

TUMKUR

UNIVERSITY

TUMKUR

REGULATIONS AND SYLLABUS

For

BACHELOR OF EDUCATION

B.ED. DEGREE

TWO YEAR B.Ed. PROGRAM

(Semesterised and CBCS Scheme)

(CHOICE BASED CREDIT SCHEME AND FOUR SEMESTER COURSE)

Prepared as per NCFTE and NCTE Recommendations and CBCS
Opted by Tumkur University

With Effect From
2015-2016 and Onward

TUMKUR UNIVERSITY

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FACULTY OF EDUCATION

REGULATIONS

OF

BACHELOR OF EDUCATION (B.ED.)

CHOICE BASED CREDIT SCHEME (CBCS) AND FOUR SEMESTER COURSE

WITH EFFECT FROM 2015-2016 AND ONWARDS

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that persons teachers for upper primary or middle level (Classes VI-VIII), Secondary Level (Classes IX&X) and Senior Secondary Level (Classes XI,XII). The programme shall be offered in composite institutions and defined in clause (b) of regulations 2.

1.1 Vision for Teacher-Education

Teacher-education must become more sensitive to the emerging demands of the school system. For this it must prepare the teacher for the role of being an:

- encouraging, supportive and humane facilitator in teaching–learning situation to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values needed to function as responsible citizens; and
- active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to the changing societal needs and the personal needs of learners.

1.2 Features of Teacher Education:

To be able to realise this vision, teacher-education must comprise the following features to enable student-teachers to

- understand the way learning occurs and to create plausible situations Conducive to learning;

- view knowledge as personal experience constructed in the shared Context of teaching–learning, rather than embedded in the external Reality of textbooks;
- be sensitive to the social, professional and administrative contexts in which they need to operate;
- develop appropriate competencies to be able to not only seek the abovementioned understanding in actual situations, but also to create them;
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations;
- Consciously attempt to formulate one’s own professional orientation as a teacher in situation-specific contexts;
- View appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalised and disabled;
- To pursue an integrated model of teacher-education for strengthening the professionalization of teachers;
- develop the needed counselling skills and competencies to be a ‘facilitator’ for and ‘helper’ of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

1-3 Objectives and Duration of the Course:

1.3.1 On completion of the course the Student-Teacher will be able to:

- i.** Develop among teachers a clear understanding of the psychology of their students.
- ii.** Enable them to understand the process of socialization.
- iii.** Develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- iv.** Enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- v.** Develop the skills for guidance and counseling.
- vi.** Enable them to foster creative thinking among pupils for the reconstruction of knowledge.

- vii. Acquaint them with the factors and forces (within the school and outside) affecting educational system and class room situation.
 - viii. Acquaint them with educational needs of special groups of pupils.
 - ix. Enable them to utilize community resources as educational inputs.
 - x. Develop communication skills and to use the modern information technology.
 - xi. Enable them to undertake action research and use innovative practices.
 - xii. Foster in them a desire for life-long learning.
- 1.3.2** B.Ed. course is of Four-Semesters and Choice Based Credit Scheme (CBCS) / Two year of Four Semester duration. Each semester shall extend over a period of 16 weeks.
- 1.3.3** The intake of students shall be as notified by the NCTE, State Government and the University.
- 2.0 Eligibility Criteria for Admission:**
- 2.1** Candidates who have obtained the any Bachelor's Degree of this University or of any other University recognized as equivalent recognized by UGC.
- a. Provided that the minimum marks, excluding the Internal marks and the marks obtained in class examinations for the purpose of qualification specified above shall be;
 - i. 45% of marks in the aggregate of three years of study in respect of candidate belonging to SC/ST, Physically Challenged and Cat-I candidates.
 - ii. 50% of marks in the aggregate of three years of study in respect of the other candidates.
 - b. Candidates of other Universities seeking admission to B.Ed. course of Tumkur University under Non-Govt. seats designated as, other seats category in aided and unaided institutions should necessarily attach the Eligibility Certificate issued by Tumkur University without which their applications shall be rejected.
 - c. Provided further, that candidates suffering from disability exceeding 75 percent are not eligible for selection under these rules.
- 2.2** In all Colleges of Education admission of candidates shall be made in accordance with the Government orders issued from time to time in respect of (a) reservations and (b) quota for Non-Karnataka students and any other special categories and in respect of any other aspect having a bearing on admissions.
- 2.3** Selection of subjects for Pedagogy of school Subjects

2.3.1 The College shall not provide admission to the candidates who desire to opt for subjects, which the college has no provision to teach.

2.3.2 For being eligible for admission to B.Ed. course of Tumkur University.

(i) The two elective or equivalent studied should be those which will be offered as Pedagogy of School Subject (POSS-I & POSS-II).

2.3.3 No candidate shall be permitted to offer more than one language under special Pedagogy of School Subject unless he or she has studied both languages for at least 200 marks each at the graduate level. While selecting so the selection should be such that the two fall under different categories viz., Modern Indian Classical and Foreign Language categories.

2.3.4 In those college which offer Marathi/Urdu or both as POSS students be permitted to undertake practice teaching in other Pedagogy of school subject through Marathi/Urdu as medium of instruction provided that (i) the candidate has offered that language as the medium of instruction at the SSLC Examination and (ii) guidance is provided by a teacher educator of the college or a Secondary school teacher teaching the particular subject possessing either B.A./B.Sc., M.Ed., or M.A./M.Sc/M.Com/M.C.A. & M.Ed. qualifications. However if trained teachers with above qualifications are not available, then trained teachers with a minimum of 5 years of experience in the concerned subject shall be permitted to guide. In such cases, colleges shall necessarily obtain prior permission from the University by submitting all relevant records pertaining to the students and teacher educators/secondary schoolteachers.

