism
3. Pragmatism
4. Existentialism

Unit III: Sociology of Education

(8 Hrs)

1. Nature of Sociology
2. Meaning and Scope of Sociology of Education
3. Culture, Socialization and education
4. Social Stratification and Education

Unit IV: Social Change and Education

(6 Hrs)

1. Meaning and factors of Social Change
2. Meaning and attributes of Modernization
3. Modernity and Indian education

Unit V: Economics of Education (6 Hrs)

1. Nature of Economics
2. Meaning and Scope of Economics of Education
3. Education as Human Capital
4. Education and Human Resource Development

Unit VI: Environmental Education (8 Hrs)

1. Meaning and Scope of Environmental Education
2. Aims and Objectives of Environmental Education
3. Concept of sustainable development
4. Role of teacher, School, Government and NGOs in the Development of Environment and Protection of Environment

Unit VII: History of Indian Education (9 Hrs)

1. A brief introduction to Ancient Education
2. A brief introduction to Medieval Education
3. A brief introduction to Modern Education
4. A brief introduction to Contemporary Education

Unit VIII: Child Rights Education (6 Hrs)

1. Overview of child rights convention
2. Categories of Rights: Right to Survival, Protection, Development, Participation
3. Child Rights Convention (CRC) and its implications to Education

Unit IX: The State and Education (8 Hrs)

1. A relationship between Politics and Education
2. Democracy and Education
3. Equality and Equity
4. Constitutional frame of reference for Indian Education with special reference to the Preamble

Unit X: Contemporary issues in Education**(10 Hrs)**

1. Liberalization and Education
2. Privatization and Education
3. Globalization and Education
4. Value crises and Peace Education
5. Nationalism and Education

References:

1. Datta.D. Chatterjee.S. (1984): *An Introduction to Indian Philosophy*, Calcutta University Press, Calcutta -19.
2. G.Max Wingo (1975): *Philosophies of Education: An Introduction*, Sterling Publishers Pvt. Ltd. AB/9, Safdarjung Enclave, New Delhi.
3. Prem Nath (1979): *The Bases of Education - A Philosophical and Sociological Approach*, S.Chand and Company Ltd., Ramnagar, New Delhi.
4. Richard Cheerver Wallace and Wendy Drew Wallace (1985): *Sociology*, Allyn and Bacon Inc., Borton.
5. Seetharamu.A.S. (1989): *Philosophies of Education*, Ashish Publishing House, New Delhi.
6. S.P.Ruhela (1986): *Human Values and Education*, Sterling, New Delhi.
7. V.R.Teneja (1990): *Educational Thought and Practice*, Sterling, New Delhi.
8. John Brubacher (1970): *Modern Philosophy of Education*, Tata McGraw Hill House Pvt. Ltd., Sterling, New Delhi.
9. Blaug Mark (1970): *Economics of Education*, Penguin, London
10. Thurow Laster C. (1970): *Investment in Human Capital*, Belmont: Wadsworth Publishing Co.
11. Cohn E. (1972): *Economics of Education*, Lexington Mass – D.C. Health Company
12. Sharma.T.C. (1981) : *Environmental Educaiton*, New Delhi, Metropolitan
13. Khashoo.T.W. (1984) : *Environmental Concerns and Strategies*, New Delhi, Indian Environmental Society
14. Child rights Convention – UNICEF - 2000

Paper – II (BSE – 02)

EDUCATIONAL PSYCHOLOGY

(Total Number of Instructional Hours = 77)

Marks Allotted: 100

Objectives

This course will enable the student teachers to

1. apply the knowledge of principles of Educational Psychology and techniques to facilitate optimum development of integrated personality.
2. appreciate the need and significance of the study of educational psychology in understanding analyzing, interpreting and guiding the development of the learner.
3. understand the nature and process of learning and the factors/conditions which facilitate or obstruct the learning process.
4. understand the nature, extent and causes of individual differences among children, and have the working knowledge of strategies and techniques for helping children.
5. understand the nature of personality and adjustment and to develop insight into various types of adjustive and maladjustive behaviours.
6. understand nature of motivations, group structure and dynamics as relevant to classroom management.
7. identify the children who need special help and understand the techniques of diagnosing classroom difficulties of children and provide appropriate guidance service.
8. understand the importance of statistics and apply statistics in the classroom.

Course Content

Unit I: Nature and Methods of Educational Psychology (5 Hrs.)

1. Meaning, nature and scope of educational psychology
2. Methods of educational psychology & child study – Introspection, Observation, Experimental, Case study , Cumulative record, Anecdotal record study.
3. Utility of educational psychology to a teacher.

Unit II: Development of the Learner (8 Hrs.)

1. Concept of Growth, Development & Maturation.
2. Principles of development
3. Stages of development – Infancy, Childhood, Adolescence with reference to Physical, Cognitive (Piaget), Affective, Social, Emotional and Moral (Kohlberg) development.

Unit III: Individual differences and areas of individual differences (10 Hrs.)

1. Concept of individual differences

2. Inter and intra individual differences
3. Factors responsible for individual differences
4. Areas of individual difference in
 - a. Intelligence – concept – definition – theories of intelligence –intelligence tests – individual / group intelligence tests – verbal, non-verbal and performance tests of intelligence and its administration and using intelligence tests in schools.
 - b. Aptitude – concept – definition – Aptitude tests – Differential Aptitude Tests (DAT) and its administration – using aptitude test in schools.
 - c. Creativity – Concept – definition – Creativity process - fostering creativity in school – creativity tests.
 - d. Memory and Forgetting
 - Memory – Concept- causes of forgetting, effective methods of remembering.

Unit IV: Education of Children with Special Needs (8 Hrs.)

1. Nature, scope and definition of special education.
2. Characteristics, causes, education of the following:
 - a. Mentally handicapped (Mild, Moderate)
 - b. Learning disabled
 - c. Gifted/ Talented
 - d. Visually impaired
 - e. Hearing impaired
 - f. Loco-motor Handicapped
3. Special, integrated and inclusive education.

Unit V: Psychology of Learning and Teaching (16 Hrs.)

1. Concept of learning
2. Factors influencing learning:
 - a. [1]Learner factors - age, maturation, emotional condition, needs, interest, motivation, abilities, aptitude. [2]learning material – nature, [3] learning method-long and short method, spaced and massed repetition, recitation
 - b. Environmental factors – natural, social (home and school) and cultural, learning material, relationship with parents, teachers and peers, media influence on learning.
3. Theories of learning/teaching and its classroom implications

- a. Trial and error
 - b. Classical conditioning
 - c. Operant conditioning
 - d. Insightful learning
 - e. Bruner's Theory of Instruction
4. Transfer of learning – concept and types of transfer.

Unit VI: Classroom Management and Motivation (4 Hrs.)

1. Motivation, concept, definition
2. Types of motivation – Intrinsic and extrinsic
3. Objections to the use of punishment
4. Classroom management and motivation

Unit VII: Group dynamics (4 Hrs.)

1. Importance of understanding of group dynamics for teacher
2. The nature of classroom leadership - participative, directive, permissive
3. Development of Inter personal relationship – in the classroom
4. Mental health of the teacher and taught – role of home and school in its development.

Unit VIII: Guidance and Counseling (5 Hrs.)

1. Definition of guidance and counseling
2. Types of guidance – educational, vocational and personal guidance
3. Types of counseling – directive, non-directive and eclectic counseling
4. Guiding backward, gifted, creative students.
5. Guidance and counseling for adolescents on:
HIV/AIDS scenario in India and AP. Adolescence and reproductive health – process of growing up – sexual health and hygiene (HIV/AIDS), sex education and drug abuse.

Unit IX: Factors influencing Development of Personality (10 Hrs.)

1. Concept and nature of personality
2. Factors influencing development of personality – heredity and environmental factors.

3. Personal adjustment – adjustment and maladjustment, causes or problems of maladjustment – anxiety, frustration, conflict and pressure; adjustment in schools.
4. Assessment of Personality
 - a. Projective techniques
 - b. Non-Projective techniques

Unit X: Importance of Educational Statistics for Secondary School Teachers (7 Hrs.)

1. Concept of Statistics for Psychology and Education – Knowledge of Educational Statistics for Classroom Teacher.
2. Tabulation of Data and its Educational Significance.
3. Measures of Central Tendencies, Variability, and Rank – Correlation
4. Normal Probability Curve, its Interpretation and Educational Implications.

References :

1. Aggarwal, J.C. (1995): Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India Ltd., New Delhi.
3. Chauhan, S.S. (1988): Advanced Educational Psychology, Vikas publication, New Delhi.
4. Dececco, J.P. (1977): The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
5. Henry E. Garrett & R.S. Wood worth, (1966): Statistics in Psychology and Education, Vikas, Feffer and Simons Ltd., Bombay.
6. Kale, S.V. (1983): Child Psychology and Child Guidance, Himalaya Publishing House, Giragoan, Bombay.
7. Kakkar S.B., (1989): Educational Psychology & Guidance, The Indian Publication, Hill Road, Ambala Cantt.
8. Mangal, S.K (2000).: Advanced Educational Psychology, Prentice- Hall of India Pvt. Ltd, New Delhi
9. Norman A. Sprinthall and Richard C. Sprinthall, (1990): Educational Psychology – A Developmental Approach (Fifth edition), Mc. Graw-Hill, International Edition, Psychology Services, New York.
10. Rao S. Narayana, (1990): Educational Psychology, Wiley Eastern Ltd., New Delhi.
11. Sharma, K.N. (1990): Systems, Theories and Modern Trends in Psychology, HPB, Agra.

Paper – IIIA (BSE – 03)

EDUCATIONAL TECHNOLOGY

(Total Number of Instructional Hours =39)

Marks Allotted: 50

Objectives

The course will enable the student teacher to

1. understand the scope and importance of educational technology in the contemporary society
2. develop right perspective and attitude towards emerging technologies
3. develop skills of handling, maintaining and protecting different types of hardware equipment in the institutions of learning
4. acquire theoretical bases of educational technology and to develop awareness about recent developments in the area of educational technology.

Course Content

Unit I: Elements of educational technology (7 Hrs.)

1. Meaning and Nature of Educational Technology
2. Scope, Classification and Objectives of Educational Technology
3. Instructional Design and Technology

Unit II: Teaching – Learning and techniques of communication (10 Hrs.)

1. Concept and Meaning of teaching and learning
2. Structure and phases of teaching
3. Elements, processes, types, barriers and Factors affecting communication
4. Mass media Approach and Techniques of communication in the classroom
5. Classroom Interaction Analysis.

Unit III: Teaching Aids and uses (7 Hrs.)

1. Characteristics and Importance of teaching aids
2. Classification and types of teaching Aids
3. Hardware and Software in Teaching aids
4. Principles in the use of Teaching aids

Unit IV: Multimedia approach in education (7 Hrs.)

1. Edgar Dale's cone of Learning Experiences
2. Multimedia Approach to Teaching-Learning process
3. Instructional Resource Centre for Educational Technology

Unit V: Developments in educational technology**(8 Hrs.)**

1. Action Research
2. Programmed Learning
3. Micro-teaching
4. Systems Approach

References:

1. Aggarwal J C (1995): Essentials of Educational Technology learning – Innovations
2. Sampath K, et.al (1998), Vikas Publications, New Delhi: Introduction to Educational Technology 4th edition, Sterling Publishers Pvt. Ltd. New Delhi
3. Kemmis, S. Alkin & Wright , E (1977), *How Do Students Learn ?*, Working Papers on CAL. Norwich : Centre for applied Research in Education, University of East Anglia.
4. Jain , Nishi (2002), “Factors Enhancing Use of Technology in Schools” in *Perspectives in Education*, CASE, Faculty of Education & Psychology, The M.S. University of Baroda, Vadodara
5. Agarwal Yash (1998), *District Information System for Education*, User’s Manual, National Institute of Educational Planning and Administration, New Delhi.
6. Kumar K.L. (2000), *Educational Technology*, New Age International (P) Limited, Publishers, New Delhi.

