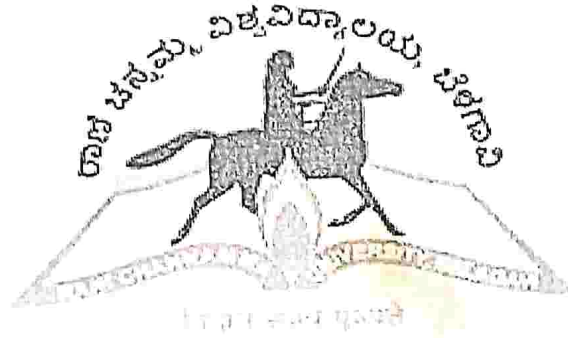
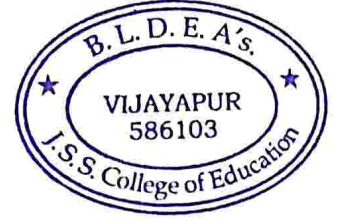


RANI CHANNAMMA UNIVERSITY

VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,


BELGAUM-56



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

EFFECT FROM 2017-18



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Vijayapur


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J.S.S College of Education
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PROGRAMME OUTCOMES

PO1	To help students discover and appreciate their unique vocation in society.
PO2	To create a learning environment, which integrates theory and practice.
PO3	To nurture, in particular, the values of peace, justice, equality and fraternity.
PO4	To enable students to understand and cater to the needs of a diverse student population.
PO5	To encourage students to become catalysts of social transformation.
PO6	To revitalise education through collaboration with different organisations and universities.
PO7	To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.
PO8	To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.
PO9	To draw out latent talents and creativity through varied co-curricular programmes.



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PROGRAMME SPECIFIC OUTCOMES

PSO1 Curriculum and Planning:	Student-Teachers will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.
PSO2 Learner and the Learning Environment:	Student-Teachers will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.
PSO3 Teaching:	Student-Teachers will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.
PSO4 Professional Responsibilities for Self-Renewal:	Student-Teachers will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.
PSO5 Professional Responsibilities for School and Community:	Student-Teachers will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behaviour.
PSO6 Professional Responsibilities for Technology in Education:	Student-Teachers will model and apply the National Educational Technology Standards for Teachers, as they design, implement, and assess learning experiences by engaging students through creative and innovative endeavours.
PSO7 Culturally Responsive Teaching Practice:	Student-Teachers will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race, geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.
PSO8 Effective Communication:	Student-Teachers use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
PSO9 Professional Dispositions:	Student-Teachers will demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.


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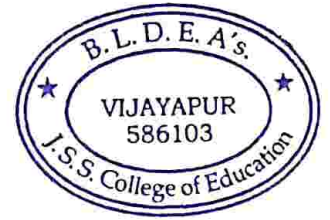
9.00 Approval from State Govt. of the admission list by University:

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;

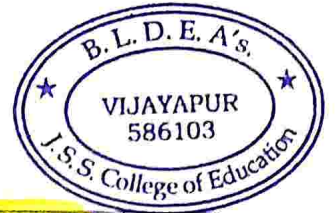


Semester I

	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

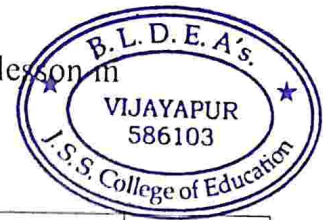
12.00 Modalities of Transaction and Assessment.

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 inputs and their proportions to the total:



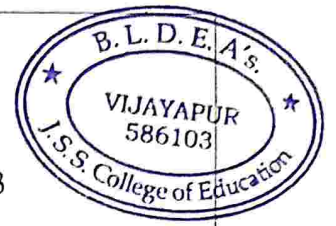
	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORETICAL	20 Credits/500 (20.83%)	20 Credits/500 (20.83%)	16 Credits/400 (8.33 %)	16 Credits/400 (8.33 %)	1800 (75%)
PRACTICAL	4 Credits/100 (4.16 %)	4 Credits/100 (4.16 %)	8 Credits/200 (8.33%)	8 Credits/200 (8.33%)	600 (25%)
TOTAL	24Credits/600 (25%)	24Credits/600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

