

St. Joseph's College of Education for Women

Opp. Sambasivapet, 2nd Lane, Naaz Center, GUNTUR, A.P., INDIA.
(Under the Management of Society of Jesus Mary & Joseph)



2.6.2

Copy of University Regulations

T. Swarna Rani
PRINCIPAL
ST. JOSEPH'S COLLEGE OF EDUCATION
FOR WOMEN
GUNTUR-522 001., A.P

ACHARYA NAGARJUNA UNIVERSITY

NAGARJUNA NAGAR - 522510

DEGREE OF MASTER OF EDUCATION

(TWO-YEARS REGULAR PROGRAMME)

As per the NCTE Regulations 2014

CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION

w.e.f. 2015

M.ED APPROVED OPTIONAL/ELECTIVE COURSES FROM 2015-2022



J.R. Singadala

**CHAIRPERSON
BOARD OF STUDIES IN EDUCATION
ACHARYA NAGARJUNA UNIVERSITY**

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(As per the NCTE Regulations 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, w.e.f. 2015)

Two-Year M.Ed. Programme: Major Features

Components of the two-year M.Ed. Programme

A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and Self-development components

Specialization Branches where students choose to specialize in either

1. Elementary Education.

or

2. Secondary Education.

Research leading to dissertation.

Field attachment/internship.

The programme envisages 92 total credits in core courses and 8 credits for non-core courses: total 100 credits

- Common core courses comprising Perspective courses, Tool courses, Teacher Education courses (Taught courses & practicum)		- 56 credits.
- Internship in a Teacher Education institution as a part of the common core in the first year of the programme		- 4 credits
- Specializations (taught courses + practicum)		- 20 credits.
- Field attachment/internship in the specialization component in the second year		- 4 credits
- Research leading to dissertation.		- 8 credits
	Total Core	92 Credits
- Non-core courses	(4+4)	- 8 credits
	Total:	100 Credits

Two-year M.Ed. Programme: Credit hours

- Each credit in a taught course is equated to one hour of teaching for 16 weeks
- Each credit in the case of seminars/group work/tutorial/laboratory work/practical work/field-work/workshop/internship/field attachment is equated to two hours per week for 16 weeks.
- Thus, a 4-credit course entails 4 hours of regular teaching per week for 16 weeks or as much as 8 hours of programme activities per week for 16 weeks.

Two-year M.Ed. Programme: Four components: Credit weightage

- Common core courses(Perspectives, Tools, Teacher Education)
(Taught courses & practicum): - 60 %
- Specializations (taught courses + practicum) - percent: - 20 %
- Field attachment/internship (Internship in a teacher education institution as a part of the common core): - 5 %
- Field attachment/internship in the specialization component): - 5 %
- Research leading to dissertation: - 10 %

Common Core: Components of Perspective Courses

(Theory and Practicum)
(20T+3P) Total: 23 credits

Perspective Courses cover the areas of:

- Perspectives of Educational Psychology - 4 credits
- Educational Studies - 4 credits
- Perspectives of Educational Philosophy - 4 credits
- Perspectives of Educational Sociology - 4 credits
- Guidance and Counseling - 4 credits
- Practicum - 3 credits

Common Core: Components of Tool courses

(Theory and Practicum)

(16T+5P) Total: 21credits

- Fundamentals of Educational Research - 4 credits
- Advanced Educational Research - 4 credits
- ICT in Education - 4 credits
- Advanced Educational Technology - 4 credits
- Practicum - 5 credits

Common Core: Components of Teacher Education courses (Theory)

Total: 12 credits

- Education Planning and Management - 4 credits
- Teacher Education - 4 credits
- Perspectives Research and Issues in Teacher Education - 4 credits

Specialization Components (Theory)

Total: 20 credits

- Credits for taught courses and practicum within both the components,

i.e. for core courses within specialization, and further
specialization within Elementary/Secondary Education specialization - 20 credits

Field Attachment and Internship

Field internship/attachments include:

- Field Internship/attachment in a Teacher Education institution
as a part of the common core - 4 credits

Research Leading to Dissertation

- Research/Dissertation related to specialization or foundations - 8 credits
- Students (in close mentorship of a faculty member) are required to plan and conduct a research, and write a thesis.