Paper – IIIB (BSE – 03)

COMPUTER EDUCATION

(Total Number of Instructional Hours =39)

Marks Allotted: 50

Objectives

The course will enable the student teacher to

1. acquire adequate knowledge about the fundamentals of computers and operating systems
2. acquire necessary skills of handling Microsoft Office packages for the purpose of education in the institutions of learning
3. be familiar with new internet technologies and their place in the field of education

Course Content

Unit I: Introduction to Computers:

(9 Hrs.)

1. Generations, Types and Characteristics of Computers
2. Essential Components of a Computer; Input and Output devices
3. Types of memory
4. Computer languages; Assembly language; Machine language; High level languages
5. Uses and Applications of Computers

Unit II: Introduction to Operating system

(6 Hrs.)

1. Concept and types of operating system
2. Basics of MS-DOS and Ms-Windows
3. Advantages of Windows over DOS

Unit III: Introduction to MS-office

(12 Hrs.)

1. MS WORD – Word Processing, saving and retrieving files from different drives, Text Editing, Spell check, Thesaurus, Text printing
2. MS EXCEL – Statistical Applications, Measures of Central tendencies – Mean, Mode, Graphical representation – Bar graphs, Pie diagrams, Frequency curves
3. MS ACCESS – Creating a file, Adding and changing information, Sorting, Searching and printing
4. MS POWERPOINT – Applications, Presentations, Usage of Clipart, Slide show
5. MS PUBLISHER - Newsletter, Brochure

Unit IV: Introduction to Internet**(7 Hrs.)**

1. History of Internet
2. E-mail and World Wide Web
3. Accessibility and Retrieval of information
4. Viruses and protection systems
5. Internet applications in the field of Education.

Unit V: Computers in Education**(5 Hrs.)**

1. Computers in teaching-learning
2. Computers in Evaluation
3. Computers in Educational Administration

References:

1. Peter Norton's Introduction to Computers (2000), Tata McGrawhill Publications, New Delhi
2. Schwatz & Schltz (2000), Office 2000, BPB Publications, New Delhi
3. Sinha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi
4. Intel Teach to the Future Pre Service Curriculum Binder – 2004.
5. WWW. Edumatics.com/teachtothefuture
6. WWW. Intel.com
7. Clements, Douglas H., (1985): *Computers in Early and Primary Education*, Prentice Hall, Inc., Englewood Cliffs : New Jersey.
8. Shahana, Naseem and V. Sudhakar (1995), "Logo And Cognitive Development In Children, Progressive Educational Herald, Vol 9, No. 4, July, 1995.
9. Kemmis, S. Alkin & Wright , E (1977), *How Do Students Learn ?*, Working Papers on CAL. Norwich : Centre for applied Research in Education, University of Ease Anglia.
10. Jain , Nishi (2002), "Factors Enhancing Use of Technology in Schools" in *Perspectives in Education*, CASE, Faculty of Education & Psychology, The M.S. University of Baroda, Vadodara
11. Underwood, Jean D.M. and Geoffrey Underwood (1990) : *Computers and learning- Helping children acquire thinking skills*, Basil Blackwell, Oxford.
12. Merrill, P.F, et. al (1985), *Computers in Education*, (Second Edition), Allyn and Bacon : New York
13. Agarwal Yash (1998), *District Information System for Education*, User's Manual, National Institute of Educational Planning and Administration, New Delhi.
14. Kumar K.L. (2000), *Educational Technology*, New Age International (P) Limited, Publishers, New Delhi.

PAPER – IV (BSE – 04)
SCHOOL MANAGEMENT AND SYSTEMS OF EDUCATION

(Total Number of Instructional Hours =77)

Marks Allotted: 100

Objectives

The course will enable the student teacher to

1. understand the basic concepts of educational management.
2. understand different components of school management.
3. realize the multifaceted role of a teacher/head teacher.
4. understand and appreciate the process of becoming an effective teacher.
5. develop an understanding of population concepts and the multi-dimensional nature of population education.
6. understand the concept of Non –formal education and its role in the context of education for all.
7. sensitize the student teachers about the concept of child rights in the process of Educational management.
8. understand the concept of Elementary Education.

Course Content**Unit I: Educational Management****(7 Hrs.)**

1. Definition, Meaning and Aims of Educational Management
2. Principles and Types of Educational Management
3. Administrative Structure of Education in
India and with special reference to Andhra Pradesh

Unit II: School as an Organization**(7 Hrs.)**

1. Concept and Objectives of school
2. Components of School and School Plant
3. Physical, Human and Financial Resources.
4. School under different Managements

Unit III: Head of the Organization - Importance and Different Roles (14 Hrs.)

1. Academic Aspects: - Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time Table, Subject Clubs, Co-curricular Activities

2. Administrative Aspects: - Institutional Planning, Budgeting, Mobilization of Resources, Supervision, Organization of Staff Meetings - Maintenance of different Registers & Records

Unit IV: The Role of the Teacher and School Management (7 Hrs.)

1. Concept of Effective Teaching
2. Pre-requisite Characteristics of Effective Teacher
3. Self Evaluation and Professional Growth of Teachers
4. Significance of In-service Programmes

Unit V : Management of Child Rights in Education (7 Hrs.)

1. Child Rights and School Management.
2. Child Rights and Democratic Education
3. Concept and Ladder of Child Participation
4. Models of Child Participation.

Unit – VI : Population Education (7 Hrs.)

1. Meaning, Nature, scope and significance of Population Education
2. Causes and consequences of population growth
3. Determinants of Population growth
4. Environment, sustainable development and population growth
5. Population situation, policies and programmes in India
6. Approaches to Population Education and role of School and Teachers

Unit VII: Non-Formal Education (7 Hrs.)

1. Types of Educational Systems
2. Nature, Scope and Objectives of Non-Formal Education
3. Life-long Education and Open Learning Systems
4. Non-formal Education and Universalization of Elementary Education
5. Adult Education Programmes in Post colonial India

UNIT –VIII: Elementary Education (7 Hrs.)

1. Nature and scope of Elementary Education
2. Constitutional provisions for compulsory Elementary Education
3. Quality, Quantity and Equity in realizing UEE
4. Problems in Elementary Education

5. Recent Policies and Initiatives of Government of India
for the growth and development of Elementary Education

Unit IX: Teacher Education**(7 Hrs.)**

1. A brief history of Teacher Education in India
2. Policies, practices and quality assurance in teacher education
3. National level organizations for Teacher Education
4. Accountability, professional ethics and Teacher organizations

Unit X: Community Education**(7 Hrs.)**

1. Nature and Meaning of Community in different Socio-Economic and Cultural Context
2. Relationship between School and Community
3. Community and School Governance
4. Strategies for Community Mobilization
5. Role of teacher in bringing Co-ordination between School and Community

References:

1. Bhatnagar (1988): *Educational Administration* - Loyals
2. J.C. Aggarwal (1988) : *Teachers Role, Status, Service Conditions and Education in India*, (Doaba House)
3. Sahu, B.K. (1998): *Population Education*, New Delhi: Sterling Publishers
4. Gill. K.K. (1995) : *Population Growth, Family Size and Economic Development*, New Delhi, Deep & Deep Publications
5. Mahajan, V.S. (Ed). (1994): *Environmental Protections., Challenges and Issues*, New Delhi, Deep & Deep Publications
6. Naik, J.P., (1975): *Some Perspective on Non-Formal Education*, Allied Publishers, New Delhi.
7. Coombs P.H. (1985): *World Crisis in Education: The View Form Eighties*, Oxford University Press, New York.
8. Sandeep P. & Madhumathi C.,(2000): *Non-formal, Adult Continuing Education, Insights for 21st Century*, Veera Educational Services.
9. Syed Nurullah & J.P. Naik (1943): *History of Education in India – During British Period*, Bombay, MacMillan & Co. Ltd.,

10. J.C. Agarwal & S.P. Agarwal (1992): Educational Planning in India, Vol.I., New Delhi, Concept Publishing Co.,
11. Sadler, J.E.(1985): Concept in Primary Education, New York, Oxford University Press
12. Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India.
13. Child rights Convention – UNICEF – 2000
14. S.K. Kochhar - (2000) : School Administration and Organisation – Sterling Publishers Pvt. Ltd., New Delhi

Paper – V (BSE – 05)

Personality Development and Communicative English

(Total Number of Instructional Hours = 77)

Marks Allotted : 100

Objectives

The course will enable the student teacher to :

1. understand interpersonal skills and apply them in their interaction with others
2. understand the concept and qualities of leadership
3. function as mentors
4. be creative in organizing programmes / interacting with students
5. analyze and resolve conflict
6. develop listening comprehension
7. improve voice quality and speaking skills
8. develop conference skills
9. improve reading skills
10. write resumes, invitation, letters etc
11. develop study skills and reference skills

All the concepts in this subject are life skills. Repeated practice will make these skills into a habit and in turn result in the making of a strong and vibrant teacher.

Course Content

Section A: Soft Skills

Unit I: Interpersonal Skills

(7 Hrs.)

1. Concept of Interpersonal skills
2. Working in a team
3. Elements of Interpersonal skills: Negotiating, being caring and empathetic, upward and downward communication, ability to handle diverse roles

Activities :

1. Community service
2. Team-games
3. Project work

Unit II : Leadership

(7 Hrs.)

1. Concept of leadership
2. Types of leadership – Directive, supportive, participative, achievement- oriented, permissive
3. Qualities of leadership – Vision, passion, self-sacrifice, confidence, role-modeling

4. Functions of leadership – Motivating, confidence-building, planning, coordinating, decision-making, interacting, negotiation, time- management, mentoring

Activities :

1. Elections – Teacher-trainee imagines himself/ herself as a leader/ committee member/ chief cook etc. and justifies his/ her suitability for the role
2. Choose a contemporary leader/ any person with leadership qualities (H.M/Principal/aunt/uncle/Community leader) and identify the qualities that make a leader

Unit III: Creativity

(7 Hrs.)

1. Concept of creativity
2. Characteristics of a creative person
3. Creative methods – Evolution, synthesis, revolution, reapplication, changing directions

Activities :

1. Give an activity from your teaching practice where you have used creativity
Organising a programme in the school / creative way of disciplining somebody/ drawing/ painting/ choreography/ puppet show – narrate a script /tape voice with music
2. Participating in any creative activity in the college – notice board/ script Writing/ vegetable carving/ flower arrangement/ skit/ play/ recycling of Material

Unit IV: Conflict Management

(7 Hrs.)

1. Concept of conflict
2. Causes of conflict
Intra-individual- adaptive response: physical, psychological
Inter-individual – administrative policies, organizational structure, working conditions and other factors
3. Strategies for resolution
 - a. Avoidance, diffusion, Containment, Confrontation
 - b. Pro-active & Reactive

Activities: Role-play- Teacher trainee imagines himself/ herself in the conflict and write about the conflict and resolution.

