Bagalkot University,

(A State Public University of Govt. of Karanataka)

Jamkhandi

The Draft

REGULATIONS AND SYLLABUS FOR

THE TWO YEAR B.Ed. PROGRAMME

ADAPTED FROM RCU BELAGAVI

APPLICABLE FROM THE ACADEMIC YEAR

2023-24

Preamble for B.Ed Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Vide letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the B.Ed syllabus from RCU, Belagavi for all the 2 years degree B.Ed programmes, The syllabus follows the Choice Based Credit System introduced by University and provides flexibility to the students to choose their course from a list of electives and soft-skill courses, which makes teaching-learning student-centric. The higher semester syllabi will be published in due course. The subject codes/ question paper codes are changed, whereas the subject syllabi remains the same. The subject code format is described in the following.

Subject Code Format for BED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code		DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE		TH/ LAB /B/I NT.
1	2	6	B	E	D	0	1	X	X	X	H	C	C	0	1	T

[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,…

[2-3] The University UUCMS Code

[4-6] The PG degree codes to be provided as

Sl. No	Degree Code	Degree
1	BED	Batcheler of Education

[7-8]The Semester Information is provided as

Sl. No	Semester
1	‘01
2	’02
3	03

[9-11]The Discipline Information to be provided as

Sl No	Degree	Discipline Code
1	BED	XXX

[12-14]The Subject Type to be provided as

Sl. No.	TYPE	Description
1	HCC	Hard Core Course
2	CSC	Core Subject Course
3	SCC/SPC/OPC	Soft Core Course / Specialization Course / Optional Course
4	PRC/PDC/EPC/EFC	Perspective Courses/ Pedagogic Courses/ Enhancing Professional Courses/ Engagement with Field Courses
4	OEC	Open Elective Course

[15-16] The Running Serial Number is to be provided for a particular subject type 01 to 99

[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab

CONTENT LIST

ABBREVIATIONS	
B.Ed	Bachelor of Education
BOS	Board of Studies
CAC	Common Admission Cell
D.Ed	Diploma in Education
Dept.	Department
DIET	District Institute of Education and Training
DSERT	Directorate of State Educational Research and Training
Ext. Marks	External Marks
Govt.	Government
ICT	Information and Communication Technology
Int.Marks	Internal Marks
KSHEC	Karnataka Sate Higher Education Council
M.Ed	Master of Education
Max	Maximum
MHRD	Ministry of Human Resource Development
Min	Minimum
MOTA	Modalities of Transaction and Assessment
NCTE	National Council for Teacher Education
PG	Post Graduate
STEM-B	State Teacher Education Monitoring Board
TEI	Teacher Education Institute
TERM	Teacher Education Regulatory and Monitoring Cell
Tg	Teaching
TLM	Teaching Learning Material
UG	Under Graduate

1. BED I and II SEMESTER SYLLABUS AND COURSE CODE

COURSE CODE	SEMESTER-I
126BED01XXXPRC01T	Childhood and Adolescence
126BED01XXXPRC02T	Philosophical and Sociological bases of Education
126BED01XXXPRC03T	Educational Technology
126BED01XXXPDC01T	Understanding Discipline and Pedagogy: Languages
126BED01XXXPDC02T	Understanding Discipline and Pedagogy: Social Science
126BED01XXXPDC03T	Understanding Discipline and Pedagogy: Science
126BED01XXXPDC04T	Understanding Discipline and Pedagogy: Mathematics
126BED01XXXPDC05T	Understanding Discipline and Pedagogy: Commerce and Economics
126BED01XXXPDC06T	Understanding Discipline and School Subjects
126BED01XXXEPC01P	ICT- Basic Competencies
126BED01XXXEPC02P	Psychosocial Tools and Techniques
126BED01XXXEPC03P	Language across the Curriculum
126BED01XXXEFC01P	Microteaching and Integration
COURESE CODE	**SEMESTER-II**
126BED02XXXPRC04T	Learning and teaching Process
126BED02XXXPRC05T	Knowledge and Curriculum
126BED02XXXPRC06T	Education in Contemporary India
126BED02XXXPDC07T	Techniques, Methods and Approaches of Pedagogy
	Optional course (any one)
126BED02XXXPDC08T	Guidance and Counseling
126BED02XXXPDC09T	Value education
126BED02XXXPDC10T	Health and physical education
126BED02XXXPDC11T	Environmental education
126BED02XXXEPC04P	ICT applications
126BED02XXXEPC05P	Fine Arts and Theatres
126BED02XXXEPC06P	Simulated and ICT mediated lessons
126BED02XXXEFC02P	School lessons and Reflective Diary

2. Title, Application and Commencement.-

The regulations shall be cited as Karnataka State Regulations 2017-18 governing two year B.Ed Programme leading to Bachelor of Education Degree Course.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the Government of Karnataka.

3. Monitoring and Regulation of the Course:

There shall be a State Teacher Education Monitoring Board (STEM Board) at the State level constituted by the Karnataka State Higher Education Council which shall undertake the implementation of B.Ed programme at State level. The Board shall be responsible to monitoring, regulate and issuing appropriate direction to the Universities, Colleges and any other appropriate bodies. The DSERT shall act as the nodal agency for the said purpose.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at each University level which shall take similar functioning as the STEM Board at University level

4. Definitions of the Key terms Used in the Regulation.

a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.

b) **Blank Semester**: A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester.

c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based

d) Activities ,immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two – hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.

e) **Course**: A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L, P, and T.

f) **Tutorial** : A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

g) **Practical/practice**: A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

h) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

i) **Enhancing Professional Capacities (EPC):** These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

j) **Engagement with Field Activity (EF**) : These are the courses where in the student teacher will get the theoretical base through college classes and visit to the

field as and when required intermittently collect information, and completes the assignment.

k) Field Work Activities: These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship**.**

l) **Hard Core Course**: A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.

m) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase

n) **Theory cum Practice**: These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to 50 students as per the facilities available in the institute.

o) **Simulation practices**: The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students or even in absence.

p) **Perspective Course**: The courses that provides the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as application from Various basic disciplines

q) **Field Work Courses** for which student has to visit the field collect the required data systematize, processes and present fall under these type of the courses.

r) **Immersion**: The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

5. Intake.

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation

6. Eligibility and Choice of pedagogic Subjects :

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE and UGC and State Government as listed below:

i. Candidates with at least 50 percent marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme.SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable

ii. The candidate should specify whether he desire to be a

a. Teacher for 6-8 and 9-10 std eligibility, or

b. Teacher for 8-10 and 11-12 std eligibility (Only for PG Qualified)

Each one has to select two methods as prescribed below:

	Discipline	Subject option available	Content to be practiced as Pedagogy
1	Humanity	Kannada, English Hindi, Urdu Sanskrit, Marathi (Any other State neighborhood languages provision made by State Govt)	Respective language as first, second, and third language
2	Social Science	History and Civics	All the content prescribed in the Social Science text books of the State with emphasis on Social science perspective
		Geography	All the content prescribed in the Social Science text books of the State with emphasis on Geography and Environmental science perspective
3	Physical Science	Physics	All the content prescribed in the Science text books of the state with emphasis on physics
		Chemistry	All the content prescribed in the Science text books of the state with emphasis on chemistry
		Physical science	All the content prescribed in the Science text books of the State up to VIII and Physical Science content of IX and X std.
4	Biological Science	Biology	All the content prescribed in the Science text books of the State up to VIII and Biological Science content of IX and X std
5	Mathematics	Mathematics	All the content prescribed in the Science text books of the State up toX std mathematics of the State
6	Commerce	Commerce	The content of XI and XII as per State Govt provision

The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specialization exist for the III rd Semester and IVth Semester. For the second

semester there are no pedagogic paper specialised to any school subject. The pedagogic subject for the first semester will be on any two of the followings, one each from any two groups:

	Pedagogy of Discipline	Suitable for the existing State Appointment
1	Humanity	Language Teacher
2	Social Science	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Science and/or Biological Science	Science Teacher
5	Mathematics	Maths Teacher
6	Commerce	Commerce at Higher Secondary Level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

i) The pedagogic subject choice (except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree programme . Language pedagogy shall be given based on study of the subject either as optional or as basic.

ii) The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the state appointment provision presently in operation while advertised State Government of Karnataka.

iii) The pedagogic subject of Advanced pedagogy of higher secondary shall be given only to the students with PG qualification.

iv) For students who have studied other than BA/B.Sc/MA/M.Sc; B.Ed is only for knowledge sake. (This is because present C & R Rules does not permit the graduates other than BA, B.Sc for appointment of teachers.)

7. Medium of Instruction:

Medium of instruction for the course is English. However, candidates may write the examination in Kannada for all papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

8. Admission Procedure:

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.

b) The Central Admission Cell of the Sate under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permission by the Government.

c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC and STEM Board directions. The University and TEI shall follow the calendar of events. The calendar of events to be followed are:

i. Date for the publication of notice inviting applications for admission by the University along with list of recognised colleges by the University.

ii. Last date of receipt of the applications for admission to the respective Colleges.

iii. Date of selection by test or interview;(if any)

iv. Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admission.

v. Provisional approval of the admission by the College and declaration on the college website

vi. Last date for admission.

vii. Final list of seats admitted and forwarded to the University, for approval

viii. Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.

ix. Student admitted after the course commence, and if remain short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

9. Approval from State Govt. of the admission list by University:

The list of the admitted candidate endorsed by the University shall be submitted to the STEM Board and shall take necessary monitoring in accordance to the admission eligibility and state policy.

