

RANI CHANNAMMA UNIVERSITY

VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,

BELGAUM-56



REGULATIONS AND SYLLABUS FOR THE TWO YEAR B.Ed. PROGRAMME

EFFECT FROM 2017-18


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


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VIJAYAPUR

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
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**REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION
(B.Ed) PROGRAMME**

in exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides following Regulations to govern two year B.Ed Programme hereafter called as under Choice Based Credit System [CBCS] and Continuous Assessment Pattern (CAGP) programme offered in the TEI's affiliated and constituent colleges of Universities of Karnataka States from the academic year 2017-18 and onwards. The completion of the programme shall lead to B.Ed degree.

9.00 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.

10.00 Curricular Components:

The course shall have the curricular components namely:

- Perspective Courses (Per-C)
- Pedagogic Courses (Pd- C)
- Enhancing Professional Courses (Prof-C)
- 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:

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	2400
II	100	600/24	500	100	600	
III	100	600/24	400	200	600	
IV	100	600/24	400	200	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.


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standards shall be as given below;

Semester I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C:1	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-I(UDP -I)	4	20	8	80	32	100
		Understanding Discipline and Pedagogy-II(UND-II)	4	20	8	80	32	100
EPC & EF		ICT Basic competencies	1	25	12			25
		Language across the curriculum	1	25	12			25
		Psycho Social Tools and techniques	1	25	12			25
		Micro teaching and Integration	1	25	12			25
			24					600

Semester II

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		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
		Techniques, methods and Approaches of Pedagogy	4	20	8	80	32	100
		Optional course(any one)	4	20	8	80	32	100
EPC		ICT applications	1	25	12			25
		Fine Arts and Theatres	1	25	12			25
EF		Simulated and ICT mediated lessons	1	25	12			25
		School lessons and reflective diary	1	25	12			25
			24					600

SEMESTER-III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific Pedagogy -1	4	20	8	80	32	100
		Subject Specific Pedagogy -2	4	20	8	80	32	100
EPC		Understanding self, personality and yoga	2	50	25			50
		Research Project	2	50	25			50
EF		Block teaching lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600

SEMESTER-IV

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Gender, School and Society	4	20	8	80	32	100
		Educational Administration and Management	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -1	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -2	4	20	8	80	32	100
EPC		Reading and Reflecting	1	25	12			25
		Teacher placement & CET Classes	1	25	12			25
EF		Field work and Immersion	2	50	25			50
		Test lesson I and II	2+2			50+50	25+25	100
			24					600

12.00 Modalities of Transaction and Assessment.

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

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

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORETICAL	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 mentioned 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, recording and reporting

Type I : 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 next 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 Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I		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
III		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
IV		Subject specific pedagogy-I	4	20	8	80	32	100
		Subject specific pedagogy-II	4	20	8	80	32	100
		Gender , School and Society	4	20	8	80	32	100
		Educational management and Organization	4	20	8	80	32	100
		Advanced pedagogy of specific subjects-I	4	20	8	80	32	100
		Advanced pedagogy of specific subjects-II	4	20	8	80	32	100
							1900	

Type 2: Simulation Practises: (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.

- Micro teaching;
- Video lesson observation and criticism;
- Skill Integration lesson presentation with peer group
- ICT mediated lesson with peer group
- Video recording lesson of peers in simulation classes
- 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	Cred its	Assessment Marks			
			Int	Ext	Minimum to pass	Tota l
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

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.

- Micro teaching;
- Video lesson observation and criticism;
- Skill Integration lesson presentation with peer group
- ICT mediated lesson with peer group
- Video recording lesson of peers in simulation classes
- 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 exercise by the student.
- d. Working out the exercise 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 data 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 from 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 in 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 Karmi, Ha Shalege, National festival day, etc and document the event, assess 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 IA 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 from 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 TIEI, 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.

17.00 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
Field Assignment	5 Marks	Seminar	5 Marks	20

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

BLUEPRINT OF TWO YEAR B.ED COURSE

Compe nents	Sem I			Sem II			Sem III			Sem IV			Grand total
	Course	Cred its	Mar ks	Course	Cr ed its	Mar ks	Course	Cred its	Mar ks	Course	Credits	Mar ks	
Percep tives in Educa tion	Child hood & Adoles cence	4	100	Learning & teaching Process	4	100	Inclusive Ed	4	100	Genr e, Sch. & sociat	4	100	1000
	Phil & social basis of Ed	4	100	Know & Curriculum	4	100	Educational Evaluation	4	100	Ednl adm & manag ement	4	100	
	Ednl Tech	4	100	Ed in Contemporary India	4	100							
Pedago gic Course s	Undr Disc & Pedago gy-I	4	100	Tech, methods & Approachs of Pedago gy	4	100	Subje ct specific Ped - I	4	100	Adv pod of sp sub -I	4	100	800
	Undr Disc & Pedago gy-II	4	100	Optional Course	4	100	Subje ct specific Ped - II	4	100	Adv pod of sp sub II	4	100	
Enhan cing profes sional compet encies	ICT- basic camp	1	25	ICT- Application	1	25	Undr self, per & yoga	2	50	Readi ng & reflect ing	1	25	300
	Psyche- social tools & techn	1	25	Fine Arts and Theatre	1	25	Research project	2	50	Te- placement & CET class	1	25	
	Lang across cur	1	25	Sign and ICT med lessons	1	25							
Engag ement with field and school interas hip	Micro- teaching & integr	1	25	School lessons & reflective diary	1	25	Block teaching lessons	2	50	Field work & Immer sion	2	50	300
							Block teaching related activities	2	50	Test- lesson & 1-1	2-2	100	
		24	600		24	600		24	600		24	600	2400

APPENDIX

TERM-CELL

TERM-Cell to be established by the University

TEACHER EDUCATION REGULATORY AND MONITORING CELL, known by short form **TERM-Cell**, will be in force immediately after the approval by the Syndicate Authority. The Cell shall have function to regulate and monitor the conduct of all affiliated Teacher Education Institutions and teacher Education courses in the colleges affiliated to Rani Channamma University,

1. **Committee members of the TERM:** The cell shall have a committee with following members:
 - a. The Chairperson of the Department and BOS Chairperson shall be the Chairperson of the committee.
 - b. The members of the committee shall be:
 - Two senior Professors from the faculty of education on rotation for two years.
 - Principal of Govt. CTE affiliated to the University/in absence JDPI
 - Registrar(Evaluation) of the University
 - Principal/Head B.Ed/B.P.Ed/M.P.Ed course of constituent college.
 - c. The Deputy Registrar, (Academics) shall be the convener
2. **Power and Functions :**
 - a. To evolve the calendar of events for all the TEI courses in tune with the State Government, DSERT, NCTE and other related bodies.
 - b. To support the Registrar and University to bring timely action needed propositions to regulate the TEI's and related institutes for enforcing and implementation of Government, NCTE and other related authority rules in force.
 - c. To examine and conduct regular visit to the institutes and monitor quality and control over academic transactions.
 - d. To initiate and monitor the admission processes in the TEI's and Teacher Education courses for Government, and private seat allotment.
 - e. To ensure the eligibility granting is done as per the criteria and on time as per calendar of events.
 - f. To prepare and provide the formation of boards, organizing the visits of IA moderation and quality control boards of teacher education courses.
 - g. Ensure the eligibility of teachers and appointment in TEI's as per UGC, NCTE, State and NCERT regulation. Prepare seniority of teachers and forward to the respective BOS Chairpersons.

- b. To plan, organize and execute required academic activities such as seminars, conference, workshops to meet the timely needs.
- i. To provide support in correspondence and rapport building with State, SCERT, NCERT, NCTE, UGC and other bodies related to teacher education programmes.
- j. Any other activities and functions directed by the Registrar, and Vice Chancellors office as and when required.
- k. To prepare the budgetary provisions required annually to manage the TERM cell and the activities formulated.
- l. To visit the colleges running the Teacher Education programmes whenever required as per University orders and suo moto for conduct of TERM functions.
- m. To conduct the meetings of Teacher education teaching staff of the University, of principals, affiliated college staff as and when required.
- n. The cell have the power to initiate, organize, monitor and execute all the academic and examination related aspects of the TEJ's in support and on behalf of Registrar(Evaluation).

3. Role and Responsibilities of Chairperson:

- a. Prepare the agenda and conduct the meeting and report to the University authority for timely action at least once in two months.
- b. To visit the university office TERM-Cell office at least once in a week and update the office files with suitable notes, forwarding, and propositions.
- c. To initiate action plan for the conduct of assigned functions to cell suo-moto and visit the various authorities of University.
- d. To undertake visit to the regulatory authorities and other agencies outside University for conduct of TERM-Cell functions.
- e. To coordinate among the University officers with the Teacher Education course heads of the University

4. Office Support;

- a. There shall be a cubical for the TERM-cell with all facilities provided to any other cells of University office.
- b. The Deputy Registrar (Academic) shall support for the functioning of the cell.
- c. There shall be an assigned clerical staff, computer typist and attendee.


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FORMATION AND VISIT OF COORDINATION COMMITTEE

Coordination committee is one of the processes that is invented to streamline and bring some standardization and objectivity in internal assessment across the colleges. The Coordination committee shall comprise the following

Chairman: Dean /Chairperson of PG Dept of studies

Members: 1. Principal of Govt CTE

2. Principal of Govt Aided B.Ed College (rotation)

3. One senior most faculty (rotation)

The Coordination committee shall visit after second Semester and fourth semester to verify the internal assessment of the colleges

Pre-requisites to evolve data to the coordination committee

The IA marks data that gets created throughout the year needs to be systematically generated and recorded. The system has to be objective, democratic and transparent. Following are the series of stages that the college needs to systematically plan and conduct.

1. Maintaining the calendar of event register:

This is like a log book, which will record the conduct of activities in the college time to time. This has to be maintained by the Principal where in the date and program of conduct of all the events in the college are mentioned. If there are any discrepancies unusual they should also be noted. This will help to cross refer later if some doubts linger in after wards regarding any activity.

2. Staff meeting proceeding:

Staff meeting is supposed to decide upon everything about the processes and activities. The minutes of staff meeting regarding arranging the activities, group formation, distribution of activities and many aspects will make it a meaningful to record and show as mirror image of the sequel of IA record involvement.

3. Master ledger:

This is the most important part of IA data base. This is a ledger having one sheet for each student, where in all the entry day wise of each candidate are stored. The entry is usually done by the evaluator and is maintained in the principal's chamber. The ledger is not shifted from place to place and is set to a single place. It is brought to notice that many new colleges are unaware of this ledger and are not keeping the record. This is the only record that gets maintained across the years of all the students for years to come and is cross a reference at any time across many years. Such records definitely boost the quality of data maintenance with the colleges. The present RTI act expects some document to be maintained for reference. This is a record that can be handy to provide information when time needs.

4. Assignment and test evaluation sheets: :

There are a series of assignment and test given to the student. After evaluation the marks needs to be disclosed to the student along with the feedback by showing them the evaluated answer scripts and assignment. The test papers evaluated and the marks list prepared by the teachers needs to be notified to the student and then stored in a place. Usually there is a room as Evaluation cell to which a couple of teachers are made in charge. They are supposed to keep them systematically. The lists duly signed by the teachers are supposed to be filed and maintained in the evaluation cell.

5. Master score list: The evaluation cell teachers will prepare a consolidated list for all the subjects and the test. They maintain the master list along with evaluation sheet file. This cell work throughout year and build required records. Such will not make college tensed at the last minute to prepare required sheets for submission to coordination committee.

6. Correspondence with school and student allotment file:

Every college has to interact with schools and correspond. Each school will be allotted with a group of student teachers. All such relevant documents

need to be filed and has to be procured from group leader-student. The files and records so produced may also be handed over to the principal at the end of the semester/year.

7. School wise record file:

Each school will be conducting lesson practices sessions, and varied activities. The time table generated, activities conducted, reports created by the group leaders all are another set of documents that should be become the part of stored data regarding the practice teaching unit.

8. Teachers student teaching observation diary:

Teacher Educators have to maintain a diary of the evaluation. The diary should have scope for recoding the detailed observation and feedback provided to lessons fully observed, partial observed and cursory observation made with feedback notes. Usually the grades are decided upon the detailed observed lesson and are extended to all the lessons given by the teacher.

9. File with CBT data:

This is another set of papers having all the details of data of CBT, guidance provided to the students, teacher observation diaries, special lessons provided with special innovative measures, opportunity provided to illustrate different methods of designing by the method master, grading student on their effectiveness, and consolidation.

ISSUES INVOLVED IN IA MARKS RECORDING:

Transparency and Democracy: The principal should create openness and confidence with all the members without making any member feel that certain things are by passed and some people have high handedness. In fact many of the problems in the colleges getting in to miscreant activities and some teachers indulging in to activities culmination in to aquarelle some leakages, manipulation of marks and student unrest are due to this reason. The democratic system can be maintained by having various sub teams for various activities

such as Practice teaching unit, assignment tests unit, CBT unit, Teaching aid evaluation unit, test and assignment unit, with different group of teachers. This will make every teacher equally important. Further the responsibility may be rotated from year to year so that everyone should get the pain and pleasure of all the works equally experienced.

There are bound to be certain consideration for reconsideration of marks student due to various reasons such as ill health and providing second opportunity, absenting for few classes due to some reasons and many more. Whatever the decision to be taken, it should be democratic by calling a staff meeting and providing relative equality in opportunity to all students. Both quality and quantity should to be taken together.

Team working of the staff is most important factor in the maintenance of IA marks. Some teachers may be good in working with numbers and data, and some may not. It is the duty of the teammates to understand the weakness and share the responsibility. They should be morally obliged to each other by taking compensative workload in one or other form. The principal's leadership plays a very important role in balancing the whole act. He should conduct himself by giving equal importance to one and all irrespective of their temporal importance.

CONDUCT DURING COORDINATION COMMITTEE VISIT:

Coordination visit should not create any examination tempo. In fact if the colleges are fairly good and have exposed the student to their achievement in test assignments, and lesson grades from time to time, the problem will not exist. Concealing the marks as confidential creates more problems than solutions.

During coordination visit, the records of each student should stack in each beehive separately in the display hall. All students should be made to assemble in assembly hall. The student should not be made to sit in the hall for hours together. The principals should get the timings of visitors arrival and make the

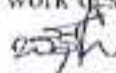
student assemble about an hour before the team visits. This makes the students to face the coordination committee with liveliness and comfort. There are many instances where in students faint during the visit. Some colleges are in the habit of making student teachers stand outside the gate in two rows in scorching sun heat. This is also not an advisable practice. The student teachers should treat with dignity and respect.