2.4 Fair Distribution of Seats Among Pedagogy of School Subjects:

The number of students to be admitted under special Pedagogy of School Subject shall normally be distributed across reservation categories such that 50% belong to Humanities and 50% to Science and Mathematics. Marginal adjustment to the above mentioned distribution may be permitted by the University to the extent of 15%, provided teaching facilities are available in the college.

2.5 Intake:

Each College of Education shall adhere to the intake fixed by the Government, NCTE and the University periodically and shall also adhere to the ratio stipulated for Karnataka and non-Karnataka candidates. Their shall be basic Unit of 50 Students with maximum of Two Units. If the college/Department wishes to have Two Units subject to the approval of NCTE and University.

3.0 Medium of Instruction:

The medium of instruction and examination shall be English or Kannada.

4.0 Attendance:

4.1 Each semester shall be taken as a unit for purpose of calculating attendance/

4.2 A student enrolled in the B.Ed. programme shall be deemed to have satisfied the requirement of attendance if he/she has attended not less than 80% of the total number of working days, which include lectures, seminars, practice teaching and practical work undertaken together during each semester.

4.3 The minimum attendance of student-teacher shall have to be 80% for all course work and practicum, and 90% for school internship.

5.0 Shortage of Attendance:

5.1 Shortage of attendance to the extent of 10% may be condoned by the Vice-Chancellor on the recommendations of the Principal of the College provided the Principal Certifies that the reasons furnished by the student for not complying with the attendance requirement are genuine. There shall not be, however, any condonation where the attendance is less than 70%.

5.2 Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may keep fresh terms by again enrolling themselves for the course following the rules of the University.

6.0 Scheme of Instruction:

6.1 In the First Semester there shall be Seven Papers (Five Core Papers + Two Pedagogy of School Subject, EPC-1 Reading and Reflecting on Texts and to Engagement with Field Work Microteaching and School Observation Demonstration by Pedagogy Teacher Education One and Two).

In the Second Semester there shall be Five Papers (Three Core Paper, Two Pedagogy of School Subject, EPC-II Drama and Art Education, Practice Teaching Four Lesson in each POSS and Practicum related and Engagement With Field work. In the Third Semester there shall be One paper Knowledge and Curriculum and School Internship Program for the period of 10-15 week. In the Fourth Semester, there shall be Six Papers (Four Core Papers, Two Pedagogy of School Subject, EPC-III) Understanding Self Development. (**Vide Annexure-II**).

6.2 Every college shall offer atleast Four Optional Papers or Open Elective Course in the Fourth Semester.

7.0 Hours of Instruction (Contact Hours) Per Week:

7.1 Working Days

- (a) There shall be atleast two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week of six days, during which physical presence in the institution of all the teachers and student teachers in necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work & practicum and 90% for School Internship.

7.2 Practice Teaching related activities shall be completed within Three weeks in second semester. The practice teaching related activates can be extended Middle Level (Classes VI - VIII), Secondary Level (Classes IX-X) and Senior Secondary Level (Classes XI-XII), as per the preamble of the NCTE Guide.

8.0 Practice Teaching:

8.1 Each student shall practice teaching by giving Four Lessons in each subject of Pedagogy of School offered in relation to POSS-I and POSS-II in a Recognized Schools/Attached Practice Schools/Co-Operative Schools/ Govt. Schools of Middle Level, Secondary Level and Senior Secondary Level for period of about Three weeks or as a spread over programme during the Second semester.

- a) The College Staff/Teacher Educator supervises and shall check all the Lesson Plans, the lesson shall be fully observed, assessed and marks recorded by them on the spot-followed by a feedback discussion session with the student-teachers. In the case of non-availability of College Staff Supervisors, the same may be done by the concerned subject teacher for the school appointed by the Principal of the College.
- b) Assessment for teaching practice on POSS-I and POSS- II shall be based on quality of lesson plans written and student-teacher performance in 4 practice lessons in each subject and related teaching and learning aids used during the lesson in actual classrooms and in Microteaching and Innovative Teaching under simulated conditions (One Lesson).

8.2 Each student teacher shall fully observe a minimum 16 lessons per subject of teaching practice out of which, Eight lessons may be of the same subject and Eight may be of the other subject and attend the feedback session held by the supervising staff these student teachers shall maintain proper records of lessons observation in a prescribed proforma and present of verification by the college supervisors.

8.3 Each student shall undergo training in microteaching in simulated condition using at least any three of the following skills in each POSS without overlap. The student shall submit the lesson notes to the concerned supervisor.

(A) Writing Instructional Objectives, (ii) Introduction the Lesson, (iii) Explaining, (iv) Illustrating with Examples, (v) Questioning, (vi) Using Black Board, and (vii) Stimulus Variations

8.4 Each student-teacher shall undergo training in innovative teaching under simulated condition. The student shall submit the lesson notes to the concerned supervisor.

8.5 Each student-Teacher shall submit the internal assessment records of all the assignments as detailed in **9.0** for the concerned semester.

9.0 Internal Assessment:

Internal Assessment Components and Marks:

In case of all Theory Papers, the internal assessment shall be for 20 theory marks, assessed through a test of 10 marks and one assignment/semester for 10 marks.

