Semester - I
PAPER-I (EDN-01)
Philosophical Perspectives of Education

<table>
<thead>
<tr>
<th>Theory</th>
<th>Credits: 4 +1</th>
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<tbody>
<tr>
<td>Internal Assessment: 30 Marks</td>
<td>Total marks: 100</td>
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<tr>
<td>External Assessment: 70</td>
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</tbody>
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Objectives:

The student teachers will be able to:

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

Content:

Unit-I: Examining the Epistemological Basis of Education:

2. Critical understanding of the difference between: knowledge and skill, teaching and training, knowledge and information, reason and belief,
4. Other kinds of knowledge emerged from various subjects- practical knowledge, community knowledge, intuitive or tacit knowledge.

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

1. Philosophical perspectives of learning- activity theory of learning, -Gandhi, Tagore
2. Discovery theory of learning-Dewey
3. Dialogue and theory of learning- Plato/Buber/Freire

Unit III: School and social progress

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

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

Unit-V –Professional ethics and humanization of education

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

Engagement:

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

5. Frank Thilly, “A History of Western Philosophy” Publisher H. Holt and Company (1914).
15. J.C.Aggarwal (2001), Basic Ideas in Education, Shipra Publications, New-Delhi
17. National Curriculum Framework, 2005
Semester - I  
PAPER-II (EDN-02)  

Psychology of Childhood and Adolescence

Theory

Internal Assessment: 30 Marks
External Assessment: 70

Total marks: 100

Credits: 4 +1

Objectives:

The student teachers will be able to:

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

Content:

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

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

Unit 2: Understanding differences in Learners: Childhood & Adolescence

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

Unit 3: Understanding Childhoods

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

Unit 4: Perspectives on learning

1. Learning as a process and an outcome
2. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles, Rules, Attitudes, Values and Skills

3. Pedagogic principles for organizing learning – Behaviouristic (Skinner), Cognitive (Piaget) and Humanistic (Maslow, Carl Rogers)

4. Constructivist approach in learning (Vygotsky)

5. Factors influencing learning – Hereditary, Environment and Pedagogic factors

Unit 5: Learning environment: Issues & Concerns

1. Individual vs. Group learning – study habits, self-learning, learning to learn skills

2. Teacher-centric and learner-centric environment and challenges

3. Collaborative learning and cooperative learning


5. Creativity on inclusive learning environment – individual autonomy, flexibility to address diverse needs

Mode of transaction:
Discussions, Seminars, presentations, Projects, field experiences, Cases studies, Explorations, Inquiry.

Engagement:

1. Students should visit children’s places to understand the home, social, cultural background and influence on the childhood and adolescence.


3. Observe child-rearing practices of children from diverse backgrounds

4. Observe parenting styles, learning styles and report.

5. Observe the dietary habits of children in different circumstances and Gender disparities.

6. Observe children living of difficult circumstances and report any one case and discuss and present in the classroom.

7. Interview Children & collect stories from them, their home/ family stories, parent’s stories, study habit related stories.

8. Observe various classrooms and the curriculum transaction and learning styles in children.


10. Collect the interests and likes of children of different age groups – 12 to 15 years.

11. Collect the daily routine of children and dietary habits in children.
12. Collect the views of children about television programmes, characters, stories – what they like? Why they like? What are their suggestions? What are the popular TV programmes?

13. What are the perception of children on Media, Cinemas, family, Parents, Teachers’ characters.

References:

Semester - I
PAPER - III (EDN- 03)
School Organization and Management

Theory
Credit:4

+ 1

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

Objectives

This course will enable the student teachers 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. realize the importance and goals of secondary education in India.
6. imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
7. get a holistic view of quality in education and the agencies concerned with quality assurance.
8. develop an understanding of population concepts and the multi-dimensional nature of population education.
9. understand the concept of environmental education and the role of school in the context of sustainable development.

Content:

Unit 1. Introduction to school organization and Management

1. Meaning and Definition, Scope of School Organization and management
2. Inter relationship between school management, administration and organization
3. Aims, objectives and functions of school management
4. Types and principles of school management
5. Schools under different managements
   i. Central Government schools a) Navodaya Vidyalayas b) Kendriya Vidyalayas c) Railway schools d) Sainik schools e) National Open Schools
   ii. State Government schools–a) Residential schools-TSSWRS;TSTWRS;TSBCWRS; TSRSS b) Day Scholar schools c) Open schools f) Municipal Schools
g) Local Schools – Zilla parishad & Mandal Parishad schools
iii. Private – Aided and unaided schools

Unit 2. School as an organization

1. Meaning, definition and functions of a school
2. Role of the headmaster as an academician and administrator
4. Recommendations of various committees on professional development of teachers
5. Action Research: Academic, Administration, Teacher & Classroom
Unit 3. Institutional planning

1. Characteristics of institutional planning
2. Management and Administrative elements of school
3. Management of Material & Human Resources
4. School plant – location, building classroom, furniture, Sanitation and other Essentials
5. School resources – a) Library b) laboratory c) Hostels
6. Mobilization of resources – grants in aid, school budget
7. School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative)

Unit 4. Universalization of Secondary Education

2. Current status and problems of secondary education with special reference to:
   1. Girl child education; Inclusive education; Vocationalisation of education
3. Right to Education Act 2009 – Role of School in its implementation
4. Policies and practices in teacher education
5. Equality in education – gender and marginalized groups.

Unit 5. Quality in Education

1. Quality – meaning and definition
2. Tools and techniques of quality control in education / institutional evaluation
3. Quality assurance in Education S.S.A. & RMSA, RUSA
4. Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council
5. National knowledge commission and University Education

Engagement:

1. Visit different types of schools & write a report on the Status of basic amenities available in schools and curriculum transaction in schools.
2. Write a small report on professional ethics & code of conduct observed among present teachers in schools & teacher education institutions.
3. Write a critical report on the teacher & student attendance in colleges of Education & provide some suggestions.
4. Prepare different time tables & critically observe the same in the school & write a report.
5. Collect the recommendations given by various commissions on professional development of teachers and critically view its implications.
6. What are the funds provided by various funding agencies? What are their contributions to the development of quality of higher education? Critically write a report.
7. Reflect on the research conducted by SSA. And write a report.
8. How do you think NAAC is ensuring external & internal quality at higher education?
References

15. www.censusindia.gov.in
16. www.naac-india.com
17. www.ncte-india.org
Objectives:

The student teachers will be able to:

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

Content:

1. **Nature and Scope of Mathematics**
   1. Mathematics: Meaning and Definition
   3. Scope of Mathematics
      i. Use of Mathematics in daily life
      ii. Difficulties in using mathematics
      iii. Unsolved problem in mathematics

2. **Mathematics and Society**
   1. Exploring mathematical language from children’s experiences
   2. Appreciating dialogue among peer-group
   3. Unfolding child's math abilities (Activities, Live Experiences, Tasks)

3. **Aims of Learning Mathematics**
   1. Aims of Learning Mathematics
   2. Knowledge and Understanding through Mathematics
   4. Imbibing the Values through Mathematics Teaching
   5. Development of Problem Solving Skills

4. **Learning objectives of Mathematics**
   1. Meaning of Learning Objectives, Is learning objectives external?
   2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl’s Taxonomy
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Mathematics

5. Pedagogical Shift in Mathematics

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

Engagement:

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

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

Objectives:

The student teachers will be able to:

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

Content:

Unit 1: Nature of science

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

Unit 2: Science and Society

1. Biological science and society
2. Biological science for environment, Biological science for health, Biological science for peace, Biological science for equity – Gender and Science, Science for Inclusion
3. Need and Significance of History of Science in teaching Science – Historical development perspective of science
5. Recent Advancement and Research in Biological Science
Unit 3. Aims of Learning Biological Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Biological Science Education to Physical Science and Social Environment, Technology and Society and Environment.
7. Imbibing the Values through Science Teaching, Feyman’s Perspective of Science values.
8. Development of Problem Solving Skills

Unit 4. Learning objectives of Biological science

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

Unit 5. Pedagogical Shift in Biological Science

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

4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development

5. Content-cum-methodology: Meaning, Concept & Nature

6. Steps to Content-cum-methodology

7. Steps to Pedagogical Analysis

8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.

2. New Discoveries & findings (Nobel Laureates, Stem Cells, Cancder cloning, HIV AIDS, Epidemics, Chicken Guinea, Dengue, Swine Flu, Ebola, Anthrax

3. Diagnosis & Preventive Measures of Epidemics

4. Medical Service, Government & NGO role

5. Planning and conducting awareness programmes/ Camps / Rallies.

6. Application of New technologies in the field of Biological Sciences – Collecting such examples & sharing.

7. List out the names of medicinal plants and their medicinal value

8. Participating in Eco-clubs in the practicing schools.

9. Hands-on-experience through Visits to botanical gardens and fields

10. Visits to scientific & research institutions – IICT, CCMB, NIN, ICRISAT, NACO AIDS – Write a report. Share with a peer group.

11. Plan for a biodiversity project in practicing school.

References


18. Teaching of Biological science, 2014, Telugu Academy, Hyderabad.
Theory

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

Objectives:

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

Content:

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

**Unit 2. Aims and Objectives of Learning Social Sciences**
1. Aims of Learning Social Science
2. Imbibing the Values through Social Science Teaching
3. Meaning of Learning Objectives
4. Developing Learning Objectives, Features of well-developed learning objectives
5. Anderson and Krathwohl’s Taxonomy
6. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
7. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
8. Learning Objectives in the Constructivist Perspective
9. Academic Standards in Social Sciences
Unit 3. School Curriculum and Resources in Social Sciences
1. Curriculum development Process
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCF-2005 and APSCF-2011 on Social Sciences Curriculum-National focus Group position paper on Social Sciences and State position paper (2011) on Social Sciences
6. Syllabus – Selection and Organization of Content in School Subject
7. Teacher as Curriculum Developer – Localized curriculum, Place for local knowledge resources for the curriculum.
9. People as Resource: Significance of Oral Data, Types of Primary and Secondary Sources; Data from field, Textual materials, Journals, magazines, Newspapers, Encyclopedia And Dictionaries
10. Dale's Cone of Experience- Using the Cone of Experience – Teaching aids & Digital Resources

Unit 4. Teaching-Learning of Geography - Space, Resources and Development
2. Teaching and Learning Major Themes and Key Concepts in Geography
3. Developing Skills in Geography
4. Teaching Strategies in Geography

Unit 5. Teaching-Learning of Economics – State, Market, and Development
2. Key Concepts in Economics
3. Classification of Economic system
4. Developmental Issues in Economics
5. Teaching- Learning Methods in Economics
6. Teaching-Learning Materials

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

Theory

Credits: 4 +1

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

Objectives:

The student teachers will be able to:

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

Content:

Unit 1. Nature of science

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

Unit 2. Science and Society

1. Physical science and society-
3. Need and Significance of History of science in teaching science – Historical development perspective of Science.