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

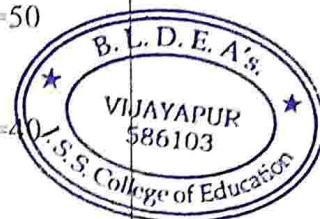
PRACTICE LESSONS ACROSS FOUR TERMS

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	<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



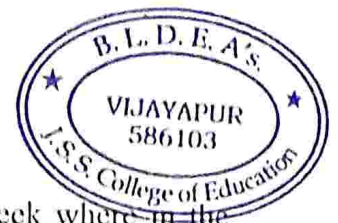
Part-B: Modalities of transaction:

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

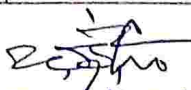



Type I : Modes of Transactions for Theoretical Courses:

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.

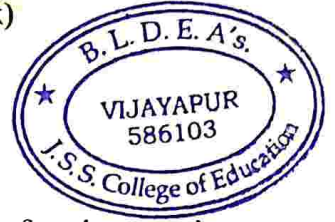
ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis softwares, digital publication activities, web related activities and any other

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 , 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 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.


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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.



- e. 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.

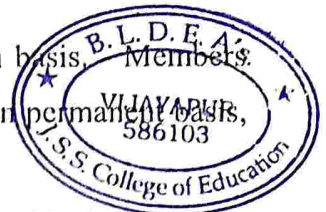
Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

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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- 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.

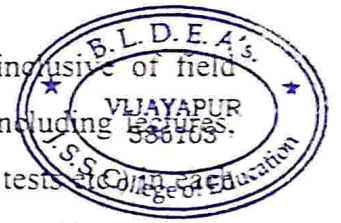
The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the


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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 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.

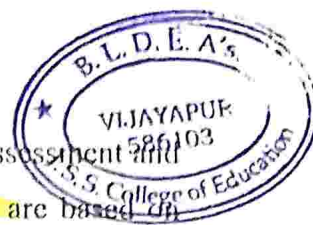
(ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester, both Online and in manual/printed.(hard and soft copy) as per University procedure.

(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:

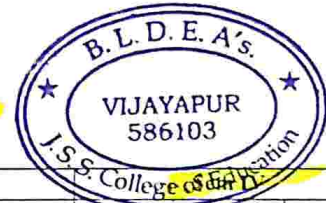
Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10
Field Assignment	5 Marks	Seminar	5 Marks	20

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



Components	Sem I			Sem II			Sem III			Course	Credits	Marks	Grand total
	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 & society	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 - 1	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 & Immersion	2	50	300
							Block teaching related activities	2	50	Test lessons 1+1	2+2	100	
		24	600		24	600		24	600		24	600	2400



SEMESTER I

	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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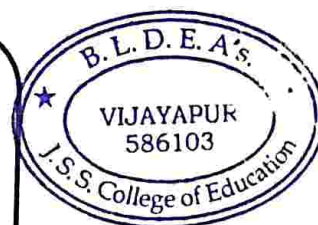
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Objectives

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

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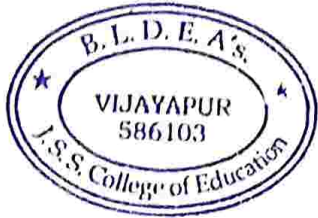
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Year	I	Course Code:	Credits	Hours
Semester	II	LEARNING AND TEACHING PROCESS	Marks 80+20=100	60


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
IEF		Block teaching Lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600


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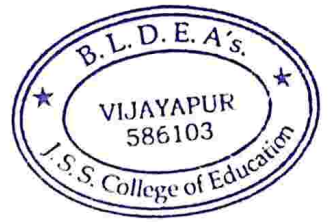
Year	II	Course Code:	VIJAYAPUR	Hours
Semester	III	INCLUSIVE EDUCATION	Marks 80+20=100	60

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	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