Core/Specialization Courses: Practicum within Taught Courses -8 Credits

- Organization of workshops, practicum activities and seminars that enhance professional knowledge and skills of the students shall be part of the teaching modality of the various taught courses.

Core/ Specialization Courses: Cross Cutting Areas

- Critical reflection on gender, disability and marginalization would cut-across the core and specialization courses.
- Skills pertaining to ICT and Educational Technology to be integrated in various courses in the programme.
- Yoga Education as an integral part of the curriculum.

Assessment of Student Learning

- For each theory course, 30% marks to be assigned for continuous and comprehensive internal assessment and 70% marks for examination conducted by the examining body.
- The bases of internal assessment shall include individual/ group assignments, seminar presentations, field attachment internship appraisal reports, project reports, etc.
- One fourth of the total 510 marks/ 24 credits / weightage shall be given to practicum and internship / field attachment and dissertation.

Programme Organisation

- The proposed programme will follow the following organisation and credit apportionment format:

Year 1: Two semesters (16 to 18 weeks per semester) + inter- semester break +
3 weeks in summer.

Year 2: Two semesters (16 to 18 weeks per semester) + 3 weeks inter-semester
break.

Total: Four semesters (64 to 72 weeks); + 6 weeks for field attachment during
inter-semester breaks (70 to 78 weeks).

- Apart from the 6 weeks in the various inter-semester breaks, 7 weeks to be allocated to the field attachment and internship.
- Each year is to put in at least 200 working days exclusive of the days of admissions and inclusive of examination days.

Programme Structure

The total course comprised of 92 credits: 60 for core courses, 24 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation.

Programme Structure for 2-year Full-Time M.Ed.: 4 Semesters + 1 Summer; 92 Credits					
Modality Components	(e) Taught	(f) Practicum / Workshop / Seminar	(g) Internship	(h) Research Project	Non Core Paper
(a) Perspectives 23 credits (e + f) 20 + 3 = 23	Psychology of Education (4 credits); Educational Studies (4 credits); Philosophy of Education (4 credits); Sociology of Education (4 credits); Guidance and Counseling (4 credits) Practicum (3 credits)			8 credits (preferably in specialization area or in foundations)	Non-core paper 4 credits + 4 credits
(b) Tools 21 credits (e + f) 16 + 5 = 21	Fundamentals of Educational Research (4 credits); Advanced Educational Research (4 credits); ICT in Education (4 credits); Advanced Educational Technology (4 credits); Practicum (5 credits)				
(c) Teacher Education 12 credits (e + g) 12 + 4 = 16	Education Planning and Management (4 credits); Teacher Education (4 credits); Perspectives Research and Issues in Teacher Education (4 credits)		4 credits in a TE institution		
(d) Specializations 20 credits (e + g) 16 + 4 = 20	Elementary Education (or) Secondary Education (4 credits); Any one of A (or) B (4 credits); Any three of group (A) or (B) (4+4+4=12 credits)		4 credits based on the choice of specialization cluster		
Total Credits = (e + f + g + h) = 92 credits			8 credits	8 credits	8 credits
92 credits + 8 credits (2 Non-core Papers) = 100 credits					

This is followed by transacting (Theoretical transactions, workshop / seminar / practicum, internship and dissertation).

Curriculum Organisation for 2-year M.Ed.								
Semester 1	ISB * 1	Semester 2	ISB * 2	Semester 3	ISB * 3	Semester 4	ISB * 4	
Perspectives of Educational Psychology (4 Credits)	Communication skills (1 credit)	Perspectives of Educational Philosophy (4 Credits)	Dissertation – Research Proposal Presentation (2 credits)	Guidance & Counseling (4 Credits)	Dissertation – Data Collection (2 credits)	Perspectives Research and issues in Teacher education (4 Credits)	Dissertation – Report writing (6 Credits) Viva Voce (2 credits)	
Education studies (4 Credits)	Expository Writing (1 credit)	Perspectives of Educational Sociology (4 Credits)	Internship in a Teacher Education Institution (4 Credits)	ICT in Education (4 Credits)	Internship in specialization (4Credits)	Specialization 4+4+4 = (12 credits)		
Fundamentals of Educational Research (4 Credits)	Self development (1 credit)	Advanced Educational Research (4 Credits)		Specialization 4+4 = (8 credits)				
Educational Planning & Management (4 Credits)	Dissertation – Review of Research studies and identification of Research Problem (1 credit)	Teacher Education (4 Credits)						
<i>Advanced Educational Technology</i> (4 Credits)								
Field Visit / Practicum								
20 credits	4 Credits	16 credits	6 credits	16 credits	6 credits	16 credits	8 credits	
Total Credits: 20 + 4 + 16 + 6 + 16 + 6 + 16 + 8 = 92								
Non Core Paper			4 Credits		4 Credits			
Total: Core and None core = 92 + 8 = 100								