Unit 3. Aims of Learning Physical Science
1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
7. Imbibing the Values Through Science Teaching – Feyman’s Perspective of Science values
8. Development of Problem Solving Skills

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

Unit 5. Pedagogical Shift in Physical Science
1. Pedagogical Shift:
   a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
   b. Nature of Science
   c. Knowledge
   d. Learners, learning and teachers,
   e. Assessment
   f. Mathematics curriculum and scientific inquiry
   g. Scientific method to Mathematics as inquiry
2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

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

References

Semester – I

PAPER-V (a) (EDN-05)

Method I / II - Pedagogy of English

Theory

Credit: 4 + 1

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

Objectives:

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

Content:

Unit 1: Language around Us:

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

Unit 2. Development of English language in India

2. Status of English in India as a Second Language and as a Global language.
3. From Translation to Collaboration in Language learning
4. Language learning theories
5. Multilingualism in ELT

Unit 3. Phonetics of English

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

Unit 4. Vocabulary and Grammar in Context

1. Word Formation(Prefix, Suffix, Compounding)
3. Prescriptive Grammar, Descriptive Grammar, Pedagogical Grammar
4. Elements of a sentence
5. Classification of phrases and clauses based on structure and functions
6. Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)
7. Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, agreement)
8. Reported Speech
9. Degrees of Comparison
10. Figures of Speech

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

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

References:
4. Bose Kshanika: Teaching of English Modern Approach
10. English Language Teaching: Professional Journals for English Language Teaching
House, New Delhi.
New Delhi.
Should Know.
24. Sunwani, V.K, (2005): The English Language and Indian Culture
Semester – I

PAPER-V (a) (EDN-05)

Method I / II - Pedagogy of TELUGU

Theory

Credit: 4 +1

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

I. Method – Method I - Method II

II. Paper Title: Pedagogy of TELUGU

III. Theory: Credit: 4 +1

IV. Paper Title: Pedagogy of TELUGU

V. Theory: Credit: 4 +1

VI. Paper Title: Pedagogy of TELUGU

- PAPER-V (a) (EDN-05)
PART - A

1) 3 కచ్చితంగా ఈయా పాట కారకం కొనియుడా ప్రబడించాదు. అలాగే వినియోగం నిపుణుడు పాటంలోని విషయాలను పిలువాలను - ఈయా పాట పదాలు నిషేధించకుండా.

2) ప్రతి/ ప్రతితరి. పాట ప్రదర్శనం అంచే ఒకరే కంపైన్ రుండి పాట లాభం చెందింది.

ప్రతి నిషేధం కంపైన్ - పాట లాభం కోసం మనం ముందుకు వచ్చారు. ప్రతి నిషేధం తనున్నపైన చెప్పించారు. మనం ప్రతి నిషేధం మీకి మనం ప్రతి నిషేధం తెలుసు.

3) పాట ప్రదర్శనం కారకం / పాట మనం మనం ఈయా నిషేధం నిషేధం? అను అగియితే నిషేధం ఉండవచ్చును ప్రతి నిషేధం?

4) 2 1/2 కచ్చితంగా ప్రదర్శన 3 కచ్చితంగా పాట కారకం కొనియుడా ప్రబడించాదు. అలాగే ప్రదర్శన / ప్రదర్శన నిషేధం కంపైన్?

ప్రతి నిషేధం తనున్నపైన ప్రదర్శనను నిషేధం చెందారు.

5) 6 కచ్చితంగా 10 సంఖ్యలు నిషేధాబింధులు నిషేధం అను వినియోగం కొనియుడా ప్రబడించాదు. అనియతే హెచ్చరించడానికి ప్రదర్శనం కంపైన్. మనం అను నిషేధం లో పాట ప్రదర్శనాన్ని కొనియుడా ప్రబడించాడు.

ప్రతి నిషేధం నిషేధం ఉండవచ్చు. అందువలె అను నిషేధం దీనిని పరిగణించడానికి ప్రదర్శనం నిషేధం కంపైన్.
1) మాధ్యమిక పాఠానికులు - పత్రికలు
2) Power Point Presentation - పత్రికలు
3) సంస్థ సాంస్కృతిక చారిత్రలు - పత్రికలు
4) పత్రికలు
5) శ్రేవ్వారణ (Workshops)
6) ఆధునిక చారిత్రలు - పత్రికలు
7) పత్రికలు - పత్రికలు
8) సంస్థ సాంస్కృతిక చారిత్రలు (Group Teaching)
9) పత్రికలు - పత్రికలు
10) బంధుత్వానికి మాధ్యమిక పాఠానికులు - పత్రికలు
11) ICT సాంస్కృతిక పన్నలు
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<td>2.</td>
<td>U. K. Singh &amp; K N. Sudarshan</td>
<td>Language Education D.P.H. Publisher</td>
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<td>3.</td>
<td>Dr. Santhosh Areekudzhigil</td>
<td>Instructional Approaches Neelkamal Publication (HW)</td>
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<td>8.</td>
<td>Cameron, L (2001)</td>
<td>Teaching Languages to Young Learners</td>
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Semester - I

PAPER-VI (EDN-06)  EPC 1

Self Development (Communicative English, Life Skills & Yoga)

Practicum

Credit: 2

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

Objectives:

The student teachers will be able to:

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

Content

Unit 1: Yoga and Self development

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

Unit 2: Communicative English

1. Conversation Skills:
   Listening :to practice listening; Listening to Radio; audio lectures; News,
   Exercises: discussions, Radio interviews and so on.

2. Speaking: Events & situations
   Exercises: Speaking topics related to: home; school; college; classroom; market; shopping mall; restaurant and so on. Friends & employee of the company;
   Describing pictures; mobiles; pollution; politics; quality of education; and so on.
   Narrating an event.
   Story-telling; debates / elocution on given topics.
   One minute speaking instantly on a topic.
   Conversation, dialogue, role play; Drama and so on.

3. Reading: Newspaper articles; advertisements related to recruitment; admission / entrance notifications; stories, education related articles, fiction, novels and so on.
   Books; reading passages; reading dictionary; playing vocabulary games; Scramble;
   Exploring websites and collecting relevant information; reading mails.
4. **Writing**: Sending e-mails; posting on face book & whatsapp; writing resume online & offline to schools, colleges & other organizations.
   Writing about family; selected small themes.

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

**Unit 3: Life Skills**

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

Mode of transaction:

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

Engagement:

1. Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
2. They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody. Likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
3. Each student has to learn yoga asana, pranayama, meditation through practice after experts demonstration and training in a one week workshop. All the students should practice everyday & share their experiences & benefits / insights.
4. Each student has to participate and conduct activities in group covering all the life skills and understand the importance life skill in creating a happy and peaceful life without any conflicts. After each activity, they should reflect on their experiences.
5. Various incidences, classroom, hostel, library, play field, laboratory, etc. should be created & a conversation on the theme should be conducted.
6. Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district.
### Format for Reporting the Life Skills activities

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Activity undertaken</th>
<th>Individual/Group</th>
<th>Skills identified</th>
<th>Your role in it</th>
<th>Learning outcomes</th>
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</table>

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

References:

3. www.lifeskillsed.com/
4. Coveys – 7 habits of most successful people
5. Coveys – 8th habit of most successful people
6. UNESCO – Module on life skills
7. WHO – Module on life skills
8. CBSE – Module on life skills
10. Chatterjee Tulsidas (1970), Sri Aurobindo’s Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.
11. Haridas Chaudhri (1965), Integral Yoga, the concept of Harmonious & Creative living, George Allen & Onwin Ltd. London.
EDN 06 – Self Development

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

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

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

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

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

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

Paper VII – ( EDN – 07 a & b)

Internship – 20 weeks – 120 days in 4 Phases

B.Ed. School Internship program - 20 weeks

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<tr>
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<th>Phase</th>
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<td>Fifteen days</td>
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<table>
<thead>
<tr>
<th>Semester –III Internship Phase - III Eleven Weeks – (11)</th>
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<tbody>
<tr>
<td>Eleven weeks</td>
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<tr>
<td>Activity</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Acquainting with school and making school map -resources mapping and</td>
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<tr>
<td>Preparing a data base of school children with basic details and preparing</td>
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<tr>
<td>Visiting children’s homes-motivating parents</td>
</tr>
<tr>
<td>Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs</td>
</tr>
<tr>
<td>Rallies, camps, clubs activities</td>
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<tr>
<td>Recording all activities with reflection-recording in reflective journal</td>
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<tr>
<td>Organizing teaching aids ,science, social science ,language exhibitions,</td>
</tr>
<tr>
<td>A wall may be reserved for each club and display activities regularly in</td>
</tr>
<tr>
<td><strong>Student teachers are not a burden, they are resource</strong> to a school-</td>
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<tr>
<td>Semester- IV- Internship Phase - IV  Four weeks (4)</td>
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<tr>
<td>Eighteen days</td>
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<tr>
<td>Planning all types of surveys, clubs and forums, rallies, campaigns -</td>
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<tr>
<td>19th to 23rd day</td>
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<tr>
<td>Finalization of community experience-based Report</td>
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<tr>
<td>Finalization of reflective journal and e-portfolio-assessment, CCE</td>
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<td>24th Day</td>
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</table>
Every student teacher has to observe 5 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