The consolidated data sheets should be made available both in hard and soft copy. It is unfortunate that there are colleges with very poor facility of computers services and they run about outside waiting time. Some visiting teams may call upon to provide mark list of student based on the consolidated list of marks, there is nothing if some advanced methodology are used to moderated marks. Variation form one committee to other is bound to be. The variation within the tolerant limits should be acceptable.

The committee should be provided with freedom to interact with students and teachers. There should not be any feel of hide and seek. The teachers can also feel free to discuss. However it should not lead to challenge each others privileges. The committee should write the report on the spot and all the members should sign. This will reduce the disagreement between college and visiting team significantly.

Certain myths about IA and coordination committee functioning:

- Coordination is policing.
- Internal marks are confidential to student and not supposed to be disclosed.
- Higher range of marks should be given to colleges with high infrastructure facility.
- Older colleges should necessarily get higher range of marks
- Once a high range is given to a college, the subsequent years the percentage cannot be given less.
- Donkey work deserve more percentage


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- More the money spent by the students on teaching aid other material should get more marks.
- Moderation reports can be deprived to the principal for weeks together and nothing wrong if he is treated as non active member of the committee.
- Moderation is a cumbersome and statistical activity requiring experts.
- The marks distribution of the IA should be NPC fitting.
- IA marks should be in hand written form.
- Teacher educators are not trust worthy.
- Management Vice Chancellor, Dean, Registrar, Registrar(Evaluation) have the power to direct on marks moderation.

Please Avoid

Giving a festive look to the coordination visit

Garlanding and providing with costly gifts

Crowding with all staff for lunch and dinner

Disturbing the team by accompanying all the time, and not providing time to work.

Delay in providing records and concealing the information

Encourage:

Learning from the past mistakes.

Appreciating good practices and to carry on.

Providing mutual respect.

To be quick in returning moderated marks



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1st Sem B.Ed Time Table- 2021-22

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
08:00 to 08:30 PRAYER, MEDITATION, NEWS PAPER READING AND ORIENTATION OF VISION AND MISSION OF COLLEGE								
I	10.10 to 11.10	PSBE Dr.MSH	ET Dr.MBK	ET Dr.SBK	PSBE Dr.BYK	PSBE Dr.MSH	ET Dr.SBK	08:10AM 09:00 AM
II	11.10 to 12.10	ET Dr.MBK	PSBE Dr.JSP	LAC Prof.PDM	C&A Shri.SSP	ET Dr.SBK	MD Prof.ASM	09:00AM 09:50 AM
SHORT BREAK 12:10 PM TO 12:20PM								
SHORT BREAK 09:50AM TO 10:30AM								
III	12.20 to 1.20	C&A Shri.SSP	UDP Lan & Maths Dr.MBK & Dr.BYK	C&A Dr.BSH	UDP Sci & Social Sci Dr.JSP & Dr.MSH	LAC Prof.PDM	UDP-Sci & Social Sci Dr.JSP & Dr.MSH	10:20AM 11:10 AM
LUNCH BREAK 01:30 TO 01:00 PM								
IV	2:00 to 3:00	UDSS/Com & Eco New-3	UDSS/Com & Eco New-3	UDSS/Com & Eco New-3	ICT -Basic Comp Prof.PDM	C&A Dr.BSH	ICT -Basic Comp Prof.PDM	11:10AM 12:00PM
V	3:00 to 4:00	UDP Sci & Social Sci Dr.SBK	UDP Sci & Social Sci New-3 Dr.SBK	UDP Lan & Maths Dr.MBK & Dr.BYK	PTT Dr.BSH	UDSS/Com & Eco New-3 New-2	Ted Talk Dr.SBK	12:00AM 12:50PM
VI	4:00 to 5:00	Sports /ICT Lab Prof.ASM & Prof.PDM	Cultural Activities	Sports /ICT Lab Prof.ASM & Prof.PDM	UDP Lan & Maths Dr.BSH & Dr.BYK	UDP Lan & Maths Dr.BSH & Dr.BYK		

Childhood and Adolescence - BSH & SSP
Philosophical and Sociological bases of Education - MSH & BYK, JSP
Educational Technology - MBK & NEW
Understanding Discipline and Pedagogy: Languages - MBK & NEW-3
Understanding Discipline and Pedagogy: Social Science - JSP & NEW-2
Understanding Discipline and Pedagogy: Science - SSP & NEW-2

Understanding Discipline and Pedagogy: Mathematics - BYK
Understanding Discipline and Pedagogy: Commerce & Economics - NEW-3
Understanding Discipline and Pedagogy: Languages - MBK & NEW-3
ICT -Basic Computerics - PDM
Psychosocial Tools and Techniques - BSH
Language across the Curriculum - PDM & NEW-3

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III Semester TIME TABLE 2021-22

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time	
I	10.10 am to 11.10am	K.EDN-EVA (JSP) E.NEW-2	EDN-EVA (JSP) NEW-2	INCL-EDN(SSP) (BSH)	INCL-EDN (SSP) (BSH)	INCL-EDN (SSP) (BSH)	EDN-EVA-NEW-1 (JSP)	8.00 AM TO 9.00 AM	
II	11.10 am to 12.10 pm	K. INCL-EDN- K (BSH) E(SSP)	ESP-Yoga (ASM)	ESP-Yoga (ASM)	EDN-EVA NEW-2(JSP)	RES-PRO NEW-2	PHY.EDN (ASM)	9.00 AM TO 9.30 AM	
		11.10pm TO 12.30 pm SHORT BREAK					9.50 TO 10.20		
III	12.20 pm to 1.20 pm	PHY-SCI / SOC-SCI (JSP-MSH)	BIO-GEO/ECO (SSP) GPKF	KANHIND (MRK)(PDM)	Yoga(ASM)	KANMATH (MRK/BYK)	ENG/MATH (PDM/BYK)	10.20 AM TO 11.00AM	
		1.30pm to 2.00pm LONG BREAK							
IV	2.00 pm to 3.00 pm	ENG-GEO/ECO (PDM)GPKF	PHY-SCI/SOC-SCI NEW-2(MSH)	BIO-GEO/ECO (SSP)GPKF	KANMATH (MRK)(BYK)	PHY-SCI/SOC-SCI (JSP/BSK)	TED/TALK	11.10 AM TO 12.00 AM	
V	3.00 pm to 4.00 pm	BIO-GEO/ECO	COMP-LAB (PDM)	RES-PRO(BYK)	BIO-GEO/ECO (SSP)GPKF	ENG (PDM)	HINDI (PDM)	12.00AM TO 12.50 AM	
VI	4.00 pm to 5.00 pm	HINDI (PDM)	KANMATH (MRK)(BYK)	CULTURAL ACTIVITIES	PHY-SCI/SOC-SCI(JSP/BSK)	LIBRARY			

Inclusive Education- Dr BSH/Dr.SPS
Educational Evaluation - Dr JSP & Shri.SSP
Subject Specific Pedagogy: Kannada - Dr MRK
Subject Specific Pedagogy: English -Shri.PDM
Research Project-Dr.BYK/Dr.SPS
Understanding Self, Personality and Yoga-Shri.LASM

Subject Specific Pedagogy: Physical Science-Dr.JSP
Subject Specific Pedagogy: Biological Science -Shri.SSP
Subject Specific Pedagogy: Mathematics -Dr.BYK
Subject Specific Pedagogy: History -Dr.MSH
Subject Specific Pedagogy: Hindi - Dr..K.D.Nadaf


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IInd Sem B.Ed Time Table- 2022-23 W.e.f 21-07-2022

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
10:00 to 10:10 PRAYER, MEDITATION, NEWS PAPER READING AND ORIENTATION OF VISION AND MISSION OF COLLEGE								
I	10:10 AM to 11:10 AM	K&C K-PDM E-JSP	ECI K-SPS E-MSH	K&C K-PDM E-JSP	TMA K-MBK E-BYK	L&TP K-BSH E-SSP	OPT G&C,VE,HPE,EE E MSH/BSH/ASSP	08:00AM 09:00 AM
II	11:10 AM to 12:10PM	ECI K-MSH E-SSP	TMA K-MBK E-BYK	ECI K-MSH E-SPS	L&TP K-BSH E-SSP	TMA K-MBK E-BYK	MD ASM	09:00AM 09:50 AM
SHORT BREAK 12:10 PM TO 12:20PM				SHORT BREAK 09:50AM TO 10:20 AM				
III	12:20PM to 1:20PM	L&TP K-BSH E-SSP	K&C K-JSP E-PDM	OPT G&C,VE,HPE,EE MSH/BSH/ASSP/SPS	ECI K-SPS E-MSH	OPT G&C,VE,HPE,EE MSH/BSH ASSP	TMA K-MBK E-BYK	10:20AM 11:10 AM
LUNCH BREAK 01:20 TO 02:40 PM								
IV	2:00 PM to 3:00 PM	OPT G&C,VE,HPE,EE JSP/MBK/ASM/SPS	SEMINAR-ECI	FAT BSH	K&C K-JSP E-PDM	ICT-Application PDM	FAT BSH	11:10AM 12:00PM
V	3:00 PM to 4:00 PM	ICT LAB PDM	ICT-LAB PDM	SEMINAR-K&C	Seminar-L&TP	FAT BSH	ICT-Lab PDM	12:00AM 12:50PM
VI	4:00 PM to 5:00PM	SEMINAR-TMA	L&TP K-SSP E-BSH	SPORTS	CULTURE ACTIVITIES	Mentoring		

Learning & Teaching process- Dr BSH & Prof.S.S.P
 Knowledge & Curriculum - Dr JSP & Prof.PDM
 Education in Contemporary India -Dr. MSH & Prof.S.P.Shegunil
 Techniques, methods, and Approaches of pedagogy -Dr BYK & DrMBK
 ICT Lab & Applications -Prof PDM
 Fine Arts & Theaters -Dr.BSH

OPT- Value Education -Dr.MBK & Dr.BSH
 OPT-Guidance & Counselling-Dr. MSH & Dr.JSP
 OPT-Health & Phy-Education-Prof.ASM
 OPT-Environment Education -Prof.SSP & SPS

(Signature)
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 B.L.D.E.A's J.S.S. College of Education
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(Signature)
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B.L.D.E.A.'S J.S.S. COLLEGE OF EDUCATION, BJIAPUR
IVth Sem B.Ed Time Table- 2022-23 W.e.f 21-07-2022

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
10:00 to 10:10 PRAYER/MEDITATION, NEWS PAPER READING AND ORIENTATION OF VISION AND MISSION OF COLLEGE								
I	10:10 AM to 11:10 AM	EAM K-MSH E-MBK	G.S.S K-BYK E-MBK	EAM K-MBK E-MSH	APSS-I K-PDM E-JSP	G.S.S K-BYK E-MBK	G.S.S K-MBK E-BYK	09:10AM TO 09:40 AM
II	11:10 AM to 12:10PM	APSS-II K-BSH E-SSP	APSS-I K-PDM E-JSP	APSS-II K-BSH E-SSP	EAM K-MSH E-MBK	APSS-I K-PDM E-JSP	MD ASM	09:40AM TO 09:50 AM
SHORT BREAK 12:10 PM TO 12:20PM								
III	12:20PM to 1:20PM	APSS-I K-JSP E-PDM	EAM K-MBK E-MSH	G.S.S K-BYK E-MBK	APSS-II K-SSP E-BSH	APSS-II K-SSP E-MSH	EAM K.M.S.H E.M.B.K	10:20AM TO 11:10 AM
LUNCH BREAK 01:20 TO 01:00 PM								
IV	2:00 PM to 2:00 PM	G.S.S K-MBK E-BYK	APSS-II K-SSP E-MSH	APSS-I K-JSP E-PDM	G.S.S K-MBK E-BYK	SEMINAR	APSS-I K-JSP E-PDM	11:10AM TO 12:00PM
V	3:00 PM to 4:00 PM	EPC-RRT SPS	TP&TET PDM	GUIDANCE	EPC-RRT SPS	TP&TET PDM	APSS-II K-SSP E-BSH	12:00AM TO 12:50PM
VI	4:00 PM to 5:00PM	SPORTS	EPC-RRT SPS	SPORTS	CULTURE ACTIVITIES	EAM K-MBK E-MSH		

Gender School and Society-Dr.BYK &Dr.MBK
 Educational Administration and Management -Dr.MSH&Dr.MBK
 Advanced Pedagogy of Specific Subjects-I Dr.JSP & Prof PDM
 Advanced Pedagogy of Specific Subjects -II Dr.BSH & Prof SSP








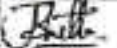
Reading and Reflecting on Teaching-Prof.SSP
 Teacher Placement & CET Classes-Prof.PDM
 Sports& MD=Prof.ASM

eejh
IQAC Co-ordinator
 "DEA'S JSS College of Education
 Vijayapur

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Principal
B. L. D. E. A.
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BLDEA's JNANAYOGI SHREE SIDDHESHWAR SWAMIJI COLLEGE OF EDUCATION
 PG STUDIES IN EDUCATION AND RESEARCH CENTRE VIJAYAPUR
 B.Ed. Semester-I 2022-23

MICROTEACHING WORKSHOP: 11-05-2023 to 13-05-2023

Date	Time	Event	Staff-In -Charge	Signature
12-05-2023	10:15AM to 10:30 AM	Inauguration of Microteaching Workshop	Principal Dr. B.Y. Khasnis	
12-05-2023	10:30AM to 11:40 AM	Microteaching concept and Microteaching Cycle	Dr. M.B. Kori	
12-05-2023	11:45 AM to 1:20PM	Skill of Introducing A Lesson	Shri. S.P.Shegunsi	
12-05-2023	2:00 PM to 3:30 PM	Skill of Illustrating with Examples -	Dr. M.S. Hiremath & Shri. S.S. Patil	
12-05-2023	3:35 PM to 5:00 PM	Skill of Explaining	Dr. B.S. Hiremath	
13-05-2023	8:15AM to 9:45 AM	Skill of Black Board Writing	Dr. B.Y. Khasnis	
13-05-2023	10:15 AM to 11:30AM	Skill of Stimulus Variations	Shri. P.D. Multani	
13-05-2023	11:30 AM to 12:30 PM	Skill of Probing Questions	Dr.J.S. Pattanshetti	


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B.ED. SEMESTER-I

EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Practicing Microteaching Skills in Method-1

1. Skill of Introducing A Lesson
2. Skill of Explanation
3. Skill of Writing on Black Board

Practicing Microteaching Skills in Method-2

1. Skill of Stimulus Variations
2. Skill of Illustrating with Examples
3. Skill of Probing Questions

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-I

Room: Kannad Method Room

Sl No.	NAMES	M1	M2
1	Abdulrasheed M	P.Sci	M.
2	Akshata Limakar	P.Sci	Bio.
3	Annapurna Waddar	Pk.Sci	Bio.
4	Ashwini Shantappanavar (EH)	Eng.	Hy.
5	Atifafaiman Nalaband	Phys.S	M.
6	Atiafarheen Soudagar	Phys.Sci	M.
7	Gayatri Kadam	Phys.Sci	M.
8	Kanabai Wadiyar	Phys.Sci	M.
9	Laxmi Hanchanal	Phys.Sci	M.
10	Mehajabeen Mulla	Phy.Sci	Principal
11	Pallavi Kastar (EH)		B.L.D.E.A's

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-II

ROOM: PSYCHOLOGY LAB

Sl No.	NAMES	M1	M2
1	Mehrunnisa Mujawar	Phy.S	M.
2	Nivedita Singareddi	Phy.Sci	Biol.Sci
3	Prema Harijan	Phys.Sci	Biol.
4	Sanganagouda Biradar	Phy.Sci	M.
5	Shankaralinga Thoke	Phy.Sci	M.
6	Shilpa Bhajantri	Phy.Sci	M.
7	Shriddha Gayakawad	Phy.Sci	Biol.
8	Suma Choudhari	Phy.Sci	M.
9	Sunita	Phy.Sci	M.
10	Supriya Kyatan	Phy.Sci	M.
11	Sushma Dudagi	Phy.Sci	M.