Perspective Courses

Semester	Papers	Title of the paper	Credits	
			Theory	Practicum
I	Paper 1	Perspectives of Educational Psychology	4	1+1+1=3
I	Paper 2	Educational Studies	4	
II	Paper 1	Perspectives of Educational Philosophy	4	
II	Paper 2	Perspectives of Educational Sociology	4	
III	Paper 1	Guidance and Counseling	4	
Total			20	3

Tool Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Practicum
I	Paper 3	Fundamentals of Educational Research	4	1+2+2=5
I	Paper 5	Advanced Educational Technology	4	
II	Paper 3	Advanced Educational Research	4	
III	Paper 2	ICT in Education	4	
IV	ISB D	Dissertation	---	8
Total			16	13

Teacher Education Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Internship
I	Paper 4	Education Planning and Management	4	4
II	Paper 4	Teacher Education	4	
IV	Paper 1	Perspectives Research and Issues in Teacher Education	4	
Total			12	4

Specialization Courses

Semester	Course Code	Title of the paper		Credits	
				Theory	Internship
III	Paper 3 (or) Paper 7	A. Elementary Education or B. Secondary Education		4	4
		Any one of specialization A or B		4	
III	A. a) Paper 3 A. b) Paper 5 A. c) Paper 6 (or) B. a) Paper 8 B. b) Paper 5 B. c) Paper 9	A (Ele. Edn.)	B (Sec. Edn.)		
		a) Inclusive Education. b) Life Skills Education. c) Adult and non formal Education.	a) Special Education. b) Life Skills Education. c) Comparative Education.		
IV	A. 1) Paper 2 A. 2) Paper 3 A. 3) Paper 4 A. 4) Paper 5 A. 5) Paper 6 (or) B.1) Paper 7 B.2) Paper 3 B.3) Paper 4 B.4) Paper 8 B.5) Paper 6	Any three from group either A or B		4+4+4	
		A(Ele.Edn.)	B (Sec.Edn.)		
		1. Environmental Education 2. Measurement & Evaluation 3. Curriculum Studies 4. Value Education 5. Human Rights Education	1. Environmental Education 2. Measurement & Evaluation 3. Curriculum Studies 4. Economics of Education 5. Human Rights Education		
Total				20	4

Semester-wise Curriculum Organisation

Semester 1

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Psychology	A. Perspective Course	4 credits
Paper 2	Education Studies	A. Perspective Course	4 credits
Paper 3	Fundamentals of Educational Research	B. Tool Course	4 credits
Paper 4	Educational Planning & Management	C. Teacher Education Course	4 credits
Paper 5	Advanced Educational Technology	B. Tool Course	4 credits
Total			20 credits

Inter-Semester Break (ISB) -1

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Communication Skills	Core Practicum	1 credits
ISB P 2	Expository Writing	Core Practicum	1 credits
ISB P 3	Self development	Core Practicum	1 credits
ISB P 4	Dissertation – Review of Research Studies and Identification of Research Problem –	Tool Practicum	1 credits
Total			4 credits

Semester 2

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Philosophy	A. Perspective Course	4 credits
Paper 2	Perspectives of Educational Sociology	A. Perspective Course	4 credits
Paper 3	Advanced Educational Research	B. Tool Course	4 credits
Paper 4	Teacher Education	C. Teacher Education Course	4 credits
Total			16 credits
Paper 5	Non Core Paper		4 credits

Inter-semester Break (ISB) - 2

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Dissertation – Research Proposal Presentation	Tool Practicum	2 credits
ISB I (1)	Internship in a Teacher Education Institution	Teacher Education Practicum	4 credits
Total			6 credits