10. Curricular Components.

The course shall have the curricular components namely:

a. Perspective Courses (Per-C)
b. Pedagogic Courses (Pd- C)
c. Enhancing Professional Courses (Prof-C)
d. Engagement with Field Courses (Enga-C)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA). The details are in the proceeding table presented semester wise:

11. Details of Working Duration, Credits and Marks

The details of total number of working days and its distribution with credits and curricular components is as follow:

Semester	Working Days	Working Hours/Credit	Marks			Total Marks
			Theory	Practicum EPC &EF	Total	
I	100	600/24	500	100	600	1200
II	100	600/24	500	100	600	

Each credit has equivalence of 25 marks and 23 hours of theory work load. In case of 100 marks theory course there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

12. Credits, Marks and Passing Standards :

The details of courses offered in each semester with credits, marks and passing standards shall be as given below;

Semester I

Content	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimumm	Max	Minimumm	
Theory Per-C	126BED01XXXPRC01T	Childhood And Adolescence	4	20	8	80	32	100
	126BED01XXXPRC02T	Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
	126BED01XXXPRC03T	Educational Technology	4	20	8	80	32	100
Theory Pd- C	126BED01XXXPDC01T	Understanding Discipline and Pedagogy-I (UDP –I)	4	20	8	80	32	100
	126BED01XXXPDC02T 126BED01XXXPDC03T 126BED01XXXPDC04T 126BED01XXXPDC05T 126BED01XXXPDC06T	Understanding Discipline and Pedagogy-II (UND-II)	4	20	8	80	32	100
EPC & EFC	126BED01XXXEPC01P	ICT Basic competencies	1	25	12			25
	126BED01XXXEPC02P	Language across the curriculum	1	25	12			25
	126BED01XXXEPC03P	Psycho Social Tools and Techniques	1	25	12			25
	126BED01XXXEFC01P	Micro teaching and Integration	1	25	12			25
			24					600

a. PRC (Per-C) = Perspective Courses

b. PDC (Pd- C) =Pedagogic Courses

c. EPC = Enhancing Professional Courses

d. EFC = Engagement with Field Courses

e. T = Theory

f. P = Practicum

Semester II

Content	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum	Max	Minimum	
Theory Per - C	126BED02XXXPRC04T	Learning and teaching Process	4	20	8	80	32	100
	126BED02XXXPRC05T	Knowledge and Curriculum	4	20	8	80	32	100
	126BED02XXXPRC06T	Education in Contemporary India	4	20	8	80	32	100
Theory Pd -C	126BED02XXXPDC07T	Techniques, methods and Approaches of Pedagogy	4	20	8	80	32	100
	126BED02XXXPDC08T 126BED02XXXPDC09T 126BED02XXXPDC10T 126BED02XXXPDC11T	Optional course (any one)	4	20	8	80	32	100
EPC & EFC	126BED02XXXEPC04P	ICT applications	1	25	12			25
	126BED02XXXEPC05P	Fine Arts and Theatres	1	25	12			25
	126BED02XXXEPC06P	Simulated and ICT mediated Lessons	1	25	12			25
	126BED02XXXEFC02P	School lessons and reflective diary	1	25	12			25
			24					600

12. Modalities of Transaction and Assessment.

Part-A: In puts: The B.Ed Programme has various inputs designed with the dueproportion prescribed by the NCTE. The details are provided in the following three tables.

Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson in puts and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORATICAL	20 Credits/500 (20.83%)	20 Credits/500 (20.83%)	16 Credits/400 (8.33 %)	16 Credits/400 (8.33 %)	1800 (75%)
PRACTICAL	4 Credits/100 (4.16 %)	4 Credits/100 (4.16 %)	8 Credits/200 (8.33%)	8 Credits/200 (8.33%)	600 (25%)
TOTAL	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96Credits /2400 (100%)

(Percentages are out of the total marks for the programme)

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS	Marks allotted
I	Microteaching (Six Skills) 1)Skill of Introduction 2)Skill of probing questions 3)Skill of explanation 4)Skill of illustrations with examples 5)Skill of stimulus variation 6)Skill of black board work	Skill with full repeat cycle and with video recording (Three per pedagogy)	**9+9= 18**
	Integration of overall skill with teaching-learning process for 15 min. each	Two lessons per pedagogy subject	**2.5+2.5=5**
	Peer observation	Observation of all lessons of peers in the group	**2**
II	<u>Simulated and ICT mediated lessons</u>		
	Simulated lessons	Two per pedagogy (45 mins)	4+4=8
	ICT mediated lessons	Two per pedagogy subject (45 mins)	7+7=14

(2 weeks)	<u>School lessons and Reflective diary</u> Peer observation	Observation of all lessons of peers in the group	3
	Observation of mentor/ Teachers lessons	Two lessons per pedagogic subject	2+2=4
	School practice Lessons	Four lessons per pedagogic subject	8+8=16
	Reflective diary (Report of observation of day to day activities; Types and maintenance of school records; CCE carried out in school)	One diary	5
III **(3 weeks)**	<u>Block teaching lessons</u> School practice Lessons	Eight lessons per pedagogy subject	16+16=32
	Criticism lesson	One per pedagogy Subject	4+4=8
	Peer observation	Twenty lessons per pedagogy subject	5+5=10
	<u>Block teaching related Activities</u> Unit plan and unit test	One per pedagogy Subject	5+5=10
	Diagnostic test	One per pedagogy Subject	5+5=10
	Remedial Teaching	One per pedagogy Subject	5+5=10
	Organization of co-curricular Activities	One per pedagogy Subject	5+5=10
	Preparation of Question bank	One per pedagogy Subject	5+5=10

IV (Fifty days)	Field work and Immersion Lessons		25+25=50
	School practice Lessons	20 lessons per pedagogy subject	20+20=40
	Peer observation	10 lessons per pedagogy subject	1+1=2
	Assignments	Details given under Sem IV syllabus	2x4=8
	Test Lessons	One test lesson per pedagogy subject	50+50=100

Part-B: Modalities of transaction:

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentions there after

The details of each modality of transaction and assessment are as below:

The details of each modality of transaction and assessment are as below:

	Modality	Courses of programme	Nature of transaction
1	Type 1	Theory courses of semester I, II ,III ,and IV	Class room presentations, discussions, seminars, Assignments and tutorials CAI approach.
2	Type 2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Base Teaching D. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type 3	Language across the curriculum Understanding Self, personality and Yoga Research project Reading and reflecting	Theoretical presentations, Discussions, Demonstrations, practice under supervision, fields work and report writing
4	Type 4	Lab Work : ICT-1 and ICT-2 Psycho–social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type 5	Field work/engagements Type 1 Type 2	Orientation to the assignment, providing necessary instructions, undertaking work in school and field, reporting
6	Type 6	School Internship/Immersion –I	Practicing various roles of teacher at school premises, recoding and reporting

Type 1 : Modes of Transactions for Theoretical Courses:

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended contextually. The list of theoretical courses is as listed below

Sem	Course Titles	Credits	Int-Marks		Ext-Marks		Total
I			Max	Minimum to pass	Max	Minimum to pass	
	Childhood and Adolescence	4	20	8	80	32	100
	Philosophical and Sociological bases of Education	4	20	8	80	32	100
	Educational Technology	4	20	8	80	32	100
	Understanding Discipline and Pedagogy -1	4	20	8	80	32	100
	Understanding Discipline and Pedagogy-2	4	20	8	80	32	100
II	Learning and teaching Process	4	20	8	80	32	100
	Knowledge and Curriculum	4	20	8	80	32	100
	Education in Contemporary India	4	20	8	80	32	100
	Optional Course		20	8	80	32	100
	Pedagogic tools ,techniques and Approaches	4	20	8	80	32	100
							1000

Type 2: Simulation Practices: (2 Credits):

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

a. Micro teaching:
b. Video lesson observation and criticism:
c. Skill Integration lesson presentation with peer group
d. ICT mediated lesson with peer group
e. Video recording lesson of peers in simulation classes
f. Concept analysis and presentation on subject content

Video lesson Activity:

Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

Type 3: Competency Based Instruction:

Sr.No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Language across the curriculum	1	25		12	25
2	Understanding self, Personality & Yoga	2	50		25	50
3	Fine arts and Theatre	1	25		12	25
4	Research Project	2	50		25	50
5	Reading and Reflecting	1	25		12	25

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

Type 4: Lab Works :

ICT Basic : one credit
ICT application : one credit

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis softwares, digital publication activities, web related activities and any other

advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)

a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the exercise by the student.
d. Exercise practice and output print if necessary.
e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

a. Orientation for 15 to 20 minutes.
b. Demonstration of the activity.
c. Presenting the details of the excursive by the student.
d. Working out the excessive and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada soft ware keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com

6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (freemind, VUE)and write a report.
13. Use one of the E-book Tool(Sigil,caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) Lab assignment :

1. Tabulating the raw scores and processing the date of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issues related to child/teachers, recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological text of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generate the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differentially able child and finding out the needed inputs.
5. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

Type 5: Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Sessions)

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc)and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.

c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or of unique nature.

d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, asses the status and present a report for its improvement.

e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institutes and report as document.

f. Any other activity similarly designed and notified by the University.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

Reading and reflecting context: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

13.00 **Mandatory Institutional Requisites**.

