

# RANI CHANNAMMA UNIVERSITY

VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,


BELGAUM-56

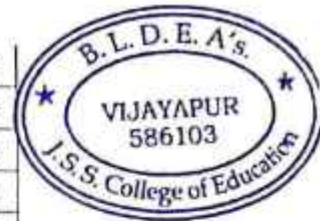


## REGULATIONS AND SYLLABUS FOR THE TWO YEAR B.Ed. PROGRAMME

EFFECT FROM 2017-18

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

  
Principal  
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VIJAYAPUR



Subject Specific Pedagogy : Physics	117
Subject Specific Pedagogy : Chemistry	119
Subject Specific Pedagogy : Physical science	122
Subject Specific Pedagogy : Biological science	124
Subject Specific Pedagogy : Mathematics	127
Subject Specific Pedagogy : Accountancy	130
Subject Specific Pedagogy: Business Studies	132
Subject Specific Pedagogy: Economics	133
Understanding self, personality and yoga	135
Research Project	136
Block Teaching lessons	138
Block Teaching related activities	138

#### SEMESTER-IV

Gender , School and Society	140
Educational Administration and Management	142
Advanced pedagogy of specific subjects -1	145
Advanced pedagogy of specific subjects -2	147
Reading and Reflecting	149
Teacher Placement and CET classes	151
Field Work and Immersion	151
Practical Examination for Pedagogy I and II	152
TERM Cell	154
Formation and visit of co-ordination committee	156

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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 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 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)

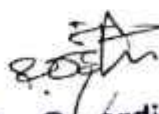
Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA). The details are in the proceeding 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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### 11.00 Credits, Marks and Passing Standards :

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



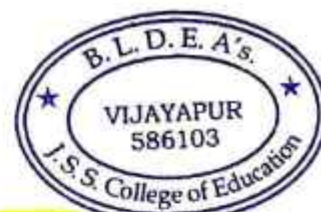
#### Semester I

	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

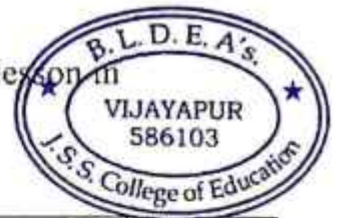
### 12.00 Modalities of Transaction and Assessment.

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.

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



	I-SEM	II-SEM	III-SEM	IV-SEM	Total
<b>THEORITICAL</b>	20 Credits/500 (20.83%)	20 Credits/500 (20.83%)	16 Credits/400 (8.33 %)	16 Credits/400 (8.33 %)	1800 (75%)
<b>PRACTICAL</b>	4 Credits/100 (4.16 %)	4 Credits/100 (4.16 %)	8 Credits/200 (8.33%)	8 Credits/200 (8.33%)	600 (25%)
<b>TOTAL</b>	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)

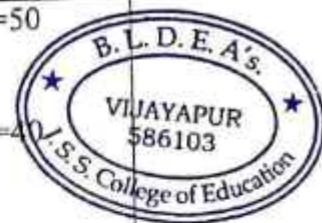
### PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS	Marks allotted
<b>I</b>	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
<b>II</b>	<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
<b>III</b>	<u>Block teaching lessons</u>		
(3 weeks)	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



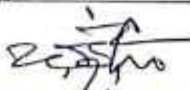


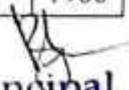
### Type I : Modes of Transactions for Theoretical Courses:

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 noon session.

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

Sem	Course 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
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
		Subject specific pedagogy-I	4	20	8	80	32	100
		Subject specific pedagogy-II	4	20	8	80	32	100
IV		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

  
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### Type 2: Simulation Practices: (2 Credits):

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

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

### Video lesson Activity:

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

### Type 3: Competency Based Instruction:

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

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

### Type 4: Lab Works :

- ICT Basic : one credit  
 ICT application : one credit

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

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

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

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

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

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the exercise by the student.
- Exercise practice and output print if necessary.
- 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)**

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the exercise by the student.
- 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:**

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

**Additional Activities:**

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

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



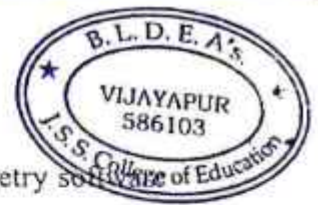
The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset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

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

Some of the sample assignments are listed below

#### A) Lab assignment :

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



### B) Field assignments:


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

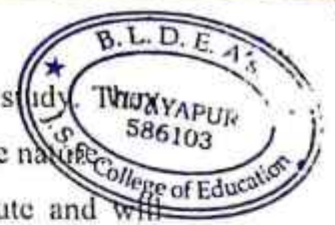
Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the 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.

