



OSMANIA UNIVERSITY

FACULTY OF EDUCATION

B. Ed. Syllabus

With effect from the

Academic year 2008-09

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B.Ed. Course (Regular)

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**Rules and Regulations of B. Ed. Course offered at
Osmania University, Hyderabad, A. P.**

**Applicable to the students admitted from the academic year
2008 – 2009 onwards for one year B.Ed. Degree course in Education**

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

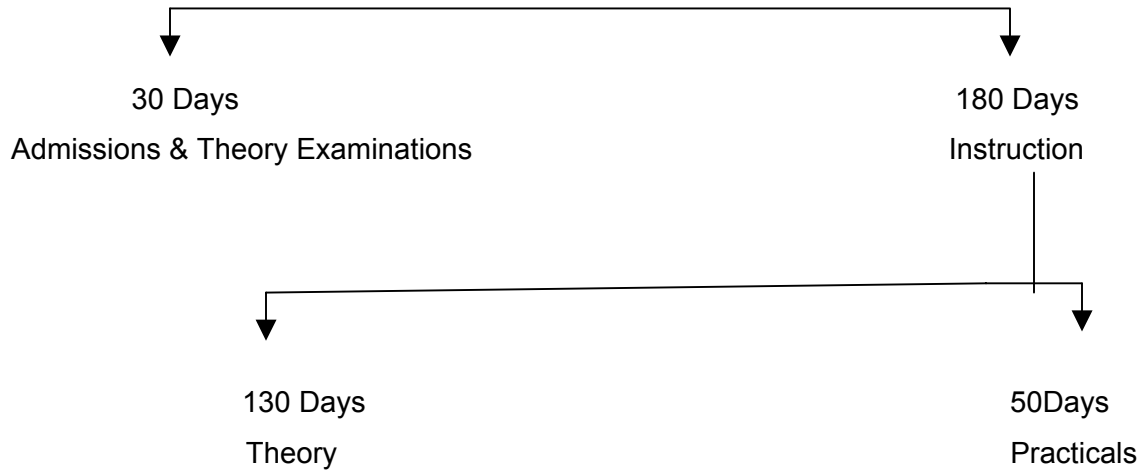
I. Admission

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

II. Curriculum Transactions

1. The duration of B.Ed. Course will be of one year. Total number of working days - 210 days.
2. Number of days earmarked for Admissions and Theory Examinations - 30 days.
3. Number of working days - 180 days (1080 hours).
4. Number of Teaching Classroom / Instructional days only - 100-days(600 hours)
5. Number of days for Teaching Project Work = 30 days (180 hours).
6. Number of days for Teaching Practice and Internship=50 days (300 hours).
7. Number of days for Theory(classroom instruction, project & co-curricular activities) =130 days(780 hours)
8. Number of days for Practicals (Teaching Practice and Internship) =50 days (300 hours).
9. Weightage for Theory in 180 days= 72%
10. Weightage for Practical in 180 days = 28%

210 Total Working Days



Classroom Instruction = 100 days

Micro- Teaching = 10 days

Projects = 28 days

Demonstration = 2 days

Fieldtrip = 1 day

Workshop = 4 days

Annual day = 1 day

Feedback = 1 day

Scholastic Achievement = 1 day

Teaching Practice cum internship = 32 days

Total = 130 days

= 50 days

III. Structure of the Course

A. Theory Examinations

ED 01 Paper-I	Foundations of Education
ED 02 Paper-II	Understanding the Learner and Classroom Management
ED 03 Paper-III	School Management and Systems of Education
ED 04 Paper-IV	Educational Evaluation
ED 05 Paper-V	Methods of Teaching - Non-Languages (Method I)
ED 06 Paper-VI	Methods of Teaching -Languages (Method II)

B. Practical Examinations

ED 07 Paper -VII	Practical examination in methods of Teaching Non-Languages
ED 08 Paper-VIII	Practical examination in methods of Teaching Languages

C. Records

ED 09 Paper-IX	Methods of Teaching - Non-Languages Records (Microteaching, Teaching Practice cum Internship and Scholastic Achievement)
ED 10 Paper-X	Methods of Teaching -Languages Records (Microteaching, Teaching Practice cum Internship and Scholastic Achievement)

D. Projects

ED 11 Paper-XI	Computer Education Project
ED 12 Paper-XII	Life Skills Project
ED 13 Paper-XIII	Co-Curricular Project

IV. Scheme of Instruction

Syllabus Ref. No.	Subject	Instructional	Scheme of Instruction		Grand Total
			Duration of hours	Total hours	
A. Theory Paper					
ED 01	Paper - 1	16.6	6 Hrs.	99.9 hrs	
ED 02	Paper- II	16.6	6 Hrs.	99.9 hrs	
ED 03	Paper -III	16.6	6Hrs.	99.9 hrs	
ED 04	Paper- IV	16.6	6 Hrs.	99.9 hrs	
ED 05	Paper- V	16.6	6Hrs.	99.9 hrs	
ED 06	Paper -VI	16.6	6 Hrs.	99.9 hrs	
					600 Hrs.
B. Practical Paper					
ED 07	Paper -VII	}05days	2 Hrs.		
ED 08	Paper -VIII				
C. Records					
ED 09	Paper- IX	} 42 day	6Hrs.	252 Hrs.	
ED 10	Paper -X				
					252 Hrs.
D. Projects					
ED 11	Paper-XI	10	6 Hrs.	60 Hrs.	
ED 12	Paper-XII	10	6 Hrs.	60 Hrs.	
ED 13	Paper-XIII	8	6 Hrs.	48 Hrs.	
					168 Hrs.
E. Other Important Schedules					
i. Demonstration lessons in Macro Teaching and visits to schools by student teachers		02	6 Hrs.	12 hrs	
iii. Feedback session		01		6 hrs	
iv. Orientation on Scholastic Achievement		01	6 Hrs.	6 hrs	
v. Workshop -Teaching Aids		04	6 Hrs.	24 hrs	
vi. Fieldtrip & Annual day		02	6 Hrs	12 hrs	
					60 Hrs.
Grand Total Hours (A + B + C + D + E)					1080

V. Scheme of Examination

Ref.No	Subject	Title of Papers	Scheme of		
			Duration of Examination in hours	Maximum Marks	Grand Total Marks
A. Theory Papers					
ED 01	Paper- I	Foundations of Education	3Hrs.	100	
ED 02	Paper- II	Understanding the learner and Classroom Management	3Hrs.	100	
ED 03	Paper- 111	School Management and Systems of	3 Hrs.	100	
ED 04	Paper- IV	Educational Evaluation	3 Hrs.	100	
ED 05	Paper- V	Methods of Teaching Non- Languages	3 Hrs.	100	
ED 06	Paper -VI	Methods of Teaching Languages	3Hrs.	100	
Total Marks in Theory Examination Papers					
B. Practical Papers					
ED 07	Paper -VII	Methods of Teaching Non- Languages	5Hrs.	50	
ED 08	Paper VIII	Methods of Teaching Languages	5 Hrs.	50	
Total Marks in Practical Examination Papers					100
C. Records					
ED 09	Paper IX	Methods of Teaching - Non-Languages Records			90
		Microteaching Record		15	
		Teaching Practice cum Internship Record		60	
		Scholastic Achievement Record		15	
ED 10	Paper X	Methods of Teaching - Languages Records			90
		Microteaching Record		15	
		Teaching Practice cum Internship Record		60	
		Scholastic Achievement Record		15	
Total Marks in Records					180
D. Projects					
ED 11	Paper XI	Computer Education Project		40	
ED 12	Paper -XII	Life Skills Project		40	
ED 13	Paper -XIII	Co-Curricular Project		40	
Total Marks in Records					120
Overall Total Number of Marks (A+ B + C + D)					1000

VI . Working Hours / Instructional Hours

Every college shall work for 6 hours everyday excluding lunch hour in a six-day week. The college should not run B.Ed. Programme on shift system. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE

VII . Selection of Methods of Teaching

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

Non- Languages	Languages
Mathematics	Telugu
Biological Sciences	English
Social Studies	Hindi
Physical Sciences	Urdu
	Marathi

Note:

- i. No candidate is allowed to select two language methods
- ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course based on the subject studied in graduation..

