



**Dr. B.R. Ambedkar University, Srikakulam**  
**Regulations, Scheme, Syllabus and Model Question Papers relating to**  
**B. Ed DEGREE EXAMINATION**  
**(With effect from 2010-11)**

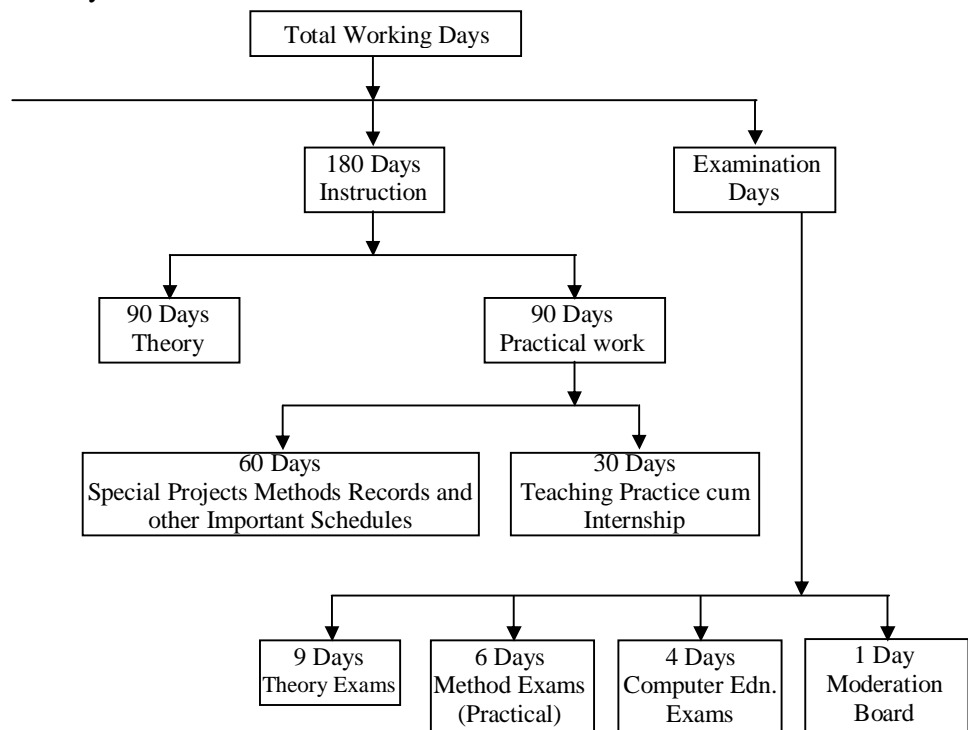
All the rules and regulations hereinafter, specified should be read as a whole for the purpose of interpretation.

**1. ADMISSION TO B. Ed PROGRAMME.**

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 statutory reservation of seats under various categories of candidates.

**II. CURRICULUM TRANSACTIONS**

1. The duration of B.Ed. Course will be of one year. Total number of working days / hours per session- 210 days (1260 hours) as per the University notification
2. Number of Teaching days including Teaching practice Work -180 days (1080 hours)
3. Number of Teaching / Instructional days only – 150 days (200 Hours)
4. The overall weightage for Theory in 180 Teaching days – 50% (90 days = 540 hours)
5. The overall weightage for practical component in 180 teaching days – 50% (90 days = 540 hours)
6. The number of days for Teaching Practice and Internship = 30 days in 180 Instructional days



## Scheme of B.Ed. Academic Programme

### III. STRUCTURE OF THE COURSE

(A) Theory Examinations		Marks
BSE – 01	Paper I Foundations of Education	100
BSE – 02	Paper II Educational Psychology	100
BSE – 03	Paper III-A Educational Technology	50
BSE – 03	Paper III-B Computer Education	50
BSE – 04	Paper IV School Management and Systems of Education	100
BSE – 05	Paper V Personality Development and Communicative English	100
BSE – 06	Paper VI Methods of Teaching – I A. English B. Telugu C. Physical Science D. Special English	100
BSE – 07	Paper VII Methods of Teaching – II A. Mathematics B. Biological Science C. Social Studies	100
<b>TOTAL MARKS</b>		<b>700</b>
(B) Practical Examination and Papers		
BSE – 08	Paper VIII Practical examination in Methods of Teaching I 45 min.	50
BSE – 09	Paper IX Practical examination in Methods of Teaching II 45 min	50
BSE – 10	Paper X Practical examination in Computer Education 60 Min	50
<b>TOTAL MARKS</b>		<b>150</b>
(C) Special Projects		
BSE – 11	Paper XI Community Studies Project (Practicum of Paper I)	40
BSE – 12	Paper XII Cultural Studies and SUPW Project (Practicum of Paper I)	40
BSE – 13	Paper XIII Case–Studies Project (Practicum of Paper II)	40
BSE – 14	Paper XIV Health & Physical Education Project (Practicum of Paper II)	40
BSE – 15	Paper XV Computer Education Project (Practicum of paper III)	40
BSE – 16	Paper XVI Schools Studies Project (Practicum of Paper IV)	40
BSE – 17	Paper XVII Personality Development and Communicative English Project (Practicum of Paper V)	40
<b>TOTAL MARKS</b>		<b>280</b>

**(D) Methods Records**

BSE – 18	Paper XVIII	Scholastic Achievement Record – Method I	25
BSE – 19	Paper XIX	Scholastic Achievement Record – Method II	25
BSE – 20	Paper XX	Microteaching Record – Method I	10
BSE – 21	Paper XXI	Microteaching Record – Method II	10
BSE -22	Paper XXII	Teaching Practice cum Internship Record – Method I	80
BSE – 23	Paper XXIII	Teaching Practice cum Internship Record - Method II	80
BSE – 24	Paper XXIV	Teaching Practice cum Internship Diary (TPID) – Method I	20
BSE – 25	Paper XXV	Teaching Practice cum Internship Diary (TPID) – Method II	20
		<b>TOTAL MARKS</b>	<b>270</b>

Total Marks for Theory(A) 700

Total Marks for Practical Work (B+C+D) 700

**GRAND TOTAL OF MARKS(Theory-700+ Practicals- 700) 1400**

**VI WORKING HOURS / INSTRUCTIONAL HOURS**

1. Every College is expected to work for 6 hours everyday. In other words, a working day should be of minimum 6 hours duration in a six-day working week.
2. The timings of the institution/college shall be from
  - a) Morning Session: 10:00am to 1:00pm or 9:00am to 1:00pm
  - b) Evening session: 2:00pm to 5:00pm or 2:00pm to 4:00pm
3. The college should not run B.Ed. Programme on shift system and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Govt., and NCTE.

**VII. SELECTION OF METHODS OF TEACHING**

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

<b>Group A</b>	<b>Group B</b>
Telugu	Mathematics
English	Biological Sciences
Physical Science	Social Studies
Special English	

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

### **VIII. GENERAL RULES FOR EXAMINATION**

**“All the Examinations will be conducted as per the Rules and Regulations of Dr. B.R. Ambedkar University, Srikakulam”**

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified by the University.
2. Applications for permission to appear for an Examination shall be made on the prescribed form accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, residence, practical work etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the principal of the College. The principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then issue the Hall Ticket to him / her. The Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the university once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he / she does not change the subject or subjects originally selected by him/ her
6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he/she was examined and the division in which he / she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time
8. Students who have appeared once at any examination of the University need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the groups of subjects have been changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus / regulations Candidates not availing themselves of this chance or failing at this examination shall take the examination there after according to the changed syllabus regulations

10. No admissions / readmissions / promotions are to be made after the expiry of two weeks from the date of commencement of instruction.
11. No supplementary or any other examination shall be conducted during the instruction period.
12. Candidates will be allotted to B.Ed., course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time including reservation
13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed
14. The programme of instruction, examination and vacation shall be notified by the University
15. The medium of instruction shall be English However the students are permitted to write their examinations in English or Telugu except Paper V. The students have to answer paper V (Personality Development and Communicative English) in English only. The Methodology Papers in the Languages concerned should be answered in the respective languages
16. University examinations shall be held as prescribed in the scheme of the examination.
17. The course of study shall consist of class lectures, tutorials, teaching practice and Practical / Project record work
18. The examination in the theory papers will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching opted by the candidate and also in Computer Education
19. Principal of the College of Education should depute their teachers for examination work as and when assigned by the University Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

#### **IX. RULES OF ATTENDANCE**

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above has pursued "Regular course of study" or in the "Distance Mode" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
2. A regular course of study means attendance at not less than 80% in teaching instructions period and 100% of attendance during the period of practice teaching cum internship of the B. Ed. Programme. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized Medical Officer approved by the principal
3. The names of students who are continuously absent for ten days or more without any leave sanctioned or who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission during the next academic year as per the request of the candidate with the permission of the Vice-chancellor of the University. A monthly-consolidated attendance will be displayed on the College Notice Board on every month.
4. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the Colleges or any other Government or quasi-government agency.

5. Students who do not have adequate attendance will not be permitted to appear for theory examination and such candidates have to rejoin the course with exemption from the entrance test. The admission of all such candidates will be over and above the sanctioned ceiling of seats for the college.
6. Attendance shall be reckoned from the date of commencement of instruction as per the almanac communicated by the University.

#### **X. AWARD OF DIVISION**

Candidates will be awarded separate division in Theory and Practical examinations

##### **For Theory Examination:**

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

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

##### **For Practical Work :**

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

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

#### **XI. APPEARANCE AND REAPPEARANCE FOR THE EXAMINATION**

1. Candidates who have completed practical work specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed course. No candidate without the completion of practice teaching, internship and practical record work is allowed for final university level practical and theory examinations.
2. The college will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work
3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper/ papers in which he / she failed or in all the theory papers at any subsequent examinations without putting in

- further attendance. Provided he / she does not change the subjects originally offered by him/ her
4. A candidate who fails to secure the minimum pass mark in the project work / method records shall attend the required number of classes for completion of that project / method record and qualify himself / herself for the resubmission of the same. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work
  5. Candidates who have appeared once at any examination of the university need not put in fresh attendance. If they want to reappear at the same examination not with standing the fact that new subjects may have been introduced or group of subjects by the university. They will however, have to appear at the examination according to the scheme of examination and the syllabus in force.
  6. In case teaching practice cum internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed., as a casual student and producing thereafter., Certificates of satisfactory work in the required areas.
  7. Attendance at N.C.C /N.S.S camps or inter-collegiate or inter university or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However the aggregate of such absence should not exceed two weeks in the entire course period.

