OSMANIA UNIVERSITY

FACULTY OF EDUCATION

B.Ed. SYLLABUS
With effect from the academic year 2003-2004

Common Core Curriculum and Additional Guidelines for Secondary Teacher Education Programme in the State of Andhra Pradesh with effect from the academic year 2003 - 04

B.Ed. (One Year) Regular Course

Andhra University

Dravidian University

Kakatiya University

Nagarjuna University

Osmania University

Sri Krishna Devaraya University

Sri Padmavathi Mahila University

Sri Venkateswara University

Andhra Pradesh State Council of Higher Education
Government of Andhra Pradesh

Learning from experience in the area of teacher education the Andhra Pradesh State Council of Higher Education (APSCHE), Government of Andhra Pradesh has initiated curricular reforms in undergraduate teacher education programmes in the state of Andhra Pradesh during 2003. The central aim of this initiative was to generate rethinking of the possibilities and prescriptions of the curriculum and also to empower student teachers and teacher educators with languages of new technologies and communication skills and cultural art forms by addressing social and citizenship values. As part of this initiative, a series of workshops were organized at various levels (College / University / Regional / State) during November and December 2003 to negotiate with indigenous intellectual models of teaching and learning so as to critically reflect on the institutional discourses and sedimented disciplinary practices in the area of teacher education. The ideas and deliberations flowered in these workshops have moved the departments of education and institutions of teacher education far beyond the confines of conventional wisdom and generated substantial space for the rearticulation of fundamental questions and issues. Resultantly, the directives helped to set socially sensitive institutional mandates and curricular agendas. Further, the exercise provided an opportunity for teacher educators to critically reflect upon both discursive and non-discursive nature of practice, its methodological aspects and politico-ideological implications to define the conditions of pedagogic work, curricular styles and the parameters of educational possibilities and to respond to the global changes and local realities. This document presents the final map of ideas that culminated in the form of the **Common Core B.Ed. Curriculum** evolved for the teacher education institutions affiliated to the various universities in the state of Andhra Pradesh.

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CONTENT

4. Addl. Areas / Activities
5. Resource Institutions
6. For Further Clarifications Contact
7. References

D. Health & Physical Education Project

1. Syllabus / Curriculum
2. Time Scheduling of the Project / Plan of Action
3. Project Report Format: Distribution of Work among the Student Teachers in Writing the Project Report
4. Addl. Areas / Activities
5. Resource Institutions
6. For Further Clarifications Contact
7. References

E. Computer Education Project

1. Syllabus / Curriculum
2. Time Scheduling of the Project / Plan of Action
3. Project Report Format: Distribution of Work among the Student Teachers in Writing the Project Report
4. Addl. Areas / Activities
5. Resource Institutions
6. For Further Clarifications Contact
7. References

F. School Study Project

1. Syllabus / Curriculum
2. Time Scheduling of the Project / Plan of Action
3. Project Report Format: Distribution of Work among the Student Teachers in Writing the Project Report
4. Addl. Areas / Activities
5. Resource Institutions
6. For Further Clarifications Contact
7. References

G. Personality Development and Communicative English Project

1. Syllabus / Curriculum
2. Time Scheduling of the Project / Plan of Action
3. Project Report Format: Distribution of Work among the Student Teachers in Writing the Project Report
4. Addl. Areas / Activities
5. Resource Institutions
6. For Further Clarifications Contact
7. References

I. General Guidelines to the Managements / Principals of the Colleges

1)   **Teaching Faculty**

A college with 100 students strength must recruit teachers in the following subjects:

i)   **School subjects (No of teachers: minimum 6)**

S.No.	Subjects	Required Qualification
1	Mathematics education	M.Sc./ M.A Mathematics with M.Ed.
2	Physical science education	M.Sc. Physics / Chemistry with M.Ed.
3	Biological science education	M.Sc. Biology/Botany/Zoology/Life Sciences with M.Ed.
4	Social studies education	M.A. History/Geography/Economics/ Political Science with M.Ed.
5	English language education	M.A English with M.Ed.
6	Telugu / Hindi / Urdu / Marathi language éducation	M.A Telugu / Hindi / Urdu / Marathi with M.Ed

ii)   **Foundation subjects (No of teachers : minimum 2)**

Foundation subjects	Required qualification
Foundations of Education / Psychological foundations of education/ School Management and Systems of Education	Post graduate degree preferably in the concerned subjects with M.Ed.

Note 1: Every college must recruit 6 lecturers in the above mentioned school subjects and 2 lecturers in the foundation subjects (which includes Principal)

Note 2: The eligibility criteria for the post of Lecturer is two master degrees, one in the content area and the other in education with a minimum of 55% of marks in one PG and 50% in other PG.

Note 3. **Eligibility Condition for Principal:** Principal possessing M.A/ M.Sc and M.Ed. (With a minimum of 55% marks in one PG and 50% with other PG) with 10 years teaching experience out of which 5 years teaching experience in a B.Ed. College either as Principal or as a Teacher Educator.

Note 4 : In appointing Teacher Educators preference will be given to the candidates who possess NET/SLET/ other certifications prescribed by NCTE/UGC/University/Govt. of Andhra Pradesh.

iii)   The Colleges may identify qualified experts available in their locality and appoint them as part time faculty for the following subjects:
(a) Music & Dance (b) Art Work   (c) Physical Education

2. **Non-Teaching Faculty/Technical Supportive Staff**

S.No.	Subjects	No.	Required Qualification
1	Librarian	1	Preferably with MLiSc with professional background
2	College Office Superintendent	1	As per A.P. State Govt. norms
3	Clerical Staff	1	As per A.P. State Govt. norms
4	Record Assistant	1	As per A.P. State Govt. norms
5	Attender / Sweeper/ Kamati	1	As per A.P. State Govt. norms

3. **Physical Infrastructure**

	Description	No.	Area
1	Auditorium/Hall	1	As per University/ NCTE norms
2	Big Size Classes for accommodating minimum 50 students	2	As per University/ NCTE norms
3	Methodology class rooms	2	As per University/ NCTE norms
4	Library Rooms	1	As per University/ NCTE norms
5	Principal Rooms with attached toilet	1	As per University/ NCTE norms
6	Staff Room	1	As per University/ NCTE norms
7	Office Room	1	As per University/ NCTE norms
8	Store Room	1	As per University/ NCTE norms
9	Boys Waiting Rooms with attached bathrooms	1	As per University/ NCTE norms
10	Girls Waiting rooms with attached bathrooms	1	As per University/ NCTE norms
11	**Laboratories (Total : 8)**		As per University/ NCTE norms
a.	Natural Science (Physical and Biological Sciences) and Mathematics Laboratory (NSML)	1	As per University/ NCTE norms
b.	Social Studies and School Study Laboratory (SSSSL)	1	As per University/ NCTE norms
c.	Psychology Cum Case Study Laboratory (PCSL)	1	As per University/ NCTE norms
d.	Educational Technology and Computer Education Laboratory (ETCEL)	1	As per University/ NCTE norms
e.	Cultural Studies Laboratory (Cu.SL)	1	As per University/ NCTE norms
f.	Personality Development and Communicative English Laboratory (PDCEL)	1	As per University/ NCTE norms
g.	Community Studies Laboratory (Co.SL)	1	As per University/ NCTE norms
h.	Health and Physical Education Laboratory (HPEL)	1	As per University/ NCTE norms As per University/ NCTE norms

4.   Other facilities to be provided

1.   Drinking water facilities at two places
2.   Electricity
3.   Internet Facility
4.   Transportation and Communication facilities
5.   Playground

5.   **Contract Bond**

The management of the college shall ask the teachers selected to execute a contract bond (a suggestive format is enclosed with this document as Appendix G)

6.   Faculty Transfers

No inter college faculty transfers are allowed without the permission and approval of the University

7.   Discontinued / Dropout Teachers

If any approved Lecturer discontinues, it should be brought to the notice of the Registrar, Director (Academic Audit Cell), Dean and the Head of the Department of the University immediately.

8.   Approval of Selected Teachers

No college is permitted to recruit teachers without the approval of the selection committee constituted by the University.

9.   Selection Committees

Every college must constitute a selection committee for recruiting teachers, with the following members:

Composition of the Selection Committee
   a.   University nominee for governing body of the college
   b.   University nominee for selection committee
   c.   University nominee as subject expert
   d.   Secretary cum Correspondent of the college
   e.   Principal of the college, if approved by the previous selection committee
   f.   Any other member (Govt. representative / SC / S.T./ Women observer etc.)

Note: Minority institutions may constitute the Selection Committee with the above members or they can form a Selection Committee with University Nominee as Subject Expert as one of the members of the Selection Committee.

10.   Forwarding the List of Selected Teachers

The provisional list of selected teacher educator candidates must be routed through Dean, Faculty of Education for the approval of the University.

11.   Approval / Clearance of the Students Enrolled

The management of the colleges must get the approval/clearance of the enrolled/ registered student candidates within a month from the last date of admissions by the following bodies:

  a. The Commissioner and Director, Department of School Education, Govt. of A.P.
  b. The Commissioner, Minority Welfare Board, Govt. of A.P.
  c. The Chairman, A.P. State Council of Higher Education, Govt. of A.P.
  d. Director, Academic Audit Cell of the University
  e. The Director, Admissions of the University
  f. The Registrar of the University

  Note: A copy of the approved list of candidates must be submitted to the Dean, Faculty of Education within one month from the last date of admissions.

12.   Governing Body Meetings

The colleges shall conduct a minimum of 3 governing body meetings in a year, involving university nominee on the governing body of the college and forward the minutes of the meeting to the Registrar, Director (Academic Audit Cell) and Dean, Faculty of Education of the University.

13.   Practicing Schools

The colleges shall identify the list of practicing schools available in the vicinity of the college and also take the consent of the concerned Principals/ H.Ms for conducting teaching practice programme.

14.   Lab / Model School

All the colleges are expected to create / establish Lab school / Model school for the purpose of research, innovation in the field of pedagogy and practice teaching.

15.   Orientation Program for School Principals / Teachers

All the colleges are expected to conduct meetings with School principals and teachers for establishing rapport and for working out mutual collaborative work plans during internship. College has to conduct orientation programmes for schoolteachers.

16.   Documents to be Displayed on the Walls of the College / Principals Room

The Principals of the colleges are expected to display the following for the purpose of information / use:

- **a.** Teacher wise time table.
- **b.** Period wise time table
- **c.** University almanac
- **d.** Names of the faculty members with subjects handling
- **e.** Names of mentors with allotted roll number of students
- **f.** List of college resource persons and special projects allotted.
- **g.** List of incharges of laboratories
- **h.** Monthly statement of extent of syllabus to be covered by the faculty members concerned.
- **i.** Monthly attendance statement of the students
- **j.** Names of non-teaching , secretarial and ministerial staff
- **k.** Names of the governing body members of the college with contact telephone nos.
- **l.** Names and addresses of the Commissioner & Director of School Education, Govt. of A.P., Vice Chancellor, Registrar, Director (Academic Audit Cell), Dean, Head, Chairperson (BOS) and Controller of Examinations.
- **m.** No Objection Certification issued by Government of Andhra Pradesh
- **n.** NCTE Recognition
- **o.** University Affiliation Order

17. Teaching Diaries

All the teacher educators of the colleges must maintain a teaching diary as suggested by the Director (Academic Audit Cell) and Dean of the Universities. The Principal shall collect the required number of the Teaching Diaries from the Director - Academic Audit Cell.

18. Laboratories to be Established

As per the new curricular guidelines every college is expected to restructure the college laboratories and setup the following laboratories in the college

- **a.** Natural Science (Physical and Biological Sciences) and Mathematics Laboratory (NSML)
- **b.** Social Studies and School Study Laboratory (SSSSL)
- **c.** Psychology Cum Case Study Laboratory (PCSL)

d. Educational Technology and Computer Education Laboratory (ETCEL)
e. Cultural Studies Laboratory (Cu.SL)
f. Personality Development and Communicative English Laboratory (PDCEL)
g. Community Studies Laboratory (Co.SL)
h. Health and Physical Education Laboratory (HPEL)

19. Institutional Records

The following institutional records are to be maintained by the affiliated colleges including minority institutions and be kept ready for scrutiny to the inspection commission of the university.

I. Affiliation Records:

a. Govt./APSCHE orders granting permission to the opening of the college and this renewal from time to time.
b. Orders for running the course issued by the regulating agencies (AICTE, BCI, NCTE) from time to time.
c. Inspection Commissions Reports from time to time.
d. Compliance reports submitted by the college from time to time.
e. Orders issued by the competent authority conferring minority status on the college

II. Management/Educational Society Documents

a. Registered by laws, particulars of the office bearers of the society.
b. Minutes of E.C., General Body, Governing Body and Finance Committee.
c. Procs. Of the Secretary and Correspondent / Chairman of the Society with regard to college matters.
d. Documents of movable and immovable properties of the Management and College – Building plans and Registered Lease Deed.

III. Admission Records

a. Application forms of Registered and admitted candidates along with original documents.
b. Details of the roaster particulars of the admitted candidates and their social composition.
c. Admission Register.

IV. Academic Records

    a. Statement of Distribution of work load of the subject / department / branch, Time-table.
    b. Student Attendance Registers
    c. Staff Records
       i. Staff Attendance Registers
       ii. Personal Files
       iii. Service Books of the Staff
       iv. Leave Registers of the Staff
       v. University approval orders of the Teaching staff appointed

V. Financial Records

    a. Annual Financial Statement
    b. Annual Audit Report
    c. D.F.C.
    d. Fee Register
    e. Cash Book and Ledgers
    f. Bank Pass Books and Cheque Books
    g. Challans and Receipt Books
    h. Staff Pay bills and acquittances
    i. Fixed Deposits and Corpus Fund Records
    j. Rent, Electricity, Telephone and Other Bills.

VI. Laboratory and Workshop Records

    a. Stock Registers – Consumable and Non-consumable – Lab wise
    b. Bills of Lab Equipment purchased.
    c. Inventory Registers (Lab-wise)

VII. Library and Reading Room Records

    a. Accession Register
    b. Register of periodicals & journals
    c. Bills of Books purchased

VIII Physical Education Records

    a. Stock Register of the Department
    b. Bills of Material purchased

IX. Scholarship Records

a. Proceedings issued by the various departments granting scholarships.
b. Scholarship acquittance.
c. Cash Book, Pass Books, Cheque Books.

X. U.G.C. Records
   a. Grants received
   b. Equipment purchased
   c. Proposals sent

XI. Examination Records
   a. Examination Nominal Rolls Record
   b. Examination Remuneration Records
   c. Examination Results Record
   d. Consolidated Attendance Statement

XII. Records Pertaining to Remittance made to the University

XIII. Other Records:
   a. Inward and Outward Register
   b. Register for Consumable goods
   c. Register for Postage stamps
   d. Register for College Furniture
   e. Files pertaining to compliance, enquiries and punishments
   f. General Inventory Registers
   g. Visiting Registers
   h. Minutes of the staff meeting Register
   i. Minutes book of the Governing Body meetings
   j. Minutes book of the Selection Committee
   k. Community contributions procured Register
   l. Seminars/ conferences documentation Register
   m. College festival/ Events Register
   n. Student profile Register
   o. College awards / prizes Register
   p. College alumni Register
   q. Research and innovations Register
   r. Biodata of the teachers in the prescribed proforma along with their photographs

20. Printing of Project / Record Formats

Colleges are **NOT** supposed to print or publish project record formats for the purpose of writing special projects and other practical records and also should not collect any fee / money towards such undesirable print material. Moderation Boards will not entertain any kind of printed formats other than students original writings and written documents in the project reports and records

21. Faculty Identity Cards

The management / Principal of the colleges shall issue Faculty Identity Cards with Photographs attested by the Principal for producing the same at the time of Examination/Confidential Duties and other official duties assigned by the University and for other practical purposes

22. No Extra Student Fee

The managements of the colleges should not collect extra fee from students in any form other than the fee stipulated by the Government of Andhra Pradesh and University.

23. Educational Journals

The college shall procure the Educational Journals suggested by the University (Refer Appendix H)

24. Staff Leave Rules

The Colleges shall follow the Staff Leave Rules as per the University/ Government of Andhra Pradesh.

25. Staff Salaries

1. The management of the colleges shall adopt UGC or AP State Govt. Pay Scales for payment of the salaries of Teaching and Non-Teaching staff
2. The salaries should be paid through a Nationalised Bank. The mode of payment should be cheque.

26. Society Governing Body and College Governing Body

An Educational Society which has a number of institutions must constitute separate Governing Bodies for different institutions. In other words, the college which functions under a Society must have a separate college Governing body. This must be different from the Governing body of the Society.

The Management of the college must submit the following list of the Governing body members to the Registrar, Director – Academic Audit Cell and Dean , Faculty of Education.

a. College Governing Body Members with contact telephone numbers.
b. Society Governing Body members with contact telephone numbers.

27. **Documents to be Submitted / Presented to the Affiliation Committee**

The College shall submit the following to the Inspection Committee that recommends the college/institution for considering grant of affiliation.

a. Fulfillment of the earlier Compliance Report and latest Affiliation Orders.
b. Admission Register.
c. Students Attendance Registers.
d. Staff Attendance Registers.
e. Acquaintance Register and Bank Statements for the payment of salaries to the Teaching Staff.

f. Library Accession Register (with total No. of books subject wise with cost)

g. Payment Receipts and Bills towards the purchase of Library Books, Equipments etc.

h. Remittance of the Inspection and Processing fee for this current Inspection.

i. Remittance of Affiliation Fee etc.

j. Minority Status Certificates for Minority Colleges only.

k. Statement of Lab equipment purchased with cost.

l. Copies of the renewal letter from NCTE / Govt. of A.P.

28. **The following documents must be submitted to the Registrar of the University**:

   a) **Land and Lease documents**

   i) Registered document for Five Acres on Society name

   ii) Registered lease of the Building for a minimum of (3) Years in the name of the Society.
   iii) Building plan from the competent authority marking clearly the Class Rooms, Labs and other rooms on the plan.

29. **The management of the College shall submit copies of necessary documents related to the financial position of the College including fixed deposits in the joint accounts of the Government and the Society and also the arrangements made for payment of Staff Salaries.**

30. **List of documents to be submitted by the affiliated colleges to the Department of Education, Osmania University for the purpose of conducting Annual Examinations including practicals.**

   1. A copy of NCTE Recognition Certificate.

   2. A copy of NOC from GOAP.

   3. A copy of University Affiliation orders.

   4. A copy of the Minority Status issued by the Government, if necessary

   5. A copy of the Clearance Certificate of the Registered Candidates from the Director, Academic Audit Cell.

   6. A copy of Verified List of candidates duly signed by the Director P.G. admissions, OR by the Registrar Academic .

   7. A copy of college code assigned by the University.

   8. A letter from The Controller of Examinations asking the Chairman BOS for conducting practical examinations (Methodology subjects & Computer Education).

   9. Eight copies of the practical examination schedules of Methodology subjects & Computer Education.

   10. Eight copies of the abstracts of practical examination schedules.

   11. The list of eligible & qualified schoolteachers duly signed by the Headmaster /Headmistress of the school.

   12. The list of eligible & qualified Internal Examiners with their one page Bio-   data and photographs duly signed by the Principal of the college.

   All the Principals of the affiliated colleges are requested to submit the above documents to the Chairperson, BOS .

II. ESSENTIAL EQUIPMENT & RESOURCE MATERIAL IN DIFFERENT LABORATORIES
Natural Sciences (Physical & Biological Science) and Mathematics Laboratory (NSML)

Physics

APPARATUS REQUIRED

1. Scale (Different Types)
2. Tape (Different types)   4
3. Spring Balance   6
4. Simple Balance   3
5. Clock   6
6. Stop watch   6
7. Vernier Callipers   6
8. Cylindrical rod   6
9. Measuring jar   6
10. Measuring Flask   6
11. Pipette   6
12. Burette   6
13. Miniscus   6
14. Common balance   4
15. Density bottle/specific
    Gravity bottle   6
16. A small light trolley   4
17. Comb   4
18. Wide mouthed bottle   4
19. Plane board   4
20. Marbles   12
21. Spring   4
22. Hacksaw blade   6
23. Annular ring   6
24. Wooden ruler   6
25. Thick cylinder   6
26. Funnels   6
27. Rope (1 bundle)   (1000 mts.)
28. Hammer   6
29. Nails (different types)   54
30. Pascal Law Expt.Apparatus   4
31. Bramah Press   2
32. Barometer   2
33. Fortin's Barometer   2
34. Aneroid Barometer   2
35. Altimeter   2
36. Boyle's Law Expt. Apparatus   2
37. Different types of thermo-meters
    (Celsius, Fahrenheit, Roymer)   6
38. Hypsometer   2
39. Clinical thermometer   2
40. Six maximum and minimum   4
Thermometers
41. Pressure cooker   1
42. Tuning Forks   6
43. Bell ordinary   2
44. Bell electric   2
45. Bell jar expt. Apparatus   4

46. Musical instruments
   a) Violin   1
   b) Sitar   1
   c) Veena   1
   d) Mridangam   1
   e) Tabala   1
   f) Flute   1
   g) Clarinet   1
47. Periscope   4
48. Kaleidoscope   4
49. Spherical mirrors   6
50. Concave mirror   6
51. Convex mirror   6
52. Different types of Magnets:
   a.   Bar Mag.   6
   b.   Cylindrical Mag.   6
   c.   Horse-shoe Mag   6
   d.   Ring Mag.   6
   e.   Ball ended Mag.   6
53. Electric Magnet   6
(Bar & Horse shoe type)
54. Voltaic cell   2
55. Leclanche cell   2
56. Bichromate cell   2
57. Dry cell   2
58. Battery   2
59. Electric bulbs (small & big)   6
60. Telephone apparatus   1
61. Radio   1
62. T.V.   1
63. Tape-recorder   1
64. Gramphone   1
65. Cine projector   1
66. Oersted Expt. Apparatus   2
66. olenoid   2
67. Galvanoscope   2
68. Electrolysis of water apparatus   2
69. Electric stove   2
70. Electric iron box
71. Soldering rod/gun   2
73. Sensitive balance   2
72. Spring balance   2
73. Table balance   2
74. Platform balance   2
75. Weighing machine   2
76. Pendulum watch   2
77. Electronic watch   2
79. Stop clock   6
78. Wind wane   2
79. Wheel and axle   2
80. Screw jack   2
81. Gears   12
82. Screws   12
83. Common hydrometer   2
84. Calori meter   2
85. Metaball and ring   2
86. Linear expansion of

	Solid apparatus	2
89.	Air thermometer	4
90.	Glass prism	6
91	Difft. types of lenses:	
	a. Double convex	6
	b. Double concave	6
	c. Plano convex	6
	d. Concavo convex	6
	e. Convexo conca	6
92.	Box camera	2
93.	Simple microscope	2
94.	Compound microscope	2
95.	Astronomical telescope	2
96.	Terrestrial telescope	2
97.	Dip-circle	2
98.	Gold Leaf Electroscope	2
99.	Pitch-ball electroscope	2
100.	Difft. Types of capacitors	4
101.	Rheostat	2
102.	Ammeter	2
103	Volt meter	2
104.	Galvanometer	2
105.	Multimeter	2
106.	Meter scale	2
107.	X-Ray photo	2
108.	Discharge tube	2

MODELS

1)	Planetary Model	6	
2)	Globe	6	(difft.sizes)
3)	Toy car	6	(difft.sizes.)
4)	Toy Rocket	6	do
5)	Toy Aeroplane	6	do
6)	Toy helicoptor	6	do
7)	Toy jet plane	6	do
8)	Toy electric train	6	do
9)	Toys of animals	6	do
10)	Toys of human being	6	do
11)	Ship model (model)	6	do
12)	Bramah press (model)	2	
13)	Presshre cooker model	2	
14)	Telegraph model	2	

CHARTS

1) Planetary systems   6
2) Zodiac signs   6
3) Newton   6

BIOLOGY
APPARATUS REQUIRED

1. Leeuwenhoek's microscope - 1
2. Hooke's microscope - 1
3. Simple microscope - 10
4. Compound microscope - 10
5. Beakers – 250 ml - 100
6. Thistle funnel - 10
7. Semi permeable membrane -10
8. Stand - 10
9. U Shaped tube - 1
10. Potted plant - 10
11. Rubber tube – 10 m
12. Scale - 10
13. Cardboard – 10
14. Bunsen burner – 5
14. Stanley Miller's apparatus – 2
15. Beaker – 500ml - 50
16. Funnel – 20
17. Circular disk with star - 10
18. Bottle with split cork - 10
19. Wide mouthed glass bottle - 10
20. Wide mouthed bottles
          66. 1000ml – 20
21. Beaker – 100 ml - 50
22. Thermos flasks - 10
23. Thermometer (Centigrade) - 10
24. Sphygmomanometer – 1
25. Test tubes with corks – 100
26. Dissection Box – 10

Chemicals
1.   Potassium permanganate crystals – 250 gms
2.   Sugar solution – 1000 ml
3.   Potassium Hydroxide
4.   Solution – 1000 ml
5.   Iodine solution – 500 ml
6.   Sodium Oxalate – 500 gms
7.   Sodium Citrate – 500 gms
8.   Sodium Chloride – 500 gms
9.   Plant growth substances – Auxins, Gibberellins, Cytokinins, Abscisic Acid, Ethylene – 100 gms
10. Agar medium – 100 gms

Charts
1. Animal cell
2. Plant cell
3. Bacterial cell
4. Mitosis
5. Meiosis
6. Meristems
7. Plant tissues
8. Animal tissues
9. Human digestive system
10. Excretory system – Man and animals
11. Renewable resources – Water, air
12. Non- renewable and alternate resources
13. Food chain
14. Food Web
15. Pollution – atmosphere, water, soil
16. TS leaf
1. Mitochondria
2. Respiration – kreb's cycle, ETS
3. Respiration – Diffusion, Cutaneous, Tracheal, Pulmonary
4. Circulatory system – Man
5. Heart – Man, Frog& Cockroach
6. Blood - Man
7. Endocrine system - Man
8. Nervous system - Man
9. Brain – Man
10. Reproduction – Plants – Asexual, & Vegetative
11. Tissue Culture
12. Sexual Reproduction in plants – Flower, Fertilization, Embryo, Fruit, seed
13. Sexual Reproduction in Animals – Paramecium, Earthworm, House fly, Frog
14. Human Reproductive system – Male and Female
15. Nutrition & deficiency diseases – Proteins, Fats, Carbohydrates, Minerals, Vitamins
16. Tropical diseases –
17. Life cycle of Plasmodium
18. First- aid
Specimens
1. Root nodules of groundnut
2. Hermit crab with sea anemones
3. Cactus
4. Cereus
5. Opuntia
6. Pila
7. Fresh water flora
8. Fresh water fauna
9. Fishes – Catla, Rohu, Tilapia, Mrigal, Common crap
10. Insects – Beetles, Moth, Weevil
11. Rodents – mouse, rat, bandicoot
12. Birds – Pigeon, sparrow, crow, parrot, mynah
13. Hydrilla
14. Germinating Seeds – Bean, peas
15. Dry peas and beans
16. Datura Flower
17. Frog
18. Cockroach
19. Scientists
    a. Aristotle
    b. A V Leeuwenhoek

c. William Harvey
d. Louis Pasteur
e. Sir Ronald Ross
f. James D Watson
g. F H C Crick
h. Y Subbarao
i. S M Abdul Ali Scientists
j. M S Swaminathan
k. Har Gobind Khorana
l. Birbal Sahani
m. Sir T S Venkataraman
n. P Maheswari
20. Eye
21. Nose
22. Ear
23. Tongue
24. Skin
25. Algae – Nostoc
26. Protozoa –
27. Fungi – Mucor
28. Mushrooms
29. Bryophyta – Riccia, Moss
30. Pteridophyta – fern,
31. Cycas
32. Root nodules of ground nut
33. Leaf Blight of rice
34. Wheat Rust
35. Tikka disease of ground nut
36. Pitted areas on the wood
37. Yellow corky vein leaf
38. Citrus canker
39. Citrus leaf minor
40. Grape leaf – Downy mildew
41. Sponge
42. Hydra
43. Tapeworm
44. Round worm
45. Leech
46. Earth worm
47. Centipede
48. Scorpion
49. Prawn
50. Cockroach
51. Butterfly
52. Fresh water mussel
53. Pond snail
54. Star fish
55. Fishes (Labeo rohita, Cyprinus carpio, Catla catla)
56. Snake
57. Turtle
58. Frog
59. Pigeon
60. Food yielding plants
61. Timber yielding plants
62. Fiber yielding plants
63. Medicinal plants
64. Life cycle of silkworm
65. Honey bees

Mathematics Laboratory

Essential Models

a. Prisms, cubes, cuboids, cylinders, cones, spheres in wood (both hollow and solid) etc.

b. All the above models in clay to enable to show cross-sections
c. Models of $(A+B)^2$ and $(A+B)^3$
d. Geometry boxes – 10
e. Clark tables – 20
f. Fractional kits – 10
g. Slide rule – 10
h. Different types of pictures and charts related to the topics of 8th, 9th, 10th class mathematics

i. Material like beads, coins, facsimile currency, sticks, pebbles, pins, nails, hammers, scissors, thread balls, ropes, matchboxes, etc.
j. Portraits of famous mathematicians and their life history
k. Flash cards
l. Boards
m. Black Boards
n. Roll Boards
o. Graph Boards
p. Flannel Boards
q. Geo Boards
r. Simple Balance, weights and measures
s. Place value packets
t. File of paper cuttings from newspapers, magazines etc.