VIII. Rules of Attendance

1. The candidate qualifies for examinations, provided one attains **80% attendance** in B. Ed.Course. **Completion of Micro-Teaching and 20 lessons in each method i.e., 40 lessons in both methods opted by the candidate is mandatory, i.e., compulsory for eligibility to appear for theory examination.**
2. a) In special cases and for sufficient cause shown, the Vice-Chancellor, may, on the specific recommendation of the Principal, condone the deficiency in attendance to the extent of 10% on medical grounds subject to submission of medical certificate and payment of condonation fee prescribed by University.
b) However, in respect of women candidates who seek condonation of attendance due to pregnancy, the Vice-Chancellor may condone the deficiency in attendance to the extent of 15% (as against 10% condonation for others) on medical grounds subject to submission of medical certificate to this effect. Such condonation shall not be availed twice during their course of the study.
3. The attendance shall be calculated on the aggregate of the papers / subjects from date of commencement of classes as per their almanac communicated by the University.

4. The attendance is to be marked only in the classroom and kept in cumulative and progressive manner.
5. a) Candidates admitted and do not have their requisite attendance but have more than 50% attendance can seek the admission without once again appearing for the entrance test.
b) Candidates who do not have the minimum 50% of attendance would lose their seat and they will have to seek admission afresh by appearing at the entrance test once again.
6. A monthly consolidated attendance will be displayed on the college notice board on the 5th of every month. For the students who are continuously absent for ten days or more, three notices will be served stating that he / she has to forfeit their seat if they fail to report immediately.
7. The Principal of the concerned college will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
8. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper / papers in which he / she failed or in all the theory papers, at the subsequent examination without putting in further attendance, provided he / she does not change the subjects originally offered by him / her.
9. Candidates who have appeared once at any examination of the university need not put in fresh attendance if they want to reappear at the same examination not with standing the fact that new subjects may have been introduced or group of subjects changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
10. Attendance at N.C.C. /N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period. Such leave should not be availed twice during the course of the study.
11. Attendance shall be reckoned from the date of admission to the course.
12. The students who do not have adequate attendance will not be considered for the award of any scholarships, or any kind of financial aid by the colleges or any other government or quasi-government agency.

Transitory Provisions

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

IX. General Rules for Examination

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, residence, practical work etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. The Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he /she does not change the subject or subjects originally selected by him / her.
4. A candidate after he / she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he / she was examined and the division in which he / she was placed,
5. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.
6. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus / regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus regulations.
7. The medium of instruction shall be English.
8. University examinations shall be held as prescribed in the scheme of the examination.
9. The examination in the theory papers will be a written examination. Besides the written Examination, there will be practical examinations in the two methods of teaching opted by the candidate.
10. Principal of the College of education should depute their teachers for examination work and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

X. Award of Division

Candidates will be awarded division based on marks in Theory Examinations only and Grade in Practical Examinations, Records and Projects.

First Class with Distinction	70% and above
First Class	60% and above but less than 70%
Second Class.	50% and above and less than 60%
Minimum Pass marks in Theory papers	45%
Minimum Pass marks in Practical Examinations	50%
Minimum Pass marks in Practical Projects/ Records	50%

Candidates, who have not passed the examinations in the first attempt along with the batch in which they were admitted, are not eligible for rank certificates / Gold Medals / prizes.

AWARD OF GRADE:

Candidates shall be awarded grade in accordance with the total aggregate marks secured by them in the practical examinations, records and projects. Grade is awarded for seven (7) papers i.e., from paper VII to paper XIII. A candidate shall be deemed to have passed the Examination, if he/she secures at least D grade in each of the practicum. The grades shall be calculated as follows:

70-100	A
60-69	B
55-59	C
50-54	D
00-49	E

Note: A decimal of 0.5 and above will be treated as the next higher whole number.

Candidates who have not passed the examination in the first attempt along with the batch in which they were admitted are not eligible for getting Rank Certificates/Gold Medals/Prizes.

XI. Improvement of Division

1. When a candidate has passed in one or more papers/ subjects in the first attempt in the Regular examination(s) conducted by the University for his / her batch, paper wise improvement is permissible only in those papers.
2. A candidate is permitted to appear for paper wise improvement only once in the immediately following examination
3. A candidate who wishes to improve his / her performance may be permitted to do so if he / she appear in the immediate next regular examination conducted by the university.
4. A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of division.

XII. Teaching Faculty as Mentors

Every lecturer in the College will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, records, projects, teaching practice cum Internship and his/her over all participation in the B.Ed, programme. Each mentor will be allotted' minimum of 15 student teachers and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of various records & projects of the B.Ed. Programme.

XIII. Teaching Practice Cum Internship

1. Candidates are expected to complete 5 micro lessons in each method before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.
2. Every candidate shall have to undergo an internship of one full month (32 working days) in a cooperating school as "Teaching Practice Cum Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach 40 periods in the school, taking equal number of lessons from each of his/her methods opted, under the supervision of the respective teacher educator / Head of the school or any of the trained teachers in the school who are referred to here as "Supervising Teachers". During the Teaching Practice Cum Internship period the concerned lecturers of the college of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly. A Certificate of satisfactory work by the Headmaster of the cooperating- school shall be issued to the candidate after completion of Teaching Practice Cum Internship.
3. During phase II of Teaching Practice cum Internship, out of 20 lessons, the teacher educators of the respective college has to supervise / observe five Lessons in each method and assess each lesson for 10 Marks, thus making it 50 marks in each method. This shall be considered as final practical examination.
4. A candidate who has failed to pass in the practical Examination of Teaching a Lesson, may be allowed to reappear in either of the subjects of his / her methods opted, in which he / she has completed practice lessons and internship to the satisfaction of their college authorities and to the Headmaster of the respective school. In case, the practice lessons and the internship are not satisfactory, the candidate shall appear for the subsequent supplementary examinations.
5. Teaching Practice cum internship will be of 32 days duration and conducted in 2 (two) phases. In Phase I (5 days), the candidate is expected to complete 6 lessons (3 lessons in each method) and in Phase II (27 days) the candidate is expected to complete remaining 34 lessons (17 lessons in each method) During Phase II the candidate is expected to participate and undertake the activities assigned by H.M. of the school.

XIV. Guidelines for school Head Masters / Head Mistresses

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

1. Maintain the attendance of B.Ed, trainees both for the forenoon and afternoon.
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the lesson plan books of the candidates.
3. Instruct all the B.Ed, students to stay in the school from morning first bell to evening last bell.
4. Assign any activity related to clean and green programmes, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent teacher meetings, field trips, excursions, etc.,
5. Sign on the records / project reports carried out by the students in their school.
6. Instruct the B.Ed, students to participate in School Assembly and also to present different value added activities in the assembly session.
7. Acquaint the B.Ed, students with records maintained by the school, such as admission record, accounts, staff attendance, stock register, cumulative record, progress reports etc.

Model Paper
FACULTY OF EDUCATION
B.Ed Regular Examination

Subject

Paper

Time: 3 Hrs

Max.Marks:100

Part A {10X7 = 70 marks}

Note: 1. Part A- Consists of 10 short answer type questions with internal choice representing each unit of the course

2. The candidate is expected to answer each question by following internal choice in about one page exceeding 12 lines.

3. Each question carries 7 Marks

Unit 1. A

Or

Unit 1.B

Unit 2.A

Or

Unit 2.B

Unit 3.A

Or

Unit 3.B

Unit 4. A

Or

Unit 4.B

Unit 5. A

Or

Unit 5.B

Unit 6.A

Or

Unit 6.B

Unit 7.A

Or

Unit 7.B

Unit 8.A

Or

Unit 8.B

Unit 9.A

Or

Unit 9.B

Unit 10.A

Or

Unit 10.B

Part: B (Marks 2X15=30)

Note: 1. Answer two essay questions by following internal choice

2. The candidate is expected to answer in about 4 pages not exceeding 40 lines

3. Essay question carries 15 Marks

Question 11.A

Or

Question 11.B

Question 12.A

Or

Question 12.B

Paper - I (ED-01)
Foundations of Education Objectives

Objectives

This course will enable the student teachers to

1. understand the philosophical perspectives in education
2. understand the sociological ramifications of culture, socialization, social change and education.
3. build awareness about education as human capital and its role in human resource development.
4. acquire historical understanding about the dynamics of Indian education.
5. become sensitized towards child rights education
6. understand the relation between state and education
7. become acquainted with the contemporary issues in education.
8. get insights into the national and international perspectives on education.

Course content

Unit I: Philosophy of education

10 hours

1. Meaning, Nature and scope of philosophy of education.
2. Philosophy, Education and their interdependence.
3. Aims of education- Need and classification of Aims.
4. Theory of Values in Education-Meaning, Types and Classification of Values.

Unit II: Philosophy and educational implication of the following:

10 hours

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

Unit III: Sociology of education

10 hours

1. Meaning Nature and scope of sociology of education
2. Culture-Meaning, characteristics, traits, cultural lag, and relationship with education
3. Socialization - concept, process and role of educational institution.
4. Social stratification and education

Unit IV: Social change and education

10 hours

1. Meaning, definition, nature and factors of social change.
2. Social change via-a-vis education.
3. Meaning and attributes of modernization
4. Role of education in the process of Modernization.

