

Semester Grade Point Average Memo for Semester-II

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
VI	Sociological Foundations of Education	4	B	32	
VII	Learning and Teaching	4	C	28	
VIII	Classroom Management, Leadership and Action Research	2	D	12	
IX	Art Education	2	C	14	
S2-P	Practicum (Activities/ Projects/ Records)	5	B	40	
	1. Micro Teaching	Pg1	1	C	7
		Pg2	1	B	8
	2. Observation Record	Pg1	1	B	8
		Pg2	1	B	8
3. School Record	1	A	9		
Semester Grade Point Average				7.5	
Cumulative Grade Point Average				6.8	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
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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

See Schedule of Activities for Various Courses in page no. 77-84

Course-VI
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Course Outcomes:

After completion of the course, the student-teacher

1. Understands the sociological basis of Education
2. Understands the impact of culture and socialization on Education
3. Sensitizes the student teacher about the impact of Education on the quality of life
4. Understands the preamble of the constitution in the light of Education
5. organizes various programmes to achieve national integration and international understanding

Course Content**Unit-1: Sociology and Education**

Meaning, nature and scope of sociology
Relationship between sociology and Education
Agencies of socialization (Family, peer group, school, Media, Religion)
Role of Teacher in Socialisation process
Impact of Socialisation on Education

Unit-II: Culture and Education

Meaning and definitions of culture
Characteristics of culture
Dimensions of culture, cultural lag, cultural pluralism
Impact of culture on Education
Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education

Meaning and factors responsible for Social change
Concept and attributes of Modernization
Social stratification, Social Mobility and Education
Education as a facilitator for social change
Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education

Concept and Principles of Democracy
Equality and equity in Education
Preamble of the Constitution in relation to Education
Role of Education in strengthening democracy and democratic citizenship
Teacher as a democrat

Unit-V: Education and National Integration

Concept, Need for National Integration
Education as an instrument for national integration
Programmes to promote National Integration and International understanding,
Peace education in schools
Social Crisis and its Management

Activities

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

Text Books

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi -1983
 Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi -1966
 Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979
 Aggrawal, J C – Sociological Foundations of Education – New Delhi
 Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – Telugu Academy, Hyderabad

Reference Books:

Sandeep.P. & C.Madhumati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd.
 Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon
 Thakur A S & Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House
 Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat Mukherji,
 Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press
 Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press
 Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon
 Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi Coombs,
 Phil P H (1970) – The World Education Crisis: A Systems Analysis – AH Wheeler & Co.
 Vaizey John (1967) – Education in the Modern World: World University Library – London

Course-VII LEARNING AND TEACHING

Objectives

After completion of the course, the student-teacher will be able to

1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Outcomes:

After completion of the course, the student-teacher

1. Will be aware of the process of learning and information processing
2. gains an understanding of different theoretical perspectives on learning
3. reflects on their own implicit understanding of the nature and kinds of learning
4. explores the possibilities of designing learning environment and experiences at school
5. appreciates the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Unit-1: Process of Learning

Concept of learning, types of learning and factors influencing learning
 Learning process: Attention, sensation, perception, and concept formation
 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
 Transfer of learning: concept, theories and types (Horizontal and Vertical)
 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning

Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
 Classical Conditioning - Pavlov, concept and principles and classroom implications
 Operant Conditioning – Skinner, concept and principles and classroom implications
 Compare these perspectives in terms of their merits and applicability to classroom learning

Unit-3: Cognitive and Humanist Perspectives of Learning

Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process

Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
 Distinction between Instruction, training and teaching
 Phases of teaching: planning, execution and reflection
 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement

Meaning of learning environment and learning engagement

Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
 Development of emotional intelligence
 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

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

Text Books

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
 Mangal, S.K.(2002). *Advanced Educational Psychology*, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Reference Books

Beggie, H.L. and Hunt M. P: *Psychological Foundations of Education* Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
 Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London:Paladin Books
 Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
 Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
 Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi
 Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
 Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
 Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra:HPB.
 Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.
 Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press
 Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*. Ludhiana: Kalyani Publishers.

Course-VIII
CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of classroom organization
2. understand the importance of classroom Management
3. develop ability to face the problems in managing the classroom.
4. understand the role of leadership of a teacher
5. undertake different action research projects to improve professional practices

Course Outcomes:

After completion of the course, the student-teacher

1. Understands the importance of classroom organization
2. Understands the importance of classroom Management
3. Develops the ability to face the problems in managing the classroom.
4. Understands the role of leadership of a teacher
5. Undertakes different action research projects to improve professional practices

Course Content

Unit-1: Classroom Organization

Classroom organization – Meaning and purpose
 Classroom Seating Arrangement for different purposes
 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
 Characteristics of Classroom Environment - Learner friendly and inclusive
 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

Classroom management – concept, need and approaches .
 Managing with different types of students – Leader, Follower, passive
 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
 Violation of rights of children – legal consequences.
 Strategies to manage behavior problems- preventive, supportive and corrective.
 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

Teacher as a facilitator of learning
 Perspective planning and coordination with authorities for support.
 Accountability and self assessment of teachers and feedback mechanisms.
 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

Concept, Nature and Characteristics of a Leader
 Types of Leadership
 Strategies to develop leadership qualities
 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education

Action Research – Meaning, Need and Scope

Steps in Action Research

Action Research Cycle

Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

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

Text Books

Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi

Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and

Deep Publications Pvt. Ltd. Delhi

John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books

Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi

Mishra R C (2007) History of Educational Administration, APH Publishing Corporation, New Delhi

Meenakshi Sundaram, A (2012), Educational Innovations and Management , Kavyamala Publishers, Chinnalpathi, Tamilnadu

Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), Pathasala Nirvahana Vidyamsalu, Telugu Academy, Hyderabad

Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad

Course-IX
ART EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Outcomes:

After completion of the course, the student-teacher

1. Integrates Art with Education and become better communicator.
2. Develops creative thinking through different Art forms.
3. Realizes that liberal arts help in making better professionals.
4. Understands Art as a medium of expression.
5. Understands the role of Art as a medium of Education.
6. Deepens students ability for perception and reflection.
7. Uses Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Content

Unit-1: Art and Aesthetics

Aesthetics – as a branch of Philosophy.
Aesthetics – its meaning, dimensions and constituents.
Art as a form of Aesthetics.
Indian Art and Rasa principle.
Importance of Arts in Education

Unit-2: Art and Education

Art as a medium of education.
Art as a unifying principle in education.
Art and Society.
Art and Human development.
Art for self- expression, keen observation, and sense of appreciation.

Unit-3: Place of Visual Art and Performing Arts in Teaching

Different forms of visual and performing Arts.
Teaching as an Art.
Drama as a form of Teaching.
Identification of local Art forms and their integration to teaching – learning.
Evaluation strategies; assessing the different forms of Art.

Unit-4: Contributions made by Contemporary thinkers on Art and Education

Rabindranath Tagore
A.K. Coomara Swamy
Herbert Read
Elliot Eisener

Unit-5: Art and Craft in Education

Art in Craft

Craft in Art

Traditional Craft and their relevance to Education

Local Craft and their place in SUPW

Indian Festivals and its Artistic significance

Activities

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

Text Books

John Dewey, Art as Experience, New York, 1934, Minton

Herbert Reed, Education through Art – Faber and Faber, New York, 1968 Esner

Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

Reference Books

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan

Jefferson B, Teaching Art to Children – Continental View Point – Boston, AllynBacon, 1969

Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962

A.K. Coomara Swamy, Christian and Oriental Philosophy of Art, Munshiram Manoharlal, Delhi, 1974