II. Social Studies & School Study Laboratory (SSSSL)

The Social Studies Laboratory should be well equipped with adequate teaching equipment. It should have the following equipment.

1. Audio-visual material, which includes epidiascope, filmstrip, magic lantern, projector, tape recorder etc.
2. Bulletin boards.
3. Charts and graphs
4. Flags
5. Globes
6. Maps and Atlases
7. Models
8. Meteorological instruments – Barometer
9. Rain gauge, thermometers of different kind, wind vane
10. Rocks – stones and minerals
11. Slide album containing slides showing architecture, dance, music, painting, sculpture etc.
12. Stamps of different kind
13. Survey instruments: Box Compass, Compass, Chain and Arrows, Divider, Foot rule or Scale, Flags, Plane table, Prismatic Compass, Protractor, Spirit level, Survey field books, Tape tripod.
14. Time charts and graphs.
15. Text books
16. Reference books
17. Unit booklets dealing with a variety of topics, ranging from family life and neighbour hood to people of other lands and places
18. Literary material, which includes tales of adventure, early biographies, historical series, travel stories, animal stories, historical novels etc.
19. Periodicals and magazines dealing with current events and various aspects of life showing art, literature, music, dance etc.
20. Pamphlets published by various agencies including central and state governments and specialized agencies and also by international agencies like the U.N.O. and UNESCO etc.
21. News papers

The necessary items of furniture in Social Studies Laboratory are:
1. Working tables
2. Chairs
3. Shelves
4. Stands
5. Map racks
6. Almirahs
7. Black boards

Indian Civilization Charts
1. Indus valley civilization
2. The Dravidians
3. The Aryans
4. The Epic age
5. Buddhism and Jainism
6. The Mauryans
7. The Guptas
8. The Ghaznies and Ghauris
9. Slave kings, Khiljis and Tughlaks
10. The Mughals

Ancient Indian Numerals

11. Third century B.C. to 6th Century A.D.
12. 4th Century A.D. to 9th Century A.C

Indian Alphabets Abroad

13. South India,Ceylon
14. North India, Eastern Turkistan, Tibet, Nepal
15. South India, Vietnam, Burma, Malaya, Java, Borneo

Medieval Indian Paleography

16. Nagri North India
17. Nagri Western and Southern India
18. Bengali and Orissan
19. Canarese and Telugu
20. Grantha and Tamil
21. North Western India

Struggle for Indian Freedom- Charts

22. Impact of British Rule
23. Social reforms – National awakening
24. The revolt of 1857 – causes
25. Revolt of 1857 – events
26. Emergency of Nationalism (1858 – 1885)
27. Indian National Congress (1885 – 1905)
28. National Movement (1905 – 1920)
29. Militant Nationalism (1910 – 1939)
30. Revolutionaries (1915 – 1935)
31. Non-cooperation Movement (1919 – 1931)
32. Fight for Poorna Swaraj (1926 – 1936)
33. India and World War – II (1939 – 1945)
34. Quit India Movement (1942 – 1945)
35. Muslim League and Partition (1905 – 1947)
36. India achieves Independence (1945 – 1947)

History Charts

37. The Birth of the earth and evolution
38. The story of man
39. The progress of man
40. Races and people of India
41. Dances and festivals of India
42. Architecture of India
43. Sculpture of India
44. A chronology of South Asia (3rd B.C to 1990 A.D.)

Ancient Indian Paleography

45. Ashokan Brahmi
46. Post Mauryan
47. Kushana & Sathavathana
48. Gupta (Northern variety)

49. Gupta Vakataka (Box headed – Central India

III. Psychology Cum Case Study Laboratory (P-CSL)

1. Growth and Development

   a. Emotional Maturity Scale – Y. Singh & M. Bhargava
   b. Moral Judgement Test – Durganand Sing K. Meera Verma
   c. Value Scale (Dr. Srivastav & Alam)
   d. Social Maturity Scale (N. Rao)

2. Learning

   a. Style of Learning and Thinking (SOLAT) – Venkatraman
   b. Effect of Meaningfulness & Learning, Janabhandhu
   c. Paired Associated Learning, Janabhandu
   d. Discrimination Learning

3. Memory

   a. Short Term Memory (STM) 1 set Asthana
   b. Long Term Memory (LTM) 1 set Asthana
   c.   Retroactive inhibition 1 set Asthana

4. **Intelligence**
    Group test of intelligence

   a.   Group test of intelligence, Pramila Ahuja, S. Jalota
   b.   Raven's Coloured Progressive Material (CPM) , 1 set
   c.   Indian Adoption of Binet Simon Scale
   d.   Indian Adoption of WAIS (Ramalinga Swamy)

5. Creativity

   a. B.K. Passi : Passi Test of Creativity

6. Motivation

   a. Achievement motivation test – V.P.Bhargava
   b. Deo- Mohan Achievement motivation 9 n-arch) Scale – Pratiba Deo & Ashal Mohan

7. Personality

   a. Multi dimensional assessment of personality series from T (teenage) & form C (Children)
   b. Indian Adoption of T.A.T. Chowdhary
   c. CAT Indian Modification – Uma Chowdhary
   d. Adjustment Inventory for School Students – A.K. Sinha & R.P. Singh
   e. IPTA Anxiety Scale – R.B. Catteell
   f. Scale for Introversion – Extraversion Dimension (SIED)
   g. 16 P.F. Questionnaire (Kapoor)
   h. Introversion Extroversion Test (R.K. Yadav)
   i. Multi Variable Personality Inventory (Muthayya)

8. Aptitude Tests

   a. Differential Aptitude Test (DAT)
   b. Teaching Aptitude Test (TAT)
   c. General Aptitude Battery (GAB)
   d. Indian Adoption of DAT (Dr. Ojaha)

9. Other Related Tests

a. Study Habit Inventory – M. Mukhpadhya & D. N. Samwa;
b. Occupational Aspiration Scale – J.S. Grewal
c. Home Environment Inventory – Prena Mohite
d. Children Self Concept Questionnaire- S.P. Ahulwalia
e. Self Acceptance Inventory – S.B. Kakkar
f. Study Involvement Inventory – Asha Bhatnagar
g. Teacher Adjustment Inventory – S.K. Mangal
h. Indore Teaching Assessment Scale – B.K. Passi, M. Deshmukhi & S.K. Sarma
i. Teacher's Job Satisfaction Scale – Mudgil Muhar & Bhatia
j. Interest in Teaching Scale – S.B. Kakkar
k. Socio- Emotional School Climate Inventory – Renuka Kumari Sinha & Rajani Bhargava
l. Level of Aspiration Scale (Dr.. H.H. Singh)
m. Organisation Climate Inventory
n. Concept of formation test – Haffimon o Kesanion
o. Parent – Child Relationship Scale (N. Rao) English

10. Equipment

1. Tachisto Scope – Electronic/ Manual
2. Stop Watch
3. Finer –Tweezer Dextisity Test Boards with pins and manual
4. Bhatia's Battery Performance Intelligences Test
5. Mirror Drawing Apparatus – Simple (wood make)
6. Human Maze Finger maze, Electrical maze (Pointed)
7. Memory Drum (Electrical)
8. Eminent Psychologists Photograph (set of 16) each photo with mount & framed

IV. Educational Technology / Computer Education Laboratory (ETCEL)

1. **Essential:** TV, VCD – 1
   Public Addressing system – 1
   Audio cassettes
   Podium – 1
   OHP – 1
   Computer system – 1
   Desirable: video camera
   Slide projector / LCD

2. **Essential:**
   Computer workstations tables
   Chairs (cushioned / plastic)
   Tube lights - depending on the size of the room
   Air conditioners – 2 (")
   Uninterrupted Power Supply (UPS) – 5 KV (APC – Brand)
   Steel Almirah - 2

3. **Hardware**

   Essential – 10 + 1 (Server)
   Desirable:
   Computer systems: 20 + 1 (server)
   > Configuration:
   > Pentium IV (Intel) processor – 1.5 GHz or higher
   > SD RAM – 128 MB or 64 MB
   > HDD – 40 GB or 20 GB (Seagate)
   > FDD – 3 ½
   > Monitor – 14 inches color (LG or Samsung or any other standard brand)
   > Keyboard – 102/104 keys (Microsoft)
   > Mouse – Logitech (2 buttons with roller)
   > Multimedia kit:
   > Speakers 440 watts – (Mercury or creative or any other brand) - 26
   > Head Phones - 26 (Zebronix or Creative or any other brand)
   > CD ROM drive – 52X (LG or Samsung or any other standard brand)

4. **Essential: Printer – (Laser or Inkjet or Dot Matrix) - 1**
   Essential: Networking
   LAN (Local Area Network) – 25 + 1 (server)
   HUB – 32 ports - 1
   Modem – External or Internal – 1 (Creative or D-link or any other brand)
   Internet Connection – VSNL, Satyam, Tatanova – 100 hrs or more / Cable / ISDN / Broadband
   CD Writer

5. **Essential: Software**
   Windows 98 (2nd Edition) - 1
   Office 2000 - 1 with Publisher
   Educational CDs (Class wise and subject wise) –1

V. Cultural Studies / SUPW Laboratory (CSSUPW)

1. maps
2. Portraits
3. Handicrafts items – maps
4. Terrakota items
5. Paintings
6. Flower making
7. Bulletin board
8. Traditional lamps
9. Shruthi Box (ordinary / electronic)
10. Harmonium / casio
11. Tabala
12. Tambourine
13. Morrows
14. Karithal (Jalra)
15. Cymbal
16. Kolatam Sticks
17. Ektara
18. Tamboora
19. Flute
20. Tape-recorder and cassettes
21. Burrakatha instrument
22. Minimum makeup kit
23. Models of architectural buildings
24. Posters of sculptures

VI. Personality Development and Communicative English Laboratory (PDECEL)

I. Language laboratory

1. 5 (100 watts) Tape recorder and relevant cassettes – CIEFL sets
   Standard – 10 volumes – '5' set
2. Computer systems two with multimedia and CD drive
3. .Pre Recorded Cassettes – Exercises in Spoken English : Accent/ Rhythm/ Intonation, Consonants & Vowels – 6 Audio Cassettes (90 minutes duration each) CIEFL- Hyd
4. An Audio course for Advance course for Advance Learners of English (8 cassettes plus 3   booklets Rs. 730) CIEFL
5. Story Time – Audio Casettes for young learners of English (2 casettes plus 2 books) – Rs. 240/- CEIFL
6. Funtime English – Audio Casette – 5 to 10 years old – CIEFEL
7. Soft Skills & Professional Skillls – Modular Certificate Courses – Offered by Prof. G. Ram Reddy Centre for Distance Education- O.U.

VII. COMMUNITY STUDIES LABORATORY (COM-SL)

1. Crowbars – 10
2. Spades – 15
3. Iron bowls – 25
4. Rakes – 15
5. Sickles – 10
6. Grass cutters – 5
7. Axes – 5
8. Brooms – 50
9. Ladders – 2
10. Dust cleaners – 5
11. Buckets – 5
12. Dust pawns – 5
13. Any other related material

VIII. Health and Physical Education Laboratory (HPEL)

Essential: playground – 1000 sq.mts

Five Indoor games material – 1 set for each

Five outdoor games material – 1 set for each

I.   Permanent structures:
         Rooms: a) Physical Director Room b) 20' x 20' Table tennis hall
              c) 20' x 20' hall for indoor games – Caroms, Chess
               e) Store room   f) Gymnastic hall
               g) Dressing room for men and women

II.   **Play grounds**
a) Kabaddi court for men and women
b) Volley ball court for men and women
c) Shuttle badminton court
d) Ball badminton court
e) Tennicoit court
f) Cricket ground
g) Basket ball ground

III.   **Games material**
a) Volley ball nets   -   2
b) Volley ball - 2
c) Shuttle Badminton bats - 12
d) Shuttle cocks   - 5 boxes
e) Shuttle Badminton nets – 2
f) Ball Badminton bats   - 12
g) Ball Badminton nets   - 2
h) Tennicoit rings   - 6
i) Tennicoit nets   -   2
j) Carom boards & coins   - 5
k) T.T. table   -   2
l) T.T. balls   -   6 doz.
m) T.T. bats   -   10
n) Chess boards -   50
o) Tug-A-Far Rope
p) Cricket complete kit   - 6 bats, 6 doz. Balls, 6 stumps, mat (half), wicket keeping gloves, batting pads, keeping pads, guards, head gears
q) Foot balls   - 5
r) Hockey sticks and balls -   2 doz.

IV.   **Sports material**
a) Shot-put men and women - 2 nos. each
b) Discuss throw men and women   - 2 nos.
c) Javelin throw   - 2
d) High jump poles and cross bar for men and women

V.   **Maintenance material**
a. 100 ft tape
b. 200 ft rope
c. 10 bags lime powder
d. Crowbars -   2
e. Spades   -   4
f. Weighing Machine
g. Iron bowls   -   4 and other materials.

III. Other important information / documents

A. Certificate from the Mentor

Certificate

This is to certify that Mr. / Ms. ………………………….. bearing Roll Number / Hall Ticker Number

……………… has successfully completed ……………………………. project report. This is the

original   work   carried   out   by

1.………………………….2.…………….………………3.……………………….…

4. ………………………....5. ……………………………………………………….. the students

of ………………….. …………college / institution, as part of B.Ed. programme of

…………………………………………….. University

Date: **Name & Signature of the Mentor**

Note:
Every project report must be certified by the mentor concerned.

B. Declaration by the students

Declaration

I / We here by state that the ……………………………………… Project report submitted by me / us on the topic ……………………………………. ……………………….. ………………………………………………………………………………………. … as part of B.Ed. course of ………………………………….college of ………………….. university is my / our original work and contribution. No part of this work has been submitted by me or by others to any other university.

Date: **Signature of the Candidate**

C. Jury Evaluation Sheet

Evaluation of the Project

Jury Evaluation Report

Date of Examination: Time of Examination

Max. Marks

    I.   Observations of the Jury members

        1.
        2.
        3.
        4.
        5.

    II. Award of Marks

S. No. and Name of the student	Jury member 1	Jury member 2	Jury member 3	Jury member 4	Jury member 5	Total marks	Average marks
01.							
02.							
03.							
04.							
05.							
Signatures of Jury members						**Signature of the Principal**	

Note:

1. This sheet must be enclosed at the end of the each project report

2. The Jury may consider the following criteria for evaluating Student performance. The Jury members shall split the total marks according to the below criteria

        a)   Conceptualisation and innovativeness of the project.
        b)   Planning & Organisation of the Project work
        c)   Execution and Implementation of the work – Quality, Quantity and depth of the fieldwork.
        d)   Synthesizing and composing of ideas- articulation of ideas and activities
        e)   Showcasing- Presentation of Experiences
        f)   Coordination of the Group.
        g)   Any other Criteria

D. List of Some NGOs in Andhra Pradesh (Please Explore Internet to update this list)

NGO Name	Contact Person	District/Region	Target Sectors
a Motherteresa Amelioration Service Society	J.Pragna Deepika	Karimnagar	Aged, Agriculture, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
A Society For Welfare Awakening Training & Health Implementation	Ranadheer Reddy Rondla	Warangal	Aged, Campaigns, Child Labour, Children, Disabled, Education, Environment, Health, Human Rights, Labour, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
a Valmiki Ambedkar Seva Sangam	Mr.B. Amith Kumar	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Health, Labour, Micro Credit, Panchayat Raj, Sanitation, Vocational Training, Water, Women, Youth
Aasha Social Welfare Association	B.G.Reddy	Adilabad	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Disabled, Education, Environment, Health, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Action for Welfare And Rural Development organization	Ch.Sangeetha Rao	Guntur	Aged, Children, Education, Health, Training, Vocational Training, Women
affus woman welfare association	mrs.farida khan	Anantapur	Aged, Campaigns, Child Labour, Children, Communal Harmony, Disabled, Education, Environment, Globalization, Health, Human Rights, Micro Credit, Sanitation, Training, Vocational Training, Women, Youth
Bala Vikasa Social Service Society	Mr.Shoury Reddy	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Disabled, Education, Health, Human Rights, Micro Credit, Sanitation, Training, Water, Women
Bala Vikasa Social Service Society	Fr.Balashowreddy , Director	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Education, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Vocational Training, Water, Women
Bulder for Rural Eanivironment and Development	N.Lazar	Warangal	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Globalization, Health, Labour, Micro Credit, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Centre For Social Initiative & Management	Bhuvaneshwari Ravi/ Gopal Garg	Adilabad	Education

NGO Name	Contact Person	District/Region	Target Sectors
CHESS	K. Srinivasulu	Chittoor	Aged, Child Labour, Children, Education, Environment, Health, Human Rights, Sanitation, Training, Vocational Training, Women, Youth
Children Health Education Service Society	K. Srinivasulu, Secretary	Chittoor	Child Labour, Children, Education, Environment, Globalization, Health, Human Rights, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Women, Youth
Crushi Voluntary Organization	P.Chittiah	Kakinada	Aged, Agriculture, Communal Harmony, Consumers, Dalits, Environment, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Tribals, Vocational Training, Water, Youth
Dr. Ranga Reddy Public Charitable Trust	bobby	Adilabad	Aged, Disabled, Education, Health, Training, Tribals, Vocational Training
Extensive Welfare Society	Mr. K.S. Ramakrishna	Nellore	Aged, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Micro Credit, Training, Tribals, Vocational Training, Water, Women, Youth
Fenix International	Manoj Kumar Shaw	Nellore	Aged, Agriculture, Child Labour, Children, Communal Harmony, Consumers, Education, Environment, Globalization, Health, Human Rights, Micro Credit, Training, Tribals, Vocational Training, Water, Women
gandian organisation for rural development	Dr. v. veera raghavaiah, MBBS, Dch	Guntur	Children, Environment, Health, Sanitation, Training, Women
Grameen Vikas	Dr.L.Hidayathulla Proj.Director	Anantapur	Aged, Agriculture, Campaigns, Child Labour, Children, Disabled, Education, Environment, Health, Labour, Micro Credit, Sanitation, Tribals, Vocational Training, Women, Youth
Green Destiny	Girisam K	Adilabad	Environment, Globalization, Water
Harsha Educational & Development Society	G.Mallikarjuna	Kurnool	Aged, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth

NGO Name	Contact Person	District/Region	Target Sectors
HELP(service organisation)	V.V.Chary,Chairman	Khammam	Aged, Agriculture, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Labour, Micro Credit, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Helpage organisation for urban and rural development society.	s.frankleen sunanda raj.	Karimnagar	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Human Rights Council	Shyam Prasad	Vishakapatnam	Aged, Child Labour, Consumers, Dalits, Environment, Human Rights, Tribals, Water, Women
Integrated Rural Development Society	Mr.T. Brahmaiah	Nellore	Aged, Campaigns, Child Labour, Disabled, Education, Environment, Globalization, Health, Micro Credit, Training, Tribals, Vocational Training, Water, Women, Youth
Integrated Society For Rural Infrasture And Rehabilitation	Bellamkonda Thomasiaha	Nizamabad	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Jyothi Welfare Society(Regd5/97)	Yatin .J.Patel	Krishna	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Youth
Kanthi Charitable Trust	A V Gopala Rao	Vishakapatnam	Aged, Disabled, Environment, Health, Sanitation, Training, Vocational Training
M.R Development Society	A.s.rao	Mahbubnagar	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Mallikarjuna Seva Samithi	Kalluru Harinadha Reddy, General Secretary	Chittoor	Agriculture, Children, Consumers, Dalits, Disabled, Education, Environment, Health, Human Rights, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Mitra Society For Rural Education and Development	P. Subhan Khory	Anantapur	Aged, Agriculture, Children, Dalits, Education, Environment, Health, Sanitation, Training, Vocational Training, Women, Youth

NGO Name	Contact Person	District/Region	Target Sectors
Mother Theresa Rural Development Society	A.sambasivarao	Adilabad	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Consumers, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Motherteresa Amelioration Service Society	Mr.Raja kumar kalakotla	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Dalits, Education, Environment, Globalization, Health, Human Rights, Labour, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Nature	S. Balaraju	Vishakapatnam	Campaigns, Children, Dalits, Education, Environment, Health, Micro Credit, Sanitation, Training, Tribals, Women
News Clippings	CH. Vanitha	Adilabad	Aged, Agriculture, Child Labour, Communal Harmony, Dalits, Education, Environment, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Tribals, Water, Women, Youth
ponnaya gorintla	ponnayya	Guntur	Agriculture
Rural Institute for Social Education	D. Ramakrishna	Chittoor	Agriculture, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Labour, Panchayat Raj, Training, Tribals, Vocational Training, Women
Sadhana Mahila Mandali	P.Sujnana Kumari	Kakinada	Aged, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Health, Sanitation, Training, Vocational Training, Women
SAMSKAR, (A Women Forum For Women Development)	P.S.M.LAKSHMI	Vishakapatnam	Agriculture, Child Labour, Children, Dalits, Education, Environment, Health, Human Rights, Micro Credit, Sanitation, Training, Tribals, Women
Sarvodaya Grama Sevak Sangh	B.Babu Rao	Krishna	Aged, Child Labour, Consumers, Dalits, Education, Environment, Health, Human Rights, Micro Credit, Sanitation, Training, Tribals, Water, Women
Sarvodaya Grama Sevak Sangh	B.Babu Rao	Krishna	Aged, Child Labour, Consumers, Dalits, Education, Environment, Health, Human Rights, Micro Credit, Sanitation, Training, Tribals, Water, Women

NGO Name	Contact Person	District/Region	Target Sectors
Self Employed Welfare Society	A.Murali	Karimnagar	Agriculture, Campaigns, Education, Environment, Health, Labour, Panchayat Raj, Sanitation, Training, Vocational Training, Water, Women, Youth
social & cultural Development Service society	G.krishana	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Health, Human Rights, Panchayat Raj, Tribals, Vocational Training, Women, Youth
social & cultural Development Service society	G.krishana	Warangal	Aged, Agriculture, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Health, Human Rights, Panchayat Raj, Tribals, Vocational Training, Women, Youth
Social Educational And Economic Development Society (Seeds)	D.Roshan Kumar	Guntur	Agriculture, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Society for Advocacy of Women and Child Rights	Varaprasad Chaganti	Kakinada	Aged, Campaigns, Child Labour, Children, Education, Health, Human Rights, Micro Credit, Women, Youth
Society for Health Awareness and Rural Programs	lincoln madasu	Karimnagar	Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Sanitation, Training, Tribals, Vocational Training, Women, Youth
Society for People Advancement and Community Education	Shobha Bhaskar	Warangal	Agriculture, Campaigns, Child Labour, Children, Disabled, Education, Environment, Health, Panchayat Raj, Sanitation, Tribals, Vocational Training, Women, Youth
Society for Social Welfare,Agricultural and Rural Development	Bobba Kanaka Durga	Krishna	Aged, Agriculture, Campaigns, Child Labour, Children, Consumers, Dalits, Disabled, Education, Environment, Health, Human Rights, Labour, Micro Credit, Panchayat Raj, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
Society For Urban And Rural Entreprenuership (Sure)	YDEHI.P, Hon. secretary	Adilabad	Globalization, Training, Women, Youth

NGO Name	Contact Person	District/Region	Target Sectors
Society for Welfare Awakening Training & Health Implementation	Ranadheer Reddy Rondla	Warangal	Aged, Campaigns, Child Labour, Children, Dalits, Disabled, Education, Environment, Health, Human Rights, Labour, Training, Tribals, Vocational Training, Water, Women, Youth
Star Youth Association	Mr. S.C. Hassain	Kurnool	Campaigns, Child Labour, Children, Communal Harmony, Dalits, Education, Environment, Health, Human Rights, Labour, Micro Credit, Tribals, Women, Youth
The Bharath Abhyudya Seva Samihti	Ch.Peter Paul	Guntur	Child Labour, Education, Health, Sanitation, Vocational Training, Water, Women, Youth
The Mentally Retarded Welfare Society	Fr.A.Showraiah	Guntur	Child Labour, Children, Dalits, Disabled, Education, Health, Micro Credit, Sanitation, Vocational Training, Women, Youth
Valmiki Ambedkar Seva Sangam	B.Amith kumar	Warangal	Aged, Agriculture, Campaigns, Communal Harmony, Dalits, Disabled, Education, Environment, Globalization, Health, Human Rights, Labour, Panchayat Raj, Sanitation, Tribals, Vocational Training, Water, Women, Youth
Valmiki seva sangham	Mrs Madigani Bhagyam	Ongole Prakasam	Aged, Children, Dalits, Education, Health, Training, Tribals, Vocational Training, Women
Viveka Service Society	A. Murali Krishna, Secretary	Ongole Prakasam	Aged, Dalits, Education, Environment, Health, Micro Credit, Vocational Training, Women, Youth
Wisemen Civic Welfare Association	svs prasad	Vishakapatnam	Aged, Agriculture, Children, Communal Harmony, Education, Environment, Globalization, Health, Human Rights, Sanitation, Training, Tribals, Vocational Training, Water, Women, Youth
women and children welfare society	G.Dhanamma	Guntur	Aged, Agriculture, Campaigns, Child Labour, Children, Communal Harmony, Dalits, Disabled, Education, Environment, Health, Human Rights, Labour, Sanitation, Tribals, Vocational Training, Water, Women

E. The Duties of the University Representative on the Governing Council of Private Affiliated College(S)

The duties of the University representative on the Governing Council Managing Committee shall be :

a) To insist the Management to arrange the meeting of the Governing Council / Managing Committee at least once in three months.

b) To attend the meetings of the Governing Council /Managing Committee of the college as and when it is held after the meeting has been fixed in consultation with him/her.

c) To attend the General Body meeting of the College/ Society whenever it is held.

d) To ensure whether necessary teaching staff has been provided or appointed in accordance with the existing courses in the college.

e) To ensure that the Governing Council/Managing Committee, and the college are meeting the rules and regulations detailed in the rules of affiliation and if not, to bring such lapses to the notice of the University.

f) To advise the college authorities to follow the procedures/guidelines/norms and orders periodically issued by the University at the time of Governing Council/Managing Committee meeting(s).

g) To ensure that whether the conditions stipulated by the respective inspection Commissions are being fulfilled from time to time. In case of non-fulfillment of the conditions, a report can be sent to the University for taking suitable action in the matter.

h) The University Representative who is attending the meetings of the Governing Council/Managing Committee/General Body is entitled to take T.A. and sitting fees as per the existing rules, and the sitting fees as obtained in University per day from the College. In case, the college provides conveyance, he/she is not entitled for T.A.

i) To see the implementation of reservation patterns in admission in the existing courses of the College.

j) To oversee the expenditure of Special Fee collected and ratify the same.