IQAC Co-ordinartor
BLDEA's JSS College of Education
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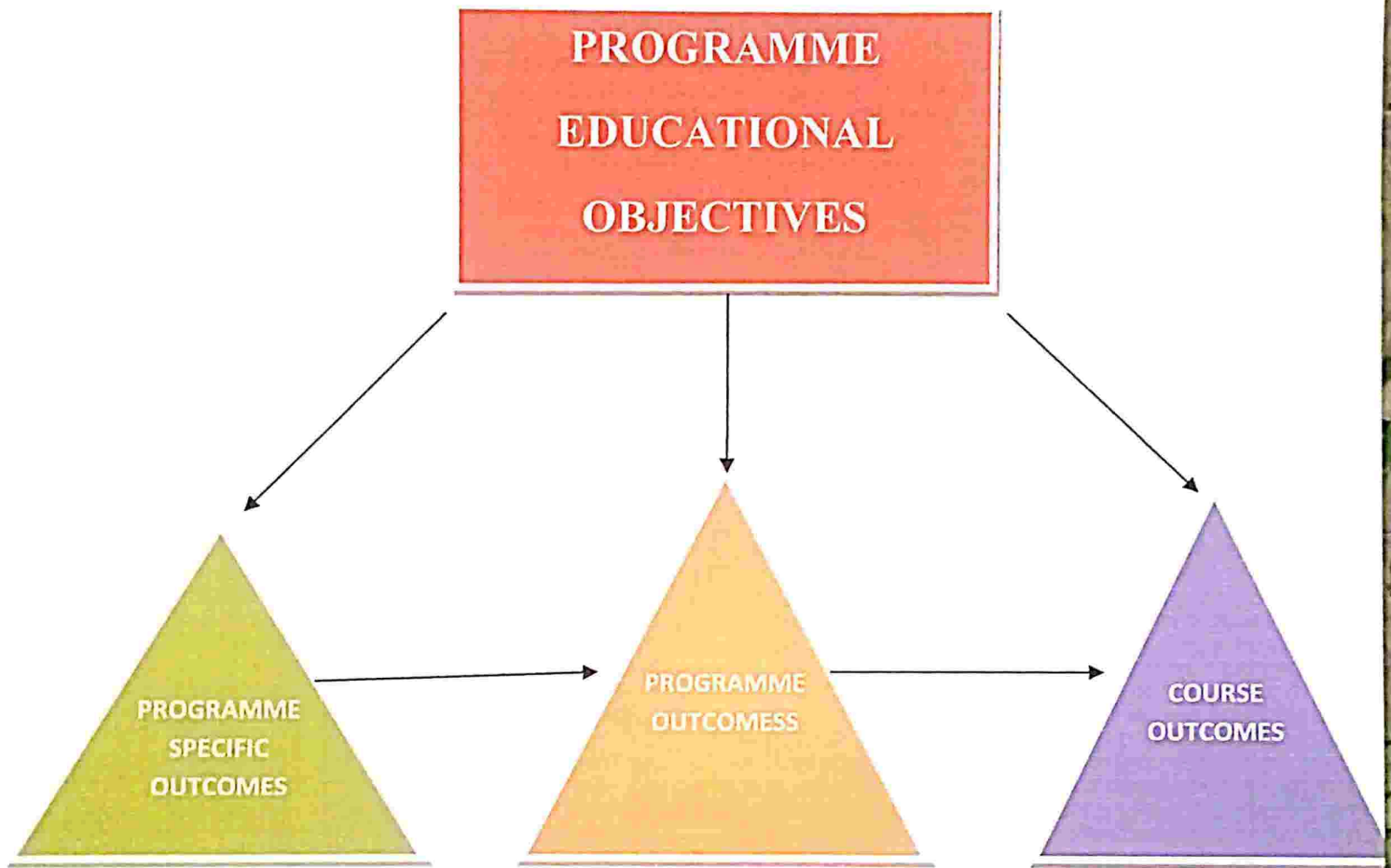
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Year	II	Course Code:	Credits	Hours
Semester	IV	Gender, School and Society	80+20=100	60

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.



20/5/20
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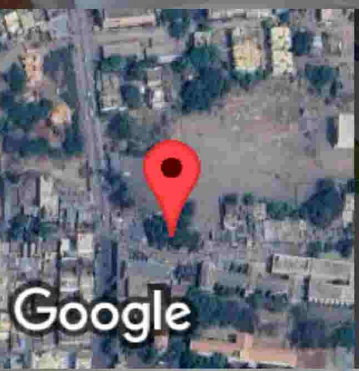


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Teachers who are Cognitively
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Spiritually inspired, Socio-culturally
Committed and Research minded
Professionals.