## **XII. TEACHING FACULTY AS MENTORS/ TEACHER-STUDENT COUNCELLOR**

It is envisaged to introduce the concept of mentorship in the Colleges' of Education from 2010-11 academic year onwards. Each lecturer in the College will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of special projects, teaching practice cum internship and overall participation in the B.Ed. programme. Each mentor will be allotted minimum of 15 student teachers and he/ she will take care of his / her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student - teachers and conduct of various special projects of the B.Ed. programme.

## **XIII. TEACHING PRACTICE CUM INTERNSHIP**

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

Teaching Practice Cum Internship period the concerned lecturers of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly.

3. A candidate who has failed to pass in the Practical Examination of Teaching a Lesson, may be allowed to reappear in either of the subjects of his / her specialization taken previously under methods provided to him/ her and in which he / she has completed practice lessons and internship to the satisfaction of their college authorities. In case, the practice lessons and the internship are not satisfactory, the candidate shall appear for the subsequent examinations in the Teaching of the Examination lesson only after completing the internship and the practice lessons by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of satisfactory work in the supervised practice lessons and the internship.
4. The practical examination of teaching a lesson of each candidate will be conducted by a panel of at least two independent examiners – one internal and one external. The modalities of conducting examination are as per the rules and regulations of the University.
5. The college will have the discretion of not sending up candidates for the final examination, both in Theory and Practical in case their practical Project / Record work is not satisfactory and those candidates who fail in the University Practical Examination and in practical records also have to seek fresh admission in the subsequent year(s) to complete their Practical Project Work / Records.
6. Teaching Practice cum internship will be of 30 days duration and conducted in 2 (two) phases. In phase 1 (15 days), the candidate is expected to complete 10 lessons (5 lessons in each method) and in Phase II[Internship] (15 days) the candidate is expected to complete remaining 30 lessons (15 lessons in each method). During Phase II the candidate is expected to participate and undertake the activities assigned by H.M of the school.
7. Every student shall maintain day-wise Teaching Practice cum Internship Diary (TPID) with details of the activities carried-out in the cooperating school, duly certified by the school H.M. and shall submit the same in the college.

#### **XIV. GUIDELINES FOR SCHOOL HEAD MASTERS /HEAD MISTRESSES FOR TEACHING PRACTICE AND INTERNSHIP**

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

1. Maintain the attendance of B.Ed. trainees both for the forenoon and afternoon
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the lesson plan books of the candidates.
3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell (during phase II).
4. Sign in the student teaching practice cum internship diary everyday during the practice teaching and internship period
5. Assign any activity related to clean and green programmes, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes., decoration activities, remedial classes, parent teacher meetings., field trips, excursions. etc.,
6. Sign on the records /project reports carried out by the students in their school.



7. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
8. Instruct the B.Ed. students to work in the school during the entire school working hours that is from morning first bell to the evening last bell (during phase II).

#### **XV. TRANSITORY PROVISIONS**

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

#### **XVI. MODERATION BOARD**

1. Moderation is part of evaluation in B.Ed. course i.e. Special Project Reports and Methods Records are part of the B.Ed. course which require objective evaluation for awarding certificate. All the practical work will be moderated by the duly constituted committee (moderation board of examiners) as per the University norms at the end of that academic year.
2. Moderation board will examine a minimum of 20% of the total practical records / works. The list of project / records to be submitted are as follows.

BSE – 11	Paper – XI	Community Studies Project
BSE – 12	Paper – XII	Cultural Studies and SUPW Project
BSE – 13	Paper – XIII	Case-Studies Project
BSE – 14	Paper – XIV	Health and Physical Education Project
BSE – 15	Paper – XV	Computer Education Project.
BSE – 16	Paper – XVI	School Studies Project
BSE – 17	Paper –XVII	Personality Development and Communicative English Project
BSE – 18	Paper – XVIII	Scholastic Achievement Record – Method I
BSE – 19	Paper – XIX	Scholastic Achievement Record - Method II
BSE – 20	Paper – XX	Microteaching Record – Method I
BSE – 21	Paper – XXI	Microteaching Record - Method II
BSE – 22.	Paper – XXII	Teaching Practice cum Internship Record – Method I
BSE – 23.	Paper – XXIII	Teaching Practice cum Internship Record – Method II
BSE – 24.	Paper – XXIV	Teaching Practice Cum Internship Diary (TPID)-Method I
BSE – 25	Paper – XXV	Teaching Practice Cum Internship Diary (TPID)-Method II
3. The Moderation of Records for the Colleges of Education in the District will be held at a Centre (College of Education) constituted for the purpose in that district (On Rotation Basis). All the Principals of the Colleges of Education in the District are expected to arrange to bring all the records in respect of Special Projects and Method Subjects (BSE-11 to BSE-25) of their Colleges for Moderation to the specified centre.

#### **The Moderation Board comprises the following members :**

- (a) Chairman, Board of Studies in Education (UG) – Convener of the Moderation Board – External Member .

- (b) University nominee - External Member.
- (c) Head (Qualified), Department of Education, Dr. B.R. Ambedkar University, Srikakulam or his/her nominee-External Member
- (d) One Principal from each of the affiliated College of Education of the District (Internal Member)
- (e) One Senior Faculty member from each of the affiliated College of Education of the District – (Internal Member).

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

- 4. The TA and DA will be paid by the University for the Three External Board Members. The TA, DA and Transport Charges for Internal Members may be borne by the Respective Colleges of Education.
- 5. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the colleges.
- 6. If the number of Colleges of Education in the District are more than 6, the moderation board has to complete their work in two days.
- 7. The moderation board will scrutinize the practical work (Special Projects + Methods Records) of the candidates and ensure that qualifying standards are maintained in them. They will also check any significant differences in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them. All records of practical works shall be counted for the examination purpose only after the Moderation board gives its approval to the same
- 8. If copying of Special Project Reports and Method Records is identified during the process of moderation, the student/s involved in such activity will be considered for disciplinary action under Suspected Mall Practice Case.
- 9. University has the right to take disciplinary action on the Principal of the College of Education and also the concerned faculty member in case he / she awards marks for Projects / Records without submitting the same to the college or even if he / she fails to award marks proportionately for incomplete Project work/ Record.
- 10. The Moderation board, after due review shall declare the appropriate score to be awarded. External examiners of the board have the authority to reduce or enhance the marks awarded by the concerned internal examiners as is appropriate.
- 11. Recommendations of the Moderation Board are final and are not subject to review or revision, except by the Vice-Chancellor.
- 12. The Moderation Board shall forward these recommendations to the concerned Principals to effect the changes. The Principals of the Colleges will have to submit the Project / Record Marks of their college in the prescribed proforma supplied to them by the University after the completion of the evaluation by the Moderation Board to the Chairman, Moderation Board immediately on the same day.
- 13. The Chairman, Moderation Board shall submit the duly revised award lists to the Controller of Examinations, Dr. B. R. Ambedkar University, Srikakulam.

## **XVII. PATTERN OF THEORY QUESTION PAPERS**

### **For Papers of 3 Hours Duration:**

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

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

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

### **For Papers of 1½ Hours Duration:**

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

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

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

### **Guidelines for conducting Practical Examinations in Methodologie**

1. The maximum marks for the practical examination lesson will ;  
detailed below :
  - (a) For Writing Lesson Plan : 10 Marks
  - (b) Classroom Teaching : 30 Marks
  - (c) Teaching Learning Material : 10 Marks

**Total : 50 Marks**

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

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

### **Guidelines for Practical Examiners For Conducting University Practical Examinations in Computer Education.**

1. The internal examiner has to request the Chief Superintendent (Principal of the College) to sign on the answer books before distributing them to the candidates.
2. The internal examiner shall make arrangements (i.e instruct the candidates to bring along with them at the time of examination) for presenting the Computer Education Projects of the candidates before the external examiner.

3. The examiner should report to the Chief Superintendent (Principal of the College) at least half-an hour before the scheduled time. If the co-examiner does not report on scheduled time alternate examiner will be appointed by the Chief Superintendent. In case of exigencies the concerned examiner should report in writing assigning valid reasons for his / her absence. Otherwise, University will initiate disciplinary action.
4. The external examiner shall set a question paper (comprising 10 questions for a batch of 10 students) as per the model paper provided by the University and by adopting lottery method the examiner shall allot the questions to the candidates.
5. The examiner shall take the signatures of the candidates in the prescribed attendance statement.
6. The examiner shall allot half an hour ( $\frac{1}{2}$  hr) time for writing the procedures of the question allotted to the candidates. And the examiner should allow the candidates to refer the textbooks or any other reference material, excluding Intel / Microsoft books, in writing the answers to the allotted questions.
7. After half an hour ( $\frac{1}{2}$  hr) the examiners shall collect the answer books written by the candidates. And the candidates shall be allotted the Computer Systems to work on the question allotted.
8. The examiners must certify the answers written by the candidates by signing in the answer books.
9. Every candidate has to place the Computer Education Project before the external examiner for presenting his / her entire work and the external examination shall certify the Computer Education Project in the proforma provided.
10. The maximum marks for the practical examination lesson will be fifty (50). Assessment of the work done by the candidate during the period of practical examiner i.e., on-spot examination: marks allotted 50
  - (a) For writing the procedure of the task allotted : 10 Marks
  - (b) For working on the system and completing the task : 40 MarksTotal : 50 Marks  
The minimum pass mark for the practical examination is 50% of 50 marks i.e 25 marks
11. The examiners shall assess the performance of the trainees independently and submit marks as per the existing rules and regulations of the University.
12. The examiners are requested to submit the award lists in sealed covers to the Chief Superintendent.
13. The internal examiners shall submit the Computer Education Projects in the college for placing before the Moderation Board of the University.