F. The Duties of the University Representative on the Selection Committee Meeting

The duties of the University Representatives on the Selection Committee shall be :

1. To verify and satisfy himself / herself whether the posts required have been advertised in accordance with the qualifications prescribed by the University including in atleast "two leading news papers" for such posts as required under the rules.

2. To advise the College Authorities to follow the procedures/ guidelines/ norms & orders periodically issued by the University at the time of Selection Committee meeting(s).

3. To ensure whether interview calls have been sent tot all the qualified candidates who have applied for the post (s) well in advance, (i.e. 15 days before) in response to the advertisement before the Selection Committee is convened.

4. To ensure whether the intimations have been sent to the members of the Selection Committee including subject expert (s) concerned well in advance.

5. To ensure whether the Selection Committee has been convened properly and the Selection of candidates has been done fairly and the Order of the merit of the candidates is maintained.

6. The University Representative who are attending the Selection Committee meetings are entitled for T.A. and sitting fees as per the existing rules, and the sitting fees as obtained in University per day from the College. In case, the college provides conveyance he/she is not entitled for T.A.

7. To see the implementation and maintenance of Communal roaster system in the appointment of teaching staff.

8. The meeting of the Governing Body should be conducted thrice in a year.

G. AGREEMENT OF CONTRACT FOR SERVICE

(On Rs. 10/- Non-Judicial Stamped Paper)

An agreement made on _____ day of the month _____ of the year _____ of the Republic of India between _____ (first party)_____ academic faculty (Second party)

Now, therefore this agreement witnesses as follows:

1. That the second party agrees to perform the teaching work in accordance with curriculum of the Osmania University for the course B.Ed. from _____ for a period of _____.

2. That the second party shall carry out any further instruction given to him / her by the college from time to time in the discharge of him / her duties as a teacher

3. That the second party agrees after being informed that he/she is fully aware of the fact that his/her service is not being taken to fill any vacancy either on temporary or permanent basis; that he / she will be paid a consolidated amount of Rs. _____ per month during the contract period that his/her contract shall automatically comes to an end on expiry of the said period without any further action on either side unless his/her services are terminated earlier.

4. That the contract is terminable by the college at any time with prior intimation of two months during the said purpose and the second party in such case is entitled to only prorate a amount till such time.

5. That the contract is terminable by the second party at any time with a prior intimation of two months during the said purpose

6. That the second party is the entitled for any other perks, allowances or any other facility except for the consolidated amount payable monthly mentioned in condition 3.

7. That the work performance of the second party will be judged by the Principal of the college

8. That he / she is not entitled to any renewal or extension or continuation of the contract on any ground whatsoever.

9. That the service rendered during the contract will not be constructed or reckoned as part of any regular appointment for any post of the college and therefore he/she credit or weightage will be given for service rendered in the contract period.

10. That any dispute arising out this contract shall be subject to the jurisdiction of the competent court in the city / town _____.

11. That the relationship between the two parties is purely contractual and strictly as per the terms mentioned above.

Self-attested photograph of the second party

SIGNATURE OF THE PARTY
OF THE SECOND PART

WITNESS TO THE SIGNATURE   SIGNATURE OF THE SECRETARY /
OF THE PARTY OF THE FIRST   CORRESPONDENT OF THE COLLEGE
                                       (WITH SEAL)

Note: The above agreement of contract for service is a suggestive one. This proforma may be developed further by adding additional statements.

H. Journals recommended for the affiliated Colleges of Education, OU

S. No	Name of the Journal and Address	Subscription amount	DD to be drawn in favour of
1	INDIAN JOURNAL OF ADULT EDUCATION The Editor, Indian Journal of Adult Education Indian Adult Education Association 17-B, Indraprastha Estate, NEW DELHI – 110 002	Quarterly Rs. 250 /- per year	Indian Adult Education Association
2	UNIVERSITY NEWS The Secretary, University News AIU House, 16, Kotla Marg NEW DELHI – 110 002	Weekly Rs. 600/-	Association of Indian Universities, New Delhi
3	PERSPECTIVES IN EDUCATION The Editor Perspectives in Education Society for Education, Research & Development 46, Harinagar, Gotri Road, BARODA – 39007	Quarterly Rs. 170/-	Society for Education, Research & Development, Baroda
4	NEW FRONTIERS IN EDUCATION The Editor New Frontiers in Education Lokabodhan Kendra – 39, Institutional Area, D-Block, Janakapuri, NEW DELHI – 110 008	Quarterly Rs. 400/-	The Editor New Frontiers in Education
5	JOURNAL OF EDUCATIONAL PLANNING & ADMINISTRATION The Editor Journal of Educational Planning & Administration 17-B, Sri Aurobindo Marg, NEW DELHI – 110 016	Quarterly Rs. 350/-	The Editor Journal of Educational Planning & Administration
6	NCERT JOURNAL: INDIAN EDUCATIONAL REVIEW The Business Manager, Publication Division NCERT, Sri Aurobindo Marg, NEW DELHI – 16	Half Yearly Rs. 60/-	The Chief Business Manager Publication Department, NCERT, New Delhi
7	NCERT JOURNAL: SCHOOL SCIENCE The Business Manager, Publication Division NCERT, Sri Aurobindo Marg, NEW DELHI – 16	Quarterly Rs. 26/- annual	"
8	NCERT JOURNAL: THE PRIMARY TEACHER The Business Manager, Publication Division NCERT, Sri Aurobindo Marg, NEW DELHI –16	Quarterly Rs. 20/- annual	"
9	NCERT JOURNAL: JOURNAL OF INDIAN EDUCATION The Business Manager, Publication Division NCERT, Sri Aurobindo Marg, NEW DELHI –16	Quarterly Annual: Rs. 36/-	"
10	TELUGU TRIMASIKA VIGYANIKA PATRIKA The Editor Telugu Akademi, Himayathnagar Hyderabad – 500 029	Quarterly Rs. 100/- per year	Telugu Akademi

I. NATIONAL COUNCIL FOR TEACHER EDUCATION
I.G.I. Stadium, I.P. Estate,
New Delhi - 110 002.
NORMS AND STANDARDS FOR
SECONDARY TEACHER EDUCATION PROGRAMME

1. Preamble

The secondary teacher education programme, commonly known as B.Ed., is meant for preparing teachers for secondary/senior secondary schools.

2. Duration and Intake

a) The B.Ed. programme shall be of a duration of at least one academic year.

b) There shall be a unit of 100 students for ensuring optimum utilisation of physical and instructional infrastructure and expertise of the teaching staff. Division into appropriate batches may be done at the institutional level for effective curriculum transaction.

3. Eligibility

a) Candidates with at least 45% marks in the Bachelor's/Master's Degree with at least two school subjects at the graduation level are eligible for admission.

b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government, as per the policy of the State Government/University, to which the institution is affiliated.

c) There shall be reservation of seats for SC/ST/OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.

4. Curriculum Transaction and Requirement of Teaching Staff

a) There shall be at least 150 teaching days in a year exclusive of period of admission, examination, etc. Besides, every teacher trainee shall be required to undergo internship-in-teaching (including practice teaching and skill development) for at least 30 days in nearby secondary/senior secondary schools.

b) Apart from teaching of foundation courses, there shall be provision for methodology of teaching two out of five school subjects at the secondary level (Regional Language/Mother Tongue, English, Mathematics, Science, Social Sciences), or discipline-specific subjects at the senior secondary level (Physics, Chemistry, Mathematics, Biology, History, Geography, Political Science, Economics, Commerce etc.)

c) For an intake of 100 students or less, the teaching faculty shall comprise of Principal/Head and at least seven lecturers. For intake of students in excess of the prescribed limit, the number of full time teachers shall be increased proportionately.

d) Appointment of teachers shall be so distributed as to ensure the required nature and level of expertise for teaching methodology courses and foundation courses.

e) For teaching subjects such as physical education, art, work experience, information technology literacy, etc., part-time instructors may be appointed.

5. Qualifications of Teaching Staff

a) Principal/Head

i) Academic and professional qualification will be as prescribed for the post of
Lecturer.

ii) Ten years' experience of which atleast five years should be in a secondary
teacher education institution.

b) Lecturer

Good academic record with M.Ed./M.A. (Education) with 55% marks.

OR

Good academic record with Master's Degree with 55% marks in the relevant school subject and M.Ed./M.A. (Education) with 50% marks

OR

Good academic record with Master's Degree with 55% marks in the relevant school subject and a B.Ed. Degree with 55% marks, with five years' teaching experience in a recognised secondary/senior secondary school. (This alternative qualification shall be applicable only in those States where prior to the establishment of the NCTE, the qualification for appointment of teachers in B.Ed. institutions was a Post-graduate Degree in a school subject with B.Ed. However, teachers appointed with this qualification will have to acquire M.Ed. qualification within five years).

c) A relaxation of 5% may be provided from 55% to 50% of the marks, at the Mas ter's level for the SC/ST Category.

d) Apart from the qualifications prescribed at (a) and (b) above, the candidates shall be required to have such other qualifications as may be prescribed by other regulatory bodies like the University Grants Commission (UGC), etc.

e) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy, etc. shall be as prescribed by the concerned affiliating University/UGC.

6. **Administrative Staff**

The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government/Affiliating University.

7. **Infrastructural Facilities**

a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of 100 students, separate rooms for the principal, faculty members, office for the administrative staff and a store. The size of instructional spaces shall not be less than 10 sq. ft. per student

b) There shall be a library equipped with text and reference books related to the prescribed courses of study, educational Encyclopedia, year books, electronic publications (CD-ROMs) and journals on teacher education.

c) There shall be games facilities with a playground. Alternatively, the playground available with the attached school/college may be utilised and where there is scarcity of space as in metropolitan towns/hilly regions, facilities for yoga, indoor games may be provided.

d) To provide these facilities, the Management / Institutions shall, at the time of making application, have in its possession adequate land / land and building on ownership basis free from all encumbrances. Govt. land acquired on long-term lease as per the law of the concerned State / UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.

8. **Instructional Facilities**

a) There shall be a science laboratory or alternatively, science laboratory of the attached school/college may be used. The laboratory shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus for

secondary/senior secondary classes. Chemicals, etc. should be provided in the required quantity.

b) There shall be a Psychology Laboratory with apparatus for simple experiments related to educational psychology – intelligence tests (performance, verbal, non-verbal) aptitude tests, creativity tests, personality test, attitude test, interest inventories, etc.

c) There shall be hardware and software facilities for language learning.

d) There shall be an educational technology laboratory with hardware and software required for Information Technology (IT) literacy.

9. Terms and Conditions of Service of Staff

a) The appointment shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central / concerned State Government / Affiliating University, whichever is applicable.

b) All appointments are to be made on full-time and regular basis.

c) Government Institutions / Government-aided institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates recommended by appropriate bodies set up by the concerned government.

d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned Government/Affiliating University/UGC.

e) The academic and other staff of the institutions (including part-time staff) shall be paid such salary as may be prescribed by the concerned State Government/University from time to time.

f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund, etc. for its employees.

g) The age of superannuation of staff shall be determined by the policy of the concerned Government/Affiliating University subject to maximum age not exceeding 65 years.

10. Financial Management

a) The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government/Affiliating University.

b) In case of private and unaided institutions, there shall be an endowment fund of Rs.5.00 lakh to be operated jointly by the authorised representative of the management and an officer of the concerned Regional Committee, and a reserve fund equivalent to three months' salary of the staff.

IV. Rules and Regulations of B.Ed. Course offered at various Universities

in the State of Andhra Pradesh

**Applicable to the students admitted from the academic year 2003 – 2004 onwards
for one year B.Ed. Degree course in Education**

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

I. Admission

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

II. Curriculum Transactions

1. The duration of B.Ed. Course will be of one year / 2 (two) semesters. Total number of working days / hours per session – 210 days (1260 hours)

2. Number of days earmarked for Admissions – 10 days (60 hours)

3. Number of days for Theory Examinations – 10 days (60 hours)

4. Number of days for Final Practical Examinations (Methods) - 6 days (36 hours)

5. Number of days for Final Computer Education Practical Examinations - 3 days

6. Number of days for placing Practical Records before Moderation Board – 1 day

7. Number of Teaching days including Teaching Practice work - 180 days (1080 hours)

8. Number of Teaching / Instructional days only – 150 days (900 hours)

9. The overall weightage for Theory in 180 Teaching days - 50 % (90 days = 540 hours)

10. The overall weightage for practical component in 180 teaching days - 50% (90 days = 540 hours)

11. The number of days for Teaching Practice and Internship = 30 days in 180 Instructional days

210 Total Working Days

10 Days	20 Days	180 Days
Admissions	Examinations	Instruction

10 Days
Theory
Exams.

6 Days
Methods Exams.

3 Days
Computer Education
Exams.

1 Day
Moderation Board

90 Days
Theory

90 Days
Practicals

60 Days
Special Projects,
Methods Records and
Other Important Schedules

30 Days
Teaching Practice cum Internship
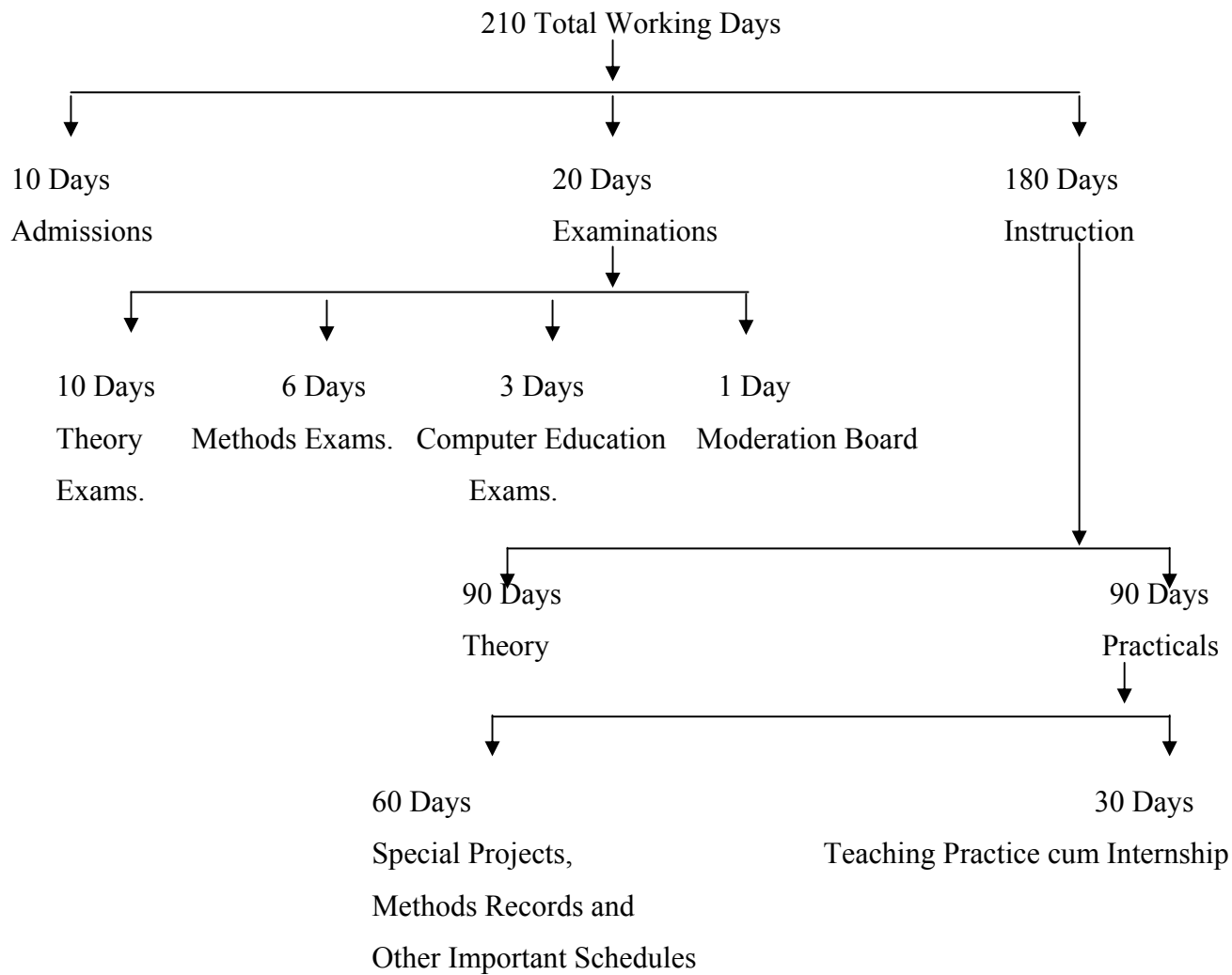
III. Structure of the Course

A. Theory Examinations

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

B. Practical Examinations

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

C. Special Projects

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

D. Methods Records

BSE – 18	Paper – XVIII	Scholastic Achievement Record - Method I
BSE – 19	Paper – XIX	Scholastic Achievement Record - Method II
BSE – 20	Paper – XX	Microteaching Record - Method I
BSE – 21	Paper – XXI	Microteaching Record - Method II
BSE – 22	Paper – XXI	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)

IV. Scheme of Instruction

Syllabus Ref. No.	Subject	Instructional Days	Scheme of Instruction		Grand Total Hours
			Duration of hours	Total Hours	
A. Theory Paper					
BSE – 01	Paper – I	12.9	6 Hrs.	77.1 Hrs.	
BSE – 02	Paper – II	12.9	6 Hrs.	77.1 Hrs.	
BSE – 03	Paper – III	12.9	6 Hrs.	77.1 Hrs.	
BSE – 04	Paper – IV	12.9	6 Hrs.	77.1 Hrs.	
BSE – 05	Paper – V	12.9	6 Hrs.	77.1 Hrs.	
BSE – 06	Paper – VI	12.9	6 Hrs.	77.1 Hrs.	
BSE – 07	Paper – VII	12.9	6 Hrs.	77.1 Hrs.	
					540 Hrs.
B. Practical Paper					
BSE – 08	Paper – VIII		2 Hrs.[*]		
BSE – 09	Paper – IX		2 Hrs.[*]		
BSE – 10	Paper – X		1 ½ Hrs.[*]		
	[*] Examination hours only				
C. Special Projects					
BSE – 11	Paper – XI	05	6 Hrs.	30 Hrs.	
BSE – 12	Paper – XII	05	6 Hrs.	30 Hrs.	
BSE – 13	Paper – XIII	03	6 Hrs.	18 Hrs.	
BSE – 14	Paper – XIV	04	6 Hrs.	24 Hrs.	
BSE – 15	Paper – XV	08	6 Hrs.	48 Hrs.	
BSE – 16	Paper – XVI	03	6 Hrs.	18 Hrs.	
BSE – 17	Paper – XVII	06	6 Hrs.	36 Hrs.	
					204 Hrs.
D. Methods Records					
BSE – 18	Paper – XVIII	02	6 Hrs.	12 Hrs.	
BSE – 19	Paper – XIX	02	6 Hrs.	12 Hrs.	
BSE – 20	Paper – XX	05	6 Hrs.	30 Hrs.	
BSE – 21	Paper – XXI	05	6 Hrs.	30 Hrs.	
BSE – 22	Paper – XXII	30	6 Hrs.	180 Hrs.	
BSE – 23	Paper – XXIII				
BSE – 24	Paper – XXIV				
					264 Hrs.
E. Other Important Schedules					
i. Demonstration lessons in Micro Teaching		02	06	12 Hrs.	
ii. Demonstration lessons in Macro Teaching		03	06	18 Hrs.	
iii. Allotment of Mentors and Topics for Practical records		04	06	24 Hrs.	
iv. School Visit by Student teachers to select topics for teaching practice		02	06	12 Hrs.	
v. Orientation Programme for school teachers on Teaching Practice cum Internship to be organized at College level		01	06	06 Hrs.	
					72 Hrs.
Grand Total Hours (A + B + C + D + E)					**1080**

V. Scheme of Examination

Syllabus Ref. No.	Subject	Title of Papers	Scheme of Examination		
			Duration of Examination in hours	Maximum Marks	Grand Total Marks
A. Theory Papers					
BSE – 01	Paper – I	Foundations of Education	3 Hrs.	100	
BSE – 02	Paper – II	Psychological Foundations of Education	3 Hrs.	100	
BSE – 03	Paper – III	Educational Technology and Computer Education	3 Hrs.	100	
BSE – 04	Paper – IV	School Management and Systems of Education	3 Hrs.	100	
BSE – 05	Paper – V	Personality Development & Communicative English	3 Hrs.	100	
BSE – 06	Paper – VI	Methods of Teaching – I	3 Hrs.	100	
BSE – 07	Paper – VII	Methods of Teaching – II	3 Hrs.	100	
Total Marks in Theory Examination Papers					**700**
B. Practical Papers					
BSE – 08	Paper – VIII	Practical examination in methods of Teaching I	2 Hrs.	50	
BSE – 09	Paper – IX	Practical examination in methods of Teaching II	2 Hrs.	50	
BSE – 10	Paper – X	Practical examination in Computer Education	1 ½ Hrs.	50	
Total Marks in Practical Examination Papers					**150**
C. Special Projects					
BSE – 11	Paper – XI	Community Studies Project (Practicum of Paper – I)		40	
BSE – 12	Paper – XII	Cultural Studies and SUPW Project (Practicum of Paper – I)		40	
BSE – 13	Paper – XIII	Case-Studies Project (Practicum of Paper – II)		40	
BSE – 14	Paper – XIV	Health & Physical Education Project (Practicum of Paper – II)		40	
BSE – 15	Paper – XV	Computer Education Project (Practicum of Paper – III)		40	
BSE – 16	Paper – XVI	School Studies Project (Practicum of Paper – IV)		40	
BSE – 17	Paper – XVII	Personality Development and Communicative English Project (Practicum of Paper – V)		40	
Total Marks in Special Projects					**280**
D. Methods Records					
BSE – 18	Paper XVIII	Scholastic Achievement Record - Method I		25	
BSE – 19	Paper – XIX	Scholastic Achievement Record - Method II		25	
BSE – 20	Paper – XX	Microteaching Record - Method I		10	
BSE – 21	Paper – XXI	Microteaching Record - Method II		10	
BSE – 22	Paper – XXII	Teaching Practice cum Internship Record - Method I		80	
BSE – 23	Paper XXIII	Teaching Practice cum Internship Record - Method II		80	
BSE – 24	Paper – XXIV	Teaching Practice cum Internship Diary (TPID)		40	
Total Marks in Methods Records					**270**
Overall Total Number of Marks (B + C + D)					**700**
Theory + Practicals = 700 + 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: 10.00 a.m. to 1.00 p.m   or 9.00 a.m. to 1.00 p.m.
    b. Evening Session: 2.00 p.m. to 5.00. p.m   or 2.00 p.m. to 4.00 p.m.

3. **The college should not run B.Ed. Programme on shift system and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE**

VII. Selection of Methods of Teaching

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

Group A	Group B
Telugu	Mathematics
Urdu	Physical Sciences
Hindi	Biological Sciences
Marathi	Social Studies
English	

Note:

i.   No candidate is allowed to select two language methods

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

VIII. General Rules for Examination

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.

2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, 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 part-time Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.

8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the group of subjects have been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus / regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus regulations.

10. No admissions / readmissions / promotions are to be made after the expiry of two weeks from the date of commencement of instruction

11. No supplementary or any other examination shall be conducted during the instruction period.

12. Candidates will be allotted to B.Ed, course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including reservation

13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed.

14. The programme of instruction, examination and vacation shall be notified by the University.

15. The medium of instruction shall be English.

16. University examinations shall be held as prescribed in the scheme of the examination.

17. The course of study shall consist of class lectures, tutorials, teaching practice and practical / Project record work.

18. The examination in the theory papers will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching opted by the candidate and also in Computer Education.

19. Principal of the College of education should depute their teachers for examination work as and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

IX. Rules of Attendance

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a "Regular course of study" or in the "Distance Mode" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.

2. A regular course of study means attendance at not less than 80% in Teaching instructional period and 100% of attendance during the period of practice teaching cum internship of the B.Ed. programme. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the principal. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month.

3. For the students who are continuously absent for ten days or more, three notices will be served stating that he / she has to forfeit their seat if they fail to report immediately.

4. The students who fails to maintain 50% of minimum attendance is not eligible for seeking readmission in the subsequent academic year.

5. The students who do not have adequate attendance will not be considered for the award of any scholarships or any kind of financial aid by the colleges or any other government or quasi-government agency.

6. Attendance shall be reckoned from the date of admission to the course

X. Award of Division

Candidates will be awarded separate division in Theory and Practical examinations

First Class with Distinction	:	70% and above
First Class	:	60% and above but less than 70%
Second Class.	:	45% and above and less than 60%
Minimum Pass marks in Theory papers	:	40%
Overall Aggregate in Theory Papers	:	45%
Minimum Pass marks in Practical Examinations	:	45%
Minimum Pass marks in Practical Projects/ Records :		45%
Overall aggregate pass mark is	:	45%

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. Improvement of Division

1. When a candidate has passed in one or more papers/ subjects in the first attempt in the regular examinations(s) conducted by the University for his / her batch, paper wise improvement is permissible only in those papers.

