

**COURSE STRUCTURE FOR THE TWO-YEAR B.Ed. PROGRAMME  
SEMESTER WISE DISTRIBUTION OF THE COURSE**

**Semester 1**

Sl.No.	code	Papers	Credit 14	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Course 1	Ed-1	Childhood and Growing up	04	20	08	80	32	100
Course 2	Ed-2	Contemporary India and Education	04	20	08	80	32	100
Course 3A	Ed-3A	Knowledge and Curriculum - Part-1 (½)	02	10	05	40	15	50
Course 4	Ed-4	Assessment for Learning	04	20	08	80	32	100
	1) EPC-I	: Reading and Reflecting on Texts (½) (Activities based Assignments)		50	20	--	--	50
	2)	Pre – Internship: I Semester		25	10	--	--	25
		<b>Total</b>		<b>145</b>		<b>280</b>		<b>425</b>

(Engagement with the Field: Tasks and Assignments for Courses 1, 2, 3A, & 4)

**Semester 2**

Sl.No.	code	Papers	Credit 14	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Course 5	Ed-5	Learning and Teaching	04	20	08	80	32	100
Course 3B	Ed-3B	Knowledge and Curriculum - Part II (½)	02	10	05	40	15	50
Course 6	Ed-6	Understanding Disciplines and Subjects (½)	02	10	05	40	15	50
Course 7	Ed-7	Language across the Curriculum (½)	02	10	05	40	15	50
Course 8A	Ed-8A	Pedagogy of School Subject 1 –Part-1(½)	02	10	05	40	15	50
Course 9A	Ed-9A	Pedagogy of School Subject 2 –Part-1(½)	02	10	05	40	15	50
	1) EPC-2	Drama and Art in Education (½) (Activities based Assignments)		50	20	--	--	50
	2)	Pre - Internship-II Semester		25	10	--	--	25
		<b>Total</b>		<b>145</b>		<b>280</b>		<b>425</b>

Engagement with the Field: Tasks and Assignments for Courses Ed- 5, 3B, 6, 7, 8A & 9A) Total= 425

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## SEMESTER - I

### COURSE EPC 1: READING AND REFLECTING ON TEXTS (½)

**Objectives:** After completion of the course, student-teachers will be able to:-

- Students will also develop Meta cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively - individually and in small groups.
- To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
- Course Content:

#### **Activities I: - Reading of Texts**

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

#### **Activities II: - Skill and Strategies**

- Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
- Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
- Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

#### **Activities III: - Reading Assignment**

- Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, learning and about different people's experiences for discussion or creative writing.
- Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

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#### Activities IV: - Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activities of own and group during reading, discussion and writing.

#### Activities V: - Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

#### Reference

- Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
- Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from .By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, and Charlene Fleener. Cinage Learning

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### Semester - I : Pre-Internship for Two Weeks

Assessment is based on the following activities -	
* Micro Teaching (5 Skills) ( Both Teaching Subjects) (Each Skill of 1 Mark)	5
* Lesson plan, Unit Plan and year plan format & Demonstration lessons	5
* One week, regular observation of regular teacher (at the beginning of practice teaching.)	5
* Content Analysis and mode of transaction (Assignment in each teaching subject, 2 X2.5)	5
* Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school. a) TLM in each teaching subject (2 X2.5)	5
<b>Total Marks</b>	<b>25</b>

\* Undertaking an activity is mandatory.

**Engagement with the Field: Tasks and Assignments for Courses 1, 2, 3A, & 4:**

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**Ed.VI-C: PSYCHO- SOCIAL TOOLS AND TECHNIQUES**  
**(Lab and Field Work Internal Assessment)**

Contact Hours: 30

Total Marks: 50

Credits: 02

**Aims of the Course**

This set of experiences is visualized with an assumption that student teachers should have a basic Knowledge about Various Psycho-Social Tools and Techniques, and Administering in the Practical situation and Reporting.

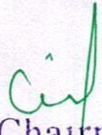
**Course Contents**

Understanding Personality and Abilities of Learner.

1. Personality and its Assessment:
  - 1.1. R.B.Cattles 16.P.F
  - 1.2. T.A.T/ C.A.T
  - 1.3. Case Study.
2. Intelligence and Its Assessment:
  - 2.1. Raven's Progressive Matrices (RPM),
  - 2.2. Bhatia's Performance test.
  - 2.3.. Test of Creativity.
3. Group Dynamic and Its assessment:
  - 3.1. J.L.Moreno- Sociometry
  - 3.2. Interest Inventory
4. Assessment of Learning:
  - 4.1. Achievement Test.
  - 4.2. Concepts Learning- C.A.M-(Bruner)

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.