Unit V: Economics of education **10 hours**

1. Nature of Economics
2. Meaning and scope of economics of education
3. Education as human capital
4. Education and human resource development

Unit VI: Education during ancient and medieval period **10 hours**

1. Vedic period
2. Jaina period
3. Buddha period
4. Medieval period

Unit VII: Education during British & Modern period **10 hours**

1. British Period -1765-1882-
 - Wood's dispatch 1854
 - Hunter commission-1882
2. British Period- 1883-1946-Pre-independence
 - Hartog committee-1 929
 - Sargent committee-1 944
- 3.1947-1985
 - Radhakshnan Commission 1948-49
 - Mudaliar Commission 1952-53
 - Kothari Commission 1964-66
- 4.1986 - 2006
 - National Policy on Education1986,
 - Programme of Action 1992,
National Curricular Framework for school education
(NCF) 2006.

Unit VIII: Child rights education **10 hours**

1. Overview of rights convention (CRC)
2. Categories of rights- Right to Survival, protection, development and participation
3. Models of child participation
4. CRC and its implications to education.

Unit IX : State and education**10 hours**

1. Indian-constitution-educational provisions
2. Democracy-definition, meaning, process, types & role of education.
3. Right to education act 2006
4. Inclusive Education-Operational issues.

Unit X: Contemporary issues in education**10 hours**

1. National integration-Meaning, definition, factors of integration and role of education.
2. International understanding-concept, principles & education for peace
3. Delors report-four pillars of learning.
4. Globalization-Meaning, definition, process and implications to education

References:

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2. Seetharamu A.S. 1989, Philosophies of Education, Ashish Publishing House, New Delhi
3. S.P.Ruhela 1986, Human values and Education, sterling, New Delhi.
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12. Mohanty, J. 1987, Democracy and Education in India, Deep & Deep Publications, New Delhi.
13. Child Rights Convention (CRC), Unicef
14. P.Sandeep & C.Madhumathi, 2008, Philosophical and Sociological Foundations of Education, Veera Educational Services & Consultants Pvt. Ltd., Secunderabad.
15. *Learning: The Treasure within*, 1996, Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO Publishing, Paris.

Understanding the Learner & Classroom Management

Objectives:

This course will enable the student teacher to:

1. To apply the knowledge of Educational Psychology in understanding the Learner.
2. To enable the student teacher to understand the development process of the learner.
3. To equip the student teacher in understanding the concept of individual differences and areas of individual differences, such as Intelligence, Aptitude, Creativity, Memory and Forgetting.
4. To enable the student teacher understand the learning process of the learner.
5. To develop competencies and skills in classroom management of the student teacher.
6. To understand the nature of motivation as relevant to classroom management.
7. To understand the characteristics of children with special needs and help them to provide appropriate education.

Course Content:

Unit I: Understanding the Learner

10 hours

1. Definition of behaviour and components of behaviour - Cognitive affective and psychomotor.
2. Methods used in understanding the Learner- Introspection, Observation, Experimental and Case Study.
3. Need and importance of Understanding the learner,
4. Role of teacher facilitating the learner to learn.

Unit II: Understanding the Development of the Learner.

10 hours

1. General nature of growth and development.
2. Principles of growth and development and their educational implications.
3. Various stages of human growth and development and their stage specific characteristics with educational implications.
4. Adolescence - Characteristics and problems with special reference to growing up changes socio- emotional development and value development.
5. Guidance and counseling for adolescents in the emergence of HIV/Aids. Adolescence Education (Sex Education and Drug abuse).

Unit III: Individual Differences - Areas of Individual Differences.

10 hours

1. Concept, nature of inter and intra - individual differences. Areas of individual differences.
2. Intelligence - nature - definition - types - abstract, concrete, social, emotional and multiple. Measurement of intelligence - Verbal Non-Verbal, Performance tests - Individual and group and tests of intelligence - Concept of IQ - distribution of intelligence by IQ levels.
3. Aptitude - concept - definition types of aptitude. Measurement of aptitude - Differential aptitude tests batteries.
4. Creativity - Concept definitions creativity process. Measurement of creativity, fostering creativity in schools.
5. Memory and forgetting - Causes of forgetting, effective methods of remembering.

Note: Students teachers should visit Psychology Lab of the college and acquaint with the testing material of the Lab and write a report.

Unit IV: Understanding the Learning Process.**10 hours**

1. Meaning, definition, characteristics and principles of learning.
2. Types of learning - motor, perceptual, conceptual, and skills.
3. Laws of learning, their educational implications.
4. Learning difficulties and remedial measures.
5. Factors influencing learning

Unit V: Approaches to Learning & Teaching:**10 hours**

1. Behaviorist Approach- Concept-Characteristics-Skinner's Operant Conditioning -Educational Implications -Limitations.
2. Cognitive Approaches -Concept -Characteristics-Jean Piaget's Cognitive Approach- Educational Implications -Limitations,
3. Humanistic Approach -Concept-Characteristics-(Maslow and Carl Rogers) Educational Implications -Limitations.
4. Constructive Approach -Concept- Characteristics, Piaget -Educational- Implications- Limitations.
5. Earner's Theory of instruction-Concept-Educational Implications-Limitations

Unit VI: Classroom - Managements:**10 hours**

1. Class room management and role of Teacher.
2. a)Knowing the learner, b) Planning the instruction, c)Providing learning experiences suitable to unique needs of learners
3. Provide participative, interactive, activity - based and inter-personal humanistic learning experiences.
4. Learner - Centered instruction - individual guided instruction - emphasis on discovery oriented teaching - learning process.
5. Providing knowledge of results to students - evolving strategies to get feedback from students about their progress.

Unit VII: Classroom Management - Role of Motivation.**10 hours**

1. Motivation meaning - definition - Intrinsic and extrinsic motivation.
2. Techniques of motivation reward and punishment; cooperation and competition, novelty, feedback, praise, blame and rivalry, goals and ideals.
3. The Behaviorist view on motivation
4. The Humanistic view on motivation.
5. Inducing motivation in classroom activities through:
 - a) Focus student attention on desired objectives.
 - b) Encourage the development of positive motives.

 - c) Encourage cooperative learning and group cohesion.
 - d) Avoid fears and stress.
 - e) Create warm, pleasant, joyful and conducive learning environment.

Unit VIII: Classroom Management Personality and Leadership.

10 hours

1. Concept and meaning of personality.
2. Factors determining development of personality - Heredity and Environment factors.
3. Concept of leadership - class room leadership - Participative directive and permissive with educational implications.
4. Concept of mental health - fostering mental health at home and school.
5. Teacher's mental health and role in development of learner's personality.

Unit IX: Guidance and Counseling in Education.

10 hours

1. Meaning, definitions, and scope of guidance.
2. Types of guidance: Educational, Vocational and personal - social guidance.
3. Meaning, definition and principles and goals of counseling.
4. Guiding educationally backward; gifted and creative students.
5. Guiding parents in understanding their children's unique needs and development.

Unit X: Understanding Children with Special Needs.

10 hours

1. Concept of children with special needs
2. Concept, scope of special and inclusive education.
3. Characteristics, causes and education of the following:
 - a) mentally handicapped (Mild, Moderate)
 - b) Learning disabilities in children
 - c) Visually impaired, hearing impaired and visually impaired.
 - d) Locomotors handicapped.
 - e) Socially disadvantages (Scheduled cast, tribal and minority sections).

References:

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3. Chauhan, S.S.(1988):Advanced Educational Psychology, Second Edition, Anmol Publications, Pvt, Ltd, New Delhi.
4. Dandapani (2002): Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt, Ltd, New Delhi.
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7. John P.Dececco and William Craw-Ford(1998) .
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9. Mangal, S.K(2002)-Advanced Educational Psychology, Prentice-Hall of India, Pvt, Ltd, New Delhi.
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13. Sharma, K.N(1990)-Systems, Theories and Modern Trends in Psychology, HPB, Agra.
14. Anandan K N (2006) - Tuition to intuition- A constructive perspective on second language pedagogy - Mind - voyalil arcade, Mukkam, Calicut.

School Management and Systems of Education

Objectives

The course will enable the student teacher to:

1. Understand the basic concepts of educational management.
2. Understand different components of school management.
3. Realize the multifaceted role of a teacher/head teacher.
4. Understand and appreciate the process of becoming an effective teacher.
5. Develop an understanding of population concepts and the multi-dimensional nature of population education.
6. Understand the concept of Non-formal education and its role in the context of education for all.
7. Understand the concept of environmental education and the role of school in the context of sustainable development.
8. Understand the concept of Elementary education.
9. Get acquainted with the difference level education in the educational hierarchy.