2. A candidate is permitted to appear for paper wise improvement only once in the immediately following examination

3. A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the university.

4. Regular examination means an examination conducted at the end of the academic year for which the candidates were admitted and had undergone instruction.

5. A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of division.

6. Improvement in aggregate is permitted only after the candidate has exhausted the chances of paper-wise improvement as per the following conditions

   a. Aggregate improvement is permissible only when a candidate appears in all papers / subjects but not piecemeal. Further the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination

   b. When a candidate appears for improvement in any examination, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.

   c. The candidate is allowed for improvement in aggregate by appearing not more than two times within two years from the date of passing the examination.

XII. Appearance and Reappearance for the Examination

1. Candidates who have completed practical work specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed course. No candidate without the completion of practice teaching, internship and practical record work is allowed for final university level practical and theory examinations.

2. The college will have the discretion of not allowing the candidates to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.

3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper / papers in which he / she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally offered by him / her.

4. Candidates who have appeared once at any examination of the university need not put in fresh attendance if they want to reappear at the same examination not with standing the fact that new subjects may have been introduced or group of subjects changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

5. 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.

6. A candidate who fails in the examination by not securing the aggregate of 45% in the Theory and Practicals will be allowed to appear once again in any two or more of the papers of his / her choice for the purpose of securing the prescribed aggregate marks in the theory.

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.

XIII. Teaching Faculty as Mentors

It is envisaged to introduce the concept of mentorship in the Colleges' of education from this academic year 2003 – 2004 onwards. Each lecturer in the College will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of special projects, teaching practice cum Internship and his over all participation in the B.Ed. programme. Each mentor will be allotted minimum of 15 student teachers and he / she will take care of his / her progress

and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student – teachers and conduct of various special projects of the B.Ed. Programme.

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

XIV. 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 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Head Master or any of the trained teachers in the school who are referred to here as "Supervising Teachers". During the Teaching Practice Cum Internship period the concerned lecturers of the college of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly. A Certificate of satisfactory work by the Headmaster of the cooperating school shall be a prerequisite for the candidate to appear for the final practical examination.

3. 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.

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

5. 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.

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

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

8. 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.

XV. Guidelines for school Head Masters / Head Mistresses

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

1. maintain the attendance of B.Ed. trainees both for the forenoon and afternoon.

2. give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the lesson plan books of the candidates.

3. instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.

4. sign in the student teaching practice cum internship dairy everyday during the practice teaching and internship period.

5. assign any activity related to clean and green programmes, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent teacher meetings, field trips, excursions, etc.,

6. sign on the records / project reports carried out by the students in their school.

7. instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.

8. instruct the B.Ed. students to work in the school during the entire school working hours that is from morning first bell to the evening last bell.

XVI. 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.

XVII. 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 moderation board of examiners at the end of that academic year.

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

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

3. The Moderation Board comprises the following five external examiners who will be appointed by the Controller of Examinations of the University

   a. Chief Examiner / chairman – Nominee of the Head of the Department, preferably a representative of the Department of Education of the University

   b. One External Examiner – Nominee of the Head of the Department, preferably Principal from one of the affiliated colleges

   c. Three External Examiners – Nominees of Chairman, Board of Studies (U.G), preferably two Methodology Subject experts and one foundations subjects expert.

4. The number of Moderation Boards constituted by the university every year depends on the strength of the colleges and students enrolled in that year. The purpose of constituting these Boards is to physically verify and moderate the marks allotted for practical records by the colleges.

5. 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.

6. External examiners of 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.

7. Moderation board shall forward these recommendations to the concerned principals to effect the changes and request them to submit three copies of the same to the Chief examiner / Chairman of the moderation board. He / she them shall submit the duly revised award list, through chairman BOS in Education, to the Controller of Examinations.

8. Recommendations of the Moderation Board are final and are not subject to review or revision.

9. The Principals of Colleges of Education should submit all the practical records of their college after moderation, to the H.O.D. of education and the same will the be forwarded to Controller of Examination.

XVIII. Pattern of Theory Question Papers

Duration of every theory paper will be of 3 hours and maximum number of marks 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, the candidate is expected to answer each question in about one page not exceeding 12 lines.

Section B – Consists of only one essay type of question with internal choice, the candidate is expected to answer in about 4 pages not exceeding 40 lines.

Model Paper

FACULTY OF EDUCATION

B.Ed. Regular Examination

Subject: Paper :

Time : 3 Hrs.   Max. Marks: 100

Part A

(Marks 10 X 8 = 80)

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

2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 12 lines.

3. Each question carries 8 Marks.

Unit 1 . A

Or

Unit 1. B

Unit 2 . A

Or

Unit 2. B

Unit 3 . A

Or

Unit 3 . B

Unit 4 . A

Or

Unit 4. B

Unit 5 . A

Or

Unit 5. B

Unit 6 . A

Or

Unit 6. B

Unit 7 . A

Or

Unit 7. B

Unit 8 . A

Or

Unit 8. B

Unit 9 . A

Or

Unit 9. B

Unit 10 . A

Or

Unit 10. B   **Part B:**

(Marks 1 X 20 = 20)

Note : 1. Answer the following essay question by following internal choice

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

3. Essay question carries 20 Marks

Question 11. A

Or Question 11. B

<div align="center">

Model Paper　　　　　　　　　　Code No :

FACULTY OF EDUCATION

B.Ed. Regular Examination

</div>

Subject: Personality Development and Communicative English　　　　　　Paper : V

Time : 3 Hrs.　　　　　　　　　　　　　　　　　　　　　　　　Max. Marks: 100

<div align="center">

Part A

(Marks 10 X 8 = 80)

</div>

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

2.The candidate is expected to answer each question by following internal choice in about one page not exceeding 12 lines.

3. Each question carries 8 Marks.

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

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

<div align="center">or</div>

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

<div align="center">

Part B:
(Marks 1 X 20 = 20)

</div>

Note : 1. Answer the following essay question by following internal choice

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

      3. Essay question carries 20 Marks

Question 11. A. What is a conflict? Write about the causes of conflict with illustrations.

<div align="center">or</div>

Question 11. B. Write an application and your resume to apply for a TGT post in a school of your choice.

V. Guidelines for conducting practical examinations

I. Guidelines for District Coordinators for conducting Final Practical Examinations.

1. The District Coordinator shall coordinate with Unit Coordinator and Chief Superintendent (i.e., HM of the school) in the conduct of practical examinations as per schedule and norms.

2. The District Coordinator shall forward the appointment orders for examiners (internal & external), Chief Superintendent (i.e., HM of the school) and Unit Coordinator issued by the Controller of Examination of the University.

3. In case of not reporting of the Unit Coordinator, the District Coordinator shall make alternate appointment by appointing Unit Coordinator as per the University rules.

4. He / She shall visit randomly (and without prior intimation) the examination centers and ensure in the smooth conduct of the practical examination as per schedule.

5. The District Coordinator shall submit the comprehensive report on the conduct of practical examination to the Controller of Examination of the University, mark a copy to the Head & Chairperson, Department of Education of the University for information. Further, the District Coordinator shall attest and forward the individual Unit Coordinator / Observers report to the Controller of Examination of the university.

II. Guidelines for Unit Coordinators / Observers for conducting Final Practical Examinations

1. Unit coordinators should report to the Principal of the college allotted atleast one hour before the scheduled time on the days of examination.

2. If the Unit Coordinator does not report, the Principal of the college shall inform the same to the District Coordinator for alternate arrangement.

3. He/she will assist the Chief Superintendent (HMs of the Schools) in the smooth conduct of the examination as per the prescribed schedule.

4. The Unit Coordinator shall visit and supervise the conduct of practical examination in the various examination centers.

5. The Unit Coordinator shall attest the remuneration bills, TA & DA bills of the examiners (internal and external) and Chief Superintendent (i.e., HM of the school).

6. The Unit Coordinator shall also submit a comprehensive report to the Controller of Examination, OU on the conduct of practical examination of the college and mark a copy of the same to the Head, Department of Education, OU for information.

7. The Unit Coordinator has to get their remuneration, TA & DA bills attested by the Principal of the concerned College of Education.

III. Guidelines for the Principals of Colleges of Education

After the completion of the practical examinations of the college, Principal shall collect the following from the internal examiners of the college and preferably on the last day of the Practical Examination he / she shall forward all the above to the Controller of examination through Chairperson B.O.S. in Education.

a. Question papers prepared by the external examiners

b. Answer books

c. Attendance statement

d. D-forms

e. Sealed Award Lists of internal & external examiners

f. Remuneration bills, TA & DA bills of internal and external examiners and Chief Superintendent (i.e., HM of the school)

IV. Guidelines for Chief Superintendent (HM of the School / Principal of the College)

1. The Chief Superintendent of the examination center (i.e., Head Master / Head Mistress of the school / Principal of the college) shall be available at the center at least one hour before the commencement of the practical examination.

2. He / She shall provide necessary facilities to the Unit Coordinator and examiners for the conduct of the University B.Ed. final practical examination.

3. The Chief Superintendent (Head Master / Head Mistress of the school / Principal of the college) will make alternate arrangements by appointing external examiners in case of not reporting of the external examiner as per guidelines provided by the University, accordingly he / she will provide appointment orders for the alternate examiners and inform the same to the Unit Coordinator by marking a copy to him/her.

4. He / She shall cooperate with the Unit Coordinators and examiners in ensuring smooth conduct of the practical examination.

V. Guidelines for Practical Examiners for Conducting University B.Ed. Final Practical Examinations in Methodologies

1. The internal examiner shall collect the following from the Principal of his/her college.

a. University supplied answer books

b. Attendance statement

c. D-forms

d. Remuneration Bills (TA & DA) for the Internal, External examiners and Chief Superintendent (HM of the school)

e. Award lists

2. The internal examiner has to request the Chief Superintendent (HM of the School) to sign on the answer books before distributing them to the candidates.

3. The internal examiner shall make arrangements (i.e. instruct the candidates to bring along with them at the time of examination) for presenting the Teaching Practice Records of 20 lesson plans in the concerned methodology subjects before the external examiner.

4. The examiners should report to the Chief Superintendent (HM of the school) 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 Unit Coordinator / Observer. In case of exigencies the concerned examiner should report in writing assigning valid reasons for his/her absence. Otherwise, University will initiate disciplinary action.

5. The external examiner shall set a question paper comprising 6 questions as per the model paper provided by the University. And by adopting lottery method the examiner shall allot the questions to the candidates. The question paper should represent the topics from both 8th and 9th class textbooks / syllabus by maintaining, by and large, equal weightage.

6. The examiner shall take the signatures of the candidates in the prescribed attendance statement and complete the prescribed D-form for forwarding to the Unit Coordinator.

7. The examiners shall allot one-hour time for writing the lesson plan. And the examiners should allow the candidates to refer the textbooks or any other reference material, excluding lesson plan books, in writing the lesson plan for the examination.

8. After one hour the examiners shall collect the answer books written by the candidates. And the candidates shall be allotted the classes according to the topics.

9. The examiners must certify the answers / lesson plans written by the candidates by signing in the answer books. And the external examiner shall also certify the Teaching Practice Record of 20 lessons of the candidate in the concerned methodology in the proforma provided.

10. Viva-voce examination will be conducted soon after the completion of examination of the trainees of that batch and he/she should ask only the questions relevant to the lesson given by the trainee. They should abstain from asking any other personal and irrelevant questions, criticism of the teaching personnel of the college should be avoided.

11. The maximum marks for the practical examination lesson will be fifty (50) as detailed below:

    a. For writing lesson plan: 10 marks

    b. Classroom teaching: 30 marks

    c. Viva-voce examination: 10 marks

                         Total: 50 marks

The minimum pass mark for the practical examination is 45% of 50 marks i.e., 23 marks

12. The examiners shall assess the performance of the trainees independently and they are not supposed to consult with each other while awarding the marks.

13. The external examiners are requested to submit the award lists in sealed covers to the internal examiner. In turn internal examiner shall forward the same along with his/her sealed award list to the Unit Coordinator. The internal examiner shall collect all the answer books, sealed award lists, remuneration bills, TA & DA bills from the candidates, external examiners and Chief Superintendent (HM of the school) respectively and submit the same to the Unit Coordinator.

14. The internal examiners shall instruct the candidates to collect the submitted Teaching Practice Record book of 20 lessons from the external examiner and submit the same in their respective colleges.

VI. Guidelines for Practical Examiners For Conducting University

B.Ed. Final Practical Examinations in Computer Education

1. The internal examiner shall collect the following from the Principal of his/her college.

   a. University supplied answer books

   b. Attendance statement

   c. D-forms

   d. Remuneration Bills (TA & DA) for the Internal, External examiners and Chief Superintendent (Principal of the School)

   e. Award lists

2. 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.

3. 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.

4. The examiners should report to the Chief Superintendent (Principal of the College) at least half-an hour before the scheduled time. If the co-examiner does not report on scheduled time alternate examiner will be appointed by the Unit Coordinator / Observer. In case of exigencies the concerned examiner should report in writing assigning valid reasons for his/her absence. Otherwise, University will initiate disciplinary action.

5. 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.

6. The examiner shall take the signatures of the candidates in the prescribed attendance statement and complete the prescribed D-form for forwarding to the Unit Coordinator.

7. The examiner shall allot half an hour (½ hr) time for writing the procedures of the question allotted to the candidates. And the examiners should allow the candidates to refer the textbooks or any other reference material, excluding Intel / Microsoft books, in writing the answers to the allotted questions.

8. After half an hour (½ 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.

9. The examiners must certify the answers written by the candidates by signing in the answer books.

10. Every candidate has to place the Computer Education Project before the external examiner for presenting his / her entire work and the external examiner shall certify the Computer Education Project in the proforma provided.

11. Viva-voce examination will be conducted by both the examiners while the candidate is working on the Computer system Examiners must take Viva-voce examination on the Project work done by the student during the course period and also on the topic allotted to him during the practical examination period. They should abstain from asking any other personal and irrelevant questions, criticism of the teaching personnel of the college should be avoided.

12. The maximum marks for the practical examination lesson will be fifty (50) as detailed below:

   Assessment of the work done by the candidate during the period of practical examination i.e., on-spot examination: marks allotted 50

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

   b) For working on the system: 30 marks

   c) Viva voce exam: 10 marks

   TOTAL: 50 marks

   The minimum pass mark for the practical examination is 45% of 50 marks i.e., 23 marks

13. The examiners shall assess the performance of the trainees independently and they are not supposed to consult with each other while awarding the marks.

14. The external examiners are requested to submit the award lists in sealed covers to the internal examiner. In turn internal examiner shall forward the same along with his/her sealed award list to the Unit Coordinator. The internal examiner shall collect all the answer books, sealed award lists, remuneration bills, TA & DA bills from the candidates, external examiners and Chief Superintendent (Principal of the college) respectively and submit the same to the Unit Coordinator.

15. The internal examiners shall submit the Computer Education Projects in the college for placing before the Moderation Boards of the University

16. The rates of remuneration are applicable as per the University norms in vogue.

Model Question Papers for Practical Examinations

I. Methods of Teaching Biological Science

1. Write a lesson plan by choosing a topic from the unit "Useful Plants and Animals" given in the 8th class textbook and teach the same for VIII class.

2. Choose a topic from unit "The Human Body and Health" in 8th class textbook to write a lesson plan and teach for VIII class.

3. Write a lesson plan for the topic of your choice from unit "Natural Resources" of 9th class textbook. Teach this lesson for IX class.

4. Choose a topic from the unit "Life Processes – in Plants " given in the 9th class textbook and prepare a lesson plan. Teach this lesson for IX class.

5. Write a detailed lesson plan for any topic of the unit " Microbial World" of 8th class textbook and teach the same for VIII class.

6. For the IX class students prepare a lesson plan from any topic of your choice under the unit titled "Organization of life". Teach this lesson for IX class.

Note: Question Paper must be prepared on the basis of 8th & 9th class textbooks of Govt. of Andhra Pradesh

II. Methods of Teaching Physical Science

1. Write a Lesson plan on a topic choosing it from Unit VI Fluid pressure (Phy) of 9th class textbook and teach the same to class IX students.

2. Write a Lesson plan on a topic choosing it from Unit III Chemical bonding (Chem.) of 9th class textbook and teach the same to class IX students.

3. Write a Lesson plan on a topic choosing it from Unit III "Types of Chemical changes"(Chem) of 8th class textbook and teach the same to class VIII students.

4. Write a Lesson plan on a topic choosing it from Unit IV "Kinematics"(Phy) of 8th class textbook and teach the same to VIII class students.

5. Write a Lesson plan on a topic choosing it from Unit VI "Sulphur and it's compounds"(Chem.) of 8th class textbook and teach the same to VIII class students.

6. Write a Lesson plan on a topic choosing it from Unit VII "Metallurgy" of 9th class textbook and teach the same to IX class students.

Note: Question Paper must be prepared on the basis of 8th & 9th class textbooks of Govt. of Andhra Pradesh

III. Methods of Teaching English

1. Write a Lesson plan on Lesson The Mighty Banyan of class VIII (Tel- Medium) and teach the same to class VIII students.

2. Write a Lesson plan on the Poetry Lesson The World from a Railway Carriage of class IX (Tel- Medium) and teach the same to class IX students.

3. Write a Lesson plan on the Poetry Lesson Palanquin Bearers of class VIII (Eng- Medium) and teach the same to class VIII students.

4. Write a Lesson plan on the Poetry Lesson "The girl on the train" of class VIII (Eng –Medium) and teach the same to class VIII students.

5. Pen down an appropriate lesson plan on the lesson " The Lady with the Lamp" of Class VIII (Tel-Medium) and teach the same to class VIII students.

6. Write a Lesson plan on the lesson "My Donkey Sally" of Class IX (Eng-Medium) and teach the same to class IX students.

Note: Question Paper must be prepared on the basis of 8th & 9th class textbooks of Govt. of Andhra Pradesh

IV. Methods of Teaching Mathematics

1. Write a Lesson plan by choosing a topic from the Unit VIII (Geometry) of class 9th class textbook and teach the same to class IX

2. Write a Lesson plan by choosing a topic from the Unit IV (Sets) of class 9th class textbook and teach the same to class IX

3. Write a Lesson plan by choosing a topic from the Unit II (Business / Commercial Mathematics) of 8th class textbook and teach the same to class VIII

4. Write a Lesson plan by choosing a topic from the Unit III (Mensuration) of 8th class textbook and teach the same to class VIII

5. Write a Lesson plan by selecting a topic from the Unit I (Arithmetic) of 9th class textbook and teach the same to class IX.

6. Prepare a Lesson plan by choosing a topic from the Unit IV (Sets- Relations) of 8th class textbook and teach the same to class VIII.

Note: Question Paper must be prepared on the basis of 8th & 9th class textbooks of Govt. of Andhra Pradesh

V. Methods of Teaching Social Studies

1. Write a Lesson plan by choosing a topic from the Unit –I in Geography of 9th class textbook and teach the same for 9th class.

2. Write a Lesson plan by choosing a topic from the Unit III in History of 9th class textbook and teach the same for 9th class.

3. Write a Lesson plan by choosing a topic from the Unit IV in Economics of 9th class textbook and teach the same for 9th class.

4. Write a Lesson plan by choosing a topic for the Unit I in Geography of 8th class textbook and teach the same for VIII class.

5. Write The Lesson plan by choosing a topic from the Unit – VII in Civics of 8th class textbook and teach the same for VIII class.

6. Write a Lesson plan by choosing a topic from the Unit IV in Economics of 8th class textbook and teach the same for VIII class.

Note: Question Paper must be prepared on the basis of 8th & 9th class textbooks of Govt. of Andhra Pradesh

VI. Computer Education Practical Examinations

1. Write the procedure and create a Multimedia presentation on any one of the topics from the ---- ------------- Unit of class 8th (Mathematics / Physical Science / Bio Science / Social Studies / English)

2. Write the procedure and create a Newsletter on any one of the topics in the_____ Unit of class 8th(Mathematics / Physical Science / Bio Science / Social Studies / English)

3. Write the procedure and create a Multimedia presentation on any one of the topics from the _____ Unit of class 9th (Mathematics / Physical Science / Bio Science / Social Studies / English)

4. Frame one Essential Question and Unit Questions and Learning objectives by using MS Word on any one of the topics in the _____ Unit of class 9th (Mathematics / Physical Science / Bio Science / Social Studies / English)

5. Write the procedure for creating data of 10 students by considering the following variables and generate reports using MS EXCEL.

   Variables: R.No / Name / Marks in Maths, Science, Social / Total / Average

   And also generate a graph.

6. Write the procedure and Create a database by considering the following fields

   Fields: R. No, Name, Address, City, State, Phone, Pin

   Execute the following queries:

   1) Name and Phone number of the student

   2) Name, city, state, Pin

7. Write the procedure and create a Brochure on any one of the topics in the _____ Unit of class 10th class textbook (Mathematics / Physical Science / Bio Science / Social Studies / English)

8. Write the procedure and create a Website on any one of the topics in the _____ Unit of class of 8th class (Mathematics / Physical Science / Bio Science / Social Studies / English)

9. Write the procedure and create a Multimedia presentation on any one of the topics from the _____ Unit of class 10th

10. Frame one Essential Question and Unit Questions and Learning objectives by using MS Word on any one of the topics in the Unit of class 9th(Mathematics / Physical Science / Bio Science / Social Studies / English)

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

VI. Some more Academic Guidelines to the Principals of the Colleges

1. Teaching Faculty as Mentors

It is envisaged to introduce the concept of mentorship in the Colleges' of education from this academic year 2003 – 2004 onwards. Each lecturer in the College will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of special projects, teaching practice cum Internship and his over all participation in the B.Ed. programme. Each mentor will be allotted minimum of 15 student teachers and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student – teachers and conduct of various special projects of the B.Ed. Programme.

2. Allotment of Students to the Mentors

The Principal of the college is expected to allot student teachers to the mentors according to the roll numbers of students. For example, a college which has 100 students and 1 + 7 faculty members, shall adopt the following method:

Faculty Members / Mentors	Roll No. of Students
Faculty Member / Mentor No. 1	1-15 (fifteen students)
Faculty Member / Mentor No. 2	16-30 (fifteen students)
Faculty Member / Mentor No. 3	31-44 (fourteen students)
Faculty Member / Mentor No. 4	45-58 (fourteen students)
Faculty Member / Mentor No. 5	59-72 (fourteen students)
Faculty Member / Mentor No. 6	73-86 (fourteen students)
Faculty Member / Mentor No. 7	87-100 (fourteen students)

Note: 1. Principals of the colleges should not follow any other criteria other than roll numbers for allotment of students to the mentors.

2. The number of students allotted to a mentor will be finally decided by the principal of the college.

3. Submission of the List of Mentors

The Principal of the college is expected to submit the list of mentors and the students allotted to each mentor to the Head, University Department of Education as per the Almanac of the University.

4. College Resource Persons (CRPs) and Laboratory Incharges

1. The Principal of the college is also expected to identify responsible teachers and declare them as College Resource Persons (CRPs) of Special Projects. The CRP's are expected to collect maximum information about their projects and conduct a series of orientation programmes in the college for faculty and students.

2. As per the new curricular guidelines every principal is expected to restructure the college laboratories and setup the following laboratories in the college.

   28. Natural Science (Physical and Biological Sciences) and Mathematics Laboratory (NSML)
   29. Social Studies and School Study Laboratory (SSSSL)
   30. Psychology Cum Case Study Laboratory (PCSL)
   31. Educational Technology and Computer Education Laboratory (ETCEL)
   32. Cultural Studies Laboratory (Cu.SL)
   33. Personality Development and Communicative English Laboratory (PDCEL)
   34. Community Studies Laboratory (Co.SL)
   35. Health and Physical Education Laboratory (HPEL)

Faculty Members (as per the Teacher Attendance Register)	College Resource Persons (CRPs) of Special Projects	Incharge of _____ Laboratory
Faculty Member No. 1	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 2	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 3	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 4	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 5	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 6	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Member No. 7	CRP of _____ Project	Incharge of _____ Laboratory
Faculty Memebr No. 8	CRP of _____ Project	Incharge of _____ Laboratory

Note: 1. The Resource Person is expected to workout the modalities for conducting the project allotted to him / her and collect resources and material for guiding and orienting all the students of the college and also the other mentors of their institution.

2. The Principal shall nominate faculty members as incharges of the laboratories concerned.

3. The college which has more than 8 teachers may nominate more than two names as CRPs and Laboratory incharges or allot various other responsibilities / duties to the teachers and forward the same to the Head, Department of Education of the University.

5.   Student Attendance

The Principals of the Colleges must instruct all the Faculty Members to mark attendance in the Class Room in the Attendance Registers regularly. They are not expected to mark the attendance on chits or loose papers. Further teachers are expected to mark the attendance as given below. The Principals of the colleges must send the monthly statements of Students Attendance (as per proforma given below) regularly to the Head, Department of Education, and also to the Director, Academic Audit Cell on or before 5th of every month.

Student Attendance Register :

Roll No.	Name of the student	Month							
		Date							
		Sig. Of the Lecturer							
		No.of Lectures	1	2	3	4	5	6	7
1	V. Sudhakar		1	2	3	A	4	A	5

Proforma of Students Attendance (to be submitted monthly to the Head, Department of Education)

Student Attendance Report

Name of the College
Postal Address of the College
Phone No. (with STD Code)
Attendance for the month

Attendance in Theory

Roll No.	Student Name	Father/Mother/Guardian	Paper - I		Paper - II		Paper - III		Paper - IV		Paper - V		Paper - VI		Paper - VII		Attendence percentage for the month	Total Attendence percentage (from the first day of the academic year of the current month)	Remarks
			No. of classes taken___		No. of classes taken___		No. of classes taken___		No. of classes taken___		No. of classes taken___		No. of classes taken___		No. of classes taken___				
			Attendence	Percentage	Attendence	Percentage	Attendence	Percentage	Attendence	Percentage	Attendence	Percentage	Attendence	Percentage	Attendence	Percentage			

Student Attendance Report

Attendance in Practicals

Proforma of Students Attendance
(to be submitted monthly to the Head, Department of Education)
Students Attendance Report

Name of the College
Postal Address of the College
Phone No. (with STD Code)
Attendance for the month

Attendance in Practicals

Roll.No.	Student Name	Father/Mother/Guardian	Computer Education Practicals No. of Classes conducted _____		Special Projects No. of Classes conducted _____		
			Attended	**Percentage**	**Attended**	**Percentage**	**Remarks**

6. Teachers Attendance Register

The Principals of the Colleges should maintain the Attendance of the Teachers as per the proforma given below:

Teachers Attendance Register

Name of the College
Postal Addresss of the College
Phone No. (with STD Code)
Total No. of Working Days
Attendance for the Month of

S.No.	Name of the Teacher	No. of days attended	No. of CL's availed	No. of other leaves availed	No. of On duty leaves (Only on Govt. duty)	Monthly salary paid in Rupees

VII. Guidelines to Mentors

1. Mentor shall look after the overall well being of the student and advise the student with regard to attendance, projects, records, scholarships, hostel facilities and accommodation and on any other problems of the student

2. Mentor shall conduct and participate in recreational activities with the students for building rapport and interpersonal relations

3. Mentor shall act as a friend, guide and philosopher to the students allotted to him / her.

4. Mentor shall continuously examine and investigate into the constraints and problems experienced / faced by the students.