Eg: 1. Conflict between expectations of family and self

2. Conflict between personal ambition and real life

Section B: Communicative English

Unit V: Listening Comprehension

(8 Hrs.)

Activities :

1. Listen to announcements/ Radio news/ public address/ recorded passages and make notes.

Listen to T.V News about weather and drawing up a graph.

Listen to a speech/ conversation on a theme and note salient features.

Unit VI: Speaking- Para language : Sounds, stress, intonation, rhythm, (8 Hrs.)

Voice quality

Activities :

Recording your own voice in a given conversation./ soliloquy/recitation/speech.

Listen to any speech [newsreader/ actor/ DJ] and analyse the voice quality.

Unit VII: Conference- Briefing, addressing, seminar, role-play, group-discussion,

Compering

(8 Hrs.)

Activities :

1. Listen to a speech/ conversation on a theme

Group discussion

Leader writing the report

Leader presenting the report

2. participate in a seminar/ compering/ interviews

Unit VIII: Reading Comprehension

(8 Hrs.)

Activities

1. Read ads/matrimonials/any such classified ads and identified most wanted qualities.

2. Read about tourist places/tourist brochures/package tours and tell/write about the salient features/comparative merits and demerits about each package in a tabular form.

3. Review any book/article that you have read.

Unit IX : Writing- Paragraph, letter-writing, notices, invitations, resume- writing (9.1 Hrs)

Activities

1. Writing your resume/ biodata
2. Write a letter applying for a job in a school.
3. Prepare an invitation for a school-day
4. Write an article for school magazine

Unit X : Study Skills & Reference skills**(8 Hrs.)****Activities**

1. From a passage of your choice, make notes and submit.
(the passage also must be furnished)
2. Maintain minutes of any meeting.
3. For any five words of your choice, give all the information from a dictionary and thesaurus

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33. Rober L. Genur (2002): Managing Your Mourth – Magna Books – Rs. 175/-
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Paper – VI (BSE – 06)
METHODS OF TEACHING ENGLISH
(Total Number of Instructional Hours = 77)
Marks Allotted : 100

Objectives

The course will enable the student teacher to

1. be sensitive to language use.
2. develop an understanding of the nature and objectives of teaching languages.
3. be sensitive to the problems of learning (teaching) second and foreign language.
4. be able to develop among learners an ability to acquire language skills.
5. become aware of modern methods of language teaching and put them to use in real classroom situations.
6. be able to evaluate the language skills objectively.
7. be able to instill among the learners a love for language and use it efficiently in real life situations.

Course Content**Unit I: English in India****(5 Hrs.)**

1. English in Indian Education
2. English as a Second Language

Unit II: Language Learning**(5 Hrs.)**

1. Features of Language
2. Factors affecting Language Learning

Unit III: Phonetics**(10 Hrs.)**

1. The sounds of English / Phonetic symbols – Vowels, Diphthongs and Consonants
2. Word – stress (Primary, Secondary) and sentence-stress
3. Strong and Weak form of words
4. Intonation
5. Use of dictionary in Pronunciation

Unit IV: Language Skills**(5 Theory + 10 Practicals = 15 Hrs.)**

1. Listening, speaking, Reading and Writing and sub-skills of each skill
2. Tasks of developing Listening Comprehension
3. Tasks for developing Speaking skills

4. Tasks for developing Communication skills – individual, pair and group work
5. Reading – Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension
6. Writing – Factors affecting writing in a second language situation, qualities of good writing (Role of simplicity, logicality and organization in writing)

Unit V: Supplementary skills (2 Theory + 3 Practicals = 5 Hrs.)

1. Supplementary skills
2. Teaching study skills (Note-taking and Note-making)
3. Teaching, Reference skills (using Dictionaries, Thesaurus and Encyclopedias)

Unit VI: Teaching Grammar and Voca (3 Theory + 5 Practicals = 8 Hrs.)

1. Types of grammar, Methods of teaching grammar
2. Vocabulary: Strategies to develop Vocabulary: Techniques of developing spelling abilities
3. Teaching Composition (Guided, Controlled and Free composition)

Unit VII: Approaches & Methods of English Language Teaching (8 Hrs.)

1. Methods – Grammar – Translation method, Direct method, West Method and Bilingual method
2. Approaches – Structural approach and Communicative approach

Unit VIII: Planning English Language Teaching (10 Hrs.)

1. Objectives of teaching Prose, Poetry, Supplementary Reader and Composition to Secondary School Students
2. Lesson plans to teach Prose, Poetry, Supplementary Reader and Composition to Secondary School Students

Unit IX: Language Curriculum (4 Hrs.)

1. Principles of Curriculum Construction
2. Limitations in the existing school language curriculum
3. Qualities of a good Language Text Book

Unit X: Evaluation (7 Hrs.)

1. Concept and Process of Evaluation
2. Tools of Evaluation

3. Preparation of SAT
4. Analysis and interpretation of Scores

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Paper – VI (BSE – 06)
METHODS OF TEACHING TELUGU
 (Total Number of Instructional Hours = 77)
 Marks Allotted : 100

ఉద్దేశ్యాలు :

ఉపాధ్యాయ భాషలు తెలుగు బోధనా పద్ధతులను అధ్యయనం చేయుట ద్వారా ఈ క్రింది సామర్థ్యాలను సాధించుట.

- 1 భాష మరియు భాష యొక్క వివిధ స్వరూప స్వభావాలను తెలుసు కొందురు.
- 2 మాతృభాషగా, ద్వితీయ భాషగా తెలుగు బోధనోద్దేశ్యాలు, బోధనా లక్ష్యాలను తెలుసుకొందురు.
- 3 భాషానైపుణ్యాలు, వాటి అభివృద్ధి చర్యలు మరియు వాటి అంతర్గత సంబంధాలను తెలుసుకొందురు.
- 4 వివిధ ప్రణాళికలు, వాటి నిర్మాణ, స్వరూప, స్వభావాలను తెలుసుకొందురు.
- 5 వివిధ పాఠ్యగ్రంథాలు, వాటి నిర్మాణం, ప్రయోజనాలను గూర్చి తెలుసుకొందురు.
- 6 వివిధ సాహిత్యస్రక్తియలు - బోధనోద్దేశ్యాలు, బోధనాపద్ధతులు, పాఠ్యపథక నిర్మాణంతో పాటు అధునిక ధోరణులను తెలుసుకొని బోధనలో అనుసరించెదరు.
- 7 భాషా బోధనలో - సహపాఠ్య కార్యక్రమాలు - గ్రంథాలయాల అవశ్యకతలను గ్రహించెదరు. వాటిని విరివిగా ఉపయోగించుటకు తెలుసు కొందురు.
- 8 లక్ష్యాధార మూల్యాంకన పద్ధతులను, సాధనాల నిర్మాణాన్ని ప్రయోజనాలను గ్రహించెదరు.
- 9 భాష పట్ల, భాషా బోధన పట్ల ఆసక్తిని, సద్విఖరులను, భాషాస్పృహను పెంపొందించు కొందురు.

అధ్యాయం 1 : భాష - వివిధ భావనలు (4 గం||)

1. భాష - నిర్వచనాలు - ఉత్పత్తి - ప్రయోజనాలు.
2. గ్రాంథిక భాష - వ్యవహారిక భాష - మాండలిక భాష - ప్రామాణిక భాష - అధునిక భాష భావనలు.
3. జాతీయ భాష - అంతర్జాతీయ భాష - ప్రాంతీయ భాష

అధ్యాయం 2 : తెలుగు భాష - బోధన (10 గం||)

1. మాతృభాష - నిర్వచనాలు - ప్రయోజనాలు
2. ప్రథమ భాషగా తెలుగు బోధన ఉద్దేశ్యాలు
3. వివిధ దశలలో ప్రథమ భాషగా తెలుగు బోధనోద్దేశ్యాలు
4. బోధనామాధ్యమంగా - అధికార భాషగా తెలుగు - ఆచరణలో అవరోధాలు - నివారణ చర్యలు
5. ద్వితీయ భాషగా తెలుగు - బోధన, ఉద్దేశ్యాలు
6. భాషా సమస్య - త్రిభాషా సూత్రం.

అధ్యాయం 3 : భాషాపాఠ్యాయుడు

(1 గం||

1. మాతృ భాషా బోధకునకుండవలసిన సాధారణ, విశిష్ట లక్షణాలు.

అధ్యాయం 4 : భాషా నైపుణ్యాలు

(10 గం||

1. శ్రవణం - ప్రయోజనాలు - శ్రవణ శక్తి లోపాలు - నివారణచర్యలు వివిధ దశలలో శ్రవణశక్తి అభివృద్ధి చర్యలు.
2. భాషణం - ప్రయోజనాలు - వివిధ దశల్లో భాషణాభివృద్ధి చర్యలు.
3. వాగిండ్రియ నిర్మాణం - ధ్వన్యత్పత్తి స్థానాలు - వర్ణమాల వర్గీకరణ - వాగ్దోషాలు - నివారణోపాయాలు
4. పఠనం - ప్రయోజనాలు - భేదాలు - బోధనాపద్ధతులు - వివిధదశల్లో పఠనాభివృద్ధి చర్యలు.
5. లేఖనం - ప్రయోజనాలు - భేదాలు - బోధనా పద్ధతులు - వివిధ దశలల్లో లేఖనాభివృద్ధి చర్యలు లేఖనా దోషాలు నివారణ చర్యలు.
6. భాషానైపుణ్యాల అంతర్గత సంబంధాలు.

అధ్యాయం 5 : వివిధ ప్రణాళికలు - పాఠ్యగ్రంథాలు

(6 గం||

1. విద్యాప్రణాళిక (Curriculum), విషయప్రణాళిక (Syllabus), స్వరూప స్వభావాలు- నిర్మాణసూత్రాలు
2. విద్యాప్రణాళికలో మాతృభాషా స్థానం.
3. పాఠ్యపుస్తకాలు - ప్రయోజనాలు - నిర్మాణసూత్రాలు ఉత్తమ పాఠ్య పుస్తక లక్షణాలు.
4. ప్రధాన వాచకం - ఉపవాచకం - నిర్మాణం - ఉద్దేశ్యాలు - ప్రయోజనాలు.

అధ్యాయం 6 : వివిధ ప్రక్రియలు - పాఠ్యపథకాలు

(16 గం||

1. గద్య - పద్య - వ్యాకరణ - వ్యాస - ఉపవాచక ప్రక్రియలు - బోధనాద్దేశ్యాలు బోధనాపద్ధతులు
2. వార్షిక పథకం (Year Plan) - పాఠ్యవిభాగ పథకం (Unit Plan) - పాఠ్యపథకం (Lessor Plan)
3. గద్య, పద్య, వ్యాకరణ - వ్యాస మరియు ఉపవాచకముల పాఠ్యపథక నిర్మాణం లక్ష్యాలు - స్పష్టికరణలు.