Semester 3

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Guidance & Counseling	A. Perspective Course	4 credits
Paper 2	ICT in Education	B. Tool Course	4 credits
Total			8 Credits
Specializations – A or B			
A – Specialization in Elementary Education			
Paper 3	1. Elementary Education	Specialization Compulsory	4 credits
Paper 4	2. Any one of the following a. Inclusive Education b. Life Skills Education c. Adult and non formal Education	Specialization Electives	4 credits
Paper 5			
Paper 6			
Total			8 Credits
B – Specialization in Secondary Education			
Paper 7	1. Secondary Education	Specialization Compulsory	4 credits
Paper 8	2. Any one of the following a. Special Education b. Life Skills Education c. Comparative Education	Specialization Electives	4 credits
Paper 5			
Paper 9			
Total			8 Credits
Total 3rd Semester			16 credits
Paper 10	Noncore paper	Non Core	4 credits

Inter-Semester Break (ISB) – 3

ISB P 1	Dissertation – Data Collection	Tool Practical	2 credits
ISB I (2)	Internship in Specialization	Specialization Practical	4 credits
Total			6 credits

Semester 4

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives Research and Issues in Teacher Education	Compulsory	4 credits
Any three of the following papers. (3 x 4 = 12 credits)			
Specializations – A or B			
A – Specializations in Elementary Education			
Paper 2	Environmental Education at Elementary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits
Paper 5	Value Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
Total			20 credits
B – Specializations in Secondary Education			
Paper 7	Environmental Education at Secondary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits

Paper 8	Economics of Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
Total			20 credits
Total 4 th semester			16 credits

Inter_Semester Break (ISB) - 4

Papers	Title of the paper	Type of course	No. of Credits
ISB D (1)	Dissertation – Report writing	Specialization Electives	6 credits
ISB D (2)	Viva Voce	Specialization Electives	2 credits
Total			8 credits

**CURRICULUM FOR
TWO YEAR SECONDARY TEACHER EDUCATION PROGRAMME (B.Ed) IN
THE STATE OF ANDHRA PRADESH
(Effective From the academic year 2015-16)**

I. INTRODUCTION

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher Education across the Country has decided to increase the duration of B.Ed programme from the present one Year to two years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum frame for Two Year B.Ed programme. Accordingly the NCTE developed the curriculum frame for Two Year B.Ed programme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and Union Territories in the country are advised to develop a detailed syllabus for the two year B.Ed programme on the basis of curriculum frame suggested by NCTE.

SEMESTER - 4

Course	Title	Theory (External)	Theory/Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship- 8Weeks Practice Teaching of twenty lessons for 8 th , 9 th & 10 th classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
Total (IV Semester)		160	440	24	8+10+4	36	24	600

* These marks will be awarded by the teacher educator.

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

**Practicum (activities /Projects/Records) will be verified by panel of Examiners at the end of the each semester.

See Schedule of Activities for Various Courses in page no. 76-83

These 50 marks will be given by the pedagogy teacher educator and external examiner from the colleges of education, ANU after observing the lesson given by the student teacher. However, the student teachers should give this final lesson in the school other than where they completed their internship.

SCHEDULE OF ACTIVITIES FOR VARIOUS COURSES

Course	Semester – I Title	Activities Suggested	College (C)/ School & Society (S)	Marks	Semester
I	Philosophical Foundations of Education	1. Critically review a selected book written by Contemporary Educationalist in India.	C	5	S1
		2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report	C	5	S1
		3. Identify the different roles played by an ideal teacher in the classroom, school and community and report	C	5	S1
		4. Visit nearby schools under different managements and describe the functioning of the schools	S	5	S2
		5. List out the values which make an individual a righteous human being	C	5	S1
II	Perspectives in Child Development	1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	S	10	S1
		2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	S	5	S1
		3. Describe the salient features of Child Rights Act 2005	C	5	S1
		4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices	S	5	S1
III	ICT for Enriching Teaching and Learning	1. Use various visual aids in the classroom and report their effectiveness on learning of the students	S	5	S 2
		2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	C/S	10	S1/S 2
		3. Observe and analyse classroom Interaction and report the dynamics of classroom	S	5	S 2
		4. Prepare a computer assisted lesson of your choice from school curriculum	C	5	S 2