Appointment of Academic Head: She/he is the head of the B.Ed Programme with qualification required equivalent to a Principal of B.Ed Institute as per NCTE, State UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. She/He shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

Academic Resources: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The curriculum transaction mode (CTM) prescribed and the Internal Assessment monitoring guidelines and conditions laid down by the University has to be strictly adhered. All I.A activities need to be recorded stored systematically and shall be approved by the requisite approving body before forwarding marks to the Registrar (Evaluation) of University.

The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University, TERM Cell, STEM Board of the State, DSERT and authorities appointed form time to time by the State and University authority.

Academic Records: These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

14.00 Monitoring Academics and Assessment

There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

a) The Chairperson Board of Studies (B.Ed)
b) The Chairman Board of Examination.(B.Ed)

c) Two senior from teaching staff of Dept of Education on rotation basis. - Members Academic Head (B.Ed) from TEI, fully qualified and appointed on permanent basis, approved by University, on rotation basis based on seniority.

As per the procedure based on the facts can visit the colleges to verify the academic records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks. This needs to be decided by the TERM cell well in advance and be circulated to all the colleges

The Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate of the program to the committee as per the calendar of events for the academic semester.

University has to evolve a procedure for IA inter colleges uniformity. The Board of studies (B.Ed) shall prepare the procedure of monitoring the IA and get the approval from the TERM cell. The advisory note of the STEM Board shall be mandatory whenever circulated to the Universities as and when provided so as to maintain the inter University standards

15.00 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation and mentoring programme.

16.00 Attendance and Conduct :

B.Ed is a full time course and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action needs to taken to withdraw the degree.

Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.

The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the

working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any.

Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

(i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.

(ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester, both Online and in manual/printed.(hard and soft copy) as per University procedure.

(v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) CE& other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the practicals during Semester I, II III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

18.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

Internal Assessment

Each Course normally, would have two components- the Internal Assessment and the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester End Examination are presented in the schematic table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10 20
Field Assignment	5 Marks	Seminar	5 Marks	

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate

the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester.

The records of all the internal assessment activities shall be maintained for one year and /or till the candidates opportunities to reappear (attempt) are exhausted.

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

Total marks for each course	100 Marks
Continuous assessment	10 Marks
Continuous assessment	10 Marks
Semester - End -Examination	80 Mark

The grade and the grade point earned by the candidate in the subject will be as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=O) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

CGPA = GPi/ Vi

Where, GPi denotes the grade points earned in the course;

Vi denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
8 > CGPA < 10	1
6 >CGPA < 8	2
5 >CGPA < 6	3

19.00 Issuance of Grade Certificate.

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

20.00 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is

found to be baseless and unduly motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

a) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener
b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.
c) One senior faculty member/ subject expert drawn from outside the University department.

21.00 Challenge valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation) through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

22.00 Provision for improvement :

A candidate who **has passed in 'Theory'** (Part A) but has not completed **or failed in 'Practicum'** (Part B) will be permitted at his/her option to carry forward the marks obtained in **'Theory'** to three subsequent semester examination. The candidate is required to revise his grade in the **' Practicum'** (Part B) only in areas he

/ she has not completed **or failed.** Candidate exercising this option shall be eligible for the grade.

iii) A candidate who fails in **'Theory'** (Part A) and fails in **'Practicum'**(and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of **'Practicum'** (Part B)in which he /she has failed and reappears in the theory course of **'Theory'**(Part A)**.**

v) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per NCTE norms.

23.00 Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2.

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

24.00 Improvement of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before betterment and after betterment whichever is higher will be considered.

25.00 Reappearing for assessment:

There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an

aggregate of 50% . Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).

If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

26.00 Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II are valued shall be maintained in the College/ Institution by the Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and there after these valuated scripts of tests, assignments etc., be discarded immediately by the concerned Principal/ Head of the Institution.

The answer scripts of C3 examination conducted by the University be maintained by the Registrar (Evaluation) for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so 'ever about the marks awarded to courses relating to these scripts be entertained.

Repeal and Saving Clause

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consistency with these regulations.

The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the Provisions of these Regulations.

If any difficulty arises in the implementation of these regulations the Vice Chancellor shall, in consultation with the Dean the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by him to the Academic Council for ratification.

BLUEPRINT OF TWO YEAR B.ED COURSE

components	Sem I			Sem II			Sem III			Sem IV			Grand total
	Course	**Credits**	**Marks**	**Course**	**Credits**	**Marks**	**Course**	**Credits**	**Marks**	**Course**	**Credits**	**Marks**	
Perspectives in Education	Childhood & Adolescence	4	100	Learning & teaching Process	4	100	Inclusive Ed	4	100	Gendr,Schl & societ	4	100	1000
	Phil & social basis of Ed	4	100	Know & Curriculum	4	100	Educational Evaluation	4	100	Ednl adm & management	4	100	
	Ednl Tech	4	100	Ed in Contemporary India	4	100							
Pedagogic Courses	Und Disc & Pedagogy-1	4	100	Tech, methods & Approachs of Pedagogy	4	100	Subject specific Ped - 1	4	100	Adv ped of sp sub -I	4	100	800
	Und Disc & Pedagogy-1I	4	100	Optional Course	4	100	Subject specific Ped - II	4	100	Adv ped of sp sub II	4	100	
Enhancing professional competencies	ICT-basic comp	1	25	ICT-Application	1	25	Und self, per & yoga	2	50	Reading & reflecting	1	25	300
	Pscho-social tools n Techn	1	25	Fine Arts andTheatre	1	25	Research project	2	50	Tr placement & CET class	1	25	
	Lang across curr	1	25	Sim and ICT med lessons	1	25							
Engagement with field and school internship	Micro-teaching & integr	1	25	School lessons & reflective diary	1	25	Block teaching lessons	2	50	Field work & Immersion	2	50	300
							Block teaching related activities	2	50	Test lessons 1+1	2+2	100	
		24	600		24	600		**24**	**600**		**24**	**600**	**2400**

SEMESTER I

Content	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimumm	Max	Minimumm	
Theory Per-C	126BED01XXXPRC01T	Childhood And Adolescence	4	20	8	80	32	100
	126BED01XXXPRC02T	Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
	126BED01XXXPRC03T	Educational Technology	4	20	8	80	32	100
Theory Pd- C	126BED01XXXPDC01T	Understanding Discipline and Pedagogy-I (UDP –I)	4	20	8	80	32	100
		Understanding Discipline and Pedagogy-II (UND-II)	4	20	8	80	32	100
	126BED01XXXPDC02T	Social Science						
	126BED01XXXPDC03T	Science						
	126BED01XXXPDC04T	Mathematics						
	126BED01XXXPDC05T	Commerce and Economics						
	126BED01XXXPDC06T	School Subjects						
EPC & EFC	126BED01XXXEPC01P	ICT Basic competencies	1	25	12			25
	126BED01XXXEPC02P	Language across the curriculum	1	25	12			25
	126BED01XXXEPC03P	Psycho Social Tools and Techniques	1	25	12			25
	126BED01XXXEFC01P	Micro teaching and Integration	1	25	12			25
			24					600

a. PRC (Per-C) = Perspective Courses

b. PDC (Pd- C) =Pedagogic Courses

c. EPC = Enhancing Professional Courses

d. EFC = Engagement with Field Courses

e. T = Theory

f. P = Practicum

Year	I	Course Code: 126BED01XXXPRC01T	Credits 3 +1	Hours
Semester	I	CHILDHOOD AND ADOLESCENCE	Marks 80+20=100	60

Objectives

After studying this course the student- teachers will be able to

1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze developmental variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. Analyze different factors influencing child development.

Unit 1: Introduction to Educational Psychology

Concept of Psychology

Meaning, nature, scope and branches of Educational psychology

Methods of studying human behaviour- Introspection, Observation, Case study and experimental method :Meaning, steps, uses and limitations

Unit 2: Concept and Approaches to Human Development

A. Concept

Concepts and Principles of development

Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

Nature vs Nurture

Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

B. Approaches

Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner,Bandura)

Psychosocial Theory (Erikson)

Psychoanalytic Theory (Freud)

Ecological Theory (Bronfrenbrenner)

Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)

Prenatal development: Conception, stages and influences on prenatal development

Milestones and variations in Development

Environmental factors influencing early childhood development

Role of play in enhancing development

Unit 4: Adolescence to Adulthood

Early Adolescence (From nine years to eighteen years)
Emerging capabilities across domains of physical and social emotional
Emerging capabilities acrossdomains related to cognition - metacognition, creativity, and ethics
Issues related to puberty
Gender and development
Influence of the environment (social, cultural, political) on the growing child
Transitions into Adulthood
Psychological well-being
Formation of identity and self-concept
Emerging roles and responsibilities
Life Skills and independent living
Career Choices

Practicum:

Engagement with the field as part of course as indicated below Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
5. Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
6. Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools,
   Schooling and Human Development. New York: Routledge.
7. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
8. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
9. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
10. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.

Year	I	Course Code: 126BED01XXXPRC02T	Credits 3 +1	Hours
Semester	I	Philosophical and Sociological bases of Education	Marks 80+20=100	60

Objectives of course

1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic trends and principles and development of the major schools of philosophy.
3. Understand the relationship between sociological bases for education.
4. Understand the constitutional provisions for education in state.