COURSE CONTENT

UNIT I: Educational Management	10 hours
<ol style="list-style-type: none">1. Definition, meaning and Aims of Educational Management2. Principles and types of educational management3. Administrative structure of education in India and with special reference to Andhra Pradesh4. Educational management-pre-primary-primary-secondary-higher secondary-and university education.	
UNIT II: School as an Organization	10 hours
<ol style="list-style-type: none">1. Concept and objectives of school2. Components of school and school plant3. Physical, human and Financial Resources.4. School under different Managements	
UNIT III: Head of the Organization - importance and different Roles	10 hours
<ol style="list-style-type: none">1. Academic management2. Administrative management3. Human & Financial management4. Discipline management	
UNIT IV: Teacher competency and class room management.	10 hours
<ol style="list-style-type: none">1. Concept and need of teacher competency2. Professional growth of teachers.3. Qualities of an ideal teacher4. Role of teacher in managing classroom	
UNIT V: Environmental Education	10 hours
<ol style="list-style-type: none">1. Meaning, Definition & Importance & Objectives of Environmental Education2. Causes and consequences of Environmental Education.3. Concept of sustainable development4. Role of teacher, School, Government and NGOs in the Development of Environmental and Protection of Environment.	

UNIT VI: Population Education 10 hours

1. Meaning, Definition, Nature, scope of Population Education
2. Causes and consequences of population growth
3. Population situation, policies and programmes in India
4. Approaches to Population Education and role of school and Teachers

UNIT VII: Non-Formal Education 10 hours

1. Meaning, Definition, Nature, Scope and Objectives of Non-Formal Education
2. Life-long Education and Continuing of Elementary Education
3. Non-formal Education and Universalization of Elementary Education
4. Adult Education programmes in Post colonial India

UNIT VIII: Elementary Education 10 hours

1. Nature and scope & Significance & Objectives of Elementary Education
2. Constitutional provisions for compulsory Elementary Education
3. Problems in Elementary Education
4. Recent Policies and initiatives of Government of India for the growth and development of Elementary Education.

UNIT IX: Teacher Education 10 hours

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

UNIT X: Community Education 10 hours

1. Meaning, Definition, Importance & Objectives of Community Education.
2. Relationship between School and Community
3. Strategies for Community Mobilization
4. Role of teacher in bringing Co-ordination between school and community

References:

1. Bhatnagar (1988): Educational Administration- Loyals
2. J.C.Aggarwal (1988): Teachers Role, status, Service conditions and Education in India. (Doaba House)
3. Sahu, B.K. (1998): Population Education, New Delhi: Sterling Publishers
4. Gili K.K. (1995): Population Growth, Family Size and Economic Development, New Delhi, Deep & Deep Publications.
5. Mahajan, V.S. (Ed). (1994): Environmental Protections: Challenges and Issues, New Delhi, Deep & Deep Publications.
6. Naik, J.P. (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.

PAPER-IV (04)

Educational Evaluation

Objectives:

This course will enable the student teacher to:

1. Explain the need, importance and characteristics of educational evaluation.
2. Describe the approaches to educational evaluation.
3. Discuss the role of educational evaluation in Teaching - Learning Process.
4. Explain the nature of tools and techniques of educational evaluation.
5. Describe the need and importance of psychological testing,
6. Explain the nature of learners' evaluation and need for continuous comprehensive educational evaluation in schools.

Unit I: Need, importance and characteristics of Evaluation

10 hours

1. Teaching Learning process and role of evaluation
2. Need and importance of Evaluation
3. Definition of Evaluation
4. Evaluation, Assessment and Measurement.
5. Characteristics of good evaluation.

Unit II: Approaches to Evaluation

10 hours

1. Formative evaluation and summative evaluation
2. Difference between summative and formative evaluation
3. External evaluation and Internal evaluation, advantages and disadvantages,
4. Norm referenced evaluation
5. Criterion referenced evaluation.

Unit III: Instructional Objectives

10 hours

1. Educational Objectives and instructional objectives.
2. Relationship between educational objectives and instructional objectives
3. Classification of educational objectives (Cognitive, affective and psycho motor)
4. Functioning of educational objectives
5. Usefulness of the **taxonomical** classification.

Unit IV: Role of Evaluation in Teaching-Learning Process.

10 hours

1. The relationship between instructional objectives, entering behavior, **learning** experiences and Performance assessment.
2. Diagnosis to over come deficiency in learning.
3. Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course, programme and functioning of a school.

Unit V: Nature of tools and techniques of evaluation**10 hours**

1. Nature of test and Purposes of testing with reference to:
 - a) Instructional purpose
 - b) Guidance purpose
 - c) Administrative purpose
2. Administration of Test and Interpreting test result.
3. Meaning of Norms, types of Norms, age, Grade, Percentile and standard score.
4. Norms and interpretation of test scores.
5. Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantages.

Unit VI: Different Tools and Techniques of evaluation**10 hours**

1. Questionnaire and its types- Open ended and closed ended. Characteristic of good questionnaire.
2. Interview: Nature and types of interview: Techniques of interviewing and factors that influence conduction of a good interview.
3. Observation -Types of observation- Participant and non-participant observation and errors in observation.
4. Rating Scales- Types of rating scales-numerical rating scale, graphic rating scale, descriptive rating scale and its uses.
5. Content analysis, purpose and types of content analysis.

Unit VII: Psychological testing and Types of Psychological Tests**10 hours**

Nature of Psychological Testing

1. Intelligence Test- Types of intelligence test-Individual and group test, verbal and **non-verbal**, performance, culture free test. **Administration of one intelligence test and interpret its results and write a report** use of intelligence tests in the process of educational evaluation.
2. Aptitude Test- its nature types and functions various types of Aptitude Tests. **Administration of aptitude test and interpret its results and write a report** uses of aptitude test in the process of educational evaluation.
3. Concept of projective technique and its use by teachers.
4. **Administration and interpretation of 16PF Personality Inventory and write a report.**
5. Use and importance of Personality assessment in educational evaluation'.

Note: Students teachers should visit Psychology Lab of the college and acquaint with the testing material of the Lab and write a report.

Unit VIII: Learners Evaluation**10 hours**

1. Achievement test and its purpose.
2. Construction of Achievement Test with special reference to Instructional objectives, design, blue print, writing objectives, marking scheme.
3. Types of questions, short answer type, essay type - Advantages & Disadvantages.
4. Objective type question & Simple recall, multiple choice, true - false

matching block - Advantages and disadvantages of objective type.

5. Construction, administration and interpretation of its results in methods opted in the course

Unit IX: Learners evaluation

10 hours

1. Defects in a conventional question paper and remedy.
2. Teacher made tests vs standardized tests
3. Attributes of good test - validity, reliability, usability.
4. Continuous comprehensive evaluation with special reference to curricular and co-curricular activities in school.
5. Port folio assessment - its meaning - steps involved in developing port folio Assessment.

Unit X: Statistical Analysis

10 hours

1. Use of Statistics in Educational Evaluation, Statistics descriptive statistics and inferential statistics.

Tabulating Frequency Data: Simple Frequency Distribution and the Grouped Frequency Distribution,

Graphical Representation of Data: Histogram frequency, Polygon, Pie-diagram
2. Measures of Central Tendency: Mean, Median and mode. Comparative Analysis of the mean with median and mode.
3. Measures of Variation: range, Standards Deviation and Quartile Deviation, Skew ness and Kurtosis
4. Normal Curve: Concept of Normal Curve, characteristics and properties of a Normal Curve Application of normal curve in Educational Evaluation.
5. Correlation: Linear and Non-Linear correlations.
Scatter Diagram
Karl Pearson's Method
Rank Correlation

Interpretation of Correlation Coefficient-

Use of Correlation in Education Evaluation.

References:

1. Anastasi, Anne, (1976), Psychological Testing, 4^m ed., New York; Macmiflan Publishing Co. Inc.
2. Bertrand, Arthur and Cebula, Joseph P., (1980) : Tests, Measurement and Evaluation, A Developmental Approach, Addison-Wesley, U.S.A.
3. Bloom, Benjamin S., Et.al., (1971): Handbook on formative and Summative Evaluation in Student Learning, McGraw Hill, USA.
4. Ebel,Robert, L. (1996) : Measuring Educational Achievement, Prentice-Hall of India, New Delhi.