IV	Pedagogy of School Subject – I (Part A) Mathematics/ Biological Sciences/ Social Sciences	Mathematics	C	5	S1
		1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes	C	5	S1
		2. Each student has to collect and present history and contributions of one Indian or Western mathematician	C	5	S1
		3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics	C	5	S1
		4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics	C	5	S1
		5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	C	5	S1
		Social Sciences:	C	5	S1
		1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report	C	5	S1
		2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit	S	10	S1
		3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report	S	5	S2
		4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.			
		Biological Sciences:	S	5	S1
		1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.	C	5	S1
		2. Identify and write the objectives and specifications under the three domains on any topic of your choice	C	5	S1
		3. Sketch the life history and write his/her contributions of any one Biologist	C	5	S1
		4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	C	5	S1

		5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	S	5	S1
V	Pedagogy of School Subject – II (Part A) English/ Telugu/ Physical Sciences	<p>Physical Sciences:</p> <ol style="list-style-type: none"> 1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete. 2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report 3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge 4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry 5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them <p>English</p> <ol style="list-style-type: none"> 6. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992. 1. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills. 2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials. 3. Critically analyse the writing activities given in the text books of classes VI to X and report. 4. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report. 	C	5	S1
		<p>Telugu As mentioned at the end of the syllabus</p> <p>Urdu As mentioned at the end of the syllabus</p>			

VI	Sociological Foundations of Education	<ol style="list-style-type: none"> 1. Study the cultural practices prevailing in the local community, and submit a report 2. Study the diversities existing in the community and describe the root causes for such diversities. 3. Study the social stratification in a village/ward and prepare a report on it. 4. Education and social mobility – Conduct a survey in a village/ward and prepare a report 	S	5	S2
VII	Learning and Teaching	<ol style="list-style-type: none"> 1. Prepare a list of study habits prevailing among students of a particular class through interaction of students 2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation 3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report 4. Understanding the nature of interaction between teachers and students by Flander"s Interaction model and prepare a report 5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances. 	S	5	S2
VIII	Classroom Organisation and Management	<ol style="list-style-type: none"> 1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods. 2. Identify a problem for action research and prepare a proposal for action research 3. Collection of articles from newspapers relating to classroom management problems 4. Collection of cases of indiscipline and corporal punishment from newspapers 5. Observe a minimum of five school teachers and describe their leadership characteristics 	S	5	S2
			C	5	S2
			C	5	S2
			C	5	S2
			S	5	S2

IX	Art Education	<ol style="list-style-type: none"> 1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report 2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan 3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama 	C	5	S2
X	Pedagogy of School Subject – I (Part B) Mathematics/ Biological Sciences/ Social Sciences	<p>Mathematics</p> <ol style="list-style-type: none"> 1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report 2. One case study of gifted child and slow learner with interventions suggested. 3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities. 4. Preparing two types of assessment tests – Formative, Summative type of tests. 5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus. <p>Social Sciences</p> <ol style="list-style-type: none"> 1. Observe a day's proceedings in house of assembly or parliament and report 2. Collect News paper clippings on any social issue and write a report on the issue with your comments 3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report. 4. Observe the functioning of any local body office and report 5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report <p>Biological Sciences</p> <ol style="list-style-type: none"> 1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report 2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach. 	S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			S	5	S3
			C	5	S3
			C	5	S3

		<p>3. Prepare laboratory instructional cards for any two experiments of your choice.</p> <p>4. Prepare a herbarium based on a certain theme.</p> <p>5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.</p>	C/S	5	S3
			C	5	S3
XI	Pedagogy of School Subject – II (Part B) English/ Telugu/ Physical Sciences	<p>Physical Sciences</p> <p>1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry</p> <p>2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit</p> <p>3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report</p> <p>4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented</p> <p>5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report</p> <p>English</p> <p>1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment: To what extent the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical in nature?</p> <p>2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.</p> <p>3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.</p> <p>4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.</p> <p>5. Develop a question paper for classes VI to X to assess all the aspects of language learning.</p>	C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3

