

**101 - UNDERSTANDING LANGUAGE AND
LANGUAGE DEVELOPMENT AT PRIMARY LEVEL - I
(Mother Tongue - Telugu)**

102 - UNDERSTANDING MATHEMATICS AND EARLY MATHEMATICS EDUCATION AT PRIMARY LEVEL-I

Sl. No.	Month	Unit	Content
1	January-2021	1	Unit – 1: Introduction to Mathematics - What is Mathematics and where and in which form it found in life? - What is the need and importance of Mathematics in daily life? How it is different from school Maths? - Why we teach Mathematics? - Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately) - Mathematisation
2	Feb-2021	2	Unit – 2: Mathematics: Teaching Principles and Teaching Methods - Nature of the learner. What he knows and how? Where? - Understanding the learners – Methods and procedures of learning - Piaget's schema of cognition in Mathematics in different stages, Vygotsky's social learning and its implications in learning Mathematics. - Understanding the learning processes – Natural context, Induction, Deduction - Learning and teaching errors and how to overcome? - Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis
3	March-2021	3	Unit-3: Counting, Numbers and its Operations - Pre-number concepts - Understanding numbers and notation - Digit and representation of numbers - Counting and place value (with different bases) - Concept of fractions and its presentation
4	April-2021	3	- Mathematical operations of numbers (N.W.Q.) - Learning material for above

103 - PEDAGOGY ACROSS CURRICULUM AND ICT
INTEGRATION -I
(Value Added and Co-curricular Paper)

Sl. No.	Month	Unit	Content
1	Jan-2021	1	Unit-1: Pedogogy – Conceptions and Perspectives • Learning – Types of Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge). • Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning. • Critical examination of terminologies and notions associated with child-centered education such as child centered, activity based learning, joyful learning, CCE, IQ, merit. • Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and • cooperative learning. • Concerns of inclusive education: Gender, marginalized groups, children with special needs. • Critical pedagogy concept, need and implications in teaching learning.
2	Feb-2021	2	Unit-2: Pedogogy, Resources and Practices • Reflections on school of thought and theories: GijuBhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky. • Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community. • Resources: Home (funds of knowledge); Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc. • Linking pre-school knowledge of the children with learning school subjects. Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning;

3	Mar-2021	4	Unit-4: ICT (Information & Communication Technology). • Concept of ICT (Information & Communication Technology). • Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes. • Main features of ICT related policies - National Level and StateLevel. • ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educationalgames • Exploration of ICT resources (appropriate hardware • - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, editing, web applications, internet, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources
4	April-2021	4	• Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integratedlessons. • Snippets Cyber law and security: Freewares.

104 - CHILDHOOD, CHILD DEVELOPMENT AND LEARNING-I

Sl.No.	Month	Unit	Content
1	Jan-2021	I	Unit-1 Childhood - Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty. - Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices. Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.
2	Feb-2021	1&2	- Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches. Unit-2: Perspectives in Development - Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous /discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards. Physical -Motor Development; Growth and maturation. - Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.

March-2021	2	• Social Development: Role of family, peers, school, mass media and culture. Role of competition, cooperation, discipline, reward and punishment and conflict, aggression and bullying in Social Development. Concept and processes of socialization, Social, economic and cultural differences in socialization, Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood. • Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development. • Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky. Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.
April-2021	2	• Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict. A sense of self: self-description, • self-recognition, self-concept; self-esteem; social comparison; internalization and self-control • Culture and Gender Development

105 SOCIETY, EDUCATION AND CURRICULUM

Sl. No.	Month	Unit	Content
1	Jan-2021	1	Unit – 1: Aims and Purposes of Education - Relationship between schooling and education, and exploring various educative processes in human societies1 Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011. - Understanding basic assumption about human nature, society, learning and aims of education. - Exploring and enquiring in to the nature in to the needs of education in human society. - Schooling and education as visualized by different Western and Indian thinkers: Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sri Sarvepalli Radha Krishnan, Sant Kabir, John Dewey, Froebel, Montessori, - Prof. J.P. Naik, Prof. D.S. Kothari.
3	Feb-2021	2	Unit – 2: Education, Politics and State - Political nature of education: Power and Ideologies and how they structure aims of education - Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers. Teacher's status in society: Public perception; Systemic issues – bureaucratization. - Role of community and civil society organizations in education: A critical appraisal. - Unit – 3: Knowledge and Understanding - Construction of knowledge, Knowledge Vs Information - Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry. Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria).
	Mar-2021	3	- Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge. - Children's construction of knowledge: What and How; Alternative frameworks of children's thinking. - Forum of knowledge and problem solving – Maths, - Science, Social Science, History, Language, - Philosophy etc., Role of the teacher.