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7. Guilford, J.P.(1965), Fundamental Statistics in Psychology and Education, Me Graw Hill Book Company, New York.
8. Khan, Mohd, Arif, (1995): School Evaluation, Ashish Publishing House, New Delhi.
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12. Patel, R N (1978). Educational Evaluation - Theory and Practice, Himalaya Publishing House, Bombay.
13. Popham, W.James (1990): Modern Educational Measurement. A Practioners perspective, Prentice-Hall, USA.
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15. Srivastava H S and J P Shourie (1989) Instructional Objectives of School Subjects, NCERT, New Delhi.
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17. Singh, Pritam, (1989): Handbook of Pupil Evaluation, allied Publishers, New Delhi.
18. Thorndike, R Laid Hegen, Measurement and Evaluation, Psychology and Education, Wiley Easten Private Ltd, New Delhi.

Paper -V (ED-05)
Methods of Teaching Biological Science

Objectives

This course will enable the student-teachers to:

1. understand the structure & development of biological science
2. acquire the knowledge of aims, values & objectives of teaching biological science
3. understand the development of curriculum in biology
4. apply learning experiences and educational aids to teaching biology in the classroom
5. understand the different strategies of teaching bioscience
6. develop the competence of planning for instruction
7. acquire the knowledge of science laboratory
8. understand the modes of strengthening Bioscience
9. understand the qualities, recruitment, professional organizations and growth of science teachers
10. acquire mastery over the development and use of evaluation tools in bioscience

Course content

Unit I: Structure and Development of Science **10 Hours**

1. Definition of Science
2. Nature (Syntactic & Substantive) and Scope of Biology
3. Correlation between Biology and Other subjects
4. Development of Science in India (Scientific Institutions - ICRISAT, CCMB, ICAR, MCT, NIN, NAARM, CRIDA)

Unit II: Purpose of Teaching Science **10 Hours**

1. Values and Aims of teaching science
2. Recommendations of Kothari Commission, NPE 1986, NCTE 2006, NCF 2005 & NKC 2007
3. Objectives for teaching Biological Science & Bloom's Taxonomy of Educational Objectives
4. Instructional Objectives for Teaching Biological Science

Unit III: Curriculum in Biology **10 Hours**

1. Definition of curriculum
2. Principles of curriculum organization
3. Qualities of a good science text book
4. Critical review of Biology text book - state & CBSE

Unit IV: Learning Experiences and Teaching aids in Science **10 Hours**

1. Concept, Types of Learning Experiences
2. Edgar Dale's Cone of Learning Experiences
3. Selection & Sources of Learning Experiences
4. Importance, Use & Classification of Teaching aids
5. Integrating Multi-Media Systems for Science Education

Unit V: Strategies of Teaching Bioscience**10 Hours**

1. Science Teaching - Concept and meaning of Approaches, Methods & Techniques
2. Approaches - Inductive, Deductive & Heuristic.
3. Methods - Lecture, Demonstration, Lecture cum demonstration, Scientific, Problem solving, Team Teaching
4. Individualization of Science Instruction - Personalized System of instruction, Programmed instruction, Computer assisted instruction
5. Modern techniques of Science teaching - Brainstorming, Quiz, Seminar, Discussion, Scenario building.

Unit VI: Planning for Instruction**10 Hours**

1. Microteaching - Concept & skills - Writing instructional objectives, Introduction, Explanation, Structuring classroom questions, Stimulus variation, Probing questioning, Illustrating with examples, Reinforcement, Using blackboard, Lecturing
2. Annual plan & Unit plan
3. Lesson planning - Herbartian lesson plan
4. Lesson planning - Different methods

Unit VII: the Science laboratory**10 Hours**

1. Planning of Science laboratories & Mobile laboratories
2. Equipping science laboratories (purchase & maintenance)
3. Maintaining Registers in the Science laboratory
4. Improvised Apparatus
5. Safety procedures

Unit VIII: Strengthening Science Teaching**10 Hours**

1. Science clubs, Ecoclubs, Science museums, Science fairs, Field trips, Science exhibitions, Science library
2. Role of Governmental & Non Governmental Organizations in popularizing science
3. Celebration of important days & events related to science
4. e-learning in the science classroom
5. Talent Search Competitions in Science

Unit IX: The Science Teacher**10 Hours**

1. Qualities of Good Science Teacher
2. Professional Growth of a Science Teacher
3. Professional Organizations of Science teachers
4. Recruitment Procedures of Science Teachers

Unit X: Evaluation in Bioscience Teaching**10 Hours**

1. Concept, Types & Importance of Evaluation
2. Tools of Evaluation for Biology
3. Construction of a Unit Test in Biology
4. Construction of a Question Bank

References:

1. Aggarwal D.D (2001}: Modern Methods of Teaching Biology. Sarup Teaching Series Sarup & Sons, New Delhi.
2. Bhaskara Rao, D (2000): Teaching of Biology, Nagarjuna Publishers, Gunter
3. Bloom, Benjamin, S., Ed.(1958): Taxonomy of Educational Objectives, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. Chikara, M.S. and S.Sarma(1985): Teaching of Biology, Prakash brothers, Ludhiana
5. Clark Julia V(1996): Redirecting Science Education, Corwin Press inc., California.
6. Ediger, Marlow and D.B.Rao(2000): Teaching Science Successfully, Discovery Publishing House, New Delhi.
7. Krathwohl, David R., Ed.(1964): Taxonomy of Educational Objectives, Handbook II Affective Domain, David Mckay, New York.
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10. Sharma, R.C. & Shukla C.S.(2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, New Delhi.
11. Sood, K.J.{1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh
12. Vaidya, N(1996): Science Teaching for the 21st Century Deep & Deep Publications, New Delhi.
13. Gupta S.K. (1983): Technology of Science Education, Vikas Publishing House Pvt Ltd, Delhi
14. www.wikipedia.com

Paper -V (ED-05)
Methods of Teaching Social Studies

Objectives:

This course will enable the student teachers to

1. Initiate pupil-teacher to various concepts and technology of teaching of Social Studies for promotion of National and International Peace and Understanding.
2. Have an overview and integrate the knowledge drawn from various sources - History, Geography, Civics, Sociology and Economics.
3. Acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies.
4. Understanding of the principles of curriculum development, its transaction and evaluation.
5. Equip them with the knowledge of application of such principles in teaching of specific content areas in Social Studies.
6. Utilize community resources and educational inputs,
7. Strengthen teaching of Social Studies
8. Equip with the evaluation skills.

Course Content

Unit I: Nature of Social Studies

10 Hours

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

Unit II: The History and Development of Social Studies Education

10 Hours

1. Development of Social Studies as school subject
2. Contemporary status of social studies education in India
3. Citizenship education - Fundamental Duties, Fundamental Rights, Directive Principles of State Policy
4. National institutes- NIRD, NGRI, NRSA, ICSSR

Unit III: Aims and Objectives of teaching social studies.

10 Hours

1. Aims of teaching social studies - Recommendations of Kothari Commission, NPE 1986, NCF 2005, NKC 2007
2. Objectives of teaching social studies, Bloom's Taxonomy of Educational Objectives
3. Instructional objectives and specifications of teaching Social Studies

Unit IV: Social Studies Curriculum

10 Hours

1. Social Studies curriculum based on national and state policies

2. Principles of Curriculum construction
3. Approaches of organizing social studies curriculum- logical, psychological, concentric, spiral, chronological
4. Critical review of social studies text book - State & CBSE

Unit V: Teaching aids in Social studies **10 Hours**

1. Importance, use & classification of teaching aids
2. Edgar Dale's cone of Learning Experience
3. Multimedia in Social studies teaching
4. Technology integrated learning - Programmed Instruction, CAI

Unit VI: Approaches, Methods and Techniques of Teaching Social Studies **10 Hours**

1. Approaches - Heuristic, Inductive & Deductive
2. Methods - Lecture, Demonstration, Lecture cum Demonstration, project, problem solving, source method, socialized recitation, Supervised study, Team teaching
3. Modern techniques of Science teaching - Brainstorming, Quiz, Seminar, Discussion, Scenario building

Unit VII: Planning for Instruction **10 Hours**

1. Microteaching - Concept & skills - Writing instructional objectives, Introduction, Explanation, Structuring classroom questions, Stimulus variation, Probing questioning, Illustrating with examples, Reinforcement, Using blackboard, Lecturing
2. Annual plan & Unit plan
3. Lesson planning - Herbartian lesson plan
4. Lesson planning - Different methods

Unit VIII: Resource Units for teaching social studies **10 Hours**

1. Library
2. Laboratory
3. Social studies clubs
4. Study circles

Unit IX: Strengthening social studies education **10 Hours**

1. Community resource persons
2. Field trips & excursions
3. Visits to Assemble & Conduct of Mock Parliament
4. Current affairs & Social Issues
5. e-learning