### Proforma of Evaluation

<table>
<thead>
<tr>
<th>Name of the Teacher:</th>
<th>Name of the School:</th>
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<tbody>
<tr>
<td>Subject:</td>
<td>Class:</td>
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<td>Medium:</td>
<td>Period:</td>
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<td>Date:</td>
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<thead>
<tr>
<th>S.No.</th>
<th>Aspects</th>
<th>Criteria</th>
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<tbody>
<tr>
<td></td>
<td>I. Period plan &amp; Preparation</td>
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<td></td>
<td>Statement of Academic standards</td>
<td>• Appropriateness</td>
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<td>• Attainability</td>
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<td></td>
<td>• Clarity</td>
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<td>Marks awarded out of 5</td>
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<td>Selection of topic</td>
<td>• Adequacy</td>
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<td>• Organization</td>
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<td>• Accuracy</td>
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<td>• Richness (Depth)</td>
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<td>Selection of activity</td>
<td>• Appropriateness</td>
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<td>• Adequacy</td>
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<td>• Effectiveness</td>
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<td>• Originality (Novelty)</td>
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<td>• Variety</td>
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<td>Teaching aids</td>
<td>• Appropriateness</td>
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<td></td>
<td></td>
<td>• Innovation (Originality)</td>
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<td>Previous knowledge</td>
<td>• Relevance</td>
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<td>• Sufficiency</td>
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<td>Output procedure</td>
<td>• Structuring</td>
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<td>• Accuracy</td>
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<td>• Brevity</td>
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<td>Evaluation</td>
<td>• Suitability of the tool</td>
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<td>• Continuity sequence</td>
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<td>• Comprehensiveness</td>
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<td>II. Execution</td>
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<td>Subject competence Teacher</td>
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<td>behavior)</td>
<td>• Relevance to the need of the situation</td>
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<td></td>
<td>• Richness (Depth)</td>
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<td></td>
<td>Communication</td>
<td>• Expression</td>
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<td>• Speech</td>
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<td>• Voice (Modulation,</td>
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Marks awarded out of 5

Marks awarded out of 10

Marks awarded out of 10
### Questions & Answers

#### Questions (Teacher behavior)
- Simple
- Precise
- Relevant
- Thought provoking
- Distribution

#### Answers
- Effective dealing with pupils answers

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### Class management
- Interaction
- Cooperativeness
- Handling of pupils
- Sympathy
- Budgeting of time

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### Participation of students
- Active
- Minimum
- Passive
- Suitable to situation

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### Use of aids
- Handling
- Effectiveness

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### Teacher
- Appearance
- Movements
- Manners

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

**Signature of the Teacher Educator**

### Reflect and Narrate your Experiences

1. What did I observe the best in the Teacher?
2. What do I want Teacher to continue?
3. What do I feel needs to be changed in teaching in the classroom?
4. How do children enjoy teaching in a classroom?
5. What did I learn from the classroom teaching?
6. How do I want to teach?
7. Am I capable of teaching now?
8. What to do, if I need to teach effectively?
9. What are the issues which I need to attend to teach effectively?
10. Am I confident to teach? How do I plan to teach effectively?
Semester – II
PAPER- VIII (EDN- 08)
Assessment for Learning

Theory

Credit: 4 + 1

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

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

Content

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

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

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

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

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

Mode of transaction:
Discussion, lecture, field experience, debates, seminars, projects

Engagement:

1. Critical review of current evaluation practices and their assumptions about learning and development;
2. Explore alternative modes of certification.
3. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders
4. Entrance tests and their influence on students and school system.
6. Critically review the Examination reform efforts in India based on various commissions and committees.

References:


Sociological Perspectives of Education

**Objectives**

The student teachers will be able to:

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

**Content:**

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

1. Introduction to Sociology
3. Relationship between sociology and education.

**UNIT- 2 Social Processes of Education 15 Hours**

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

**UNIT – 3 Social Change and Education 15 Hours**

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

UNIT- 4 Equalization of educational opportunities 15 Hours
1. Equality: Concept of equality, Constitutional provisions for equality
2. Equalization of educational opportunities among SC, ST, Girls and the differently Abled.
3. Equity: Measures taken by Central and State Government in the Equalization of Educational opportunities

UNIT – 5: Contemporary issues in education 20 hours
1. Economics of Education:
   a. Meaning & scope;
   b. Education as Human Capital; and
   c. Education – Human Resource Development
2. National and Emotional integration:
   a. concept and meaning;
   b. Role of school in promoting National Integration
3. International understanding:
   a. concept and meaning;
   b. Role of teacher and school in International understanding
4. Peace education:
   c. Concept, meaning and nature;
   d. Role of school in promoting peace Education
5. Liberalization, Privatization and Globalization in Education

Engagement

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

Theory

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

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

Content:

Unit 6. School Curriculum in Mathematics
1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Trends of Mathematics Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook
7. Print Resources- Textbooks, Popular Mathematics book, Journals and magazines
8. Dale’s Cone of Experience- Using the Cone of Experience

Unit 7. Approaches and Strategies for Learning Mathematics
1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Mathematics - Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies

4. Constructivist Approach – State developed Model of Teaching Mathematics Strategies

5. 5 E Learning Model

6. Collaborative Learning Approach (CLA) – Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitations of collaborative learning approach

7. Problem Solving Approach (PSA) – Steps in problem solving approach, Teacher’s role in problem solving approach, Problem solving approach: an example

8. Concept Mapping – Phases of the concept mapping, Uses of concept maps

9. Experiential Learning - Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment

2. Using Community Resources - Bringing community to the class, Taking class to the community: Field visit

3. Pooling of Learning Resources

4. Improvisation of Apparatus

5. Mathematics Kits

6. Laboratory as a Learning Resource - Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work

7. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of Mathematics

1. Why Planning Teaching-Learning?

2. Planning - An Example: Annual Plan, Unit Plan, Lesson Plan, Period plan

3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)


5. Elements of a Mathematics Lesson - Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them; Introduction, Presentation/Development, Assessment: Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment; Extended learning/assignment

6. Making Groups-Why group learning? Facilitating formation of groups

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

Unit 10. Tools and Techniques of Assessment for Learning: Mathematics
1. Test, Examination, Measurement, Assessment and Evaluation
3. Assessment Framework, (A) Purpose of assessment
   (B) Learning Indicators (LI) , (B).(1) Types of indicators, (B).(2) Illustrations: Learning Indicators (LI), (i) Assessment of activity, (ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
   (C) Tools and Techniques of Assessment, (C).(1) Written test, (C).(2) Project work, (C).(3) Field trips and field diary, (C).(4) Laboratory work, (C).(5) Interview/Oral test, (C).(6) Journal writing, (C).(7) Concept mapping,
   (D) Recording and Reporting, (D).(1) Measurement of students’ achievements, (D).(2) What is grading system? (D).(3) Measurement of process skills, (D).(4) Measurement of attitudes, (D).(5) Portfolio: Its role in evaluating students’ performance,
   (E) Reflecting Process, (E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

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

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

Objectives:

The student teachers will be able to:

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

Content:

Unit 6. Approaches and Strategies for Learning Social Sciences

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

Unit 7. Teaching-Learning of History

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

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

1. What is Politics?
2. Constitutional vision for a Democratic India; The Working of the Government
3. Society and Political Processes
4. Teaching-Learning Strategies
5. Teaching-Learning Materials
Unit 9. Community Resources and Social Sciences Laboratory

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

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

1. Test, Examination, Measurement, Assessment and Evaluation
4. Assessment of Learning of Students With Special Needs

Engagement:

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

References
Method I / II - Pedagogy of Biological Sciences

Theory

Credits: 4 + 1

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

Objectives:

The student teachers will be able to:

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

Content:

Unit 6. School Curriculum in Biological Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Trends of Science Curriculum / Syllabus
7. Print Resources- Textbooks, Popular science books, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience

Unit 7. Approaches and Strategies for Learning Biological Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. 7.3 Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
5. **5 E Learning Model**

6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach

7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher’s role in problem solving approach, Problem solving approach: an example

8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

9. Experiential Learning- Abilities of an experiential learner

**Unit 8. Community Resources and Laboratory**

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

**Unit 9. Planning for Teaching-learning of Biological science**

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of Biological science (Structure and Function, molecular aspects, interaction between living and non-living, biodiversity, etc)
5. Elements of a Biological Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Biological Science
9. Planning ICT Applications
Unit 10. Tools and Techniques of Assessment for Learning: Biological Sciences

1. Test, Examination, Measurement, Assessment and Evaluation


3. Assessment Framework, (A) Purpose of assessment
   (B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,
   (D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,
   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process

4. Assessment of Learning of Students With Special Needs

Engagement:

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

References

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

Objectives:

The student teachers will be able to:

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

Content:

Unit 6. School Curriculum in Physical Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Trends of Science Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the textbook.
7. Print Resources- Textbooks, Popular science book, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience

Unit 7. Approaches and Strategies for Learning Physical Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
5. **5 E Learning Model**

6. Collaborative Learning Approach (CLA)- Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach

7. **Problem Solving Approach (PSA)**- Steps in problem solving approach, Teacher’s role in problem solving approach, Problem solving approach: an example

8. **Concept Mapping**- Phases of the concept mapping, Uses of concept maps

9. **Experiential Learning**- Abilities of an experiential learner

**Unit 8. Community Resources and Laboratory**

1. Learning Resources from Immediate Environment (Natural pH indicators, Soaps and detergents, Baking soda, Washing soda, Common salt, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one form of energy to other, Propagation of waves in Solid, Liquid and Gas)

2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit

3. Pooling of Learning Resources

4. Improvisation of Apparatus

5. Some Inexpensive Sources of Chemicals

6. Science Kits

7. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories, Chemistry laboratory, Physics laboratory

8. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

**Unit 9. Planning for Teaching-learning of physical science**

1. Why Planning Teaching-Learning?

2. Planning - An Example: Annual Plan, Lesson Plan, Period plan

3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)


5. Elements of a Physical Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Physical Science
9. Planning ICT Applications

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

1. Test, Examination, Measurement, Assessment and Evaluation
3. Assessment Framework, (A) Purpose of assessment
   (B) Learning Indicators (LI), (B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
   (C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,
   (D) Recording and Reporting,(D).(1) Measurement of students’ achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students’ performance,
   (E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

**Engagement:**

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

11. [http://www.nobel.se/physics/laurates.html](http://www.nobel.se/physics/laurates.html)
Method I / II - Pedagogy of English

Theory  Credit: 4 + 1

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

Objectives:

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

Content:

Unit 6. Approaches, Methods and Techniques of Teaching English

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

Unit 7. Planning the Classroom Transaction

1. Academic standards, Competencies, and Discourses.
2. Annual Plan, Lesson Plan, Period plan in Teaching English,
3. Developing Teaching Learning Material
4. Micro Teaching: concept, phases, Plans for in Microteaching
5. Developing Period Plan for the Lesson (Face sheet, Pre-Reading, Reading, Post-Reading, written Discourse, Grammar, Vocabulary, Study-skills,)
6. Guiding Project Work, and reporting
7. Study Skills - Note Making and Note Taking, using SQ3R and Graphic Organizers
8. Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia
9. Use of library as knowledge center
10. Information Communication Technology in English Language Teaching

Unit 8. Professional Growth of English teacher

1. Concept of Teacher development: And its need
2. Qualities of an English Teacher
3. Concept of Self-development as an English Teacher
4. NCFTE Recommendations for Professional growth and competence
5. Self appraisal of the teacher
Unit 9. Curriculum development
1. Curriculum and Syllabus
2. Curriculum Design - Principles of Curriculum Construction
4. Syllabus designing and Text book development process
5. Reviewing Present English text books

Unit 10. Evaluation
1. The concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative
2. Linking Evaluation with the concept of CCE
3. Meaning and significance of CCE in English.
4. Preparation CCE Record, Blue Print of a Question Paper
5. Analysis and Interpretation of Test Scores
6. Identifying learning difficulties and dealing with language Difficulties of the learner

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

References:
15. M.L.Tikoo: Teaching of English
16. Modern English Language Teaching – Journal Geeta Nagaraj
23. Sunwani, V.K, (2005): The English Language and Indian Culture
27. www.omniglot.com/links/english.html
28. www.eslcafe.com
29. www.englishclub.com
30. www.abcya.com
31. www.Easyworldofenglish.com
32. www.fluentu.com
Internal Assessment: 30 Marks
External Assessment: 70
Total marks: 100

Objectives:

VI. 4th - 5th and 6th years of Primary education:

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.