**Model Question Paper for  
Computer Education Practical Examinations**

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

**Note :**

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

**Dr. B.R. Ambedkar University, Srikakulam**  
**SYLLABUS**  
**B. Ed DEGREE EXAMINATION**  
**(With effect from 2010-11)**  
**Paper – I (BSE – 01) – Foundations of Education**  
(Total Number of Instructional Hours = 77)  
Marks Allotted: 100

- Unit I : Philosophy of Education (6 Hrs)**
1. Meaning of Philosophy and Education
  2. Nature and Scope of Philosophy of Education
  3. Aims of Education
- Unit II : Educational implications of the following Schools of thought with Indian and Western perspectives (10 Hrs)**
1. Idealism
  2. Naturalism
  3. Pragmatism
  4. Existentialism
- Unit III : Sociology of Educations (8 Hrs)**
1. Nature of Sociology
  2. Meaning and Scope of Sociology of Education
  3. Culture, Socialization and Education
  4. Social Stratification and Education
- Unit IV : Social Change and Education (6 Hrs)**
1. Meaning and factors of Social Change
  2. Meaning and attributes of Modernization
  3. Modernity and Indian Education
- Unit V: Economics of Education (6 Hrs)**
1. Nature of Economics
  2. Meaning and Scope of Economics of Education
  3. Education as Human Capital
  4. Education and Human Resource Development
- Unit VI : Environmental Education (8 Hrs)**
1. Meaning of Environmental Education
  2. Aims and Objectives of Environmental Education
  3. Concept of sustainable development
  4. Role of Teacher, School, Government and NGOs in the Development of Environment and Protection of Environment
- Unit VII : History of Indian Education (9 Hrs)**
1. A brief introduction to Ancient Education
  2. A brief introduction to Medieval Education
  3. A brief introduction to Modern Education
  4. A brief introduction to Contemporary Education
- Unit VIII : Child Rights Education (6 Hrs)**
1. Overview of child rights convention
  2. Categories of Rights: Right to Survival, Protection, Development, Participation.
  3. Child Rights Convention (CRC) and its implications to Education

**Unit IX : The State and Education (8 Hrs)**

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

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

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

**Reference :**

1. Datta.D. Chatterjee.S (1984): An Introduction to Indian Philosophy, Calcutta University Press, Calcutta. -19.
2. G.Max Wingo (1975): Philosophies of Education: An Introduction, Sterling Publisher Pvt. Ltd., AB/9, Safdarjung Enclave, New Delhi.
3. Prem Nath (1979): The Bases of Education - A Philosophical and Sociological Approach, S.Chand and Company Ltd., Ramnagar, New Delhi.
4. Richard Cheerver Wallace and Wendy Drew Wallace (1985): Sociology, Allyn and Bacan Inc., Borton.
5. Seetharamu.A.S. (1989): Philosophies of Education, Ashish Publishing Houses, New Delhi.
6. S.P.Ruhela (1986) : Human Values and Education, Sterling, New Delhi.
7. V.R.Taneja (198690): Educational Thought and Practice, Sterling, New Delhi.
8. John Brubacher (1970): Modern Philosophy of Education, Tata McGraw Hill House Pvt. Ltd., Sterling, New Delhi.
9. Balug Mark (1970): Economics of Education, Penguin, London
10. Thurow Laster C. (1970): Investment in Human Capital, Belmont Wadsworth Publishing Co.
11. Cohn E. (1972): Economics of Education, Lexington Mass – D.C. Health Company
12. Sharma, T.C. (1981): Environmental Education, New Delhi.Metropolitan.
13. Khshoo.T.W. (1984): Environmental Concerns and Strategies, New Delhi, Indian Environmental Society.
14. Child rights Convention – UNICEF - 2000

**Paper – II (BSE – 02) – Educational Psychology**

(Total Number of Instructional Hours = 77)

Marks Allotted: 100

**Unit I : Nature and Method of Educational Psychology (5 Hrs)**

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

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

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

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

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

**Unit IV : Education of Childern with Special Needs (8 Hrs)**

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

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

1. Concept of learning
2. Factors influencing learning:
  - (a) [1] Learner factors – age, maturation, emotional condition, needs, interest, motivation, abilities, aptitude, [2] Learning material – nature, [3] Learning method-long and short method, spaced and massed repition, recitation.



- (b) Environmental factors – natural, social (home and school) and cultural, learning material, relationship with parents, teachers and peers, media influence on learning.
- 3. Theories of learning/teaching and its classroom implications
  - (a) Trial and error
  - (b) Classical Conditioning
  - (c) Operant Conditioning
  - (d) Insightful learning
  - (e) Bruner's Theory of Instruction
- 4. Transfer of learning – concept and types of transfer.

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

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

**Unit VII : Group Dynamics (4 Hrs)**

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

**Unit VIII : Guidance and Counseling (5 Hrs)**

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

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

- 1. Concept and nature of personality
- 2. Factors influencing development of personality – heredity and environmental factors.
- 3. Personal adjustment – adjustment and maladjustment, causes or problems of maladjustment – anxiety, frustration, conflict and pressure; adjustment in schools.
- 4. Assessment of Personality
  - (a) Projective Techniques
  - (b) Non-Projective techniques

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

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

**References :**

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

**Paper – IIIA (BSE – 03) – Educational Technology**

(Total Number of Instructional Hours = 39)

Marks Allotted :50

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

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

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

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

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

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

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

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

**Unit V : Developments in Educational Technology (8 Hrs)**

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

**References**

1. Aggrwal J.C (1995): Essentials of Education Technology Learning–Innovations
2. Sampath.K. et.al (1998), Vikas Publications, New Delhi: Introduction to Educational Technology 4<sup>th</sup> edition, Sterling Publishers Pvt. Ltd., New Delhi
3. Kemmis,S. Alkin & Wright, E (1997), How do Students Learn.?, Working Papers on CAL Norwich: Centre for applied Research in Education. University of Ease Angle.
4. Jain, Nishi (2002), ‘Factors Enhancing Use of Technology in Schools” in Perspectives in Education, CASE, Faculty of Education & Psychology, The M.S University of Baroda, adodara.
5. Agarwal Yash (1998), District Information System for Education User’s Manual, National, Institute of Educational Planning & Administration, New Delhi.
6. Kumar K.L. (2000), Educational Technology, New age International (P)Limited, Publishers. New Delhi.

**Paper – III B (BSE – 03) – Computer Education**

(Total Number of Instructional Hours = 39)

(Marks Allotted:50)

- Unit I : Introduction to Computer : (9 Hrs)**
1. Generations, Types and Characteristics of Computers
  2. Essential Components of a Computer; Input and Output devices
  3. Types of memory
  4. Computer Languages; Assembly Language; Machine Language; High Level Languages
  5. Uses and Applications of Computers
- Unit II : Introduction to Operating System (6 Hrs)**
1. Concept and types of operating system
  2. Basics of MS – DOS and MS – Windows
  3. Advantages of Windows over DOS
- Unit III : Introduction to MS-Office (12 Hrs)**
1. MS WORD – Word Processing, Saving and retrieving files from different devices, Text Editing, Spell Check, Thesaurus, Text Printing
  2. MS. EXCEL – Statistical Applications, Measures of Central tendencies Mean, Mode, Graphical representation, – Bar graphs, Pie diagrams, Frequency curves
  3. MS. ACCESS - Creating a file, Adding and changing information, Sorting Searching and Printing
  4. MS POWERPOINT – Applications, Presentations, Usages of Clipart, Slide Show
  5. MS. PUBLISHER – Newsletter, Brochure
- Unit IV : Introduction to Internet (7 Hrs)**
1. History of Internet
  2. E-mail and World Wide Web
  3. Accessibility and Retrieval of Information
  4. Viruses and protection systems
  5. Internet applications in the field of Education
- Unit V : Computers In Education (5 Hrs)**
1. Computer in Teaching - Learning
  2. Computer in Evaluation
  3. Computers in Educational Administration

**References :**

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

**Paper – IV (BSE – 04) – School Management and Systems of Education**  
(Total Number of Instructional Hours = 77) Marks Allotted:100

- Unit I : Educational Management (7 Hrs)**
1. Definition, Meaning and Aims of Educational Management
  2. Principal and Types of Educational Management
  3. Administrative Structure of Educational in India and with special reference to Andhra Pradesh
- Unit II: Schools as an Organization (7 Hrs)**
1. Concept and objectives of school
  2. Components of Schools and Schools Plant
  3. Physical, Human and Financial Resources.
  4. School under different Managements
- Unit III : Head of the Organization–Importance and Different Roles (14 Hrs)**
1. Academic Aspects:- Supervision, Guidance, Maintenance of Standards Institutional Evaluation, Time Table, Subject Clubs, Co- Curricular Activities
  2. Administrative aspects:- Institutional Planning, Budgeting, Mobilization of Resources, Supervisions, Organization of Staff Meetings - Maintenance of different Registers & Records
- Unit IV : The Role of the Teacher and School Management (7 Hrs)**
1. Concept of Effectives Teaching
  2. Pre-requisite Characteristics of Effectives Teachers
  3. Self Evaluation and Professional Growth of Teachers
  4. Significance of In–Service programmes
- Unit V : Management of Child Right in Education (7 Hrs)**
1. Child Rights and Schools Management
  2. Child rights and Democratic Education
  3. Concept and Ladder of Child Participation
  4. Models of Child Participation
- Unit VI : Populations Education (7 Hrs)**
1. Meaning, Nature, Scope and significance of Populations Education
  2. Causes and consequences of populations growth
  3. Determinants of populations growth
  4. Environment, sustainable development and populations growth
  5. Populations situation, policies and programmes in India
  6. Approaches to Populations Education and role of School and Teachers
- Unit VII : Non-Formal Education (7 Hrs)**
1. Types of Educational Systems
  2. Nature, Scope and Objectives of Non-Formal Education
  3. Life-long Education and Open Learning Systems
  4. Non-formal Education and Universalization of Elementary Education
  5. Adult Education Programmes in Post colonial India
- Unit VIII : Elementary Education (7 Hrs)**
1. Nature and scope of Elementary Education
  2. Constitutional provisions for compulsory Elementary Education
  3. Quality, Quantity and Equity in realizing UEE
  4. Problems in Elementary Eeducation
  5. Recent Policies and Initiatives of Government of India for the growth and development of Elementary Education

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

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

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

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

**Reference :**

1. Bhatnagar (1988) : Educational Administration – Loyais
2. J.C Aggarwal (1988): Teacher Role, Status, Service Conditions and Education in India, (Doaba House)
3. Sahu, B.K (1998): Population Education, New Delhi: Sterling Publishers
4. Gill. K.K (1995): Population Growth, Family Size and Economic Development, New Delhi, Deep & Deep Publications
5. Mahajan V.S. (Ed). (1994) : Environmental Protections., Challenges and Issues, New Delhi, Deep & Deep Publications
6. Naik, J.P., (1975) : Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
7. Coombs P.H. (1985) : World Crisis in Education: The View Form Eighties, Oxford University Press, New York
8. Sandeep P. & Mathematic C., (2000) Non-Formal, Adult Continuing Education, Insights for 21<sup>st</sup> Century, Veera Education Services.
9. Syed Nurullah & J.P. Naik (1943) : History of Education in India – During British Period Bombay, Macmillan & Co. Ltd.,
10. J.C. Agarwal & S.P. Agarwal (1992) : Educational Planning in India vol. I., New Delhi, Concept Publishing Co.,
11. Sadler, J.E. (1985) : Concept in Primary Education, New York, Oxford University Press.
12. Education for all (1993) : The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
13. Child rights Convention – UNICEF - 2000
14. S.K. Kochhar – (2000) : School Administration and Organization-Sterling Publisher Pvt. Ltd., New Delhi.