Unit X: Evaluation **10 Hours**

1. Concept, importance & types of evaluation
2. Tools of Evaluation in Social Studies
3. Preparation of Scholastic Achievement Test(SAT)
4. Analysis and Interpretation of Scores

References:

1. Bining, A.C. & Bining, D.H.(1952): Teaching Social Studies in Secondary, Third Edition, Tata Me Graw-Hili Publishing Co., Ltd., Bombay.
2. Edgar, B.W & Stanely, P.W(1958): Teaching Social Studies in High Schools, Fourth Edition, Health and Company, Boston D.C.
3. Benjamin, S.B., J,Thomas, H & George, F.M(1971): Handbook on Formative and Summative Evaluation of Student Learning, McGraw Hill Book Company, New York.
4. Agarwal, J.C.(1993) Teaching of Social Studies- A Practical Approach, Second Revised Edition, Viaks Publishing House.
5. Kochhar, S.K.(1998): Teaching of Social Studies, Sterling Publishers Pvt, Ltd, New Delhi.
6. Telugu Academy (2002); B.Ed Social Studies - Teaching Methods, Hyderabad.
7. NCERT(1974), Teaching History in Secondary Schools, New Delhi
8. Kochhar (1990), S.K., The Teaching of Social Studies, Sterling, New Delhi.
9. www.wikipedia.com

PAPER V (ED-05)

Methods of Teaching Mathematics

Objectives:

This course will enable the student teachers to:

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

Course Content

UNIT I: The Nature of mathematics and its historical development

10 Hours

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism, Pure and applied mathematics
2. Euclidian & Non-Euclidian geometry, Modern Mathematics-Meaning & comparison
3. History of mathematics and contribution of Mathematicians - Sumerian, Greece, Egyptian, Indian, Arab, Chinese.
4. Mathematicians - Euclid, Pythagoras, George Cantor, Rene-Desecrate

UNIT II: Values, Aims and Objectives of teaching mathematics

10 Hours

1. Values of teaching Mathematics
2. Aims of teaching mathematics
3. Objectives of teaching mathematics at the secondary level - Bloom's Taxonomy of educational objectives
4. Instructional objectives – pertaining to lesson plan

UNIT III: Mathematics Curriculum

8 Hours

1. Principles of Curriculum construction
2. Approaches to Curriculum construction-Logical, psychological, Topical, concentric and spiral
3. Qualities of a good Mathematics text book
4. Critical review of Mathematics text book - State & CBSE

Unit IV: Instructional material in Mathematics **8 Hours**

1. Importance, use & classification of teaching aids
2. Edgar Dale's cone of Learning Experience
3. Multimedia in Mathematics teaching

Unit V: Strategies of Teaching Mathematics **15 Hours**

1. Mathematics Teaching - Concept and meaning of Approaches, Methods & Techniques
2. Approaches - Constructivist, Discovery, Inductive & Deductive
3. Methods - Analytic, Synthetic, Problem solving, Laboratory, Project
4. Modern techniques of Mathematics teaching - Brainstorming, Quiz, Seminar, Discussion, Scenario building

UNIT VI : Techniques of teaching Mathematics **8 Hours**

1. Oral work & Written work
2. Assignments
3. Drill work
4. Supervised study
5. Means of securing Speed and Accuracy

UNIT VII: Individualized Instruction. **8 Hours**

1. Identification of slow learners- remedial instruction
2. Identification of Gifted children - enrichment programme
3. Programmed learning, CAI, Copy book, Work book
4. e-learning

Unit VIII: Planning for Instruction in Mathematics **15 Hours**

1. Microteaching - Concept & skills - Writing instructional objectives, Introduction, Explanation, Structuring classroom questions, Stimulus variation, Probing questioning, Illustrating with examples, Reinforcement, Using blackboard, Lecturing
2. Annual plan & Unit plan
3. Lesson planning - Herbartian lesson plan
4. Lesson planning - Different methods

UNIT IX: Strengthening Mathematics Education **8 Hours**

1. Mathematics club, Mathematics Fairs, Field trips, Mathematics Olympiad
2. Library
3. Mathematical Institutions / Organizations – Functions & Objectives
4. Celebration of Mathematics related events

1. Concept, importance and types of Evaluation
2. Preparation of Tools of Evaluation in Mathematics
3. Preparation of Scholastic Achievement Test.
4. Analysis and Interpretation of Scores
5. Diagnosis and remedial programmes

References:

1. Bloom, Benjamin S.Ed. (1958): Taxonomy of Educational Objectives, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., .New York.
2. Krathwoh, David R., Ed., (1984): Taxonomy of Educational Objectives, Handbook II- Affective Domain, David McKay, New York.
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8. Siddhu, K.S. (1993): Teaching of Mathematics, Sterling Publishers, New Delhi.
9. Mangal S.K.(1993): Teaching of Mathematics, Arya Book Depot, New Delhi.
10. Krulik.S. and Weise, I.B. (1975): Teaching of Secondary School Mathematics, WB Saunders Company, London.

Methods of Teaching Physical Science

Objectives:

This course will enable the student teachers to:

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

Course Content

Unit I: The Nature and scope of Physical Science

10 Hours

1. Nature & Scope of Science
2. Structure of Science

Substantive Structure - Empirical knowledge, theoretical knowledge (Facta, Concepts, Hypothesis, theory principle law).

Syntactic structure of Science - Scientific enquiry, process of science, Attitudes of inquiry.

3. Relationship between Science & Technology

Unit II: Development of Science

10 Hours

1. A brief introduction to oriental & western science.
2. Development of Physics & Chemistry and their milestones
3. Nobel Prize Winners in Physics & Chemistry
4. Development of science in India - Scientific organizations - DRDL, BARC, ISRO, TISR
Space & Atomic Energy

Unit III: Aims, Values & Objectives of teaching physical science

10 Hours

1. Aims of teaching Physical Science
2. Values of teaching Physical Science
3. Objectives of teaching Physical Science - Bloom's Taxonomy of educational objectives
4. Instructional objectives of teaching Physical science

- Unit IV: Science Curriculum** **10 Hours**
1. Definition of curriculum
 2. Principles of curriculum organization
 3. Qualities of a good science text book
 4. Critical review of Physical science text book - state & CBSE
- Unit V: Teaching aids in Physical science** **10 Hours**
1. Importance, use & classification of teaching aids
 2. Edgar Dale's cone of Learning Experience
 3. Multimedia in Science teaching
- Unit VI: Strategies of Teaching Physical science** **10 Hours**
1. Science Teaching - Concept and meaning of Approaches, Methods & Techniques
 2. Approaches- Inductive, Deductive & Heuristic.
 3. Methods - Lecture, Demonstration, Lecture cum demonstration, Scientific, Problem solving, Team Teaching
 4. Individualization of Science Instruction - Personalized System of instruction, Programmed instruction, Computer assisted instruction
 5. Modern techniques of Science teaching - Brainstorming, Quiz, Seminar, Discussion, Scenario building
- Unit VII: Instructional Planning** **10 Hours**
1. Microteaching - Concept & skills - Writing instructional objectives, Introduction, Explanation, Structuring classroom questions, Stimulus variation, Probing questioning, Illustrating with examples, Reinforcement, Using blackboard, Lecturing
 2. Annual plan & Unit plan
 3. Lesson planning - Herbartian lesson plan
 4. Lesson planning - Different methods
 5. Qualities and competencies of Physical science teachers
- Unit VIII: Science Laboratory** **10 Hours**
1. Planning and organization of science laboratory
 2. Maintenance of registers in science laboratory
 3. Laboratory work and safety procedures
 4. Improvisation of apparatus
- Unit IX: Strengthening Science Teaching** **10 Hours**
1. Science clubs, Ecoclubs, Science museums, Science fairs, Field trips, Science exhibitions, Science library
 2. Role of Governmental & Non Governmental Organizations in popularizing science
 3. Celebration of important days & events related to science
 4. e-learning in the science classroom
 5. Talent Search Competitions in Science

1. Concept, Types & Importance of Evaluation
2. Tools of Evaluation for physical science
3. Construction of a Unit Test in physical science
4. Construction of a Question Bank physical science

References:

1. Rajiv Gopal(1994):" World Famous Scientists"-Pustak Mahal, Delhi.
2. Venugopal Nagasuri (2002): Science Vaitali kulu- Sree Madhulatha Publications, Vijayawada.
3. <http://www.histQry.mcs.strandrew.ac.uk/mathematicians.heisenberg.html>
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Paper VI (ED-06)
Methods of Teaching English

Objectives:

The course will enable the student teacher to

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

Course Content

Unit I: English in India and Language Learning **6 hours**

1. English in India-its status
2. Second and foreign language distinction
3. Features of a language (animal and human language)
4. Language learning theories and practices