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-III

ROOM: Lecture Hall-I (Ground Floor)

Sl No.	NAMES	M1	M2
1	Akshata Metri	Phy.Sc	M
2	Ashwini Pujari	Phy.Sc	M.
3	Basavaraj Navi	Phy.Sc	M
4	Bheemaray Shirashad	Phy.Sc	M.
5	Gangamma	Phy.Sc	M.
6	Geeta Chavan	Phy.Sc	M.
7	Iranagouda Patil	Phy.Sc	M.
8	Jyoti Mamadapur	Phy.Sc	Principals M.
9	Kaveri Bhavikatti	Phy.Sc	M.

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-IV

ROOM: Lecture Hall-II (First Floor)

Sl No.	NAMES	M1	M2
1	Laxmi Kalal	Phy.Sc	Biol.
2	Laxmi Rajaput	Phy.Sc	M.
3	Mahesh Chattarki	Phy.Sc	M.
4	Naveenkumar Metri	Phy.Sc	M.
5	Netra Kattimani	Phy.Sc	Biol.
6	Nikita Salutagi	Phy.Sc	Biol.
7	Pallavi Neelure	Phy.Sc	M.
8	Pankajkumar Dhanyal	Phy.Sc	M.
9	Prasanna Shivanagi	Phy.Sc	M.

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-V

ROOM: Computer Lab

Sl No.	NAMES	M1	M2
1	Prema Bilagi	Phy Sci	Biol
2	Saba Galagali	Phy. Sci	M
3	Sachin	PhySci	Biol
4	Sangeeta Kudlagi	Phy Sci	M
5	Shreedevi Bagali	Phy Sci	M
6	Shweta Basaragi	Phy Sci	M
7	Spoorti Nivaragi	Phy Sci	M
8	Vanishree Ingaleshwar	Phy Sci	M
9	Vijayakumar Dalawai	Phy Sci	M
10	Vishal Kumbhar	Phy Sci	M

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-VI

ROOM: HISTORY METHOD ROOM

Sl No.	NAMES	M1	M2
1	Aditya S Patil	Hindi	S.Sci
2	Akshata Masabinal	Eng	S.Sci
3	Akshata Sali	Kan	S.Sci
4	Akshata Ummavagol	Kan	HIST
5	Amaramma	Kan	HIST
6	Anjana Naik		Govt Sci
7	Annapurna Budihal	Kan	HIST
8	Arpita Chalawadi	Kanada	S.Sci
9	Asheep Mulla		

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-VII

ROOM: SCIENCE METHOD ROOM

Sl No.	NAMES	M1	M2
1	Bhagyashri Dodamani	Kan	Hy
2	Bhagyashree Naganur	Kan	Hy
3	Chaitra Kotyal	Kan	Hy
4	Chandan Soloni	Kan	Hy
5	Fyroj	Kan	Hy
6	Gangabai Balaganur	Kan	Hy
7	Girija	Kan	Hy
8	Gururaj Gudadinni	English	Hy
9	Jyoti Giddappagol	Kan	Hy

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B.ED. SEMESTER-I

EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-VIII

ROOM: RESEARCH CENTRE ROOM

Sl No.	NAMES	M1	M2
1	Jyoti Hosamani	Kan	Hy
2	Jyoti Karur	Hindi	Hy
3	Kavita Madar	Kan	Hy
4	Laxmi Kerutagi	Kan	Hy
5	Laxmi Shiragumpi	Kan	Hy
6	Mabubbi Badami	Kan	Hy
7	Md.Sadik Devar	Hindi	Hy
8	Manu Chalawadi	Kan	Hy
9	Mounesh Alabagond	Kan	Hy
10.	Ninganna	Kan	Hy

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EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-IX

ROOM: III-FLOOR -Library beside ROOM

Sl No.	NAMES	M1	M2
1	Ningendrasingh Rajaput	Eng	Hty.
2	Nirmala Jadhav	Kan	Hty
3	Nivedita Kumtagi	Kan	Hty
4	Pallavi Sunag	Kan	Hty
5	Pooja Madar	Kan	Hty
6	Poornima Hiremath	Hindi	Hty
7	Sachin Konnur	Kan	Hty
8	Sagar Sidaraddi	Kan	Hty
9	Sangeeta Danappagol	Eng	Hty
10	Santosh Savant	Kan	Hty

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B.ED. SEMESTER-I

EPC-MICROTEACHING SESSION FROM 15-05-2023 TO 23-05-2023

Group-X

ROOM: III-FLOOR - Front ROOM


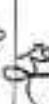








Sl No.	NAMES	M1	M2
1	Santosh Tammanagoudar	Kan	Hty
2	Saraswati Hiremath	Kan	Hty
3	Shamashad Kolhar	Hin	Hty
4	Sharanappa B.	Kan	Hty.
5	Shilpa Lendi	Kan	Hty
6	Shivappa Makashi	Hindi	Hty
7	Shreya Biradar	Kan	Hty
8	Shruti Gudadinni	Kan	Hty
9	Sunita Koli	Eng	Hty
10	Tukaram Manoji	Kan	Hty

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ORIENTATION PROGRAMME ON '5'E' MODEL LESSON

For 2nd Semester Students

From 17-07-2023 to 18-07-2023

Sl. No	Date	Time	Concept	Name of Teaching Faculty	Sign
1	17-07-2023	10.10 to 10.30	Inauguration	Principal, Dr. B. Y. Khasnis	
2	17-07-2023	10.30 to 11.30	Lesson Plan Format	Principal, Dr. B. Y. Khasnis	
3	17-07-2023	11.30 to 12.30	Instructional Objectives	Shri. P. D. Multani	
4	17-07-2023	12.40 to 1.30	Engage	Dr. M. S. Hiremath	
5	17-07-2023	2.10 to 3.30	Explore	Shri. S. P. Shagunashi	
6	17-07-2023	3.30 to 5.00	Explain	Dr. M. B. Kori	
7	18-07-2023	10.10 to 11.30	Elaborate	Shri. S. S. Patil	
8	18-07-2023	11.30 to 1.00	Evaluation	Dr. J. S. Pattanashetti	
9	18-07-2023	1.00 to 2.00	How to use Teaching Aids	Dr. B. S. Hiremath	
10	18-07-2023	2.40 to 4.00	Preparation of Lesson Plan	By the students	
11	18-07-2023	4.00 to 5.00	Discussion	Staff & Students	


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ORIENTATION ON DEMONSTRATION OF SE MODEL LESSONS

Date	20.07.2023	
Time	Subject	RP
10.30 to 11.10 AM	Kannada	Shri.Mahantesh Angadi
10.30 to 11.10 AM	Physical Science	Shri Ram Bhat
11.10 AM to 11.30AM	Discussion	
11.30 to 12.15PM	English	Shri. Sangamesh Kamatagi
12.15 PM to 12.25 PM	Discussion	
12:25 to 12:35 PM --- SHORT BREAK		
12:35 to 1: 20PM	Hindi	Kavita Naik <i>Alumnus</i>
1: 20PM to 1:30 PM	Discussion	
1:30PM TO 2:10 PM----LUNCH BREAK		
2:15 PM to 3:00PM	Social Science	Dr. B.S.Hiremath
3:00PM To 3:15 PM	Discussion	
3:15PM to 4PM	Biological Science	Shri.Sandeep Deshapande
4:00 PM to 4:15PM	Discussion	
4:15 PM to 5:00PM	Overall Discussion	
Date	21.07.2023	
10.30 to 11.15 AM	History	Shri. Mahantesh Angadi
11.15 to 11.30AM	Discussion	
11.30 to 12.15 PM	English	Shri. P.D.Multani
12.15 to 12.25 PM	Discussion	
12:25PM TO 12:35 PM--- SHORT BREAK		
12:35 to 1:20PM	Biological Science	Sneha Yadrami <i>Alumnus</i>
1:20 PM to 1:30PM	Discussion	
1:30PM TO 2:10 PM----LUNCH BREAK		
2:15 PM to 3:00PM	Mathematics	Sari Ajit Joshi
3:00PM to 3:15 PM	Discussion	
3:15 PM to 4:00PM	Physical Science	Shri. Narayan Babanagar
4:00PM to 4:15 PM	Discussion	
4:15 PM to 5:00PM	Overall Discussion	

Bl

Sl.No.	R.No.	Name	Methods
01	01	Shweta Basaragi	Phys.Maths
02	03	Nivedita Singareddi	Phys.Bios(Eng)
03	06	Abdul Rasheed M	Phys.Maths(Eng)
04	08	Asheep Mulla	Kannada, History
05	72	Kavita Medar	Kannada, History
06	29	Gunraj Gudadinni	English,History
07	49	Mabubbi Badami	Kannada, History
08	22	Akshata Metri	Phys.Maths
09	64	Laxmi Kalai	Phys.Maths
10	52	Ninganna	Kannada, History
11	58	Sagar Sidaraddi	Hindi,History
12	77	Nivedita Kamatagi	Kannada, History
13	15	Kanabai Wadiyar	Phys.Maths(Eng)

Observer: Shri S.P. Shegansi / Dr. B.S. Hiremath

Sl.No.	R.No.	Name	Methods
01	100	Shilpa Lende	Hindi,History
02	86	Sharanappa B	Kannada, History
03	97	Ningendrasingh Rajaput	English,History
04	73	Sachin Konnur	Kannada, History
05	93	Mehajabeen Mulla	Phys-BioS(Eng)
06	32	Shilpa Bhajantri	Phys-Maths(Eng)
07	40	Netra Kattimani	Phys-BioS
08	70	Vishal Kumber	Phys.Maths
09	90	Saba Galagali	Phys.Maths
10	41	Nirmala Jadhav	Kannada, History
11	55	Mounesh Alabagond	Kannada, History
12	95	Anjana Naik	Kannada, History

Observer: Dr. B.S. Hiremath / Shri S.P. Shegansi

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BLDEA's J S S College of Education PG Studies in Education, Vijayapur.

B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 23

Students Allotment - From 31st July to 3rd Aug 23

Group-III

History Method Room

Sl.No.	R.No.	Name	Methods
01	81	Gangamma	
02	04	Prasanna Shivonagi	Phys.Maths
03	63	Akshata Masabina	Phys.Maths
04	44	Fyroz	English,History
05	42	Laxmi Kerutagi	Kannada, History
06	48	Pooja Madar	Hindi,History
07	45	Shivappa Makashi	Kannada, History
08	14	Gayatri Kadam	Kannada, History
09	79	Sunita	Phys.Maths(Eng)
10	62	Sachin	Phys.Maths(Eng)
11	66	Jyoti Giddappagol	Kannada, History
12	87	Nikita Salutagi	Phys-BioS
13	94	Chaitra Kotyal	Kannada, History

Observer: Dr. M.S. Hiremath / Shri P.D. Multani

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B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 2023

Students Allotment - From 31st July to 3rd Aug 23

Group-IV

Psychology Lab

Sl.No.	R.No.	Name	Methods
01	76	Akshata Ummavagol	Kannada, History
02	38	Girja	Kannada, History
03	84	Md.Sodik Devar	Hindi, History
04	75	Tukaram Manoj	Kannada, History
05	69	Sangeeta Danappagol	English,History
06	19	Parasjkumar Dhanyal	Phys.Maths
07	18	Ashwini Pujari	Phys.Maths
08	26	Bhagyashree Dodamani	Kannada, History
09	61	Shradha Gayakwad	Phys-BioS(Eng)
10	80	Aisafarheen Soudagar	Phys.Maths(Eng)
11	05	Mahesh Chhattarki	Phys.Maths
12	89	Sanganagouda Biradar	Phys.Maths(Eng)

Observer: Shri P.D. Multani / Dr. M.S. Hiremath

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B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 2022

Students Allotment - From 31st July to 3rd Aug 23

Group -V

Science Room

S.No.	R.No.	Name	Methods
01	91	Asifafman Nalabond	Phys.Maths(Eng)
02	16	Prema Harijan	Phys.Bios (Eng)
03	82	Basavraj Navi	Phys.Maths
04	53	Jyoti Mamodappa	Phys.Bio/hs
05	07	Naveenkumar Meht	Phys.Maths
06	85	Vijayakumar Dalbaw	Phys-BioS
07	11	Aditya S Patil	Hindi.History
08	78	Anarammo	Kannada. History
09	67	Gangabai Balaganur	Kannada. History
10	96	Pallavi Sunag	Kannada. History
11	57	Santosh Savant	Kannada. History
12	85	Sunita Koli	English.History

Observer: Shri S.S. Patil / Dr. J.S. Pattanshetti

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B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 2022