  
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## Semester 2

Sl.No.	Code	Papers Title	Credit	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Theory	Ed- 7	Learning, Teaching and Assessment	04	20	08	80	32	100
	Ed- 8	Knowledge and Curriculum	04	20	08	80	32	100
	Ed- 9	Education in Contemporary India	04	20	08	80	32	100
	Ed-10	Methods Techniques and Approaches of Pedagogy	04	20	08	80	32	100
	Ed11 A	ICT-Application	02	50	25	--	--	50
EPC & EF	B	Understanding Self, Personality and Yoga & Educational Tour (30+20)	02	50	25	--	--	50
	C	Simulation and ICT Based Lessons	02	50	25	--	--	50
	D	School Lessons and Reflective Diary	02	50	25	--	--	50
	<b>Total</b>			<b>24</b>	<b>280</b>		<b>320</b>	

  
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## ED.11-B: UNDERSTANDING SELF, PERSONALITY YOGA AND EDUCATIONAL TOUR

Contact Hours: 30

Marks: 30+20

2 Credits

### Objectives:

On the completion of the course, Students –Teacher will:

1. Appreciate the origin and history of Yoga in India
2. Understand the concept and importance of yoga for general health and quality life style.
3. Integrate the practice of yoga and its asanas for better self concept and esteem-personality

The theory needs to be discussed with practices as central aspect, The importance of theory to practice should be 1:1

### Unit:I Introduction to Yoga & Yogic practitioner.

- 1.1 Meaning, Definition, Importance & Types of Yoga.
- 1.2 The Aims & Objectives of Learning Yoga (Eight limbs of Yoga).
- 1.3 The history of the development of yoga in India.
- 1.4 Misconception about yoga & steps to be followed by yoga practitioner

### Unit:II - Yoga exercises & Health

- 2.1 Need of Yoga for good Health.
- 2.2 Yogic principles of Diet (sattvic, Tamasic & Rajasic)
- 2.3. Difference between yogic practitioner & non-yogic practitioner.
- 2.4. Some selected yoga practices.
  - 2:4.1 Stress releasing yogasanas.
  - 2:4.2 Different Asana

1. Meditation
2. Asana
3. Pranayama
4. Yoga-nidra
5. Sukhasana
6. Vijrasana
7. Parvatesana
8. Bhujasana
9. Padmasana
10. Shavasana
11. Niralambasana



12. Daudasana
13. Ardha padmasana
14. Swastikasana
15. Shashankasana

4 periods

**Assignment:**

1. Surynamasakar
2. Meditation (any two)
3. Signification of yoga in modern times
4. Asana (any two)

**Scheme of Assessment:**

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (5x4)	20
3	Educational Tour	20
	<b>Total</b>	<b>50</b>

**Educational Tour:**

Educational Excursion/ Study Tour: should be organized during **II Sem in between 6 to 10 days**. The Tour should be to cover areas such as Educational, historical, science & Technology and Geographical Significance. The marks shall be allotted on the basis of student's participation and submission of reports.

**20 Marks**

**Reference:-**

1. NCTE (2014) Yoga Education )Bachelor of Education Program): NCW Delhi: NCTE, Hans Bhawan, Wing-II Bahadar Shah Zafar marg.
2. Anantharaman, T.R (1996) 'Ancient yoga and modern scientnce New Delhi nusheram narohyavalal Publishers pvt Ltd.
3. Bhugal, R.S (2011) 'yoga and modern psychology' , Lonavala : kaivalyadhama, Swym samiti.
4. God, A (2007) "yoga education, philosophy and practice ' New Delhi : Deep and deep publication.
5. Devi, I (1987) 'Yoga, The techniques of health and happiness' Bombay: jaico publishing house.

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## Ed.11-C: SIMULATION AND ICT BASED LESSONS

Contact Hours: 30

Total Marks: 50

Credits: 02

(College Based Practice Lessons: Internal Assessment)

### Aims of the Course

Each trainee teacher has to practice the lessons in a simulated condition in a group of 10 peers in the college itself. After the completion of at least Three lessons in respective pedagogy each trainee has to practice at least Two lessons in each pedagogy with the help of integrating ICT Such as OHP/SLIDES/PPT/TAPE RECORDER etc. The college has to provide ICT facilities, by that each trainee will get skill of presenting lessons through ICT.