4	April-2021	4	Unit – 4: Curriculum and Learning • Curriculum, syllabus and textbooks • Processes and criteria for curriculum selection and construction. • Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks. • Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers. • Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning • Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL, Organization of curricular experiences. Choosing teaching learning methods, Teaching Learning Materials and assessment. Revision of hard concepts in the syllabus.
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106 - EARLY CHILDHOOD CARE AND EDUCATION

Sl. No.	Month	Unit	Content
1	Jan-2021	1	Unit – 1: Definition, Nature and Significance of Early Childhood Care and Education - The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Deewey, Tagore, Rousseau, Froebel, Montessori, Gandhi. - Definition and objectives of holistic ECCE curriculum – Significance of early years. - Significance of ECCE as critical period for lifelong learning and development. - Rationale for extending ECCE to 8 years for smooth transition. - Early learning challenges in schools and concept of school readiness. - Critical appraisal of current practices in ECCE centres of government, NGOs, private managements. - Children needs: - Freedom (expression, experimentation, encouragement, challenge); - Happiness (support, security and safety, opportunity and guidance) - Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy) - Health well being and health habit, nutrition.
2	Feb-2021	2	Unit – 2 : Principles and Methods of Developmentally appropriate ECCE Curriculum - How children learn: Stage wise distinctions from early to middle to late childhoods, - Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges. - Importance of Play and Active learning methods for early years learning. - Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising. - Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains.
4	March-2021	2&3	- Emergent literacy and numeracy in early years. - Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian) Unit – 3: Planning and Management of ECCE Curriculum - Principles of planning a balanced and contextualized curriculum Long and short term objectives and planning - Project method and thematic approach. - Maintaining a developmentally appropriate and inclusive class environment. - Resources for effective functioning of ECCE. - The role and function of instructors.

5	April-2021	3&4	Unit – 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE • Language and communication. • Mathematical concepts. • Scientific thinking. • Early learning and development standards. • Observing and recording children's progress. • Reporting children's progress. • Ensuring home school linkage. • Revision • Final Practical Examinations • Revision
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107 – TOWARDS UNDERSTANDING SELF – I
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	Jan-2021	1-A	Unit – 1A: On-going Activities Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor.
		1-B	1B: Suggested Themes for Seminars and Workshops Awareness of self, Understanding oneself
		2-A	Unit – 2A: On-going Activities - Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor. 2B: Suggested Themes for Seminars and Workshops - Aims and purposes of life - Unit-3A: On-going Activities - Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations. 3B: Suggested Themes for Seminars and Workshops - Mindfulness
2	Feb-2021	4-A	Unit-4A: On-going Activities Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations.
		4-B	4B: Suggested Themes for Seminars and Workshops Becoming sensitive
		5-A	Unit-5A: On-going Activities Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
		5-B	5B: Suggested Themes for Seminars and Workshops Accepting and celebrating differences
		6-A	Unit-6A: On-going Activities Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
		6-B	6B: Suggested Themes for Seminars and Workshops Harmony in relationships. Peace and coexistence

3	March-2021	7-A	Unit-7A: On-going Activities Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.
		7-B	7B: Suggested Themes for Seminars and Workshops - Conflict resolution - Stress management
4	April-2021	9-A	Unit-9A: On-going Activities - Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc. Suggested Themes for Seminars and Workshops - Writing year plans and lesson plans - Development of question papers

108 - PROFICIENCY IN ENGLISH LANGUAGE
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	Jan-2021	1&2	Unit- 1: Introduction • Introduction • English aroundus • English as a global language – Language of opportunities • Constitutional provision; English as an Associate Official Language * Workshop /Seminar • Importance of language proficiency in classroom transaction. • Different avenues for development of language proficiency. • Need and importance of English language proficiency to the elementary teacher. * Workshop / Seminar Unit-2: Understanding Language - Listening to and Producing Oral Discourses • Introduction • Listening with comprehension • Analysing discourse features in Listening and Speaking • Analyzing the suprasegmental features • Issues related to oral discourses • Making oral presentations and constructing different oral discourses • Opportunities to Use Language in context • Oral discourse and their features • Activities: ☐ Theme-based interaction ☐ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ☐ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.) ☐ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features. ☐ Using classroom theatre (drama, choreography) as a pedagogical tool
2	Feb-2021	3	Unit-3: Critical Reading • Introduction • Reading for comprehension • Extrapolating the texts through making inferences, analysing, reflecting • understanding the theoretical postulates of critical reading • Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features. • Understanding the process of critical reading • Indicators for assessing reading • Activities: ➤ Identifying the features of various discourses they have read ➤ Interpreting tables, graphs, diagrams, pictures, etc. ➤ Reviewing any book/article • Using reading as a tool for reference skills i.e., use of dictionary, encyclopedia and internet

