

401- PEDAGOGY OF ENGLISH AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	Feb-2022	5	<p>Unit-5: Planning and Material Development</p> <ul style="list-style-type: none"> • Introduction, what is planning; its importance. • Year plan, unit plan and period plan; Teacher reflections.
2	Mar-2022	5	<ul style="list-style-type: none"> • Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards. Developing and trying out various resources, techniques, activities and games for learning English • Analyzing and reviewing teaching-learning material <p>Activities:</p> <ul style="list-style-type: none"> ○ Critical examination of lesson plans prepared by teachers ○ Preparation of year, unit and period plans • Conducting workshop for preparation of materials for young learners
3	April-2022	6	<p>Unit-6: Assessment</p> <ul style="list-style-type: none"> • Review of current assessment procedures • What is assessment, Why, How and When; Continuous and Comprehensive Assessment
4	Jun-2022	6	<ul style="list-style-type: none"> • Formative assessment; assessment “as learning” and assessment “for learning” – tools and strategies; evidences of assessment; • Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment. • Grading indicators for Formative and Summative Assessment both for oral and written products • Recording of children performance - CCER Registers, Cumulative Record. • Assessment and feedback.
5	July-2022	6	<ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> ○ Formative tools and awarding marks based on certain indicators. ○ Preparation of summative question paper and development of indicators for awarding the marks. ○ Analyzing answer scripts of learners. • Critical examination of grading indicators

402- PEDAGOGY OF ENVIRONMENTAL STUDIES AT PRIMARY LEVEL-II

(Methodology Paper- Classes I to V)

Sl. No.	Month	Unit	Content
1	Feb-2022	5	<p>Unit5: Understanding of textbooks and pedagogy</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of EVStextbooks. • Content, approaches and methods of teaching EVS– Interactive and participatory methods, teacher as facilitator
2	Mar-2022	5	<ul style="list-style-type: none"> • Themes,structureoftheunit,natureofexerciseland itsimplications. • Academic standards and indicators oflearning. • Learning resources for effective transaction of EVS curriculum
3	April-2022	6	<p>Unit-6: Classroom Planning and Evaluation</p> <ul style="list-style-type: none"> • Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Periodplan • Planning for multi grade/ multilevels. • Evaluation ofPlanning
5	June-2022	6	<ul style="list-style-type: none"> • Understanding Reflective Teaching andLearning • Concept and Importance of Evaluation,CCE • PreparationandSelectionofReflectiveQuestions • Different Ways of Assessment and Reporting of Assessment for FurtherLearning
6	July-2022	6	<ul style="list-style-type: none"> • Assessment and evaluation – Definition, need and importance • Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools in EVS- Its examples, Summative Assessments, Weightages to Academic Standards (Blueprint), Model questions, Question papers, feedback and reportingprocedures, Records and Registers.

**403- A – PEDAGOGY OF ELEMENTARY LEVEL SUBJECT
(OPTIONAL)**

(Methodology Paper)

Pedagogy of English Language Education (Classes VI to VIII)

Sl.No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: Literature</p> <ul style="list-style-type: none"> • What is literature; Difference between language and literature. • Types of texts; narrative and expository reader's response to literature; schemas and interpretation of texts. Engaging with a text
2	Mar-2022	4	<ul style="list-style-type: none"> • Various literary genres such as poem, story, biography etc.; Analysis and interpretation of various literary texts • Using literature across the curriculum. • Identification of literary features in a given text from different genres.
4	April-2022	5	<p>Unit-5 : Understanding of Textbooks, Pedagogy and Professional Development</p> <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of English language textbooks. • Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as a facilitator. • Themes, structure of the unit, nature of exercises and its implications, analysis of the textbooks
5	June-2022	5	<ul style="list-style-type: none"> • Academic standards and indicators of learning. • Learning resources for effective transaction of language curriculum. • Role of ICT in teaching English.
6	July-2022	5	<ul style="list-style-type: none"> • Action research in ELT, steps in action research. • Importance and avenues for continuing professional development

403(C) Pedagogy of Maths Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: School Mathematics Activities, Resources and Planning (contd)</p> <ul style="list-style-type: none"> • Aims and objectives of teaching Mathematics. • Academic Standards and learning indicators.
2	March-2022	4	<ul style="list-style-type: none"> • Activities - designing, creating and transacting. • Modelling real world problems in mathematics • Textbook-Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher touse textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms
3	April-2022	4	<ul style="list-style-type: none"> • Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit. • Learning resources for effective transaction of Mathematics curriculum • Planning for teaching - Year plan, lesson plan and period plan.
5	June-2022	4	<ul style="list-style-type: none"> • Misconceptions in Upper Primary school mathematics topics • Assessment of conceptual understanding and mathematical reasoning abilities • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.
6	July-2022	5	<p>Unit-5 : Mathematics Assessment and Evaluation</p> <ul style="list-style-type: none"> • Assessment tools-types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios • Continuous Comprehensive Evaluation - Formative & Summative • Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