Students Allotment - From 31st July to 3rd Aug 2022

Group -VI

Lecture Hall No.II

S.No.	R.No.	Name	Methods
01	37	Shruti Guradinni	Kannada. History
02	51	Santosh Tammanna	Kannada. History
03	88	Jyoti Karut	Hindi.History
04	35	Bhagyashree Naganur	Kannada. History
05	56	Annapurna Budihal	English.History
06	77	Prema Bilagi	Phys-BioS
07	21	Sarawati Hiremath	Kannada. History
08	23	Pallavi Neelure	Phys.Maths
09	30	Geeta Chavan	Phys.Maths(Eng)
10	20	Shankarling Thoke	Phys.Maths(Eng)
11	10	Suma Choudhari	Phys.Maths(Eng)
12	92	Mehrunisa Mujawar	Phys.Maths(Eng)
13	68	Supriya Kystan	Phys.Maths(Eng)

Observer: Dr. J.S. Pattanshetti / Shri S.S. Patil

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B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 23

Students Allotment - From 31st July to 3rd Aug 23

Group-VII

Kannada Method Room

Sl.No.	R.No.	Name	Methods
01	17	Akshata Limkar	Phys-Bio(Eng)
02	24	Ashwini Shantappa Nayyar	Eng-Hist(Eng)
03	28	Arpita Chalawadi	Kannada-History
04	71	Sushma Dudagi	Phys.Maths(Eng)
05	46	Kaveri Jhanikotti	Phys.Maths
06	59	Bheemaraj Shirashad	Phys.Maths
07	02	Spoorthi Nivaragi	Phys.Maths
08	12	Vanishree Ingaleshwar	Phys.Maths
09	33	Chandan Soloni	Kannada. History
10	47	Laxmi Shiragumpi	Kannada. History
11	34	Vijayalaxmi Tambe	English.History
12	74	Shamashad Kolhar	History

Observer: Dr. B. Y. Khasnis / Dr. M. B. Kore

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B.Ed Sem-II

Simulated & ICT Based Lessons From 24th to 27th July 23

Students Allotment - From 31st July to 3rd Aug 23

Group-VIII

Research Centre

Sl.No.	R.No.	Name	Methods
01	83	Annapurna Waddar	Phys-Bio(Eng)
02	99	Pallavi Kastar	English.History(Eng)
03	13	Laxmi Hanchanai	Phys.Maths(Eng)
04	39	Shridevi Bagali	Phys.Maths
05	54	Laxmi Rajput	Phys.Maths
06	31	Iranagouda Patil	Phys.Maths
07	50	Akshata Sali	Kannada. History
08	36	Sargenta Kudalgi	Phys.Maths
09	43	Sireya Biradar	Kannada. History
10	60	Poornima Hiremath	Hindi.History
11	58	Manu Chalawadi	Kannada. History
12	25	Jyoti Hosamani	Kannada. History

Observer: Dr. M. B. Kore / Dr. B. Y. Khasnis

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B.Ed SEM-II: ICT Based Lessons: From 31/7/23 to 3/8/23

Students Allotment -

Group-I

Sl.No.	R.No.	Name	Computer Lab Methods
01	01	Sirweta Basaraj	
02	03	Nivedita Siegareddi	PhyS.Maths
03	06	Abdul Rasheed M	PhyS-BioS(Eng)
04	08	Ashoop Mulla	PhyS.Maths(Eng)
05	12	Kavita Madar	Kannada History
06	19	Gururaj Gadadinni	Kannada History
07	19	Mabubbi Badami	English History
08	22	Akshata Metri	Kannada History
09	44	Laxmi Kalal	PhyS.Maths
10	52	Ninganna	PhyS.Maths
11	98	Sagar Sidaraddi	Kannada History
12	77	Nivedita Kumartagi	Hindi History
13	15	Kanabai Wadiyar	Kannada History
			PhyS.Maths(Eng)

Observer: Dr. B.S. Hiremath, Principal

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B.Ed SEM-II: ICT Based Lessons From 31/7/23 to 3/8/23

Students Allotment -

Group-II

Lecture Hall-I

Sl.No.	R.No.	Name	Methods
01	100	Shilpa Lende	Hindi History
02	86	Sharanappa B	Kannada History
03	97	Ningendrasingh Rajapat	English History
04	73	Sachin Konnur	Kannada History
05	93	Mehajabeen Mulla	PhyS-BioS(Eng)
06	32	Shilpa Bhajartri	PhyS.Maths(Eng)
07	40	Notra Kattimani	PhyS BioS
08	70	Vishal Kumbhar	PhyS.Maths
09	90	Saba Galagali	PhyS.Maths
10	41	Nirmala Jadhav	Kannada History
11	55	Mounesh Alabagond	Kannada History
12	95	Anjana Naik	Kannada History

Observer: Shrid S. P. Shegunsi

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B.Ed SEM-II : ICT Based Lessons From 31/7/23 to 3/8/23

Students Allotment -

		Group-III	History Method Room
Sl.No.	R.No.	Name	Methods
01	81	Gangamma	PhyS.Maths
02	04	Prasanna Shivanagi	PhyS.Maths
03	63	Akshata Masabihal	English.History
04	44	Fyroj	Kannada.History
05	42	Laxmi Kerutagi	Hindi.History
06	48	Pooja Madar	Kannada.History
07	45	Shivappa Makashi	Kannada.History
08	14	Gayatri Kadam	PhyS.Maths(Eng)
09	79	Sunita	PhyS.Maths(Eng)
10	62	Sachin	Kannada.History
11	66	Jyoti Giddappagol	PhyS-BioS
12	87	Nikita Salutagi	PhyS-BioS
13	94	Chaitra Kotyal	Kannada.History

Observer: Shri. P.D. Multani

Principal

B.L.D.E.'s
J.S.S. College of Education
VIJAYAPUR

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.

B.Ed SEM-II : ICT Based Lessons From 31/7/23 to 3/8/23

Students Allotment -

		Group-IV	Psychology Lab
Sl.No.	R.No.	Name	Methods
01	76	Akshata Ummavagol	Kannada.History
02	38	Girija	Kannada.History
03	84	Md.Sadik Dever	Hindi.History
04	75	Tukaram Manoj	Kannada.History
05	69	Sangeeta Danappagol	English.History
06	19	Pankajkumar Dhanyal	PhyS.Maths
07	18	Ashwini Pujari	PhyS.Maths
08	26	Bhagyashree Dodamani	Kannada.History
09	61	Shradda Gayakwad	PhyS-BioS(Eng)
10	80	Atiafarheen Soudagar	PhyS.Maths(Eng)
11	05	Mahesh Chaitarki	PhyS.Maths
12	89	Sanganagonda Biradar	PhyS.Maths(Eng)

Observer:

Dr. M.S. Hiremath

Principal

B.L.D.E.'s
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VIJAYAPUR

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.

B.Ed SEM-II : ICT Based Lessons From 31/7/23 to 3/8/23

Students Allotment -

		Group -V		Science Room
Sl.No.	R.No.	Name		Methods
01	91	Atifafaiman Nalaband		Phy's Maths(Eng)
02	16	Prema Harliah		Phy's. Bio's (Eng)
03	82	Basavaraj Navi		Phy's Maths
04	53	Jyoti Mamadapur		Phy's Maths
05	07	Naveenkumar Metri		Phy's Maths
06	65	Vijayakumar Dalawaj		Phy's Bio's
07	11	Aditya S Patil		Hind History
08	78	Amaramma		Kannada History
09	67	Gangabai Balaganur		Kannada History
10	98	Pallavi Sunag		Kannada History
11	57	Santosh Savant		Kannada History
12	85	Sunita Koli		English History

Observer:

Dr. J.S. Pattanshetti

Principal

B.L.D.E.A's.

J.S.S. College of Education
VIJAYAPUR

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.

B.Ed SEM-II: ICT Based Lessons From 31/7/23 to 3/8/23

Students Allotment -

		Group -VI		Lecture Hall No.11
Sl.No.	R.No.	Name		Methods
01	37	Shruti Gudadinni		Kannada History
02	51	Santosh Tammannagol		Kannada History
03	88	Jyoti Karur		Hind History
04	35	Bhagyashree Naganur		Kannada History
05	56	Annapurna Budihal		English History
06	27	Prema Bilagi		Phy's Bio's
07	21	Sarswati Hiremath		Kannada History
08	23	Pallavi Neelure		Phy's Maths
09	30	Geeta Chavan		Phy's Maths
10	20	Shankarling Thoke		Phy's Maths(Eng)
11	10	Suma Choudhari		Phy's Maths(Eng)
12	92	Mehrunnisa Mujawar		Phy's Maths(Eng)
13	68	Supriya Kyatan		Phy's Maths(Eng)

Observer:

Shri. S.S. Patil

Principal

B.L.D.E.A's.

J.S.S. College of Education
VIJAYAPUR.

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.
 B.Ed SEM-II : ICT Based Lessons From 31/7/23 to 3/8/23
 Students Allotment -

Group-VII

Kannada Method Room

Sl.No.	R.No.	Name	Methods
01	17	Akshata Limakar	Phys.Maths(Eng)
02	24	Ashwini Shantappa Navar	Eng.Hist(Eng)
03	28	Arpita Chalawadi	Kannada.History
04	71	Sushma Dudagi	Phys.Maths(Eng)
05	46	Kaveri Bhavikatti	Phys.Maths
06	59	Bheemaray Shirashad	Phys.Maths
07	02	Spoorthi Nivaragi	Phys.Maths
08	12	Vanishree Ingaleshwar	Phys.Maths
09	33	Chandan Soloni	Kannada.History
10	47	Lakmi Shiragumol	Kannada.History
11	34	Vijayalaxmi Tambe	English.History
12	74	Shamashad Kolhar	History

Observer:

Dr. M. B. Kori

Principal

B.L.D.E.'s.

J.S.S. College of Education
 VIJAYAPUR.

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.
 B.Ed SEM-II : ICT Based Lessons From 31/7/23 to 3/8/23
 Students Allotment -

Group-VIII

Research Centre

Sl.No.	R.No.	Name	Methods
01	83	Annapurna Waddar	Phys-BioS(Eng)
02	99	Pallavi Kastar	English.History(Eng)
03	13	Laxmi Hanchanal	Phys.Maths(Eng)
04	39	Shridevi Bagali	Phys.Maths
05	54	Laxmi Rajaput	Phys.Maths
06	31	Iranagouda Patil	Phys.Maths
07	50	Akshata Sali	Kannada.History
08	36	Sangoeta Kudalgi	Phys.Maths
09	43	Shreya Biradar	Kannada.History
10	60	Poornima Hiremath	Hindi.History
11	58	Manu Chalawadi	Kannada.History
12	25	Jyoti Hosamani	Kannada.History

Observer:

Dr. B. Y. Khanis

Principal

B.L.D.E.'s.

J.S.S. College of Education
 VIJAYAPUR.



ಬಿ.ಎಲ್.ಡಿ.ಇ.ಎಸ್.ಕಾಲೇಜು
 ಜ್ಞಾನಯೋಗಿ ಶ್ರೀ ಸಿದ್ಧೇಶ್ವರ ಸ್ವಾಮೀಜಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಸ್ವಾತಂತ್ರ್ಯ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮತ್ತು
 ಸಂಶೋಧನಾ ಕೇಂದ್ರ, ಎಸ್.ಎಸ್.ಹೈ.ಸ್ಕೂಲ್ ಆವರಣ ವಿಜಯಪುರ-586 101

Estd 1980

B.L.D.E.A's

Jnyanayogi Shri Siddeshwar Swamiji, College of Education, P.G. Studies in
 Education and Research Centre, S.S. High School Campus, Vijayapur-586 101

Reaccredited by NAAC @ B Grade (CGPA: 2.61)

Permanent Affiliation to Rani Channamma University, Belagavi Recognised by NCTE, New Delhi
 Phone: 08352-223290(0) Fax: 08352-223324 email: hlsdeajs@rediffmail.com www.hlsdeaj.org

Dr.(Smt) B.Y.KHASNIS, M.Sc, M.A.M.Ed, M.P.H.E.Ph.D.Pd.Ed

Ref No

PRINCIPAL

Date: 30/06/2023

ಗೆ,

ಮಾನ್ಯರೇ,

ವಿಷಯ: Practice Teaching Lessons ಗೋಷ್ಠಿ ಅನುಮತಿ ಕುರಿತು .

ನಮ್ಮ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಬಿ.ಎಲ್.ಡಿ.ಇ.ಎಸ್. ಸೆಮಿಸ್ಟರ್‌ನ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳು ತಮ್ಮ ಕಾಲಿಗೆ
 ದಿನಾಂಕ: 06-09-2023 ರಿಂದ 11-09-2023ರ ವರೆಗೆ, Practice Teaching Lessons ಪ್ರಯತ್ನ ಜಾರಿ
 ಬೋಧನೆಗೆ ಬರಲಿದ್ದಾರೆ. ಕಾರಣ ತಾವು ಅನುಮತಿ ಕೊಟ್ಟು ಸಹಕಾರ ಮತ್ತು ವರ್ಗದರ್ಶನ ನೀಡಲು ಕೋರಿಕೆ.

ವಂದನೆಗಳೊಂದಿಗೆ,

ಇಂತಿ ನಿಮ್ಮ ವಿಶ್ವಾಸಿ

Principal
 B. L. D. E. A's.
 J.S.S. College of Education
 VIJAYAPUR.

BLDEA's J S S College of Education PG Studies in Education, Vijayapur.

Team - I


Practice Teaching Lessons from 06-09-2023 to 11-09-2023

Govt Girls' High School Vijayapur.

Sl.No.	R.No.	Name	Methods
01	01	Shweta Basaragi	Phys-Maths
02	11	Aditya Patil	Hindi - History
03	21	Sarswati Hiremath	Kannada - History
04	31	Iranagouda Patil	Phys-Maths
05	41	Nirmala Jadhav	Kannada - History
06	81	Gangamma	Phys-Maths
07	97	Ningendrasingh Rajaput	English - History
08	65	Vijaykumar Dalawai	Phys-BioS
09	18	Ashwini Pujari	Phys-Maths
10	26	Bhagyashree Dodamani	Kannada - History
11	66	Jyoti Giddappagol	Kannada - History
12	70	Vishal Kumbha	Phy Sci - Maths

Leaders:- Shweta Basaragi
Aditya Patil

Observer: Shri. P. D. Multani


Principal
B. L. D. E. A's.
J.S.S. College of Education
VIJAYAPUR.

BLDEA's S S College of Education PG Studies in Education, Vijayapur.

Team - VII

Practice Teaching Lessons from 06-09-2023 to 11-09-2023

S.S.A High School Vijayapur.