Unit 1: Philosophical Foundation of Education

Meaning and Scope of Philosophy, Indian schools of Philosophy(Nyaya, Sankhya, Vaisheshika, Dwaita, Adwaita)
Need of Philosophy In Life and for Teaching
Meaning and definitions of Education
Interrelationship between Philosophy and Education

Unit 2: Schools of Philosophy

Idealism, Naturalism, Pragmatism
Aims and objectives, Curriculum, Methodology, Teacher-Pupil Relationship and Discipline
Educational Implications of these Schools
Contributions of selected philosophers :Eastern (Mahatma Gandhiji, Swami Vivekananda, Jiddu Krishnamurthy) Western (Plato, Froebel, Rousseau)
Meaning of Values : Indian philosophical values- Satyam, Shivam & Sundaram
Human Values And Education:- Spiritual, Moral, Social, Aesthetic Values
National Values as Mentioned In The Indian Constitution

Unit 3: Sociological bases of Education

Relationship of sociology and education,
Concept, scope and functions of educational sociology
Sociology of education- education as a social sub system
Inter-relationship among school, family, community and society.
Specific characteristics which make for social harmony.

Unit 4: State and Education:

Education: The State Provisions in Indian Constitution

Educations and Democracy, National Integration through Education

Education for International Understanding.

Education in relation to human culture, religious polices, modernization,role of culture in provisional development in education and culture.

Changes in India with special reference to changes in Indian educationand social change

Social stratification and social mobility and its responsibilities for socialchanges

Practicum

1. Conducting and reporting any one activity which promote National Integration
2. Participating in Social activity –conducted by international organizations locally like UNICEF, WHO and so on and reporting
3. Visiting the cultural centres and reporting about it
4. Conducting the awareness programmes about the constitutional provisions regarding education and reporting
5. Other activity /survey/analytic study based assignments related to the syllabus should be planned and implemented by the college

Suggestive Readings:-

1 Sociological Approach In Indian Education – Vinod Putak Mandira Agra By SS Mathur

2 The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia

3 Ground Work Of Theory Of Education By Ross

4 Modern Philosophy Of Education – By Brabacher

5 Foundation Of Eduction – VP Bokil

6 Educational Sociology – Brown

7 The Schooling Society – Eran Illich

Year	I	Course Code: 126BED01XXXPRC03T	Credits 3 +1	Hours
Semester	I	Educational Technology	Marks 80+20=100	60

Objectives:
After the completion of course, pupil teachers will be able to –

1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Explain the meaning and use of cybernetics
4. Understand and use the different Media in Education
5. Understand the different learning experiences and use them in the teaching-learning process.
6. Acquaint with innovations in Educational Technology
7. Integrate ICT into Teaching Learning, administration and Evaluation.
8. Develop information Management, communication and collaborative skills.
9. Design and develop and use learning materials in Teaching.
10. Practice safe, ethical ways of using ICT.
11. Use ICT for making classroom processes Inclusive

Unit- I Basics of Educational Technology

Educational technology- Meaning, Nature, Scope, objectives, and Importance.
Instructional technology and teaching technology: Meaning, nature and scope.
Approaches of educational technology –Hardware, Software and Systems approach.
Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education

Print media- Books, Journals, Magazines and newspapers.
Digital Media- Documentaries, still pictures, websites, webpage etc,
A-V Aids: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)
Multi-media: Meaning & concept, scope and importance.
Multi sensory approach- Relationship of Learning and Experiences,Dales cone of experience and step learning experiences model

Unit- III Teaching Technology and ICT Resources

1. e-learning, cooperative learning, mobile learning- concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3. Web services: e-mail, chat, online forums, blog, wiki, e-library
4. Resource centres and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, KOER, NROER, EDUSAT,NME-ICT,NPTEL,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education

Concept of ICT and Principles of using ICT in teaching learning process

Impact of ICT in education (impact of ICT in social, cultural, economical)

Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.

Issues and concerns related to ICT

Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI),Computer Mediated Communication (CMC),Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

Practicum

1. Visit websites (Khans academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, plans, statistics, scholarships, issue and trends and writing reports.
2. Free website development and usage (Webs.com)
3. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
4. CAI- Development and reporting
5. Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.
6. Blog- development and related activities
7. Login in to You tube-download and upload.
8. Writing a report on TV Lessons and discussions
9. Writing a report on Radio lessons and discussion.
10. List out the content related different learning experiences

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Year	I	Course Code: 126BED01XXXPDC01T	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Languages	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the meaning of language and its components.
2. Understand the language as a medium of instruction respective English.
3. Understand the Language and Literacy in the Context of School and language acquisition.
4. Understand the Language as a process with respect to classroom context.
5. Differentiate the Curriculum, Syllabus and Text book.

Unit 1: General Introduction on Language, Policies and Politics

Concept of Language, Various components of language; Functions of language;

How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; the recommendations of NCF-2005 on language education

Unit 2: Language and Literacy in the Context of School

Language environment of school and the varied nature of Indian classrooms;

Language Learner's profile: language environment at home;

Characterizing bilingualism and multilingualism; Notions about interference or bridge;

School's Expectations: Views relating to child's home language and literacy practices.

Unit 3: Language Processes and the Classroom Context

Oral language in the classrooms; Participation in the classroom;

Facilitating language interaction and independence.

Creating secure classroom environment for language use; Space for "risk taking";

Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading;

Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 4: Transactional Strategies.

Lesson planning: - Concept and construction

Constructivism- Meaning, Definition, Characteristics, Nature andImportance

Secondary Constructivist approach to teach language in Secondary and Higher Levels.

5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Practicum:

The students are expected to select any one assignment from the following:

1. A critical study on the language text books of secondary school (VI – X/ XI – XII).
2. A study on the effects of bilingualism and multilingualism on the pupils of secondary school.
3. A survey on the challenges in language learning in a secondary school.
4. A critical study on Education Commission and the recommendations on Language Education.
5. A survey on nature of language environment in classrooms.

Readings

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7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and
8. Language Teaching, 1:1. 22- 26.
9. Sinha, S. (2009), Rosenblatt’s theory of reading: Exploring literature, Contemporary Education 1

Year	I	Course Code: 126BED01XXXPDC02T	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Social Science	Marks 80+20=100	60

Objectives of the Course

Student-Teacher will be able to:

1. Overview the foundations of each discipline with respect to Social Science.
2. Understand the place of Social Science in School Curriculum.
3. Understand the perspectives in Social Sciences.
4. Understand the Pedagogical practices in Social Science Curriculum.

Unit 1: Evolutionary Framework of Social Science:

An Overview of theFoundations of each Discipline:
History and Geography- Temporal and Spatial Dimensions. Political science and Economics – The Systems and Processes of Society. Specialized Knowledge versus Inter Disciplinary Knowledge
Trajectory of Social Science Evolutionary Process: Philosophical and Theoretical discourses
Concept of Social Science and Social Studies

Unit 2: Social Science in Schools

Challenges in the development of Social Science Curriculum
General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi-disciplinary and fused frameworks
Cross Cultural perspectives and issues in social science
Teaching of Social Science: Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit 3: Pedagogical practices in Social Science Curriculum

Social Science and Indian School Curricula in search of new Directions.
Review different Commissions/Committees Reports
National Curriculum Frameworks-1975,1988, 2000 and 2005
Critical Review of Social Science Text books from class 6th to 10^{th}
Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Unit 4: Transactional Strategies.

Lesson planning: - Concept and construction
Constructivism- Meaning, Definition, Characteristics, Nature and Importance
Constructivist approach to teach social science in Secondary and HigherSecondary Levels.
5E based Model Lesson - Steps -Engage, Explore, Explain, andElaborate & Evaluation
Unit plan & Unit test – concept construction & administration. Resource Unit.

Practicum:

1. Survey of local historical places.
2. Conducting seminars on the concepts related to social science.
3. Conducting small surveys in schools.
4. Organizing mock parliament and preparing report.
5. Organizing social science exhibition.

Suggested Readings

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2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
8. Gallanvan &Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
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17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
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22. Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
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24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

Year	I	Course Code: 126BED01XXXPDC03T	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Science	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the Nature, Perspective and development of Science.
2. Understand the Science with respect to learner context.
3. Understand the Pedagogical practices in Science Curriculum.
4. Differentiate the Curriculum, Syllabus and Text book.
5. Comprehend critical review of Science Curriculum at the National Level.

Unit I : Nature of Science and Science Education

The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.

A historical perspective: the development of science as a discipline; awareness of the contributions.

Position papers of science education by NCERT

Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

Children's conceptualization of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions;

Misconceptions and 'alternative frameworks' in science.

Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.

Construction of knowledge in science: conceptual schemes, concept maps

Unit III: The science curriculum

The nature and underlying criteria for a science curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, An awareness about science curricula at international level such as Nuffield Science, Harvard Science project.

Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Unit IV: Transactional Strategies.

Lesson planning: - Concept and construction

Constructivism- Meaning, Definition, Characteristics, Nature and Importance

Constructivist approach to teach Science in Secondary and HigherSecondary Levels.

5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate& Evaluation.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Practicum:

1. Conducting activities to develop scientific temper.
2. Recommendations of NCERT pertaining to science education.
3. Report of the present status of science education in India.
4. Critical analysis of science text book.
5. Role of science in dispelling superstitions.

Suggested Reading List

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20. Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.
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Year	I	Course Code: 126BED01XXXPDC04T	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Mathematics	Marks 80+20=100	60

Objectives

Student teacher will be able to

1. Understand the patterns, development and challenges of mathematics in day to day life
2. Understand the concept and process of mathematics
3. Understand the pedagogical practices in mathematics curriculum
4. Differentiate the curriculum, syllabus and textbook of mathematics
5. Comprehend critical review of mathematics curriculum at National level

UNIT 1: Introduction to Mathematical Thinking

(i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.

(ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.

(iii) Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.