		Unit-4: Writing and Creative Writing • Introduction • Writing for specific purposes and specific audience and understand writing as a process • Experience the classroom process of writing (individual, collaborative, editing) • Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features • Recognizing errors as a part of learning process • Editing the written texts in terms of discourse features, syntax, morphology and writing conventions • Indicators for assessing the written discourses • Activities: □ Brainstorming on the theme and the type of text, the audience, etc. □ Concept mapping on the content and organization of the text □ Writing individually and refining through collaboration □ Reading related texts for refinement of the written work in terms of discourse features and theme • Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing
3	March-2021	Unit-5: Vocabulary and Grammar in Context • Introduction • What is grammar; how we learn grammar in mothertongue. • Problems with traditional prescriptive grammars. Classification of words (closed word classes and open word classes). • Lexical, phrasal and clausal categories. • Elements of a sentence (nuclear and optional). • Classification of clauses based on structure, function and finiteness. • Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive). • Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement) • Word formation (prefix, suffix, compounding) • Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms • Activities: ➤ Reading passages and analyzing the distribution of linguistic elements. ➤ Classification of words in a given sentences. ➤ Making generalizations on syntactic and morphological properties. ➤ Checking the generalizations in the light of new passages.

			Writing discourses and editing them individually and also through collaboration, feedback.
4	April-2021	5	➤ Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions. Framing questions for different types of texts for reading comprehension/interaction.

Suggested Practicum:

- Theme-based interaction
- Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
- Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
- Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features.
- Using classroom theatre (drama, choreography) as a pedagogical tool
- Identifying the features of various discourses they have read
- Interpreting tables, graphs, diagrams, pictures, etc.
- Reviewing any book/article
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Brainstorming on the theme and the type of text, the audience, etc.
- Concept mapping on the content and organization of the text
- Writing individually and refining through collaboration
- Reading related texts for refinement of the written work in terms of discourse features and theme
- Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing
- Reading passages and analyzing the distribution of linguistic elements.
- Classification of words in a given sentences.
- Making generalizations on syntactic and morphological properties.
- Checking the generalizations in the light of new passages.
- Writing discourses and editing them individually and also through collaboration, feedback.
- Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions.
- Framing questions for different types of texts for reading comprehension/interaction.

4.1 SEMISTER –I

Semester-I begins on 31st December 2020, this year due to delay in admissions in the course and it ends on 08th April 2021 with a total 99 working days.

4.1.1 COURSESTRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	74
2	Institutional Observation Programme (IOP)	10
3	Mid-term (Summative) Examination (daily two papers)	03
4	Workshops / seminars / Extension Lectures	04
5	Final Theory Examinations	06
TOTAL		97
Discretionary Holidays		02
TOTAL		99

4.1.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Paper Title	No. of Periods per week	No. of credits (1 credit = 16 hours)	Total No. of Instructional periods in the semester
Methodology Papers				
101	Pedagogy of Mother Tongue- I	4	4	69
102	Pedagogy of Mathematics at Primary Level - I	4	4	69
Value Added and Co-curricular Subjects				
103	Pedagogy across Curriculum and ICT Integration - I	3	3	52
General Papers				
104	Childhood and the Development of Children - I	3	3	52
105	Society, Education and Curriculum	6	5	77
106	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	6	5	77
Self Development Courses				

107	<i>Towards Self-Understanding-I</i>	2	2	24
108	<i>Proficiency in English Language</i>	2	2	24
Co – Curricular Activities				
	Library	1	-	13
	Swatch DIET / WE	1	-	13
	Games	1	-	13
	Cultural Activities	1	-	13
	Seminors / Elocution / Quiz	1	-	13
	Laboratory / Innovative Activities	1	-	13
	TOTAL	36	28	522

4.1.3 INSTRUCTIONAL ACTIVITIES (Allocation of Days for different Activities)

The first instructional day for Semester-I is on 31.12.2020 and the last instructional day is on 08th April 2021