(Panel-A)

Sl.No.	R.No.	Name	Methods
01	37	Shruti Gudadinni	Kannada - History
02	49	Mabubbi Badami	Kannada - History
03	45	Shivappa Makashi	Kannada - History
04	56	Annapurna Budihal	English - History
05	39	Shridevi Bagali	Phys-Maths
06	54	Laxmi Rajaput	Phys-Maths
07	51	Santosh Tammannagol	Kannada - History
08	75	Tukaram Manoji	Kannada - History
09	64	Laxmi Kalal	Phys-Maths
10	86	Sharanappa B	Kannada - History
11	52	Ninganna	Kannada - History
12	62	Sachin	Physical Sci - Bio
13	82	Basavraj Navi	Physical Sci - Ma
14	19	Pankajkumar Dhanyal	Phy. Sci - Bio
15	60	Poornima Hiremath	Hindi - Histo

Leaders: Basavraj Navi
:- Ninganna

Observer: - Dr J.S. Patilshelli

Principal
B. L. D. E. A's.
S.S. College of Edu
VIJAYAPUR.

**BLDEA
JSS COLLEGE OF EDUCATION VIJAYAPUR
PRACTICE TEACHING PERIODS**

From: 06/09/2023 to 09/09/2023

Govt. Girl's Highschool, Vijayapur

Teacher Name	Monday				Tuesday				Wednesday				Thursday				Friday				Saturday			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
K. Srinidhi (T.H)			4	5					8										4	5				
P. Sargandha (T.H)	5		6						9	3					2	3			6					
N. Aditya (T.H)	2					6			9					6					9					5
P. Sargandha (T.H)	4						4		4											1				
S. Jayal (T.H)						4					4													
S. Saraswati (T.H)		4				4				4				4	4				4					
P. Sargandha (T.H)	4				4				4				4		4				4					
P. Sargandha (T.H)	3		5		3		5		3		5		3		5		3		5		3		5	
S. Sargandha (T.H)																								
S. Sargandha (T.H)	1	3																						
N. Sargandha (T.H)			7																					
V. Sargandha (T.H)																								

Principal's Signature



6th Std Time Table
Patti School, Vijayapur

Basantkumar

	Wednesday	Thursday	Friday	Saturday	Monday
10:15 AM - 11:00 AM	Annapoorna (83) Physical science	Abdul (06) Mathematics	Ashwini (24) Social science	Shraddha (61) Biological science	Mahjabeen (93) Biological science
10 AM - 11:45 AM	Ashwini (24) English	Mahjabeen (93) Physical science	Laxmi (13) Mathematics	Ashwini (24) Social science	Ashwini (24) Social science
10:55 AM - 12:00 PM	---	---	Short break	---	---
11:00 PM - 12:45 PM	Atifa (91) Physical science	Laxmi (13) Mathematics	Mahjabeen (93) Biological science	Mahjabeen (93) Physical science	Abdul (06) Mathematics
11:00 PM - 1:30 PM	Abdul (06) Mathematics	Annapoorna (83) Physical science	Atifa (91) Physical science	Shraddha (61) Biological science	Laxmi (13) Mathematics
11 AM - 2:00 PM	---	---	lunch break	---	---
12:00 PM - 2:45 PM	Shraddha (61) Biological science	Ashwini (24) English	Abdul (06) Physical science	Laxmi (13) Mathematics	Atifa (91) Physical science
12:00 PM - 3:30 PM	Mahjabeen (93) Biological science	Atifa (91) Physical science	Mahjabeen (93) Physical science	Ashwini (24) English	Abdul (06) Physical science
12:00 PM - 4:15 PM	Laxmi (13)	Mahjabeen (93)	Abdul (06) Physical science	Abdul (06) Physical science	Shraddha (61) Physical science

Dec 2021

LB26AS

ISS COLLEGE OF EDUCATION VADAPUR
 2. List of Students Second Income Tax - Maths Sheet - (REGULAR) 2021

Sl. No	roll No	Reg. No	Name of the student teacher	AP	MAC	EC	MSW	CC/COVA	CT	FOT	TOTAL MARK	Rank
1	1	22014011	Wong A M Dhanrajaper	22	21	23	23	23	20	12	147	264
2	2	22014016	Wong P M Rajaraj	20	28	22	22	26	20	13	172	178
3	3	22014018	Murugan K. Durugadas	25	33	23	22	26	18	17	177	179
4	4	22014025	Srinivasan P. Durugadas	25	28	20	24	28	20	14	184	183
5	5	22014026	Srinivasan R. Durugadas	23	27	22	22	21	14	19	180	184
6	6	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
7	7	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
8	8	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
9	9	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
10	10	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
11	11	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
12	12	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
13	13	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
14	14	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
15	15	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
16	16	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
17	17	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
18	18	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
19	19	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
20	20	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
21	21	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
22	22	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
23	23	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
24	24	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
25	25	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
26	26	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
27	27	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
28	28	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
29	29	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
30	30	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
31	31	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
32	32	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
33	33	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
34	34	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
35	35	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
36	36	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
37	37	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
38	38	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
39	39	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
40	40	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
41	41	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186
42	42	22014027	Prakasanthan	23	24	24	23	24	18	20	188	186

IQMC Co-ordinator
 BALDEVI JES College of Education
 Vadapuri

Principal,
 IQMC College of Education
 Vadapuri.

Signature
 IQMC Co-ordinator
 IQMC College of Education
 Vadapuri.

85	85	90	E2014865	Miss. P. A. Kamaladinni	34	32	33	35	32	21	18	205	
86	86	91	E2014864	Miss. P. U. Patil	34	30	31	34	36	21	18	204	
87	87	92	E2014853	Miss. S. R. Patil	35	34	30	36	34	20	17	206	
88	88	93	E2014866	Miss. S. S. Patil	32	31	32	36	31	17	16	195	
89	89	94	E2014894	Miss. S. A. Takhalaki	35	33	33	36	35	13	18	203	
90	90	95	E2014883	Miss. S. S. Yadrami	36	37	36	35	36	19	18	218	
91	91	96	E2014889	Miss. S. S. Rattal	35	33	30	35	35	21	18	207	III
92	92	97	E2014896	Miss. V. B. Madagi	30	30	31	34	32	18	17	192	
93	93	98	E2014899	Miss. B. A. Kambar	32	25	30	27	33	15	17	180	

Handwritten Signature
IQAC Co-ordinator
BIDEAS JSS Co' lge of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.

Handwritten Signature
ಇದರಲ್ಲಿರುವ
ಅಂಕಗಳನ್ನು ಸರಿಪಡಿಸಿ
ಅಧ್ಯಾಪಕರು

Sl. No	Roll No	Reg. No	Name of the student teacher	Attendance										Total	%	Remarks						
				1	2	3	4	5	6	7	8	9	10									
1	1	E2014811	WAGAN, Deepjyoti	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	100		
2	2	E2014816	MISHRA, N. S. Rajar	15	15	14	14	14	14	15	15	21	20	20	20	20	20	20	20	154	77%	P.W. Points
3	3	E2014822	MISHRA, K. Rajagani	15	16	14	14	17	18	18	19	19	20	21	21	21	21	21	21	199	99.5%	Roll call
4	4	E2014823	SHARMA, G. H. Deshpande	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	169	94%	Roll call
5	5	E2014826	SHARMA, B. Dhanraj	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	171	85.5%	Roll call
6	6	E2014827	MISHRA, S. Ganesh	15	16	16	16	16	18	18	21	21	21	21	21	21	21	21	21	196	88%	Roll call
7	7	E2014833	MISHRA, M. G. Ganaya	18	18	18	18	17	18	18	22	22	22	22	22	22	22	22	22	175	87.5%	Roll call
8	8	E2014841	SARIN, W. C. Anshul	25	18	17	17	17	17	17	21	21	21	21	21	21	21	21	21	168	84%	M. Roll call
9	9	E2014842	SHARMA, M. Anurag	17	18	17	17	17	17	18	18	21	22	22	22	22	22	22	22	177	88.5%	Roll call
10	10	E2014842	SHARMA, M. Anurag	17	17	17	16	17	17	15	18	20	19	21	21	21	21	21	21	167	83.5%	Roll call
11	11	E2014841	SHARMA, M. Anurag	17	17	17	16	17	17	15	18	20	19	21	21	21	21	21	21	166	82%	Roll call
12	12	E2014848	MISHRA, N. G. Hanumanth	15	15	15	16	16	18	18	21	20	20	21	21	21	21	21	21	163	81.5%	Roll call
13	13	E2014866	MISHRA, A. A. Aarushi	15	16	16	16	16	17	17	20	20	20	20	20	20	20	20	20	162	81%	Roll call
14	14	E2014868	SARIN, R. Hemangini	17	17	17	16	17	18	19	21	22	22	22	22	22	22	22	22	174	87%	Roll call
15	15	E2014871	MISHRA, K. K. Saranya	17	17	17	17	17	18	18	21	22	22	21	21	22	22	22	22	170	85%	Roll call
16	16	E2014867	MISHRA, K. K. Saranya	15	15	15	15	15	17	17	16	21	20	20	20	20	20	20	20	161	80.5%	Roll call
17	17	E2014875	MISHRA, S. S. Anurag	18	18	18	18	18	17	17	22	20	20	21	21	21	21	21	21	168	84%	Roll call
18	18	E2014881	MISHRA, S. S. Anurag	17	17	17	16	16	17	17	22	20	20	21	21	21	21	21	21	161	80.5%	Roll call
19	19	E2014802	MISHRA, A. L. Anurag	17	17	17	17	17	17	17	20	20	20	20	20	20	20	20	20	171	85.5%	Roll call
20	20	E2014812	MISHRA, A. K. Anurag	14	14	14	14	15	15	15	18	18	18	18	18	18	18	18	18	147	73.5%	Roll call

23	E2014814	Miss B.G. Snodice	18	16	15	14	18	16	22	22	21	23	173	89.5
24	E2014813	Miss L.B. Kufford	17	17	17	17	17	17	21	20	21	19	166	82
25	E2014810	Miss A.L. Stigler	18	19	17	18	18	21	21	21	21	22	175	87.5
26	E2014811	Miss P.S. Murreth	17	16	16	16	17	16	21	21	20	166	82	
27	E2014809	Miss B.A. Potts	17	16	15	17	16	21	20	21	23	160	83	
28	E2014812	Miss S.S. Smith	17	16	17	17	17	22	20	21	22	171	85.5	
29	E2014814	Miss S.S. Snodice	17	18	17	18	18	21	20	21	21	176	88	
30	E2014806	Miss S.A. Pahl	18	17	17	17	16	22	20	21	23	172	88	
31	E2014813	Miss F.C. Newbold	17	18	18	18	17	22	21	21	22	175	87.5	
32	E2014811	Miss M.R. Kist	15	17	16	16	18	22	22	21	20	162	82.5	
33	E2014813	Miss D.M. Alvord	17	16	17	17	17	21	21	21	22	170	85.5	
34	E2014812	Miss D.A. Harbord	17	17	17	17	17	21	22	20	21	171	85.5	
35	E2014810	Miss S.K. Smith	17	18	18	18	17	22	21	21	23	178	88	
36	E2014810	Miss P.G. Moberg	16	15	15	15	15	19	21	21	19	155	79.5	
37	E2014812	Miss P.V. Harbord	17	16	17	17	17	21	21	21	19	166	82.5	
38	E2014803	Miss S.S. Breckhoff	17	16	17	17	17	22	22	21	21	171	85.5	
39	E2014803	Miss A.L. Leonard	17	17	18	18	18	21	21	21	21	174	87	
40	E2014803	Miss M.C. Mott	17	18	18	17	17	22	22	22	20	169	82.5	
41	E2014816	Miss P.S. Jarboe	16	16	18	17	18	21	20	21	21	181	83.5	
42	E2014812	Miss P.S. Jarboe	15	18	15	15	17	18	20	20	18	155	76.5	
43	E2014815	Miss F.A. Ober	14	17	17	17	18	22	22	22	21	175	87.5	
44	E2014811	Miss K.S. Charvart	18	17	18	18	18	22	22	22	21	176	88	
45	E2014810	Miss A.B. Bondar	17	18	19	18	18	22	22	22	22	178	89	
46	E2014810	Miss A.P. Bondar	18	18	19	18	18	22	22	22	22	178	89	
47	E2014804	Miss A.B. Vithanavalli	18	16	16	16	16	21	21	21	21	169	83.5	
48	E2014809	Miss A.R. Maltzinger	17	16	17	17	18	22	22	21	22	170	84	
49	E2014805	Miss A.S. Osbri	17	19	17	18	18	23	21	21	21	175	87.5	

41	E2014817	Mrs. N. S. Seeger	17	17	18	18	18	18	17	22	21	21	21	21	22	22	175	86.5	P. S. Seeger
42	E2014818	Mrs. H. L. Arnold	17	17	18	18	18	18	18	22	21	21	22	22	22	178	87.5	H. L. Arnold	
43	E2014818	Mrs. S. H. Russell	18	19	19	18	19	19	22	22	22	22	22	22	22	182	91	S. H. Russell	
44	E2014838	Mrs. J. R. Seeger	19	15	15	16	16	14	18	20	20	19	19	19	189	78.5	J. R. Seeger		
45	E2014840	Mrs. K. M. S. S. S. S.	15	19	16	16	16	13	18	20	21	21	21	21	195	75.5	K. M. S. S. S.		
46	E2014811	Mrs. L. O. Barber	18	18	17	18	18	17	22	21	21	21	21	21	179	81.5	L. O. Barber		
47	E2014824	Mrs. L. J. Barber	16	18	17	17	17	18	21	21	21	21	21	21	171	85.5	L. J. Barber		
48	E2014841	Mrs. M. V. S. S. S.	18	17	18	18	18	18	21	21	21	21	21	21	178	87.5	M. V. S. S. S.		
49	E2014861	Mrs. J. H. S. S.	17	17	17	17	16	18	22	22	21	21	21	21	169	84.5	J. H. S. S.		
50	E2014862	Mrs. S. S. S. S.	17	16	17	17	17	18	22	22	21	21	21	21	170	85	S. S. S. S.		
51	E2014840	Mrs. F. N. S. S.	18	18	18	18	17	17	22	22	22	22	22	22	177	83.5	F. N. S. S.		
52	E2014862	Mrs. F. T. S. S.	18	19	18	18	18	17	21	21	21	21	21	21	180	90	F. T. S. S.		
53	E2014870	Mrs. R. V. S. S.	18	18	18	18	17	17	22	22	22	22	22	22	175	87.5	R. V. S. S.		
54	E2014870	Mrs. S. C. S. S.	17	17	18	17	17	17	22	22	22	22	21	21	175	87.5	S. C. S. S.		
55	E2014870	Mrs. S. S. S. S.	18	19	19	19	18	19	22	22	22	22	22	22	180	90	S. S. S. S.		
56	E2014870	Mrs. S. S. S. S.	16	18	18	18	18	18	22	22	22	22	21	21	175	87.5	S. S. S. S.		
57	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
58	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
59	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
60	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
61	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
62	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
63	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
64	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
65	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
66	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
67	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
68	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
69	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
70	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
71	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
72	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
73	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
74	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
75	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
76	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
77	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
78	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		
79	E2014870	Mrs. S. S. S. S.	18	18	18	18	18	18	22	22	22	22	22	22	177	87.5	S. S. S. S.		