403[D] Pedagogy of Science Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	Unit-4: Teaching and Learning of Science <ul style="list-style-type: none"> • Aims & Objectives of teaching Science • Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model.
2	March-2022	4	<ul style="list-style-type: none"> • Characteristics of good Science class, Science teacher, role of the teacher. • Science- museums, field trips, projects and exhibition. • Preparing Year plans, Unit plans and Period plans based on concept maps. • Identifying, creating and using a variety of learning resources
3	April-2022	4	<ul style="list-style-type: none"> • Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness. • Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)
5	June-2022	6	Unit-6: Assessment and Evaluation <ul style="list-style-type: none"> • Connecting teaching, learning and assessment. • CCE- Concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to Academic Standards, model question papers, indicators for valuation of answer scripts • Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios
6	July-2022	6	<ul style="list-style-type: none"> • Assessing process skills • Use of Rubrics, Rating scale, Checklist, Observation schedule • Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.

Suggested Practicum:

- Interview a local scientist to understand how s/he works.

403-[E] Pedagogy of Social Science Education (Classes VI to VIII)-II

Sl. No.	Month	Unit	Content
1	Feb-2022	4	<p>Unit-4: Teaching of Social Sciences</p> <ul style="list-style-type: none"> • Classroom management, making classroom inclusive. • Planning for teaching- Year plan, Unit plan and Periodplan.
2	March-2022	4	<ul style="list-style-type: none"> • Children's understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions • Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report. • Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past.
3	April-2022	4	<ul style="list-style-type: none"> • Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, field trips, survey, simulation, interview etc. • Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films. <ul style="list-style-type: none"> • Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive
5	June-2022	5	<p>Unit-5 Teaching Learning and Assessment in Social Science</p> <ul style="list-style-type: none"> • Need and importance of reforms in assessment and evaluation, CCE in Social Science.

			<ul style="list-style-type: none"> • Formative and Summative Assessment, purpose of assessment, reporting. • Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning. • Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects. • Use of authentic contexts, case studies, complex problem solving for assessment. • Using resource materials, novel (new) materials for thinking and reflection. • Problem solving rubrics. • Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answerscripts, CCE Record
6	July-2022	6	<p>Unit-6: Challenges and issues in teaching elementary social science (to be transacted through discussions amongst student teachers)</p> <ul style="list-style-type: none"> • Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources • Teacher knowledge - deep and thoughtful understanding, using instructional methods and assessment strategies in different settings, • Developing students' interest and engagement, using children's prior understanding to connect with the present • Challenges in integration of ICT and other innovative technology in education in teaching Social Science. • Social and cultural issues in teaching social science • Vision of a good classroom, Role of the teacher, Continuous Professional Development (CPD) of teachers- subject forums, connected groups, open learning resources, seminars and workshops, reading and reflections

Suggested Practicum:

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which of these celebrations are shared by

Month wise Division of Syllabus

5.4 SEMESTER –IV

404- EDUCATION IN CONTEMPORARY INDIAN SOCIETY-II

Sl. No.	Month	Unit	Content
1	Feb-2022	3	<p>Unit-3: Inequalities in Contemporary Indian Society</p> <ul style="list-style-type: none"> • Nature and causes of inequalities - Equality, equity, democratisation of quality education. • Changing social structures and education: Caste, Class and Social Exclusion • Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction • New Economic Reforms and their impact on Education
2	Mar-2022	3	<ul style="list-style-type: none"> • Public Education Vs Private Education and Privatisation of Public Education • Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages • Education and Human Resource Development
3	April-2022	4	<p>Unit-4: Educational Policies and Programmes in Independent India</p> <ul style="list-style-type: none"> • Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF- 2005, RTE-2009, SCF-2011...) • Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
4	Jun-2022	4	<ul style="list-style-type: none"> • Special programmes: Mid Day Meal, ICT, OBB, MLL.