5. Mentor shall enable the students to speak and articulate ideas with clarity and courage

6. **Mentor must maintain attendance registers while conducting the projects (Project wise attendance registers)**

7. **Mentor shall accompany the students to the fields during the project work**

8. Mentor shall continuously assess, observe and monitor student's performance during the project work

9. Mentor must maintain **observation record** for recording the performance and overall behaviour of student (day wise observation during project work).

10. Mentor shall help the students in exploring and identifying resource material available in and outside the college.

11. **If required the mentor shall introduce the students to different institutions / experts / resource persons**

12. The mentor shall extend guidance and help the student teachers to select a topic for all the projects.

13. The mentor shall help the students to list out the objectives of all the topics.

14. The mentor shall help the students to finalize the procedure i.e., the steps involved in the project.

15. Mentor shall regularly inform the Principal about the day-to-day behaviour and performance of the student during project work.

16. Mentors shall analyze the **student profile** and submit a report to the principal of the college within three months from the date of commencement of classes (Analysis of student data with respect to age, gender, religion, caste, nativity, parental education, qualifications, previous performance, marks in Ed.Cet, parental occupation, size of the family, family income, background experiences, etc) .

17. For the purpose of writing the project report the mentors shall adopt any one of the following methods for identifying the students numbers 1,2,3,4,5 in the group:
    a) the method of lottery or

    b) the method of mutual understanding

18. The mentors shall collect the Special Project Reports immediately on the day of showcasing and all other records as per the schedule given from the students allotted to them and submit the same to the Principal of the college as per the almanac of the University

19. The Mentors are expected to extend guidance/supervise the following Special Project/Methodology Records and also collect the same from their students as per the Almanac and submit to the Principal of the Collge.

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)

VIII. Guidelines for working out the projects and other curricular activities

1. The project reports must be written by all the candidates in their **own handwriting**. No candidate is expected to submit the project in typed form or DTP.

2. Students can write the project report in any language of their choice or in a bilingual form

3. Every project report must comprise Assignment and Field Experience components.

4. Students are expected to submit the **final report in bound** form by using A4 size paper (not exceeding 18 lines in a page)

5. **Every mentor shall form groups for all the projects from the number of candidates allotted to him / her.**

6. Every mentor is expected to certify the work done by the students / groups allotted to them by issuing necessary certificates (Appendix –A)

7. All the internal examiners / jury members shall sign on the project report and indicate the marks awarded on the project report itself (Appendix –)

8. Every student must enclose the work done by him / her as evidence to the project report and complete his / her part of the project report suggested by his/ her mentor (the candidates may be encouraged to enclose photographs and other documents as evidence).

9. If any candidate fails in submitting the project record or absent during the project period his/her case may be referred to the Registrar (Academic) and Director (Academic Audit Cell) of the universities for further course of action.

10. The members of the jury shall be appointed by the Principal of the college for the purpose of evaluation of projects.

11. No two groups should select the same topic for the project

12. All groups must work under their respective mentors

13. All projects must be completed within the time frame given in the almanac issued by the university

14. **No college is permitted to deviate from the almanac**

15. The list of finalized topics with names of students and mentors should reach the Head, Department of Education, as per almanac.

16. The Principals shall conduct review meetings with mentors fortnightly (i.e. on 15th and the last working day of the month) to share mutual experiences and feedback and record the minutes in a separate register.

IX: Curriculum: Theory Papers

Paper – I (BSE – 01)

FOUNDATIONS OF EDUCATION

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. understand the Philosophical, Sociological and Economic bases of education.

2. develop sociological imagination about the ramifications of culture, socialization, social change and education

3. build awareness about education as human capital and its role in human resource development

4. acquire historical understanding about the dynamics of Indian education

5. actively participate in the protection of environment and to inculcate the values of environmental education

6. become sensitized towards child-rights education

7. understand the relation between state and education

8. become acquainted with the contemporary issues in education

Course Content

Unit I: Philosophy of Education   **(6 Hrs)**

    1. Meaning of Philosophy and Education

    2. Nature and Scope of Philosophy of Education

    3. Aims of Education

Unit II: Educational implications of the following Schools of thought with Indian and Western perspectives   **(10 Hrs)**

    1. Idealism

    2. Naturalism

    3. Pragmatism

    4. Existentialism

Unit III: Sociology of Education   **(8 Hrs)**

    1. Nature of Sociology

    2. Meaning and Scope of Sociology of Education

    3. Culture, Socialization and education

4. Social Stratification and Education

Unit IV: Social Change and Education   **(6 Hrs)**

2. Meaning and factors of Social Change

3. Meaning and attributes of Modernization

4. Modernity and Indian education

Unit V: Economics of Education   **(6 Hrs)**

1. Nature of Economics

2. Meaning and Scope of Economics of Education

3. Education as Human Capital

4. Education and Human Resource Development

Unit VI: Environmental Education   **(8 Hrs)**

1. Meaning and Scope of Environmental Education

2. Aims and Objectives of Environmental Education

3. Concept of sustainable development

4. Role of teacher, School, Government and
    NGOs in the Development of Environment and
    Protection of Environment

Unit VII: History of Indian Education   **(9 Hrs)**

1. A brief introduction to Ancient Education

2. A brief introduction to Medieval Education

3. A brief introduction to Modern Education

4. A brief introduction to Contemporary Education

Unit VIII: Child Rights Education   **(6 Hrs)**

1. Overview of child rights convention

2. Categories of Rights: Right to Survival, Protection, Development, Participation

3. Child Rights Convention (CRC) and its implications to Education

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

1. A relationship between Politics and Education

2. Democracy and Education

3. Equality and Equity

4. Constitutional frame of reference for
    Indian Education with special reference to the Preamble

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

1. Liberalization and Education

2. Privatization and Education

3. Globalization and Education

4. Value crises and Peace Education

5. Nationalism and Education

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12. Sharma.T.C. (1981) : Environmental Educaiton, New Delhi, Metropolitan

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14. Child rights Convention – UNICEF - 2000

Paper – II (BSE – 02)

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. apply the knowledge of principles of Educational Psychology and techniques to facilitate optimum development of integrated personality.

2. appreciate the need and significance of the study of educational psychology in understanding analyzing, interpreting and guiding the development of the learner.

3. understand the nature and process of learning and the factors/conditions which facilitate or obstruct the learning process.

4. understand the nature, extent and causes of individual differences among children, and have the working knowledge of strategies and techniques for helping children.

5. understand the nature of personality and adjustment and to develop insight into various types of adjustive and maladjustive behaviors.

6. understand nature of motivations, group structure and dynamics as relevant to classroom management.

7. identify the children who need special help and understand the techniques of diagnosing classroom difficulties of children and provide appropriate guidance service.

8. understand the importance of statistics and apply statistics in the classroom.

Course Content

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

1. Meaning, nature and scope of educational psychology

2. Methods of educational psychology – Introspection, Observation, Experimental and Case study.

3. Utility of educational psychology to the teacher.

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

1. Concept of Growth, Development & Maturation.

2. Readiness to learn

3. Factors affecting readiness

4. Principles of development

5. Stages of development – Infancy, Childhood, Adolescence with reference to

Physical, Cognitive (Piaget), Affective, Social, Emotional and Moral (Kohlberg) development.

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

1. Concept of individual differences

2. Inter and intra individual differences

3. Factors responsible for individual differences

4. Areas of individual difference in

   a. Intelligence – concept – definition – types of intelligence – (Thorndike and Gardner) – intelligence tests – individual / group intelligence tests – verbal, non-verbal and performance tests of intelligence and its administration and using intelligence tests in schools.

   b. Aptitude – concept – definition – Aptitude tests – Differential Aptitude Tests (DAT) and its administration – using aptitude test in schools.

   c. Creativity – Concept – definition – Creativity process - fostering   creativity in school – creativity tests.

   d. Memory and Forgetting

   - Memory – Concept, causes of forgetting, effective methods of remembering.

Unit IV: Education of Children with Special Needs (10 Hrs.)

1. Nature, scope and definition of special education.

2. Characteristics, causes, education of the following:

   a.   Mentally handicapped (Mild, Moderate)

   b.   Learning disabled

   c.   Gifted/ Talented

   d.   Visually impaired

   e.   Hearing impaired

   f.   Loco-motor Handicapped

3. Special, integrated and inclusive education.

Unit V: Psychology of Learning and Teaching (14 Hrs.)

1. Concept and principles of learning

2. Factors influencing learning:

   a. Personal factors - age, maturation, emotional condition, needs, interest, motivation, abilities, aptitude.

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. Social learning (learning by observation)

   f. 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: Classroom Management and Group dynamics   (5 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: Classroom Management and Guidance   (8 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   **(6 Hrs.)**

1. Concept and nature of personality

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

3. Personal adjustment – adjustment and maladjustment, causes of maladjustment – 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.

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Paper – III (BSE – 03)

EDUCATIONAL TECHNOLOGY

and

COMPUTER EDUCATION

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

The course will enable the student teacher to

1. understand the scope and importance of educational technology in the contemporary society

2. develop right perspective and attitude towards emerging technologies

3. develop skills of handling, maintaining and protecting different types of hardware equipment in the institutions of learning

4. acquire theoretical bases of educational technology and to develop awareness about recent developments in the area of educational technology.

5. acquire adequate knowledge about the fundamentals of computers and operating systems

6. acquire necessary skills of handling Microsoft Office packages for the purpose of education in the institutions of learning

7. be familiar with new internet technologies and their place in the field of education

Course Content

Unit I: Elements of educational technology (6 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   (6 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   (6 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

Unit VI: Introduction to Computers: (9 Hrs.)

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

Unit – VII: 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 – VIII: Introduction to MS-office   (12 Hrs.)

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

Unit – IX: 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 – X: Computers in Education (7 Hrs.)

1. Computers in teaching-learning

2. Computers in Evaluation

3. Computers in Educational Administration

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SCHOOL MANAGEMENT AND SYSTEMS OF EDUCATION

(Total Number of Instructional Hours =77.1)

Marks Allotted : 100

Objectives

The course will enable the student teacher to

1. understand the basic concepts of educational management.

2. understand different components of school management.

3. realize the multifaceted role of a teacher/head teacher.

4. understand and appreciate the process of becoming an effective teacher.

5. develop an understanding of population concepts and the multi-dimensional nature of population education.

6. understand the concept of Non –formal education and its role in the context of education for all.

7. sensitize the student teachers about the concept of child rights in the process of Educational management.

8. understand the concept of Elementary Education.

Course Content

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

  1.   Definition, Meaning and Aims of Educational Management

  2.   Principles and Types of Educational Management

  3.   Administrative Structure of Education in

     India and with special reference to Andhra Pradesh

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

  1. Concept and Objectives of school

  2. Components of School and School Plant

  3. Physical, Human and Financial Resources.

  4. School under different Managements

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

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

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

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

1. Concept of Effective Teaching

2. Pre-requisite Characteristics of Effective Teacher

3. Self Evaluation and Professional Growth of Teachers

4. Significance of In-service Programmes

Unit V : Child Rights Education   (7 Hrs.)

1. Child Rights and School Management.

2. Child Rights and Democratic Education

3. Concept and Ladder of Child Participation

4. Models of Child Participation.

Unit – VI : Population Education   (7 Hrs.)

1. Meaning, Nature, scope and significance of Population Education

2. Causes and consequences of population growth

3. Determinants of Population growth

4. Environment, sustainable development and population growth

5. Population situation, policies and programmes in India

6. Approaches to Population Education and role of School and Teachers

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

1. Types of Educational Systems

2. Nature, Scope and Objectives of Non-Formal Education

3. Life-long Education and Open Learning Systems

4. Non-formal Education and Universalization of Elementary Education

5. Adult Education Programmes in Post colonial India

UNIT –VIII: Elementary Education   **(7 Hrs.)**

1. Nature and scope of Elementary Education

2. Constitutional provisions for compulsory Elementary Education

3. Quality, Quantity and Equity in realizing UEE

4. Problems in Elementary Education

5. Recent Policies and Initiatives of Government of India

   for the growth and development of Elementary Education

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

1. A brief history of Teacher Education in India

2. Policies, practices and quality assurance in teacher education

3. National level organizations for Teacher Education

4. Accountability, professional ethics and Teacher organizations

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

1. Nature and Meaning of Community in different Socio-Economic and Cultural Context

2. Relationship between School and Community

3. Community and School Governance

4. Strategies for Community Mobilization

5. Role of teacher in bringing Co-ordination between School and Community

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Paper – V (BSE – 05)

Personality Development and Communicative English

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

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Objectives

The course will enable the student teacher to :

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

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

Course Content

Section A: Soft Skills

Unit I: Interpersonal Skills (7 Hrs.)

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

Activities :

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

Unit II : Leadership (7 Hrs.)

1. Concept of leadership
2. Types of leadership – Directive, supportive, participative, achievement- oriented, permissive
3. Qualities of leadership – Vision, passion, self-sacrifice, confidence, role-modeling
4. Functions of leadership – Motivating, confidence-building, planning, coordinating, decision-making, interacting, negotiation, time- management, mentoring

Activities :

1.Elections – Teacher-trainee imagines himself/ herself as a leader/ committee member/ chief cook etc. and justifies his/ her suitability for the role

2.Choose a contemporary leader/ any person with leadership qualities (H.M/Principal/aunt/uncle/Community leader) and identify the qualities that make a leader

Unit III: Creativity (7 Hrs.)

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

Activities :

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

Unit IV: Conflict Management (7 Hrs.)

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

Activities :

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

Eg: 1.Conflict between expectations of family and self

2. Conflict between personal ambition and real life

Section B: Communicative English

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

Activities :

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

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

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

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

      Voice quality

Activities :

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

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

Unit VII: Conference- Briefing, addressing, seminar, role-play, group-discussion,   **(8 Hrs.)**

      Compering

Activities :

    1. Listen to a speech/ conversation on a theme

      Group discussion

      Leader writing the report

      Leader presenting the report

    2. participate in a seminar/ compering/ interviews

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

Activities

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

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

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

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

Activities

    1. Writing your resume/ biodata

    2. Write a letter applying for a job in a school.

    3. Prepare an invitation for a school-day

    4. Write an article for school magazine

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

Activities

1. From a passage of your choice, make notes and submit.

   (the passage also must be furnished)

2. Maintain minutes of any meeting.

3. For any five words of your choice, give all the information from a dictionary and thesaurus

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Paper – VI (BSE – 06) / VII (BSE – 07)

METHODS OF TEACHING ENGLISH

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

The course will enable the student teacher to

1. be sensitive to language use.

2. develop an understanding of the nature and objectives of teaching languages.

3. be sensitive to the problems of learning (teaching) second and foreign language.

4. be able to develop among learners an ability to acquire language skills.

5. become aware of modern methods of language teaching and put them to use in real classroom situations.

6. be able to evaluate the language skills objectively.

7. be able to instill among the learners a love for language and use it efficiently in real life situations.

Course Content

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

   1. English in Indian Education

   2. English as a Second Language

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

   1. Features of Language

   2. Factors affecting Language Learning

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

   1. The sounds of English / Phonetic symbols – Vowels, Diphthongs and Consonants

   2. Word – stress (Primary, Secondary) and sentence-stress

   3. Strong and Weak form of words

   4. Intonation

   5. Use of dictionary in Pronunciation

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

   1. Listening, speaking, Reading and Writing and sub-skills of each skill

   2. Tasks of developing Listening Comprehension

   3. Tasks for developing Speaking skills

   4. Tasks for developing Communication skills – individual, pair and group work

5. Reading – Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension

6. Writing – Factors affecting writing in a second language situation, qualities of good writing (Role of simplicity, logicality and organization in writing)

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

1. Supplementary skills

2. Teaching study skills (Note-taking and Note-making)

3. Teaching, Reference skills (using Dictionaries, Thesaurus and Encyclopedias)

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

1. Types of grammar, Methods of teaching grammar

2. Vocabulary: Strategies to develop Vocabulary: Techniques of developing spelling abilities

3. Teaching Composition (Guided, Controlled and Free composition)

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

1. Methods – Grammar – Translation method, Direct method, West Method and Bilingual method

2. Approaches – Structural approach and Communicative approach

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

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

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

Unit IX: Language Curriculum (4 Hrs.)

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

Unit X: Evaluation   (7 Hrs.)

1. Concept and Process of Evaluation

2. Tools of Evaluation

3. Preparation of SAT

4. Analysis and interpretation of Scores

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PAPER – VI (BSE – 06) / VII (BSE – 07)

METHODS OF TEACHING MATHEMATICS

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. understand the aims, values and objectives of mathematics education.

2. identify the role of the branches of mathematics and their implications on the society.

3. understand the relationship of mathematics with other subjects and the process and product of mathematics.

4. translate the objectives of teaching mathematics in terms of expected behavioral outcomes in order to provide appropriate learning experiences.

5. develop effective communicative skills.

6. develop competency in teaching strategies, content and in the preparation of suitable teaching-learning materials.

7. understand and practice various methods and techniques of teaching mathematics

8. assimilate the strategies of evaluation and design the tools of evaluation.

9. understand the impact of technology and fuse it in the teaching of mathematics.

10. become sensitized to the needs and interests of the students in Mathematics

Course Content

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

   1. Meaning and Nature of Mathematics

   2. Importance of knowledge of History of Mathematics to a Mathematics Teacher

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

   1. Euclid 2. Pythagoras 3. George Cantor

   4. Rene-Descarte   5. Aryabhatta   6. Bhaskaracharya

   7. Srinivasa Ramanujan

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

    1. Aims of Teaching Mathematics

    2. Values of Teaching Mathematics at Secondary level

    3. Correlation of Mathematics to Sciences and Social sciences

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

    1. Meaning and Importance of Objectives

    2. Blooms Taxonomy of Educational Objectives

    3. Specific behavioral objectives (Instructional Objectives)

    4. Critique on Blooms Taxonomy

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

    1. Inductive and Deductive approaches

    2. Analytical Method, Synthetic Method, Heuristic Method, Laboratory Method, Problem Solving Method and Project Method

    3. Techniques of Teaching Mathematics : Oral work, Written work, Drill work, Assignments, Means of Securing Speed and Accuracy

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

    1. Gifted Students in Mathematics – Identification – Enrichment Programmes

    2. Slow Learners in Mathematics – Identification – Remedial Programmes

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

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

Unit VIII: Mathematics Curriculum   **(5 Hrs.)**

    1. Principles of Curriculum construction

    2. Approaches to Curriculum construction – Logical, Psychological, Topical, Concentric and Spiral

    3. Qualities of a good Mathematics Text Book

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

    1. Mathematics Clubs

    2. Mathematics Fairs – purposes, levels, organization and advantages

    3. Aesthetic Structure of Mathematics – Order – Pattern - Sequence

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

1. Concept and process of Evaluation

2. Types of Evaluation – Formative, Summative, Diagnostic and Prognostic

3. Tools and Techniques of Evaluation

4. Preparation of Scholastic Achievement Tests (SAT)

5. Analysis and interpretation of scores.

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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

METHODS OF TEACHING PHYSICAL SCIENCE

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. appreciate the nature and importance of science and contribution of scientists in the development of science.

2. beware of the aims and objectives of teaching physical sciences.

3. develop an understanding of various approaches and methods of teaching physical sciences.

4. acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipment and preparation of improvised apparatus.

5. organize and participate in various non-formal science programmes / activities.

6. develop comprehension on the concept, process, skill and application of evaluation in teaching Physical Sciences.

Course Content

Unit I: The Nature of Science   (7 Hrs.)

1. Nature and scope of science

2. Structure of Science:-

   a. Substantive structure – Empirical knowledge, Theoretical Knowledge – (Facts, Concepts, hypothesis, theory, Principle, Law)

   b. Syntactic Structure of Science-Scientific inquiry, Processes of Science, Attitudes of inquiry

3. Science, ideology and Society

Unit II: The History and Development of Science   (7 Hrs.)

1. A brief introduction to oriental and western science

2. Contribution of the following Scientists in the Development of Science:

   a. Aryabhatta b. Bhaskara Charya c. Aristotle

   d. Copernicus e. Newton f. Einstein

Unit III: Aims and Values of teaching Physical Sciences   (7 Hrs.)

1. Aims of teaching Physical Sciences

2. Values of teaching Science

3. Correlation of Physics, Chemistry to other subjects

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

1. Meaning and importance of objectives

2. Bloom's Taxonomy of Educational objectives

3. Specific / Behavioral objectives / (instructional objectives)

4. Critique on Bloom's Taxonomy

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

1. Inductive and Deductive Approaches

2. Lecture Cum Demonstration Method, Historical Method, Heuristic Method, Project Method, Laboratory Method, Problem Solving Method

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

1. Year Plan 2. Unit Plan 3. Lesson Plan

4. Learning experience – characteristics, classification, sources and relevance

Unit VII: Science laboratories   (7 Hrs.)

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

Unit VIII: Science Curriculum   (7 Hrs.)

1. Principles of Curriculum Construction

2. Defects in the existing school science curriculum

3. Qualities of a good Science Text Book

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

1. Science Clubs

2. Science Fairs – purposes, levels, organization, advantages

3. Science Library

4. Role of NGOs and State in popularizing science

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

1. Concept and Process of Evaluation

2. Tools of Evaluation

3. Preparation of Scholastic Achievement Test (SAT)

4. Analysis and interpretation of Scores

References

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4. http://www.encyclopedia.com

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11. Mohan, Radha (1995): *Innovative Science Teaching*, Prentice Hall of India, New Delhi

12. *New Unesco Source Book for Science Teaching* (1978), Oxford & IBH, New Delhi

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PAPER – VI (BSE – 06) / VII (BSE – 07)

Methods of Teaching Biological Science

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. understand the nature of science & science teaching

2. understand the history and development of biological science

3. acquire the knowledge of aims & values of teaching biological science

4. acquire the knowledge of objectives of teaching biological science

5. understand the various approaches & methods of teaching biological science

6. develop the competence of preparing annual plan, unit plan and lesson plan

7. acquire the knowledge of science laboratories, laboratory exercises & safety procedures in a science laboratory

8. understand the curriculum development in science

9. understand non-formal science education

10. acquire mastery over the development and use of evaluation tools in science

Course Content

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

1. The Nature and Scope of Science

2. Substantive and Syntactic structure of Science

3. Role of Biological Science in human welfare

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

1. A brief introduction to Oriental and Western Sciences

2. Contributions of the following Scientists

a. Charles Darwin,	b. Aristotle	c. William Harvey
d. Robert Hook	e. Louis Pasteur	f. Alexander Fleming

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

1. Aims of Teaching Biological Science

2. Values of Teaching Biological Science

3. The Correlation of Biological Science and other Subjects

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

1. Meaning and importance of objectives

2. Blooms Taxonomy of Educational Objectives and its limitations

3. Writing instructional objectives and specifications

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

1. Approaches to Science Teaching: Inductive and Deductive

2. Methods of teaching Biological Science: a. Lecture method b. Lecture cum Demonstration method c. Heuristic method d. Project method and e. Laboratory method

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

1. Year Plan   2. Unit Plan

3. Lesson Plan : Herbartian and Bloom's Approach

4. Criteria for the evaluation of the lesson plan : self– evaluation and peer evaluation

5. Learning Experiences : Characteristics, classification, sources and relevance

UNIT VII: Science Laboratories   **(7 Hrs.)**

1. Importance of Practical work in Science

2. Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of safety and Science kits.

3. Development of improvised apparatus

Unit VIII: Science Curriculum   **(7 Hrs.)**

1. Principles of Curriculum Construction

2. Defects in the existing school Science curriculum

3. Qualities of a good Science Text Book

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

1. Science Clubs

2. Science Fairs – purposes, levels, organization, advantages

3. Science Library

4. Role of NGOs and State in popularizing Science

Unit X: Evaluation (7 Hrs.)

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

References

1. Aggarwal D.D. (2001): Modern Methods of Teaching Biology. Sarup Teaching Series. Sarup & Sons, New Delhi.

2. Bhaskara Rao, D. (2000): *Teaching of Biology*, Nagarjuna Publishers, Guntur

3. Bloom, Benjamin S., Ed. (1958): *Taxonomy of Educational Objectives, Handbook I - Cognitive Domain*, Harcourt Brace & World Inc., New York.

4. Chikara, M.S. and S. Sarma (1985): *Teaching of Biology*, Prakash Brothers, Ludhiana.

5. Clark Julia V.(1996): Redirecting Science Education. Corwin Press Inc. California.

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12. Vaidya, N. (1996): Science Teaching for the 21st Century: Deep & Deep Publications, New Delhi.

METHODS OF TEACHING SOCIAL STUDIES

(Total Number of Instructional Hours = 77.1)

Marks Allotted : 100

Objectives

This course will enable the student teachers to

1. initiate pupil-teachers to various concepts and technology of teaching of Social Studies.

2. develop in the pupil-teachers the ability to have an overview and integrate the knowledge drawn from various sources - History, Geography, Civics, Sociology and Economics.

3. make student-teachers acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies.

4. develop in them an understanding of the principles of curriculum development, its transaction and evaluation.

5. equip them with the knowledge of application of such principles in teaching of specific content areas in Social Studies.

6. enable them to utilize community resources as educational inputs.

7. make the pupil-teachers realize that the success for teaching of Social Studies depends on its proper integration with other school activities.

8. acquaint the pupil-teachers about the skills to be developed among the pupils through teaching Social Studies.

Course Content

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

1. Nature and scope of social studies

2. Social sciences and Social studies

3. Understanding social studies in relation to

   History, Geography, Civics and Economics

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

1. Development of Social Studies as school subject

2. Contemporary status of social studies education in India

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

1. General Aims of teaching social studies

2. Values of teaching social studies

3. Specific aims of teaching social studies in

   relation to History, Geography, Civics, Economics

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

1. Objectives of teaching social studies as school subject

2. Instructional objectives and specifications of teaching Social Studies

3. Bloom's Taxonomy of Educational objectives

4. Specific / Behavioral objectives (Instructional objectives)

5. Limitations of Bloom's Taxonomy

Unit V: Instructional Planning   **(7 Hrs.)**

1. Planning for effective instruction in Social Studies

2. Year Plan 3. Unit Plan 4. Lesson Plan

5. Learning experiences – Characteristics, classification, sources and relevance

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

1. Need for instructional strategies in teaching social studies

2. Lecture cum Demonstration method, project and problem solving method, source method, Socialized recitation, Supervisor study and Team teaching

Unit VII: Resource and Equipment   **(7 Hrs.)**

1. Library and Laboratory

2. Museum

3. Study circles

4. Community resources

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

1. Social studies clubs

2. Conduct of model parliament

3. Field trips, excursions

4. Current affairs and controversial issues

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

1. Social Studies curriculum based on national and state policies

2. Principles of Curriculum construction

3. Organizing social studies curriculum – correlation, integration, concentric, spiral, unit and chronological approaches

4. Qualities of good social studies text book

5. Need for Handbook for teacher and workbook for learner

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

1. Concept and Purpose of evaluation

2. Formative and Summative evaluation

3. Tools of Evaluation

4. Preparation of SAT

5. Analysis and interpretation of Scores

References

1.   Bining, A.C. & Bining, D.H. (1952): *Teaching Social Studies in Secondary Schools*; Thid Edition, Tata McGraw-Hill Publishing Co. Ltd., Bombay.