81	E2014808	Miss S. S. Prasad	17	18	17	17	18	22	21	21	21	20	171	85.5	Good
82	E2014821	Miss D. V. Rajagowrdi	18	17	18	17	18	22	22	20	21	173	86.5	Excellent	
83	E2014835	Ms. L. P. Hrudhan	17	19	18	18	18	23	22	22	21	177	88.5	Very Good	
84	E2014800	Miss M. V. Dhool	16	16	17	17	16	21	21	17	18	159	79.5	Medium	
85	E2014845	Miss M. L. W. Sagar	18	17	17	17	17	22	21	23	21	173	86.5	Good	
86	E2014838	Miss M. N. Sankaranar	18	18	17	16	16	22	22	20	20	169	84.5	Good	
87	E2014846	Miss M. A. Shanthi	17	17	16	18	16	23	22	21	21	169	84.5	Good	
88	E2014851	Miss P. S. Charvi	18	17	17	17	17	21	22	21	21	171	85.5	Good	
89	E2014855	Miss P. L. Priya	18	17	18	18	17	22	19	23	23	175	87.5	Good	
90	E2014838	Miss P. D. Rajagoporo	18	18	17	18	16	23	22	22	22	173	87.5	Good	
91	E2014845	Miss P. A. Karthikeyani	17	17	18	17	16	22	22	22	21	172	86	Good	
92	E2014864	Miss P. L. Paul	17	18	16	17	17	22	22	21	22	172	86	Good	
93	E2014855	Miss S. B. Palle	17	17	16	18	17	21	20	21	22	171	85.5	Good	
94	E2014866	Miss S. S. Paul	17	16	17	17	17	20	21	21	21	167	83.5	Good	
95	E2014804	Miss S. A. Thakraldi	18	18	18	18	18	22	20	22	22	176	86	Good	
96	E2014883	Miss S. S. Venkaram	18	19	19	18	18	22	22	23	22	181	90.5	Very Good	
97	E2014800	Miss S. S. Rani	18	18	17	17	17	22	22	23	21	175	87.5	Good	
98	E2014808	Miss V. B. Madhul	18	16	16	17	16	21	21	21	20	166	83	Good	
99	E2014809	Miss B. A. Sankar	17	16	17	16	15	21	20	20	20	162	81	Good	
			1577	1579	1576	1577	1581	1974	1974	1961	1966	15765			
			1581	1581	1581	1581	1581	1976.2	1976.25	1976.25	1976.25	15810			
			4	2	5	4	0	2.25	2.25	15.25	10.25	45			


IOAC Co-ordinator
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BLDEA'S

J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR

5 E LESSON PLAN

Name of Student Teacher / Teacher aged : Chaitra Balavant

Name of Co-Operating School / Institution / School : BUDHA ARA English medium high school Ukalga

Subject / Subjects : Mathematics, Sub Unit / unit name : Euclidean-III Date/semester : 05-08-2022 Class/ year : 8

Roll No/semster no. : 83 Period/lesson : IX Time/lesson : 45 min. Lesson No/semster no. : 02 Topic/Unit/semster : Practical

Student's Previous Knowledge / earlier exp. : Students have basic knowledge about construction of quadrilateral

having four sides and one diagonal.

Reference Book / used figures :

Specific Objective / part objectives : Student will construct the quadrilateral of any measurement.

Student will construct the rhombus of any measurement.

Student will construct the parallelogram of any measurement.

Student will draw rhombus.

Student will draw parallelogram.

Content Analysis / main points :

→ Defining parallelogram.



→ Defining Rhombus

→ Construction of parallelogram and rhombus

→

Geometry A1, Parallelogram shape, rhombus model etc.

Teaching Aids / Learning Resources :

S.E's	Learning Points	Facilitating Methods	Activities -			Teacher Learning Materials	Evaluation Tools and Techniques	Reflection / Self Eval
			Teacher Activities	Student Activities	Activity			
Engage	Identifica- -tion of parallelogram & Rhombus.  		Teacher will discuss the solution for homework. And gives shape of parallelogram and rhombus to students and makes two groups and asks student to write the properties of parallelogram and rhombus.	Students will show their homework. Students are divided into two groups Students will discuss on their	Parallelogram & rhombus shapes	Activity		

5 E's		Activities - 5 E's			Teacher Learning Materials	Tools and Techniques	Reflection / Self Evaluation
Learning Points	Facilitating Methods	Teacher Activities	Student Activities				
<p>Explore</p> <p>Defining Parallelogram & Rhombus.</p>	Discussion	<p>Teacher calls one each from the group up and tells to read the points about parallelogram and rhombus.</p> <p>→ Parallelogram is a quadrilateral with two pairs of parallel sides.</p>	<p>One - each group reads the properties of the parallelogram.</p> <p>→ The opposite angles are equal in parallelogram.</p> <p>→ All sides of rhombus are equal.</p> <p>→ Rhombus has two diagonals.</p>	<p>Shapes of Parallelogram & Rhombus.</p>			

<p>Explain Construction of Parallelogram</p>	<p>Explain Construction of Parallelogram</p> <p>Steps of drawing parallelogram First use how to draw rough sketch.</p> <p>Step 1 draw R-C-4.5 cm using ruler and name R, C, E</p> <p>Step 2 draw using compass make arc with centre E at distance E-O = 2.5 from E</p>	<p>Students will draw the rough sketch</p>	<p>Compass, Scale, Construction, Observation</p>
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S.E's	Learning Points/Activities	Parents/Students/Teacher	Activities - students				Teacher's Remarks/Use of tools/Notes	Evaluation Tools and Techniques/Use of time	Reflection Teacher/Use of class/Group work
			Teacher Activities	Student Activities	Teacher's Remarks/Use of tools/Notes	Reflection Teacher/Use of class/Group work			
<p>Explain Rhombus</p>	<p>Step 3 Now make one more arc with R as centre at distance R-P = 4 cm. Join OQ & EO</p> <p>Steps Again with compass draw arc with E as centre E-M = 4 cm why?</p> <p>Good.</p>	<p>Rhombus has two diagonals.</p> <p>Student will construct the rhombus</p> <p>Teacher will say key points to construct the rhombus</p>	<p>Students will construct the rhombus</p> <p>Students will listen the key points of construction of rhombus</p> <p>model of rhombus</p>						

5 E's	Learning Points Derivation	Methods Activities	Teacher Activities See structure	Student Activities Engage structure	Materials See cards	Evaluation Tools and Techniques Discussion and topics	Reflection/Teacher Self Evaluation 1st year 2nd year 3rd year
	Rhombus GE 5T BE = 4 sides ET = 6000		Rhombus is quadrilateral where all sides are equal opposite angles are equal	Students will draw a rough sketch Step 1 Draw a line ET = 6000 Step 2 make arc below the line of 1.5 cm and join			

5 E's	Learning Points Derivation	Methods Activities	Teacher Activities See structure	Student Activities Engage structure	Materials See cards	Evaluation Tools and Techniques Discussion and topics	Reflection/Teacher Self Evaluation 1st year 2nd year 3rd year
	Fill in the blank		Teacher will give fill in the blank to students The opposite angles of a parallelogram are _____ The diagonals of a rhombus bisect each other at _____ angles If two diagonals of a rhombus are _____ then we can construct a _____ If one diagonal of a rhombus is _____ then we can construct a _____	Students will fill the appropriate answer → Equal → Right angle → Rhombus → Parallelogram	Cards		

Assignment/answer of Construct Rhombus ZEAL, ZE = 3.5cm, EL = 5cm

a) Draw a parallelogram BPTS, BP = 5cm, PT = 6cm & PA = 6.5cm

Dr.

Feed Back / student / answer :

Lesson evaluation is good

Teacher using laptop is short

Teacher black board work is good.

Teacher lesson presentation is very good

Overall the lesson is very good - A

~~Handwritten signature~~
Dr. Prasad

INTERNAL EXAMINER

EXTERNAL EXAMINER

25/40

Section - A

c. Intelligence Quotient:
Intelligence Quotient is defined by dividing the person's mental age by chronological age with 100

Still to be clear

i.e. Intelligence Quotient is calculated by the formula:

$$I.Q. = \frac{M.A. \times 100}{C.A.}$$

where, I.Q. = Intelligence Quotient
M.A. = Mental age
C.A. = chronological age

Problem:

chronological age of Aditi is = 12 years
mental age of Aditi is = 14 years
Intelligence Quotient = ?

$$\begin{aligned} I.Q. &= \frac{M.A. \times 100}{C.A.} \\ &= \frac{14 \times 100}{12} \\ &= \frac{1400}{12} \\ &= 116.66 \end{aligned}$$

116.66

Aditi's intelligence quotient is more than average

→ Text book should contain schematic diagrams, formulae, pictures and sketches.

→ The price of text book should be offered to all.

→ Each chapter should contain assignment at the end.

→ The language & of the text books should be clear, simple, scientific and precise.

Wm

→ Index should mention the subpoints and page numbers.

3) Maxims of teaching:

→ Maxims of teaching are defined as the rules for presenting difficult facts, terms, concepts and principles etc to make them easy to understand in the class room teaching.

→ The general principles which acts as guide-lines for teaching process to reach the objective of teaching are known as Maxims of teaching.

→ Maxims of teaching are the result of experience in the classroom teaching.

→ Maxims of teaching helps to increase the interest of students in the learning process.

There are some maxims of teaching :-

- 1) Known to unknown.
- 2) Simple to complex
- 3) Easy to difficult
- 4) Particular to general
- 5) Whole to part
- 6) Part to whole
- 7) Definite to indefinite
- 8) Psychological to logical
- 9) Near to far
- 10) Inductive to deductive.

1) Known to unknown :

In the classroom situation, teacher should ask questions which are related to the subject matter which is known. By doing this, they connect a new knowledge which is unknown to the old knowledge which is known.

Thus, we call this maxim of teaching as known to unknown.

2) Simple to complex :

Teacher should divide the subject into two parts, first one simple and another one complex. Teacher should proceed from simple concept to complex concept, it means teacher should teach simple concept first then to teach complex one.

3) Easy to difficult :

This is important maxim of teaching in the teaching process. In this technique, teacher has to teach first easier one and later difficult one.

4) concrete to abstract :
In this maxims of teaching, teacher should teach about concrete content then move towards the abstract one. From this students will be able to understand the abstract things in the classroom teaching.

5) Particular to general :
This is also one of the important maxims of teaching, in this technique teacher has to explain about particular concept and later about general concepts.

Section - B

4) Principles of curriculum construction.

- 1) Principle of child centredness.
- 2) Principle of community centredness.
- 3) Principle of activity.
- 4) Principle of motivation.
- 5) Principle of adaptation of individual differences.
- 6) Principle of integration.
- 7) Principle of conservation.
- 8) Principle of flexibility.
- 9) Principle of creativity.
- 10) Principle of utility.

1) Principle of child centredness :
→ Curriculum should be based on the needs of the pupils.
→ It should be within the chronological age and mental age.
→ For example, suppose curriculum is more activity based then the students are shown interest in doing that activity.

2) Principle of community centredness:

- Curriculum should be relevant to the needs of the community and society.
- Ex: Curriculum is based on needs of community then it makes a child ready to enter the scientific age of the students. Thus, he/she will be able to develop the needs and abilities of the society.

3) Principle of activity:

- child is active by nature.
- child learns more easily through the direct experience.
- For example, curriculum should contain those activities which make children to show interest in actively participation in these activities.

4) Principle of motivation:

- The organisation of content in the curriculum should create interest and motivates the students towards the learning.
- For example, curriculum should involve not only about subject matter but also about the society, through this children gets motivated to learn actively in the classrooms.

5) Principle of Adaptation of Individual difference:

- The organisation of content should cater to the needs of different categories of children.
- For example, curriculum should not be different for different categories of students, it should

6) Principle of Integration:

→ Curriculum should integrate the needs of children on one hand, needs of the nation on other hand.

→ Example: Curriculum should not only be based on the needs of the child but also the needs of the nation. It means curriculum should involve all the subject which makes children to understand about the nation.

7) Principle of Conservation:

→ Curriculum helps in preserving and transmitting the traditions, standards of conduct on which culture depend.

Ex: Culture without a nation is like a body without a soul like that curriculum should not explain only about subject matter, it should also include our culture, custom and tradition for the future of the children.

8) Principle of Flexibility:

→ It should be flexible to cater to the needs of different kind of children.

For example: Curriculum should be flexible as far as possible. It should not only be helpful for the students but also helpful to the novice teachers with their teaching.

9) Principle of creativity:

→ curriculum should encourage the child's creative mind.

→ For example, curriculum should include both the curricular and co-curricular activities to increase the creativity of the pupils.

10) Principle of Utility:

→ curriculum should not only be useful for the present life of the children but also for the future life of the children.

Ex - curriculum should contain those activities and subjects which are meaningful and useful for not only present life as well as the future life of the pupils.

9



NAAC-B Grade

B.L.D.E.A's

Jnyanayogi Shri Siddeshwar Swamiji

College of Education

VIJAYAPUR – 586 101

Name : Soniya R. Awati

Roll No.: 70 Semester : B.Ed 1st semester

Subject : UDP - Science

Assignment / Gr. Activity: Evaluation of science textbook

Pawati

Signature of the candidate

Shetti

Signature of the
Staff incharge

B.L.D.E.A. & J.S.S. COLLEGE

OF EDUCATION

VIJAYAPUR

Subject : Science

Class : B.Ed first semester

Submitted to : Dr. Jyoti. S. Paltanshetti Mam

Name of the students :

1. Aditya Salunke
2. Aishwarya Vibhutamath
3. ¹⁰ Almas Machyal
4. ¹⁰ Boramma Sajjan
5. ⁵⁰ Deepa Bagewadi
6. ¹⁰ Leela Harijan
7. ³⁰ Mahadesh Maktedar
8. ⁸⁰ Muskan Shaikh
9. Shivani Sankh
10. Shrikant Pattar
11. Soniya Awati
12. ¹⁰ Vanishree Danigond.