Theory-I Semester

Paper		Test (1)* Marks	Assignment/Seminar(1)* Marks	Total Marks
S ₁ Course 1	Child & Growing Up	10	10	20
S ₁ Course 2	Contemporary India & Education	10	10	20
S ₁ Course 3	Language Across the Curriculum	10	10	20
S ₁ Course 4	Understanding Discipline & Subject	10	10	20
S ₁ Course 5	Skills and Strategies of Teaching	10	10	20
S ₁ Course 6	POSS-I	10	10	20
S ₁ Course 7	POSS-II	10	10	20
S ₁ EPC - 1	Reading and Reflecting on Texts	Grade	Grade	A/B/C/D/E

* Please See Appendix – I for the Details of the EPC – I; Reading and Reflecting on Texts

Theory-II Semester

Paper		Test (1)* Marks	Assignment/Seminar(1)* Marks	Total Marks
S ₂ Course 8	Learning and Teaching	10	10	20
S ₂ Course 9	Knowledge & Curriculum-I	10	10	20
S ₂ Course 10	Assessment for Learning	10	10	20
S ₂ Course 11	Educational Technology	10	10	20
S ₂ Course 12	POSS-I	10	10	20
S ₂ Course 13	POSS-II	10	10	20
S ₂ EPC - II	Drama & Art In Education	Grade	Grade	A/B/C/D/E

* Please See Appendix – II for the Details of the EPC – II Drama & Art In Education

Theory-III Semester

Paper		Grade	Assignment/ Seminar (1)* Marks	Total Marks
S ₃ Practicum-I	Internship On POSS – I + Project Work – I		(125+20)	140
S ₃ Practicum-II	Internship On POSS – II + Project Work – II		(125+20)	140
Practical Exam	POSS – I & II		(50+50)	100
S ₃ EPC - III	Understanding and Self	A/B/C/D/E		

* Please See Appendix – III for the Details of the EPC – III Understanding and Self

Theory-IV Semester

Paper		Test (1)* Marks	Assignment/ Seminar (1)* Marks	Total Marks
S ₄ Course -14	Gender, School and Society	10	10	20
S ₄ Course-15	Creating an Inclusive School	10	10	20
S ₄ Course-16	Open Elective Course Subject(any one) Work Education/ Peace Education/ Value Education/ Guidance & Counseling/ Health & Physical Education/ Special Education/ ActionResearch/Environmental Education)	10	10	20

S ₄ Course-17	Critical Understanding (ICT)	10	10	20
S ₄ Course-18	Knowledge and Curriculum-II	10	10	20

(B) Practice Teaching

The activities and the allotment of marks for Practice Teaching in each Pedagogy of Schools Subjects are as follows:

Sl. No.	Particulars	Semester -I	Semester – II		Semester – III	
		Marks	Marks		Marks	
1	Micro Teaching Under Simulated Conditions (3 Skills Without overlapping)	30 (5x3x2)	----	-----	----	-----
2	Lesson Planning	----	10 (5x2)	(4 Lessons) (2 Best Lessons to be Considered for Evaluation)	50 (5X5X2)	(20 Lessons) 5 Best + the Criticism Lesson to be Considered for Evaluation)
3	Lesson Teaching (Including Teaching Aids & Observation Record)	----	10 (5x2) 10 (5x2)	(4 Lessons) (2 Best Lessons to be Considered for Evaluation)	50 (5X5X2)	(20 Lessons) 5 Best + the Criticism Lesson to be Considered for Evaluation)
4	Innovative Teaching (simulated) 1. Model of Teaching or 2. Integrating Technology in Teaching	----	----	----	20 (10X2)	One Lesson
5	Unit Plan	----	----	----	20 (10x2)	----
6	Resource Unit/ Instructional Kit/ Work Book/ Working Models*	-----	----	----	40 (20x2)	----
7	Construction of Achievement Test (30 items)	----	----	----	40 (20x2)	----
8	Administration of Achievement Test and Interpretation of Test Scores	----	----	----	10 (5X2)	----
9	Observation Record (Minimum of 30 Lessons)	----	----	----	20 (10X2)	----

	Total	30	30	----	250	----
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(C) Community Orientation and Co-Curricular Activities

In addition to the above practice teaching components, each student teacher shall participate/ undertake the following activities and submit a report in respect of each item: In the second semester

9.1.1 Socially Useful Productive Work (SUPW)

9.1.2 Co-Curricular Activities (CCA)

9.1.3 Physical Education/ Games (PE/G)

9.1.4 Citizenship Training Camp (CTC) : The CTC should aim at fostering qualities like Working with Community, Collective Work, Co-Operative Living, Fellow Feeling, like-minded towards rural culture etc. among student teachers. The college shall arrange to have such activities in CTC that foster the above orientations. The CTC should exclusively be conducted at a rural place by the college during first or the second semester.

These activities shall be graded as A, B, C, D, and E and the grades for these activities shall be shown in the marks card. The grade elaboration is as follows:

A – Excellent, B – Good, C – Average, D – Fair and E – Poor.

9.2 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in 9.0 above to the University as and when it is called for.

9.3 Internal assessment

9.3.1. The internal assessment marks shall be based on attendance, tests, seminars, assignments and practical/practicum/Activities.

9.3.2. The internal assessment marks shall be communicated to the Registrar (Evaluation) within 15 days at the end of the each semester.

9.3.3. A candidate shall register for all the papers of a semester when he/she appears for the examination of that semester for the first time.

9.3.4. Conduct of Practical Examination: the University shall conduct Practical Examination with the help of “Practical Examination Boards” approved by the Chairman, Board of Examiners. Each practical Examination Board shall consist of two members i.e., one from the B.Ed. College and the other from Practicing School.