**Paper V (BSE – 05) – Personality Development & Communicative English**

(Total Number of Instructional Hours = 77)

Marks Allotted : 100

**Section A : Soft Skills**

**Unit I : Interpersonal Skills (7 Hrs)**

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

**Activities :**

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

**Unit II : Leadership (7 Hrs)**

1. Concept of leadership
2. Types of Leadership-Directive, Supportive, Participative, Achievement-oriented, permissive
3. Qualities of leadership–Vision, passion, self-sacrifice, confidence, role-modeling
4. Functions of Leadership–Motivating, confidence-building, planning, coordinating, decision-making, Interaction, negotiation, time-management, mentoring

**Activities :**

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

**Unit III : Creativity (7 Hrs)**

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

**Activates :**

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

**Unit IV : Conflict Management (7 Hrs)**

1. Concept of conflict
2. Causes of conflict  
Intra-individual–adaptive response : physical, psychological  
Inter-individual-administrative policies, organizational structure, working conditions and other factors
3. Strategies for resolution  
(a) Avoidance, Diffusion, Containment, Confrontation



(b) Pro-active & Reactive

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

- Eg: 1. Conflict between expectations of family and self  
2. Conflict between personal ambition and real life

**Unit V : Listening Comprehension (8 Hrs)**

**Activities :**

1. Listen to announcements / Radio News / public address / recorded passage and make notes.  
Listen to T.V News about weather and drawing up a graph  
Listen to a speech / conversation on a theme and note salient features

**Unit VI : Speaking-Para language : Sounds, stress, intonation rhythm, Voice quality (8hrs)**

**Activities :**

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

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

**Unit VII: Conference – Briefing, addressing, seminar, Role-play, group-discussion, Comparing (8 hrs)**

**Activities :**

1. Listen to a speech / conversation on a theme  
Group discussion  
Leader writing the report  
Leader presenting the report
2. Participate in a seminar / comparing / interviews

**Unit VIII : Reading Comprehension (8 Hrs)**

**Activities :**

1. Read ads/matrimonials /any such classified ads and identified most wanted qualities.
2. Read about tourist places / tourist brochures / package tours and tell / write about the salient features/comparative merits and demerits about each package in a tabular form
3. Review any book / article that you have read.

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

**Activities:**

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

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

**Activities :**

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

**References:**

1. Gordon W. Green, Jr., (2002): Getting Straight As – Magna Books-Rs. 175/-
2. Zig zigliar (2002) : Steps to the Top – Magna Books – Rs. 175/-
3. Dan & Kennedy (2002) : No Rules – Magna Books – Rs. 175/-
4. Jeanne Segal (2002) : Raising Your Emotional Intelligence–Magna Books Rs. 175/-
5. Kevin Hogan (2002) : Talk Your Way to the top – Magna Books – Rs. 175/-
6. Robert J. Sternberg (2002) : Successful Intelligence – Magna Books-Rs. 175/-
7. John C Maxwell (2002) : The Success Journey - Magna Books – Rs 175/-
8. Zig zigliar (2002) : Staying Up, Up, Up - in a down, down world-Magna Books-Rs. 175/-
9. Art Garner (2002) : Why Winners Win – Magna Books - Rs. 175/-
10. Ken Blanchard, John P. Carlos, Alan Randolph (2002) : The 3 keys to Empowerment – Magna Books – Rs. 175/-
11. Jon C. Maxwell (2002) : The 21 Indispensable Qualities of a Leader - Magna Books - Rs . 175/-
12. Matt Oechsli (2002) : Mind Power for Students - Magna Books - Rs. 175/-
13. Hormand L. Frigon, Sr. & Harry K. Jackson Jr. (2002) : The Leader - Magna Books Rs. 175/-
14. Stephen D. Eiffert (2002) : Cross Train Your Brain-Magna Books - Rs 175/-
15. Ken Blanchard (2002) : The Power to be your best - Magna Books - Rs. 175/-
16. Ken Blanchard (2002) : Empowerment Takes More than A Minute - Magna Books – Rs. 175/-
17. John C. Maxwell (2002) : Failing Forward - Magna Books – Rs. 175/-
18. J.W, McLean & William Wetzzel (2002) : Leadership Magic, Myth or Method? – Magna Books – Rs. 175/-
19. Carol M. Orsborn (2002) : Inner Excellence at work–Magna Books - Rs. 175/-
20. John Newman (2002) : How to Stay Cool, Calm and Collected When the Pressure is on - Magna Books - Rs 175/-
21. Barbara Moses (2002) : Career Intelligences - Magna Books – Rs. 175/-
22. Randy J. paterson (2002) : The Assertiveness Book
23. John C. Maxwell (2002): Developing the Leader Within You–Magna Books Rs. 175/-
24. Don R. Marshall (2002) : The Four Elements of Successful Management – Magna Books – Rs. 175/-
25. Abby Stokes (2002) : It's Never Too Early or Never Too Late to Love a Computer – Magna Books – Rs. 175/-
26. Barbara pachter (2002) The Power to Positive Confrontation – Magna Books Rs 175/-
27. Dr. Walter Doyle Stapes (2002) : Power to Win - Magna Books - Rs 175/-
28. Johan C. Maxwell (2002):Developing the Leaders Around You–Magna Books Rs 175/-
29. Johan c. Maxwell, Jim Dornan (2002): Becoming A Person of Influence - Magna Books - RS 175/-
30. Johan C Maxwell (2002) : 21 Most Powerful Minutes In A Leader's Day
31. Zig zigliar (2002) : Raising Positive Kids In A Negative World - Magna Books – Rs. 175/-
32. Dr. Andrew Gollszek (2002) : 60 Second -Stress Management – Magna Books – Rs. 175/-
33. Robber L. Genur (2002) : Managing Your Mourth-Magna Books – Rs. 175/-
34. Curtis Turchin (2002) : 60 Second Mind / Body Rejuvenation
35. John C. Maxwell (2002) : Be A People person – Magna Books - Rs 175/-
36. Dana May Casperson (2002) : Power Etiquette - Magna Books - Rs 175/-

37. John C. Maxwell (2002) : The 17 Essential Qualities of A Team Player - Magna - Books - Rs. 175/-
38. Zig Ziglar (2002) : You Can Reach The Top - Magna Books - Rs 175/-
39. Dale Carnegie (2002) : How to Develop Self Confidence and Influence people by Public Speaking – Vermilion, London
40. Speak English (2004) : 1 - 8 Audiocassettes and Student's Books (A course in speaking & Listening) - Orient Longman
41. Hello English (2004) : 1 - 8 Communication in the Real World - Orient Longman
42. New Connect (2004) : For Communication 1 – 8 Orient Longman
43. English is Easy (2004) : 1- 8 Orient Longman
44. English Around Us (2004) : 1 – 8 Orient Longman
45. A set of carefully designed reading cards to provide supplementary reading for learners with varied proficiency in English (2004) - Orient Longman
46. E-learning Compact Disc (2003) : PGRR Center for Distance Education, Osmania University
47. <http://Primetutor.com>
48. Multimedia resource – <http://melot.cdl.edu>
49. For Online Books – <http://www.ipl.org/div/books/>
50. For a Collection of thesis. <http://etext.lib.virginia.ebooks/wbooklist.html>
51. For Journals – <http://www.iee.org/TtheIEE/Research/LibSvc/ejaz.cfm>
52. E- learning- <http://www.navayuga.com>

**Paper – VI- A (BSE – 06) – Methods of Teaching English**

(Total Number of Instructional Hours = 77)

Marks Allotted : 100

- Unit I : English in India (5 Hrs)**
1. English in Indiana Education
  2. English as a Second Language
- Unit II : Language Learning (5 Hrs)**
1. Features of Language
  2. Factors affecting Language Learning
- Unit III : Phonetics (10 Hrs)**
1. The sounds of English / Phonetic symbols – Vowels, Diphthongs and Consonants.
  2. Word – stress (Primary, Secondary) and sentence- stress
  3. Strong and Weak form of words
  4. Intonation
  5. Use of dictionary in Pronunciation
- Unit IV : Language Skills (5 Theory + 10 Practicals = 15 Hrs)**
1. Listening, speaking, Reading and Writing and sub-skills of each skill
  2. Tasks of developing Listening Comprehension
  3. Tasks of developing speaking skills
  4. Tasks for developing Communication skills – individual, pair and group work
  5. Reading – Types of Reading, Good and bad habits or Reading, Strategies to develop Reading Comprehension
  6. Writing – Factors affecting writing in a second language situation, qualities of good writing (Role of simplicity, logically and organization in writing)
- Unit V : Supplementary Skills (2 Theory + 3 Practicals = 5 Hrs)**
1. Supplementary Skills
  2. Teaching study Skills (Note-taking and Note-making )
  3. Teaching, Reference skills (using Dictionaries, Thesaurus and Encyclopedias)
- Unit VI : Teaching Grammar and Voca (3 Theory + 5 Practicals = 8hrs)**
1. Types of grammar methods of teaching grammar
  2. Vocabulary; Strategies to develop vocabulary: Techniques of developing spelling abilities
  3. Teaching Composition (Guided, Controlled and Free composition)
- Unit VII : Applications & Methods of English Language Teaching (8 Hrs)**
1. Methods – Grammar - Translation method, Direct method, West Method and Bilingual Method
  2. Approaches - Structural approach and Communicative approach
- Unit VIII : Planning English Language Teaching (10 Hrs)**
1. Objectives of Teaching Prose, Poetry, Supplementary Reader and Composition to Secondary Schools Students
  2. Lesson plans to teach Prose, Poetry, Supplementary Reader and Composition to Secondary School Students
- Unit IX : Language Curriculum (4 Hrs)**
1. Principles of Curriculum Construction
  2. Limitations in the existing school language curriculum
  3. Qualities of a good Language Text Book

**Unit X : Evaluation**

**(7 Hrs)**

1. Concept and Process of Evaluation
2. Tools of Evaluation
3. Preparation of SAT
4. Analysis and Interpretation of Scores

**References :**

1. Els, Theo Van et al (1984) : Applied Linguistic and Learning and Teaching of Foreign Languages, Edward Arnolds.
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**Paper – VI- B (BSE – 06) – Methods of Teaching Telugu**  
(Total Number of Instructional Hours = 77)  
Marks Allotted : 100

**అధ్యాయం 1 : భాష - వివిధ భావనలు**

(4 గం.)