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06.	Forms to Evaluate science text-book <ul style="list-style-type: none"> • Hunter's score card method of evaluating science-textbook. • Logel's criteria of selection • Reviewer's form 	08
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Background of Science textbook :

A good text-book can even replace classroom teaching. The science text-book should aim at aiding the pupils in the development of their personalities, in developing open-mindedness, developing appreciation and understanding of nature & not merely stuffing their minds with facts.

Science educators unanimously agree that textbooks play an important role in teaching and learning process (Clement, 2008; Koppal & Caldwell, 2004). For this reason, numerous research studies have been conducted in science textbook analysis in the past several decades. In 1941, Graham noted that "the textbook is an old instrument in learning & teaching processes" and traced the origin of the textbook that can be dated back to the Greek classical era. With the invention of the printing press, textbooks became omnipresent in every school. Since the textbooks are being used as a major source of information in teaching a particular subject, the quality and accuracy of the content is crucial for their educational effectiveness.

International organizations such as UNESCO formulated comprehensive strategy & guidelines on textbook research. In the UNESCO guidebook, Piriol (2010) states the complexity of textbook research and outlined the considerations that need to be taken in the process. The guide book provides practical advice for textbook reviewers in using both quantitative & qualitative methods. Some of the criteria for analysis include types of texts & mode of presentations such as the use of illustrations, photos, maps

and tables of exercises to practice the knowledge that the
just learned. The content analysis, in terms of factual accuracy
completeness of errors is also considered an important criterion
was also suggested to examine the proportion of facts of their
their interpretation.

The American Association for the Advancement
of Science (AAAS) project 2061 was launched to meet the demand
of science literacy. One of the projects is to develop and
protocols to evaluate the instructional effectiveness of science
textbooks.

Meaning and Definitions of Science textbook :

According to Wikipedia, retrieved 19:57, 8 August 2007 (MEST)
textbook is a manual of instruction or a standard book in any
branch of study. They are produced according to the demand of
educational institutions. Textbook is a teaching tool (material) that
presents the subject matter defined by the curriculum. Textbooks
usually published by one of the four major publishing companies.
Although most textbooks are only published in printed format,
can now be viewed online.

The science books cover a wide range of
topics including several important concepts. The creativity of content
gives an important impression of the subject in the minds of
students. Friction, sound, Force, Pressure, Light, cell structure, reproduction,
microorganisms, combustion, etc are some important topics
explained beautifully in the science textbook. All the chapters
enough to raise questions in the minds of curious students and
help them to explore the beauty of science & technology. All

provided to help students to better understanding of concept. In addition, there are several unsolved exercises at the end of each chapter to test the knowledge gained by the students.

The science textbook is best in terms of the correct explanation of concepts and examples. These textbooks help the students to develop a strong foundation necessary for surviving at their school level as well as several competitive examinations like NTSE, HSO, RVPY, NBTQ, & more.

Functions of science textbook :

- A good science textbook functions as a guide while framing the syllabus. Textbooks play an important role in supplementing or enriching the science syllabus designed by various experts. More than one book can be used by science teacher for imparting wide based information & knowledge to the students. Such kind of book becomes part of the syllabus because of its important contents. Generally it is seen that text books are followed in the situations where other educational are not accessible because of different reasons. Thus, course of science gets a kind of unity through the help of text books.

Functions of science book are →

- | | |
|-------------------------------|-------------------------|
| (1) Understanding | (8) Economical |
| (2) scientific attitude | (9) generate conclusion |
| (3) Home study | (10) Home work. |
| (4) develop variety of skills | |
| (5) speedy revision | |
| (6) supplement the class work | |

Characteristics of good science-text-book:

1. The author: A good-text-book is judged, at face, by author, his qualification & experience
2. Mechanical features of the text-book:
 - a) The print and paper used and the binding of the-text should be attractive, it should be hard and durable
 - b) The printing should be clear, legible and appropriately
 - c) The printed book should be well-illustrated with diagrams, sketches and pictures
 - d) The size of the print, the language and experiments described should suit the age of the child & standard of child.
3. The subject matter - its nature and organisation:
 - a) The subject-matter should be developed as far as possible psychological sequence. Care must be taken of the mental level and talent of pupils.
 - b) There should be consistency of the subject-matter of the-text-book should satisfy the objectives of science teaching
 - c) Each chapter should begin with a brief introduction & end with a summary
 - d) Subject-matter should lead to the inculcation of scientific attitudes, disciplinary & cultural values.
 - e) Each chapter should contain assignments at the end
 - f) During treatment of subject-matter, numerical examples should find place where necessary
 - g) Headings and sub-headings are given in bold letters

- b. Each text-book should contain detailed Table of contents and an index.
- c. The language of the book should be simple, clear, lucid, scientific and precise, the English equivalents of the terms should be always given in brackets.
- d. The text-book should give suggestions for improving scientific apparatus.
- e. Examples in the text-book should be given from local environment & from life experience.
- f. During the treatment of science subject in the text-book, care should be taken to see that it is correlated with other subjects like craft, social environment & physical environment.
- g. Each text-book should be accompanied by a laboratory manual.

Besides these characteristics, the UNESCO planning mission has given some principles of writing text-books in U.S.S.R. and other countries. They are as follows:

- (i) It should be first of all according to the requirements of the syllabus, it should also help in the improvement of the syllabus.
- (ii) The facts, concepts etc. should be modern & within the comprehension of the pupils.
- (iii) The contents should contain not only the established facts but also the problems which are being researched & thereby, arousing the interest in the pupils in these problems.

(vi) It should help in imparting knowledge in everyday life.

(vii) The whole content of the text-book should be aimed at shaping the integrated modern scientific outlook which is success in mastering scientific knowledge of solution of the problems of vital issues. The content should be simple, be exact, dynamic and accessible.

Importance of Science text-book :

Textbooks play an important role in supplementing or enriching the science syllabus designed by experts. More than one book can be used by science teacher for imparting wide based information & knowledge to the student. Not only this, text books help in making this function in an effective manner. By making use of such book, various advantages obtained by both learner & learner, some of which are follows :

- To design the syllabus of various subjects, committees are being set up by authorities, likewise, science syllabus is also designed by the committee set up in the school or educational institution. Textbooks play an important role in supplementing or enriching the science syllabus designed by various experts.

By making use of science text books, it becomes possible for the teacher to make students understand fundamental concepts and principles of science easily & quickly, not only this, text books help in making functions in all the

Evaluation of NCERT 8th STD science textbook by Thurston's score card method

Subject : Science

Sl. NO	Criteria	Points	Allocated points
01	Educational rank of Author	50	50
02	Mechanical makeup & cost	100	90
03	Psychological soundness	300	290
04	Subject matter	250	244
05	Literary style	110	106
06	Learning Exercise	140	130
07	Teacher's help	50	45
Total		1000	967

Analysis:

Educational rank of the author refers to his academic qualification, position held and the number of years of professional experience in the field. The psychological soundness refers to the psychological order in which the matter is presented, the various aspects involving difficulties felt by the pupils, means of providing for individual differences, the rate of learning etc. Learning exercise deals with nature of the chapter. The teacher's help refers to the various criticisms and exercise provided to the children by the teacher. All these various aspects have been discussed the qualities of a good textbook.

Date - 5/07/23

Roll No - 10

Surprise Test

Page No

1) Curriculum is the means for personality development of an individual - Justify (10 marks)

2) Importance of Curriculum - chart note (5 marks)

1) Curriculum is a personality development it helps let in learning process curriculum is like a outline of concept of student curriculum develops personal development in various way.

Curriculum is derived from latin word Cur. It means survey. Curriculum is a tool in the hands of artist (the teacher) to mould his material (the pupil) according to his ideal in studio like that.

The Curriculum helps to develop the personality while preparation of textbooks. The Curriculum play important role in personality development in various way we can know about development in personality.

The Curriculum they given all things like curriculum development it is useful in various way.

The personality development we can change the behaviour of human being. The Curriculum defines like any thing which is useful in various way. The development given in various thing the development we can change the behaviour.

The Curriculum development should be there in various way. The development begins in various table things in text. The childrens can learn partly like any thing else it is helpful in curriculum.

The personality development in textbook begins to learn in an anything else. I given prescribed textbooks we learning. The textbooks we cannot development. The personality in various way is other knowledge also we can develop the personality like anything else in various way.

The personality has to develop in student to teacher if can also help in various way the development begins to change.

The Curriculum Says its total learning of Individual - John Dewey

The Curriculum is like any thing. Developing the personality of students in various developing knowledge and every thing knowledge of student they have to develop everything in student.

The personality will develop the knowledge how students are there in various way they thing in various way of things like anything.

The Curriculum is like learning students and planning for all.

The personality development is very important in student in school. We have to develop the personality among students while teaching it is very useful in various way. The teacher has to be thought to students in every thing. It helps in development of students.

⑧ Importance of Curriculum

- * It ~~direct~~ helps in personality development.
- * It helps in preparation of textbook.
- * It helps in ^{maintaining} continuity in learning process & teaching process.
- * It develops the self-learning in student.
- * It develops creativity among the student.
- * It helps in preparation of lesson plan, resource plan, unit plan.
- * It helps in utilisation of time and energy.
- * It develops self confidence in student.
- * Curriculum important role in teacher as well as teacher.
- * It brings awareness of syllabus in students.

- * It helps in desirable behavioural change in a learning-teaching process
- * It helps in learning proficiency among students and teacher
- * It develops scientific temper in student
- * It develops ability among students
- * It curriculum helps in future review among students
- * It brings the learning experiences into teaching-learning process
- * It provides revision area
- * It provides revision among the student
- * It helps in learning current affairs

WV

05.07.2023
Test



B. Ed. Sem-II
Knowledge of Classics
Surprise Test - Attendance

Sl No.	Roll No.	Name	Sl No.	Roll No.	Name
01	100	S. Hundi	37	47	L. S. Shivamurthy
02	1	A.	38	60	B. S. S.
03	99	H. S. S.	39	33	S. S.
04	02	S. S.	40	61	S. S.
05	10	S. S.	41	17	S. S.
06	96	P. R. S.	42	87	S. S.
07	97	M. S. S.	43	18	S. S.
08	04	S. S.	44	83	S. S.
09	16	S. S.	45	63	S. S.
10	95	A. S. S.	46	55	S. S.
11	94	S. S.	47	39	S. S.
12	85	S. S.	48	42	S. S.
13	21	S. S.	49	40	S. S.
14	46	S. S.	50	37	S. S.
15	64	S. S.	51	39	S. S.
16	21	S. S.	52	73	S. S.
17	45	S. S.	53	08	S. S.
18	66	S. S.	54	74	S. S.
19	25	S. S.	55	09	S. S.
20	30	G. D. S.	56	76	S. S.
21	67	S. S.	57	83	S. S.
22	87	P. S. S.	58	77	S. S.
23	89	S. S.	59	12	S. S.
24	19	S. S.	60	05	S. S.
25	11	A. S. S.	61	82	S. S.
26	71	S. S.			
27	26	S. P. S.			
28	20	S. P. S.			
29	51	S. S.			
30	52	S. S.			
31	07	S. S.			
32	43	S. S.			
33	56	S. S.			
34	06	S. S.			
35	57	S. S.			

IOAC Co-ordinator
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Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.

B.L.D.E.A's
 J.S.S. College of Education PG Studies in Education Research Centre Vijayapur.
 Self Evaluation Report

Sub: Knowledge & Curriculum

Sl No.	Roll No.	Marks		Total (15 M)
		5	10	
1	1	4.5	7.5	12
2	2	4	8	12
3	4	4	8	12
4	5	4.5	9	13.5
5	6	4	8	12
6	7	4	8	12
7	8	4	7	11
8	10	4.5	7.5	12
9	11	4	8	12
10	12	4	7	11
11	16	4	6	10
12	17	4.5	8	12.5
13	18	4.5	7	11.5
14	19	4	9	13
15	20	3	8	11
16	21	4.5	9	13.5
17	22	4.5	6.5	11
18	23	4.5	4	8.5
19	25	4	8	12
20	26	4.5	6	10.5
21	27	4.5	8.5	13
22	30	4	8	12
23	31	4.5	7.5	12
24	33	3	7	10
25	35	4	6	10
26	37	4.5	8	12.5
27	39	4.5	8.5	13
28	40	4.5	8	12.5
29	41	4.5	8	12.5
30	43	4.5	6	10.5
31	45	4.5	7.5	12
32	46	4	8	12
33	47	4.5	7	11.5
34	51	4	8	12
35	52	4.5	8.5	13
36	56	4.5	8	12.5
37	57	4	9	13
38	58	4.5	4	8.5
39	59	4.5	6	10.5
40	60	4	7	11

Self Evaluation

41	61	4	7	11
42	63	4	6	10
43	64	4.5	8	12.5
44	66	4	7	11
45	67	4	7	11
46	69	4.5	8.5	13
47	71	4.5	5	9.5
48	73	4	8	12
49	74	4.5	7	11.5
50	76	4	5	9
51	77	4	4	8
52	82	5	8	13
53	83	4.5	8	12.5
54	85	4.5	9	13.5
55	87	4.5	8	12.5
56	94	4	6	10
57	95	4	7	11
58	96	4.5	6	10.5
59	97	4	6	10
60	99	4.5	7	11.5
61	100	4.5	6.5	11


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J.S.S. College of Education PG Studies in Education Research Centre Vijayapur.
Peer Evaluation Report