9.4 Practical Examination

- a.** The University shall conduct practical examination in teaching one lesson in each of the subjects of practice teaching offered by the student-teacher under POSS-I and POSS-II at the end of the second 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.
- b.** The final result shall take into account the performance of the student in I and II Semesters assessed both internally and externally.

School Internship

Having gained some experience with the child, the community and schools in Year 1, the Second Year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and Participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship.

Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

No. of Days: 90 and Allocated: 250 Marks

Pre-Internship Activities: This is meant to prepare the ground for making internship more meaningful and strengthen relation with the practicing schools.

Duration: One Week

Provide an Orientation to student teachers on the following, taking the help of School Teachers and / or Headmasters:

- Preparing unit plans and lesson plans
- Identification of lessons and different resources available in school
- Construction of achievement and diagnostic test
- Maintaining peer group observation records
- Writing reflective journals
- Maintaining Physical Education records
- Preparing reports on school activities

Pre-internship conference with co-operating schools to be organized by institutions.

Eligibility to take the Examination

- b.** A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under

regulation of this syllabus, the following additional work also and has maintained proper records.

- i. Participation in the Co-Curricular Programmes, SUPW, Health and Physical Education Activities Organized by the College.
- ii. Participation in Fieldtrip, such as visit to School/Schools, Science Slubs/Museums and the like Model Institutions.
- iii. Participation in Seminars-Symposia/Programmes organized by the college for professional advancement.
- iv. Internal assessment in respect of 9.0 (c) above shall be in a form of assigning grades from A (Highest) through B, C, D, or E (Lowest). There will be no minimum grade for pass to be obtained. However, the Grade obtained by the student shall be recorded in the marks card.
- c. The College shall submit to the University all the internal assessment marks pertaining to theory and practicum as details in above to the University a week before the commencement of the theory examination.

10.0 The Co-Ordination Board:

A Board for Co-ordination and moderation of internal assessment may be appointed in the I Semester each year for (i) assessing and ensuring the relevance, range and quality of work and its assessment (ii) moderating and regulating the range and distribution of internal assessment in all papers including teaching practice (i) and (ii) in relation to the quality of the work turned out, suitably scaling up or down the whole set of marks in any area.

10.1 The Board shall consists of –

1. Dean of the Faculty of Education as Chairman of the Board.
2. There shall be One Co-Ordinator from the Department of Education KUD (by rotation cum seniority).
3. Two Senior Principals with minimum of 15 years of Teaching experience in College of Education from the affiliated Colleges of Education Including Constituent College of Education (by Rotation cum Seniority).
4. The Principal of the B.Ed. colleges which the board is visiting.
5. One senior Lecturer from the affiliated Colleges of Education including constituent college of Education (On rotation with minimum of 15 years of teaching experience in college of Education.)
6. In the event of members appointed under (2) and (4) failing to attend the Board, the Chairman may be authorized to Co-Opt a senior member from the affiliated/ Constituent College.
7. In the event of the number of Colleges of Education increasing beyond 20, a second Co-Ordination Board shall be constituted with the Dean of

the Faculty of Education, Karnatak University. Further, the board consists of new members from (2), (3) and (5) categories.

10.2 Guidelines

- 10.2.1** .The University shall receive the consolidated Internal Assessment marks lists (in duplicate) from each college within 15 days of the end of the each semester. The Individual colleges shall also submit the required descriptive statistics i.e. Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Practice Teaching as directed by the Coordination Board.
- 10.2.2** The Co-ordination Board shall meet at the University in the 1st instance to scrutiny the internal assessment marks of each college.
- 10.2.3** The proportion of students who are above the theoretical average (50%) given an indication of the extent of liberalism in internal assessment.
- 10.2.4** The range of marks assigned by the college indicates the extent of discrimination in evaluation of student performance in respect of quality of work, if either the range is too narrow, or the distribution is lop-sided, the Co-ordination Board shall take appropriate steps to moderate.
- 10.2.5** The range of marks for each College of Education in respect of internal assessment for the college as a whole should be between 65% to 90% and the college mean should be between 70% to 80%. The Co-Ordination Board shall review the assignments submitted by the students and their assessment pattern and would examine whether the range of marks of a College of Education is between 65% to 90% and the mean score of the college is between 70% to 80% as stipulated.
- 10.2.6** The Co-Ordination Board shall visit the colleges at the end of the every Semester after the initial meeting at the University.
- 10.2.7** The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Coordination Board duly signed to the Registrar (Evaluation), with a copy of the Chairman of the Co-ordination Board.
- 10.2.8** The Co-Ordination Board also should ensure that the Evaluation is done based on the performance of the student and record submitted them. The Co-Ordination Board shall identify 10 to 15% of the students, assignments selected at random from the two extreme and middle groups after each semester examination.
- 10.2.9** The deliberations of the Co-ordination Board and the records submitted by the Colleges shall be treated as CONFIDENTIAL.

10.2.10 In the instance of any malpractice coming to the knowledge of the Co-ordination Board, the matter will be reported to the University for Appropriate Action.

10.2.11 The decision of the Co-ordination Board shall be final.

11.0 Scheme of Examination:

11.1 There shall be a University Examination at the end of each semester and except Third semester.

11.1.1 Scheme of studies and examination of the B.Ed. Course (vide Annexure II)

11.2 The composition of theory and internal assessment for each paper shall be 80 and 20 marks respectively.

11.3 Practical Examination

a) The University shall conduct practical examination in teaching one lesson in each of the subjects of Pedagogy of School offered by the student under POSS-I and POSS-II at the end of the Second 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.

b) The final result shall take into account the performance of the student in all I, II, III and IV Semesters assessed both internally and externally.