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

**అధ్యాయం 2 : తెలుగు భాష - బోధన**

(10 గం.)

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

**అధ్యాయం 3 : భాషోపాధ్యాయుడు**

(1 గం.)

1. మాతృ భాషా బోధకునకుండవలసిన సాధారణ, విశిష్ట లక్షణాలు.

**అధ్యాయం 4 : భాషా నైపుణ్యాలు**

(10 గం.)

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

**అధ్యాయం 5 : వివిధ ప్రణాళికలు - పాఠ్యగ్రంథాలు**

(6 గం.)

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

**అధ్యాయం 6 : వివిధ ప్రక్రియలు - పాఠ్యపథకాలు**

(16 గం.)

1. గద్య - పద్య - వ్యాకరణ - వ్యాస మరియు ఉపవాచకములు పాఠ్యపథక నిర్మాణం లక్ష్యాలు - సృష్టికరణాలు.

**అధ్యాయం 7 : బోధనలో ఆధునికదోరణులు**

(12 గం.)

1. క్రీడా పద్ధతి - డాల్టన్ పద్ధతి - ఉద్యమ పద్ధతి - కృత్యాధార పద్ధతి - నాటకీకరణ పద్ధతి.
2. వివిధ స్థాయిల విద్యార్థులకు బోధనోపకరణాల సేకరణ - నిర్మాణం - ఉపయోగం.

**అధ్యాయం 8 : సహపాఠ్యకార్యక్రమాలు**

(5 గం.)

1. సహపాఠ్యకార్యక్రమాలు - వాచీ ప్రాముఖ్యత
2. భాషాక్రీడలు - భాషా విహార యాత్రలు - రచన - వక్రత్వం - పత్రికానిర్వహణ - సారస్వత సంఘాలు

**అధ్యాయం 9 : మూల్యాంకనం**

(8 గం.)

1. మూల్యాంకనం - భావనలు, ప్రక్రియ
2. మూల్యాంకన సాధనాలు - నిర్మాణం - మెలకువలు
3. లక్ష్యాధార మూల్యాంకనం - బోధనతో గల సంబంధం - అవశ్యకత
4. విద్యార్జనా నికశను (Scholastic Achievement Test) తయారు చేయుట
5. మూల్యాంకన ఫలితాలు - పరిశీలన విశ్లేషణ
6. లోపనివారణ బోధన - అభ్యసనలోప నివారణ చర్యలు
7. నిర్దేశ్యాలు - రకాలు - నిర్వహణావిధం - ప్రయోజనాలు



**అధ్యాయం 10 : తెలుగు భాషాభివృద్ధికి వివిధ సంస్థల కృషి**

(5 గం.)

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

**పరామర్శ గ్రంథాలు :**

1. బుద్ధి రాజు జోతిర్మయి (1984), తెలుగు బోధన పద్ధతులు, సర్వేక్షణ పద్మావతి ఆర్ట్స్ ప్రింటర్స్.
2. సాంబమూర్తి, డి. (1998) తెలుగుబోధన పద్ధతులు, నీల్కమల్ ప్రైవేట్ లోమొటెడ్, హైదరాబాదు.
3. పోరంకి దక్షిణా మూర్తి (1998), భాష ఆధునిక దృక్పథం, నీల్కమల్ పబ్లికేషన్స్ ప్రైవేట్ లిమిటెడ్.
4. బూరుగుల గోపాలకృష్ణమూర్తి, (1996) వ్యాకరణ దర్శనము (వ్యాకరణ గ్రంథము) నీల్కమల్ పబ్లికేషన్స్ ప్రైవేట్ లిమిటెడ్.
5. కామేశ్వర్ రావు, (1984) తెలుగు బోధనా పద్ధతులు, చరిష్మా ప్రింటర్స్, హైదరాబాద్. ఆంధ్రప్రదేశ్.
6. విద్వాన్ దూసిరామమూర్తి శాస్త్రి (1967), బాల వ్యాకరణము వావిళ్ళ రామస్వామి శాస్త్రిలు అండ్ సన్స్ వెలుదండ నిత్యానందరావు (1994), తెలుగు సాహిత్యంలో పేరడీ, పద్మావతి ఆర్ట్స్ ప్రింటర్స్.
8. జోసఫ్, యస్., తెలుగు భోదనా పద్ధతులు, సూర్యాపబ్లికేషన్స్, మచిలీపట్నం.



**Paper – VI- C (BSE – 06) - Methods of Teaching Physical Science**

(Total Number of Instructional Hours = 77)

Marks Allotted :100

**Unit I: The Nature of Science**

**(7 Hrs)**

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

**Unit II : The History and Development of Science**

**(7 Hrs)**

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

**Unit III : Aims and Values of teaching Physical Sciences**

**(7 Hrs)**

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

**Unit IV : Objectives of teaching physical sciences**

**(7 Hrs)**

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

**Unit V : Approaches and Methods of teaching physical Sciences**

**(14 Hrs)**

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

**Unit VI : Planning for effective instruction in science**

**(7 Hrs)**

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

**Unit VII : Science Laboratories**

**(7 Hrs)**

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

**UNIT VIII : Science Curriculum**

**(7 Hrs)**

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

**Unit IX : Non-formal Science Education**

**(7 Hrs)**

1. Science Clubs
2. Science Fairs – Purposes, Levels, Organization, Advantages
3. Science Library
4. Role of NGOs and State in popularizing science

**Unit X : Evaluation**

**( 7 Hrs)**

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

**Reference :**

1. Rajiv Gang (1994) : “World Famous Scientists” – Pustak Mahal, Delhi.
2. Venugopal Nagasuri (2002) : Science Vaitali kulu – Sree Madhulatha Publications, Vijayawada.
3. <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
4. <http://www.encyclopedia.com>
5. <http://www.scienceworld.wolfram.com/physics.html>
6. <http://www.noble.se/physics/laureates.html>
7. Bloom, Benjamin S.,Ed. (1958) : Taxonomy of Educational Objectives, handbook I – Cognitive Domain, Harcourt Brace & World Inc, New York.
8. Clark Julia V. (1996) : Redirecting Science Education, Corwin Press Inc. California
9. Ediger, Marlow and D.B.Rao (2000) : Teaching Science Successfully, Discovery Publishing Houses. New Delhi
10. Krathwohl, David R., Ed. (1964) : Taxonomy of Educational Objectives, Handbook II – Affective Domain, David Mckay, New York
11. Mohan, Radha (1995) : Innovative Science Teaching, Prentice Hall of India, New Delhi
12. New Unesco Book for Science Teaching (1978), Oxford & IBH, New Delhi
13. Sharma, R.C. & Shukla C.S. (2002) : Modern Science Teaching, Dhanpat Rai Publishing Company (P) Ltd, Delhi
14. Sood, J.K. (1989) : New Directions in Science Teaching, Kohli Publishers, Chandigarh
15. Vaidya, N. (1996) : Science Teaching for the 21<sup>st</sup> Century : Deep & Deep Publications, New Delhi

**Paper- VI-D (BSE-06) Methods of Teaching- Special English**

Total number of Instructional hours : 77

Marks allotted : 100

**OBJECTIVES:**

1. To develop in the student-teachers the necessary skills of English language learning
2. To develop in them the skills of acquiring vocabulary of higher level.
3. To develop in them the necessary skills of communication for practical purposes.
4. To make them acquire the habits of stress, intonation and correct pronunciation with special emphasis on phonetics.
5. To develop in them the skills of creative writing in English.
6. To develop in the student-teachers a taste for teaching English language at Secondary school level

**Unit – I : Language and Literature (10 hours)**

1. Meaning and concept of language and literature
2. Features of language
3. Brief history of English language
4. Place of English in Indian Education
5. Role of English – Functions of English – Importance of English in India

**Unit – II : Pedagogic Principles (5 hours)**

1. Aims and Objectives of teaching English at different levels, viz., High School/ B.Ed. level.
2. Principles of English language teaching and learning
3. History of English language teaching
4. Problems of teaching English in India
5. Use of mother tongue in teaching English – Merits / Demerits

**Unit – III : Methods, Approaches and Techniques of teaching English (8 Hours)**

1. Concept of Method, Approach and Technique
2. Types – (a) Grammar Translation Method – Direct Method – Dr. West's New Method – Aural-Oral Method – Bilingual Method  
(b) Structural/ Situational /Oral/Communicative Approaches

**Unit – IV : Phonetics (10 hours)**

1. The sounds in English – Phonetic symbols – Vowels, Diphthongs and Consonants-Phonetic transcription.
2. Stress – Word Stress (Primary and Secondary) and Sentence Stress
3. Strong and weak forms of words
4. Intonation
5. Rhyme
6. Rhythm – Types – Meters (iambic, trochaic, dactylic) – Scanning

**Unit – V : Teaching of language learning skills (9 hours)**

1. L S R W – Sub skills – Tasks for developing LSRW – Factors affecting learning LSRW – Strategies to develop these four skills

2. Supplementary skills – Note making / Note taking – Reference skills – Use of Dictionary, Thesaurus and Encyclopaedia
3. Communicative skills – Interpersonal skills – individual, pair and group work – Tasks for developing communicative skills in English

**Unit – VI : Teaching of English language teaching skills (10 hours)**

1. Teaching of Prose, Poetry, Grammar including Figures of speech – Supplementary Reader - Composition
2. Micro teaching in English (10 skills) – Concept – Meaning – Technique – Lesson planning
3. Macro teaching – Lesson planning and its uses – Steps in teaching Prose, Poetry, Grammar, Supplementary Reader and Composition
4. Lesson plan preparation for teaching Prose/ Poetry / Grammar/ Composition along with instructional objectives and specifications.