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3.   Benjamin,S.B., J.Thomas.H & George,F.M. (1971): *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw Hill Book Company, New York

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X. Curriculum: Pedagogy
Paper – XVIII (BSE – 18) / XIX (BSE – 19)

Scholastic Achievement Record Method I / II

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

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

Objectives

This practical record work will enable the student teachers to:

1. understand the Scholastic Achievements of students in the subjects concerned.

2. plan, design and conduct Scholastic Achievement tests appropriate to the level of the students

3. learn about how to construct test items under Scholastic Achievement test

4. acquire knowledge with regard to the standardization of Achievement tools

5. learn various data representation strategies and techniques

6. acquire knowledge about simple, descriptive statistical techniques

7. learn the techniques of interpretation of scores and findings

8. evaluate learning outcomes of the students

Course Content

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

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

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

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

1. Assignment component : Concepts, Principles, Historical background

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

The possible format suggested is as follows

Preliminaries

a. Title Page

b. Certificate from the mentor and faculty member

c. Declaration by the group

d. Content

1.0 Title of the Record

1.1 Introduction to the SAT Record

1.2 Importance of the SAT Record

1.3 Objectives of the SAT Record

1.4 Methodological Procedures

(Details of the processes initiated / weightages worked out for Questions - Objectives and content items / difficulty level / Item analysis / Time frame procedures)

1.5 Materials and cost of production

1.6 Final performance / presentation of the study / presentation of data

1.7 Analysis and interpretation of data (Descriptive Statistical analysis including graphical and diagrammatic representations)

1.8 Reference material / Experts and institutions contacted

1.9 Any other related matter (Sample Copies of Students answer books, Question Papers)

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

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

Evaluation:

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

Paper – XX (BSE – 20) / XXI (BSE – 21)
Microteaching Record Method I / II
[Total Number of Instructional Hours = 30 (Method I) / 30 (Method II)]
Marks Allotted : 10 (Method I) / 10 (Method II)

Objectives

This Practical Record work will enable the student teachers to:

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

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

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

Plan of Micro-Teaching

S.No.	Skill	Objectives & specifications	Teacher's activity	Pupil's activity	Teaching aids	B.B work

Feed back by the 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)

Objectives

This Practical Record work will enable the student teachers to:

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

Course Content

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

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

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

Every candidate shall have to undergo an internship of one full month (30 working days) in a cooperating school as "Teaching Practice Cum Internship". During this period the candidate shall be attached to a school and he shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities. During this period, the candidate shall teach at least 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Head Master or any of the trained teachers in the school who are referred to here as "Supervising Teachers". During the Teaching Practice Cum Internship period the concerned lecturers of the college of education will go round the schools and observe the lessons of each student along

with the supervising teachers and assess these lessons jointly. A certificate of satisfactory work by the Headmaster of the cooperating school shall be a prerequisite for the candidate to appear for the final practical examination.

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

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

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

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

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

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

Evaluation

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

Teaching Practice Cum Internship Diary (TPID)
(Total Number of Instructional Hours = 180)
Marks Allotted : 40
(This dairy will be assessed and marks will be awarded by School HMs)

Objectives

The student teacher maintains a daily dairy which helps to

1. assess the nature of activities initiated by the students

2. assess the effectiveness of the classes undertaken by them

3. assess the involvement of them during the teaching practice

4. assess the organizational capacity of them in conducting activities

5. assess the commitment of them in terms of punctuality, regularity and sincerity

Teaching Diary:

Date :

Day :

Classes / lessons taught :

Fore-Noon   After-Noon

Activity Taken up on the day

Fore-Noon   After-Noon

Remarks by the Head Master:

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

Student's Signature   **Head Master's Signature**

XI. Curriculum : Project Matrix / Schedule

S.No	Project	No. of students in a group	No. of experts in the jury	Duration of Preplanning Phase	Duration of Project Phase	No. of working days
1	Community Studies Project	4/5 members group activity	5 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	5 days
2	Cultural Studies Project	4/5 members group activity	5 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	5 days
3	Case Study Project	Individual activity	2 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	3 days
4	Health & Physical Education Project	Health – individual activity & Physical Education - 2 members group activity	5 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	4 days
5	Computer Education Project	2 members group activity	2 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	8 days
6	School Study Project	2 members group activity	5 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	3 days
7	Personality Development & Communicative English Project	Individual activity & group of 4 members activity	2 members	As per Almanac (from the first day of instruction to one day before the commencement of the project)	As per Almanac	6 days

Special Projects in B.Ed. Programme and Scheme of Instruction / Examination

1. Special Projects in B.Ed. Programme

Special Projects

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

2. Scheme of Instruction / Examination

Syllabus Ref. No.	Subject	Marks	Instructional Days	Scheme of Instruction		Grand Total Hours
				Duration of hours	Total Hours	
Special Projects						
BSE – 11	Paper – XI	40	05	6 Hrs.	30 Hrs.	
BSE – 12	Paper – XII	40	05	6 Hrs.	30 Hrs.	
BSE – 13	Paper – XIII	40	03	6 Hrs.	18 Hrs.	
BSE – 14	Paper – XIV	40	04	6 Hrs.	24 Hrs.	
BSE – 15	Paper – XV	40	08	6 Hrs.	48 Hrs.	
BSE – 16	Paper – XVI	40	03	6 Hrs.	18 Hrs.	
BSE – 17	Paper – XVII	40	06	6 Hrs.	36 Hrs.	
						204 Hrs.

A. 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]

1. Syllabus / Curriculum

Objectives

This Project work will enable the student teachers to:

1. plan and conduct a survey (family wise) to collect required information on school, literacy and human development aspects.

2. develop profiles of literacy age group wise, along with profile on human development index and understand the efforts of government, NGO's and community for EFA.

3. conduct interviews with parents to understand their perception on their children education and institutes / teachers etc.

4. observe the functional aspects of various institutions at village / ward and nearby locality

5. live in the community & to participate in socio-economic cultural activities of the community

6. develop plan of action for UEE and UAE.

7. document the entire programme / processes and develop a report on the project undertaken.

8. work collaboratively to reflect and share their work with students and staff.

Course Content

Community Studies Project work shall comprise the following areas.

1. Social Mapping 2. Family Survey   3. Institutional Survey

4. Understanding perceptions of people   5. Adult Literacy

6. Enrolling out of school children   7. Community living and participation

8. Any other related area

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

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

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

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

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

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

All the group members are expected to contribute in performing the event and 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 / wards / municipalities selected under this project by different groups to the Head, Department of Education of the University, and the same thing should be provided to the Moderation Board at the time of final examination of practical work.

Evaluation:

Every candidate is expected to showcase his / her performance by presenting the final report before the internal examiners. The performance of the candidates shall be evaluated by a jury consisting of a minimum of five internal examiners. The average marks of the five examiners will be forwarded to the Moderation Board of the University. This evaluation event shall take place as per the almanac suggested by the University.

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 5 days - 30 instructional hours (As per Almanac)

Project Days	Nature of Work
Pre – Planning / Preparatory stage: As per Almanac	1. Adopting an Area / a set of Wards in a village / municipalities under the study 2. Formation of groups 3. Allotment of mentors 4. Orientation about different records by the mentors of their respective groups 5. Identification of topics / areas for different projects under the guidance of mentors 6. Identification of tools suitable for that topic for the collection of data 7. Detailed action plan for presenting the information.
Day 1: As per Almanac Forenoon	1. Orientation about the project by the concerned CRP 2. Finalization of groups and topics selected by the group 3. Finalization of allotment of areas and work
Afternoon	1. Preparation of the tool with the help of mentor 2. Finalization of tool 3. Collection and review of related literature about the topic
Day 2 & 3: As per Almanac Forenoon & Afternoon	1. Data collection by the students in groups. 2. Implementing activity in groups along with mentors. 3. Daily documentation of their experiences with a neat handwriting.
Day 4: As per Almanac Forenoon	1. For documentation of the project, the groups should discuss, share the data, opinions and experiences under the guidance of mentors and finalize the drafting process.

Afternoon	1. Final documentation of Project work on A4 size paper with 18 lines on each page. 2. Mentor should monitor the whole documentation process.
Day 5: As per Almanac Forenoon & Afternoon	1. The project should be evaluated for 40 marks by 5 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student of the group. The marks awarded for the members of a particular group need not be the same for all students. The 5-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac 2. The group shall submit the project report in bound form to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

3. Community Studies Project Report Format

Distribution of Work among the Student Teachers in Writing the Project Report

Student No. In the Group	Nature of Work
Student No. 1	(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 –students are expected to write the related literature to the topic here. **Student Signature**
Student No. 2	1.2 Importance of the topic/study 1.3 Objectives of the topic/study **Student Signature**
Student No. 3	1.4 Methodological procedures Details of the process initiated **Student Signature**

Student No. 4	1.5 Materials and cost of production – which includes paper cost, typing duplication, binding etc. **Student Signature**
Student No. 5	1.6 Final performance/presentation of the study – which includes analysis, discussion, findings, conclusions & suggestions. 1.7 Reference Material/Experts and institutions contacted. **Student Signature**
All the five students work	1.8 Any other related Material: Individual reports must be appended here. The reports can be written with the following: 1. Purpose 2. No. of people/Homes visited 3. His/her experiences of that day. 4. His/her observations/conclusions 5. Any other related matter **Student Signature**
General suggestions	1. Evaluation sheet must be attached at the end of the project report for recording Observations / Remarks and Marks to be awarded by the Jury. 2. The responsibility of binding can be given to student No. 4.

4. Additional Areas / Activities

1. Social mapping: Identify the structure of society according to heterogeneous nature of the community such as community, caste, class, linguistic any other.

2. Family survey: Social status, living conditions, quality of life, cultural status, economic status, educational status, size of the family, health status, awareness of government schemes and any other.

3. Institutional survey: Home for the aged, orphanage, self-help groups. Dwacra groups, COVA, M.V. Foundation, Divya Disha, HIV / Aids control project etc.

4. Understanding perceptions: Girls education, small family, adult education, environmental pollution, joint family, values and erosion of values etc.

5. Adult literacy: evaluation of existing programmes, education centers for adults, role of NGOs, government, universities etc.

6. Enrolling out of school children: causes for dropouts, evaluation of remedial programmes organized by government, NGOs, Role and functions of Bridge schools, enrollment of dropouts, visit the bridge schools, effect of Midday meals on the retention of the students in schools.

7. Community living and participation: sensitizing the people on seasonal diseases, communicable diseases, HIV/Aids, preventive measures and other related aspects; Nutritional values of staple food items (Not less than 30 items) tips for the maintenance of good hygienic surroundings etc.

8. Community awareness on HIV/Aids.

9. Any other related area / activities.

5. Resource Institutions:

1. A.P. State Aids Control Society Government of Andhra Pradesh –,Project Director, Ph.No. 040 – 24657221 (o)

2. Divya Disha - Director- Phone No. 040 - 55209788 (o) / 98481 86982

3. NGOs Directory in A.P. (Appendix D)

6. For Further Clarifications Contact:

University Departments of Education in the State of Andhra Pradesh

7.Reference Books

1. Someshkumar, **Methods for Community Participation**, Complete Guide for Practioners, Vistar Publications, New Delhi, 2002.
2. Mandelbawn**, Society in India,** Bombay : Popular Prakashan 1972
3. Parsons T**. ,The Social system**, New York 1951
4. Gore M.S**. ,Urbanization and Family Change,** Bombay 1965 Popular Prakasan,   1968
5. Rushton J and J.D. Turner (edts), - **The Community School in Education and Deprtivation** Manchester University Press, Manchester, 1975
6. Vidya Bhushan, Sachdeva, **An Introduction to Sociology,** Kithab Mahal 15- Thornhill Road, Allahabad , 2000

Paper – XII (BSE – 12)

B. Cultural Studies and SUPW Project

(Total Number of Instructional Hours = 30)

Marks Allotted : 40

[This Project is considered as Practicum

(Assignment cum Field Experience) of Paper – I]

1. Syllabus / Curriculum

Objectives

This Project work will enable the student teachers to:

1. experience and respond to the finer aspects of different cultural forms

2. understand the formation and dynamics of culture in the overall context

3. explore the meanings, images, icons and cultural symbols embedded in human life

4. appreciates unity and diversity of cultures of various social groups and community

5. generate novel forms of cultural consciousness and social action

6. learn more and more about cultural heritage of different communities

7. document and represent the rich cultural and social contributions of communities and persons

8. integrate cultural forms of life with different styles of pedagogy

9. internalize the philosophy of work experience and appreciation

Course Content

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

1. Literature   2. Performing arts   3. Visual arts 4. Architecture   5. Handicrafts or Arts and Crafts 6. SUPW

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

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

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

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

1. Assignment component: Concepts, principles, Historical background

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

All the group members are expected to contribute in performing the event and in writing and presentation of the final report. The possible format suggested is as follows

Preliminaries

a. Title Page

b. Certificate from the Mentor / Faculty Member

c. Declaration by the group

d. Content

1.0 Title of the Project

1.1 Introduction to the topic / Study

1.2 Importance of the topic / Study

1.3 Objectives of the topic / Study

1.4 Methodological Procedures

   (Details of the processes initiated)

1.5 Materials and cost of production

1.6 Final performance / Presentation of the Study

1.7 Reference Material / Experts and institutions contacted

1.8 Any other related matter

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

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

Evaluation:

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

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 5 days - 30 instructional hours (As per Almanac)

Project Days	Nature of Work
Preplanning – As per Almanac	1. Adopting of an Area 2. Formation of groups 3. Allotment of mentors 4. Orientation about different records by the mentors of their respective groups 5. Identification of topics / areas for different projects under the guidance of mentors 6. Identification of tools suitable for that topic for the collection of data 7. Detailed action plan for presenting the information.
Day 1: As per Almanac Planning the Project	1. Selection of area and topic of the project 2. Motivating the students / initiating / Planning the project 3. Identification of components of the project 4. Allocation of work within the group 5. Locating resource material and different resources required for the project 6. Planning procedures / Planning time schedule (finalizing project plan / plan of action)
Day 2 & 3: As per Almanac Field visits / Composing Performance	1. Visiting places / persons / resource center / sites etc. 2. Collecting the material / information / history / data/physical evidences / stories etc. 3. Conducting interviews 4. Composing performances 5. Directing / Producing a theatre
Day 4: As per Almanac Analysis & Documentation	1. Critical analysis of the data 2. Interpretation of the data / writing procedure 3. Final form of documentation 4. Compiling the list of resources used 5. Reflections on the performance / collected objects
Day 5: As per Almanac	1. The project should be evaluated for 40 marks by 5 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student of the group. The marks awarded for the members of a particular group need not be the same for all students. The 5-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac 2. The group shall submit the project report in bound form to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

3. Cultural Studies Project Report Format

Distribution of Work among the Student Teachers in Writing the Project Report

Student No. in the Group	Nature of Work
Student No. 1	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 **Student Signature**
Student No. 2	1.2 Importance of the topic / Study 1.3 Objectives of the topic / Study **Student Signature**
Student No. 3	1.4 Methodological Procedures (Details of the processes initiated) **Student Signature**
Student No. 4	1.5 Materials and cost of production **Student Signature**
Student No. 5	1.6 Final performance / Presentation of the Study 1.7 Reference Material / Experts and institutions contacted **Student Signature**
All the five students work	1.8 Any other related matter **Student Signature**
General suggestions	1. Evaluation sheet must be attached at the end of the project report for recording Observations / Remarks and Marks to be awarded by the Jury. 2. The responsibility of binding can be given to student No. 4. **Student Signature**

4. Additional Areas / Activities

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. Holistic review of Epics / mythology, 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. Hussains Institute etc….)
5. Dynasties and Rulers who contributed for the growth of literature, Culture and Heritage.
6. Collection of famous Quotations on Education, Life, Values and definition of culture etc.
7. Collection of views of eminent thinkers in education and culture.
8. Quiz programmes on Indian art and culture
9. Idioms / Riddles
10. Incidents from literature to promote culture and its relevance to present days education
11. Contribution to Indian culture and heritage of Buddhism / Jainism / Christianity / Islam / Zoroastrianism and others.
12. Study of recognized cultural and traditional practices in your region (eg: Andhra, Rayalaseema and Telangana)
13. Survey / Write up of any State's contribution in various fields of art / culture / education / Heritage.
14. Collection of photos, slides, articles, relics, post cards and picture card, and brochures on contribution of any one freedom fighter, historian, artist and craft man or any other significant person.
15. Collection of Art books on different areas
16. Collection of information about Astrology, Vaastu sastra, Palmistry, etc…..

Performing Arts

1. Different dance forms of any State / Nation
2. Theoretical study of dance forms and their relationship in integration of movement, body and articulation (By way of interviewing a person in the field/in any other way)
3. Folk dances of any Tribe/Region / State
4. Detailed information about any one of the regional theatrical forms of your state (eg. BurraKatha, OgguKatha, HariKatha, Ram Leela, Raasleela, Bhabai, Dasavataram, Manch, Yakshagana, Kathkali, Krishnaattam..)
5. Collection of classical music / folk music / traditional music / state songs / songs in national languages
6. Contributions of Jewels of Carnatic music / Hindustani music / Western music – a comparative study
7. Comparative study of dance forms of Nations (India and Countries of East and West)
8. Collection of songs in Regional languages related to birth, religious ceremonies, rituals, 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
11. Celebrating festivals of India (of different regions)

Architecture:

1. Architectural set up of Temples, Mosques, Church, Synagogues and other places of importance.

2. Sculptures in different places like museums, religious places etc… and its significance

3. Tradition in Folk painting (Mural, Cave, Kalankari, Nirmal, etc..)
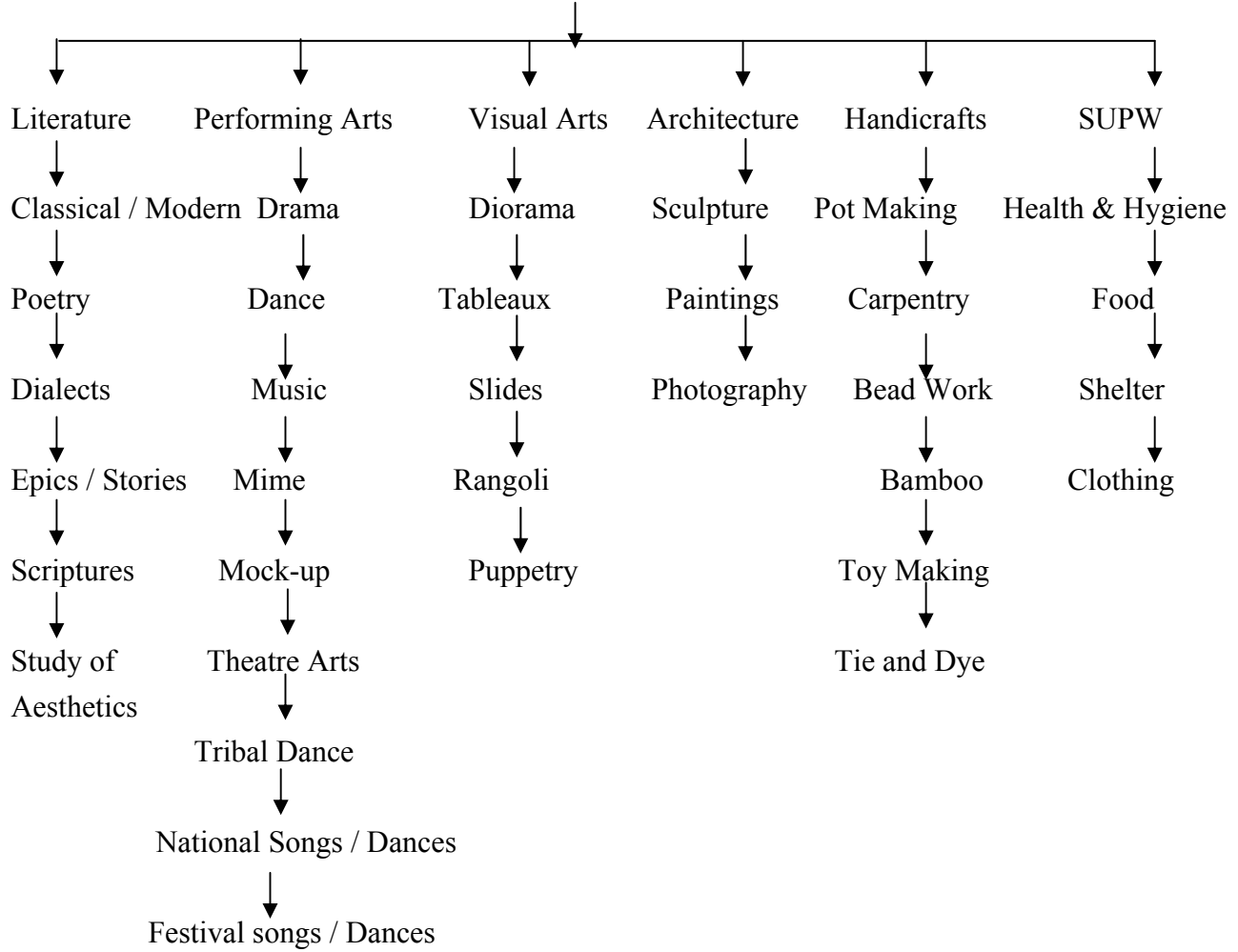
Visual Arts:

1. Traditional costumes and Ornaments of any State.

2. Gestures -Stimulus variation skills and its roots in Music and dance in modifying Teachers' behaviour

3. Slide presentation or Picture display of Geo-Physical features, flora –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…) and Traditional crafts like Kalamkari, Nirmal paintings)

3. Information on handicrafts, which are practised in your district and State.

4. Lesser-known handicrafts, its revival and scope in modern times.

5. Pressure, conserve and develop of dying crafts (laughing crafts)

Cultural Studies and SUPW Project

Suggested areas and Activities

Literature	Performing Arts	Visual Arts	Architecture	Handicrafts	SUPW
Classical / Modern	Drama	Diorama	Sculpture	Pot Making	Health & Hygiene
Poetry	Dance	Tableaux	Paintings	Carpentry	Food
Dialects	Music	Slides	Photography	Bead Work	Shelter
Epics / Stories	Mime	Rangoli		Bamboo	Clothing
Scriptures	Mock-up	Puppetry		Toy Making	
Study of Aesthetics	Theatre Arts			Tie and Dye	
	Tribal Dance				
	National Songs / Dances				
	Festival songs / Dances				

Additional Activities

1. **Importance of dance and music in Indian Cultural context.**

   Origin of dance and music.

   Dance through ages

   Different occasions and dances

   Name of dances and places

2. **A detailed information about any one of the regional theatrical form of your State.**

   What are theatre arts

   What is its role in ancient / medieval and modern period

   Name some theatre art forms and the prominent ones.

   Visit to the theatre art family and interview

   Learning a skit or Burrakatha and showcase it.

3. **Harikatha**

   Name, definition, origin

   Pioneers in this field

   Significance of this art in present context

   Interview a Harikatha artist/Felicitate them at College.

   Learn to write script or sing/showcase it

4. **Janapada (Geyalu)**

   Define Janapada folklore

   Explain the origin and the way of people / place of this art form

   Place/Time and Method of singing these folklores

   Learning and show-casing

   Costumes and strange Props.

5. **A write up about State's contribution in various fields emphasing in the field of art and culture**

   Visit to A.P. State Museum

   Visit to A.P. State Cultural Centre

   Visit to A.P. Archictecture Centre

   Visit to Lalitha Kala Toranam

   Visit to Ravindra Bharathi

   Interview eminent artistes

6. **Study of any one dance form and their contributions to your State/Nation.**

   Bharatanatyam

   Origin, Evolution, Evidences in the history

   Different forms of this art (Bhagavatamelanatakam) Sadin Natya

   Pioneers in this field

   How this dance form has become popular all over the world.

   Different styles and their gharanas – Kalakshetra / Pandanallur

   Interview a dancer

7. **Kuchupudi**

    Village Kuchelapuram

    Write up about Sri Siddendra Yogi

    Bhagavatamela Natakam, Yakshaganam and how Kuchupudi evolved.

    Pioneers

    Different aspects of this art form

    Famous places and Dynasties who encouraged this art form

    Its role in shaping personalities

    Costume and Make up

8. **A study of regional songs sung during the birth of a child**

    Composing in different languages

    Songs – script

    Significance and Need of these songs

9. **Wedding songs**

    Songs in different weddings – different religions

    Songs sung on each day, each occasions eg: Mehndi

    Pelli Koothuru / Uyyala / Bhojanam song, etc./ Appagintalu

    Need and Role

10. **Cultivation seasons**

    Dances and songs of different cultivation seasons

    How dance and songs energise or serve us

    Meaning of the songs and the movements in the dance

11. **Traditional Costumes**

    Costumes and dress code

    Material used for this way of dressing

    Costume of any one state and display

    Study of the weaving patterns and methods

12. **Body Postures and Personality**

    Common Body Postures of Human Torso

    Imagery and its importance on Human body

    Language of the Gods

    Non verbal gestures

    Hand gestures / facial gestures

    Common gestures and Dance gestures

13. **Costume and Ornaments**

    Ancient, Medieval, Modern

    How Habits changed

    Costumes for various occasions

    Period Wise Costumes (Ancient to Modernity)

    How ornaments were made ? Significance attached to each of them.

14. **Hastas / Mudras**

   Hasta Lakshanas

   Hastas used by gods

   Single Hand and Double Hand Hastaas

   Hand Positions – Its meaning

   Common Representation of Brother, Sister, Mother, Father, through Hastaas

   Mime – Enhancing communication skills through movement and Mime

15. **Tandava Dance and Lasya Dance**

   Difference between Tandava and Lasya

   Its origin

   Different art forms related to these two forms

   Eg: - Perini – Tandavam / Shiva's dance / Mohiniyattam – Lasya / Odissi - Lasya

16. **Study of Karanas and their depictions in sculptures**

   Meaning of Karanas

   How they are sculpted ?

   Chollkettu – Adavus – Poses – Sculpted

   Angas and their meaning

17. **Abhinaya**

   Meaning

   Nava Rasas

   How this is useful for behavioural modification

   Facial muscle control and action produced

   Eminent artistes in the field of Abhinaya

18. **Anga, Pratayanga, Upanga**

   Uses of these in non-verbal communication

   Angika, Vaachika, Aaharya and Satwika Abhinaya

   Its role in grooming personality

19. **Slokas**

   Importance of Slokas / Chantings

   Slokas or Chants from different religions

   Its impact on mind, body, spirit.