12.0 Theory Examination :

a) Question Paper Pattern

Pattern of Question Papers for B.Ed. Course-1 to Course-17 of Four Semester First, Second, Third & Fourth Semester.

Section	No. of Questions to be Answered	Marks Per Question	Total Marks	Nature of Objectives to be Covered
A	12 Questions out of 15 questions to be answered	5	60	Knowledge/Comprehension/Comprehension type question. Each should answer in not more than one page.
B	2 Questions with internal choice	5	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages

		Total	80	
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b) Board of Examiners and Valuation:

- i. There shall be Board of Examiners for scrutinizing and approving the question papers.

c) Classification of Successful Candidates:

- i. Minimum for a pass at the University Examination in each of the Theory papers/ Practical shall be 35% and minimum for a pass in each paper including internal assessment shall be 40% and 50% in aggregate for all the papers in each semester.
- ii. For the purpose of declaring Ranks and Classes the aggregate of the marks in both the semesters shall be taken into account. However, Ranks shall not be declared in case the candidate has not successfully completed each of the papers in the first attempt.
- iii. Successful candidates who secure the minimum marks stipulated above in all papers in one attempt in both the semesters shall be classified as follows:
- First Class with Distinction: 70 percent and above in both theory and practicum paper separately as well as in aggregate.
 - First Class: 60 percent and above, but below 70 percent in both theory and practicum taken separately as well as in aggregate.
 - Second Class: 50 percent and above, but below 60 percent in aggregate in both theory and practicum.
 - Third Class: 40 percent and above, but below 50 percent in the aggregate.

d) Provision for Repeaters

- i. A candidate is allowed to carry all the previous uncleared papers to the subsequent semester provided he has satisfactorily fulfilled the attendance requirements prescribed.
- ii. Candidates who have failed/ remained absent or are opting for improvement in any paper/s shall appear for such paper/s in the **three Immediate Successive Examinations** that are conducted. However, the marks secured in the previous attempt shall be retained, if the same is higher, even after appearing for improvement. Further there is no provision for improvement in the Practice Teaching University Examination.
- iii. The candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearances.

- iv. Claim of Exemption: Candidates who fail in the B.Ed. examination may claim exemption at their option at subsequent attempts in the subjects in which they have obtained 40 percent or more. Such candidates who pass in subsequent attempts however will not be eligible for a class; scholarship etc. The internal assessment once awarded for a paper shall be retained even if the candidate takes the theory/ practical examination in that paper subsequently.
- v. There is no provision for improvement of internal assessment.

e) **Miscellaneous**

The Directions, Orders, Notifications issued by the University Authorities in respect of matters not covered by these Regulations shall be final, provided they are in conformity with the provisions of the Karnataka State Universities Act, 2000 and the Ordinances, Statutes, Regulations and Rules made there under.

13.0 Additional Clause for Content Component Courses for Bachelor of Education (B.Ed.) Semester Course 2013-2014 and Onwards

13.1 The Content Component Course (C.C.C.) shall be made exemption or compulsory as under keeping in view the Government Orders of the past and present and convention of the University, being followed while allotting POSS-I and POSS-II respectively Content Component Course Subject in the First Semester and Second Semester Only.

13.1.1 Eligibility Criteria for Selection of Content Component

13.1.2 Candidates who have obtained any Bachelor's Degree of the University or of any other University recognized as equivalent thereto with any one language and at least two subjects of three electives specified below during all three years of course of study.

Languages: English, Kannada, Hindi, Marathi, Urdu, Sanskrit.

Electives: Physics, Chemistry, Botany, Zoology, Mathematics, History, Political Science, Sociology, Geography, Economics, English, Kannada, Hindi, Marathi, Urdu, Sanskrit.

If the candidates studied above said subjects then they may be exempted from the study of content component course subject.

13.1.3 Candidates who offer a language as one of the (POSS) to be treated as equivalent in the list of Languages: English, Kannada, Hindi, Marathi, Urdu, and Sanskrit.

Electives: Physics, Chemistry, Botany, Zoology, Mathematics, History, Political Science, Sociology, Geography, Economics, English, Kannada, Hindi, Marathi, Urdu, Sanskrit, shall have studied the language for a paper of atleast 200 marks either as basic or compulsory or even without a specific nomenclature during their any Graduation Course. They are exempted from the study of Content Component Course Subject.

- 13.2** If the candidate has not studied school teaching subjects as option at Bachelor Degree level for all the three years/ two years at P.G. level, then candidate has to select one or two Content Component Course as per the syllabus prescribed by the University and write an examination conducted by the University and also study the Pedagogy of school subject in the same subject for the B.Ed. course (as per Government Order CAC/3/B.Ed.2013-14 dated 19.11.2013)
- 13.3** Any candidate who has not studied optional subject for all the three years at Any Bachelor Degree should take Content Component Course Subject(s) along with candidate has to study two Pedagogy of School Subject (POSS).
- 13.4** Subject(s) studied as Content Component Course at B.Ed. will not be considered as equivalent to Major/Optional subject in Bachelor's Degree/ P.G. Level.
- 13.5** The Content Component Course Subject(s) prescribed at B.Ed. is only to facilitate the candidates to pursue B.Ed. programme.
- 14.0** Provided that candidates who have obtained any degree from recognized Universities situated in Karnataka or outside the Karnataka State should have studied at least two electives specified above in 16.2.1 & 16.2.2 at their three years Degree course of study by appearing for one subject in the University Examinations for atleast two years and in the principal subjects for at least three years only and if there is any change of subject during the course of study of three years. Such candidates shall select and shall be allotted two or one Content Component Course Subject(s) which depends on subject combination of their graduation course.
- 15.0** The students of any degree who have studied school subjects or related school subjects for a period of three years and also languages

as a basic for a period of two years at the degree level may be exempted from the study of content component course subject.