అధ్యాయం 7 : బోధనలో ఆధునిక ధోరణులు

(12 గం||

1. క్రీడా పద్ధతి - డాల్ఫిన్ పద్ధతి - ఉద్యమ పద్ధతి - కృత్యాధార పద్ధతి - నాటకీకరణ పద్ధతి
2. వివిధస్థాయిల విద్యార్థులకు బోధనోపకరణాల సేకరణ - నిర్మాణం - ఉపయోగం

అధ్యాయం 8 : నహాపాఠ్యకార్యక్రమాలు

(5 గం||

1. నహాపాఠ్యకార్యక్రమాలు - వాటి ప్రాముఖ్యత
2. భాషా క్రీడలు - భాషా విహార యాత్రలు - రచన - వక్రత్వం - పత్రికానిర్వహణ - సారస్వత పరిపాలన

అధ్యాయం 9 : మూల్యాంకనం

(8 గం||)

1. మూల్యాంకనం - భావనలు, ప్రక్రియ
2. మూల్యాంకన సాధనాలు - నిర్మాణం - మెలకువలు
3. లక్ష్యాధార మూల్యాంకనం - బోధనతో గల సంబంధం - ఆవశ్యకత
4. విద్యార్జనానికకను (Scholastic Achievement Test) తయారుచేయుట
5. మూల్యాంకన ఫలితాలు - పరిశీలన విశ్లేషణ
6. లోపనివారణ బోధన - అభ్యసనలోప నివారణ చర్యలు
7. నిర్దేశాలు - రకాలు - నిర్వహణావిధం - ప్రయోజనాలు

అధ్యాయం 10 : తెలుగు భాషాభివృద్ధికి వివిధ సంస్థల కృషి

(5 గం||)

1. తెలుగు అకాడమి
2. సాహిత్య అకాడమి
3. అధికార భాషాసంఘం
4. ఆంధ్రసారస్వత పరిషత్తు
5. తెలుగు విశ్వవిద్యాలయం

వరామర్శ గ్రంథాలు

1. బుద్ధి రాజు జోతిర్మయి (1994), తెలుగు బోధన పద్ధతులు, సర్వేక్షణ పద్ధావతి ఆర్ట్ ప్రింటర్స్, హైదరాబాదు.
2. సాంబమూర్తి.డి. (1998) తెలుగుబోధన పద్ధతులు, సీల్కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.
3. చోరంకి దక్షిణమూర్తి (1998), భాష ఆధునిక దృక్పథం, సీల్కమల్ పబ్లికేషన్స్ ప్రైవేట్ లిమిటెడ్.
4. టూరుగుల గోపాలకృష్ణమూర్తి, (1998)వ్యాకరణ దర్శనము (వ్యాకరణ గ్రంథము) సీల్కమల్ పబ్లికేషన్స్ ప్రైవేట్ లిమిటెడ్.
5. శామేశ్వర్ రావు, (1984) తెలుగు బోధనా పద్ధతులు, చరిష్మా ప్రింటర్స్, హైదరాబాద్. ఆం. ప్ర.
6. విద్వాన్ దూసిరామమూర్తి శాస్త్రి (1967), బాల వ్యాకరణము వాచిళ్ల రామస్వామి శాస్త్రిలు అండ్ సన్స్.
7. వెలుదండ నిత్యానందరావు (1994), తెలుగు సాహిత్యంలో పేరడీ, పద్మావతి ఆర్ట్ ప్రింటర్స్.
8. బోసెఫ్. యస్., తెలుగు బోధనా పద్ధతులు, సూర్యాపబ్లికేషన్స్, మచిలీపట్నం.

PAPER–VI (BSE – 06)
METHODS OF TEACHING PHYSICAL SCIENCE
 (Total Number of Instructional Hours = 77)
 Marks Allotted: 100

Objectives

This course will enable the student teachers to

1. appreciate the nature and importance of science and contribution of scientists in the development of science.
2. beware of the aims and objectives of teaching physical sciences.
3. develop an understanding of various approaches and methods of teaching physical sciences.
4. acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipment and preparation of improvised apparatus.
5. organize and participate in various non-formal science programmes / activities.
6. develop comprehension on the concept, process, skill and application of evaluation in teaching Physical Sciences.

Course Content

Unit I: The Nature of Science

(7 Hrs.)

1. Nature and scope of science
2. Structure of Science:-
 - a. Substantive structure – Empirical knowledge, Theoretical Knowledge – (Facts, Concepts, hypothesis, theory, Principle, Law)
 - b. Syntactic Structure of Science-Scientific inquiry, Processes of Science, Attitudes of inquiry
3. Science, ideology and Society

Unit II: The History and Development of Science

(7 Hrs.)

1. A brief introduction to oriental and western science
2. Contribution of the following Scientists in the Development of Science:
 - a. Aryabhata b. Bhaskara Charya c. Aristotle d. Copernicus e. Newton
 - f. Einstein g. C. V. Raman

Unit III: Aims and Values of teaching Physical Sciences

(7 Hrs.)

1. Aims of teaching Physical Sciences
2. Values of teaching Science
3. Correlation of Physics, Chemistry to other subjects

Unit IV: Objectives of teaching Physical Sciences (7 Hrs.)

1. Meaning and importance of objectives
2. Bloom's Taxonomy of Educational objectives
3. Specific / Behavioral objectives / (instructional objectives)
4. Critique on Bloom's Taxonomy

Unit V: Approaches and Methods of teaching Physical Sciences (14 Hrs.)

1. Inductive and Deductive Approaches
2. Lecture Cum Demonstration Method, Historical Method, Heuristic Method, Project Method, Laboratory Method, Problem Solving Method, Scientific Method

Unit VI: Planning for effective instruction in Science (7 Hrs.)

1. Year Plan 2. Unit Plan 3. Lesson Plan
4. Learning experience – characteristics, classification, sources and relevance

Unit VII: Science laboratories (7 Hrs.)

1. Importance of Practical work in science
2. Planning of Science laboratories, Procurement, care and maintenance of laboratory equipment, Registers, Management of safety and science kits
3. Development of improvised Apparatus

Unit VIII: Science Curriculum (7 Hrs.)

1. Principles of Curriculum Construction
2. Defects in the existing school science curriculum
3. Qualities of a good Science Text Book

Unit IX: Non-formal Science Education (7 Hrs.)

1. Science Clubs
2. Science Fairs – purposes, levels, organization, advantages
3. Science Library
4. Role of NGOs and State in popularizing science

Unit X: Evaluation (7 Hrs.)

1. Concept and Process of Evaluation
2. Tools of Evaluation
3. Preparation of Scholastic Achievement Test (SAT)
4. Analysis and interpretation of Scores

References

1. Rajiv Gang (1994): “World Famous Scientists” – Pustak Mahal, Delhi.
2. Venugopal Nagasuri (2002): Science Vaitali kulu – Sree Madhulatha Publications, Vijayawada.
3. <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
4. <http://www.encyclopedia.com>
5. <http://www.scienceworld.wolfram.com/physics.html>
6. <http://www.nobel.se/physics/laureates.html>
7. Bloom, Benjamin S., Ed. (1958): *Taxonomy of Educational Objectives, Handbook I - Cognitive Domain*, Harcourt Brace & World Inc, New York
8. Clark Julia V.(1996): *Redirecting Science Education*. Corwin Press Inc. California.
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11. Mohan, Radha (1995): *Innovative Science Teaching*, Prentice Hall of India, New Delhi
12. *New Unesco Source Book for Science Teaching* (1978), Oxford & IBH, New Delhi
13. Sharma, R.C. & Shukla C.S.(2002): *Modern Science Teaching*, Dhanpat Rai Publishing Company (P) Ltd, Delhi
14. Sood, J.K. (1989): *New Directions in Science Teaching*, Kohli Publishers, Chandigarh
15. Vaidya, N. (1996): *Science Teaching for the 21st Century*: Deep & Deep Publications, New Delhi

PAPER – VII (BSE – 07)
METHODS OF TEACHING MATHEMATICS
(Total Number of Instructional Hours = 77)
Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. understand the aims, values and objectives of mathematics education.
2. identify the role of the branches of mathematics and their implications on the society.
3. understand the relationship of mathematics with other subjects and the process and product of mathematics.
4. translate the objectives of teaching mathematics in terms of expected behavioral outcomes in order to provide appropriate learning experiences.
5. develop effective communicative skills.
6. develop competency in teaching strategies, content and in the preparation of suitable teaching-learning materials.
7. understand and practice various methods and techniques of teaching mathematics
8. assimilate the strategies of evaluation and design the tools of evaluation.
9. understand the impact of technology and fuse it in the teaching of mathematics.
10. become sensitized to the needs and interests of the students in Mathematics

Course Content**Unit I: The Nature and Significance of Mathematics (4 Hrs.)**

1. Meaning and Nature of Mathematics
2. Importance of knowledge of History of Mathematics to a Mathematics Teacher

Unit II: Contributions of Great Mathematicians (9 Hrs.)

1. Euclid 2. Pythagoras 3. George Cantor
4. Rene-Descarte 5. Aryabhata 6. Bhaskaracharya
7. Srinivasa Ramanujan

Unit III: Aims and values of Teaching Mathematics (7 Hrs.)

1. Aims of Teaching Mathematics
2. Values of Teaching Mathematics at Secondary level
3. Correlation of Mathematics to Sciences and Social sciences

Unit IV: Objectives of Teaching Mathematics (7 Hrs.)

1. Meaning and Importance of Objectives
2. Blooms Taxonomy of Educational Objectives
3. Specific behavioral objectives (Instructional Objectives)
4. Critique on Blooms Taxonomy

Unit V: Approaches and Methods of Teaching Mathematics (15 Hrs.)

1. Inductive and Deductive approaches
 2. Analytical Method, Synthetic Method, Heuristic Method, Laboratory Method and Project Method
3. Techniques of Teaching Mathematics : Oral work, Written work, Drill work,
Assignments, Means of Securing Speed and Accuracy

Unit VI: Evolving Strategies for the Gifted Students and Slow Learners (6 Hrs.)

1. Gifted Students in Mathematics – Identification – Enrichment Programmes
2. Slow Learners in Mathematics – Identification – Remedial Programmes

Unit VII: Planning for Effective Instruction in Mathematics (9 Hrs.)

1. Meaning and Purpose of Year Plan
2. Meaning and Purpose of Unit Plan
3. Meaning and Purpose of Lesson Plan

Unit VIII: Mathematics Curriculum (5 Hrs.)

1. Principles of Curriculum construction
2. Approaches to Curriculum construction – Logical, Psychological, Topical, Concentric and Spiral
3. Qualities of a good Mathematics Text Book

Unit IX: Non-formal Mathematics Education (5 Hrs.)

1. Mathematics Clubs
2. Mathematics Fairs – purposes, levels, organization and advantages
3. Aesthetic Structure of Mathematics – Order – Pattern - Sequence

Unit X: Evaluation**(10 Hrs.)**

1. Concept and process of Evaluation
2. Types of Evaluation – Formative, Summative, Diagnostic and Prognostic
3. Tools and Techniques of Evaluation
4. Preparation of Scholastic Achievement Tests (SAT)
5. Analysis and interpretation of scores.