Sub: Knowledge & Curriculum

Sl No.	Roll No.	Marks		Total (15 M)
		5	10	
		4.5	8	12.5
1	1	4.5	8	12.5
2	2	4	7	11
3	4	4.5	8	12.5
4	5	4	8	12
5	6	4.5	9	13.5
6	7	3	6	9
7	8	4	6	10
8	10	4	8	12
9	11	4.5	8	12.5
10	12	4.5	8.5	13
11	16	4.5	7	11.5
12	17	4.5	6	10.5
13	18	4	7	11
14	19	4.5	7	11.5
15	20	4.5	9	13.5
16	21	4.5	6.5	11
17	22	4.5	6	10.5
18	23	4.5	8.5	13
19	25	4	8	12
20	26	4.5	8.5	13
21	27	4	8	12
22	30	3.5	7.5	11
23	31	3.5	6	9.5
24	33	4	6	10
25	35	4	8	12
26	37	4.5	8.5	13
27	39	4.5	8	12.5
28	40	4.5	9	13.5
29	41	4.5	7	11.5
30	43	3.5	6	9.5
31	45	4	6	10
32	46	4	8	12
33	47	4	8	12
34	51	4.5	8.5	13
35	52	4	8	12
36	56	4.5	8	12.5
37	57	4	8	12
38	58	4	8	12
39	59	4	6.5	10.5
40	60	4.5	7	11.5

Peer Evaluation

41	61	4.5	8	12.5
42	63	4.5	6	10.5
43	64	4	9	13
44	66	4.5	6.5	11
45	67	4	7.5	11.5
46	69	4.5	8.5	13
47	71	4	8	12
48	73	4	7	11
49	74	4.5	6.5	11
50	76	4	5	9
51	77	4.5	7.5	12
52	82	4.5	8.5	13
53	83	4	8	12
54	85	4.5	9	13.5
55	87	3.5	7	10.5
56	94	4	5	9
57	95	4.5	8	12.5
58	96	3	7	10
59	97	4	6	10
60	99	4	6	10
61	100	4.5	7.5	12


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J.S.S. College of Education PG Studies in Education Research Centre Vijayapur
Evaluation Report

Sl No.	Roll No.	Marks %	
			Teacher Evaluation
1	1		13.50
2	2		12.00
3	4		13.00
4	5		13.00
5	6		12.50
6	7		12.00
7	8		13.50
8	10		13.00
9	11		13.50
10	12		13.00
11	16		13.50
12	17		13.50
13	18		13.50
14	19		13.50
15	20		13.50
16	21		13.50
17	22		13.50
18	23		13.00
19	25		13.50
20	26		12.00
21	27		13.50
22	30		13.50
23	31		12.50
24	33		13.00
25	35		13.50
26	37		13.50
27	39		13.50
28	40		13.50
29	41		13.50
30	43		13.00
31	45		14.00
32	46		13.00
33	47		13.50
34	51		13.00
35	52		12.50
36	56		13.00
37	57		13.50
38	58		13.50
39	59		13.00
40	60		13.00


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Teacher Evaluation

41	61	12.50
42	63	13.50
43	64	13.50
44	66	13.00
45	67	13.50
46	69	13.00
47	71	11.00
48	73	13.00
49	74	13.50
50	76	13.00
51	77	13.50
52	82	12.00
53	83	13.50
54	85	13.50
55	87	13.50
56	94	11.00
57	95	13.50
58	96	11.50
59	97	10.50
60	99	9.50
61	100	13.00


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Evaluation Report

Sl No.	Roll No.	Marks		Total (15 M)
		SE	PE	
				12.25
1	3	12.00	12.50	12.25
2	2	12.00	12.50	11.50
3	4	12.00	13.00	13.00
4	5	13.50	12.50	12.00
5	6	12.00	12.00	12.75
6	7	12.00	13.50	10.00
7	8	11.00	9.00	11.00
8	10	12.00	10.00	12.00
9	11	12.00	12.00	11.75
10	12	11.00	12.50	11.50
11	16	10.00	13.00	12.00
12	17	12.50	11.50	12.00
13	18	11.50	10.50	12.00
14	19	13.00	11.00	11.25
15	20	11.00	11.50	13.50
16	21	13.50	13.50	11.00
17	22	11.00	11.00	9.50
18	23	8.50	10.50	12.30
19	25	12.00	13.00	11.75
20	26	10.50	12.00	13.00
21	27	13.00	13.00	12.00
22	30	12.00	12.00	11.50
23	31	12.00	11.00	9.75
24	33	10.00	9.50	10.00
25	35	10.00	10.00	12.25
26	37	12.50	12.00	13.00
27	39	13.00	13.00	12.50
28	40	12.50	12.50	13.00
29	41	12.50	13.50	11.00
30	43	10.50	11.50	10.75
31	45	12.00	9.50	11.00
32	46	12.00	10.00	11.75
33	47	11.50	12.00	12.00
34	51	12.00	13.00	13.00
35	52	13.00	13.00	12.50
36	55	12.50	12.50	12.50
37	57	13.00	12.00	10.75
38	58	8.50	12.00	10.50
39	59	10.50	10.50	11.25
40	60	11.00	11.50	

41	61	11.00	12.50	11.75
42	63	10.00	10.50	10.25
43	64	12.50	13.00	12.75
44	66	11.00	11.00	11.00
45	67	11.00	11.50	11.25
46	69	13.00	13.00	13.00
47	71	9.50	12.00	10.75
48	73	12.00	11.00	11.50
49	74	11.50	11.00	11.25
50	76	9.00	9.00	9.00
51	77	8.00	12.00	10.00
52	82	13.00	13.00	13.00
53	83	12.50	12.00	12.25
54	85	13.50	13.50	13.50
55	87	12.50	10.50	13.50
56	94	10.00	9.00	11.50
57	95	11.00	12.50	11.75
58	96	10.50	10.00	10.25
59	97	10.00	10.00	10.00
60	99	11.50	10.00	10.75
61	100	11.00	12.00	11.50


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Test on
05.07.2023

B.L.D.E.A's
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Evaluation Report

Sub: Knowledge & Curriculum Sem-II B.Ed.

Sl No.	Roll No.	Marks			Total (35 M)
		SE	PG	TE	
1	1	12.00	12.50	13.50	12.67
2	2	12.00	12.50	12.00	12.17
3	4	12.00	11.00	13.00	12.00
4	5	13.50	12.50	13.00	13.00 III
5	6	12.00	12.00	12.50	12.17
6	7	12.00	13.50	12.00	12.50
7	8	11.00	9.00	13.50	11.17
8	10	12.00	10.00	15.00	11.67
9	11	12.00	12.00	13.50	12.50
10	12	11.00	12.50	13.00	12.17
11	16	10.00	11.00	13.50	12.17
12	17	12.50	11.50	13.50	12.50
13	18	11.50	10.50	15.50	11.83
14	19	13.00	11.00	13.50	12.50
15	20	11.00	11.50	13.50	12.00
16	21	13.50	13.50	13.50	13.50 I
17	22	11.00	11.00	13.50	11.83
18	23	8.50	10.50	13.00	10.67
19	25	12.00	13.00	13.50	12.83
20	26	10.50	12.00	12.00	11.50
21	27	13.00	13.00	13.50	13.17 II
22	30	12.00	12.00	13.50	12.50
23	31	12.00	11.00	12.50	11.83
24	33	10.00	9.50	13.00	10.83
25	35	10.00	10.00	13.50	11.17
26	37	12.50	12.00	13.50	12.67
27	39	13.00	13.00	13.50	13.17 II
28	40	12.50	12.50	13.50	12.83
29	41	12.50	13.50	13.50	13.17 II
30	43	10.50	11.50	13.00	11.67
31	45	12.00	9.50	14.00	11.83
32	46	12.00	10.00	13.00	11.67
33	47	11.50	12.00	13.50	12.33
34	51	12.00	12.00	13.00	12.33
35	52	13.00	13.00	12.50	12.83
36	56	12.50	12.50	13.00	12.67
37	57	13.00	12.00	13.50	12.83
38	58	8.50	12.00	13.50	11.33
39	59	10.50	10.50	13.00	11.33
40	60	11.00	11.50	13.00	11.83

41	61	11.00	12.50	12.50	12.00
42	63	10.00	20.50	13.50	11.33
43	64	12.50	13.00	13.50	13.00 III
44	66	11.00	11.00	13.00	11.67
45	67	11.00	11.50	13.50	12.00
46	69	13.00	13.00	13.00	13.00 III
47	71	9.50	12.00	11.00	10.83
48	73	12.00	11.00	13.00	12.00
49	74	11.50	11.00	13.50	12.00
50	76	9.00	9.00	13.00	10.33
51	77	8.00	12.00	13.50	11.17
52	82	13.00	13.00	12.00	12.67
53	83	12.50	12.00	13.50	12.67
54	85	13.50	13.50	13.50	13.50 I
55	87	12.50	10.50	13.50	12.17
56	94	10.00	9.00	11.00	10.00
57	95	11.00	12.50	13.50	12.33
58	96	10.50	10.00	11.50	10.67
59	97	10.00	10.00	10.50	10.17
60	99	11.50	10.00	9.50	10.33
61	100	11.00	12.00	13.00	12.00

J. S. Pattanahelli

(*Dr. J. S. Pattanahelli*)

[Signature]

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

[Signature]

Principal,
J.S.S. College of Education
VIJAYAPUR.

J.S.S College of Education Vijayapur

SIR ISAAC NEWTON TEAM

Team members names:

- 1) Vanishree Danigonda [captain]
- 2) Chaitra Balawat [vice captain]
- 3) Laxmi Rathod.
- 4) Almas Hachyal
- 5) Supriya Kotawali
- 6) Soniya Awati
- 7) Pavitra Chousi
- 8) Shankamma Awati

Research topic name:

Impact of Science And Technology on
Academic Achievement of Students.

Guidence by : Dr. J.S. Pattanahetti mam.



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Philosophical and Sociological Basis of Education 1980

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Section - A

- Q1. Difference between teaching and learning
- | | |
|---|--|
| Teaching | Learning |
| → In teaching, teacher offers a demonstration to make student acquire concepts about a thing through thought. | → In learning, students get a conceptual effect to all the notes and teacher explains difficulties where student has not in learning struggle. |
| → It is teacher oriented teaching. | → It is learner centered about to learning. |
| → In teaching, teacher is a primary controller of the process. | → The learner is facilitated work into the process. |
| → In teaching, teacher has equal control, delivery, repeat. | → In learning, facilitates a learning process. |
| → Here teacher focus on self learning & self inspection. | → It will enable student to learn together in group. |
| → Teacher decides the way of learning. | → Student learn in their own way. |
| → In teaching, teacher records in an individual. | → Facilitator concentrate on group dynamics. |
| → Teaching leads to add to new knowledge. | → It involves to two hand by self expression. |
| → Teacher encouragement is high. | → It helps to motivation in the process and appropriate response. |
| → Teacher is accountable for the outcome of the process, reform their student, learn. | → Facilitator must to understand their understanding. |
| → Teaching makes reading, writing & communicating. | → Facilitator provide response & reflecting on work. |

Section - A

- Q2. 1. Need and importance of various extracurricular activities in school.
- Co-curricular activities is important in school.
 - CCA increases physical strength among the students in school.
 - It develops mental ability among the student.
 - CCA develops the scientific attitude among the student.
 - It increases cognitive knowledge about various subjects in the school.
 - It gives knowledge about environment and world.
 - It makes student creativity in all field.
 - Student's confidence level will be increases in school through co-curricular activities.
 - It increases indoor and outdoor activities in school.

Section - A

- Q3. Advantages and disadvantages of conference.
- Conference is meeting to discuss important points, specific, suitable solution to the issue.
- Advantages:
- It develops independent study.
 - It develops problem solving ability.
 - It develops independent thinking.
 - It enhances the ability to work in a group and collect by efforts.
 - It develops ability to report others opinion.
 - It enhances self confidence.
 - It develops higher cognitive skills.
 - It enables the complex abilities.
 - It also helps to improve the analyzing and synthesis abilities.
 - It develops critical thinking & reasoning.
 - It develops discipline of reading & writing.
 - It helps to asking questions.
 - It develops the ability of giving, constructive criticisms.
 - It is good to monitor the attendance.
 - It helps management work to facilitate.
 - It usually require to keep to hand the notes.
 - There are distributed by good questions.
 - Lack of opportunities for discussion.
 - The students may not be ready to work.
 - The questions may not be ready to work.
- Disadvantages:
- It is of high cost.
 - Lack of paper planning.
 - Inappropriate solution to the problem.
 - ...

18/20

22/4/22

Section - A

Q

11. The characteristics of good science text book

- A good text book should be judged at first by author, qualification and experience.
- The cover page, and paper used and binding of the text book should be attractive.
- It should be hard and durable.
- The printing of the text book should be clear and appropriately spaced.
- The size of the printing the letters and language should suit the age of the child.
- The headings and subheadings are given in the bold letters.
- There should be a consistency in the subject matter.
- Subject matter should be developed as far as possible in psychological order.
- Text books should satisfy the objectives of science teaching.
- Each text book should contain detailed table of content and page number.



B.L.D.E.A.'s

J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR

5 E LESSON PLAN

Name of Student Teacher / ಅಧ್ಯಾಪಕರ ಹೆಸರು : Ashwini Hajeri
Name of Co-Operating School / ಸಹಾಯಕ ಶಾಲೆಯ ಹೆಸರು : Bleda's samanyaya English medium B school
Subject / ವಿಷಯ : Phy. Science. Sub Unit / ಉಪ ವಿಷಯ : winds, storms and cyclone. Date / ದಿನಾಂಕ : _____ Class / ಗ್ರೇಡ್ : 5th
Roll Number / ರೋಲ ನಂಬರ್ : 21 Period / ಕಾಲ : _____ Time / ಸಮಯ : 4.5.2021. Lesson Number / ಕಲಾಸ ನಂಬರ್ : 07. Topic / ವಿಷಯ : Storms.
Student's Previous Knowledge / ಅಧ್ಯಯನ : Student learnt about wind and air exerts pressure.

Reference Book / ಓದುವ ಗ್ರಂಥ : Encyclopedia

Specific Objective / ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶ : Student recall about wind.
Student explain the how air exerts pressure.
Student Analyze video of storms.
Student participate in evaluation of Storms.

Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ : Storms also called thunderstorms. thunderstorms develop in hot, humid tropical areas. Rising temperatures produce strong upward rising winds. These winds carry water droplets upwards. where they freeze and fall down again. precautions of Storms.

Teaching Aids / ಅಧ್ಯಯನ ಸಾಧನಗಳು :
ICT Tool, Flash card, umbrella

Assignment / objectives : List the damages & storms for US (at least 4)

Feed Back / observations / comments :

Walt
method master

- * Engaged the students well ~~with~~ ^{by} asking questions
- * Used the black-board well, handwriting ~~was~~ clear and neat
- * Teaching aids were used
- * Teaching in English should be improve.
- * Properly evaluated the students by asking some questions

INTERNAL EXAMINER

Walt

EXTERNAL EXAMINER