Unit II: Introduction to Grammar 1 **12 hours**

1. Analyses of sentences-types of analyses
2. Voices and their transformation
3. Tense and time In English
4. Types of tense and functions they perform

Unit III: Introduction to Grammar 2 **12 hours**

1. Simple, complex and compound sentences
2. Uses of conjunctions for subordination and coordination
3. Degrees of comparisons-adjectives and adverbs
4. Concord-agreement between noun and verb/adjective

Unit IV: Language Skills - Listening and Speaking **12 hours**

1. Listening - its importance in language learning - its sub skills (specifications)
2. Types of listening, sub skills strategies for teaching
3. Fluency and accuracy in speaking – speaking its sub skills
4. Standard pronunciation, exercises for word stress, accent and rhythm
5. Conversation skills using pair and group work

Unit V: Language Skills - Reading and Writing **12 hours**

1. Reading - types of reading for academic purposes – sub skills of reading
2. Some common problems with reading and remedies
3. Developing speed with comprehension

4. Writing - types of writing and factors affecting writing – sub skills writing
5. Composition / letter writing / paragraph writing - types and teaching -

Unit VI: Supplementary skills

8 hours

1. Teaching study skills - Note making, Note taking
2. Teaching reference skills - Using dictionaries, thesaurus and encyclopedia.
3. Methods of teaching grammar
4. Information transfer skill.

Unit VII: Approaches and Methods of Teaching English Language

12 hours

1. An overview of Teaching English in India
2. Grammar Translation method and Direct Approach
3. Michael West and his contribution to ELT in India
4. The Structural Approach and its impact
5. Communicative Approach and other developments in ELT

Unit VIII: Planning English Language Teaching

1. Micro- teaching – its importance – practice of five (5) skills

8 hours

2. Lesson planning - scope and need
3. Structure of a lesson plan – its importance, objectives - its parts and rationale
4. Planning lessons for Secondary schools – prose, poetry, non-detail, composition lesson plans
5. Planning lessons for senior secondary schools – teaching aids used in ELT

Unit IX: English Language Curriculum

10 hours

1. Curriculum design - Scope and nature
2. Principles of curriculum construction
3. Criteria of a good English language text book
4. Analysis of syllabus and textbook for teaching English in AP

Unit X: Evaluation

8 hours

1. Concept and process of evaluation
2. Tools of evaluation
3. Preparation of SAT - Weight age tables, blue print, question papers
4. Analysis and Interpretation of scores.

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Methods of Teaching English (Method-I)

Objectives: The course will enable the student teacher to:

- Be sensitive to language use.
- Develop an understanding of the nature and objective of teaching languages.
- Be sensitive to the problems of learning (teaching) second and foreign languages.
- Become proficient in E.L.T.
- Be able to think innovatively how best ELT can be made more interesting
- Be able to think on innovative techniques in ELT to make the learning easier.
- Be able to instill confidence among the learners towards English language.

Unit 1: English in Indian and Language learning **4 hours**

1. English in India and its Status
2. Second and foreign Language distinction
3. Features of Language (animal and communication)
4. Language learning theories and practices

Unit 2: Introduction to Grammar 1 **14 hours**

1. Analyses of sentences-types of analyses
2. Voices and their transformation
3. Tense and time in English
4. Types of tense and functions they perform
5. *Prepositional Phrases*
6. *Idioms and their uses*

Unit 3: Introduction to Grammar 2 **12 hours**

1. Simple, complex and Compound sentences
2. Uses of Conjunctions for subordination and coordination
3. Degrees of comparison- adjectives and adverbs
4. concord-agreement between noun and verb/adjectives

Unit 4: Language Skills – Listening and Speaking **14 hours**

1. Listening and its importance in language learning
2. Types of listening, sub skills and strategies for teaching
3. *Listening is the basis for English Language learning*
4. *IPA Symbols and their value*
5. *Classification of consonants and vowels*
6. Fluency and accuracy in speaking
7. Exercises for word stress, sentence stress, accent and rhythm
8. Conversational skills using pair and group work.
9. *Developing speaking in a given situation*
10. *Practicing transcription.*

Unit 5: Language Skills – Reading and Writing **18 hours**

1. Reading – Types of Reading for Academic Purposes – *Methods of Teaching Reading*
2. Some common problems with reading and remedies
3. Developing speed with comprehension
4. *Exercises for Reading*
5. *Question types – their functions*
6. *Reading strategies and developing them*

7. *Writing – Types of writing and factors effecting writing – Exercises to improve spelling*
8. *Composition – Types and teaching*
9. *Skills of writing – process of Writing*
10. *Techniques for teaching writing*
11. *Expository, descriptive, report and narrative styles of writing, Précis writing and creative writing.*

Unit 6: Supplementary Skills

5 hours

1. Teaching study skills – Note making and Note taking
2. Teaching reference skills – Using dictionaries, thesaurus and Encyclopedia
3. *Types of grammar – Methods of Teaching grammar*
4. Information transfer skills

Unit 7: Methods of Teaching English Language

8 hours

1. *Methods and approaches of teaching English Language*
2. Grammar Translation method, *Bilingual Method and Direct Approach*,
3. Michael West and his Contribution to ELT in India
4. The Structural Approach and its impact
5. Communicative Approach and other developments in ELT

Unit 8: Planning English Language teaching

12 hours

1. *Micro-Teaching – Practice of Skills*
2. *Lesson Planning – Its characteristics*
3. Structure of a Lesson Plan – *Prose, Poetry, Non-Detail and Composition*
4. Planning lessons for Secondary and Senior Secondary Schools
5. *Innovative Lesson Plans in ELT*
6. *Teaching Aids used in ELT*

Unit 9: English Language Curriculum

5 hours

1. Curriculum design – Scope and Nature
2. Principles of Curriculum Construction
3. Criteria for assessing a good language text books
4. Analysis of syllabus and text book for teaching English in Andhra Pradesh

Unit 10: Evaluation

8 hours

1. Concept and process of Evaluation
2. Tools of Evaluation
3. Preparation of SAT – Weightage tables, Blue Print and Question paper
4. Analysis and interpretation of scores.

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Paper - IX & X (ED-09/10)
Microteaching Record Method I /II

[Total Number of Instructional Hours - 30 (Method I) / 30 (Method II)]
Marks Allotted: 15 {Method I} /15 (Method II)

Objectives

This Practical Record work will enable the student teachers to:

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

Every student teacher has to teach five (5) micro-teaching skills in each methodology. Each micro-teaching skill carries 3 marks and is to be evaluated by the concerned methodology teacher-educator

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

Preliminaries:

Name of the student teacher -

Roll No. -

Subject -

Skills - session - Teach / Re-teach

Date-

Duration -

Plan of Micro-Teaching:

S.No.	Teacher's activity	Pupil's activity
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Signature of the teacher -educator

Paper-IX&X (ED-09/10)

Macro-Teaching Record

Teaching Practice cum Internship Record - Method I / II

[Total Number of Instructional Hours = 192 (Method I) 7192 (Method II)]

Marks Allotted: 60 (Method I) / 60 (Method II)

Objectives

This Practical Record work will enable the student teachers to:

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

Course Content

Methodology wise lesson plan formats may be evolved by faculty members with mutual negotiation. 18 lessons shall be taught by the student teachers in a conventional mode and 2 lessons may be taught in any innovative manner. Every student teacher shall teach 20 lessons in each method in 32 working days during the Teaching Practice Cum Internship programme. The student teachers shall write the lesson plans, as per the format and prepare relevant teaching aids before entering the class.

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

The candidates are expected to observe the demonstration lessons undertaken by the members of the staff of the college. In addition to this, they are expected to complete 5 micro lessons in each method before going for Macro-Teaching i.e., teaching practice cum internship. Every candidate shall have to undergo an internship of one full month (32 working days) in a cooperating school as "Teaching Practice Cum Internship". During this period the candidate shall be attached to a school and he shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Head Master or any of the trained teachers in the school who are referred to here as "Supervising Teachers". During the Teaching Practice Cum Internship period the concerned lecturers of the college of education will go round the schools and observe the lessons of each student along with the supervising teachers.

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

The college will have the discretion of not sending up candidates for the final examination, both in theory and practical in case their Project and Record Work is not satisfactory and those candidates who fail in the projects and records also have to seek fresh admission in the subsequent year(s) to complete their Project Work and Records. Teaching Practice cum Internship will be of 32 days duration and conducted in 2 (two) phases. In Phase I (5 days), the candidate is expected to complete 6 lessons (3 lessons in each method) and in Phase II (27 days) the candidate is expected to complete remaining 34 lessons (17 lessons in each method) During Phase II the candidate is expected to participate and undertake the activities assigned by H.M. of the school. A certificate, of satisfactory work by the H M of the cooperating school should be given to the candidate, to be pasted in the Macro- Teaching record.