**Unit – VII : Curriculum and Text Book (5 hours)**

1. Concept – Principles of Curriculum construction
2. Uses of an English Reader in teaching English – Analysis of English Class Readers used at secondary school level

**Unit – VIII : Audio-Visual Aids in teaching English (5 hours)**

Audio – Visual aids – Graphic – Three dimensional – Projected – Activity aids – Match stick diagrams – language laboratory – Uses of different teaching aids

**Unit – IX : Student centered teaching (7 hours)**

Programmed learning – CAI (Computer Aided Instruction) and CAL (Computer Assisted Learning) in English – Language games – PMSTEL (Progressive Mastery of Skills of Teaching English Language) technique of teaching

**Unit – X : Evaluation (8 hours)**

Concept – Types of Evaluation – Principles – Tools of Evaluation – Types of tests – Teacher made tests – Unit test – Qualities of a good test – Preparation of test items – Weightage tables – Blue print – Question paper – Qualitative and Quantitative Analysis and interpretation of test results – remedial teaching.

**Practical Work :**

1. Preparation of language games – Puzzles, exercises etc.
2. Preparation of Micro teaching lesson plans – 5 Nos.
3. Preparation and teaching of lessons in Prose, Poetry, Grammar and Composition – 5 Macro teaching practice lessons and 15 lessons under internship (on par with other methodology subject )

**References :**

1. Abercrombie, David (1956) : Problems and Principles of English as a second language, London: Longman.
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25. NCERT (1984) : "Curriculum and Evaluation".
26. Oller, J. (1981) : Testing at School level, New York: Longman.
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36. Valette, R.M. (1985) : Modern Language testing, New York: Harcourt Brace.
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39. Wilkins, D.A. (1976) : Notional syllabus, London: OUP.
40. Wilkins, D.A. (1981) : Notional syllabus revisited in Applied Linguistics, London: OUP, pp.83-89.

**Paper – VII- A (BSE – 07) – Methods of Teaching Mathematics**

(Total Number of Instructional Hours = 77)

Marks Allotted : 100

- Unit I : The Nature and Significance of Mathematics (4 Hrs)**
1. Meaning and Nature of Mathematics
  2. Importance of knowledge of History of Mathematics of Mathematics Teacher
- Unit II : Contributions of Great Mathematicians (9 Hrs)**
1. Euclid 2. Pythagoras 3. George Cantor
  4. Rene-Descarte 5 Aryabhata 6. Bhaskaracharya
  7. Srinivasa Ramanujan
- Unit III : Aims and Values of Teaching Mathematics (7 Hrs)**
1. Aims of Teaching Mathematics
  2. Values of teaching Mathematics at Secondary Level
  3. Correlation of Mathematics to Science and Social sciences
- Unit IV : Objectives of Teaching Mathematics (7 Hrs)**
1. Meaning and Importance of Objectives
  2. Blooms Taxonomy of Educational Objectives
  3. Specific behavioral objective (Instructional Objectives)
  4. Critique on Blooms Taxonomy
- Unit V : Approaches and Methods of Teaching Mathematics (15 Hrs)**
1. Inductive and Deductive approaches
  2. Analytical Method, Synthetic Method, Heuristic Method, Laboratory Method and Project Method.
  3. Techniques of Teaching Mathematics : Oral work, Written work, Drill work, Assignments, Means of Securing Speed and Accuracy.
- Unit VI : Evolving Strategies for the Gifted Students and slow Learners (6 Hrs)**
1. Gifted Students in Mathematics – Identification – Enrichment Programmes
  2. Slow Learners in Mathematics – Identification – Remedial Programmes
- Unit VII : Planning for Effective Instruction in Mathematics (9 Hrs)**
1. Meaning and Purpose of Year Plan
  2. Meaning and Purpose of Unit Plan
  3. Meaning and Purpose of Lesson Plan
- Unit VIII : Mathematics Curriculum (5 Hrs)**
1. Principles of Curriculum Construction
  2. Approaches to Curriculum Construction – Logical, Psychological, Topical, Concentric and Spiral
  3. Qualities of a good Mathematics Text Book
- Unit IX : Non-Formal Mathematics Education (5 Hrs)**
1. Mathematics Club
  2. Mathematics Fairs – Purpose, Levels, Organization and advantages
  3. Aesthetic Structure of Mathematics – Order - Pattern – Sequence
- Unit X : Evaluation (10 Hrs)**
1. Concept and process of Evaluation
  2. Types of Evaluation – Formative, Summative, Diagnostic and Prognostic
  3. Tools and Techniques of Evaluation)
  4. Preparation of Scholastic Achievement Tests (SAT)
  5. Analysis and interpretation of scores.

**References :**

1. Bloom, Benjamin S., Ed. (1958) : Taxonomy of Educational Objectives, Handbook I – Cognitive Domain, Harcourt Brace & World Inc., New York.
2. Krathwohl, David R., Ed. (1984) : Taxonomy of Educational Objectives, Handbook II – Affective Domain, David Mckay, New York
3. The Teaching of Secondary School Mathematics (1970) : XXXIII Yearbook of NCTM, Washington
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5. Boyer, Carl B., (1969) : A History of Mathematics, Wiley, New York
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9. Mangal S.K. (1993) : Teaching Of Mathematics, Arya Book depot, New Delhi.
10. Krulik. S. and Weise, I.B. (1975) : Teaching of Secondary School Mathematics, WB Saunders Company, London



**Paper – VII- B (BSE – 07) – Methods of teaching Biological Science**

(Total Number of Instructional Hours = 77)

Marks Allotted : 100

- Unit I : The Nature of Science & Science Teaching (6 Hrs)**
1. The Nature and Scope of Science
  2. Substantive and Syntactic structure of science
  3. Role of Biological Science in human welfare
- Unit II : History and Development of Biological Science (10 Hrs)**
1. A brief introduction to Oriental and Western Science
  2. Contributions of the following Scientists  
(a) Charles Darwin; (b) Aristotle; (c) William Harvey; (d) Robert Hook  
(e) Louis Pasteur; (f) Alexander Fleming; (g) J.C. Bose
- Unit III : Aims and values of Teaching Biological science (4 Hrs)**
1. Aims of Teaching Biological Science
  2. Values of Teaching Biological Science
  3. The Correlation of Biological Science and other Subjects
- Unit IV : Objectives of Teaching Biological Science (7 Hrs)**
1. Meaning and importance of objectives
  2. Blooms Taxonomy of Educational Objectives and its limitations
  3. Writing instructional objectives and specifications
- Unit V : Approaches & Methods of Teaching Biological Science (15 Hrs)**
1. Approaches to Science Teaching : Inductive and Deductive
  2. Methods of teaching Biological Science : (a) Lecture method (b) Lecture cum Demonstration method (c) Heuristic method (d) Project Method and (e) laboratory method, Scientific method
- Unit VI : Planning for Effective Instruction (7 Hrs)**
1. Year Plan                      2 Unit Plan
  3. Lesson Plan : Herbartian and Bloom's Approach
  4. Criteria for the evaluation of the lesson plan : self – evaluation and peer evaluation
  5. Learning Experiences : Characteristics, Classification, sources and relevance
- Unit VII : Science Laboratories (7 Hrs)**
1. Importance of Practical work in Science
  2. Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of Safety and Science kits.
  3. Development of improvised apparatus
- Unit VIII : Science Curriculum (7 Hrs)**
1. Principles of Curriculum Construction
  2. Defects in the existing school Science curriculum
  3. Qualities of a good Science Text Book
- Unit IX : Non-formal Science Education (7 Hrs)**
1. Science Clubs
  2. Science Fairs – Purpose, Levels, Organization, Advantages
  3. Science Library
  4. Role of NGOs and State in popularizing Science
- Unit X : Evaluation (7 Hrs)**
1. Concept and process of Evaluation
  2. Tools of Evaluation
  3. Preparation of Scholastic Achievement Test (SAT)
  4. Analysis and Interpretation of Scores.

**Reference :**

1. Aggaewal D.D. (2001) : Modern Methods of Teaching Biology. Sarup Teaching Series. Sarup & Sons, New Delhi
2. Bhaskara Rao , D. (2000) : Teaching of Biology, Nagarjuna Publishers, Guntur
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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.
8. Mohan, Radha (1995) : Innovative Science Teaching, Prentice Ha;; of India, New Delhi.
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11. Sood, JK. (1989) : New Directions in Science Teaching, Kohli Publishers, Chandigath
12. Vaidya, N. (1996) : Science Teaching for the 21<sup>st</sup> Century : Deep & Deep Publications, New Delhi

**Paper – VII-C (BSE – 07) – Methods of Teaching Social Studies**

(Total Number of Instructional Hours = 77.1)

Marks Allotted :100

- Unit I : Nature of Social Studies (7 Hrs)**
1. Nature and scope of Social Studies
  2. Social sciences and Social Studies
  3. Understandings social studies in relation to History, Geography, Civics and Economics
- Unit II: The History and Development of Social Studies Education (5 Hrs)**
1. Development of Social Studies as Schools subject
  2. Contemporary status of Social Studies Education in India
- Unit III : Aims History of Teaching Social Studies (7 Hrs)**
1. General Aims of teaching social studies
  2. Values of teaching social studies
  3. Specific aims of teaching social studies in relation to History, Geography, Civics, Economics
- Unit IV : Objectives of Teaching Social Studies (7 Hrs)**
1. Objectives of Teaching Social Studies as School Subject
  2. Instructional objectives and specifications of teaching social studies
  3. Bloom's Taxonomy of Educational objectives
  4. Specific/ Behavioral objectives (Instructional objectives)
  5. Limitations of Bloom's Taxonomy
- Unit V: Instructional Planning (7 Hrs)**
1. Planning for effective instructional in Social Studies
  2. Year Plan
  3. Unit Plan
  4. Lesson Plan
  5. Learning experiences – Characteristics, Classification, Sources and Relevance
- Unit VI: Approaches and Methods of Teaching Social Studies (16 hrs)**
1. Need for Instructional strategies in teaching social studies
  2. Lecture cum Demonstration method, Project and problem solving method source method, Socialized recitation, Supervisor study and Team Teaching.
- Unit VII : Resource and Equipment (7hrs)**
1. Library and Laboratory
  2. Museum
  3. Study circles
  4. Community resources
- Unit VIII: Non-formal Social Studies Education (7 Hrs)**
1. Social studies clubs
  2. Conduct of model parliament
  3. Field trips, excursions
  4. Current affairs and controversial issues

**Unit IX : Social Studies Curriculum (7 Hrs)**

1. Social Studies curriculum based on national and state policies
2. Principles of Curriculum Construction
3. Organizing Social Studies Curriculum – correlation, integration, concentric, spiral, unit and chronological approaches.
4. Qualities of good social studies text book
5. Need for handbook for teacher and workbook for learner

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

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

**References :**

1. Bining, A.C. & Bining, (1952) : Teaching Social Studies in Secondary Schools. Third Edition, Tata McGraw - Hill Publishing Co. Ltd., Bombay.
2. Edgar, B.W. & Stanely, P.W. (1958) : Teaching Social Studies in High Schools; Fourth Edition, Heath and Company, Boston D.C.
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5. Kochhar, S.K. (1998) : The Teaching of Social Studies; Sterling Publishers Pvt. Ltd., New Delhi.
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7. NCERT (1974), Teaching History in Secondary Schools, New Delhi
8. Kochhar (1990), S.K. The Teaching of Social Studies, Sterling, New Delhi

**Paper – XI (BSE – 11) – Community Studies Project**

(Total Number of Instructional Hours = 30)

Marks Allotted : 40

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

**Community Studies Project work shall comprise the following areas :**

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

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

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

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

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

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

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

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

The possible format suggested is as follows :

Preliminaries

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

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

**Note:**

No two groups should select the same topic for this project work. The Principal of the college is expected to forward the list of topics and villages / words / municipalities selected under this project by different groups to the Moderation Board at the time of final examination of practical work.