VI. 4th - 5th and 6th years of Primary education:

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.

VII. 4th - 5th and 6th years of Primary education:

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.

VII. 4th - 5th and 6th years of Primary education:

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.

VIII. 4th - 5th and 6th years of Primary education:

• Study the evolution of Telugu education. - Illustrate the evolution of Telugu education.

• Prepare a project on the evolution of Telugu education. - Prepare a project on the evolution of Telugu education.

• Prepare a presentation on the evolution of Telugu education. - Prepare a presentation on the evolution of Telugu education.
IX. ადამიანის უფლების ზომიერობა - ქართველი:

1. მოქმედება უფლების ზომიერობა: თუ რომლის მოქმედი უფლება გამოიყენება, ისინი უფლებამ უნარებს, რომ მოქმედობის ზომიერობა იზრდება. თუ მოქმედება უფლების ზომიერობა არ უნარებს, ის უფლებამ ზომიერობა შეუძლია.

2. სხვა განსხვავებულ მასში ნაწილი სხვადასხვა.

X. რეჟიმი - რ.ს. რ.

1. ვინდულთა მოქმედება დალაგა იმით, რომ შეიძლება ამავე მოქმედობა, რომლის ზომიერობა პოტენციურ შემთხვევაში არ უნარებს.

2. გარე მასში ამალი არის, რომ მოქმედება ცნობილ ქვეყანაში ერთმანეთის შავში უნარებს.

XI. ახალგაზრდა შექმნილობა არჩევები:

1. უფლებების ზომიერობა ქვეყანა - უფლებების ზომიერობა - ქვეყანა - უფლება.

2. სხვა სახის უფლება არ უფლება.

3. ბოლოს შექმნილობა - ქვეყანა შექმნილობა - უფლებების ზომიერობა - ქვეყანა შექმნილობა.

4. შექმნილობა არჩევით - ქვეყანა შექმნილობა ქვეყანა შექმნილობა ქვეყანა შექმნილობა - ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა - ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყნა შექმნილობა ქვეყანა შექმნილობა ქვეყ{n}a შექმნილობა ქვეყანა შექმნილობა ქვეყანა შექმნილობა ქვეყαნა შექმნილობა ქვეყ{n}a შექმნილობა ქვეყaნa შექმნილობა ქვეყaნa შექმნილობა ქვეყaნa შექმნილობა ქვეყaნa შექმნილობa ქვეყaნa შექმნილობa ქვეყaნa შექმন}
Semester I, II, III & IV

Paper VII – (EDN – 07 b)

Practicum

Credit: 4

Internal Assessment: 30 Marks
External Assessment: 70

Total marks: 150

Evaluation:

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

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

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

<table>
<thead>
<tr>
<th>S.no.</th>
<th>week/month/year</th>
<th>Activities</th>
<th>Reflections</th>
<th>Future promise to act/revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week/month/2015</td>
<td>Assembly/period plan/rally etc.</td>
<td>A feeling of satisfaction. Am I cheating myself/escaping from work</td>
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<td>20</td>
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</tbody>
</table>

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

II. Electronic Portfolio Assessment – 25 marks

All the students should compile the works done during internship program all trough 120 days. What is that I liked the most, to say it is the excellent work I could perform and also some things to share with everybody? These things for instance a student must have prepared a good teaching aid, drama, observation, assembly activity, a rally, pictures or
work done displayed in the school. Students should capture all the images electronically and create a digital e-portfolio to visualize the real field realities to understand the interwoven aesthetics hidden in the works done. It shows the creativity & ingenuity of the students and ingenuity of the student's and their presence. All the excerpts they think good and their peer group feel it is well done such of the works can also be placed in the portfolio. Also student should show other works in a separate folder for the consumption of faculty to adjudicate the best from their point of view.

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

Resources for creating effective teaching portfolios:

a. PDF documents – Electronic version of the documents are prepared on the Adobe acrobat software which is easy to store and share them with others.

b. Databases – Tracking students' work is possible with FileMaker Pro. With this database, teacher can catalogue work and produce profiles across group of students.

c. Multimedia authoring software – Hyper Studio is one of the early software while many teachers use advanced ones such as MS PowerPoint, Macromedia Director or eZedia’s eZediaQTI.

d. Videos – Generally the videos in digital form have great flexibility and provide interactive elements displaying the elements of the portfolio.

e. Websites – Sharing the portfolios easily is possible when they are placed on the internet as they have audio and video presentations. These are available on the website – http://electronicportfolios.com/portfolios/bookmarks.html#vendors.

f. Ready-made software packages – My ePortfolio is available Learning Quest while Learner profile can be accessed on Sunburst websites which are of database nature to build the portfolios with fields to attach files of written or video products.

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

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

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

ii. Creating the structure: Different sections of the portfolio are presented on the medium by choosing the PowerPoint or other software. Students can design the sequence of their e-portfolio as per their work and quality of their work and the aspects they would like to present from the beginning to the end. Any unique experiences students want to highlight, such as lesson
Plans, aids, reflections, children's' responses, teacher appreciation, classroom presentations, learning, and so on can form a part of their e-portfolios.

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

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

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

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

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

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

![Figure 1: Creation and use of Electronic Teaching Portfolio](image)

Figure .1: Creation and use of Electronic Teaching Portfolio
III. CCE Record - 25 marks
- Details of CCE
- Details of Formative Assessment
- Details of Assessment
- Weightage Tables (Competency wise, Difficulty level, Types of Questions etc.)
- Question Paper Details
- Question Paper

A. Formative Assessment

<table>
<thead>
<tr>
<th>Name of the Child</th>
<th>Written Works</th>
<th>Project Works</th>
<th>Slip Test</th>
<th>Total</th>
<th>Grade</th>
</tr>
</thead>
</table>

- Scoring Sheet/Recording Format

B. Summative Assessment

<table>
<thead>
<tr>
<th>Name of the Child</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>Total</th>
<th>Grade</th>
</tr>
</thead>
</table>

C. Final Result

<table>
<thead>
<tr>
<th>Name of the Child</th>
<th>Formative</th>
<th>Summative</th>
<th>Total</th>
<th>Grade</th>
</tr>
</thead>
</table>

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

CONTINUOUS COMPREHENSIVE EVALUATION

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Academic Standard</th>
<th>Essay type</th>
<th>Short Answer</th>
<th>Very Short Answer</th>
<th>Objective Type</th>
<th>Weightage percentage</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conceptual Understanding</td>
<td>2q (10m) T: 20m</td>
<td>2q(5m) T: 10m</td>
<td>5q(1m) T: 5m</td>
<td>10q(1/2m) T: 5m</td>
<td>40%</td>
<td>40m</td>
</tr>
<tr>
<td>2.</td>
<td>Reading the Text, understanding</td>
<td>1q, (10m) T:10m</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>10m</td>
</tr>
<tr>
<td>3.</td>
<td>Information skills</td>
<td>1q(10m) T:10m</td>
<td>1q(5m) T:5m</td>
<td></td>
<td></td>
<td>15%</td>
<td>15m</td>
</tr>
<tr>
<td>4.</td>
<td>Responding on social issues and</td>
<td>1q(10m) T:10m</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>10m</td>
</tr>
<tr>
<td>5.</td>
<td>Mapping skills</td>
<td>1q(10m) Drawing and</td>
<td>5q(1m) T:5m</td>
<td></td>
<td></td>
<td>15%</td>
<td>15m</td>
</tr>
<tr>
<td>6.</td>
<td>Appreciation and Sensitivity</td>
<td>1q(10m) T:10m</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>10m</td>
</tr>
</tbody>
</table>

Total: 100m

Grading:

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

IV. Community Based Activity / Programme - 25 marks

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

Format:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Activity / Programmes undertaken</th>
<th>Group / Individual</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a narrative about each activity / Programme listed above.

1. Planning the activity / programme
2. Organization of the activity / programme
3. Conducting the activity / programme – process / procedure
4. Narrate along with your experiences, feelings and reflections.
Note:
1. Add photographs and related material wherever necessary
2. At least one individual and one group activity should be undertaken by every student.
3. There is no restriction to number of activities.