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	31 st December 2020 is the First Instructional Day		1	Orientation about the course, Syllabus and Subjects
2	January, 2021	Sundays Second Saturday Pongal Holidays Republic Day	(SOP) 31	- Theory classes - Preparation for Institutional Observation Programme (IOP) - Observation of Institutional Observation Programme (10 days) - Projectwork - Seminar/workshops on towards self understanding - 1 - Presentation of Assignments.
3	February 2021	Sundays Second Saturday Pongal	28 (SOP)	- Theory classes - Projectwork - Presentation of Assignment - Drawing / Painting / Dance / Singing Competitions (Mandatory) - Summative Assessment
4	March 2021	Sundays Second Saturday Mahasivarathri	31 (SOP)	- Theory classes - Projectwork - Workshop on preparation of TLM * Seminar / workshops on towards self understanding - 1 * Project work
5	April 2021	Sunday	08	Final Examinations
Total Working Days			99	

Institutional Observation Programme (IOP)

The Institutional Observation Programme (IOP) is a “hands on experience programme” through which the teacher trainee will be exposed to different schooling systems to familiarize themselves with the existing scenario of the school activities.

The student teacher shall visit the school with a check list for observation and make a note of the details in their observation note books. Later, the student teachers have to write in the detailed record.

During the IOP, the student teachers are instructed to observe the classes taught by teachers in the primary schools as a part of pre-practice teaching. This will help them to get acquainted with the teaching in primary schools.

A detailed procedure on the observation of the schools along with the suggested Checklists is appended in the Annexure

4.1.4 EVALUATION PROCEDURES

4.1.4.1 Internal Evaluation

The following activities are to be taken into consideration for internal evaluation in the Semester

- Institutional Observation Programme (IOP).
- Assignments – Subject specific
- Field based Projects (FBP) - Subject specific.
- Mid-term (Summative) Examination - Subject specific.

Allotment of marks for different activities mentioned above under Internal Evaluation

Paper code	Title of the Paper	FBP	Assn	Mid-Exam	TP & Intl.		Final Lesson	CCE	Ref	Total
					LP	MP				
101	Pedagogy of Mother Tongue First Language at Primary Level – I	-	10	10	-	-	-	-	-	20
102	Pedagogy of Mathematics at Primary Level – I	-	10	10	-	-	-	-	-	20
103	Pedagogy across Curriculum & ICT Integration – I	-	10	10	-	-	-	-	-	20
104	Childhood & the Development of the child – I	-	10	10	-	-	-	-	-	20
105	Society, Education & Curriculum	20	10	10	-	-	-	-	-	40
106	Early childhood care & Education	20	10	10	-	-	-	-	-	40
107	Towards Self-Understanding- I	25	25		-	-	-	-	-	50
108	Proficiency in English	60	60		-	-	-	-	-	120
	IOP	-	-		-	-	-	-	-	70
Total										400

Note: The present Students teachers should have 21st century skills in the global language English. Government of Andhra Pradesh is going to start English medium sections in all schools. So the student teachers should acquire proficiency in English. The following criteria for awarding Marks in 'Proficiency in English' may follow:

- a) Two Fieldbased Projects may be given in Proficiency in English for 60 marks:
 - i) one Group Project and ii) one Individual project. 30 marks are allotted for each project.
- b) Field based project work in Proficiency in English is to be evaluated for 30 marks, 20 marks may be allotted for the written work (preparation of tools 5; collection of data and analysis-5, report writing-10), and 10 marks for the oral presentation of the report.
- c) Similarly, 60 marks allotted for Assignments in Proficiency in English. 4 Assignments may be given for 15 marks each. Of the 4, two assignments are reference/library based and two assignments are reflective in nature. Of the 15 marks allotted for each assignment, 10 marks are for written work and 5 marks for Oral presentation.

List of Records: The following records are to be maintained in this Semester for internal evaluation.

Sl. No.	Title of the Record	Subject / Paper	No. of Records
1	Field Project Records	(For 4 Papers)	04
2	Assignment Records	(For 8 Papers)	08
3	Institutional Observation (IOP) record	-	1
Total Records			13

EXTERNAL EVALUATION (EXAMINATION)

4.1.4.2.1 Theory

External Theory examination is conducted for 50 marks with 2½ hrs. duration at the end of Semester in the following 6 subjects/papers only by the Director for Govt. Examinations (DGE), Andhra Pradesh

Paper code	Title of the Paper	Maximum Marks
101	Pedagogy of Mother Tongue/First Language at Primary Level – I	50
102	Pedagogy of Mathematics at Primary Level – I	50
103	Pedagogy across Curriculum & ICT Integration – I	50
104	Childhood & the Development of the child - I	50
105	Society, Education & Curriculum	50
106	Early childhood care & Education	50
Total Marks		300

Mid-term (Summative) Examination

A mid-term (Summative) Examination for 50 marks for each paper in each Semester (in the specified Papers/Subjects) is to be conducted by the faculty on the Public Examination pattern. The Mid-term examination marks are to be reduced to 10 for internal assessment.