References:

1. Bloom, Benjamin S., Ed. (1958): *Taxonomy of Educational Objectives, Handbook I - Cognitive Domain*, Harcourt Brace & World Inc., New York.
2. Krathwohl, David R., Ed. (1984): *Taxonomy of Educational Objectives, Handbook II - Affective Domain*, David McKay, New York
3. The Teaching of Secondary School Mathematics (1970) : XXXIII Yearbook of NCTM, Washington
4. W. Servais and T. Varga (1971): *Teaching School Mathematics : A UNESCO Source book*, Penguin Books, UNESCO
5. Boyer, Carl B., (1969) : *A History of Mathematics*, Wiley, New York
6. National curriculum framework for teacher education – 2000 - (Document published by NCERT).
7. Butter, C.H. and Wren, (1960): *The Teaching of Secondary Mathematics*, McGraw-Hill Book Comp, New York
8. Siddhu, K.S. (1990): *Teaching of Mathematics*, Sterling Publishers, New Delhi.
9. Mangal S.K. (1993): *Teaching of Mathematics*, Arya Book Depot, New Delhi.
10. Krulik. S. and Weise, I. B. (1975): *Teaching of Secondary School Mathematics*, WB Saunders Company, London

PAPER – VII (BSE – 07)
Methods of Teaching Biological Science
(Total Number of Instructional Hours = 77)
Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. understand the nature of science & science teaching
2. understand the history and development of biological science
3. acquire the knowledge of aims & values of teaching biological science
4. acquire the knowledge of objectives of teaching biological science
5. understand the various approaches & methods of teaching biological science
6. develop the competence of preparing annual plan, unit plan and lesson plan
7. acquire the knowledge of science laboratories, laboratory exercises & safety procedures in a science laboratory
8. understand the curriculum development in science
9. understand non-formal science education
10. acquire mastery over the development and use of evaluation tools in science

Course Content**Unit I: The Nature of Science & Science Teaching (6 Hrs.)**

1. The Nature and Scope of Science
2. Substantive and Syntactic structure of Science
3. Role of Biological Science in human welfare

UNIT II: History and Development of Biological Science (10 Hrs.)

1. A brief introduction to Oriental and Western Sciences
2. Contributions of the following Scientists
 - a. Charles Darwin, b. Aristotle c. William Harvey
 - d. Robert Hook e. Louis Pasteur f. Alexander Fleming
 - g. J. C. Bose

UNIT III: Aims and values of Teaching Biological Science (4 Hrs.)

1. Aims of Teaching Biological Science
2. Values of Teaching Biological Science
3. The Correlation of Biological Science and other Subjects

UNIT IV: Objectives of Teaching Biological Science (7 Hrs.)

1. Meaning and importance of objectives
2. Blooms Taxonomy of Educational Objectives and its limitations
3. Writing instructional objectives and specifications

UNIT V: Approaches and Methods of Teaching Biological Science (15 Hrs.)

1. Approaches to Science Teaching: Inductive and Deductive
2. Methods of teaching Biological Science: a. Lecture method b. Lecture cum Demonstration method c. Heuristic method d. Project method and e. Laboratory method, Scientific Method

UNIT VI: Planning for Effective Instruction (7 Hrs.)

1. Year Plan 2. Unit Plan
3. Lesson Plan : Herbartian and Bloom's Approach
4. Criteria for the evaluation of the lesson plan : self- evaluation and peer evaluation
5. Learning Experiences : Characteristics, classification, sources and relevance

UNIT VII: Science Laboratories (7 Hrs.)

1. Importance of Practical work in Science
2. Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of safety and Science kits.
3. Development of improvised apparatus

Unit VIII: Science Curriculum (7 Hrs.)

1. Principles of Curriculum Construction
2. Defects in the existing school Science curriculum
3. Qualities of a good Science Text Book

Unit IX: Non-formal Science Education (7 Hrs.)

1. Science Clubs
2. Science Fairs – purposes, levels, organization, advantages
3. Science Library

4. Role of NGOs and State in popularizing Science

Unit X: Evaluation**(7 Hrs.)**

1. Concept and Process of Evaluation
2. Tools of Evaluation
3. Preparation of Scholastic Achievement Test (SAT)
4. Analysis and Interpretation of Scores

References

1. Aggarwal D.D. (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series. Sarup & Sons, New Delhi.
2. Bhaskara Rao, D. (2000): *Teaching of Biology*, Nagarjuna Publishers, Guntur
3. Bloom, Benjamin S., Ed. (1958): *Taxonomy of Educational Objectives, Handbook I - Cognitive Domain*, Harcourt Brace & World Inc., New York.
4. Chikara, M.S. and S. Sarma (1985): *Teaching of Biology*, Prakash Brothers, Ludhiana.
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6. Ediger, Marlow and D.B.Rao (2000): *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
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11. Sood, J.K. (1989): *New Directions in Science Teaching*, Kohli Publishers, Chandigarh
12. Vaidya, N. (1996): *Science Teaching for the 21st Century: Deep & Deep Publications*, New Delhi.

PAPER – VII (BSE – 07)
METHODS OF TEACHING SOCIAL STUDIES
(Total Number of Instructional Hours = 77.1)
Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. initiate pupil-teachers to various concepts and technology of teaching of Social Studies.
2. develop in the pupil-teachers the ability to have an overview and integrate the knowledge drawn from various sources - History, Geography, Civics, Sociology and Economics.
3. make student-teachers acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies.
4. develop in them an understanding of the principles of curriculum development, its transaction and evaluation.
5. equip them with the knowledge of application of such principles in teaching of specific content areas in Social Studies.
6. enable them to utilize community resources as educational inputs.
7. make the pupil-teachers realize that the success for teaching of Social Studies depends on its proper integration with other school activities.
8. acquaint the pupil-teachers about the skills to be developed among the pupils through teaching Social Studies.

Course Content**Unit I: Nature of Social Studies****(7 Hrs.)**

1. Nature and scope of social studies
2. Social sciences and Social studies
3. Understanding social studies in relation to
History, Geography, Civics and Economics

Unit II: The History and Development of Social Studies Education (5 Hrs.)

1. Development of Social Studies as school subject
2. Contemporary status of social studies education in India

Unit III: Aims and Values of teaching social studies**(7 Hrs.)**

1. General Aims of teaching social studies

2. Values of teaching social studies
3. Specific aims of teaching social studies in relation to History, Geography, Civics, Economics

Unit IV: Objectives of teaching Social Studies (7 Hrs.)

1. Objectives of teaching social studies as school subject
2. Instructional objectives and specifications of teaching Social Studies
3. Bloom's Taxonomy of Educational objectives
4. Specific / Behavioral objectives (Instructional objectives)
5. Limitations of Bloom's Taxonomy

Unit V: Instructional Planning (7 Hrs.)

1. Planning for effective instruction in Social Studies
2. Year Plan 3. Unit Plan 4. Lesson Plan
5. Learning experiences – Characteristics, classification, sources and relevance

Unit VI: Approaches and Methods of Teaching Social Studies (16 Hrs.)

1. Need for instructional strategies in teaching social studies
2. Lecture cum Demonstration method, project and problem solving method, source method, Socialized recitation, Supervisor study and Team teaching

Unit VII: Resource and Equipment (7 Hrs.)

1. Library and Laboratory
2. Museum
3. Study circles
4. Community resources

Unit VIII: Non-formal social studies education (7 Hrs.)

1. Social studies clubs
2. Conduct of model parliament
3. Field trips, excursions
4. Current affairs and controversial issues

Unit IX: Social Studies Curriculum (7 Hrs.)

1. Social Studies curriculum based on national and state policies

2. Principles of Curriculum construction
3. Organizing social studies curriculum – correlation, integration, concentric, spiral, unit and chronological approaches
4. Qualities of good social studies text book
5. Need for Handbook for teacher and workbook for learner

Unit X: Evaluation**(7 Hrs.)**

1. Concept and Purpose of evaluation
2. Formative and Summative evaluation
3. Tools of Evaluation
4. Preparation of SAT
5. Analysis and interpretation of Scores

References

1. Bining, A.C. & Bining, D.H. (1952): *Teaching Social Studies in Secondary Schools*; Thid Edition, Tata McGraw-Hill Publishing Co. Ltd., Bombay.
2. Edgar, B.W. & Stanely, P.W (1958): *Teaching Social Studies in High Schools*; Fourth Edition, Heath and Company, Boston D.C.
3. Benjamin,S.B., J.Thomas.H & George,F.M. (1971): *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw Hill Book Company, New York
4. Agarwal,J.C. (1993): *Teaching of Social Studies - A Practical Approach*; Second Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Kochhar,S.K. (1998): *The Teaching of Social Studies*; Sterling Publishers Pvt. Ltd., New Delhi.
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7. NCERT (1974), *Teaching History in Secondary Schools*, New Delhi
8. Kochhar (1990), S.K., *The Teaching of Social Studies*, Sterling, New Delhi.

Paper – XI (BSE – 11)

Community Studies Project

(Total Number of Instructional Hours = 30)

Marks Allotted : 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – I)

Objectives

This Project work will enable the student teachers to:

1. plan and conduct a survey (family wise) to collect required information on school, literacy and human development aspects.
2. develop profiles of literacy age group wise, along with profile on human development index and understand the efforts of government, NGO s and community for EFA..
3. conduct interviews with parents to understand their perception on their childrens education and institutes / teachers etc.
4. observe the functional aspects of various institutions at village / ward and nearby locality
5. live in the community & to participate in socio-economic cultural activities of the community
6. develop plan of action for UEE and UAE.
7. document the entire programme / processes and develop a report on the project undertaken.
8. work collaboratively to reflect and share their work with students and staff.

Course Content

Community Studies Project work shall comprise the following areas.

- | | | |
|--|---------------------------------------|-------------------------|
| 1. Social Mapping | 2. Family Survey | 3. Institutional Survey |
| 4. Understanding perceptions of people | 5. Adult Literacy | |
| 6. Enrolling out of school children | 7. Community living and participation | |

Every College has to adopt a set of wards of villages / municipalities under the study.

A candidate shall work in a group (5 members) by selecting any one activity under the areas mentioned above

Every candidate has to work with a five member group of students. The group shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 5 working days = 30 instructional hours

And he / she is expected to compose the project work with two basic components while reporting the group activity

1. Assignment component : Concepts, principles, Historical background
2. Field work Component : Methods of data collection, data presentation, and interpretation.

All the group members are expected to contribute in performing the event and also in writing and presentation of the final report.

The possible format suggested is as follows

Preliminaries

- a. Title Page
- b. Certificate from the Mentor / Faculty Member
- c. Declaration by the group
- d. Content
 - 1.0 Title of the Project
 - 1.1 Introduction to the topic / Study
 - 1.2 Importance of the topic / Study
 - 1.3 Objectives of the topic / Study
 - 1.4 Methodological Procedures
(Details of the processes initiated)
 - 1.5 Materials and cost of production
 - 1.6 Final performance / Presentation of the Study
 - 1.7 Reference Material / Experts and institutions contacted
 - 1.8 Any other related matter

A detailed format may be worked out at College / University level

Note: No two groups should select the same topic for this project work. The principal of the college is expected to forward the list of topics and villages / words / municipalities selected under this project by different groups to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance by presenting the final report before the internal examiner. The performance of the candidates shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Paper – XII (BSE – 12)

Cultural Studies and SUPW Project

(Total Number of Instructional Hours = 30)

Marks Allotted : 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – I)

Objectives

This Project work will enable the student teachers to:

1. experience and respond to the finer aspects of different cultural forms
2. understand the formation and dynamics of culture in the overall context
3. explore the meanings, images, icons and cultural symbols embedded in human life
4. appreciates unity and diversity of cultures of various social groups
5. generate novel forms of cultural consciousness and social action
6. learn more and more about cultural heritage of different communities
7. document and represent the rich cultural and social contributions of communities and persons
8. integrate cultural forms of life with different styles of pedagogy
9. internalize the philosophy of work experience and appreciation

Course Content

Cultural Studies and SUPW project work shall comprise the following Six areas.