   Meaning of Two verses

20. **Astapadi**

Jayadeva – 11th Century

Where he was born, and how he became a poet – Life History

Dynasty – Cultural Background

His contributions – Geeta Govindam

Learn One Astapadi

21. **A study of Keertans**

Kriti –

Javali –

Kshetrayya Padam –

Tillana –

Folk Songs –

Bhajans

22. **Items in a dance Recital**

Invocatory dance and its significance

Varnams, Padams, Tillana

Qualities of a dancer

23. **Dance forms of India – Study and Report**

Kerala – Kathakali - Mohiniyattam

Karnataka – Yakshaganam

Tamil Nadu – Bhagavata Melanatakam

Andhra Pradesh – Kuchupudi

Maharashtra – Lalitha

Gujarat – Bhabai

Lucknow / UP – Kathak

Manipur – Manipuri

24. **Study of different Musical Instruments**

25. **Kathakali Make Up**

Face lift up

Dress and Colour

Paint on face and the characters that potrayed

Kathi Vesham, Paacha Vesham, Thadi Vesham, Kari Vesham

Thiranottam

Visit to NSKK, Kathakali Centre, Bowenpally

Interview with any Kathakali artist.

26. **Music as a career, a critical study**

   Dynasties who encouraged music and dance

   Their costumes and their styles

   Dance forms – Kathak dance and its role

   Music – Hindustani Vocal

   Ghazals, Quwali

27. **Study of the Trinities of Music**

28(a). **Tribal Culture**

   - Tribal dance and songs
   - Dressing styles and Eating Habits
   - Ritual dances
   - Ceremonial dances and songs
   - Musical Instruments made out of figs of trees, fruits and skin of animals.

29. **Bhakta Ramadas contribution to Music**

30. (a) Ancient carvings, Mural paintings and wall paintings with references to dance and musical instruments before A.D. / during A.D. / or Now.

30. (b) Therapeutic Uses of Music. A study.

30. (c) Mahapurusha Lakshanas and their objectification through dance postures

   Jaina and Budda period

   Teertankaras

   Their Lakshanas – Ushneesh Broad shoulder, Aajanu Bahu

   Their Mudras in dance

31. **Marriage songs and its significance**

32. **Songs sung during harvest festivals its significance**

33. **Folk songs of your state a critical study**

34. **Contribution of Annamacharya to Music**

35. **Biography of any one contemporary singers**

36. **Music as an aid to teaching**

37. **Learning National Songs and their meaning in three different languages.**

38. **Musical Pillars a critical study**

39. **Acoustics and Architectural Marvel in the monuments.**

40. **Revolutionary songs – A critical study**

41. **Any other item / activity**

Literature

1. Literature in different culture / religion / caste / community – Dalit literature, feminist literature etc

2. Take literature (writings) found in a specific period and collect information related to flora and Fauna, dance, music traditions and customs of that period (eg. : Sangam)

3. The impact of Muslim Rule in India, the view of culture through the writings of Amir Khusro (1200 – 1400 A.D.).

4. The Golden period in Telugu literature – Astha Diggajas – a glimpse of the culture prevalent in that time through the writings of the eight celebrated poets in the court of Krishna Deva Raya – Bhuvana Vijayam

5. The significant features of the post-modernist period in Indian Literature – Dalit Literature – their experience of violence, protest and exploitation and their demand for realistic future.

6. Tribal literature – literary tradition which goes back to the rich tribal or adivasi literature of India – a glimpse of their culture through literature.

7. The literary developments of the medieval period – Bhakti period – rejected elite Sanskrit language challenged caste system, emphasized everyday speech (Kannada writers – Basavanna / Allama Prabu; Marathi writers – Eknath / Tuka Ram etc).

8. The Western influence on Indian Literature (British Empire). The cultural change in that period.

9. Gandhian influence on literature – writers and poets in all Indian languages, adopted Gandhian figure as a theme of Cultural Nationalism.

10. The writings of Rabindranath Tagore – Romanticism and Mysticism – a reflection on progressive literature.

11. Indian Literature in Vedic period – customs and Traditions prevalent then.

12. Buddism & Jainism emerged against the defects in vedic practices – A study through the work of Nagarjuna.

13. Impact of Islam on Tamil literature / Indian literature

14. Impact of Christianity on Indian literature / different regional literature

15. A study of the works of Bharathiar – a revolutionary poet / any other poet

16. The status and the struggle of Dalits for their rights through the work of Jashua in Telugu Literature, Bhama in Tamil Literature., etc.

17. Importance / Impact of Drama in Indian Literature – Kalidasa (Shankuntalam, Raghuvamsam, etc.) depicts culture during that time.

18. Short stories in Indian literature – R.K.Narayana – pictorial illustrations of South Indian Village / Community Workers / Panchatantra, Tenali Ramalinga any other writer

19. Feminist literature (is represented in all Indian languages) – challenge in the values of male dominated society / emphasis on perspective of women through the works of Kamala Das (Telugu / Malayalam / Krishna Sobti (Hindi) / Rajyam Krishnan (Tamil).

20. Contemporary Indian writings in English – A Cultural picture of Modern India – Vikramseth, Amitabh Gosh, Deepak Chopra, Arundhati Roy etc.

21. Evaluation of Novels (Early writings to the modern writings) in Telugu / any other language

22. Change in poetry-theme / style in the modern times.

23. Multi-cultural aspects in Children's literature.

24. Revolutionary poetry in Telugu – Works of / on Vemana and Gaddar

Different Activities for Handicrafts

1. Hand Printing and Painting sarees of Hyderabad
2. Kalamkari work
3. Greeting cards preparation
4. Sponge Toys making
5. Soft Toys making
6. Different Toys making, Richly Dressed Cloth Dolls
7. Bamboo work
8. Pot Painting
9. Mirror work of Hyderabad
10. Tie and Dye Method
11. Pot Making and flower making with paper
12. Paper Mache, Book binding
13. Home Decorations with Wool, any other material
14. Decorative articles with plaster of Paris
15. Jewellery – Model
16. Nirmal Industry.
17. Lac Bangle and other Articles
18. Narasapur Lace
19. Pearl Culture
20. Jute Articles making
21. Embroidery – Dress making.
22. Saree weaving – Gadwall, Venkatagiri, Nayaranapet, Dharmavaram etc.
23. Collage

Department of Culture

The Department of Culture was carved out of the Ministry of Education on January 4, 1985. Presently, the Department function's under the auspices of the Ministry of Tourism and Culture. Cultural education could be described as an endeavour to acquaint ourselves with production and reception of the best that has been thought, said and done in the past, as also what is being done currently. Accordingly, the 'mission' of the Department is to preserve and promote; all forms of art and culture.

The Department has two attached offices, six subordinate offices and twenty six autonomous organizations as under:-

Attached Offices:
Archaeological Survey of India (ASI), New Delhi
National Archives of India (NAI), New Delhi

Subordinate Offices
Anthropological Survey of India. Kolkata, West Bengal.
National Museum, New Delhi.
National Gallery of Modem Art, (NGMA), New Delhi.
National Library, Kolkata, West Bengal.
Central Reference Library (CRL), Kolkata, West Bengal.
National Research Laboratory for Conservation of Cultural Property,
(NRLC) Lucknow, Uttar Pradesh.

Autonomous Organizations

Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal, Madhya Pradesh National Council of Science
Museums, Kolkata, West Bengal
Nehru Memorial Museum and Library, New Delhi
Sangeet Natak Akademi, New Delhi
Sahitya Akademi, New Delhi
Lalit Kala Akademi, New Delhi
National School of Drama. New Delhi
Centre for Cultural Resources & Training New Delhi
Gandhi smrrithi and Darshan Samiti, New Delhi
Allahabad Museum, Allahabad, Uttar Pradesh
Delhi Public Library, New Delhi
Raja Rammohun Roy Library Foundation, Kolkata, West Bengal
Central Institute of Buddhist Studies, Leh, Jammu & Kashmir
Central Institute of Higher Tibetan Studies, Samath, Varanasi, U P
Victoria Memorial Hall, Kolkata, West Bengal
Indian Museum, Kolkata, West Bengal
Asiatic. Society, Kolkata, West Bengal
Khuda Bakhsh Oriental Public Library, Patna, Bihar

5. List & Address of Resource Persons

Dr. K. Geetha Rao
Lecturer
St. Ann's College of Education
Secunderabad.
Ph: 040 - 55493413

Burrakatha

1. Dr.Y.P.Raju
   Burrakatha Artist,
   Telugu University
   Nampally, Hyderabad.
   Ph:

2. Sri B. Ratnam
   Burrakatha Artist
   H.No.12-14-261
   Vinobhanagar, Lalapet,
   Secunderabad – 17.
   Ph.No. 7056480

3. Sri. Miriyala Chandram & Party
   Burrakatha Basthi
   Near Osmania University
   Hyderabad
   Ph:

4. M. Vijayudu
   B-502, Near Red Water Tank
   Sachivalaya Nagar,
   Vanasthalipuram, Hyderabad-70
   Ph.No. 23225359

Harikatha

1. Smt. Susheela
   Bhagavatharini
   104, Janapriya Apartments,
   Ramnagar, Hyderabad.
   Ph.No. 27073943

2. Sri. Koccherla Rama Krishna
   Bhagavathar
   KPHB, Hyderabad
   Ph:

3. Sri. B. Laxminarayana,
   3-11-16, Vegetable Market
   Janugam, Warangal – 506167
   Ph.No. 222977 (pp)

4. Banu Art Theatre
   H.No.5-9-22159
   G-1, Ashoka Gardens
   Adarsha Nagar, Hyderabad.
   Ph:

5. Sri.V. Sathyanganeya Bhagavatharini
   H.No.3-4-844/1,
   Barkatpura, Hyderabad – 500 027
   Ph.No. 27567258

6. Sri P. Ramadasu
   Yusufguda
   Checkport, Tirumala Apartments,
   Flat No.418, Hyderabad.
   Ph:

Dappulu

1. Sri. K. Surya Bhagavantha Rao
   Dappulu Trupe Leader
   Telugu University, Nampally,
   Hyderabad.
   Ph.No.9885277032

Dollavinyagam

1. Sri P. Vijayalakshmi
   Yousufguda Check Post
   Tirumala Apartments, Flat No.309,

2. Sri V. Sanjeeva Rao
   H.No.3-4-844/1,
   Barkathpura, Hyderabad – 27.

Hyderabad.   Ph.No.27567258 (pp)
Ph.No. 55591894 (pp)

List of Craftspersons – Regional Centre, Hyderabad

Sl.No	Name of the Craftsperson and Address	Craft
1.	Shri. N.C.Stayanarayana H.No: 7-3-30/4, Kaia Nagar, Nirmal – 504 106. Adilabad District., Phone No : 08734 – 42356.	Nirmal Toys
2.	Shri.G.Ravindra Kumar H.No:18-4-386, Aliabad, Hyderabad – 500 263. Phone No: 040 – 322 28 83	Pottery & Clay Modelling
3.	Shri.T.Prem Kumar H.No:18-4-30/2, Gandhi Nagar, Engine Bowli, Hyderabad – 500 053. Phone No: 040 – 457 96 41, (PP) 21118903	Book Binding
4.	Shri.K.Siva Prasada Reddy Tangutoor (PO), Banaganapally (Mandal), Kurnool Dist –518 125. Phone No: 08515 – 36009.	Kalamkari Painting
5.	Shri Indrakumar Jah C/o.Shitparamam Crafts Village Madapur, Hyderabad. Phone No: 040 – 310 04 55.	Madhubani Painting
6.	Mrs.Anita Agarwal 48, F-4, H.B.Colony, Bahadurpura, Hyderabad – 500 264. Phone No: 040 – 447 55 00, 446 03 92.	Tie & Dye
7.	Shri Das C/o.Shilparamam Crafts Village, Madapur, Hyderabad Phone No: 040 – 3100455.	Bamboo Craft
8.	Rajendra Kumar Ph. 040 – 24800322	Nirmal Paintings

9.	Shri. Govind Gopal Kulkarni, H.No/1-3-80/1, Jayanagar, Street No: 6, Habsiguda, Hyderabad – 500 007. Phone No: 27171768, Fax : 27159044 Cell No : 98492 74727 Jr.Accts.Officer c/o. The Director of Accounts (Postal) Andhra Circle, Hyderabad – 500 001.	Origamy (Paper Craft)
10.	Shri. Chopparapu Ravi Kumar, Artisan, Vijayawada Club Road, Sundarayya Nagar, Tadepally Post, Tadepally Mandal, Guntur Dist. Phone No: (PP) 08645 – 246430 / 247090.	Papier Machle
11.	Kocherla Rama Krishna Shagavalhar K.P.H.B. Colony, Phase – VII H.No: LIG – 136, Kuratjulle Hyderabad – 500 072. Phone No: 231566881.	

Rampur Raza Library, Rampur, Uttar Pradesh

Kalakshetra Foundation, Chennai, Tamil Nadu

National Museum Institute of History of Art, Conservation and Museology, New Delhi

Nava Naianda. Mahavihara, Nalanda, Bihar

Maulana Abul Kalam Azad Institute of Asian Studies, Kolkata, W.B.

Indira Gandhi National Centre for the Arts, New Delhi.

Websites of Attached / Autonomous Organisations
of Department of Culture / Subordinate

http://www.lndiacurture.org	Department of Culture
http://www.ccrtindla.org	CCRT, New Delhi
http://www.indev.nlc.jn/aslatic/	Asiatic Society, Kolkata, W.B
http://www.lndlanmuseurn-calcuta.org/	Indian Museum, Kolkata, W.B
http://www.lqnca.nlc.ln	IGNCA, New Delhi
http://www.musumofmanklnd.com/	ICRMS, Bhopal, M.P.
http://www.kalakshetra.org	Kalakshetra Foundation, Chennai, T.N
http://www.lalittcala.orq.in	Lalit Kala Akademi, N.D.
http://www.ncsm.org/	National Council of Science Museum, N.D
http://www.salariungmuseum.com	Salarjung Museum, Hyderabad, A.P.

http://www.sangeetnatak.orfl	Sangeet Natak Academy, New Delhi
http://www.victoriamemorial cal.org	Victoria Memorial Hall, Kokkata. W.B
http://vAvw.sczccjndia.corn	SCZCC, Nagpur, Maharashtra.
http://www.nczccindia.org	NCZCC, Allahabad, U.P
http://www.asi.nic.in/	ASI, New Delhi
http://www.natlqnalarchlves.nlc.ln	NAI, New Delhi
http://www.crllndla.org	CRL, Kolkata, West Bengal
http://www.anthsl.com	Anthropological Survey of India, Kolkata
http://www.ngma.lndla.com	NGMA, New Delhi
http://www.nationalmuseumlnmdla.org	National Museum, New Delhi.
http://www.nrlccp.org	NRLC, Lucknow, U.P
http://www.redefortiger .org	Teacher's Guide

6. For Further Information Contact

University Departments of Education in the state of Andhra Pradesh

7. Reference Books

1) **A.P. Tourism guide** - Prime Time Prism publications. www.primetimeprism.com. Tourism promotional magazine, (Monthly).

2) **A.P.Radiant Cultural Heritage**, Director, information and Public relations, Govt. of A.P. Hyderabad, 2000.

3) Pandith Sriram Sharma Acharya (2001), **Music the Nectar of Life,** Gayathri parivar, yug nirmana yogana trustt, Anderi Mumbai, Maharastra

4) Sathyabai Sivadas, P.Prabhakara Rao (2002**), Sree Narayana Guru, the Social philosopher of Kerala**, Bharathiya Vidya Bhavan, Kulapati Mumbai Marg Mumbai – 400 007.

5) B.G.Ramesh   &   Narendra   Patil   (1994),   **Who's   Who,   A   Brief life sketch of about 600 Eminent personalities**,   Sri Ranga offset Printers, Bangalore-23.

6) Sayyed Abdul A'la Maududi (2003**),   Towards Understanding Islam**, Markazi Maktata Islami Publishers, New Delhi-110025.

7) J.T.K.Daniel, and P.A.SampathKumar (2001), **An introduction to Christian studies**, Mission press, Pondicherry-1.

8) **Prophet Muhammad in the Indian context,** A Radiance Presentation, Board of Islamic Publications, Abu Fazi enclave, Jamia Nagar, New Delhi-110025. 1997

9) Sudhapriya .M., **Bhakti Sahityam- Adunika Bajana Keertanalu**, Karshak Art Priner, 2002

10) School Text books –Govt. of Andhra Pradesh

11) School Text Books**, NCERT** , Govt. of India

12) **Manorama** – Year Book 2004

13) **Bible**

14) **Quran**

15) **Bhagavadgeeta**

16) **Guru Granth Sahib**

Paper – XIII (BSE – 13)
C. 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]

1. Syllabus / Curriculum

Objectives

This Project work will enable the student teachers to:
1. understand the child / case in the overall context

2. collect multidimensional information about the case understudy

3. explore the developmental history of the child

4. acquire knowledge about family and parental history

5. understand the socialization processes and social history and behaviour of the child

6. focus attention on understanding the emotional and intellectual behaviour of the child

7. acquire skills of conducting case studies in educational institutions

Course content

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

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

1. use of appropriate Psychological tests relevant to the case study such as intelligence, aptitude and personality tests

2. interview, inventories and developing questionnaires for the data collection

The suggestive format for undertaking this study is as follows:

Case Study -Format
A. Introduction
   1. Statement of the problems
   2. Nature of problem
   3. Objectives
   4. Procedure –Tools and techniques used (Methodology adopted)

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

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

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

E. Follow up Activity/Suggestions/Remedial measures
   a. For Parents
   b. For Teachers
   c. *For Peer group*
   d. For others

Bibliography

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

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

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

1. **Assignment component** : Concepts, principles, Historical background

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

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

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

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

Evaluation:

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

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 3 days - 18 instructional hours (As per Almanac)

Project Days	Nature of Work
Preplanning: As per Almanac	1. Theoretical Orientation about the project should be initiated when it is dealt as a theory topic under methods of study in July month. 2. No two students should select the same case i.e. person for case study project. 3. If children studying in school are taken for case study certificate from the Head of the Institutions is necessary. If the case is a street child, it should be certified by staff members incharge or mentor.
Day 1: As per Almanac	• The "Introduction" part of the project will be discussed which includes stating the project title and objectives. The identification of the case will be made immediately after the corresponding theoretical knowledge given in the case study method (Theory), which will be dealt as per the almanac. The case study project title will be finalized on this day. Tools to collect data will be procured.
Day 2: As per Almanac	• The data collection in the field / institution will be taken up. It is tabulated and kept ready for analysis.
Day 3: As per Almanac	• The case study project will be prepared in the prescribed proforma according to the guidelines given by the mentor and staff members' in charge of this project. • The project should be evaluated for 40 marks by 2 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student. The 2-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac • The student shall submit the project report in bound form to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

3. Case Study Project Report Format

Distribution of Work among the Student Teachers in Writing the Project Report

Steps / Chapters	Nature of Work
Introduction	1. Statement of the problems, 2. Nature of problem 3. Objectives 4. Procedure –Tools and techniques used (Methodology adopted)
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
Reporting the case	1. Teachers Report, 2. Parents Report 3. Peer groups Report, 4. Personal / Self / Child's Report
Investigator's report/ Analysis of data to locate the causes and conditions	Findings
Follow up Activity / Suggestions / Remedial measures	1. For Parents, 2. For Teachers 3. *For Peer group,* 4. *For others*
Any other related matter + Bibliography	
General Suggestions	Evaluation sheet must be attached at the end of the project report for recording Observations / Remarks and Marks to be awarded by the Jury.

4. Additional Areas / Activities

1. Child Labour
2. Special Children (Physically & mentally)
3. Juvenile delinquent children
4. Dropouts
5. Problem Children
6. Street Children
7. Orphan Homes
8. Migrant Children
9. Domestic Child Labour
10. Children influenced by drugs
11. Child Smokers
12. HIV/ Aids affected children
13. Children of Sex workers
14. Sexually abused children
15. Neglected children in the classroom
17. Out of School Children (Never Enrolled)
18. Children with early marriages
19. Dalit Children
20. Children with Learning Disabilities
21. Children with Emotional Problems
22. Single Parent Children
23. Adolescent Girls Problems
24. Children with Nutritional Deficiencies
25. Children with Health Problems
26. Child labour in industry/ agriculture
27. Children in Urban Slums
28. Children in general difficult circumstance
29. Fisherman Children/Tribal Children
30. Children employed in hazardous industries
31. Children with suicidal tendencies
32. Gifted Children
33. Child artist
34. Child poets
35. Child writers

5. List of Resource Institutions

1. University Departments of Education in Andhra Pradesh
2. National Institute of Mentally Handicapped, Manovikas Nagar, Secunderabad.
3. University Departments of Psychology in Andhra Pradesh
4. Sweekar and Upkar – Secunderabad, Opp. Picket, Secunderabad.
5. M.V. Foundations, West Marredpally.
6. Divya Disha, Secunderabad
7. Thakur Hariprasad, Institute of Mentally Handicapped, Vivekananda Nagar, Dilsukhnagar.
8. All Juvenile homes in Andhra Pradesh,
9. Government College of Social work, Lakidikapool, Hyderabad.

6. For Further Clarifications Contact

University Departments of Education in the state of Andhra Pradesh

7. Reference Books

1. Baron, R.A. (1995): Psychology. Prentice Hall India, New Delhi.
2. Dandekar,W.N. & Makhija, S (2002) : Psychological Foundations of Education. Macmillan India Limited. Delhi.
3. Mangal,S.K. (2000): Advanced Educational Psychology. Prentice hall of India. Pvt. Ltd. New Delhi.
4. Jones, C(1993): Parents are Teachers, too, Funk & Wagnalls Corporation, USA.

5. Anastasi, A & Urbina, S. (1977): Psychological Testing, Prentice Ahall International, Inc. New Jersey.
6. Handbook of Psychological and social instruments, Concept publishing company, New Delhi, 2002.
7. Catalogue of Psychological & Educational Tests and experimental Materials. Manovaigyanik Praikshan Samsthan, UHB. 28, Sanjay Gandhi Nagar, Chowkaghat, Varanasi, U.P., 2002
8. Catalogue of Psychological &Educational Tests and Experimental Materials. National Psychological Corporation, Agra, 2000.

Paper – XIV (BSE – 14)
D. 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]

1. Syllabus / Curriculum

Objectives

This Project work will enable the student teachers to:

1. understand the need and importance of health and physical education

2. explore the meanings, images and symbols associated with health practices among people

3. develop awareness among children and community members about the importance of health and hygiene

4. acquires knowledge about communicable diseases and preventive measures

5. inculcate the values of good health and hygiene among children

6. think about various dimensions in imparting health and physical education

7. integrate various aspects of health and physical education in the teaching learning processes

Course Content

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

Part A: Health Education : **Individual Activity**

Part B: Physical Education : **Group Activity**

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

Part A: Health education

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

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

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

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

Part B: Physical Education

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

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

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

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

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

1. Assignment component: Concepts, principles, Historical background

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

The possible format suggested is as follows

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

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

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

Evaluation:

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

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 4 days - 24 instructional hours (As per Almanac)

Project Days	Nature of Work
Preplanning: As per Almanac	1. Adopting an area / a set of wards in a village / municipalities under the study 2. Formation of groups 3. Allotment of mentors 4. Orientation about different records by the mentors of their respective groups 5. Identification of topics / areas for different projects under the guidance of mentors 6. Identification of tools suitable for that topic for the collection of data 7. Detailed action plan for presenting the information.
Day 1: As per Almanac Forenoon	1. Orientation about the project by the concerned lecturer 2. Finalization of groups and topics selected by the group 3. Finalization of allotment of areas and work
Afternoon	1. Preparation of tool with the help of mentor 2. Finalization of tool 3. Collection and review of related literature about the topic
Day2: As per Almanac Field Visits.	1. Health education activities in the field / analysis of data and documentation
Day 3: As per Almanac Field Visits	1. Physical education activities in the field 2. Analysis of data and documentation
Day 4: As per Almanac Showcasing and evaluation. Forenoon & Afternoon	1. The project should be evaluated for 40 marks by 5 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student of the group. The marks awarded for the members of a particular group need not be the same for both the students. The 5-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac 2. The group shall submit the project report in bound form to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

3. Health and Physical Education Project Report Format
        Distribution of work among the Student Teachers in writing the Project Report

Student No. in the Group	Nature of Work
Student No. 1 Health Education Project Work **Individual activity**	Preliminaries a. Title Page b. Certificate from the Mentor / Faculty Member c. Declaration by the group d. Content 1.0 Title of the Record 1.1 Introduction to the topic / Study 1.2 Importance of the topic / Study 1.3 Objectives of the topic / Study 1.4 Methodological Procedures (Details of the processes initiated) 1.5 Materials and cost of production 1.6 Final performance / Presentation of the Study 1.7 Reference material / Experts and institutions contacted 1.8 Any other related matter **Student Signature**
Student No. 2 Health Education Project **Individual activity**	Preliminaries a. Title Page b. Certificate from the Mentor / Faculty Member c. Declaration by the group d. Content 1.0 Title of the Record 1.1 Introduction to the topic / Study 1.2 Importance of the topic / Study 1.3 Objectives of the topic / Study 1.4 Methodological Procedures (Details of the processes initiated) 1.5 Materials and cost of production 1.6 Final performance / Presentation of the Study 1.7 Reference material / Experts and institutions contacted 1.8 Any other related matter **Student Signature**
Student No. 1 Physical Education Project Work **group Activity**	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 **Student Signature**
Student No. 2 Physical Education Project work **group Activity**	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 **Student Signature**
Student No. 1 & 2 Physical Education **Group Activity**	1.8 Any other related Material Individual reports must be appended here. **Student signature**

General suggestions	1. Evaluation sheet must be attached at the end of the project report
	   for recording Observations / Remarks and Marks to be awarded by
	   the Jury.
	   2. The responsibility of binding can be given to student No. 1.