**Evaluation :**

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

**Paper –XII (BSE -12) - Cultural Studies and SUPW Project**

(Total Number of Instruction Hours =30)

Marks Allotted : 40

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

**Cultural Studies and SUPW Project work shall comprise the following Six areas:**

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

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

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

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

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

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

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

The possible format suggested is as follows :

Preliminaries

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

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

**Note:**

No two groups should select the same topic for this Project Work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Moderation Board at the time of final examination of practical work

### **Evaluation:**

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

### **Activities suggested under each area**

#### **Literature :**

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

#### **Performing Arts :**

1. Different dance forms of any State / Nation
2. Theoretical study of dance forms and their relations in integration moment, body and articulation (By way of interviewing person I as filed / in any other way)
3. Folk dance of any Tribe / Region / State
4. Detailed information about any one of the regional theoretical formats of your state (eg. Burro katha, Oggu katha, Hari Katha Etc....)
5. Collection of classical music / traditional music / state songs/ songs in national languages
6. Contributions of Jewels of Carnatic music/ Hindustani music / Western Music – a comparative study



7. Comparative study of dance forms (East / West)
8. Collection of songs in Regional languages related to birth, wedding, harvest seasons and other functions along with their meanings.
9. Collection of different musical instruments in India / Abroad (ancient/modern)
10. Music / Dance and its Therapeutic values

**Architecture :**

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

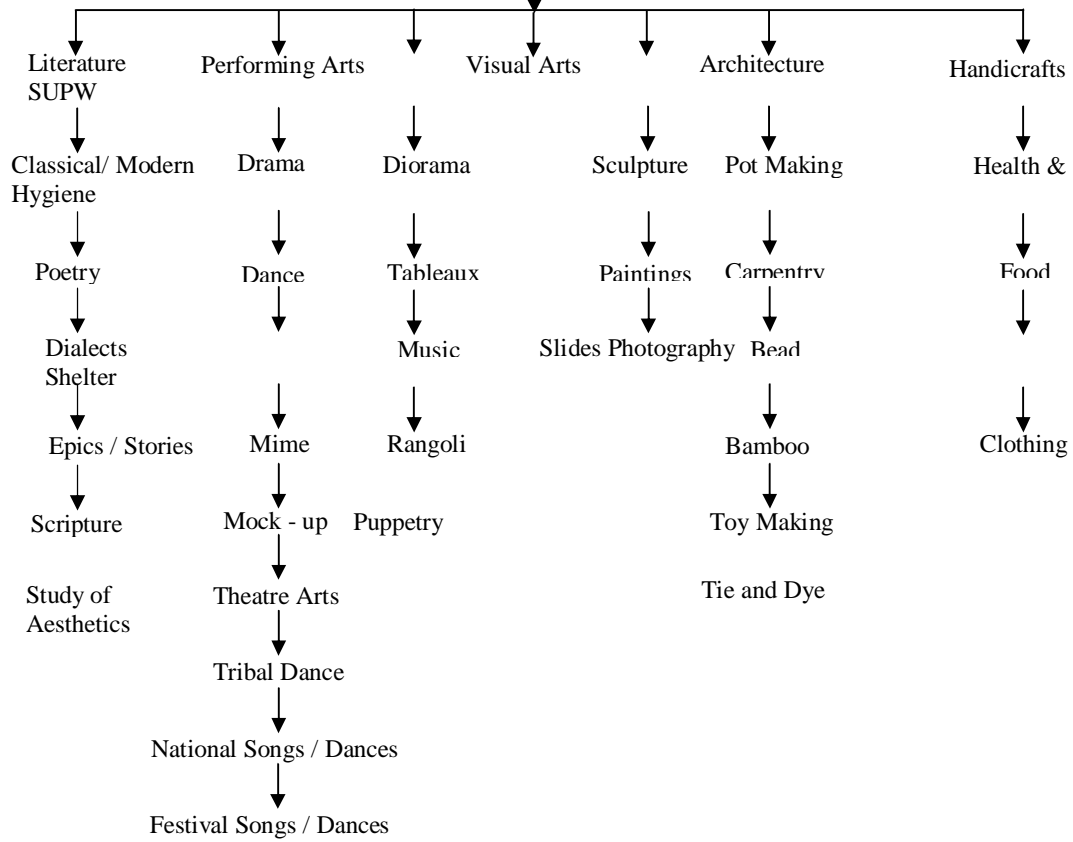
**Visual Arts :**

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

**Handicrafts :**

1. Information of craft centres and compilation of activities.
2. Practical Training in Art and Craft work in any one area (eg. Toy Making, Cane Work, Book Binding, Pot Making etc...)
3. Information on Handicrafts, which are practiced in your District and State
4. Lesser-known Handicrafts, its revival and scope in modern times.

**Cultural Studies and SUPW Project**  
Suggested areas and Activities



**Paper – XIII (BSE – 13) – Case Study Project**

(Total Number of Instructional Hours = 18)

Marks Allotted : 40

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

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

1. A child who is educationally backward
  2. A child who has specific learning difficulties in school subjects
  3. A child who has outstanding abilities and capable of high performance in school subjects, creative, visual and performing arts, sports, games etc..
  4. A child who manifests behavioral problems
- The candidate may adopt any one of the following tools for the purpose of conducting this study
1. Use of appropriate Psychological tests relevant to the case study such as intelligence, aptitude and personality tests
  2. Interview, inventories and developing questionnaires for the data collection

The suggestive format for undertaking this study is as follows:

**CASE STUDY – FORMAT**

**A. Introduction**

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

**B. The Process of data collection**

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

**C. Reporting the case**

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

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

1. Findings

**E. Follow up Activity / Suggestions / Remedial measures**

1. For Parents
2. For Teachers
3. For Peer Group
4. For others

**Bibliography :**

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

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

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

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

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

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

**Note :**

No two students should select the same Case for this project work. The Principal of the college is expected to forward the list of topics selected under this project by the student to the Moderation Board at the time of final examination of practical work.

**Evaluation :**

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

**Paper – XIV (BSE - 14) - Health and Physical Education Project**

(Total Number of Instructional Hours = 24)

Marks Allotted : 40

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

**The Health and Physical education practical project shall comprise of two Parts :**

Part A: Health Education : Individual Activity

Part B: Physical Education : Group Activity

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

**Part A: Health Education**

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

1. Creating awareness about health and hygiene
2. Causes of poor or ill health
3. Vitamin deficiencies and causes of diseases
4. Communicable diseases and preventive measure to be taken
5. Communicable disease and preventive measures to be taken
6. HIV / AIDS (Creating awareness for prevention)
7. Need for creating awareness of prevention of HIV/ AIDS in our community
8. Any other related topic

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

1. Thought of the day for school morning prayer
2. Discussion among students within or between different section of the school
3. Debate, Quiz, brain storming, essay writing, Poster exhibiton in school and organizing rallies in the school premises
3. Any other related activity

**Part B: Physical Education**

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

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

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

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

Every Candidate is expected to compose the project work with two basis components while reporting the activity :

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

The possible format suggested is as follow :

- (a) Title Page
- (b) Certificate from the Mentor / Faculty Member
- (c) Declaration by the group

- (d) Content
  - 1.0 Title of the Record
  - 1.1 Introduction to the topic / Study
  - 1.2 Importance of the topic / Study
  - 1.3 Objectives of the topic / Study
  - 1.4 Methodological Procedure  
(Details of the processes initiated)
  - 1.5 Materials and cost of production
  - 1.6 Final performance / Presentation of the Study
  - 1.7 Reference Material / Expert and institutions contacted
  - 1.8 Any other related matter
- A detailed format may be worked out at College / University level

**Note :**

No two groups should select the same topic for this project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Moderation Board at the time of final examination of practical work.