- 17.0** Students of any degree who have not studied either school subjects or related school subjects for a period of three years or the language as a basic for a period of two years at the any degree level shall be made compulsory to study two or one Content Component Course Subject(s) which depends on the subject combinations during their three years degree course.
- 18.0** Students who are allotted Content Component Course Subject(s), they have to be undergone University Examinations for each Content Course Subject(s) of 50 maximum marks and should obtain 20 marks minimum for passing at the end of each semester. There is no Internal Assessment Marks for Content Component Course Subject(s).
- 19.0** Students, who are allotted Content Component Course Subject(s), have to study compulsorily along with two Pedagogy of School Subject (POSS) in respective subjects.
- 20.0** Content Component Course Subject(s) marks shall not be included for the percentage calculation of B.Ed. Semester-wise University Examinations.
- 21.0** The Content Component Course Subject(s) shall not be compulsory for both Pedagogy of School Subject. However, it shall be either both methods or one method depending upon the subjects studied at three years degree level as per the above said/mentioned norms.
- 22.0** Students who are allotted Content Component Course Subject(s) which supports the trainee to enrich the Pedagogy of School Subject(POSS) along with to have practical knowledge and to understand all the assignments in respective Pedagogy of School Subject(POSS).
- 23.0** As per the Government order students who are allotted and studying the Content Component Course Subject(s) which is/are not equivalent to the students who are studying actual courses during three year UG degree programme.
- 24.0** Content Component Course Subject(s) shall be Guided/Taught by the either concerned Pedagogy Teacher Educator or shall be taught the

subject by arranging Guest Lectures or can be taught by providing Self Learning Modules (SLM).

25.0 Any Unforeseen problems/ difficulties may be resolved by the Vice-Chancellor, whose decision in the matter shall be final.

26.0 Scheme of Examination of Content Component Course Subject for Bachelor of Education (B.ED) Degree Programme:

26.1 Scheme of Examination:

26.1.1. There shall be a University Examination at the end of each First & Second semester. University will conduct the Examination and Valuation Work but marks obtained in the Content Component Course Subject(s) should not be added for the calculation of percentage of total B.Ed. Marks.

26.1.2. There shall be Examination Fees of Rs.100/- per content paper per semester for Content Component Course Subject(s) which is to be remitted to the University in addition to the B.Ed. Main Examination.

26.1.3. The Scheme of studies and Examination of B.Ed. Course (Vide Annexure 1)

26.1.4. The Composition of each Content Component Course Subject(s) shall be 50 Theory Marks and no Internal Assessment Mark.

26.1.5. Content Component Course Subject(s) Examination Question Paper Pattern for Content Component Course subject (CCC) duration of Examination is of 2 hours.

Scheme	No. of Questions to be answered	Marks for Question	Total Marks	Nature of objectives to be covered
A	Five Questions out of Eight Questions to be answered	2	10	School subject(s) Application type of Questions each should be answered not more than one page
B	Four Questions out of Six Questions to be answered (5 X 4 = 20)	5	20	Knowledge Comprehension type of Questions on School subjects related, each should be answered one

				page
C	Two Questions with Internal Choice (2 X 10 = 20)	10	20	Understanding/ Comprehension and Analysis, synthesis evaluation type questions on school subjects related to each should be answered 2 to 3 pages.
	Total		50	

Note: All units in a given Subject / Paper should be adequately represented in the question paper.

- Due weightage in terms of marks should be given each unit.

26.2 Board of Examiners and Valuation:

26.2.1 There shall be a Board of Examination for scrutinizing and approving the question papers of Content Component Course Subject(s).

26.2.2 Valuation should be done based on the scheme of valuation which is to be prepared by paper setter.

26.3 Successful Candidates:

26.3.1 Minimum for a passing for each Content Component Course Subject(s) is 20. Marks obtained for each Content Component Course Subject(s) cannot be considered for the calculation of percentage or awarding any class. A ward of class is not applicable for Content Component Course Subject(s) in the University Examination.

If the Candidate is obtained below 20 or less than 20 marks shall be declared as fail. A Grace Mark is applicable for Content Component Course Subject(s) as per the existing rule of the University.

26.4 Provision for Repeaters:

26.4.1. A Candidate is allowed to carry the previous Content Component Course Subject paper(s) to the subsequent semester provided he/she has to be satisfactorily fulfilled the attendance requirements prescribed.

Candidate who have failed or remained absent in any Content Component Course Subject(s) shall appear for such paper(s) in the two immediate Successive Examinations that are conducted.

The Candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearance.

26.5 Claim of Exemption:

26.5.1. Candidates who failed in the Content Component Course Subject(s) examination may claim exemption at their option at subsequent attempts in the subject(s) in which they have obtained atleast 20 marks (40 percentage or more). Such candidates who pass in subsequent attempts however will not be eligible for any class.