4. Additional Areas / Activities

Dental Awarenesss	Pollution & Health
Physiotheraphy	Importance of First Aid
Naturopathy	Pollution & Health
Meditation	Water Contamination & Health
Nutrition & Diet	Drugs & Pharmaceticulars
Costomology	Survey of Hospitals
Dehydration	Survey of Redcross institution
Importance of vaccines	Interviewing Health Personnel/ Physician etc about any Health issues / problems related to health
Vision & Eyecare	Homeopathy
Hearing Problems	Health Services
Prevention of Accidents	Postural Defects
Herbal Plants & Human Body	Nutritional Disorders
Pollution & Health	Personal Hygiene
Importance of First Aid	Physical Exercise
Pollution & Health	Physiological Disorder
Water Contamination & Health	Vitamin Deficiency Diseases
Communicable Diseases	Sexually Transmitted Diseases
Therapeutic aspects of Yoga	Different Asanas – Prevention of Diseases, curative measures

5. Resource Institutions

3. Primary Health Centres
4. Directorate of Health Education, Koti, Hyderabad
5. Government Hospitals
6. National Institute of Nutrition
7. Specialists like Optholmologists, Neurologists etc.
8. NGO Health Orgnisation
9. NIMH/ NIHH

6. For Further Information Contact

University Departments of Education in the state of Andhra Pradesh

7. Reference Books

1. Dr. D. Paul Chowdhry : **Child Welfare and Devleopmnet** , Atmaram & Sons 1985
2. E. Hurlock : **Child Development** New York, McGraw Hill 1985
3. **National Policy for Children**, Ministry of Social Welfare , New Delhi , Govt. of India ,1982
4. Sethi D. P**. Study of Special Nutrition Programs,** New Delhi- National Institute of Public Cooperation and Child Development, 1976

Paper – XV (BSE – 15)
E. Computer Education Project
(Total Number of Instructional Hours =48)
Marks Allotted: 40
[This Project is considered as Practicum
(Assignment cum Field Experience) of Paper – III]

1. Syllabus / Curriculum

Objectives

This Project work will enable the student teachers to:

1. acquire various skills of handling the computer systems

2. acquire knowledge about system software and its usage

3. learn about the uses of application software in the field of education

4. generate new ideas for exploration and in-depth study through the project

5. plan, execute and evaluate the project processes

6. use multiple multimedia tools for making teaching learning processes effective

7. learn how to use computers and software for the purpose of educational administration

8. integrate new technologies with teaching learning processes

9. work in groups to achieve the targets and showcase the performance

Course content

The computer education project shall comprise the following areas:

1. Creating documents

2. Creating multimedia presentations

3. Creating publications (Brochures and Newsletters)

4. Creation of Web Sites

5. Using Spread sheets

6. Using databases

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

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

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

1. **Assignment component** : Concepts, principles, Historical background

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

The possible format suggested is as follows

Preliminaries

a. Title Page

b. Certificate from the Mentor / Faculty Member

c. Declaration by the group

d. Content

1.0 Title of the Project

1.1 Introduction to the topic / Study

1.2 Importance of the topic / Study

   a. Relevant usage of technology in the selected topic

1.3 Objectives of the topic / Study

1.4 Methodological Procedures

  (Details of the processes initiated)

  a. Problem-based / Project-based/ Activity-based learning leading to Higher Level Thinking Skills

  b. Addressing different levels of learning among school students.

1.5 Materials and cost of production

1.5 Final performance / Presentation of the Study

  a. Implementation during Teaching Practice /

     Simulated Teaching / Peer Evaluation

1.6 Reference Material / Experts and institutions contacted

1.7 Any other related matter

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

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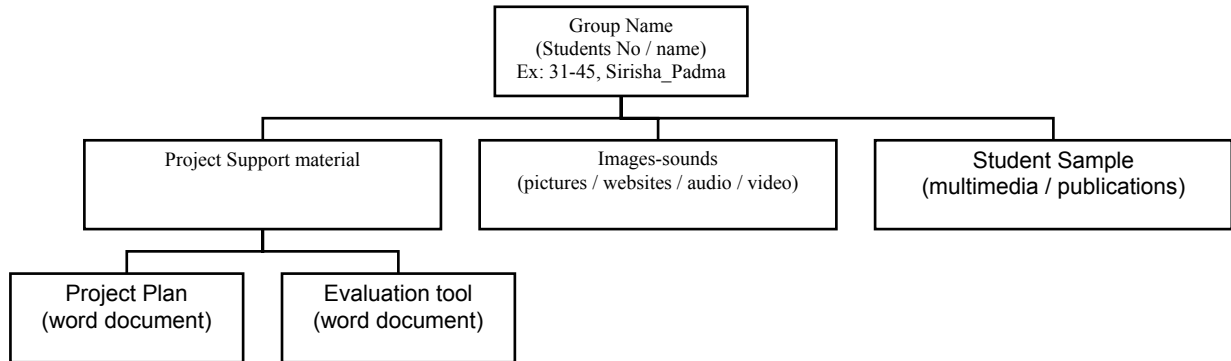
Evaluation:

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

Some extra details about the Project

The computer education project shall comprise the following:

1. Creating the following Folders

   Folders for Example

```
                    ┌─────────────────────────┐
                    │      Group Name          │
                    │  (Students No / name)    │
                    │  Ex: 31-45, Sirisha_Padma│
                    └─────────────────────────┘
         ┌───────────────────┼────────────────────────┐
┌─────────────────────┐ ┌─────────────────────┐ ┌─────────────────────┐
│Project Support material│ │   Images-sounds     │ │  Student Sample     │
│                     │ │(pictures / websites /│ │(multimedia /        │
│                     │ │  audio / video)     │ │ publications)       │
└─────────────────────┘ └─────────────────────┘ └─────────────────────┘
      ┌──────────┴──────────┐
┌──────────────┐ ┌──────────────┐
│ Project Plan │ │Evaluation tool│
│(word document)│ │(word document)│
└──────────────┘ └──────────────┘
```

2. Project Plan (refer Unit Plan Template – Intel Binder)
3. Project sample – Refer Intel Binder (Student Sample – Multimedia, Newsletter, Brochure, Website)
4. Evaluation tool (refer Rubric – Intel Binder)

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 8 days - 48 instructional hours (As per Almanac)

Project Days	Nature of Work
Pre-planning	1. Orientation to mentors by computer faculty / experts / experienced teacher educators 2. Identify topics for projects with the help of mentors 3. Conducting brainstorming sessions on topic selection 4. Learning Basic skills 5. Collecting information on the websites / resources / material etc. 6. Viewing Sample projects 7. Preparing tentative plan 8. One hour group discussion / inviting experts / seminar 9. Any other related item.
Day 1	1. Creating folders, completing project plan Phase I (hands on) 2. Planning for topic and title 3. Planning for Motivation and unit questions 4. Planning for learning objectives 5. Discussion on Evaluation Tool –Rubric to evaluate technology aided project
Day 2	1. Locating resource material from text books 2. Writing the unit summary 3. Planning procedure 4. Planning time schedule 5. Completing project plan (hands on)
Day 3	1. Preparing story board 2. Plan assignment 3. Discussion – focusing on content while using multimedia 4. Starting the student multimedia presentation (10 slides) – hands on 5. internet for locating resources

Day 4	1. Completing slides 1 to 3 of ppt (hands on) , Locating resources from internet and Encarta / Educational CD's 2. Planning for record work 3. Planning for evaluation 4. Internet for locating resources 5. Peer group evaluation
Day 5	1. Complete 4,5,6 of ppt (hands on) 2. Discussion on ensuring appropriate and safe use of internet 3. Writing record 4. Discussion on methodological approaches adopted 5. Internet for resources
Day 6	1. Complete 7,8,9,10 ppt (hands on) 2. Writing report 3. Discussion on supporting diverse need of learners 4. Discussion on alternate applications to do the project 5. Using email & internet to communicate with others
Day 7	1. Finalize evaluation tool for student multimedia presentation, revisit unit plan (hands on) 2. Showcasing the project to peer group (hands on) 3. Discussion on the role of computers in classroom teaching 4 & 5 Brainstorming ways to ensure implementation of project into practice Teaching
Day 8: Showcasing & Evaluation	1. The project should be evaluated for 40 marks by 2 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student of the group. The marks awarded for the members of a particular group need not be the same for both the students. The 2-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac 2. The group shall submit the project report in bound form along with a soft copy (in a CD) to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

Computer Education Project
Time Table

Days	Batch – I 9.30 – 11.00	Batch – II 11.00 – 12.30	Batch – III 12.30 – 2.00	Batch – IV 2.00 – 3.30	Batch – V 3.30 – 5.00
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
Day 6					
Day 7					
Day 8					

Note: A college with a strength of 100 students must procure 10 Computers and one SERVER and shall make 20 students as a batch.

3. Computer Education Project Record Format

Distribution of Work among the Student Teachers in Writing the Project Record

Student No. in the Group	Nature of Work
Student 1	a. Title Page b. Certificate from the Mentor / Faculty Member c. Declaration by the group d. Content 1.0 Title of the Project: Clarity, Precision, no semantic confusion, title drawn from the school curriculum, simple and catchy 1.1 Introduction to the topic / Study 1.2 Importance of the topic / Study: How is it useful to improve practice teaching? Relevance of the topic: How relevant is the project to the secondary school context? Relevant usage of technology in the selected topic: what are types of tools /software applications are appropriate for working out the project. **Student Signature** _____
Student 2	1.3 Objectives of the topic / Study • To impart knowledge about the selected topic • To develop understanding about various processes concerned to the selected topic • To explore various learning resources available in libraries, aesthetics, field etc. • To identify and select appropriate tools / software applications for working out the project. • To revisit, manipulate and edit digital presentations prepared. • To articulate the project by simulating real life situations • To enable them to showcase the project for improvement and use effectively as a pedagogical tool **Student Signature** _____
Student 1	1.4 Methodological Procedures (Details of the processes initiated) TYPES OF APPROACH • Inductive approach

	• Deductive approach
	• Problem solving
	• Discussion / Brainstorming
	• Techniques
	  a. Problem-based / Project-based/ Activity-based learning leading to Higher Level Thinking Skills
	  b. Addressing different levels of learning among school students.
	 Student Signature	

Student 2	1.5 Materials and cost of production 1.6 Final performance / Presentation of the Study Implementation during Teaching Practice / Simulated Teaching / Peer Evaluation 1.7 Reference Material / Experts and institutions contacted **Student Signature**	
Both the students work(1& 2)	1.8 Any other related Material: Individual reports must be appended here. **Student Signature**	
General Suggestions	1. Evaluation sheet must be attached at the end of the project report for recording Observations / Remarks and Marks to be awarded by the Jury. 2. The responsibility of binding can be given to student No. 1.	

4. Additional Areas / Activities

The computer education project shall comprises the following areas:

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

5. Resource Institutions:

1. Intel teach to the Future, Educomp, West Marredpally, Secunderabad

6. For Further Clarifications Contact:

University Departments of Education in the state of Andhra Pradesh

7. Reference Books

17. Schwatz & Schltz (2000), Office 2000, BPB Publications, New Delhi

18. Sinha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi

19. Intel Teach to the Future Pre Service Curriculum Binder – 2004.

20. WWW. educationinindia.net

21. WWW. Intel.com

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Paper – XVI (BSE – 16)

F. 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]

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1. Syllabus / Curriculum

Objectives

This Practical Project work will enable the student teachers to:

1. understand different aspects of the complexities of schooling processes

2. reflect on formation of images, symbols and cultures of schooling

3. observe the interactions between children, teachers and administrators

4. know various school records designed for specific purposes

5. understand the relationship between school and community

6. acquire knowledge about the physical, infrastructural and human resources available in the schools

7. understand the curricular and co-curricular process in the schools

8. evaluate the school effectiveness and other functional aspects of the schools

9. explore the student support services available and achievements of the schools

10. understand the socio-economic and cultural profile of children and teachers

Course Content

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

1. Profile of the school	2. History of the School	3. Physical conditions
4. Human resources / teacher resources	5. Infra structural facilities / School building	6. School Governance
7. Special Services provided	8. Co-curricular activities provided	9. Records maintained
10. Details of dropouts	11. Results	12. Special achievements
13. Teacher resources	14. School – Community relationships	15. Any other dimension

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

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

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

1. **Assignment component** : Concepts, principles, Historical background

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

The possible format suggested is as follows

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Preliminaries

a. Title Page

b. Certificate from the Mentor / Faculty Member

c. Declaration by the group

d. Content

1.0 Title of the Record

1.1 Introduction to the topic / Study

1.2 Importance of the topic / Study

1.3 Objectives of the topic / Study

1.4 Methodological Procedures

   (Details of the processes initiated)

1.5 Materials and cost of production

1.5 Final performance / Presentation of the Study

1.6 Reference Material / Experts and institutions contacted

1.7 Any other related matter

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

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

Evaluation:

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

SCHOOL STUDY PROJECT FORMAT

1	Head
	Name of the School
	Type,
	Head Master, Staff, Students,
	Management
	Fee Structure
	a) Admission Fee (50 Ps.)
	   Special Fees (Rs.20, 19)
	
	   Term Fee/ Tuition fees/
	   Misc. fee / Buildings fees/
	   Donations etc. Working hours
	   & Time tables
		Details/Checklist
		a) Govt. / Z.P / Municipal / Recognized / Aided-
		   Unaided / Minority / Shift system if any / Medium /
		   Boys / Girls / Co-educational.
		a) Name & Qualification of the H.M
		b) Total no. of Staff members teaching & non-
		   teaching, adequacy of Staff, (n+1) formula.
		c) No. of sections, total strength of the School.
		d) Details of Management, if any
		   Class timetables, Teacher timetables, General
		   timetables, Radio lessons. School timetable

2	History of the school	Origin/establishment Development/progress over a period of years Teacher-pupil ratio/highest and lowest size of the class Number of classes/section List of teaching and non-teaching staff School welfare programmes

3	Infrastructural facilities / School Building	a) Building mode of construction, neatness. Total
		   ground area, space available / plinth area, safety &
		   Upkeep.
		b) Classrooms number, adequacy, Black boards,
		   furniture, light & ventilation.
		c) School library
		d) School laboratory / SUPW room
		e) School workshop (Art/Craft room)
		f) Principal's office
		g) Staff room
		h) School office
		i) Games room
		j) Museum
		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. students — Area of the Building — Area of Playground 160 — 3200 Sq.yd — 2.3 acres 320 — 4800 Sq.yd — 4.5 acres 480+ — 6400 Sq.yd — 6.7 acres
4	Special Services Provided	School bus, midday meal programs, poor children's book bank, school health programme, first aid services, scholarships to students from various organizations / govt. school guidance services, tutorials to the weaker students, Remedial teaching, P.T.A, Staff clubs, School welfare trust, Lab area activities.
5	Co-Curricular Activities Provided	Student council, SUPW activities School band, Mock parliaments School fetes, Quiz programs NCC, Science exhibitions, Fairs Yoga classes, Excursions, Fieldtrips, School magazines, School farm, Photography club Social services, Boy scouting & Girl Guiding, Music & Dance clubs Science club Games & sports Debates etc.
6	Records to be maintain 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 k) Gender wise l) Caste wise	At 7th and S.S.C public examination
8	Results (of the last 5 years)	
9	Special Achievements (if any)	a) Local / District /State/National level participation by students/ staff in any field. b) Any award/reward from external agencies. c) State ranks at SSC Public exams. Special achievements by HM/ Staff/ students at any level in any field worth mentioning.

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 b) Community contributions c) Meetings with community members d) Organisational structure of village education committees/parent education committees/ etc. e) Number of visits f) Purpose of visit g) School response to parents.
12	Any other dimension Conclusion:	

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 3 days - 18 instructional hours (As per Almanac)

Project Days	Nature of Work
Preplanning: As per Almanac	1. Adopting of an Area / a set of Wards in a village / municipalities under the study 2. Formation of groups 3. Allotment of mentors 4. Orientation about different records by the mentors of their respective groups 5. Identification of topics / areas for different projects under the guidance of mentors 6. Identification of tools suitable for that topic for the collection of data 7. Detailed action plan for presenting the information.
Day 1: Planning the Project: Morning Session	1. Selection of the school and area and specific aspect for the project. 2. Providing information about different schools and motivating to places for the project. 3. Allocation of work within the group. 4. Locating resources/materials required for the project. 5. Planning time schedule. 6. Finalizing the project plan/Plan of action.
Day 1: Field visit Afternoon Session	1. Visiting schools (personnel in the school etc.) 2. Collecting the required data/information 3. Conducting interview/discussion etc. 4. Any other.
Day 2: Field Visit Morning Session	1. Visiting schools (personnel in the school etc.) 2. Collecting the required data/information 3. Conducting interview/discussion etc. 4. Any other.
Day 2: Analysis and documentation. Afternoon session:	1. Critical analysis of the data 2. Interpretation of the data. 3. Final form of documentation 4. Compiling the list of resources used/resource persons. Etc. 5. My opinion/reflections.
Day 3: Showcasing and evaluation. Morning & Afternoon Sessions	1. The project should be evaluated for 40 marks by 5 member jury, independently and objectively. The marks should be awarded individually after conducting viva for each student of the group. The marks awarded for the members of a particular group need not be the same for all students. The 5-member jury should submit their award lists individually to the Principal. The Principal in turn will aggregate the marks and send the same to the Dept. of Education. The same will be presented to the Moderation Board along with project reports as per the almanac. The last date for sending a copy of internal marks by the college to the Head, Dept. of Education, is also as per Almanac 2. The group shall submit the project report in bound form to the jury. However, the mentor incharge is responsible for handing over the records to the Principal

Project format:

1. The project report should be in two persons handwriting.

2. The part-I of the project, which contains a very brief sketch of the school. Two students in their own handwriting will write this part.

3. The part – II is the specific topic, which is selected by the student. For each student the topic will be different.

4. This part-II will be written by students in their own handwriting in depth in the same record.

5. At the end of the report there should be concluding remarks by each student.

3. School Study Project Report Format

Distribution of Work among the Student Teachers in Writing the Project Report

Student No. in the Group	Nature of Work
Student No. 1	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) **Student Signature**
Student No. 2	1.5 Materials and cost of production 1.6 Final performance / Presentation of the Study 1.7 Reference Material / Experts and institutions contacted **Student Signature**
Both the students work 1 & 2	1.8 Any other related Material: Individual reports must be appended here. **Student Signature**
General suggestions	1. Evaluation sheet must be attached at the end of the project report for recording Observations / Remarks and Marks to be awarded by the Jury. 2. The responsibility of binding can be given to student No. 1.

4. Additional Areas / Activities

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

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

6.   **List of Resource Institution:**

   a) Department of School Education – Govt. of Andhra Pradesh

   b) Mandal Resource Centres in all Districts

   c) Teaching Centres in all Mandals

7.   **For Further Clarification Contact:**

   University Departments of Education in the state of Andhra Pradesh

8.   **Reference Books**

   1. S.K. Kochhar - (2000) : **School Administration and Organisation** – Sterling Publishers Pvt. Ltd., New Delhi

   2. J.C. Agarwal & S.P. Agarwal (1992): **Educational Planning in India,** Vol.I., New Delhi, Concept Publishing Co.,

   3. Bhatnagar (1988): **Educational Administration** – Loyals

   4. Williard .R. etal. 1967, **Foundation of Educational Administration, A Behavioural Analysis,** The Macmillan

   5. E. Mark Hanson , 1990, **Educational Administration & Organisational Behaviour,** Allyn & Bacon

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Paper – XVII (BSE – 17)

G. 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]

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1. Syllabus / Curriculum Objectives

This Project work will enable the student teachers to:

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

Course Content

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

1. Interpersonal skills   2. Leadership   3. Creativity   4. Conflict management 5. Listening comprehension   6. Speaking   7. Conference   8. Reading comprehension   9. Writing

11. 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:

    B. Preliminaries

    C. Details

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

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

Evaluation

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

2. Time Scheduling of the Project / Plan of Action

Days & Time allotted - 6 days - 36 instructional hours (As per Almanac)

Project Days	Nature of Work

Pre Planning:
As per Almanac
	1. The proposal is being made for a college with 100 students and 8 (7+1) staff. This may be modified to suit other requirements.
	
	2. A model time table has been suggested to conduct the showcasing of all 100 students in all the ten activities (5 individual + 5 group)
	
	   a) All the students may be divided into their mentor groups for the group activities and the same groups may be retained for the individual activities as well. This will mean a total of seven (7) groups with about 14 - 15 students in each group [for practical purposes the group 7 may be divided into two sub groups 7(A) and 7(B). The mentor of group 7 may request the Principal / visiting faculty to act as guest mentor for group 7(B). This arrangement could be made only for Paper – V Special projects]. For the purpose of showcasing each group of 15 students may be further divided into three groups consisting of four to five students.
	
	   b) In the six working hours of each day two activities will be completed by all the students. By following the procedure, the students will complete all the ten activities in five days.
	
	   c) In the morning session, four groups will be showcasing each activity simultaneously (these will be the showcasing group 1, 2, 3, 4). The remaining four groups will be observing these groups (these form the observing groups 5, 6, 7 A & 7 B)
	
	   d) In the afternoon sessions, the same activities will be performed by the observing groups (5, 6, 7A & 7B) and would be observed by the remaining groups i.e., 1, 2, 3, 4.
	
	   e) The group mentor and any one other staff member will be the panel for evaluating the students' performance in each group.
	
	   f) On the sixth day, the submission of projects and evaluation of the projects would take place as per the university norms
	
	3. The students should be asked to maintain a day wise observation record during the project execution. This would be of immense help in writing the final report.

Day 1	Chapter IV – Conflict Management Chapter I- Interpersonal skills **Recording the day's activity**
Day 2:	Chapter VIII – Reading Chapter V – Listening **Recording the day's activity**

Day 3:	Chapter VII - Conference Chapter II – Leadership **Recording the day's activity**
Day 4:	Chapter III – Creativity Chapter VI – Speaking **Recording the day's activity**
Day 5:	Chapter IX – Writing Chapter X - Study Skills **Recording the day's activity**
Day 6:	Showcasing & Submission of the Report by the Students and Evaluation

Personality Development & Communicative English Project

3.   **The following timetable is suggested for the completion of Project Work:**

Date (as per almanac)	Type of activity	10.00 – 11.30	11.30 – 1.00	1.00 – 1.30	1.30 – 3.00	3.00 – 4.30
Day 1	Group / Individual	Conflict Management SG: 1,2,3,4 OG: 5,6,7 A & 7 B	Interpersonal skills SG: 1,2,3,4 OG: 5,6,7 A & 7 B	L U N C H	Conflict management SG: 5,6,7 A & 7B OG: 1,2,3,4	Interpersonal skills SG: 5,6,7 A & 7B OG: 1,2,3,4
Day 2	Group / Individual	Reading SG: 1,2,3,4 OG: 5,6,7 A & 7 B	Listening SG: 1,2,3,4 OG: 5,6,7 A & 7 B		Reading SG: 5,6,7 A & 7B OG: 1,2,3,4	Listening SG: 5,6,7 A & 7B OG: 1,2,3,4
Day 3	Group / Individual	Conference SG: 1,2,3,4 OG: 5,6,7 A & 7 B	Leadership SG: 1,2,3,4 OG: 5,6,7 A & 7 B		Conference SG: 5,6,7 A & 7B OG: 1,2,3,4	Leadership SG: 5,6,7 A & 7B OG: 1,2,3,4
Day 4	Group / Individual	Creativity SG: 1,2,3,4 OG: 5,6,7 A & 7 B	Speaking SG: 1,2,3,4 OG: 5,6,7 A & 7 B		Creativity SG: 5,6,7 A & 7B OG: 1,2,3,4	Speaking SG: 5,6,7 A & 7B OG: 1,2,3,4
Day 5	Group / Individual	Writing SG: 1,2,3,4 OG: 5,6,7 A & 7 B	Study skills SG: 1,2,3,4 OG: 5,6,7 A & 7 B		Writing SG: 5,6,7 A & 7B OG: 1,2,3,4	Study skills SG: 5,6,7 A & 7B OG: 1,2,3,4
Day 6	**Show Casing and Submission of the Reports by the Students** **Evaluation by the Jury**					

SG   : Showcasing Group   OG   : Observing Group

4. Communicative English Project Report Format

Distribution of Work among the Student Teachers in Writing the Project Report

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

5. Guidelines to the Jury

1. During the project, for the first five days the performance of the students will be observed and recorded by the mentors.

2. On the sixth day, the student should submit the project report (individual and group) to the jury.

3. On the sixth day i.e., the jury comprising of the mentor and another member of the staff shall witness the showcasing of the project for evaluation

4. The jury members will also consider the observation record of the students during evaluation.

5. The jury shall randomly select and assign one group activity and one individual activity at the time of evaluation of showcasing.

6. Additional Areas / Activities:

Chapter I- Interpersonal skills – Type of activity: Group (G)

A role-play in English/Telugu/Urdu/Hindi about any issue, which confronts a teacher in the classroom/school and how she/he may deal with it – Eg. Discipline in the classroom characters.

1. Problem students   - 7
2. Rude Teacher   A   - 1
3. Understanding Teacher B   - 1
4. Headmaster   - 1
5. Observers   - 1

The five observers will watch the interpersonal relationships as they operate in each encounter and note the different personal characteristics which will help improve the situations – A Discussion follows:

Time for role-play   -   10 mins.
Discussion/Evaluation/Conclusion   - 35 mins.

                        _____
                        45 Mins. – 1 hr.

Chapter II - Leadership – Type of activity – Individual (I)

Each student assumes a leadership role in any one area – Eg. College/School head, class leader, house captain, games captain, project leader, political leader, etc. and speaks for about 2-3 mins. in Hindi/English/Telugu/Urdu-on his worthiness for that role. Each of the 15 students in the group will speak one after another, emphasizing his/her leadership qualities. (Total time – 1 hr.)

Chapter III – Creativity – Type of activity: Individual (I)

Each student in each group presents something creative in 3-5 mins. This could be anything like a mime, reading out a poem or singing a song composed by the student, a sketch, a mono-action, preparing a collage, a flower arrangement, vegetable carving, etc. (Time 1 hr.)

Chapter IV – Conflict Management – Type of activity – Group (G)

A session on Health/yoga/meditation/any other stress relieving activity can be organized for the whole class of 100 students earlier and students taught basic meditation techniques, breathing exercises, etc. by an expert, for the practical. (Time – 45 mins. – 1 hr.)

Chapter V – Listening – Type of Activity – Group (G)

The whole group listens to any speech/news broadcast in English and notes down the important points. They listen again to check their points and evaluate themselves. The group then compares points to see how well they have understood the broadcast. (Time – 45 mins. 1 hr.)

Chapter VI – Speaking – Type of activity – Individual (I)

Each student in a group selects a relevant topic and speaks for about 3 mins on it, in English. (Time – 1 hr.)

Chapter VII – Reading – Type of activity – Group (I)

Each group is given a set of advertisements in English relating to any one area such as rentals, real estate, matrimonial, job vacancy, for sale, etc. The students are asked to read the ads and identify the common features and special features in that group of ads. (Time: 1 hr.)

Chapter VIII – Writing –Type of Activity – Individual (I)

Each student will write his resume in English as if he has finished his B.Ed., and a letter of application for a job as a teacher. (Time – 1 hr.)

Chapter IX – Conference – Type of activity – Group (G)

Each group elects a leader, selects an issue and has a group discussion on it, with all the members participating in English. The leader summarizes the points at the end. (Time - 45 mins. – 1 hrs.)

Chapter X – Study skills – type of activity – Individual (I)

Each student selects a minimum of 10 English words and refers both a dictionary and a thesaurus to understand how the treatment in them differs and then makes notes about this. (Time: 45 mins. – 1 hr.)

7. Resource Institutions:

University Departments of English in the State of Andhra Pradesh

Central Institute of English and Foreign Languages, Hyderabad

British Library, Hyderabad.

8. For Further Clarifications Contact:

University Departments of Education in the state of Andhra Pradesh

9.   Reference Books

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