5	July-2021	5	<ul style="list-style-type: none"> • Innovations and alternative forms of education: Eklavya, Diganathar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centres] etc <p>Unit-5 : Vision of an Inclusive and Democratic Indian Society</p> <ul style="list-style-type: none"> • Democratisation of Education • Peasant, Dalit and Feminist Movements and their implications to Education • Education of Disabled, Marginalised and Socially Disadvantaged • Role of state, school and teacher in building an Inclusive and Democratic Indian Society
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405- TOWARDS UNDERSTANDING SELF - II
(Self Development Paper)

Sl. No.	Month	Unit	Content
1	Feb-2022	W1	<p>Workshop 1: <i>The Power of myth</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • Re-appraisal of myths as representations of a culture's world-view and embedded values • To appreciate the reach of the mythic imagination • Develop critical awareness of 'modern myths' that implicitly shape our lives <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Reading and analysis of myths from different cultures • Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking' • Exposure to manifestations of mythical thinking in contemporary life • The mythical basis and imagery of 'modern science' and 'modern economics' • Becoming cognizant of the myths that shape one's worldview and values
2	March-2022	S1	<p>Seminar 1: <i>Glimpses of different childhoods in India</i></p> <ul style="list-style-type: none"> • Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion • Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.
3	April-2022	W2	<p>Workshop 2: <i>Gender and upbringing</i></p> <p>Objectives</p> <ul style="list-style-type: none"> • Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living • Awareness of factors that shape gendered roles in Indian society • Developing a critical perspective on gender- based discrimination and its effects

			<p>Suggested workshop themes</p> <ul style="list-style-type: none"> • Telling our own 'gendered' stories • En-culturing 'gendered' roles in upbringing with different kinds of families – case studies • Gender issues in school education – case studies • Gender issues manifest in contemporary public spaces – case studies • Responding to various forms of gender discrimination
		W3	<p>Workshop 3: Deconstructing the messages of advertising (in the audio-visual media)</p> <p>Objectives</p> <ul style="list-style-type: none"> • To appreciate the impact of television advertising on children and adults • To analyze the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements • To enable a critical distance from the power of advertising (especially of the audio-visual kind) <p>Suggested workshop themes</p> <ul style="list-style-type: none"> • The expanding role of advertising in contemporary life • Sharing favorite advertisements and their impact on us • Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial' • Viewing and analyzing a series of advertisements • Constructing an effective advertisement (group task) • How to be a critical and media-literate viewer of advertisements
4	June-2022	S2 & W4	<p>Seminar 2: Selection of short readings and dialogue</p> <ul style="list-style-type: none"> • Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups • Preparation: Making a careful selection of readings that lend themselves to a non-polemic discussion and exploration <p>Workshop 4: Theatre for awareness of body, self and the other Objectives</p> <ul style="list-style-type: none"> • To explore body-awareness, movement, coordination and cooperation

- To develop awareness of non-verbal modes of communication with self and others
- Exposure to effective use of speech and communication through theatre exercises

Suggested workshop themes

- Sensitize students about their inherent potentialities. Components activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.

5 July-2022

W5&
S3

Workshop 5: Visualizing a 'School from Scratch' – alternatives in education

Objectives

- To think through, in discussion with others, the conception of a 'school from scratch' – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

Suggested workshop themes

- Visualizing individual conceptions of a 'school from scratch'
- Working in groups to develop a collective conception of a 'school from scratch'
- Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

Seminar 3: Education and environmental crises

- **Format:** Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education
- **Preparation:** Selection of a contemporary documentary or audio-visual presentation

Suggested Practicum:

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values
- Telling our own 'gendered' stories

4.4 SEMESTER –IV

4.4.1 COURSESTRUCTURE

Sl. No.	Activity	Total number of days
1	Theory classes / instruction	33
2	Demonstration Lesson and Micro Teaching	03
3	Teaching Practice and Internship	51
4	Mid term(Summative) Examination/s (daily two papers)	02
5	Workshops / seminars / Extension Lectures	04
6	Assessment (Final Practical & Theory Examinations)	07
TOTAL		99
Discretion Holidays		1
TOTAL		100

4.4.2 SUBJECTS /PAPERS FOR STUDY, CREDITS &WEIGHTAGES

Paper Code	Course Title	No. of Periods per week	No. of credits (1credit = 16 hours)	Total No. of Instructional periods in the year
Methodology Papers				
401	Pedagogy of English at Primary Level - II	7	4	48
402	Pedagogy of EVS at Primary Level - II	7	4	48
403	Pedagogy of Elementary Level Optional Subjects - II	7	4	47
General Papers				
404	Education in Contemporary India - II	7	2	47
Value Added and Co-curricular Subjects				
405	Towards self-understanding -II	2	1	14
Co – Curricular Activities				
	Library	1	-	7
	Swatch DIET / WE	1	-	7
	Games	1	-	7
	Cultural Activities	1	-	7
	Seminors / Elocution / Quiz	1	-	7
	Laboratory / Innovative Activities	1	-	7
TOTAL		36	15	246