1. Literature
2. Performing arts
3. Visual arts
4. Architecture
5. Handicrafts
6. SUPW

A candidate shall work in a group by selecting any one activity under the areas mentioned above

Every candidate has to work with a five member group of students. The group shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 5 working days = 30 instructional hours

And he / she is expected to compose the project work with two basic components while reporting the group activity

1. Assignment component : Concepts, principles, Historical background

2. Field work Component : Methods of data collection, data presentation, and interpretation.

All the group members are expected to contribute in performing the event and also in writing and presentation of the final report.

The possible format suggested is as follows

Preliminaries

- a. Title Page
- b. Certificate from the Mentor / Faculty Member
- c. Declaration by the group
- d. Content
 - 1.0 Title of the Project
 - 1.1 Introduction to the topic / Study
 - 1.2 Importance of the topic / Study
 - 1.3 Objectives of the topic / Study
 - 1.4 Methodological Procedures
(Details of the processes initiated)
 - 1.5 Materials and cost of production
 - 1.6 Final performance / Presentation of the Study
 - 1.7 Reference Material / Experts and institutions contacted
 - 1.8 Any other related matter

A detailed format may be worked out at College / University level

Note: No two groups should select the same topic for this project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance and also by presenting the final report before the internal examiner. The performance of the candidates in the cultural studies and SUPW project shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Activities suggested under each area

Literature

1. Classical /Modern languages – Relevance to contemporary times
2. Articles, Documents, Newspaper clippings, Photographs of people who have done some work in literature from your State /Nation.
3. Wholistic review of Epics, scriptures, Stories in all religions and its eternal values in present context (Upanishads, Quran, Holy Bible, Psalms, Bhagvat Gita, Ramayana, Maha Bharata, Shathakas, Panchathantra, etc....)
4. Institutes of excellence in cultural studies(Eg: Kalakshetra, Food Technology, Textiles, M.F. Hussians Institute etc....)
5. Dynasties and Rulers who contributed for the growth of literature and Culture.
6. Collection of famous Quotations on Education, Life, Values etc.
7. Collection of views of eminent thinkers in education and culture.
8. Quiz programmes on Indian art and culture
9. Idioms / Riddles
10. Incidents from literature to promote culture and its relevance to present days education
11. Contribution of Indian culture by Buddhism / Jainism / Christianity / Islam / Zoroastrianism and others.
12. Study of recognized cultural practices in your region (eg: Andhra, Rayalaseema and Telangana)
13. Survey / Write up of any State's contribution in various fields of art/culture/education
14. Collection of photos, slides, articles relics, on contribution of any one freedom fighter, historian, artist or any other significant persons.
15. Collection of Art books on different areas
16. Collection of information about Astrology, Vaastu sastra, Palmistry, etc.....

Performing Arts

1. Different dance forms of any State / Nation
2. Theoretical study of dance forms and their relationship in integration of movement, body and articulation (By way of interviewing a person in the field/in any other way)
3. Folk dances of any Tribe/Region / State
4. Detailed information about any one of the regional theatrical forms of your state (eg. Burra Katha, Oggu Katha, Hari Katha etc..)

5. Collection of classical music / folk music / traditional music / state songs / songs in national languages
6. Contributions of Jewels of Carnatic music / Hindustani music / Western music – a comparative study
7. Comparative study of dance forms (East / West)
8. Collection of songs in Regional languages related to birth, wedding, harvest seasons and other functions along with their meanings
9. Collection of different musical instruments in India /Abroad (ancient / modern)
10. Music / Dance and its Therapeutic values

Architecture:

1. Architectural set up of Temples, Mosques, Church, Synagogues and other places of importance.
2. Sculptures in different places like museums, religious places etc... and its significance
3. Tradition in Folk painting (Mural, Cave, Kalankari, Nirmal, etc..)

Visual Arts:

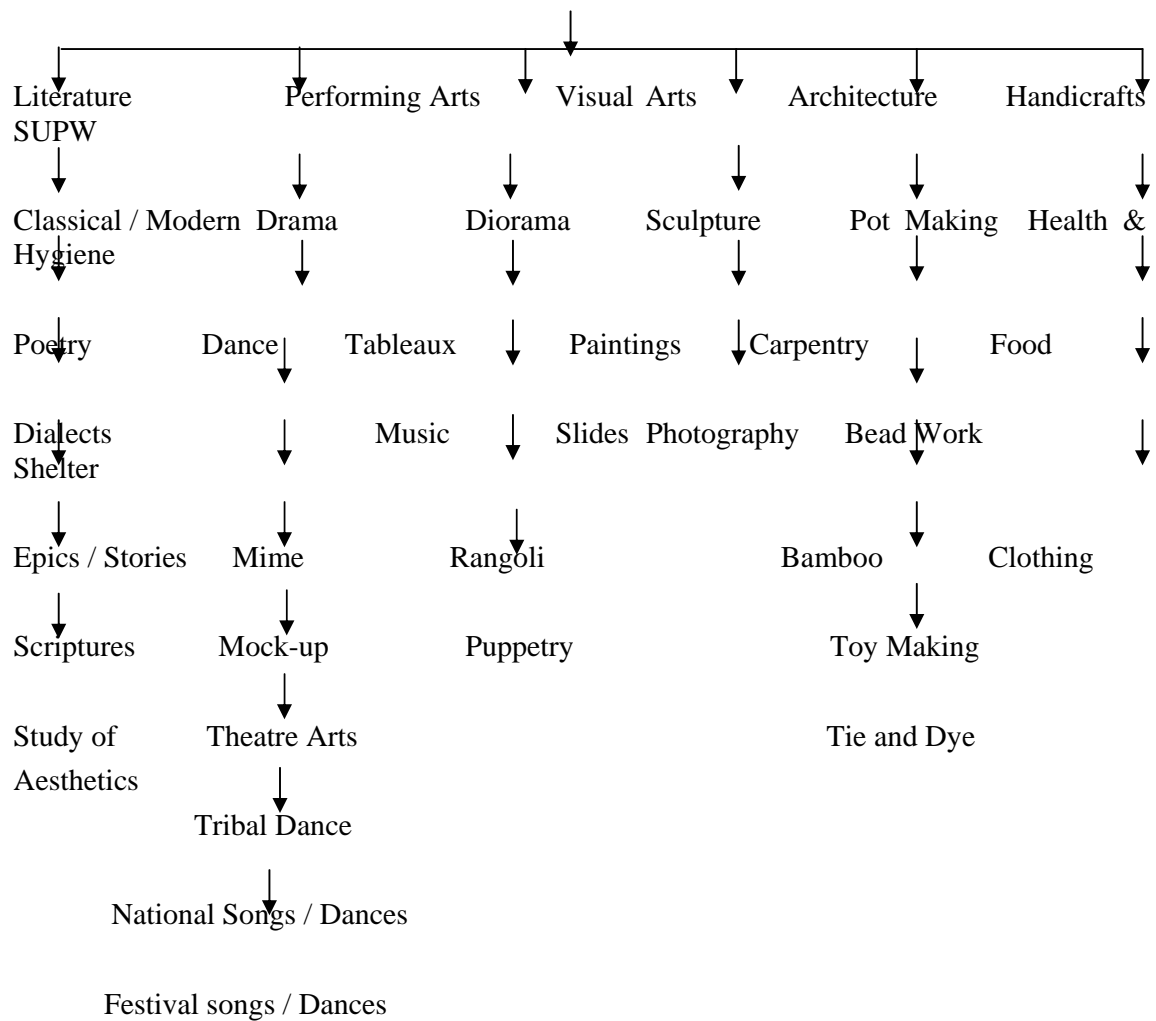
1. Traditional costumes and Ornaments of any State.
2. Gestures -Stimulus variation skills and its roots in Music and dance in modifying Teachers' behaviour
3. Slide presentation or Picture display of Geo-Physical features, flora –founa, Monuments, crafts, people and their religion, occupation of any Region/District /State/Country.
4. Visits to Monuments /Museums/Nature Parks/Sanctuaries in any district / state and documenting the details.
5. Documentation of Ancient cities (eg. Vatican city, City of Jerusalem, Mathura, Kurukshetra etc...).
6. Architectural set up of Temples, Mosques, Church, and other places of worship.
7. Different forms of Worship, Rituals and Scientific reasons behind them (Tree worship, Animal worship, tribal specific.)
8. Food and Delicacies in a given culture
9. Concept of marriages in India/Abroad
10. Health Traditions - Practice of Yoga, different types of medicines

Handicrafts:

1. Information of craft centres and compilation of activities.
2. Practical training in art and craft work in any one area (eg. Toy making, Cane work, Book Binding, Pot making etc...)
3. Information on handicrafts, which are practised in your district and State.
4. Lesser-known handicrafts, its revival and scope in modern times.

Cultural Studies and SUPW Project

Suggested areas and Activities



Paper – XIII (BSE – 13)

CASE STUDY PROJECT

(Total Number of Instructional Hours = 18)

Marks Allotted : 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – II)

Objectives

This Project work will enable the student teachers to:

1. understand the child / case in the overall context
2. collect multi dimensional information about the case understudy
3. explore the developmental history of the child
4. acquire knowledge about family and parental history
5. understand the socialization processes and social history and behavior of the child
6. focus attention on understanding the emotional and intellectual behavior of the child
7. acquire skills of conducting case studies in educational institutions

Course content

The Case Study Project work shall focus on the identification of any one of the typical cases from schools / community as suggested bellow:

1. A child who is educationally backward
2. A child who has specific learning difficulties in school subjects
3. A child who has outstanding abilities and capable of high performance in school subjects, creative, visual and performing arts, sports, games etc.,
4. A child who manifests behavioral problems

The candidate may adopt any one of the following tools for the purpose of conducting this study

1. use of appropriate Psychological tests relevant to the case study such as intelligence, aptitude and personality tests
2. interview, inventories and developing questionnaires for the data collection

The suggestive format for undertaking this study is as follows:

CASE STUDY -FORMAT

A. Introduction

1. Statement of the problems
2. Nature of problem
3. Objectives
4. Procedure –Tools and techniques used (Methodology adopted)

B. The process of data collection

1. Physical
2. Family background
3. Health conditions
4. School record- curriculum and co-curricular Activities
5. Emotional Behaviour
6. Social Behaviour
7. Intellectual Behaviour
8. Personality Traits (attitudes/aspirations/aptitudes)
9. Interests
10. Any other details

C. Reporting the case

1. Teachers Report
2. Parents Report
3. Peer groups Report
4. Personal/Self/Child's Report

D. Investigator's report/ Analysis of data to locate the causes and conditions

- a. Findings

E. Follow up Activity/Suggestions/Remedial measures

- a. For Parents
- b. For Teachers
- c. For Peer group
- d. For others

Bibliography

Every candidate is expected to work independently and he or she shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 3 working days = 18 instructional hours

And he / she is expected to compose the project work with two basic components while reporting the group activity

1. Assignment component : Concepts, principles, Historical background
2. Field work Component : Methods of data collection, data presentation, and interpretation / Observation.

All the student teachers are expected to perform the event and present the final report.

A detailed format may be worked out at College / University level

Note: No two students should select the same Case for this project work. The principal of the college is expected to forward the list of topics selected under this project by the student to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance and also by presenting the final report before the internal examiner. The performance of the candidates in the Case Study project shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Paper – XIV (BSE – 14)

HEALTH AND PHYSICAL EDUCATION PROJECT

(Total Number of Instructional Hours = 24)

Marks Allotted : 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – II)

Objectives

This Project work will enable the student teachers to:

1. understand the need and importance of health and physical education
2. explore the meanings, images and symbols associated with health practices among people
3. develop awareness among children and community members about the importance of health and hygiene
4. acquires knowledge about communicable diseases and preventive measures
5. inculcate the values of good health and hygiene among children
6. think about various dimensions in imparting health and physical education
7. integrate various aspects of health and physical education in the teaching learning processes

Course Content

The health and physical education practical project shall comprise of two parts :

Part A: Health Education : Individual Activity

Part B: Physical Education : Group Activity

Every candidate should select one individual activity under Health Education and one group activity under Physical Education project.