		Telugu As mentioned at the end of the syllabus			
		Urdu As mentioned at the end of the syllabus			
XII	Learning Assessment	1. Plan and construct an achievement test in one of the methodology subjects	C	5	S3
		2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report	S	5	S3
		3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)	C	5	S3
		4. Administer an intelligence test on students of any class and interpret the results	S	5	S3
		5. Conduct a survey to find out occupational choices of 9 th Class students and prepare a report	S	5	S3
XIII	Understanding the Self	As mentioned in the syllabus			
XIV	Contemporary India and Education	1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report	S	5	S3
		2. Conduct a Survey of schools of different quality in different milieu and make a presentation	S	5	S3
		3. A critical review of school textbooks based on socio-cultural and economic exclusion	C	5	S3
		4. Conduct a survey on street children / orphan children and make a presentation	S	5	S3
		5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	S	5	S3
XV	Gender, School and Society	1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report	S	5	S3
		2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.	S	5	S3
		3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your	C	5	S3

		mandal and report 4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups) 5. Text Book Analysis and gender equity – A report.	S C	5 5	S 3 S
XVI	Inclusive Education	1. Prepare case studies of two differently abled children (with different disabilities) 2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers 3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report 4. Visit any one NGO offering vocational training for special children and prepare a report 5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged	S S S S S	5 5 5 5 5	S 4 S 4 S 4
XVII	Environment Education	1. Make a survey of your area and document all the environmental problems found along with photographs 2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch. 3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5 th June) and report 4. Conduct elocution and essay writing competitions for students on environmental issues and report	S S S S	5 10 5 5	S 4 S 4 S 4

Note: However, the teacher educators may create additional activities to provide practical experience in other theoretical aspects not covered by the activities mentioned above without disturbing the evaluation scheme.

V. CONTINUOUS AND COMPREHENSIVE EVALUATION

Part A: Credits, Marks and Internal Assessment

The Two-Year B.Ed. Programme is aimed at bringing total change in student teachers – their attitude towards teaching profession, children, school, community and society as a whole, their personality, behavior, communication skills, innovation and other life skills. Hence, it is proposed to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

There are 17 courses mentioned earlier, out of which 5 courses are with 4 credits and the remaining 12 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 20 marks for internal assessment and 80 marks are earmarked for semester-end examinations conducted by the university and the courses with 2 credits carry 50 marks each, 10 marks for internal assessment and 40 marks for semester-end examinations. Thus the total credits for theory examinations in all the four semesters put together is 44 and 1100 marks.

Under the practicum – activities, group and individual projects, reports and records, etc. carry 17 credits (1 credit in each course). The total marks for about 80-85 activities relating to 17 courses offered in B.Ed. programme carry 425 marks –in Semester-I 100 marks, in Semester-II 125 marks, in Semester-III 100 marks and in Semester-IV 100 marks. Thus, the practical component in Semester-I carries 4 credits and 100 marks.

During Semester-II each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, which will be assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers will be provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

During Semester-III, the student teachers will be attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6th and 7th Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks by the teacher educator. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practical component in Semester-III with 14 credits covers 350 marks.

In Semester-IV, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8th, 9th and 10th (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks by the teacher educator. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by the concerned methodology teacher educator and the external examiner from the University Colleges of Education, ANU. These two lists will be submitted to the Principal of the College. Thus, the total practical component in Semester- IV with 16 credits carries 400 marks.

On the whole, the practical component in the Two-Year B.Ed. Programme carries 44 credits and 1100 marks. The University shall take necessary steps to formulate appropriate guidelines to carry out the internal assessment and practicum.

Part B: Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the Principals of Colleges of Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 32 marks (out of 80) in courses which carry 100 marks and 16 marks (out of 40) in courses which carry 50 marks in the University examinations. However, there is **no minimum for internal assessment.**

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 80 marks and Two Short Answer Questions from Each Unit in case of courses which carry 40 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

5. Selection of Methods of Teaching

- a. Every candidate is expected to select two methods of teaching under B.Ed. programme.
- b. Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification) and also in the subject in which the candidate appeared at the entrance test. If Method-I is English, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate/+2
- c. Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the institute/ college where the candidate is admitted. In case of BCA, BBM, B.Tech candidates, the selection of methodology subject shall be based on their Intermediate study as per EdCET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language

Note:

- i. No candidate is allowed to select two language methods
- ii. Candidate may select one Language and one Non-language methodology or two Non-language methodologies.