26.5.2. There is no provision for improvement of Content Component Course Subject(s)

26.6 Code Number for the Content Component Course Subject(s)

26.6.1. There shall be separate Code Number for the Content Component Course Subject(s) – C is code which follows number. The details of the Code Number for each semester for each paper are as follows:

Sl. No.	Subject	First Semester	Second Semester
1	Content Component Course in History	C 9	C 29
2	Content Component Course in Kannada	C 11	C 31
3	Content Component Course in English	C 10	C 30
4	Content Component Course in Sanskrit	C 15	C 35
5	Content Component Course in Hindi	C 12	C 32
6	Content Component Course in Urdu	C 14	C 34
7	Content Component Course in Marathi	C 13	C 33
8	Content Component Course in Geography	C 8	C 28
9	Content Component Course in Physical Science	C 6	C 26
10	Content Component Course in Biological Science	C 7	C 27
11	Content Component Course in Mathematics	C 5	C 25

26.7

Annexure – II

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme

Semester – I

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
.							

1	S ₁ Course 1	Child and Growing Up	4	4	20	80	100
2	S ₁ Course 2	Contemporary India & Education	4	4	20	80	100
3	S ₁ Course 3	Language Across the Curriculum	4	4	20	80	100
4	S ₁ Course 4	Understanding Discipline & Subject	4	4	20	80	100
5	S ₁ Course 5	Skills and Strategies of Teaching	4	4	20	80	100
6	S ₁ Course 6	Pedagogy of School Subject-I (POSS-I)	4	4	20	80	100
7	S ₁ Course 7	Pedagogy of School Subject-II (POSS-II)	4	4	20	80	100
8	S ₁ EPC - I	Reading and Reflection Texts	-	-	-	-	Grade
9	* CCC-I	Content Component Course	2	2	-	50	50
10	* CCC-II	Content Component Course	2	2	-	50	50
		Total	28	28	140	560	700

I-Semester:

EPC- I Reading and Reflection Texts. To be assessed using Grades: A/B/C/D/E

- (*) University will conduct the Examination and Valuation. But Marks should not be added for the calculation of Percentage for Total B.Ed. Marks.
- (*) Candidates who are not studied school subjects at their degree level and they have to study CCC subjects as per the regulations and they have to study extra two credits for each CCC subjects.

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme

Semester – II

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	S ₂ Course 8	Learning and Teaching	4	4	20	80	100
2	S ₂ Course 9	Knowledge & Curriculum-I	4	4	20	80	100
3	S ₂ Course 10	Assessment for Learning	4	4	20	80	100
4	S ₂ Course 11	Educational Technology	4	4	20	80	100
5	S ₂ Course 12	Pedagogy of School Subject-I (POSS-I)	4	4	20	80	100
6	S ₂ Course 13	Pedagogy of School Subject-II (POSS-II)	4	4	20	80	100

7	EPC-II	Drama and Art in Education	-	-	-	-	Grade
8	* CCC-I	Content Component Course-I	2	2	-	50	50
9	* CCC-II	Content Component Course-II	2	2	-	50	50
		Total	24	24	120	480	600

II-Semester:

EPC-II: Drama and Art in Education. To be assessed using Grades:-A/B/C/D/E

- (*) University will conduct the Examination and Valuation. But Marks should not be added for the calculation of Percentage for Total B.Ed. Marks.
- (*) Candidates who are not studied school subjects at their degree level and they have to study CCC subjects as per the regulations and they have to study extra two credits for each CCC subjects.

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme

Semester – III

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	POSS-I	School Internship On POSS – I + Project Work – I	4	4	125+20	50	195
2	POSS-II	School Internship On POSS – II + Project Work – II	4	4	125+20	50	195
3	EPC-III	Understanding Self	-	-	-	-	Grade
		Total			290	100	390

Course: Enhancing Professional Capacities :(EPC) Understanding Self
To be assessed using Grades:-A/B/C/D/E

B.Ed. Course Scheme of Examination – CBCS and Semester Scheme

Semester – IV

Sl. No.	Paper	Paper Title	Instructional Hours per Week	Credits	I.A.	University Examination	Total
1	S ₄ Course -14	Gender, School and Society	4	4	20	80	100
2	S ₄ Course-15	Creating an Inclusive School	4	4	20	80	100

3	S ₄ Course-16	Select any One Optional Papers /Open Elective Course: Work Education/Peace Education/Value Education/ Guidance & Counseling/ Health & Physical Education/ Special Education/Action Research/Environment Education	4	4	20	80	100
4	S ₄ Course-17	Critical Understanding (ICT)	4	4	20	80	100
5	S ₄ Course-18	Knowledge and Curriculum-II	4	4	20	80	100
		Total	20	20	100	400	500

S₄ Course-19: Community Orientation and Co-Curricular Activities

1	S. U. P. W. **
2	P.E. / GAMES **
3	C. T. C. **

**** To be Assessed Using Grades – A, B, C, D, E**

27.0 Marks, Credit Points (CP), Grade Points (GP), Grades and Cumulative Grade Point Average (CGPA).

27.1 The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage marks	Credit Points	Letter Grade
75.00 to 100.00 %	7.50 to 10.00	A
60.00 to 74.90 %	6.00 to 07.49	B
50.00 to 59.94 %	5.00 to 5.99	C
40.00 to 49.94 %	4.00 to 4.99	D
Less than 40%	Less than 4.00	F

27.2 **Credit point (CP):** The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of the course.

27.3 **The award of Grade Point Average (GPA) :** for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of

credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

- 27.4 The Cumulative Grade Point Average (CGPA):** shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA to date shall be calculated by dividing the total number of credit pints in all the semesters to date by the total number of credits in all the semesters to date.

CGPA for the First Semester =

Sum of the CP of the I Semester ÷ Sum of the credits of the I Semester

CPGA for the II Semester =

Sum of the CP of the I Sem + Sum of the CP of II Sem. ÷ Sum of the credits of the I semester + II semester

CGPA for the III and IV Semesters shall be computed accordingly.