V. Action Research - 25 marks

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

Format:

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

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

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

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Role played by each member</th>
<th>Learning outcome</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
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<td></td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td></td>
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</tr>
</tbody>
</table>

Prepare minutes of the meeting and circulate to the members.
Microteaching & Reflective Teaching

Semester – II

Paper – IX / X (Paper 09 / 10)

Microteaching (Method I / II)

Practicum

Credit: 2

Internal Assessment: 25 + 25 Marks

Total marks: 50

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

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

1. Lesson Plan Format
2. Microteaching Preparation Form
3. Teaching Evaluation Form – Teacher Educator
4. Microteaching Evaluation Form – Peer observers / Student teachers
5. Microteaching Self – Analysis Form – Practicing Student teacher
   Marks / Grades are awarded on the basis of the proformas 3, 4 & 5.
6. Learner Satisfaction Form.
Teacher: __________________________ Date:
Course Title: ________________________
Topic: ______________________________
Instructional objective(s): ________________

Focusing activity:

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructional Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
</tr>
</tbody>
</table>

Closure:

Evaluation procedure:

Instructional materials:

Notes and comments:
MICROTEACHING PREPARATION FORM  Format - 2

Name of the teacher: ___________ Date: ___________

Course Title: _____________________________________

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

1. Concept to teach: ________________________________

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

3. Specific instructional objective(s): ___________________

4. Focusing activity:

5. Instructional procedure:

6. Closure:

7. Audiovisual materials and equipment needed:

8. Notes and comments:
# TEACHING EVALUATION FORM

**Format - 3**

Teacher: ____________________ Date: _____

Subject: __________ ____________ Tape No.: __

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

## Organization of Lesson

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject-matter knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Lesson Presentation

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speech quality and delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience involvement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Verbal behaviors</td>
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<td></td>
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<tr>
<td>Nonverbal behaviors</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Use of questions and questioning techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions and pacing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of reinforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of aids and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

103 | Page
Name of the teacher: ______________ Date: 

Subject: ___________________________ Tape No.: 

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

**Organization of Lesson**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 0</td>
<td>Lesson preparation</td>
</tr>
<tr>
<td>5 4 3 2 1 0</td>
<td>Focusing activity</td>
</tr>
<tr>
<td>5 4 3 2 1 0</td>
<td>First skill/Behavior</td>
</tr>
<tr>
<td>5 4 3 2 1 0</td>
<td>Second skill/Behavior</td>
</tr>
<tr>
<td>5 4 3 2 1 0</td>
<td>Closure</td>
</tr>
<tr>
<td>5 4 3 2 1 0</td>
<td>Subject-matter knowledge</td>
</tr>
</tbody>
</table>

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

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

   Teacher talk: ________________________

   Student talk: ________________________

   Silence or confusion: __________________

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

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

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

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

3. Questions. Record the number of questions asked:

   Convergent: ________________________________
Divergent: _________________________________

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

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

6. Reinforcement. Record the number of times reinforcement is used:
   - Verbal Reinforcement: _________________________________
   - Nonverbal Reinforcement: ________________________________

7. Sensory channels. Record the number of times students are required to change sensory channels:
LEARNER SATISFACTION FORM  Format - 6

Teacher: _______________________  Date:  ______________________

Subject: ________________________  Tape No.: _______________________

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

   Very satisfied  Satisfied  Very unsatisfied

   < ............ , ............ , ............ , ............ , ............ , ............ >

2. What would have increased your satisfaction?
The objective of reflective teaching is to equip and empower the student teachers with the skills, competencies required to handle a real classroom. Period plan is prepared with all the required procedures and practiced before their peers and teacher educators. Peer group act as students and also give feedback. Student teachers will develop clear understanding & competencies to transact curriculum in a desirable procedure by practicing in a simulated situation.

Each student teacher has to teach 2 sessions of 20 minutes duration of each session. It is a peer group teaching. Each session focuses on whole teaching behaviours.

The format of lessons for Reflective Teaching is similar to the Period plan used in the school. Formats are given below:

1. Period Plan
2. Teaching Evaluation Form – Teacher Educator
3. Teaching Evaluation Form – Peer observers / Student teachers
4. Teaching Self – Analysis Form – Practicing Student teacher

Marks / Grades are awarded on the basis of pro formas 2, 3 & 4 from Microteaching.

**Period Plan - Format (For all Subjects) - Format - 1**

I. Name of the Lesson : 
II. No. of the Period ... Duration / Time : 
III. Teaching Item/ Topic/ Sub Topic : 
IV. Expected Learning Out comes/ Competencies : 1. 2. 3. 
V. Teaching Learning Strategies 
   Steps Teacher Activity Black Board Work TLM 
VI. Evaluation
Semester – II, III & IV

PAPER-XI (EDN-11)   EPC 2
ICT Mediation in Teaching Learning

Practicum

Credit: 2

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

Objectives:

The student teachers will be able to:

1. Develop the competencies defined in national policy on ICT
2. Understand the capacities to handle today’s and tomorrow’s technologies.
3. Utilize ICT tools, software applications and digital resources
4. Integrate ICT into teaching-learning process
5. Participate in activities of teacher networks

Content:

Unit 1: Conceptual Framework for ICT Mediation in teaching learning 12 Hours

1. Objectives of ICT mediation in teaching – learning
2. Underlying principles guiding ICT mediation in teaching – learning
3. Constructivist possibilities for student teachers
4. Policy on ICT mediation in teaching – learning
5. Competencies defined in the National Policy on ICT in School Education – Basic, Intermediate & Advanced
6. Capacities to handle today’s and tomorrow’s technologies –
   i. Connecting with the world
   ii. Connecting with each other
   iii. Creating with ICT
   iv. Interacting with ICT
   v. Possibilities in Education
   vi. Reaching out and Bridging Divides

Unit 2: Organizing Learning through ICT 36 Hours

1. Accessing the Web; Familiarity with the ICT environment; Working with data; e-mail and web based forums.
2. Internet as a Learning Resource – Documenting different types of websites to show possibilities for personal learning; Web based learning objects, simulations & Tutorials; Participating in forums for identifying learning resources, teaching-learning ideas; Software applications and tools as and for using teaching learning resources; Evaluating internet resources in terms of relevance, ease of use and context.
3. Digital story telling; Combining media to tell a story – scripting; Creating photo essays and video documentation as a source of information and a learning process.

4. Data analysis – Look at data, read, and make meaning; Graphs; Exploring sources of data, Evaluation of Data; Communicating data and data analysis.

5. Framework for creation of learning resources – Concept mapping; Developing a topic for a classroom; learning outcomes; Activity based learning.

Unit 3: ICT for Teaching – Learning

1. Curriculum analysis to determine content (what do I need to teach and what do I need to know); Determine the resources for teaching-learning; Determine appropriate ICT infusion and design a learning plan for a given topic: Identify and add metadata for ICT resources that can be used.

2. Exploring ICT for teaching-learning, curriculum analysis to determine methods of transacting (how do I teach it); Using appropriate hardware (CD / DVD, projectors, Interactive white boards and so on); Classroom organization for ICT infused lessons (teacher led instruction, self-learning and group activities)


5. Online communities – analyzing interactions; Sharing thoughts and ideas – blogs, forums and mailing lists; Collaborative creations – online documents & wiki as collective.

6. Role of ICT in educational administration and management – role of information management, process and tools; creating databases for educational administration.

7. First generation ICT models – technology driven; Second generation ICT models – Pedagogy driven.

References

8. Intel Teach to the Future - Pre-Service Binder – Version 2.0
EDN 12 – ICT Mediation in Teaching Learning

Time: 1½ hours  Practical Examination  Max. Marks: 35

I. Each student should place the following from the works done in EPC 2 in an e-portfolio for assessment (Internal assessment enhanced work) for 15 marks:

1. Create an e-mail id and create a group and a blog.
2. Five digital lessons in each methodology – 5 +5.
3. Database of school allotted to the student using MS Access.
4. Preparing timetables of the school
5. Select and download 5 YouTube lectures related to the methodologies.

II. The above work should be enhanced by the students to present before the jury for assessment for 15 marks.

a. Preparation of one digital lesson - 10 marks.

b. Internet Resources related tasks – 10 marks.

Note: Jury includes one internal examiner and one external examiner.
Semester – III
PAPER – XV EDN – 15 EPC 3
Drama and Art in Education

Practicum

Credit: 2

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

To enable the student teachers to:

1. Develop an awareness and appreciation of various art forms and their cultural and draw linkages between various art forms
2. Appreciate cultural and learning diversity in the classroom and community through sensitization through arts
3. Develop a sense of “how learning happens” and the applicability of the arts in creating learning situations contextually in schools
4. Involve local artist resources in the classroom and bring multiple stakeholders of education together into the classroom
5. Discover their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal)
6. To understand the value of team work and group

Content:

UNIT 1: AESTHETICS and ARTS (THEORY)

1. Meaning and concepts of Arts and aesthetics
2. Knowledge of Indian Arts and Artists – (Classical, folk and contemporary)
3. Knowledge of Indian Craft Traditions
4. Visual Arts, Performing Art forms and their educational implications
5. Indian festivals and its artistic significance.

UNIT 2: VISUAL ARTS AND CRAFTS

1. Experimentation with different materials of Visual Art, such as rangoli, pastel, poster, pen and ink, materials, clay, Nirmal paintings of Adilabad, Golkonda style of paintings, Nakashi painting
2. Exploration and experimentation with different methods of Visual Arts, like Painting, block printing, collage, clay modelling, paper cutting and folding.
3. Display of Art works

UNIT 3: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY

1. Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry: Folk songs set tune for ‘T’ struggle, Bathukamma festivities, cultural sites of Telangana
2. Viewing/listening to live and recorded performances of Classical and Regional Art forms: Oggukatha, Sarada kala, Perini sivathandavam, Mathuri dance
3. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach : Bonalu, sammakka saralamma jatara, Edupayala

4. Display of organizing skills for a performance/presentation by the Student teacher : Stage decoration, organizing a cultural event, anchoring /compeering a programme

Mode of Transaction:
Workshops; demonstration- cum- lecture; Role-play; Resource lectures.

1. Working on theme-based projects on various art forms to understand the value of integrating various Arts and Craft forms;
2. Textbook analysis to identify topics to integrate Art forms in classroom transaction.
3. Exploring various sources of art forms and sharing with the peer group
4. Documentation of the processes of any one Art or Craft form with the pedagogical basis (weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.)
5. Designing the art and craft products,
6. Managing resources, including raw materials, its marketing, problems they face, to make them aware of these aspects.
7. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths /Social Sciences/Languages etc.) while integrating different art forms
8. Organising talent shows in their interest areas of art.: Telangana cuisine
9. Arranging shows on dance, music concerts, folk art forms, mime and drama
10. Visual displays on art forms and artists, musical instruments.
11. Field visits to National and state level art academies, universities, colleges.
12. Visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars.
13. Artists and artisans may be invited for demonstrations and interactions from the community.
14. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.
15. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

Internal assessment:

Each student teacher has to complete the following for internal assessment (15 marks):

1. List any five topics suitable to integrate drama and art from the respective pedagogy.
2. Select any one topic of your choice and prepare a role play.
3. Select locally available material suitable to prepare teaching learning material – to depict fine art forms – puppetry, nail art, rangoli, etc.
4. Performing arts: Choose dance, theatre, or puppetry and prepare a lesson.
5. Visual arts: Collect locally available visual arts and crafts and interview any one artist and report.
6. The best tasks done by the student shall be placed on the e-Portfolio.
1. The internal assessment tasks placed on e-portfolio can be enhanced and presented before the external examiner. – 5 marks
2. Integrate visual arts and prepare a lesson. – 10 marks
3. Using craft forms prepare teaching learning material to a topic of your choice. – 10 marks
4. Integrate performing art forms and prepare a lesson. – 10 marks.
Semester – III
PAPER – XII / XIII (EDN – 13 c / 14 c)

Practical Examination (Final Lesson) – Method I & II
[Method I & II – @50 Marks]

Objectives
This Practical Examination (Final Lesson) will enable the student teachers to:

1. Exhibit their teaching competencies in the classroom
2. Be assessed by the examiners to certify the student teachers' teaching competencies

Course Content
Every student teacher shall prepare a period plan and teaching aids based on the topics listed for the high school. Practical examination schedule shall be prepared by the examination branch in consultation with the Dept. of Education. This schedule contains the subject – wise Internal & External examiners, Unit Coordinators, Chief Coordinators and the list of students scheduled for each sitting in a school.