(iv) Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

UNIT 2: Learning Mathematics

(i) Processes of dealing with abstractions, particularization and generalization. Studying algorithms; what works and how?

(ii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalization; argumentation and justification

(iii) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice

(iv) Historical evolution of concepts –understanding how concepts evolved, power-play in legitimizing concepts

UNIT 3: Mathematics for Equity and Social Justice

(i) Why teach 'mathematics to all'? –Concerns and challenges

(ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of 'achievement gap'; construction of learners'

identity in a mathematics classroom

(iii) Addressing the concerns of societal as well as mathematical equity

Unit 4: Transactional Strategies.

Lesson planning: - Concept and construction

Constructivism- Meaning, Definition, Characteristics, Nature and Importance

Constructivist approach to teach mathematics in Secondary and Higher Secondary Levels.

5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.

Unit plan & Unit test – concept construction & administration.

Resource Unit.

Practicum:

1. Conducting mathematics exhibition
2. Applications of mathematics in daily life.
3. Report on magic with numbers.
4. Familiarizing the mathematical mobile apps.
5. Web resources in teaching mathematics.

Readings and resources

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D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics.*For the Learning of Mathematics*, *5*(1), 44–48.

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Fuller, E., M Rabin, J., &Harel, G. (2011).Intellectual need and problem-free activity in the mathematics classroom.*Jornal Internacional de Estudosem EducaçãoMatemática*, *4*(1).

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Deborah Ball video on eliciting student thinking, MSRI interview of 6th graders. http://www.msri.org/workshops/696/schedules/16544

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Year	I	Course Code: 126BED01XXXPDC05T	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Commerce and Economics	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Students will demonstrate their knowledge of the fundamental and technical concepts of economics and Commerce.
2. Students will apply the basic theories of economics and Commerce in critical thinking and problem solving.
3. Students will be able to identify and use Economics and Commerce terminologies in oral and written communications.
4. Students will demonstrate an awareness of their role in the global Economics and Commerce environment.
5. Students will be able to make decisions wisely using cost-benefit analysis.
6. Students will demonstrate a sense of responsibility and a capacity for service.
7. Students will demonstrate the ability to recognize when change is appropriate, to adapt to change as it occurs, and to take the lead in creating change as the country's economics and Business environment changes.
8. Students will demonstrate an ability to examine their personal and professional beliefs and opinions and an understanding of the balance in life between work, play, family, and friends.
9. Students will demonstrate an understanding of their personal interests, abilities, strengths, and weaknesses as they pertain to professional career fields.
10. Students will demonstrate a basic understanding of career options available to them and will establish career objectives.

UNIT-1: NATURE OF COMMERCE AND ECONOMICS

Commerce and economics-meaning, concept and definitions

Commerce and economics education- meaning, definitions, need and importance

Nature and scope of commerce and economics

Importance of commerce as a discipline and place of commerce in school curriculum.

Recent developments in commerce and economics

UNIT -2: INTRODUCTION TO COMMERCE AND ECONOMICS TEACHING

Meaning, Nature and scope of commerce and economics teaching

Aims & objectives of teaching commerce and economics at higher secondary stages

Values of teaching commerce and economics

Co-relation of commerce and economics with other subjects - Economics, Mathematics Geography, Law and Business management

UNIT- 3: ECONOMIC AND COMMERCE ISSUES FOR EQUITY AND SOCIAL JUSTICE

Need, Importance and Problems related to commerce and economics

Issue of Gender, and Culture in commerce and economics Learning

Impact of Social Justice on the Economy of the Country.

Social Policy Process in India – its formulation, implementation and evaluation.

UNIT 4: TRANSACTIONAL STRATEGIES.

Lesson planning: - Concept and construction
Constructivism- Meaning, Definition, Characteristics, Nature and Importance
Constructivist approach to teach commerce in Secondary and Higher SecondaryLevels.
5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
Unit plan & Unit test – concept construction & administration.
Resource Unit.

Practicum:

- Study and compare the commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to commerce and present a paper using any method and technique of your choice.
- Study the role of any two Multinational companies.
- Write a brief analysis of the budget of the current year.

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education.* III (2), 52-59
7. Agarwal JC (2005), teaching of commerce a practical approach (2nd Ed), Vikas Publishing house, New-Delhi.
8. Mohammed Sharif Khan, Commerce Education, Sterling Publishers Pvt Ltd-New Delhi.
9. Singh M.N, Method and Techniques of Teaching Commerce, Young Man & Co. New Delhi.
10. Seema Rao, Teaching of Commerce, Anmol Publication, New Delhi.
11. Dr. Umesh, Mr. Ajay Rana , Methodology of Commerce Education, Tandon Publications Ludhiana
12. Dr. R.P Singh, Vinay Rakheja, Teaching of Commerce R. Lall Book Depot- Meerut.
13. Lulla B.P, Teaching of Commerce in Our School, BTTC-BIE Publication, Bombay
14. G.S. Karthik,Teaching of Commerce, Sumit Enterprises, New Delhi.
15. I.V. Trivedi, Commerce Education in the New Millennium, RBSA Publishers, Jaipur.
16. Vinty Monga, Teaching of Commerce, Twenty First Century Publications, Patiala.
17. Rainu Gupta, Teaching of Commerce, Shipra Publications, Delhi.

(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)

Year	I	Course Code: 126BED01XXXPDC06T	Credits 3 +1	Hours
Semester	I	UNDERSTANDING DISCIPLINE AND SCHOOL SUBJECTS	Marks 80+20=100	60

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction
7. Module One: Academic Disciplines and Interdisciplinary Approach (17 lectures)

Unit one: Basics of Academic disciplines (4 lectures)

a) Meaning and characteristics of academic disciplines
b) Emergence of academic disciplines
c) Relationship between academic disciplines and subjects

Unit Two: Teaching across disciplines

a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on natureof knowledge in each type.
b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit Three: Humanities and Social Sciences in the Curriculum

a) Place of Humanities and Social Sciences in present school curriculum
b) Issues and challenges in teaching Humanities and Social sciences
c) Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit Four: Natural Sciences and Mathematics in the Curriculum

a. Place of the disciplines Science and Mathematics in present school curriculum
b. Issues and challenges in teaching the disciplines Science and Mathematics
c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Unit 4: Transactional Strategies.

Lesson planning: - Concept and construction
Constructivism- Meaning, Definition, Characteristics, Nature and Importance
Constructivist approach to teach in Secondary and Higher Secondary Levels.
5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
Unit plan & Unit test – concept construction & administration.
Resource Unit.

Practicum:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.

2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.

3. Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare theresponses and prepare a short report of your findings.

4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group PublishingLtd

2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications

3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications

4. Position Paper of National Focus Group on Teaching of Science, NCERT publication

5. Position Paper of National Focus Group on Teaching of Mathematics,NCERT publication

6. Position Paper of National Focus Group on Social Sciences, NCERT publication

7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication

8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education

9. What are Academic Disciplines? Working Paper by Armin Krishnan

Websites:

- www.ivorgoodson.com/curriculum-studies

- http://serc.carleton.edu/econ/interdisciplinary/index.html

- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41

- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf

- http://www.thirteen.org/edonline/concept2class/interdisciplinary/

Year	I	Course Code: 126BED01XXXEPC01P	Credits 1	Hours
Semester	I	ICT-BASIC COMPETENCIES	Marks 25	25

Aims of the Course

This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.

Course Contents

Unit I. ICT basics: Operating system and application software

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
    a. Features of different operating system
    b. Files and directory operations
    c. Windows Explorer and desktop
4. Introduction to Application Software
    a. Word Processor
    b. Spreadsheets
    c. Presentations
    d. Database Management System

Unit II Computer Applications and Internet

1. Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Practicum:

1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language).Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.

Assessment :

Sl.No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	10	--
2	One Test	10	--
3	Practical Exam	5	--
4			
	Total	25	00

Working hours per week:

Sl.No	Work	Periods
1	Laboratory	4
	Total	4

Suggestive Readings

Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia

Intel (2003). *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.

Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.

Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel.* New Delhi: BPB Publishing.

Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.

Sharma, Lalit (2006). *Computer Education.* Ferozpur Cantt: Wintech Publications.

Singh, Tarsem (2009). *Basic Computer Education.* Ludhiana: Tandon Brothers.

Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.

Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.

Strawbridge S., Natiquette (2006). Internet - etiquette in the age of Blog. Software Reference Limited, UK

Tanenbaum, A. S. (1996). *Computer Networks.* New Delhi: Pretince Hall of India.

Thomas B.(1991) Digital Computer Fundamentals .Tata Mcgraw Hill edition. New York.

Walkenbach, J. (1997). *Excel 97 Bible*. New Delhi: Comdex Computer Publishing.

Wang J., Lau R.(2013). Advances in Web-based Learning. Springer Publication London.

Year	I	Course Code:126BED01XXXEPC02P	Credits 1	Hours
Semester	I	PSYCHOSOCIAL TOOLS AND TECHNIQUES	Marks 25	25

Objective:

- To train the teacher trainees to administer Psychological tests and conduct a case study.
- To identify individual Differences in a child through the case study and suggest suitable guidance and remedial measures.