- 27.5** The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.
- 27.6** Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be awarded
7.50 to 10.00	First class with Distinction
6.00 to 7.49	First Class
5.00 to 5.99	Second Class
4.00 to 4.99	Pass
Less than 4.00	Fail

ANNEXURE – I
SUBJECTS RELATED TO SCHOOL TEACHING SUBJECTS AND METHODS OF TEACHING TO
BE OFFERED AT B.Ed. LEVEL

Sl. No.	School Teaching subjects	Equivalents in Bachelors Degree / post Graduate	POSS-I	POSS-II
I	II	III	IV	V
1	LANGUAGES TAUGHT AS LANGUAGE IN THE SCHOOLS (KANNADA, ENGLISH, HINDI, URDU, TAMIL, TELUGU, MARATI, SANSKRIT, MALAYALAM)	Languages (Kannada, English, Hindi, Urdu, Tamil, Telugu, Marati, Sanskrit, Malayalam) studied as optional at Diploma / Bachelors Degree level / P.G. level in Language offered by universities recognized by UGC, in languages taught in schools in Karnataka State.	Languages (Kannada, English, Hindi, Urdu, Tamil, Telugu, Marati, Sanskrit, Malayalam) taught in schools as Methods or above Languages studied as content-cum-methodology I	ANY subject studied as MAJOR SUBJECT as listed in col III at Sl. No 2, 3 & 4 at Bachelors degree / PG level or subject studied as content-cum-methodology II
2	ARTS/HUMANITIES/COMMERCE/SOCIAL SCIENCE (HISTORY, POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY GEOGRAPHY)	History, Political Science, Economics, Sociology, Geography as optional at Bachelors Degree level / P.G. level	History/ANY subject listed in COL No III of Sl.No 2 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Geography / Lang ANY subject studied as MAJOR SUBJECT as listed in col III at Sl. No 1, at Bachelors degree / PG level or subject studied as content-cum-methodology II

3	PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, MATHEMATICS)	Physics, Chemistry, Mathematics as optionals at Bachelors Degree level / P.G. level	Physics/ ANY subject listed in COL No III of Sl. No 3 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Mathematics/ Chemistry / ANY subject listed in COL No III of Sl. No 1 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology II
4	LIFE SCIENCE /BIOLOGICAL SCIENCE (CHEMISTRY, BOTANY, ZOOLOGY)	Chemistry, Botany, Zoology Environmental Science / Fisheries / Forestry / Micro Biology / Genetics / Bio Science / Physiology / Cell Biology / sericulture as optional at Bachelors Degree level / P.G. level	Biological Science/ ANY subject listed in COL No III of Sl. No 4 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology I	Chemistry/ ANY subject listed in COL No III of Sl. No 1 studied as MAJOR SUBJECT at Bachelors degree / PG level or subject studied as content-cum-methodology II

Appendix – I (EPC 1: Reading and Reflecting on Texts)

There have been studies to show that Under-Graduate Students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. Students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language Across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about Schools, Teaching, Learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses. For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing 2-Year B.Ed. Curriculum **20** leads to the development of Critical Skills. Student-Teachers will get 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 others' ideas.

NOTE:

(List of Activities EPC-1: Library Work/Paper Reading/Journal Reading/Magazines Reading/Preparation Album on Different Themes of Education, Pamphlets Monogram, Hand Books, Manuscript Magazines, Collection of Archive etc.,

Note: Each test shall be one hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments
- POSS: Pedagogy of School Subject.
- College is free to introduce any activities to promote EPC-I for Student-Teacher Trainees.

Appendix – II (Drama and Art in Education)

Note: Each test shall be One Hour long conducted for a maximum of 20 marks and later reduced to 10 marks.

- Figure in parentheses indicates the number of tests and assignments.
- POSS : Pedagogy of School Subject.

Course EPC 2: Drama and Art in Education

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities. Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007) which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way (Heathcoat & Bolton, 1994).

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating' can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change.

Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action. The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching

learning (Prasad, 1998). Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature (Armstrong, 1980; Davis, 2008). The challenge of teacher educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work (Carini, 2001).

Note: (List of Activities for EPC-II) Dramatization, Role Play Model, Street Drama, Puppets, Tableau, Video Presentation, Lecture on Art, Group Projects, Preparing Film and Documentary on Art education , Art Based Practice through incorporating variety modes of play etc., The college should maintain record on any activities relating to promote EPC - II

Note: College is free to introduce any activities to promote EPC-II of Student Trainees.

Appendix – III (Understanding the Self)

Note : WB, TM, QB,IK,WM,

EPC III: Understanding the Self

The aim of the course is to develop understanding of student-teachers about themselves the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

Course EPC-III Understanding and Self

- Defining one's values towards self and society
- Core values that focus on the dignity and worth of a person: Co-operation, Empathy, Honesty, Humility, Simplicity, Tolerance, Responsibility
- Exploring the universal values from a personal perspective
- Democratic values and other constitutional values
- Harmonious ways of living (with oneself, nature and others)
- Learning to live together
- Discussion based on films and documentaries of educational values
- Readings, discussions and reflection of values based on literature
- Designing tools (including introspection, personal diary, dance, poetry as tools) to facilitate self reflection

- Role of peace in everyday life in general and school in particular

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions:

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

Broad areas	Introduction	Values and self image	Individual and collective selves	Connecting - self-society	Social interface
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Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing Responsibility. addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the change agent – designing and leading change / social action
Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self disclosure through art, dance and theatre	Nature walk/ field visit , Adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)