Component	Details of Inputs	Marks
<b>4-a) Simulation Lessons (6)</b> (College based)	3 Lessons per pedagogy subject, (3+3= 6 Lessons X 5Marks)	30
<b>4-b) Simulation with Integration of ICT(4)</b> (College based)	(2+2= 4 Lessons X 5Marks) (Presenting Lesson through OHP/PPT/Computer/Tape Recorder etc.)	20
<b>Total</b>		<b>50</b>

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## Ed.11-D: SCHOOL LESSONS AND REFLECTIVE DIARY

(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

### Aims of the Course

Each trainee teacher has to keep the Various Microteaching skills and integrate these skills in the lesson each teacher trainee is going to get Mastery over the teaching competencies.

Component	Details of Inputs	Marks
<b>5-a) School Lessons (8 Lessons)</b>  (Lesson planning 2.5  Teaching <u>2.5</u>  05	4 Lessons per Pedagogy subject (UDP-I :4 Lessons x 05 Marks) (UDP-II :4 Lessons x 05 Marks) (Marks:20+20=40)	40
<b>5-b) Reflective Diary(1) and School daily activity report</b>	Each trainee has to observe at least 40 Lessons of Peers and Submission of Record with Summary of each lessons (15 Lessons in UDP-I 15 Lessons in UDP-II 10 Lessons of Other Subject)	10
<b>Total</b>		<b>50</b>

\*\*\*\*\* END OF THE SECOND SEMESTER \*\*\*\*\*


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Semester-3

Sl.No.	Code	Papers Title	Credits	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Theory	Ed-12	Inclusive Education	04	20	08	80	32	100
	Ed-13	Educational Evaluation	04	20	08	80	32	100
	Ed-14	Optional Course (Any One)	04	20	08	80	32	100
	Ed-15	Pedagogy of School Subject -I	02	10	04	40	16	50
	Ed-16	Pedagogy of School Subject -II	02	10	04	40	16	50
EPC & EF	Ed-17 A	Understanding Drama and Art in Education	02	50	25	--	--	50
	B	Research Project	02	50	25	--	--	50
	C	Field Assignment & CTC(30+20)	02	50	25	--	--	50
	D	School Lessons and Reflective Diary	02	50	25	--	--	50
		<b>Total</b>		<b>24</b>	<b>280</b>		<b>320</b>	

  
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## (Practicum: Compulsory Activities for All students)

### ED-17-A: UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50

2 Credits

#### Objectives:

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.
- To elucidate the role of drama and art in self realization of learners.
- To highlight the use of drama and art in creative expression.
- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.

#### Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART (15 Hours)

**Concept note:** Every child can benefit from drama and art in their education.

Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.

The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

#### Content:

- a. **Forms of Drama and Art:** i. Visual (Sculpture, Architecture and Painting)  
ii. Performing (Dance, Drama, Music – vocal and instrumental)
- b. **Elements of Drama and Art:** i. Space, Speed, Pause, Rhythm; ii. Abhinaya / Enactment: Angika /physical (Gestures of hand, head, neck, feet, eyes), Gaits Vachika/Verbals (Voice Modulation, Dialogue Delivery), Nava rasa Bhava ( Nine aesthetic Pleasure-mental State)
- iii. Perspective, proportion, depth, light & shade, texture. (Elements in visual arts)
- c. Understanding stagecraft and audience etiquettes.

#### Activities:

1. Production of educational musicals Presentation ( integration of visual and performing arts)
2. Developing musical ability by listening to musical pieces on radio, TV or internet and writing a Description on the vocal and instrumental music used.
3. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
4. Creative expression through dialoguing to identify elements of visual arts used for enhancing ( lines, strokes, colors-quality and sources, spatial relations, painting surfaces and any other) Understanding stagecraft (set designing, costumes, props, lights, and special effects) and audience etiquettes.

#### Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin



**Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS: (15 Hours)**

**Concept note:** The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent.

**Content:**

- a) Functions of Drama and Art
- b) Integration of Drama and Art in the School Curriculum
- c) Developing aesthetic sensibility through Drama and Art

**Activities:**

- a) Display the educative function of drama and art through a street play
- b) Write an essay on how drama and art fulfill their persuasive and development functions.
- c) Workshop on techniques of integrating drama and art in teaching.
- d) Develop a song, play, or drama on any of the topic in the curriculum.
- e) Visit to any centre of art ( museums, art gallery, or institutes of performing Arts) and Observe pieces of art/play
- f) Video shows on Ajanta ,Ellora, Hampi, Badami, Belur, Halebid, Kazraho, other historical and Architectural places. Group discussion can be conducted on the observation.