Theory:

- History of Testing: Contributions and Development,
- Meaning and Characteristics of a good Psychological test
- Need for psychological Tests
- Classification of Psychological Tests
- Use and Limitations of Psycho-Social Tests

Practicum:

Lab Assignment

1. Administering the following psychological Tests and Experiments by the Teacher Educator on the teacher trainees
    - Teaching Aptitude Test
    - Personality test
    - Interest test
    - RPM Test of Intelligence
    - Test of Creativity
    - Letter Digit Substitution

2. Tabulating the raw scores and processing the data of the above mentioned tests and experiments

Field Assignment

Conducting any two case studies

- Administering any three Paper-Pencil Psychological test, an interview and writing the interpretation.
- Identifying the needs of the case in the dimensions of academic, physical and social competencies.
- Suggesting suitable guidance and remedial measures

Report

Writing a report for the above mentioned activities and submission

References :

- Agrawal S.P. (1992) *First Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.
- Agrawal S.P., Pestonjee D.M., (1997) *Third Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.
- Agrawal S.P. Pestonjee D.M., (1993) *Second Handbook of Psychological and Social Instruments.* Concept Publishing Company, New Delhi.
- Mangal S.K. (2007). *Advanced Educational Psychology*. Second Edition Prentice Hall of India Pvt. Ltd. New Delhi.
- Sharma R.A. (2009) *Fundamentals of Educational Psychology*. R. Lall Book Depot. Meerut.
- Vyas, Kirit B. (2012). *Psychological Testing: History, Principles and Applications*. APH Publishing Corporation, New Delhi

Obje	Year	I	Course Code:126BED01XXXEPC03P	Credits 1	Hours
	Semester	I	LANGUAGE ACROSS THE CURRICULUM	Marks 25	25

Objectives:

On the completion of the course, the student teacher will,

- Develop the ability to use language in an explicit and differentiated manner.
- Develop the ability to use language for academic communication.
- Develop an understanding of the centrality of language in the curriculum.
- Gain understanding of different language skills and development of the same.
- Inculcate sensitivity and competency towards catering to a multilingual audience in schools.
- Increase their precision in building and usage of vocabulary of their subject.
- Enhance their cognitive precision.

Unit 1 - Nature and functions of language in general

Language is context based: Need to create input rich environment for language learning; Sources of inputs - Home, community, school environment, language syllabus, subject inputs; Transition from home tongue to school tongue to an academic language.

Centrality of language in the curriculum: Uses of language - for receiving auditory and textual information, reflecting, relating, conceptualizing, expressing/sharing – oral and written, giving feedback.

Unit 2 – Concept of Language across Curriculum

Concept of language across the curriculum – assumptions – need for consideration

Language learning and learning of different subjects – interrelationships – influence of language proficiency on the learning of other subjects.

Practicum:

Every student teacher will undergo any ten activities listed below.

- Maintaining subject dictionary
- Poem recitation
- Art of Narration
- Read a Minute – article analysis, analysis of Scientific terms
- Role Play, Dialogue
- Poetry Writing
- Transactional Analysis
- Question Map

- Story Building
- Extempore
- Picture Reading
- Debate
- Developing questioning skills
- Nature walk to vocabulary Building

References :

- Retrieved from http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-secondary/moi/support-and-resources-for-moi-policy/lsplmfs-sch/d-sch/ow/tifeltiem-sch/content.pdf
- *Oberlin Centre for languages and Cultures*. (n.d.). Retrieved from Oberlin: new.oberlin.edu/office/.../languages/languages-across-the-curriculum.dot
- VOLLMER, H. (2006). Retrieved from https://www.coe.int/t/dg4/linguistic/Source/Vollmer_LAC_EN.doc
- http://tic.edu.hk/it-school/php/webcms/files/upload/tinymce//school_document/ lac_handbook_final_16_dec_14_1420533519.pdf
- http://languagesacrossthecurriculum.com/
- www.languageinindia.com/sep2006/nationalframework.html

Year	I	Course Code: 126BED01XXXEFC01P	Credits 1	Hours
Semester	I	Micro Teaching and Integration	Marks 25	25

Objectives:

At the completion of the course the student teachers will,

- Assimilate and learn new teaching skills under controlled conditions.
- Acquire mastery in a number of teaching skills.
- Modify the teaching behaviours in the required manner.
- Acquire new teaching skills.
- Acquire confidence in teaching
- Develop skill of observation and skill of giving constructive feedback.
- Equip them for teaching by Integrating the skills.

A. Theory

Orientation to Micro Teaching – Meaning, definition, phases of Micro teaching, Micro teaching Cycle, advantages and limitations of Micro teaching and the role of Feedback in Micro Teaching

B. Micro Skills

Every student teacher will practice at least six skills(three in each pedagogy)

1) Skill of Introduction
2) Skill of probing questions
3) Skill of explanation
4) Skill of illustrations with examples
5) Skill of stimulus variation
6) Skill of black board work

Submission of the Micro Teaching record along with CD.

C Peer observation : Observation of all lessons of peers in the group

D. Integration : Student teacher will write and practice two lessons each in their respective Pedagogies for 15 minutes, integrating the skills followed by practice session.

References :

- A. Ram Babu, S. D. (2010). *Essentials of Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.
- Dandapani, A. R. (2006). *Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kongawad, N. B. (2007). *Micro Teaching.* Gadag: Vidhyanidhi Prakashana.
- Modi, J. S. (2010). *Micro Teaching.* New Delhi: Shipra Publications.
- Passi, B. K. (1976). *Becoming Better Teacher.* Ahmedabad: Sahithya Mudranalaya.
- Sharma, Y. K. (2009). *Micro Teaching.* New Delhi: APH Publishing Corporation.

SEMESTER II

Content	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum	Max	Minimum	
Theory Per - C	126BED02XXXPRC04T	Learning and teaching Process	4	20	8	80	32	100
	126BED02XXXPRC05T	Knowledge and Curriculum	4	20	8	80	32	100
	126BED02XXXPRC06T	Education in Contemporary India	4	20	8	80	32	100
Theory Pd -C	126BED02XXXPDC07T	Techniques, methods and Approaches of Pedagogy	4	20	8	80	32	100
		Optional course (any one)	4	20	8	80	32	100
	126BED02XXXPDC08T	Guidance and counselling						
	126BED02XXXPDC09T	Value education						
	126BED02XXXPDC10T	Health and physical education						
	126BED02XXXPDC11T	Environmental education						
EPC & EFC	126BED02XXXEPC04P	ICT applications	1	25	12			25
	126BED02XXXEPC05P	Fine Arts and Theatres	1	25	12			25
	126BED02XXXEPC06P	Simulated and ICT mediated Lessons	1	25	12			25
	126BED02XXXEFC02P	School lessons and reflective diary	1	25	12			25
			24					600

Year	I	Course Code: 126BED02XXXPRC04T	Credits 4	Hours
Semester	II	LEARNING AND TEACHING PROCESS	Marks 80+20=100	60

Objectives: After completing this course the student-teachers will be able to

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation
3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human Learning

Human learning: Meaning, definition and concept formation
Learning theories:
- Behaviorism: Pavlov, Thorndike, Skinner
- Cognitivist: Piaget, Bruner
- Social Constructivist: Vygotsky, Bandura

Unit 2: Intelligence and creativity

Intelligence: Concept and definition

Theories: Two-factor, Multifactor, Triarchic heory (Robert Steinberg),Gardner's Multiple intelligence theory, concept of IQ and testing
Creativity: Concept, Definition , Characteristics and measurement
Implications for Classroom Teaching and Learning.

Unit 3: Learning Process and Motivation

Sensation: Definition and Sensory Process
Attention: Definition and Affecting Factors
Perception: Definition and Types
Memory, Thinking, and Problem Solving
Motivation: Nature, Definition and Maslow's Theory

Unit 4: Teaching Learning Process and Effective Teaching

Maxims of Teaching, Stages of Teaching (Plan, Implement, Evaluate, Reflect), Stages of Learning (Acquisition, Maintenance, Generalization)

Effective Teaching : Meaning, Components and Parameters ofeffective teaching.
Principles of Teaching, Classroom instruction strategies, teaching styles
Teaching for culturally diverse students, theory of culturally relevant pedagogy (Landson Billing 1995 and Plato, 2009).
Values & personal relationship between Teachers and Learners relationship among learners, self–esteem and freedom experienced by learner.

Practicum:

- Go to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of teaching and learning which you observed there.
- Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Enlist a few techniques of improving the retentive power of your learners.
- Prepare a paper on how you would improve your power of memory by using mnemonic devices.
- Give plan of activities that you would take up to foster creative capabilities among your learners.

Essential Readings

1. Amin, N. (2002). Assessment of Cognitive Development of Elementary School
2. Children: A Psychometric Approach. Jain Book Agency, New Delhi.
3. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book
4. Agency, Delhi.
5. King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
6. Singular Publishing Group, San Diego, CA.
7. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
8. McGraw Hill Education (India) Private Limited, New Delhi.
9. Paul, P. (2009). Language and Deafness. Singular publication.

10. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment inSpecial and
11. Inclusive Education. Houghton Mifflin Company, Boston.
12.Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
13.Assessment of Children and Adolescents, Routledge, New York.
14.Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
15. Psychology, (11th edn). Pearson Publication, New Delhi.

14. Suggested Readings

16. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment inPsychology.
17. American Psychological Association, USA.
18. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. ThousnadOaks. Corwin
19. King, CA.
20. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation:Teaching and
21. decision making. Wadsworth, Ontario.
22. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective
23. Instruction. Allyn and Bacon, London.
24. Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.25.Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Year	I	Course Code: 126BED02XXXPRC05T	Credits 4	Hours
Semester	II	KNOWLEDGE AND CURRICULUM	Marks 80+20=100	60

Objectives:

Student - Teachers will be able.....