Sl. No.	Month & Year	Holidays	No. of Working Days	Major Activities
1	14 th Feb. 2022 is Semester IV 1 st Working Day	Sundays	13	<ul style="list-style-type: none"> ▪ Theory Classes ▪ Demonstration Lessons (2 days) ▪ Action Research
2	March - 2022	Sundays Second Saturday Maha Sivarathri Holy	24	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Teaching Practice - 10 days (English) ▪ Teaching Practice - 10 Days (EVS)
3	April 2022	Sundays Second Saturday Ugadi Jagajeevan Ram Birth day Ambedkar Birth Day	17	<ul style="list-style-type: none"> ▪ Theory classes ▪ Presentation of Assignment ▪ Seminar/Workshop on towards self understanding.
4	June, 2022	Sundays	16	<ul style="list-style-type: none"> ▪ Demonstration Lessons (Optional 1 Day) ▪ Teaching Practice - 15 Days (Optional) ▪ Project Work. ▪ Action Research ▪ Competition on Project work at District / State Level (Mandatory)
5	July 2022	Sundays Second Saturday	24	<ul style="list-style-type: none"> ▪ Theory classes ▪ Project work ▪ Presentation of Assignment ▪ Internship - 16 days (English + EVS) ▪ Summative Exam (3 Days) ▪ Theory Classes ▪ Workshop on towards self understanding.
6	August, 2022		6	Final Exams
Total Working Days			100	Days

4.4.4 EVALUATION PROCEDURES

4.4.4.1 INTERNAL EVALUATION

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

- Assignments – Subject specific
- Field based Projects (FBP) - Subject specific
- Teaching Practice & Internship – Subject specific
- CCE
- Reflective Journal (R)
- Action Research (AR)
- 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 & Int		Final Lesson	CCE	Ref	Total
					LP	MP				
404	Education in Contemporary India - II	10	-	10	-	-	-	-	-	20
401	Pedagogy of English at Primary Level - II	10	-	10	40	40	20	20	10	150
402	Pedagogy of EVS at Primary Level - II	10	-	10	40	40	20	20	10	150
403	Pedagogy of Optional subject at Upper Primary- II (Telugu/English/Mathematics/Science/Social Studies)	10	-	10	40		20	20	10	110
405	Towards Self-Understanding- II	25	25		-	-	-	-	-	50
	Action Research									20
Total										500

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 5 Papers)	05
2	Assignment Records	(For 1 Paper)	01
3	Teaching Practice cum Internship Record – English- Primary Level	English	1
4	Assessment (CCE) Record – English- Primary Level	English	1

5	Classroom Observation & Reflective Journal – English- Primary Level	English	1
6	Final Lesson — English - Early / Middle Primary Level	English	1 (2 copies External-1 + Internal-1)
7	Teaching Practice cum Internship Record – EVS- Primary Level	EVS	1
8	Assessment (CCE) Record – EVS - Primary Level	EVS	1
9	Classroom Observation & Reflective Journal – EVS - Primary Level	EVS	1
10	Final Lesson — EVS - Early / Middle Primary Level	EVS	1 (2 copies External-1 + Internal-1)
11	Teaching Practice cum Internship Record – Optional Subject – Upper Primary Level	Telugu/English/ Mathematics / Science /Social Studies	1
12	Assessment (CCE) Record – Optional subject – Upper Primary level (classes-6 to 8)	Telugu/English/Mathematics/ Science/Social Studies	1
13	Classroom Observation & Reflective Journal – Optional Subject – Upper-Primary level (classes-6 to 8)	Telugu/English/Mathematics/ Science/Social Studies	1
14	Final Lesson — Optional Subject Upper Primary Level (classes- 6 to8)	Telugu/English/Mathematics/ Science/Social Studies	1 (2 copies External-1 + Internal-1)
15	Action Research Record – (Early/ Middle &Upper Primary Level	English / EVS, Optional subjects	1
Total Records			19

Teaching Practice

In semester- IV, the student teachers are sent for Teaching Practice for 20 days in two spells for 10 days each. The student teachers who are sent for a particular school are to be divided into two Groups and the lessons may be allocated to them before hand for teaching in the school.

The 'work allotment' for Teaching Practice of Methodology Papers for student teachers who are sent to a particular school in two groups for 20 days in two spells is illustrated below.

For example, if 8 student teachers, say A, B, C, D, E, F, G and H, are sent for TPs to a school, half of them will comprise Group-I (A, B, C & D) and the other half comprises Group-II (E, F, G & H).