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

Evaluation

Out of 20 lessons taught by the student teaches, 15 lessons shall be assessed by the school supervisors and four (4) marks per lesson (60 marks for 15 lessons) will be awarded by collecting the information related to the background, hard work and performance of the candidate from the concerned teachers handling methodology subjects.

During phase II of Teaching Practice cum Internship, out of 20 lessons, the teacher educators of the respective college has to supervise / observe five Lessons in each method and assess each lesson for 10 Marks, thus making it 50 marks in each method- This shall be considered as final practical examination.

Paper-IX&X(ED-09/10)

Scholastic Achievement Record Method I & II

Marks Allotted: 15 (Method I) / 15 (Method II)

Objectives

This practical record work will enable the student teachers to:

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

Course Content:

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

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

Duration of this programme is 1 working day = 6 instructional hours

The possible format is as follows:

Preliminaries

- i. Title Page
- ii, Certificate from the H M of the school
- iii Introduction to the SAT Record
- iv. Importance of the SAT Record
- v. Objectives of the SAT Record
- vi. Methodological Procedures

(Details of the processes initiated / weightages worked out for Questions -Objectives and content items / difficulty level / Item analysis / Time frame procedures)
- vii. Analysis and interpretation of data (Descriptive Statistical analysis including graphical and diagrammatic representations)

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

Evaluation:

The performance of the candidates in the Scholastic Achievement Test record shall be evaluated by the teacher educator of the concerned methods.

Paper XI (ED-11)
COMPUTER EDUCATION PROJECT

MARKS-40 (10+20+10)

(Individual Project)

Objectives:

The Course will enable the student teacher.

1. To acquire basics of Computers
2. To acquire the Basic Commands in DOS & Windows
3. To develop Computing Skills
4. To create & edit a document
5. To understand apply the M.S Office applications in School Management.
6. To prepare Technology Integrated Lessons.

Unit I: Course Content - Practical Hands on Experience:

1. Basics of Computers - Parts of computer, input & output devices.
2. Concept types of Operating System
3. Basics of MS-DOS & MS-Windows.

Unit II: MS-Office Application.

1. Ms-Word Creating & Editing a document.
2. Ms-Excel creating a grade sheet & graph & statistical application percentage, mean, Median & Mode.
3. Ms- Access creating a file/data base, queries {Searching information}
4. Ms-Power point - creating a PowerPoint /Technology integrated
5. Ms- Publisher - creating a new a letter, brochure & webpage/site.

Unit III: Internet

1. Concept of WWW & Viruses
2. Creating E-Mail ID
3. Sending & receiving mails **Project**

Evaluation:

The project is earmarked for ten (10) days. The maximum marks assigned for this project is 40 (forty). The average marks awarded by (2) two examiners will be forwarded to University. The evaluation shall take place as per the Almanac suggested by the University. Jury consists of two (2) examiners. Evaluation of project includes the following-

- | | |
|---|----------|
| 1. Practical Record - Recording Hands on Experience Day-Wise, | 10 marks |
| 2. Preparation & showcasing any one application from the course content will be tested. | 20 Marks |
| 3. Viva-voce by the examiner | 10 Marks |

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Paper-XII (ED-12)

Life Skills Project

(Marks-40)

Objectives:

The project will enable the student teacher to:

Major. 1. Build the capacity to empower oneself

2. Empower individual to live in a social context

Minor. 1. Develop self-awareness

2. Build healthy relationships & friendships

3. Facing and adjusting with pressures and making right choices

4. Foster communicative ability with reference to oral and written skills

5. Stand up for one self and to cope with pressures

6. Develop insights into character formation

7. Get reinforced into goal setting

8. Learn how to manage the time

Course content:

This project is designed to develop the following ten (10) skills. Under each major skill there are 4 - 6 minor skills. Each skill is pruned through culturally relevant activities in students to empower in various skills. The list of skills identified for the project:

1. Self-awareness
2. Communication
3. Time management
4. Goal setting
5. Building and valuing relationships
6. Building friendships
7. Facing choices
8. Character formation
9. Responsibility
10. Facing pressures and standing strong

Each skill is dealt in the following format for **teacher preparation and classroom presentation.**

Teacher preparation

Objectives

Key concepts

Key terms

Time required

Background information

Questions and answers

Famous quotations

II. Classroom presentation

1. Creating positive environment - 5 tips
2. Using interactive methods
3. Adaptation in a culture specific form.

It is a group project. Each group constitutes five (5) student teachers. Each group has to work for 5 days on group activities and 2 days on individual activities.

The project is earmarked for ten (10) days.

5 days for group activities

2 days for individual activities

2 days for reporting

1 day for showcasing and evaluation.

Proforma for reporting the activities:

S.No.	Activity undertaken	Individual/Group	Skills identified	Your role in it	Learning outcomes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Evaluation:

Each group has to present at least four (4) activities at the time of showcasing. Each student teacher has to showcase two (2) activities individually on communicative skills and any two (2) group activities by the whole group.

A jury of two members will evaluate the project showcasing. Candidates have to showcase before the jury. Project report shall be evaluated for 30 marks and showcasing for 10 marks. On the whole the project is evaluated for 40 marks by 2 jury members and an average of the 2 evaluators shall be awarded.

Paper XIII (ED-13)

CO-CURRICULAR PROJECT

(Marks-40)

Objectives:

This project will enable the student-teachers to:

1. Understand the importance of co-curricular activities for all round development of the learner with special reference to skills, values and attitudes.
2. Guide in effectively organizing different co-curricular activities in and outside the school.
3. Develop relationship between the school and the community.
4. Develop parent-teacher interaction towards planning and executing strategies for their growth and development.
5. Managing and organizing activities other than class room and school effectively.

Activities Suggested

1. Addressing the school assembly / conduct of school assembly.
2. Organizing Sports and Games in the school.
3. Organizing Cultural Programmes: painting, drawing, dance, drama, folk, music etc.,
4. Organizing Literary programme.
Essay writing - writing for school magazines - Story writing- Writing poems- songs etc.,
5. Organizing Debates/Elocution programmes on contemporary issues.
6. Organizing Festivals Events : National Events - Independence Day, Republic Day, Teachers Day, other significant days - National & Regional festivals.
7. Organizing Annual Day celebrations.
8. Organizing teachers meetings.
9. Organizing student council meetings.
10. Organizing Parent-Teacher Association Meetings.
11. Maintenance of Registers and records-attendance, progress, records, admission registers, stock registers etc.,
12. Conducting guidance and counseling programmes for students.
13. Parent counseling and guidance (Helping parents to overcome pupil's weakness to enable their learning and solve various problems related to their education.)
14. Parental involvement in child's progress (Communicating pupil's progress in various areas - Cognitive, Affective and Psychomotor to parents to ensure their help in enhancing child's achievement in various school learning activities and performances.)
15. Organizing Science Clubs, Science fairs, Eco clubs, maths clubs, teaching aids, etc.,
16. SUPW Activities
17. Organizing Field trips including excursions, picnics, visit to museums, historical places etc.,
18. Community Surveys - Health, Education, Nutrition, and social issues.
19. Organizing Awareness programmes: issues related to education, girl child education, children with special needs, child rights, alcoholism, drug abuse, nutrition, communicable diseases- HIV Aids- government schemes for weaker sections: educational provisions etc.,

20. Protection of public property (Awareness and attitudinal changes towards protecting national properties.) during strikes, bandhs, student agitations, rallies etc.,

Conduct of the Project

1. Eight Days (8) earmarked for the project.
2. Student teachers shall work in a group of 5 member / team.
3. Each group should select 10 activities. 7 activities related to school and 3 activities related to community.
4. One day (1) for orientation/capacity building about the project.
Four days (4) earmarked for executing and reporting activities related to school
Two days (2) for executing and reporting community related activities.
One day (1) for showcasing / evaluation of the project.

Evaluation of the Project

Suggested format (this can be meaningfully modified if necessary at the institutional level)

Sl.No	Name of the Activities	Objectives of the Activities	Description of the Activities	Learning outcomes
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Every group is expected to showcase their performance on minimum ten (10) activities executed by them, while presenting the report to the examiners.

The performance of the candidates will be evaluated by (2) two member Jury appointed by the respective Institution.

The maximum marks assigned for this project is 40 (forty). The average marks awarded by (2) two examiners will be forwarded to University.

The evaluation shall take place as per the Almanac suggested by the University.