Unit Coordinators shall supervise in the smooth conduct of the practical examinations as per the schedule. Head Master / Head Mistress of the school shall be appointed as Coordinator.

Evaluation
The student teacher will be permitted to appear for the practical examination (final lesson) only after completing the course practicum & internship. The practical examination of teaching a lesson of each candidate will be conducted by two independent examiners – one internal and one external.
Semester – IV  
PAPER – XVI (EDN – 16)  
Health and Physical Education

Theory  

Credit: 2 + 1

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

Objectives:
The student teachers will be able to:
1. Understand the concept of holistic health
2. Understand the importance of yoga and sports for holistic health
3. Develop positive attitude towards healthy nutrition practices
4. Develop clarity on health problems, safety measures, hazards
5. Develop sensitivity, motivation and skills to develop fitness & right health practices.

Content:
Unit 1: Importance of Health, Food and safety.
1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid
3. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
4. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit 2: Physical Wellbeing
1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
3. Yogic practices — importance of yoga, yogasanas, kriyas and pranayam
4. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Unit 3: Human body, development of integrated well being.
1. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills
2. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sportsmanship; Need for diet planning; Food and water; Safety and laws.
3. Games and Sports—athletics, games, rhythmic activities and gymnastics
4. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
5. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Engagement:

1. One day observation at a hospital and interact with patients and staff. Write a report.
2. Observe one day a hospital and enquire with people their daily routine.
3. Record the most prevalent diseases people suffer from.
4. Visit any two colleges and interview students about their participation in games and sports.
5. Conduct games in the school.
6. Conduct yoga camps & competitions.
7. Plan sports meet and plan activities & prepare a programme sheet.
8. Survey & collect common communicable diseases in your locality & suggest remedy for the same.
9. Interview doctors & find out the details of sexual and sex-related diseases & measures.
11. Each student should do regular yoga practice.
12. Regular yoga practice at home & sharing experiences in college.

References

Reports and Articles

15. Potdar, R.S., (1989) Mobilising Education to Reinforce the Primary Health Care Through School Children as Change Agents and Revitalising the School Health Programme to attain the ultimate goal "Health For All By A.D. 2000" Unpublished Ph. D., Edu. Shreemati Nahibai Damodar Thackersey women's University.
17. Raju, B. (1970) School Health Programme in selected Middle Schools of Delhi: A survey, New Delhi, NCERT.

WEBSITES
13. PH@ a Glance: Adolescent Nutrition, wbln0018.worldbank.org
15. Problem of Adolescent Learners, www.ncert.nic.in
16. Scheme for Promotion of Yoga in Schools, www.education.nic.in
17. Seth Mridula, Building life skills for better health—the Rajasthan experience. Delhi, UNFPA http://www.unfpa.org.in
18. Six Billion and Beyond, www.pbds.org
Contemporary Education in India

The student teachers will be able to:

1. Engage with studies on Indian Society and education
2. Analyze social issues
3. Engage with diverse communities, children and schools
4. Understand diversity, inequality and marginalization in Indian context.
5. Understand policy frameworks & public education in India.

Content:

Unit-1: An overview of Education in India – Ancient, Medieval and Pre-independent India.

1. Understand the concept & functions of education
2. Discuss critically the major systems of education during ancient period: Residential schools, Gurukula, Vedic schools, Jaina & Buddha educational practices
3. Critical understanding on socio-political context of education during Medieval period: Pataskala’s, Madarsas, Maktabs, Monitorial system
4. Understand the politically dominant colonial influence on the system of education – Missionary English education
5. Tracing historical experiments on Indigenous experiences: Jyothibha Rao Phule

Unit-2: Diversity, Inequality, Marginalization in Indian Social Context

1. Critical study of Indian Constitution to understand the Fundamental Rights & Duties of citizens
2. Directive principles of State policy
3. Constitutional values and aims of Education
4. Critical understanding of inequality, discrimination & marginalization in Indian social context as impediments for constitutional promise (freedom, justice, equality & fraternity)
5. Exploration of social evils to achieve Universalization of elementary education

Unit-3: Status of Education in Indian Society

1. Exploring the educational status, issues and concerns of Dalits, Tribes & Women
2. University Education Commission – Higher Education Perspective
6. Review on POA, Janardhan Reddy Committee, Ramamurthy Committee and Yashpal Committee

Unit 4: Policy Frameworks for Public Education in India & Educational Interventions

1. Nationalists critique on colonial education and experiments
2. Universalization of Elementary Education – Nayee Taleem; Sayaji Rao Gaikwad; UEE & EFA
3. Indian Education System – Different levels, Pre-primary, Primary, Secondary, Higher Secondary and Higher Education
4. Discourses on RTE Act and the status of implementation
5. APPEP, DPEP as interventions for quality education
6. SSA & RMSA – Universal secondary education and Quality concerns & Research

Unit 5: Language Policy, Three Language Formula, Multilingual Debates – contemporary Education – Economic support

1. Liberalization and Globalization in Education
2. Pedagogic and curricular changes in 1990 to 2000’s – Shift to child-centric pedagogies
3. Mid Day Meal Programme- Role of Legislation to ensure nutrition & a space for children to live together
4. Public Private Stratification of Education – KG to PG Free Education; KG to PG debates in Telangana; English Medium of Instruction
5. Fee structure & Reimbursement

Engagement

1. The student teachers will appraise and trace out the emergence of nationalistic and indigenous educational interventions made by Jyotiba Phule, Gokhale along with regional popular educationists such as Bhagya Reddy Verma, Madapati Hanumantha Rao.
2. Indigenous Educational Practices in Telangana in the Contemporary times
3. Institutional Study visits to Maktabs, Madrasas & other organizations
4. Conducting Interviews veterans in different fields like Education, Art & Archeology
5. Studies on vocationalization of Education
6. Readings on historical texts like collecting history of Telangana educators
7. Visit to various research libraries
8. Visit to Pranganas, Anganwadis, Village primary Schools, child labourers, Marginalized groups – Educational status & parental occupation
9. National movements
10. Historical documents, policy texts
11. Bridge courses, room to read
12. Innovations from the field
13. Debate / Seminar on framework of Indian constitution
14. Documenting classroom interactions,
15. Prep. Of child profiles, case studies, case stories
16. Reading policy documents like reports of commission, recommendation
17. Review of paper New, articles, Editorials, reflective, critiques on government programmes, policy documents
18. Preparation of a child profile profiles of Ist year learner / School Child / Special Child / Socially backward child
19. S.E.S of neighborhood community

References:

Semester – IV  
PAPER- XVIII – (EDN – 18)  
Inclusive Practices

Theory

Credit: 2 + 1

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

Objectives:

The student teachers will be able to:

1. Understand the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education
2. Understand the national & key international policies & frameworks facilitating inclusive education
3. Develop skills in adapting instructional strategies for teaching in mainstream classrooms
4. Understand the inclusive practices & its relation to good teaching
5. Understand strategies for collaborative working and stakeholders support in implementing inclusive education.

Content:

Unit 1. Introduction to Inclusive education

1. Marginalization vs. Inclusion: Meaning and definition
2. Changing practices in Education of children with Disabilities: Segregation, Integration and Inclusion
3. Diversity in classrooms: Learning styles, Linguistic & Socio-cultural Multiplicity
4. Principles in Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
5. Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

Unit 2: Policies & Frameworks facilitating Inclusive education

1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education For All (1990)

Unit 3: Supports and Collaborations for Inclusive Education
1. Stakeholders of Inclusive education & their responsibilities
2. Advocacy & Leadership for Inclusion in Education
3. Family support & Involvement for Inclusion
4. Community involvement for inclusion
5. Resource mobilization for Inclusive education.

Engagement:
1. Collect a list of inclusive schools from Department of school education and map their area.
2. Visit inclusive schools and observe practices and report
3. Observe classroom transaction in any inclusive classroom
4. Prepare a blueprint to create an inclusive school
5. Critically review the policy documents and write about the recommendations related to inclusion:
   i. NPE, 1986
   ii. CRC UNESCO, 1989
   iii. UN convention on Rights of Persons with Disabilities, UNESCO, 2006
   iv. RTE Act, GOI, 2009
6. Make a collage on an inclusive school
7. Interview some teachers working at inclusive schools and report the practices.
8. Assess and prepare Five children’s profiles.
9. List out barrier free environment related structures.
10. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.

References:
Semester – IV

PAPER – XIX (EDN – 19)

Environmental Education: Issues and Concerns

Theory

Credit: 2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand environmental education and the link between environmental education and climate change
2. Appreciate the role of environmental education in promoting clean and green schools and communities
3. Understand scarcity of natural resources
4. Understand the concept and strategies of sustainable resource use
5. Understand the school level environment protection

Content

Unit 1: Understanding Environment, Weather, Climate, Agriculture & Health

1. Concepts: Temperature, rainfall, wind speed, wind direction, clouds, monsoons in India
3. Conservation agriculture for sustainable land use, Mitigate soil and water loss through runoff with suitable control measures
4. Hot and cold weather, unseasonal and irregular rains causing diseases, infection, loss of life, vulnerable areas, vulnerable groups
5. Health risks, control measures for food and water-borne, and vector-borne diseases effect on infrastructure to face natural disasters.

Unit 2: Environmental issues

1. Global warming, effects on melting ice caps, greenhouse effect,
2. Earth as a greenhouse, role of carbon, fossil fuels, carbon in and out of living things
3. Ozone layer depletion, Climate change causes - human and natural, mitigation and adaptation, effect on animals, plants, insects and humans
4. Energy conservation, reduce, reuse, recycle material, energy and water
5. Planting and biodiversity conservation, climate change and disasters.