**Assignment: (any one)**

1. Write an appreciation essay on the historical monuments (sculpture and architecture) or any Piece of art (music, dance drama, painting)
2. Drawing of pictures to teach any topic in their methods, present a lesson using it. Submission Of a lesson plan is required.

**UNIT-III: DRAMA AND ART FOR PEDAGOGY: (15 Hours)**

**Content:**

- a. Drama and Art for self realization
- b. Drama and Art for children with special needs
- c. Drama and Art for creative expression

**Activities:**

1. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.
2. Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
3. Visit a Centre for children with special Needs and Observe the Use of Drama and Art in the activities conducted

**Assignment: (any one)**

1. Collection of photographs, paintings, Embroidery, musical CD, films on real life events.
2. Write assignments on Grate achievers of Indian music, Dance, film actors, poets and Artists.



**Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION:****(15 Hours)****Concept Note:**

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could lead to social change when put in the right perspective.

**Content:**

- Understanding social and environmental issues through drama and art
- Understanding local culture through drama and art
- Understanding global culture through drama and art

**Activities:**

- Workshop on developing short plays/ street play for educational, entertainment or social / Environmental relevance
- Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- Perform a drama or dance or music of local culture
- Visit to a local theatre show/performance and write its appreciation and evaluation.
- Observe a drama/art work highlighting the global culture.

**Assignment: (any one)**

- Critically write your comments on folk arts of in India
- Critically write your comments on festival of in India

**Scheme of Assessment:**

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (4X10)/Activities	40
	<b>Total</b>	<b>50</b>

**Reference:**

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
- Axelrod, H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper, New Delhi : Wiley Eastern Limited, 1992
- Ghose, Santidev, Music and Dance in Rabindranath Tagore's Philosophy, New Delhi: SangeetNatakAkademi,
- Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
- Logan, F and others: The World of Arts, Standard Educational Corporation, Chicago, 1983
- National Centre for the Performing Arts –
- NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre Publication Department Secretary, NCERT, New Delhi, 2006.
- SangeetNatakAkademi – <http://www.sangeetnatak.org>

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## ED.17-B: RESEARCH PROJECTS

Contact Hours: 30

Marks: 50

2 Credits

**Objectives:** To enable the teacher trainees:

1. To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research and
5. To acquire the skills of planning executing evaluating and reporting of an Action Research Project.

### Unit - I: Research and Education

- 1.1. Educational Research- Meaning, Steps and its Classification,
- 1.2. The Need, Nature and Importance of Educational Research in general and specifically Action Research.
- 1.3. Types of Action Research - Individual and Collaborative.
- 1.4. Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

### Unit - II: Descriptive Statistics

- 2.1. Classification and tabulation of Data,
- 2.2. Measures of Central Tendency-Mean, Median and Mode.
- 2.3. Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;
- 2.4. Measures of Correlation - Rank Difference and Product Moment Method;
- 2.5. Normal Probability curve - Properties and Uses.
- 2.6. Testing of Differences: t-test.
- 2.7. Graphical Representation of Data- Histogram, Bar Diagram, Pie Chart, Ogive,

### Unit - III: Writing Research Report

- 3.1. Format of Action Research Report.
- 3.2. Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs.
- 3.3. Difference between Reference and Bibliography, Appendices.



### Assignments:

Identify problem and execute Action Research in any one of the following areas and submit a Report.

- (1) Staff (2) Students (3) Discipline/Subject (4) Teaching strategies/Methods (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities in the School, etc.

### Scheme of Assessment:

Sl.No	Item	Marks
1	One test (Two hour duration of 50 marks Reduce to 10 marks)	10
2	One theory Oriented Assignment/ Seminar Presentation	10
3	Conduct of One Action research Project on any one area/ Problem at the School/ Field Level	30
	<b>Total</b>	<b>50</b>

### References:

- Dandapani.S: Action Research Studies to improve Classroom Practice, Neelkamal Publications Pvt.Ltd, Hyderabad,2016.
- Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- Alma Juliet Pamela.A: Strategies and Techniques for Research in Education, Neelkamal Publications Pvt.Ltd, Hyderabad, 2016.
- Bhatt. Dipti. P: Research Methods in Education, Neelkamal Publications Pvt.Ltd, Hyderabad, 2015.
- Koul Lokesh: Methodology of Educational Research, Vikas Publishing House Pvt.Ltd, New Delhi, 2002.
- Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
- Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.
- NCERT: Research in Education. New Delhi, NCERT, 1962.
- Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.
- Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.