1. To understand meaning of Epistemological terminologies and understand their similarities and differences between them
2. To understand the changes in education in the context of society, culture and modernization
3. To focus on the social and knowledge related bases of Education
4. To understand and accept education in context of various values
5. 7. To understand the National, Global & Secular paradigms of education
6. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
7. To Able to clarify the interrelation among curriculum, syllabus & text book
8. To understand the co-relation among power, principles and curriculum

Unit - 1 Epistemological Basis of Education

1. Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
2. Teaching and Training: Concept and Differences
3. Rational, Belief and Truth: Concept and Differences
4. Modern child centred education with Following Reference -
   A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
   B) Discovery - Concept and Importance with reference to Dewey.
   C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education

1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization.
2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Amebedkar
3. Conventional school activities and daily routine of school class room with reference to multiculturalism.
4. Nationalism, Universalism, Secularism and their interrelation with Education.

Unit - 3 Process of Curriculum Development

1. Curriculum: Concept and Importance, Bases of Curriculum
2. Stages of Curriculum Construction
3. Role of Curriculum in Effective Teaching and Learning Process
4. Relationship between aims of education and curriculum
5. Teacher's role in curriculum construction
6. Curriculum and discipline

Unit - 4 Vision, mission in relation to curriculum and reconstruction of society

1. Various co-curricular activities and its impact on reconstruction of society
2. Relationship between power, ideology and curriculum
3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.
4. Evaluation of curriculum
5. Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Practicum/ Field Work

1. An evaluative study of Curriculum at elementary/ secondary/senior secondary stage
2. An evaluative study of CBSE, ICSE and State Curriculum
3. Conduct a survey on feedback of Curriculum from learners and teachers. Prepare a report.
4. Critical analysis of the State Curriculum in the light of NCF 2005 and on the basis of gender, inclusiveness and ICT
5. Critical evaluation on the Curriculum by interacting with school teachers and Principal to check how far they operationalize the prescribed Curriculum into an action plan
6. A study on the strategies followed towards paedo centric education.
7. Critical Analysis of Secondary School Text Books of Karnataka State

Reference

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnmurthy (1992) Education and world peace, in social responsibility Krishnamurthy
10. foundation
11. Parekh B, C. ( ) Rethinking multi-culturism: Cultural diversity and political theory……..
12. Plato(2009) Reason and persuation: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore
    National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi

Year	I	Course Code: 126BED02XXXPRC06T	Credits 4	Hours
Semester	II	Education in Contemporary India	Marks 80+20=100	60

Objectives:

After completing this course the student-teachers will be able to

1. Explain the history, nature and process and Philosophy of education.
2. Analyze the role of educational system in the context of Modern Ethos. Understand the concept of diversity.
3. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit – 1 Meaning and importance of Education

a) Pre independence Education period
b) Post independence Education period

Unit – 2 Constitutional provisions and Current Issues in Indian Education

a. Education and Four pillars of Indian Constitution
b. Fundamental & derived rights in relation to Education.
c. Articles related to Education
d. Education of disadvantage groups (SC,ST, OBC & Minorities)
e. Inclusive Education
f. Right to Education – 2009
g. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

Types of School

a. In relation to Funding: State, Aided, un-aided
b. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.
c. Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-4: Policies, Programmes & Schemes for enhancement of quality

Karnataka Education Act 1983: with reference to primary and secondary education.
Role and Functions: BRC, DIET, CTE, IASE, DSERT.

Practicum:

1. Conducting survey on educational status of the disadvantage groups[SC,ST,OBC & Minorities]
2. Conducting survey on awareness of promotion of Right to Education in rural areas.
3. An assignment on different types of school.
4. An assignment on issues on wastage and stagnation in school

   A comparative study of CBSE/ICSE /State school syllabus and prepare a reportof the same

Essential Readings

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26. Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
27. Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
28. Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
29. Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
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Year	I	Course Code: 126BED02XXXPDC07T	Credits 4	Hours
Semester	II	Techniques, Methods and Approaches of Pedagogy	Marks 80+20=100	60

Objectives:

1. Understand the teaching learning as system.

2. Differentiate tools, techniques, methods and approaches and familiarize

3. Understand the schematic orientation towards class room transaction.
4. Understand the role of teacher in various contexts.

5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

Teaching: System approach - Inputs for the learning-teaching system Learning, evaluation and feed back Objectives for teaching –learning system , detailed Taxonomy

Unit 2: Empowering teacher with tools and techniques.

Teaching Competencies: Components, significance and its contextual use.
Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.
Designing teaching learning system in terms of planning class room activities, field activities, evaluation , time management and its relationto curricular transaction and out comes
Short term period based planning, planning for sequel of periods, long term planning and course planning.
Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator

Techniques of teaching : Questioning, Discussing, narrating,

Methods of teaching:

Indicting, Deduction, Induct deductive processes,

Approaches of teaching:
Expository, Discovery, Enquiry, Dialectical,
Advanced practices of teaching-learning programme: ICT based, Virtual class room etc.

Unit 4: Teaching learning material

Print material: Text Books, Reference Books, Self Instructional Modules etc.
Multimedia material : print material, e-material
Learning packages
Soft ware material
Performance tasks and material
Exercise and practice materials

Practicum:

- Write a report on innovative teaching strategies for Teaching -Learning process.
- Prepare a detailed report on different approaches to Teaching.
- Conduct a Brain storming session on any topic of your choice in Classroom Teaching and submit a report on it.
- Prepare Individualised Learning Material (Linear Method) for any one of the topics related to this course.
- Prepare a list of resources and its use in Classroom Teaching.
- Prepare a lesson plan on any one of the Modern families of Teaching Models

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Year	I	Course Code: 126BED02XXXPDC08T	Credits 4	Hours
Semester	II	OPTIONAL COURSE (ANY ONE) GUIDANCE AND COUNSELLING	Marks 80+20=100	60

Objectives

To enable the teacher trainees:

1. To understand the concept of Guidance and Counseling.

2. To assess the strength and learning difficulties of students.

3. To help students in selecting their subjects for future study.

4. To collect data using various tools like case study, achievement test etc.

5. To understand and apply the techniques of Guidance and Counseling.

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

1.1. Nature & Need of Guidance and Counseling with special reference to modern Indian Society;
1.2. Scope of Guidance-Educational, Vocational and Personal,
1.3. Aims & Principles ofGuidance and Counseling, Group Dynamics & Group Guidance,
1.4. Methods of Counseling: Directive, Non-Directive, Eclectic

Unit - II: Personnel Associated with Guidance and Counseling

2.1. School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master
2.2. Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School

Unit - III: Tools and Techniques in Guidance and Counseling

3.1. Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality,
3.2. Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records;
3.3. Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV: Career Guidance in Secondary Schools

4.1. Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

4.2. Guidance and Counseling for Children with Special Needs: Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;

4.3. Children with Disabilities; Disadvantaged Children

Practicum:

1. Visit to different Guidance Centres
2. Preparation of Cumulative Record
3. Case Study of Problem Child
4. Administration, Scoring & interpretation of at least two tests
5. Job Analysis of a Counsellor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counselling

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21. Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.

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23. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

Year	I	Course Code: 126BED02XXXPDC09T	Credits 4	Hours
Semester	II	OPTIONAL COURSE (ANY ONE) VALUE EDUCATION	Marks 80+20=100	60

Objectives: On completion of the course the student- teachers will be able to

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.

3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES **10 Hours**

1.1 Values: Concept, Nature and significance.

1.2 Classification of values: Personal and social, Intrinsic and instrumental

1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.

1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II – SOURCES OF VALUES **10 Hours**

2.1 Meaning and importance of value education.

2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.3 Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.

4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).

4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.

4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.

2. Organize educational exhibition on any of the following topics:

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

REFERENCES:

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Year	I	Course Code: 126BED02XXXPDC10T	Credits 4	Hours
Semester	II	OPTIONAL COURSE (ANY ONE) HEALTH AND PHYSICAL EDUCATION	Marks 80+20=100	60

OBJECTIVES: On completion of the course the student-teachers will able to

- Understand the significance of health education for the all round development.
- Develop the understanding of physical education & its related fields.
- Assist teacher for good conduct of physical education programme.
- Acquire the knowledge of first aid & Develop leadership qualities.
- Acquire knowledge of communicable diseases.
- Develop the skills of organising sports, games and other physical education activities.

Unit I : Health Education :

1.1 : Meaning & definition of health , role of a teacher in promoting health of children.

1.2 : Meaning, scope , Aims and objectives of health education.

1.3 : Personal hygiene importance,& factors influence personal hygiene.

1.4: Balanced diet, meaning & benefits.

Unit – II Health services and supervision

2.1 : Medical inspection: Meaning, objectives & procedure

2.2 : Safety Education – Meaning and significance,

2.3: Fatigue - Meaning, Causes and Remedies.

2.4: First Aid - Meaning, importance and principles, qualities of first aider.

2.5:Communicable diseases: Meaning, common symptoms, mode of transmission & prevention.

Unit 3: **Physical Education & Its related fields**

3.1: Meaning, importance, scope, aims & objectives of physical education.

3.2: Recreation, Meaning, & importance, relationship with physical education.

3.3: National integration through physical education.

3.4 : Posture: Good posture, causes of poor posture, measures to prevent defects.

3.5 : Leadership: Meaning, qualities of a good leader

3.6: Discipline: Meaning and importance.