Part A: Health education

The health education practical project work shall draw activities from the following themes:

1. Creating awareness about health and hygiene
2. Causes of poor or ill health
3. Vitamin deficiencies and causes of diseases
4. Communicable diseases and preventive measures to be taken
5. Communicable diseases and preventive measures to be taken

6. HIV / AIDS (Creating awareness for prevention)
7. Need for creating awareness for prevention of HIV/AIDS in our community
8. Any other related topic

Every candidate is expected to take up any one of the activities mentioned below individually for health education programme involving students from his / her class or school

1. Thought of the day for school morning prayer
2. Discussions among students within or between different sections of the school
3. Debate, quiz, brain storming, essay writing, poster exhibition in school and organizing rallies in the school premises
4. Any other related activity

Part B: Physical Education

The Physical Education project work shall draw activities from the following themes:

1. Team games : Kabbadi, Volley Ball, Hockey, Cricket, Kho-Kho etc.,
2. Individual games: Athletics, Boxing, Archery, Shooting etc.,
3. Yoga
4. Any other related area

Every candidate has to work in a group (pair) comprising of two students. The group shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 4 working days = 24 instructional hours

Every candidate is expected to compose the project work with two basic components while reporting the activity

1. Assignment component : Concepts, principles, Historical background
2. Field work Component : Methods of data collection, data presentation, and interpretation / Observation.

The possible format suggested is as follows

Preliminaries

- a. Title Page
- b. Certificate from the Mentor / Faculty Member
- c. Declaration by the group
- d. Content
 - 1.0 Title of the Record
 - 1.1 Introduction to the topic / Study
 - 1.2 Importance of the topic / Study
 - 1.3 Objectives of the topic / Study
 - 1.4 Methodological Procedures
(Details of the processes initiated)
 - 1.5 Materials and cost of production
 - 1.6 Final performance / Presentation of the Study
 - 1.7 Reference Material / Experts and institutions contacted
 - 1.8 Any other related matter

A detailed format may be worked out at College / University level

Note: No two groups should select the same topic for this project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance and also by presenting the final report before the internal examiner. The performance of the candidates in the Health and Physical Education project shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Paper – XV (BSE – 15)

Computer Education Project

(Total Number of Instructional Hours =48)

Marks Allotted : 40

[This Project is considered as Practicum (Assignment cum Field Experience) of Paper – III]

Objectives

This Project work will enable the student teachers to:

1. acquire various skills of handling the computer systems
2. acquire knowledge about system software and its usage
3. learn about the uses of application software in the field of education
4. generate new ideas for exploration and in-depth study through the project
5. plan, execute and evaluate the project processes
6. use multiples multimedia tools for making teaching learning processes effective
7. learn how to use computers and software for the purpose of educational administration
8. integrate new technologies with teaching learning processes
9. work in groups to achieve the targets and showcase the performance

Course content

The computer education project shall comprises the following areas:

1. Creating documents
2. Creating multimedia presentations
3. Creating publications (Brochures and Newsletters)
4. Creation of Web Sites
5. Using Spread sheets
6. Using databases

Every candidate has to work in a group (pair) comprising of two students. The group shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 8 working days = 48 instructional hours

Every candidate is expected to compose the project work with two basic components while reporting the activity

1. Assignment component : Concepts, principles, Historical background
2. Field work Component : Methods of data collection, data presentation, and interpretation.

The possible format suggested is as follows

Preliminaries a. Title Page b. Certificate from the Mentor / Faculty Member c. Declaration by the group d. Content 1.0 Title of the Project 1.1 Introduction to the topic / Study 1.2 Importance of the topic / Study a. Relevant usage of technology in the selected topic 1.3 Objectives of the topic / Study 1.4 Methodological Procedures (Details of the processes initiated) a. Problem-based/ Project-based/ Activity-based learning leading to Higher Level Thinking Skills b. Addressing different levels of learning among school students. 1.5 Materials and cost of production 1.5 Final performance / Presentation of the Study a. Implementation during Teaching Practice / Simulated Teaching / Peer Evaluation 1.6 Reference Material / Experts and institutions contacted 1.7 Any other related matter

A detailed format may be worked out at College / University level

Note: No two groups should select the same topic for this Project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of Project Work.

Evaluation:

Every group is expected to showcase his / her performance and also by presenting the final report before the internal examiner. The performance of the group in the Computer Education Project shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Paper – XVI (BSE – 16)

School Study Project

(Total Number of Instructional Hours =18)

Marks Allotted : 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – IV)

Objectives

This Practical Project work will enable the student teachers to:

1. understand different aspects of the complexities of schooling processes
2. reflect on formation of images, symbols and cultures of schooling
3. observe the interactions between children, teachers and administrators
4. know various school records designed for specific purposes
5. understand the relationship between school and community
6. acquire knowledge about the physical, infrastructural and human resources available in the schools
7. understand the curricular and co-curricular process in the schools
8. evaluate the school effectiveness and other functional aspects of the schools
9. explore the student support services available and achievements of the schools
10. understand the socio-economic and cultural profile of children and teachers

Course Content

The school study practical project shall comprise the following areas of study:

1. Profile of the school
2. History of the School
3. Physical conditions
4. Human resources / teacher resources
5. Infra structural facilities / School Building
6. School Governance
7. Special Services Provided
8. Co-curricular Activities Provided
9. Records Maintained
10. Details of Dropouts
11. Results
12. Special Achievements
13. Teacher resources
14. School – Community relationships
15. Any other dimension

Every candidate has to work in a group (pair) comprising two students. The group shall select any one activity in consultation with the mentor / faculty member and workout the modalities of planning, data collection and data interpretation etc.

Duration of this programme is 3 working days = 18 instructional hours

Every candidate is expected to compose the project work with two basic components while reporting the activity

1. Assignment component : Concepts, principles, Historical background
2. Field work Component : Methods of data collection, data presentation, and interpretation.

The possible format suggested is as follows

Preliminaries

- a. Title Page
- b. Certificate from the Mentor / Faculty Member
- c. Declaration by the group
- d. Content
 - 1.0 Title of the Record
 - 1.1 Introduction to the topic / Study
 - 1.2 Importance of the topic / Study
 - 1.3 Objectives of the topic / Study
 - 1.4 Methodological Procedures
(Details of the processes initiated)
 - 1.5 Materials and cost of production
 - 1.5 Final performance / Presentation of the Study
 - 1.6 Reference Material / Experts and institutions contacted
 - 1.7 Any other related matter

A detailed format may be worked out at College / University level

Note: No two students should select the same topic for this project work. The principal of the college is expected to forward the list of schools selected under this project by different students to the Head, Department of Education of the University, and also the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance and also by presenting the final report before the internal examiners. The performance of the candidates in the School Study project shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

SCHOOL STUDY PROJECT FORMAT

1	<u>Head</u>	<u>Details/Checklist</u>
2	History of the school	Origin/establishment Development/progress over a period of years Teacher-pupil ratio/highest and lowest size of the class Number of classes/section List of teaching and non-teaching staff School welfare programmes
3	Infra structural facilities/ School Building	a) Building Mode of construction, neatness. Total ground, space available/plinth area, safety & Up keep. b) Class rooms: Number, adequacy, Black Boards, furniture, light & ventilation. c) School library d) School laboratory/ SUPW room e) School workshop (Art/Craft room) f) Principal's office g) Staff room h) School office i) Games room j) Museum
	Name of the School Type Head Master, Staff, Students, Management Fee Structure a) Admission Fee (50 Ps.) Special Fees (Rs.20, 19) b) Term Fee/ Tuition fees/ Misc. fee Buildings fees/ Donations etc.	a) Govt. / Z.P / Municipal / Recognized / Aided-Unaided / Minority / Shift system if any / Medium / Boys / Girls / Co-educational. a) Name & Qualification of the H.M b) Total no. of Staff members teaching & non-teaching, adequacy of Staff, (n+1) formula. c) No. of sections, total strength of the School. d) Details of Management, if any Class timetables, Teacher timetables, General timetables, Radio lessons. School timetable

		<p>k) Assembly hall / Auditorium Book Banks / Book stores / Gen. Stores / Cafeteria / Hostel Parking place</p> <p>l) Computer room</p> <p>m) Common rooms for boys / girls</p> <p>n) Water closets / W.C's / Lunch shed / Drinking water facilities/ Sanitation level.</p> <p>o) Play ground – Adequacy</p> <p>Central Advisory board of Physical education for secondary schools</p> <table border="1"> <thead> <tr> <th>No. students</th> <th>Area of the Building</th> <th>Area of Playground</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>3200 Sq.yd</td> <td>2.3 acres</td> </tr> <tr> <td>320</td> <td>4800 Sq.yd</td> <td>4.5 acres</td> </tr> <tr> <td>480+</td> <td>6400 Sq.yd</td> <td>6.7 acres</td> </tr> </tbody> </table>	No. students	Area of the Building	Area of Playground	160	3200 Sq.yd	2.3 acres	320	4800 Sq.yd	4.5 acres	480+	6400 Sq.yd	6.7 acres
No. students	Area of the Building	Area of Playground												
160	3200 Sq.yd	2.3 acres												
320	4800 Sq.yd	4.5 acres												
480+	6400 Sq.yd	6.7 acres												
4	Special Services Provided	School bus, midday meal programs, poor children's book bank, school health programme, first aid services, scholarships to students from various organizations / govt. school guidance services, tutorials to the weaker students, Remedial teaching, P.T.A, Staff clubs, School welfare trust, Lab area activities.												
5	Co-Curricular Activities Provided	Student council, SUPW activities School band, Mock parliaments School fetes, Quiz programs NCC, Science exhibitions, Fairs Yoga classes, Excursions, Fieldtrips, School magazines, School farm, Photography club Social services, Boy scouting & Girl Guiding, Music & Dance clubs Science club Games & sports Debates etc.												
6	Record Maintained	Cash book, Ledger, Service registers, Register of Admission & Withdrawal, Log book, T.C file, Annual results register, Scholarships register, Acquittance rolls, Stock registers, DFRC, Leave records, Attendance registers- staff & students , census register, Syllabus record etc.												
7	Details of DROPOUTS a) Gender wise b) Caste wise	At 7 th and S.S.C public examination												
8	RESULTS (of the last 5 years)													
9	Special Achievements (if any)	a) Local / District /State/National level participation by students/ staff in any field. b) Any award/reward from external agencies.												