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## ED.17-C: FIELD ASSIGNMENT AND CTC

Contact Hours: 30

Total Marks: (30+20): 50

Credits: 02

(Unit-Plan based Lessons: Internal Assessment)

### Aims of the Course

Each trainee teacher has to practice at least 3 Unit plan based Lessons in each PSS-I&II, and conduct Unit-Test in each methods, after analysis and Interpretation of result submit a report.

Component	Details of Inputs	Marks
I) Unit- Plan based Lessons (3+3=6)	PSS-I : Unit-Plan and Unit-Test =15 Marks (at least 3 Lessons per pedagogy subject and 1period for Test)  PSS-II : Unit-Plan and Unit-Test =15 Marks (at least 3 Lessons per pedagogy subject and 1period for Test)	30
II) C.T.CAMP( 3 days)	3 Days Camp should be conducted in the Rural Area and Students should stay in the camp in all the 3 Days and submit the report at the end of the camp. For attendance :10 Marks For Report :10 Marks	20
<b>Total</b>		<b>50</b>



### ED.17-D: SCHOOL LESSONS AND REFLECTIVE DIARY

(School based Practice Lessons: Internal Assessment)

Contact Hours: 30

Total Marks: 50

Credits: 02

#### Aims of the Course

Each trainee teacher has to get Mastery over the teaching Skills/competencies and get hands on experience to manage the classes efficiently.

Component	Details of Inputs	Marks
<b>I) School Lessons (16 Lessons)</b>  (Lesson planning                      2.5  Lesson Teaching <u>2.5</u>  Total                                      05)	6-Lessons per Pedagogy subject (PSS-I: 6 Lessons x 05 = 30 Reduced to 15 Marks) (PSS-II :6 Lessons x 05 = 30 Reduced to 15 Marks) (Marks:15+15=30)	30
<b>II) Criticism Lessons (2 Lessons)</b>	PSS-I:1 Criticism Lesson PSS-II:1 Criticism Lesson ( Each Lesson 5Marks x 2)	10
<b>III) Reflective Diary(1)</b>	Each trainee has to observe at least 40 Lessons of Peers and Submission of Record with Summary of Block Teaching. (15 Lessons in PSS-I 15 Lessons in PSS-II 10 Lessons of Other Subject)	10
<b>Total</b>		<b>50</b>

\*\*\*\*\* END OF THE THIRD SEMESTER \*\*\*\*\*





**AKKAMAHADEVI WOMEN'S UNIVERSITY, VIJAYAPURA**  
**B.ED-4<sup>th</sup> SEMESTER SYLLABUS**

Sl.No.	Code	Papers Title	Credit	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
<b>Theory</b>	Ed- 18	Gender, School and Society	04	20	08	80	32	100
	Ed- 19	Educational Administration and Management	04	20	08	80	32	100
	Ed- 20	Advanced Pedagogy of School Subject –I	02	10	04	40	16	50
	Ed-21	Advanced Pedagogy of School Subject –II	02	10	04	40	16	50
<b>EPC &amp; EF</b>	Ed-22-A	<i>Reading, Writing and Reflecting</i>	02	50	25	--	--	50
	B	<i>Field Work and Immersion</i>	06	150	75	--	--	150
	C	<i>Practical Exam .PSS-I &amp;II</i>	2+2	--	--	50+50	25+25	100
		<b>Total</b>	<b>24</b>	<b>260</b>		<b>340</b>		<b>600</b>

*(Handwritten Signature)*

**Chairman**  
**Dept. of Studies in Education**  
 Karnataka State Akkamahadevi Women's University  
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 Vijayapura-586105.



**(Compulsory Activities for All students)**  
**ED -22-A: READING ,WRITING AND REFLECTING**

**Contact Hours: 30**

**Marks: 50**

**2 Credits**

**Unit 1: Reading beyond Text**

**(8 hours)**

1. Reading: Importance of Reading for teachers.
2. Making Connections of reading Text with Self, Text with Text and Text with World
3. Reading for Change – 1.Multicultural Perspective ( regional, folk literature)  
2. Inclusive Perspective (gender, class, caste, differently able and the like)  
3. Educational Perspectives (Policies, documents, journals)
4. Reading of general books and Newspapers. Advantages.

**Activities to be conducted in regular Class**

**(8 hours)**

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.
- Reading of general books and News papers in class and discussion on educational importance. Advantages.
- Reading of Educational Perspectives, Policies, documents, journals in Class.