Unit 4 : **Organisation of Physical education activities**

4.1: Intramural & extramural competitions: Meaning, Organisation & benefits
4.2: Tournaments: Meaning, types, drawing fixture & benefits.
4.3: Olympic games: Origin & development of modern Olympic games
4.4: Sports meet: Meaning, importance & benefits.
4.5 : Camps and hikes: Meaning, importance and organisation
4.6: Incentives and awards: Meaning & importance.

Practicum:

- Conduct of intramural competitions, sports meet, morning assembly.
- Active Participation in major and minor games.
- Ground marking for selected games and sports.
- Participation in two national festival programmes for flag hoisting.

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14. Health and Physical Education- S.K.Mangal.
15. Health and Physical Education – L.M.Sharma.
16. Organization, administration and recreation in physical education-Prakash Brothers.
17. Athletics for Schools – Dennis watts and Bill marlow.
18. Health Education – C.V.Myageri
19. Health and Physical Education for B.Ed and B.P.Ed students of All Indian Universities- R.S Hiremath
20. ಆರ'ಕ್ಷಣ ವಿಜ್ಞಾನ ಮತ್ತು ಆರ'ಕ್ಷಣ ಶಿಕ್ಷಣ – ಸು.ವಿ ಮುಕ್ತಗಳಿ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.

21. ಸಮಗ್ರ ಕರಡು ಪ್ರಕಟಣೆ – ಭಾಗ – ೧ – ಎಸ್.ಎಸ್.ಎಲ್.ವಿ ಮಾದರಿ
22. ಸಮಗ್ರ ಕರಡು ಪ್ರಕಟಣೆ – ಭಾಗ – ೨ – ಎಸ್.ಎಸ್.ಎಲ್.ವಿ ಮಾದರಿ
23. ಆರ್‌ಬಿಐ ಮತ್ತು ದೇಹಕ ಶಿಕ್ಷಣ – ರಾಜಶ್ರೀ ಐರ ಎಸ್.ಹರೀ ಮಠ

Year	I	Course Code: 126BED02XXXPDC11T	Credits 4	Hours
Semester	II	OPTIONAL COURSE (ANY ONE) ENVIRONMENTAL EDUCATION	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Develop an awareness of problems or issues of local and global environment.
2. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.
3. Apply the knowledge understanding of the environmental concepts, principles, etc., to
4. Arrive at alternate solutions to the problems of environment and Carry out action oriented projects.
5. Develop desirable attitudes towards environment and its conservation.
6. Develop skills of a) problem-solving with respect to environmental problems and organization of activities.
7. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
8. Use appropriate techniques and tools to evaluate the learning outcomes.

Unit 1: Our Environment

1.1 Concept, Importance, Components-living (biotic) and non-living (non-biotic), principles.

1.2 Our earth-a miracle planet.

1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and Inter-relationships)

1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)

1.5 Carrying capacity of environment.

Unit 2: Pollution and Environmental Education

2.1 Meaning and definition of Environmental hazards and pollution.

2.1.2 Types of pollution, land, air, water, noise and radiation – greenhouse effect, ozone layer depletion.

2.2 Factors of degradation of environment.

2.3 Meaning, definition and characteristics of Environmental Education.

2.3.1 Importance, Objectives, Scope and Principles of Environmental Education.

2.3.2 Approaches, methods and techniques of teaching Environmental Education.

2.3.3 Approaches: Infusion and problem-solving, Innovative approach.

2.3.4 Methods: Discussion, demonstration, project.

2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.

2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

Unit 3: Management and Conservation of Environment

3.1 Environment Management – Need, Function and Characteristics.
3.2 Sustainable Development concept and Need for Sustainable Development.
3.3 Agenda 21-UNESCO
3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.
3.5 Relevant legislative measures.

Unit 4: International Efforts on Environment

4.1 The Stockholm Declaration, 1972
4.2 Brandt land Commission, 1983
4.3 Rio-Summit 1992 (Earth Summit)
4.4 Kyoto Conference and pact on Global warming 1997

Practicum/Field Work:

1. Study of the utilization of the cooking gas in city households.
2. Study of the utilization of electricity and water at home.
3. Study of the effective utilization of space at home and college.
4. A survey of factors or components affecting environment of a place.
5. A Survey of the relationship between the food habits of people and the environment in which the live.
6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
    1. Water pollution 2. Air pollution
    3. Sound pollution 4. Soil pollution
9. Developing scrap books on environment and environmental issues (including bulletin board Cut-outs, newspaper clippings, environmental messages, photographs with captions etc).
10. Preparation of teaching aids for teaching environmental concepts-charts, models, albums,
11. preparation of herbarium records, slides and transparencies.
12. Preparing audio-cassettes on important environmental issues and assessing its effectiveness.

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Year	I	Course Code: 126BED02XXXEPC04P	Credits 1	Hours
Semester	II	**ICT APPLICATIONS**	Marks 25	25

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis software's, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab (any

1. Developing Educational blog in www.blogger.com , www.wordpress.com
2. Writing of Bibliography by using APA Style
3. Use of Moviemaker in preparation of Slides
4. Preparation of One ICT based Application Lesson in Pedagogy One
5. Preparation of One ICT based Application Lesson in Pedagogy two
6. Use of Excel Spreadsheet and functions and prepare a result sheet for a class of 30 students
7. Nudi Kannada soft ware keying.
8. Write a report on the features and use of smart board in teaching-learning.
9. Critical review of UNESCO ICT Competency standards for Teachers-2008
10. Evaluation of websites related to educational programmes.
11. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (free mind, VUE) and write a report.
13. Use one of the E-book Tool (Sigel, calibre) for creating and editing books and report.

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Year	I	Course Code: 126BED02XXXEPC05P	Credits 1	Hours
Semester	II	**Fine Arts and Theatres**	Marks 25	25

Objectives:

1. To understand the functions of drama and art .
2. To learn how to integrate drama and art in the school curriculum.
3. To enable learners to develop their aesthetic sensibilities.

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

1.1. Forms of Drama and Art.: Visual(Sculpture, Architecture and Painting), . Performing (Dance, Drama, Music – vocal and instrumental)

1.2. Elements of Drama and Art.:

a) Space, Speed, Pause, Rhythm-

b) Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes), Gaits, Vaachika/Verbal (Voice modulation, dialogue delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)

c) Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

1.3. Understanding stagecraft (set designing, costumes, props,lights, and special effects) and audience etiquettes.

Unit 2: Application of drama and art in academics

2.1 Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

2.2. Integration of Drama and Art in the school curriculum

2.3. Developing aesthetic sensibility through Drama and Art

a) Display the educative function of drama and art through a street play
b) Write an essay on how drama and art fulfill their persuasive and development functions.

b. Integration of Drama and Art in the school curriculum

Practicum

1. Workshop on techniques of integrating drama and art in teaching.
2. Develop a song, play, or drama on any of the topic in the curriculum.

3. Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play . Group discussion can be conducted on the observation highlighting the aesthetics in art.

4. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

5. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Recommended Books/websites:

1) Axelrod,H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
2) Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005
3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press.CCRT official website
4) Coomaraswamy, Ananda, The Dance of Shiva, New Delhi:MunshiramManoharlal Publishers Pvt. Ltd., 1999.
5) Chambers, W&R , Murray J.: Shape and Size, Nuffield Mathematics Project,published Nuffield Foundation, Great Britain, 1967.
6) Chambers, W&R , Murray J.: Pictorial Representation, Nuffield Mathematics Project, published Nuffield Foundation, Great Britain, 1967
7) Craven,T.: Men of Art, Simon and Schuster, New York, 1940.
8) Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper,New Delhi: Wiley Eastern Limited, 1992
9) Davis, J.H. (2008). Why our schools need the arts. New York: Teachers College Press.
10) Doshi, Saryu (Ed.), "Marg – A Magazine of the Arts – Trends and Transitions in Indian Art", Mumbai: Marg Publications, Vol. XXXVI No. 2,1984.
11) Doshi, Saryu (Ed.), The Performing Arts, Mumbai: Marg Publications, 1982
12) Frankfort, H.: The Art and Architecture of the Ancient Orient, Penguin books,Great Britain , 1954
13) Ghose, Santidev, Music and Dance in Rabindranath Tagore‟ s

Philosophy, New Delhi: SangeetNatakAkademi, 1978
14) Heathcote, D., & Bolton, G. (1994). Drama for learning: Dorothy Heathcote's mantle of the expert approach to education. Portsmouth. NH: Heinemann Press.
15) Indira Gandhi National Centre for the Arts - http://www.ignca.nic.in
16) International Dance Council – CID – www.cid-unesco.org
17) Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems,Problems &Suggestions.Delhi: B. R. Rhythms.
18) John, B., Yogin, C., &Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
19) Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books,First ed., 1979.

Year	I	Course Code: 126BED02XXXEPC06P	Credits 2	Hours
Semester	II	Simulated and ICT mediated Lessons	Marks 50	30

Simulated lessons : Student trainees have to practice four lessons (two lessons per pedagogy) in simulation for 45 minutes

ICT mediated lessons: Student trainees have to practice four lessons (two lessons per pedagogy) with ICT mediation

Peer observation: Observation of all lessons of peers in the group

Year	I	Course Code: 126BED02XXXEFC02P	Credits 1	Hours
Semester	II	School lessons and Reflective Diary	Marks 25	30

Activities/practical: (two weeks)

Observation of mentor/ Teachers lessons: Student trainees have to observe four lessons (Two per pedagogic subject).

School practice Lessons: Student trainees have to practice eight lessons (four lessons per pedagogy) in school

Reflective diary: Student trainees have to write a Reflective diary
(Report of observation of day to day activities; Types and maintenance of school records; CCE carried out in school