**Evaluation :**

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

**Paper – XV (BSE – 15) – Computer Education Project**

(Total Number of Instructional Hours = 48) Marks Allotted : 40

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

**The Computer Educational Project shall comprises the following areas:**

1. Creating documents
2. Crating multimedia Presentations
3. Creating publications (Brochures and New Letters)
4. Creating of Web Sites
5. Using Spread Sheets
6. Using Databases

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

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

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

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

The possible format suggested is as follows :

**Preliminaries**

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

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

**Note :**

No two group should selected the same topic for this Project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Moderation Board at the tome of final examination of Project Work

**Evaluation :**

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



**Paper – XVI (BSE – 16) – School Study Project**

(Total Number of Instructional Hours = 18)

Marks Allotted : 40

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

**The school Study Practical project shall comprise the following areas of study:**

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

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

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

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

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

The possible format suggested is as follows:

Preliminaries

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

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

**Note:**

No two students should select the same topic for this project work. The principal of the college is expected to forward the list of schools selected under this project by different students to Moderation Board at the time of final examination of practical work

### SCHOOL STUDY PROJECT FORMAT

<b>1. Head</b>	<b><u>Details / Checklist</u></b>
Name of the School Type Head Master, Staff Student, Management Fee Structure a) Admission Fee (50ps) Special Fees (Rs.20,19) b) Team Fee/ Tuition fees/ Misc. fee Buildings fees / Donations etc	a) Govt./ Z.P. / Municipal/ Recognized / Aided Unaided / Minority/Shift System educational if any /Medium/Boys/ Girls /Co-educational. a) Name & Qualification of the H.M. b) Total no of Staff members teaching & Non-Teaching, adequacy of staff (n+1) formula c) No. of sections, total strength of the School d) Details of Management, if any class timetables, Teacher time tables, General timetable, Radio Lessons, Schools timetable
2. History of the schools	Origin / establishment Development / progress over a period of years Teacher –pupil ratio/ highest and lowest size of the class Number of classes / section List of teaching and non- teaching staff School welfare programmers
3. Infra structural facilities / Schools building	a) Building Mode of construction, Neatness. Total ground, space available/ plinth area, safety & Up keep. b) Class rooms: Number, adequacy black Boards, furniture, light & ventilation c) School library d) School laboratory / SUPW room e) Schools workshop (Art/Craft room) f) Principal's office g) Staff room h) School office i) Games room j) Museum k) Assembly hall / Auditorium/ Book Banks / Book Stores/ Gen. Stores/ Cafeteria /Hostel Parking place l) Computer room m) Common rooms for boys / girls

- n) Water closets / W.C'S/ Lunch shed / Drinking water facilities/Sanitation level
- o) Play ground - Adequacy Central Advisory board of Physical Education for Secondary Schools

No. Student	Area of Building	Area of Playground
160	3200 sq. yd	2.3 acres
320	4800 sq. yd	4.5 acres
480+	6400 sq. yd	6.7 acres

4. Special Services Provided

School bus, Midday meal programs, Poor children's book bank, School health programme, First aid services, Scholarships to student form various organizations/ Govt. school guidance services, tutorials to the weaker students remedial teaching, P.T.A staff clubs, School welfare trust, Lab area activities.

5. Co- Curricular activities provided

Student council, SUPW activities School band, Mock parliaments School feast, Quiz programs NCC, Science exhibitions, Fairs Yoga classes, Excursions, Fieldtrips, School magazines, School farm, photograph club Social services, Boy scouting & Girl Guiding Music & Dance clubs Science club Games & Sports Debates. etc.

6. Record Maintained

Cash book, Ledger, Service registers, Register of Admission & Withdrawal, Log book, T.C file , Annual results register, Scholarships register, Acquittance rolls, Stock Registers, DFCR, Leave records, Attendance Registers - staff & students census register, Syllabus record etc...

7. Details of DROPOUTS

- a) Gender wise
- b) Caste wise

At 7<sup>th</sup> and S.S.C. public examination

8. RESULTS (of the last 5 years)

9. Specials Achievements (if any)

a) Local / District / State/ National level participation by students / staff in any field

- b) Any award / reward form external agencies
- c) State ranks at SSC public exams
- d) Special achievements by HM/ Staff/ Student at any leveling any field worth mentioning.

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10. Teacher resources

Number of teachers :

- a) Qualifications
- b) Gender background
- c) Religious background
- d) Training undergone
- e) On deputation
- f) Leaves availed
- g) Achievements
- h) Workload
- i) Contributions
- j) Any other matter

11. School Community Relationships

- a) Community involvement in decision making
- c) Community contributions
- c) Meeting with community members
- d) Organizational structure of village education committees/ parent education committees /etc
- e) Number of visits
- f) Purpose of visits
- g) School response to parents

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12. Any Other Dimension

Conclusion

For the last 2/5 years

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**Evaluation**

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

**Paper – XVII (BSE – 17)**  
**Personality Development and Communicative English Project**  
(Total Number of Instructional Hours = 36)  
Marks Allotted : 40

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

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

1. Interpersonal skills
  2. Leadership
  3. Creatively
  4. Conflict management
  5. Listening comprehension
  6. Speaking
  7. Conference
  8. Reading comprehension
  9. Writing
  10. Study skills and Reference skills
- \* Each candidate shall work individually and in groups
  - \* Each candidate has to undertake a minimum of 10 activities (5 individual + 5 group activities). All the ten activities selected must be from different units as suggested in the syllabus
  - \* The entire duration for this project is 36 hours
  - \* Each individual not only takes part in the activity but also has to present the report

The suggested format is as follows:

- (A) Preliminaries
- (B) Details

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S. No.	Name of the Activity	Unit No/ Name	Brief description	Your role	Learning outcomes
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A detailed format may be worked out at College / University level

**Evaluation**

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

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

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

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

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

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

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

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

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

The possible format suggested is as follows

Preliminaries

- (a) Title page
- (b) Certificate from the mentor and faculty member
- (c) Declaration by the group
- (d) Content

- 1.0 Title of the Record
- 1.1 Introduction to the SAT Record
- 1.2 Importance of the SAT Record
- 1.3 Objectives of the SAT Record
- 1.4 Methodological Procedures  
(Details of the processes initiated / weightages worked out for Questions - Objectives and content items / difficulty level/ Item analysis / Time frame procedures)
- 1.5 Materials and const of production
- 1.6 Final performance /presentation of the study / presentation of data
- 1.7 Analysis and interpretation of data descriptive statistical analysis including graphical and diagrammatic representations)
- 1.8 Reference material /Experts and institutions contacted
- 1.9 Any other related matter (Sample Copies of Student answer books, Questions papers)

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

**Note :**

The Principal of the college is expected to forward the list of schools selected under this record by different students to the moderation board at the time of final examination of practical work.

**Evaluation**

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

**Paper – XX (BSE – 20) /XX I (BSE – 21)**

**Microteaching Record Method I / II**

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

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

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

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

**Plan of Micro – Teaching**

S. No.	Skill	Objectives & Specifications	Teacher's Activity	Pupil's Activity	Teaching aids	B.B. work
Feed back by Faculty & Peers						
Re-plan / Re-teach : Explain the changes made as per the feed-back						

Remarks of the Teacher-Educator

Signature of the Teacher – Educator

**Paper- XXII (BSE – 22) / XXIII (BSE - 23)**  
**Teaching Practice Cum Internship Record – Method I / II**  
[Total Number of Instructional Hours = 180 (Method I) / 180 (Method II)]  
Marks Allotted : 80 (Method I) / 80 (Method II)

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

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

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

Every candidate shall have to undergo an internship of one full month (30 working days) in a cooperating school as “Teaching Practice Cum Internship”. During this period the candidate shall be attached to a school and he shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the master or any of the trained teachers in the school who are referred in here as ‘Supervising Teachers’. During the Teaching Practice Cum Internship period the concerned lectures of the college of education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly. A certificate of satisfactory work by the Headmaster of the cooperating school shall be a prerequisite for the candidate to appear for the final practical examination.

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

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

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



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

Teaching Practice Cum Internship will be of 30 days duration and conducted in 2 (two) phases. In Phase I (15 days), the candidate is expected to complete 10 lessons (5 lessons in each method) and in Phase II (15 days) the candidate is expected to complete remaining 30 lessons (15 lesson in each method). During Phase II the candidate is expected to participate and undertake the activities assigned by H.M. of the school.

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

**Evaluation :**

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

**Paper - XXIV (BSE - 24) / XXV (BSE-25)**  
**Teaching Practice Cum Internship Diary (TPID)- I & II**  
(Total Number of Instructional Hours = 180)

Marks Allotted : 40

(This diary will be evaluated and marks will be awarded  
by the school HMs)

**Objectives :**

The student teacher maintains a daily diary which helps to

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

Teaching diary :

Date :

Day;

Classes/ lessons taught

Fore –noon

after –noon

Activity taken up on the day

Fore –noon

after –noon

Remarks by the head master:

1. Punctuality
2. Regularity
3. Sincerity
4. Reporting time
5. Departure trainee
6. Any other

Student 's Signature

Head Master's Signature

**MODEL QUESTION PAPERS**  
**(For Papers of 3 Hours Duration)**  
**B.Ed. REGULAR EXAMINATION**  
**(w.e.f. 2010- 2011 Admitted Batch)**

Subject :

Time : 3 Hrs

Note

Paper .....

Max. Marks : 100

**Section- A**  
**(Marks 7×10 = 70)**

1. Section A – Consists of 10 short answer type questions with internal choice representing each unit of the course.
2. The candidate is expected to answer each question by following internal choice in about one page
3. Each question carries 7 Marks.  
Q 1A. (Unit 1) Or Q 1B. (Unit 1)  
Q 2A. (Unit 2) Or Q 2B. (Unit 2)  
Q 3A. (Unit 3) Or Q 3B. (Unit 3)  
Q 4A. (Unit 4) Or Q 4B. (Unit 4)  
Q 5A. (Unit 5) Or Q 5B. (Unit 5)  
Q 6A. (Unit 6) Or Q 6B. (Unit 6)  
Q 7A. (Unit 7) Or Q 7B. (Unit 7)  
Q 8A. (Unit 8) Or Q 8B. (Unit 8)  
Q 9A. (Unit 9) Or Q 9B. (Unit 9)  
Q 10A. (Unit 10) Or Q 10B. (Unit 10)

**Section- B**  
**(Marks 15 x 2 = 30)**

**Note :**

1. Answer any two of the following essay question.
2. The candidate is expected to answer each question in about 4 pages.
3. Each question carries 15 Marks  
Q 11  
Q 12  
Q 13  
Q 14

**MODEL QUESTION PAPERS**  
**(For Papers of 1 1/2 Hours Duration)**  
**B.Ed. REGULAR EXAMINATION**  
**(w.e.f. 2010- 2011 Admitted Batch)**

Subject :

Time : 1 1/2 Hrs

Note

Paper .....

Max. Marks : 50

**Section- A**  
**(Marks 7×5 = 35)**

1. Section A – Consists of 5 short answer type questions with internal choice representing each unit of the course.
2. The candidate is expected to answer each question by following internal choice in about one page
3. Each question carries 7 Marks.  
Q 1A. (Unit 1) Or Q 1B. (Unit 1)  
Q 2A. (Unit 2) Or Q 2B. (Unit 2)  
Q 3A. (Unit 3) Or Q 3B. (Unit 3)  
Q 4A. (Unit 4) Or Q 4B. (Unit 4)  
Q 5A. (Unit 5) Or Q 5B. (Unit 5)

**Section- B**  
**(Marks 15 x 1 = 15)**

**Note :**

1. Answer any one of the following essay question.
2. The candidate is expected to answer each question in about 4 pages.
3. Question carries 15 Marks  
Q 11  
Q 12