**Unit 2: Expressive Reflections**

**(8 hours)**

1. Writing: Importance of Writing. Reflective and expository writings.
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Writing of English and Regional language texts.(Kannada,Hindi and other regional languages.
4. Professional writing, amateur writing and leisure time writing.
5. Student Writing: Problems of Students in Writing, Remedies of writing problems of Students.



### Activities to be conducted in regular Class

(6 hours)

1. Teacher Educator will give a topic related to empirical, conceptual and historical work, policy documents for Writing, after Writing in group or individual pupil teacher will discuss their view on the given topic.
2. Write a review or a summary of the text, with comments and opinions.
3. Teacher educator will examine/observe the writing of the student and remedial suggestions will be given.
4. Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for writing on Black board , individual pupil teacher will discuss their view on the given topic of Writing.
5. Introduction of some books and writing styles, narrations and structure.

### Assignments

1. Collection of Articles and submit a report.
2. Writing an exploratory essay on a text and presenting in the class
3. Writing critical reflection poems of school texts.
4. Develop a booklet of activities for improving handwriting.
5. Writing essays on education thinkers.
6. Text book analysis and report

### Scheme of Assessment:

Sl.No	Item	Marks
1	One test(Two hour duration of 50 marks Reduce to 10 marks)	10
2	Four Assignments (4X10)/Activities	40
	<b>Total</b>	<b>50</b>

### REFERENCES

#### Reflective Reading

- [http://www.decd.sa.gov.au/literacy/files/links/Scaffolding\\_Students\\_in\\_Re.pdf](http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf)
- <http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>
- <http://www.nlb.gov.sg/sure/reflective-reading/>
- <http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.11107.5350>
- [http://www.jstor.org/stable/1179849?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents)



**ED-22-B: FIELD WORK AND IMERSION**

6-Credits

150 -Marks

**INTERNSHIP PROGRAMME DETAILS:**

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort. It should be conducted minimum of **50 working days**.

There are 3 stages in the internship programme. They are

- i. Pre-internship stage
- ii. Actual internship stage &
- iii. Post-internship stage

***I) Pre-internship Stage***

Sl. No	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1	Meeting	Faculty Members of GCTEM	Curriculum finalized, Roles and Responsibilities sheets		
2	Meeting	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities	
4	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers and GCTEM Faculty and DIET faculty	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	



## II, b) Actual Internship Stage(II Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Monitoring Staff/ Agency
1.	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	10 weeks	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
2	Innovative class		Trainee with his/her own innovations takes the class and getting feed back after each class	4 day (4 Classes)	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
3	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
4	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
5	Remedial classes		Trainee organizes the Remedial classes to the below average students and conducts unit test	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
6	Conducting classes with ICT		Trainee using computer with internet conducts classes which is observed by the monitoring authorities	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
7	Organizing Co-scholastic activities to the students		Trainee organizes various activities in the area of his choice including PE & HE	4 days	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
8	Conducting Action Research		Trainee during his practicing session identifies the low achievers and conducts action research	10 Days	

## III) Internship Stage at GCTEM (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	2 day	Principal, Reader & Lecturer of GCTEM
2.	Viva voce	2 day	Reader & Lecturer of GCTEM
3.	Submission of Reports on Visits organized, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	2 day	PST Reader & Lecturer of GCTEM
4.	Reports by the Supervising authority- BEO, BRC,SI, EO, DIET faculty, DDPIPU, DDPI, Mentor, GCTEM faculty		Principal, Reader & Lecturer of GCTEM




**ED-22-C: PRACTICAL EXAMINATION (2+2=4 Credits)**

The university shall conduct practical examination in teaching one lesson in each of the subjects of practice teaching offered by the student under **PSS-I** and **PSS- II** at the end of the 04<sup>th</sup> semester. Each lesson shall be observed fully and assessed by two examiners preferably one internal and other external chosen on the basis of their special knowledge of the subject. Both the lessons should be presented preferably in 5E'S Lesson Plan Model. The final result shall taken into account the performance of the student assessed both internal and externals. The Practical Examination Marks should be treated as External.

**Scheme of Assessment:**

Sl.No	Subject	Duration	Internal	external	Average Marks
01	Pedagogy of School Subject(PSS) -I	45 Minutes	50	50	50
02	Pedagogy of School Subject(PSS) -II	45 Minutes	50	50	50
<b>Total</b>					<b>100</b>

-----: END OF 4<sup>TH</sup> SEMESTER: -----

  
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