Unit 3: Environmental pollution, Ecosystem & Human Impacts on Environment

1. Biotic: flora, fauna and microbes in a given ecosystem, Abiotic: air, water and soil. Vegetation, microclimate and biodiversity
2. Agriculture, Industry, Transportation
3. Water Bodies and Forestry. Mitigation methods
4. Mission Kakatiya - Water Bodies and Haritha Haram - Plantation
5. Food, Consumption, Recreation, Housing and Indoor temperature and Green Buildings
<table>
<thead>
<tr>
<th>Environmental Issues</th>
<th>Mode of Transaction &amp; Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Haritha Haram: Tree-planting and Tree Survival Monitoring</td>
<td>Let the students plant a sapling under Haritha Haram Programme and monitor its growth every week for one year. Students are asked to adopt a tree in and around the school/Residence and maintain a tree diary to note their periodical observations on tree ecology: Birds, Flowers, Fruits, Insects and Seasonal Changes in Leaves. Explain the medicinal values and importance of trees in eco system.</td>
</tr>
<tr>
<td>2 Mission Kakatiya: Community-Based Water Body Monitoring:</td>
<td>Take the students to a water body which is being covered for restoration under Mission Kakatiya. Let students test the water quality and estimate the water quantity by taking the length, breadth, depth and calculate the water holding in the area.</td>
</tr>
<tr>
<td>3 Schools raising awareness about mosquito breeding sites</td>
<td>Identifying the stagnant water in the school which causes the development of larva which leads to mosquitoes Identify the sources(fresh water or used water) of stagnant water and work on it Schools raise awareness about mosquito breeding sites, eliminating standing water.</td>
</tr>
<tr>
<td>4 School gardening programmes supporting nutrition.</td>
<td>Motivate the students to grow different plants in school premises ask them to use only organic manure. Plant those trees which yield fruits and vegetables to feed the school Students</td>
</tr>
<tr>
<td>4 Project works to the students</td>
<td>Ask the students to make projects on biodiversity, pollution and deforestation and come out with options through group discussion, role plays and presentations Students in school adopted at least one environmentally-friendly behaviour at home and make a presentation on it.</td>
</tr>
<tr>
<td>5 Biodiversity handbook</td>
<td>Student is asked to observe the Biodiversity in the school/Parks/Nearby Water bodies and maintain a record which is to be updated once in a month. Maintain the biodiversity handbook(register) of their Town/City/State/Country</td>
</tr>
<tr>
<td>6 Carbon footprint</td>
<td>As carbon footprint is a measure of the impact our activities have on the environment, and in particular climate change. It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation. Based on this students are asked to develop projects on this topic and implement it in the school campus and observe it in regular intervals and project developed by senior students to be explained to their juniors</td>
</tr>
<tr>
<td>7 Climate change handbook:</td>
<td>Create a folder on climate change and human health Students are asked to involve their family members by asking them what the weather was like at their age when they were of your age, and compare it Record the difference between climate and weather Ask the students to analyse the reasons for climate change and solutions to overcome it</td>
</tr>
<tr>
<td>8 Global warming:</td>
<td>Students are asked to develop the projects on Global Warming and implement the project in the school.</td>
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<td>9</td>
<td>Field trips</td>
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<td>10</td>
<td>Climate adoption</td>
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<td>11</td>
<td>Impacts of climate change on health</td>
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<tr>
<td>12</td>
<td>Activities</td>
</tr>
<tr>
<td>14</td>
<td>Community Projects:</td>
</tr>
<tr>
<td>15</td>
<td>Surrounding Mapping</td>
</tr>
<tr>
<td>16</td>
<td>Item rating and card sorting.</td>
</tr>
<tr>
<td>17</td>
<td>Drawings</td>
</tr>
</tbody>
</table>
References:
Semester – IV

Paper – XX – Electives – EDN- 20 a
Peace Education

Theory

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

Credit: 2 + 1

Objectives:

1. Understand the relevance of Peace Education and its connection to inner harmony.
2. Understand individual & social relationships based on constitutional values.
3. Reflect on attitudes that generate conflicts at personal & social levels.
4. Learn skills & strategies to resolve conflicts.

Content:

Unit 1: Foundations of Peace:
1. Pre-requisites to peace in the society: Compassionate, ethical decision-making, intercultural and cultural harmony
2. Responsible citizenship, respect for secular and democratic ideals based on non-violence
4. Approaches to peace education
5. Peace Prize winners: The Dalai Lama, Malala Yousafzai & Sathyarth Prakash

Unit 2: Understanding conflicts, underlying personal-social Processes and mediation, and Transformation of conflict

1. Peace contexts; underlying assumptions, processes and imperatives; Peace is a dynamic reality. It involves acknowledgement and Redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society.
2. Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society.
3. Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
4. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
5. Developing capabilities for mediation and conflict transformation:
   i. Skills and strategies needed for conflict resolution
   ii. Listening to the conflicting parties
   iii. Awareness of own identity, cultural underpinning, and communication skills
   iv. Awareness of context of the conflict
v. Commitment to mediate
vi. Looking for alternative strategies and creative solutions to overcome/transform conflicts.

Unit 3: Critical pedagogy of peace education
1. Challenging the traditional models of learning to constructivist approaches in teaching
2. Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making;
3. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
4. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level;
5. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
6. Becoming peace teacher—acquisition of relevant knowledge, attitudes, values and skills.

Engagement:
1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Approaches to peace education – case studies of local and international.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
4. Film clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha debates, Sadako, etc.
5. Preparation of collage from newspapers, etc. to highlight issues and challenges to peace or positive response to them.
6. Developing an action plan for peace in school and local community.
7. Visiting websites on peace education to become familiar with National and International Initiatives, approaches and strategies of peace, case studies of conflict in the region.
8. Guest lectures from Yoga and Peace Organizations.

References:
Semester – IV

Paper – XX – Electives – EDN- 20 b
Practical Ethics

Theory

Credit: 2 + 1

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

Objectives:

The student teachers will be able to:

1. Understand the importance of practical ethics to human life
2. Visualize the strength of morality in making humane personality
3. Appreciate the beauty of pro-social behaviour in building human relations
4. Judge business ethics
5. Judge the need for higher education ethics

Content:

Unit 1: Understanding Practical Ethics

1. Meaning and Nature of Ethics
2. Postulations of Ethics
3. Basic presuppositions of Morality
4. Moral ideals & Moral dilemmas
5. Moral behaviour and Higher education Ethics

Unit 2: Pro-social Behaviour – Social & Individual Ethics

1. Understanding the concept of Pro-social behaviour
2. Social behaviour – Truthfulness, non-violence, compassion, non-stealing, chastity, cooperation, collaboration, coordination, continuance & tolerance
3. Personal – cleanliness, continuance, self-study, contentment & devotion to God
4. Future vision – Commitment towards society, environment and parents

Unit 3: Business Ethics

1. Promoting Ethical culture at workplace
2. Ethical leadership and decision making
3. Whistle blowing
4. Corporate governance
5. Social responsibility of business and Ethical training.

Engagement:
1. Prepare some questions on day to day ethics
2. Write a list of Habits or moral decisions
4. Observe and interview students & teachers and write about their academic honesty & intellectual integrity
5. Explore Pancha mahavrata of Jain Philosophy & practice to yourself in day to day life & write your reflections.
6. Observe and interview some animal rearing persons and explore the compassion, empathy & equality observed in their habits.
7. Reflect on Indian Arishadvargas / Kleshas, Kama, kroda, moha, mada, mastheryas and analyse your behaviour everyday.
8. Analyse the concept of Dharma in Indian society and critically write your views on Varnashrama Dharma’s relevance in harmonious life.

References:

Semester – IV
Paper – XX – Electives – EDN- 20 c
Guidance and Counseling

Theory

Credit: 2 + 1

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

Objectives:

The Student teachers will be able to:

1. understand the concept of Guidance & counseling and its nature and scope.
2. extend services for Educational, vocational and personal guidance.
3. acquaint with the organizational aspects of guidance services.
4. acquaint with the tools and techniques of guidance services.
5. diagnose the problems of children and to extend guidance and counselling services.
6. acquaint with service agencies of guidance and counselling centres.

Content:

Unit - 1: Introduction to guidance and counseling

1. Guidance – Concept, need and principles
2. Counseling – Concept, need and principles.
5. Role of the Teacher in guidance and counselling.

Unit –2 : Types of guidance in Schools

1. Types of guidance –Educational, Vocational and Personal.
2. Educational guidance – nature, scope, curricular choices, and problems of Students related to Educational guidance.
4. Personal guidance – nature, scope, problems of Students which need personal guidance, Role of counseling personal guidance.
5. Factors influencing choice of course and vocation-Interest, Aptitude, Intelligence, personality and family background.

Unit - 3: Organization of guidance Programme and Tools &Techniques of Guidance

1. Principles for organizing guidance programme
2. Guidance services – Orientation, pupil inventory, occupational information, Counselling, placement and follow-up services.
4. Organization of School guidance Programme-Pre-requisites, planning and guidance activities.
5. Evaluation of guidance programme.
6. Tools & Techniques of Guidance: Standardized & Non-standardized
7. Non-Standardised Techniques- Questionnaire, Observation, Sociometry Autobiography, rating scales, anecdotal record, case study, cumulative record and interviews.
8. Standardised tools-Aptitude, Achievement, Interest and personality tests
9. Role of standardised and Non-Developing Students profile and providing guidance.

Engagement:
1. Development of Non-Standardised tools.
2. Field visit to various agencies of guidance and counseling centers and study its Organizational structure, functions and achievements.
3. Development of Students profile by using Standardised and Non-Standardised tools and techniques.
4. Workings in the Guidance/Counselling center i.e., take up one case and prepare a report under the guidance of professional in the center.

References:
Semester - IV

Paper – XX – Electives – EDN- 20 d
Entrepreneurship Training

Theory

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

Credit:2 + 1

Objectives:

The student teachers will be able to:

1. Develop the skills to initiate their own enterprise
2. Understand the processes involved in establishing own educational institutions
3. Understand the policy & procedures involved in initiating an enterprise
4. Devise various programmes & strategies to run an enterprise successfully.