  
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- c. The teacher shall study at least three unique types of students as case study. It may be the case of differentially abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, 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.

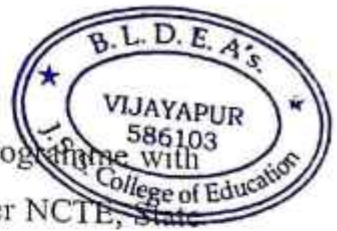
**Subject association activity:** Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

**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.

  
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### 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, UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. She/He shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

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

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

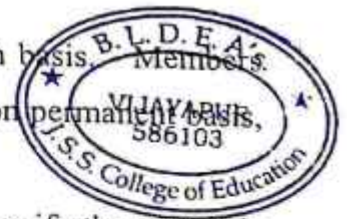
There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

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

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



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

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

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

#### 15.00 Working Days

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

#### 16.00 Attendance and Conduct :

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

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

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

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25

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working hours for theory courses, and with practicum 90% ( inclusive of field attachment and internship held up to the end of the semester including seminars, group discussion, project work, practicum, internship, tests etc. during the 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.

  
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## 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



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

# SEMESTER I



	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
		Und Disc and Pedagogy UDP -I	4	20	8	80	32	100
		Und Disc and Pedagogy UDP -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

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	CHILD HOOD AND ADOLESCENCE	Marks 80+20=100	60

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### Objectives

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

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

# 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	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 based lessons	1	25	12			25
		School lessons and reflective diary	1	25	12			25
			24					600

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


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

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation

# 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

  
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Year	II	Course Code:	VIJAYAPUR Hours	
Semester	III	INCLUSIVE EDUCATION	Marks 80+20=100	60

Objectives:

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

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
4. Trace the historical perspective of Inclusive Education.

# SEMESTER IV



Sem	Course Code	Course Titles	Credit s	Int-Marks		Ext-Marks		Total
				Max	Mini mum to pass	Max	Mini mum to pass	
Theo ry		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

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Year	II	Course Code:	Creates 4 Hours
Semester	IV	Gender, School and Society	Marks 80+20=100 60

### Objectives

Student-Teacher will be able to:

1. Understand the different contracts in gender.
2. Understand the social construction of gender with respect to identities and localities.
3. Understand the relation between gender and school.
4. Understand the constitutional provision and gender.
5. Understand the place of gender with respect to modern society.

## 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 Chanamma 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.

  
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154

  
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- h. To plan, organize and execute required academic activities such as seminars, conferences, workshops to meet the timely needs.
- i. To provide support in correspondence and rapport building with 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 TEI'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 intended 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

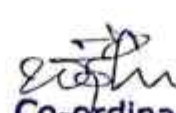
The IA marks data that gets created throughout the year needs to be systematically generated and recorded. The system has to be objective, democratic and transparent. Following are the series of stages that the college needs to systematically plan and conduct.

#### **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.

  
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156

  
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### 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

  
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157

  
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need to be filed and has to be procured from group leader-student. The 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 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 recording 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.

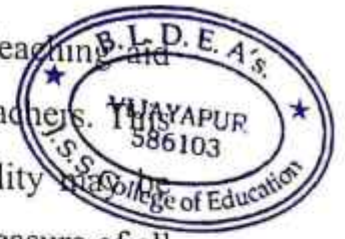
### 9. File with CBT data:

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 and evaluation unit, test and assignment unit, with different group of teachers will make every teacher equally important. Further the responsibility is 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.

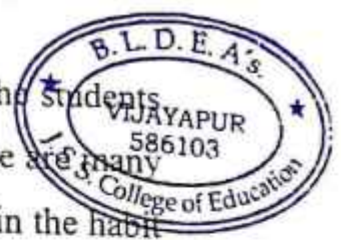
Team working of the staff is most important factor in the maintenance of IA marks. Some teachers may be good in working with numbers and data, and some may not. It is the duty of the teammates to understand the weakness and share the responsibility. They should be morally obliged to each other by taking 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 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 wasting time. Some visiting teams may call upon to provide rank 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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160

  
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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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