6. General Rules for Examination

- a. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as notified by the concerned university.
- b. A candidate who fails to present himself for the examination due to any reason whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.
- c. 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.

- d. A candidate after he / she has been declared successful in an examination shall be awarded a degree stating the year of the examination, the subjects in which he / she was examined and the division / grade in which he / she was placed.
- e. No candidate shall be allowed to put in attendance for or appear at two examinations at the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses offered by the University.
- f. However, the candidate has to complete the course within four years. Otherwise he/she has to seek fresh admission notwithstanding the fact that new subjects might have been introduced.
- g. Whenever a course or a scheme of examination in a University 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.
- h. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
- i. The programme of instruction, examination and vacation shall be notified by the respective affiliating University.
- j. The medium of instruction shall be English.
- k. University examinations shall be held as prescribed in the scheme of the examination.
- l. The course of study shall consist of class Lectures, Tutorials, Seminars, Teaching Practice, Project work, Record work, School Internship, etc.
- m. The University examination in the theory courses will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching studied by the candidate.
- n. Principal of the College of education should depute their teachers for examination work as and when required 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.

9. Appearance and Reappearance for the Examination

- a. Candidates who have put in the required attendance both in Theory and Practicals and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed course. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
- b. The Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
- c. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
- d. In case of 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.
- e. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Interstate 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 treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

III. SCHEME AND STRUCTURE

SEMESTER - 1

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours per Week	Credits	Total Marks
I	Philosophical Foundations of Education	80	20	2	4+2+0	8	4	100
II	Perspectives in Child Development	80	20	2	4+2+0	8	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4+2+0	8	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	2+1+1	6	2	50
V	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	2+1+1	6	2	50
SIP	Practicum (Activities/ Projects/ Records)		100*	-	-	-	4	100
	Total (I Semester)	320	180	8	16+8+2	36	20	500

L=Lecture (1= One contact hour/ period);
 T=Tutorial (1= Two block hours/ periods);
 P=Practicum (1= Two block hours/ periods)

*In each of the five courses dealt in this semester, there are 25 activities - Out of which 20 activities will be completed during this semester, which will be assessed for 100 marks by the concerned teacher educators and the remaining five school / society related activities will be completed by the end of second semester (During the four weeks of Internship)

*Practicum (activities /Projects/Records) will be verified by panel of Examiners at the end of the each semester.

See Schedule of Activities for Various Courses in page no. 76-83

SEMESTER - 2

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
VI	Sociological Foundations of Education	80	20	2	4+2+0	8	4	100
VII	Learning and Teaching	80	20	2	4+2+0	8	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2+1+1	6	2	50
IX	Art Education	40	10	1	2+1+1	6	2	50
S2P	Practicum (Activities/ Projects/ Records) Completion of school & community activities specified in courses of I & II semesters	-	125*	-	-	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 - 25 Pg2 - 25	-	2+2+2+2	8	2	50
	School & Community Experience of 4 weeks 1. Observation of 5 lessons in each pedagogy taught regular school teachers	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	2. Report on School Activities & Report on Achievement & Attendance	-	25	-	-	-	1	25
	Total (II Semester)	240	310	16	16+8+2	36	22	550

* The 20 activities relating to four courses in this semester and five school/ society related activities carried forward to second semester from semester – I are to be assessed for 125 marks, which will be assess by the concerned teacher educators

*Practicum (activities /Projects/Records) will be verified by panel of Examiners at the end of the each semester.

See Schedule of Activities for Various Courses in page no. 76-83

SEMESTER - 3

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 th & 7 th Classes in each pedagogy subject	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
Total (III Semester)		160	390	-	12+8+4	36	22	550

* These marks will be awarded by the teacher educator.

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks and verified by the panel of external Examiners

**Practicum (activities /Projects/Records) will be verified by panel of Examiners at the end of the each semester.

See Schedule of Activities for Various Courses in page no. 76-83

JRP ingadasani

CHAIRPERSON
BOARD OF STUDIES IN EDUCATION
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