Content:

Unit- 1: Entrepreneurship

1. Concept, Nature of Entrepreneurship
2. Significance of Entrepreneurship
3. Essential skills of Entrepreneurship

Unit - 2: Entrepreneurship Training for Teachers

1. The entrepreneurial teacher
2. Teacher education for entrepreneurship education
3. Implications – A new role for teachers

Unit - 3: Delivering skills of entrepreneurship

1. Teachers as facilitators of learning: Mentorship Programs
2. Continuing Professional Development: Engaging the Local Enterprise, Community, role of the school and local community
3. School level support at the local level school to school networks can be developed to exchange good practices and increase quality and participation in entrepreneurship education.

Engagement:

1. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. If you are given a chance to open your school – Narrate your ideologies.
5. Prepare a proposal to start your own school following State Government Rules.
6. Prepare guidelines for a Successful Mentor.
7. Write your strategies to mobilize community children to your school.
8. Suggest various modes of publicity for the Institutional enrolment.
9. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.

References:

Semester – IV
Paper – XX – Electives – EDN- 20 e
Tribal Education

Theory
Credit: 2 + 1

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

Objectives:

The student teachers will be able to:

1. understand the concept of Tribes and their status.
2. acquire a deeper understanding of Tribal Welfare programmes in India & A.P.
3. develop insights into the growth and development of Tribal Education in India & A.P.
4. understand the issues and trends in contemporary Tribal Society.
5. gain practical experience to students in Tribal Education Programmes.
6. explore the research areas in Tribal Education.

Content:

Unit - 1: Introduction Tribal Education

1. Understanding the concept of Tribe
2. International initiatives for the development of Tribes.
3. United Nations Declaration on the Rights of Tribal People.
4. Historical perspectives of Tribal Education in India
5. Educational Challenges of Tribal Children.

Unit – 2: Tribal Education in India with special reference to Andhra Pradesh

1. Constitutional Safeguards and Provisions related to Tribes
2. Development of Tribal Educations in Andhra Pradesh - Higher Education; Secondary Education and Primary Education
3. Tribal Educational Institutions - APTWREI Society (Gurukulum) and ITDA
4. Ethnographic profile of Tribes in Andhra Pradesh
5. Recent Trends & Issues in Tribal Education.

Unit - 3: Tribal Education and Women Empowerment

1. Tribal Women in Andhra Pradesh
2. Educational Status of Tribal Women in Andhra Pradesh
3. Developmental Programmes for Tribal Women
4. Empowerment of Tribal Women – Governmental interventions
5. Role of NGOs/Voluntary Organizations for promoting tribal education
6. Thrust Areas of Research in Tribal Education and Research studies in Andhra Pradesh on Issues related to Tribal Education.
Engagement:

1. Student teachers should teach at least one tribal adult to become literate.
2. Each student shall organize and participate in literacy or other development awareness programmes in tribal settlements.
5. Write a report on Sarva Shiskha Abhiyan Programmes in tribal areas.

References:

4. APREIS (1995), Evaluation Study of A.P. Residential Schools for Scheduled Tribes, TCR & T1 TW, Department, Hyderabad and SCERT, Hyderabad.
11. Performance Budget (2005-2006) Department of Tribal welfare, Govt. of A.P.
15. Tribes and Tribal Areas of Andhra Pradesh (Basic Statistics) (2005) Tribal Cultural Research and Training Institute, Tribal Welfare Department, Govt. of A.P.
18. Kurukshetra, Journal on Rural Development Block. No.4, 1st floor, Gruhakalpa Complex, M.J.Road, Nampally, Hyderabad.
Theory Credit: 2 + 1

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

Objectives:

The student teachers will be able to:

1. Understand the importance of classroom organization
2. Understand the importance of classroom Management
3. Develop ability to face the problems in managing the classroom.
4. Know the required physical resources and classroom environment
5. Understand the role of teachers to create a congenial school climate.

Unit- 1: Classroom Organization and Management

1. Classroom organization – Meaning and purpose
2. Classroom arrangement different types of seating, technology integration – OHP, smart board, check board, unit board, and multimedia.
3. Characteristics of School climate – Learner friendly, inclusive, conclusive
4. Classroom management with different types of students – Leader, Follower, passive

Unit- 2: Physical Facilities

1. Physical space in a school – toilets, classroom, building, open space, classroom space, plays area.
2. Infrastructure – furniture suitable to classrooms, library, laboratory, sports and staff and administrative block.
3. Resources and material – labs, sports, teaching, general facilities water, drinking and other utility.
4. Management and maintenance of physical and material resources to optimize access to teaching organize and implement instructions.
5. Sharing resources – school complex.

Unit- 3: Management and Coordination of School Function:

1. Planning - year plan, timetables, school calendar, Day to day schedules, notices, circulars, announcements, staff meeting, exam etc.
2. Monitoring – Allotment of duties and responsibilities of teaching non-teaching staff, Autonomy and Accountability
3. Conducting activities & Documentation – staff meetings, events, programmes, SMC’s and Documentation – Minutes, events, bills, programmes, academic and other documents.

4. School community relationships and parent – teacher relationships.

5. Leadership styles of HM & teachers; Approaches to professional development of a teacher; Perspective planning and coordination with authorities for support; Accountability and self assessment of teachers and feedback mechanisms.


7. Strategies to manage: Classroom, behavioural problems, Time - time allocation, instructional time, engaged time and Academic learning time.

Engagement:

1. Observe the classrooms in different types of schools & write a report on the classroom arrangement with different resources.

2. Explore & enlist various physical and academic resources essential for an ideal functioning of a school.

3. Envision a learner friendly classroom & school and write about its climate.

4. Visit any e-classroom & write about it.

5. Observe any one school complex and write about the resources sharing done and write a brief report about it.

6. Interview different teachers and identify different types of students in the classrooms & explore the strategies used by the teachers.

7. Observe few classrooms and record the time management of teachers with respect to total time slot, instruction time, engaged time & academic learning time:

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<tr>
<th>Classroom No.</th>
<th>Instruction time (Minutes)</th>
<th>Engaged time (Minutes)</th>
<th>Academic learning time (Minutes)</th>
<th>Total time (Minutes)</th>
<th>Remarks</th>
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References:

Theory Credit: 2 + 1

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

Objectives:

1. To provide an overview of Disaster Management as a multidisciplinary subject area
2. To create awareness on the Disaster Management cycle (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
3. To develop understanding about disaster response, relief, rehabilitation & reconstruction

Content:

UNIT – 1: Introduction to Disaster Management

1. Concept and definitions of Disaster; Types of Disaster – natural and man-made disasters
2. Consequences of Disaster; Overview of Disaster scenes world over, in India and Telangana Understanding of Disaster cycle of natural disasters; prevention, preparedness, mitigation, search, rescue, relief, rehabilitation and reconstruction
3. Role of education in Disaster management
4. India Disaster Report: Government policy

UNIT – 2: Disaster Preparedness

1. Vulnerability profile of India
2. Approaches/Initiatives of Government of India in strengthening, preparedness; revamping civil defense, fire services and home guards; CBDP
3. Role of NGOs
4. Role of Corporate sector
5. Forecasting and Early warning

UNIT – 3: Disaster Response

1. Search and Rescue; evacuation
2. Temporary relief camps; sectoral concerns in health, safe drinking water, sanitation, community kitchen
3. Rehabilitation; physical, social, economic and psychological aspects
4. Reconstruction; role of enforcement of techno-legal regime with illustrations
5. Human resource management/ Capacity development

Engagement
1. Case Studies in Disaster Management

   1. Visit the Institutions such as NGRI, NIRD and prepare a list of natural disaster-prone areas in India & Telangana.
2. Conduct a study (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/photographs and clippings showing the damage caused by disasters.

II. Educational design in Disaster Management, learning & instructional materials

1. Celebration of landmark days such as IDNDR day to create awareness among school children about the different aspects of disaster management
2. Study the role of any one of the Newspapers of your locality and write a report as to how it is contributing in awareness raising, education & opinion building to save human lives and protect property

References:

7. Videos covering prevention, preparedness, rescue, relief and rehabilitation – UNDP, Min. of Home Affairs
8. Disaster management & technology promotion – Technological information forecasting academic council (TIFAC).
10. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs
12. World Disaster Reports
13. Disaster Management Act- 2005
Semester – IV

PAPER – XXI     EDN – 21 EPC 4

Reflective Reading

Practicum

Credit: 2

Internal Assessment:  15 Marks
External Assessment: 35

Total marks:  50

Objectives:

The student teachers will be able to:

1. Develop interest in reading texts related to traditions
2. Comprehend the treasure in the tradition related texts.
3. Develop skills to reflect on reading
4. Develop insights into ideological texts and appreciate
5. Develop sensitivity towards ideologies
6. Develop taste for leisure time reading
7. Get inspiration from readings

Content:

Unit 1: Reflections on Reading

1. Understanding the process of reflective reading: Learning through reflection, valuing reflection, setting the tone for reflection, guiding student reflection, modeling reflection, teaching students how to reflect.
2. Gibbs’ (1988) reflective cycle
5. Metacognitive process of Reading and meaning making

Unit 2: Reflections on different ideological texts.

1. Indicators of Text comprehension: Retelling, Summarizing, Answering, Predicting, Commenting & Discussing.
2. What insights does a student develop by reading?
3. Texts- on feminist, leftist and rightist ideologies
4. Texts related to Indian History
5. Religious texts, classical works of great authors- Shakespeare, Tagore, Aurobindo, Vivekananda complete works, Jataka stories.

Unit 3: Reflections on popular texts.

1. Novels
2. Fiction
4. Biographies and Autobiographies.
5. Popular science texts, policy documents, Reports, Plan documents

Engagement:

Group tasks, individual tasks.

1. Each student has to read the texts at home and reflect in the classroom and also record the same as a document. Teachers should guide them.
2. Texts are suggested and provided to read and reflect by following different techniques (SQ3R), Gibbs, etc.

References:


Assessment:

Internal assessment:

1. Read any two traditional texts of wisdom and write your reflections and share them with the peer group.
2. Select any two texts with different ideology & write your reflection and share with the peer group.
3. Read any two novels/fiction/biographies, etc. and write your reflection and share with the peer group.

Note: The above three tasks should be documented for internal assessment and to present before the examination.
EDN – 21 Reflective Reading

Time: 1 ½ Hours   Practical Examination   Max. Marks: 35

1. Marks should be awarded by the external examiner to the document prepared during the course work.
2. Read following traditional text and write your reflections. – 10 marks
3. Read the text / article based on an ideology & write your reflections. – 10 marks
4. Read a chapter from a novel / fiction/ biography, etc. and write your reflections – 10 marks.