POs → PSOs → COs
T.E.d. → PEOs
PROGRAMME OUTCOMES (POs)
↓
Programme Specific Outcomes (PSOs)
↓
COs

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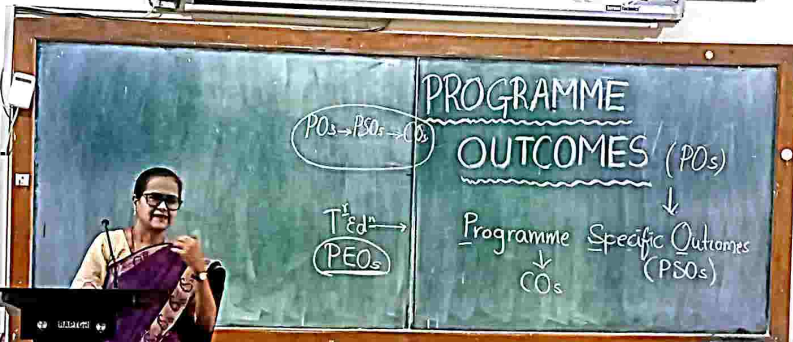
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Lingad Gudi Rd, Sholapur, Vijayapura, Karnataka 586102, India
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Long 75.714907°
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Vijayapura, Karnataka, India

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586101, India

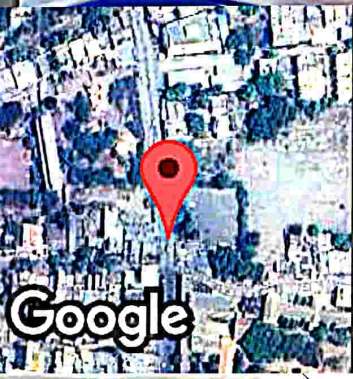
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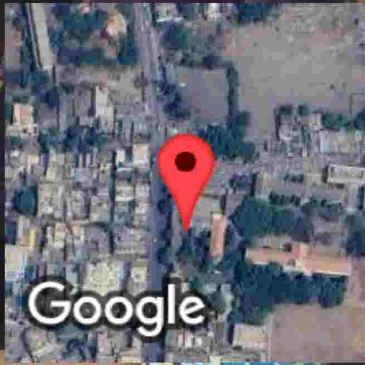
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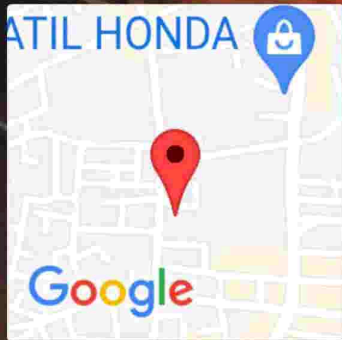


 GPS Map Camera



Vijayapura, Karnataka, India
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India
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Long 75.714642°
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Orientation of PSO's



Vijayapura, Karnataka, India

S.S. High School Campus, Ram Mandir Rd, Sholapur,
Vijayapura, Karnataka 586101, India

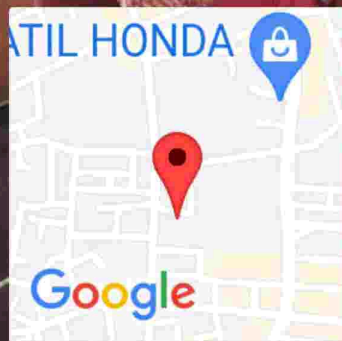
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PO-PSOs ORIENTATION

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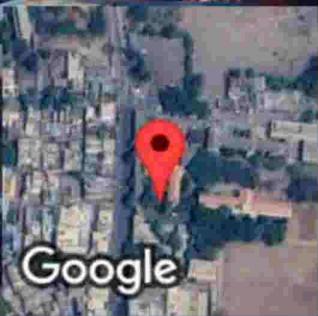


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Vijayapura, Karnataka 586101, India
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POs Dissemination