		<ul style="list-style-type: none"> c) State ranks at SSC Public exams. d) Special achievements by HM/ Staff/ students at any level in any field worth mentioning.
10	Teacher resources	<ul style="list-style-type: none"> Number of teachers a) Qualifications b) Gender background c) Religious background d) Training undergone e) On deputation f) Leaves availed g) Achievements h) Workload i) Contributions j) Any other matter
11	School- Community relationships	<ul style="list-style-type: none"> a) Community involvement in decision making b) community contributions c) meetings with community members d) organisational structure of village education committees/parent education committees/ etc. e) Number of visits f) Purpose of visit g) School response to parents.
12	Any other dimension	
	<p>Conclusion:</p> <p>For the last 2/5 years.</p>	

Paper – XVII (BSE – 17)

Personality Development and Communicative English Project

(Total Number of Instructional Hours = 36)

Marks Allotted: 40

(This Project is considered as Practicum (Assignment cum Field Experience) of Paper – V)

Objectives

This Project work will enable the student teachers to:

1. work in a team, negotiate, handle diverse roles
2. conduct work parliament / organize a programme in the school
3. draw up a profile of any teacher, who is his / her role-model
4. trace list of the leadership functions of a teacher
5. organize creative activities
6. list some conflicts witnessed in small children
7. listen to some tapes and write down the heard speeches
8. listen to any speech and analyze the voice quality
9. review any book / article that he / she has read
10. write a resume / biodata / skim / scan
11. looks up a dictionary / thesaurus

Course Content

Personality Development and Communicative English Project comprises of the following areas:

- | | | |
|---------------------------------------|----------------------------|---------------|
| 1. Interpersonal skills | 2. Leadership | 3. Creativity |
| 4. Conflict management | 5. Listening comprehension | 6. Speaking |
| 7. Conference | 8. Reading comprehension | 9. Writing |
| 10. Study skills and Reference skills | | |

- Each candidate shall work individually and in groups
- Each candidate has to undertake a minimum of 10 activities (5 individual + 5 group activities). All the ten activities selected must be from different units as suggested in the syllabus.
- The entire duration for this project is 36 hours
- Each individual not only takes part in the activity but also has to present the report

The suggested format is as follows:

A. Preliminaries

B. Details

S.No.	Name of the Activity	Unit No/ Name	Brief description of	Your role in it	Learning outcomes

A detailed format may be worked out at College / University level

Evaluation

Every candidate / group is expected to showcase his (her) / their performance and also by presenting the final report before the internal examiner. The performance of the candidates shall be evaluated by the lecturer concerned and the marks will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the university.

Paper – XVIII (BSE – 18) / XIX (BSE – 19)
Scholastic Achievement Record Method I / II

[Total Number of Instructional Hours = 12 (Method I) / 12 (Method II)]

Marks Allotted : 25 (Method I) / 25 (Method II)

Objectives

This practical record work will enable the student teachers to:

1. understand the Scholastic Achievements of students in the subjects concerned.
2. plan, design and conduct Scholastic Achievement tests appropriate to the level of the students
3. learn about how to construct test items under Scholastic Achievement test
4. acquire knowledge with regard to the standardization of Achievement tools
5. learn various data representation strategies and techniques
6. acquire knowledge about simple, descriptive statistical techniques
7. learn the techniques of interpretation of scores and findings
8. evaluate learning outcomes of the students

Course Content

Every candidate shall independently plan, develop and administer the Scholastic Achievement Test

The candidate shall select the units taught by him / her in consultation with the mentor / faculty member and workout the modalities of planning, conducting tests and data interpretation etc.

Duration of this programme is 2 working days = 12 instructional hours

And he / she is expected to compose the record work with two basic components while reporting the group activity

1. Assignment component : Concepts, Principles, Historical background
2. Field work component : Methods of data collection, data presentation, and interpretation.

The possible format suggested is as follows

Preliminaries

- a. Title Page
- b. Certificate from the mentor and faculty member
- c. Declaration by the group
- d. Content
 - 1.0 Title of the Record
 - 1.1 Introduction to the SAT Record
 - 1.2 Importance of the SAT Record
 - 1.3 Objectives of the SAT Record
 - 1.4 Methodological Procedures
(Details of the processes initiated / weightages worked out for Questions - Objectives and content items / difficulty level / Item analysis / Time frame procedures)
 - 1.5 Materials and cost of production
 - 1.6 Final performance / presentation of the study / presentation of data
 - 1.7 Analysis and interpretation of data (Descriptive Statistical analysis including graphical and diagrammatic representations)
 - 1.8 Reference material / Experts and institutions contacted
 - 1.9 Any other related matter (Sample Copies of Students answer books, Question Papers)

A detailed format may be worked out at College / University level

Note: The Principal of the college is expected to forward the list of schools selected under this record by different students to the Head, Department of Education of the University, and also the same thing should be provided to the moderation board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her record by presenting the final report before the internal examiner. The performance of the candidates in the Scholastic Achievement Test record shall be evaluated by the teacher of the concerned methods. The marks of the internal examiner will be forwarded to the moderation board of the University. This evaluation event shall take place as per the almanac suggested by the University.

Paper – XX (BSE – 20) / XXI (BSE – 21)

Microteaching Record Method I / II

[Total Number of Instructional Hours = 30 (Method I) / 30 (Method II)]

Marks Allotted : 10 (Method I) / 10 (Method II)

Objectives

This Practical Record work will enable the student teachers to:

1. understand the concept of micro-teaching
2. understand the importance of micro-teaching cycle
3. understand the teaching skills of relevant methodology
4. identify the difficult teaching skills
5. write micro-teaching plan
6. teach as per micro-teaching plan
7. understand the importance of feed-back given by the faculty and the peers
8. rewrite micro-teaching as per the suggestions
9. re-teach and refine his / her teaching skills
10. integrate micro-teaching skills with macro-teaching

Every student teacher has to teach micro-teaching skills in each methodology. Each micro-teaching skill carries 2 marks and is to be evaluated by the concerned methodology teacher-educator.

A detailed format may be worked out at College / University level. However, a brief plan is suggested below

Plan of Micro-Teaching						
S.No.	Skill	Objectives & specifications	Teacher's activity	Pupil's activity	Teaching aids	B.B work
Re-plan / Re-teach : Explain the changes made as per the feed-back						

Remarks of the teacher-educator

Signature of the teacher -educator

Paper – XXII (BSE – 22) / XXIII (BSE – 23)

Teaching Practice Cum Internship Record - Method I / II

[Total Number of Instructional Hours = 180 (Method I) / 180 (Method II)]

Marks Allotted : 80 (Method I) / 80 (Method II)

Objectives

This Practical Record work will enable the student teachers to:

1. get hands on experience in teaching lessons in the classroom
2. acquire proficiency in planning the lessons with respect to objectives, content, learning, experiences and the teaching aids
3. acquire proficiency in transacting the lesson within the time slots allotted to them
4. select methods relevant to the lessons
5. learn how to act as facilitator in the classroom
6. understand the whole schooling process and functions
7. explore new possibilities of teaching and learning

Course Content

Methodology wise lesson plan formats may be evolved by faculty members with mutual negotiation. 18 lessons shall be taught by the student teachers in a conventional mode and 2 lessons may be taught in any innovative manner. Every student teacher shall teach 20 lessons in each method in 30 working days during the Teaching Practice Cum Internship programme. The student teachers shall write the lesson plans, as per the format and prepare relevant teaching aids before entering the class

At the end of the Teaching Practice Cum Internship programme all the student teachers shall showcase the teaching aids prepared in both the methodologies and also **submit at least 5 teaching aids to the Principal of the concerned college.**

The candidates are expected to observe the demonstration lessons undertaken by the members of the staff of the college under normal conditions. In addition to this, they are expected to complete 5 micro lessons in each method before going for teaching practice.

Every candidate shall have to undergo an internship of one full month (30 working days) in a cooperating school as “Teaching Practice Cum Internship”. During this period the candidate shall be attached to a school and he shall have to undertake such

duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Head Master or any of the trained teachers in the school who are referred to here as “Supervising Teachers”. During the Teaching Practice Cum Internship period the concerned lecturers of the college of education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly. A certificate of satisfactory work by the Headmaster of the cooperating school shall be a prerequisite for the candidate to appear for the final practical examination.

Members of the staff of the College of Education will give demonstration lessons in the concerned subjects at the practicing schools under normal conditions as and when necessary, in addition to the demonstration lessons given at the beginning of practice lessons, for the guidance of student-teachers.

A candidate who has failed to pass in the practical examination of teaching a lesson, may be allowed to reappear in either of the subjects of his / her specialization taken previously under methods provided to him / her and in which he / she has completed practice lessons and internship to the satisfaction of their college authorities and to the Headmaster of the respective school. In case, the practice lessons and the internship are not satisfactory, the candidate shall appear for the subsequent examinations in the teaching of the examination lesson only after completing the internship and the practice lessons by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of satisfactory work in the supervised practice lessons and the internship.

The practical examination of teaching a lesson of each candidate will be conducted by a panel of at least two independent examiners – one internal and one external. The modalities of conducting examination are as specified in the examination reforms guidelines.

The college will have the discretion of not sending up candidates for the final examination, both in theory and practical in case their Practical Project / Record Work is not satisfactory and those candidates who fail in the University Practical Examination and in practical records also have to seek fresh admission in the subsequent year(s) to complete their Practical Project Work / Records.

Teaching Practice Cum Internship will be of 30 days duration and conducted in 2 (two) phases. In Phase I (6 days), the candidate is expected to complete 6 lessons (3 lessons in each method) and in Phase II (24 days) the candidate is expected to complete remaining 34 lessons (17 lessons in each method). During Phase II the candidate is expected to participate and undertake the activities assigned by H.M. of the school.

A detailed format of Teaching Practice Cum Internship may be worked out at College / University level

Evaluation

All the lessons taught by the student teachers shall be assessed by the school supervisors and marks will be awarded by Collecting the information related to the background, hard work and performance of the candidate from the concerned teachers handling methodology subjects.

Paper – XXIV (BSE – 24)

Teaching Practice Cum Internship Diary (TPID) Method I

(Total Number of Instructional Hours = 180)

Marks Allotted : 20

(This diary will be evaluated and marks will be awarded by the concerned Methodology Lecturer)

Objectives

The student teacher maintains a daily diary which helps to

1. assess the nature of activities initiated by the students
2. assess the effectiveness of the classes undertaken by them
3. assess the involvement of them during the teaching practice
4. assess the organizational capacity of them in conducting activities
5. assess the commitment of them in terms of punctuality, regularity and sincerity

Teaching Diary:

Date :

Day :

Classes / lessons taught :

Fore-Noon

After-Noon

Activity Taken up on the day

Fore-Noon

After-Noon

Remarks by the Head Master:

- | | |
|----------------|-------------------|
| 1. Punctuality | 4. Reporting Time |
| 2. Regularity | 5. Departure Time |
| 3. Sincerity | 6. Any other |

Signature of the Student

Signature of the Class
Teacher

Signature of the Head Master

Paper – XXV (BSE – 25)

Teaching Practice cum Internship Diary (TPID) Method II

(Total Number of Instructional Hours = 180)

Marks Allotted: 20

(This diary will be evaluated and marks will be awarded by the concerned Methodology Lecturer)

Objectives

The student teacher maintains a daily diary which helps to

1. assess the nature of activities initiated by the students
2. assess the effectiveness of the classes undertaken by them
3. assess the involvement of them during the teaching practice
4. assess the organizational capacity of them in conducting activities
5. assess the commitment of them in terms of punctuality, regularity and sincerity

Teaching Diary:

Date :

Day :

Classes / lessons taught :

Fore-Noon

After-Noon

Activity Taken up on the day

Fore-Noon

After-Noon

Remarks by the Head Master:

- | | |
|----------------|-------------------|
| 1. Punctuality | 4. Reporting Time |
| 2. Regularity | 5. Departure Time |
| 3. Sincerity | 6. Any other |

Signature of the Student

Signature of the Class
Teacher

Signature of the Head Master