



SANJAY GANDHI COLLEGE OF EDUCATION

Cholanagar, R.T. Nagar Post,
Bangalore - 560032

Recognized by NCTE,
permanently affiliated to
Bangalore City University,
Govt. Aided, NAAC
Accredited with B grade



40 years of Legacy in Teacher Education

B.Ed. (Two Years Regular) **PROSPECTUS**



Tribute to an Unknown Teacher

“Great Generals win campaigns but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy but it is the unknown teacher who directs and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his duty, he strives to conquer the evil powers which are the enemies of youth. He awakens the indolent, encourages the eager and steadies the unstable. He communicates his own joy at learning and shares with boys and girls, the best treasures of his mind. He lights many candles, which in later years will shine back to cheer him. This is his reward knowledge may be gained from books, but the love for knowledge is transmitted only by personal contact. No one has ever deserved better to republic than the unknown Teacher. No one is more worthy to be enrolled in a democratic aristocracy, “kind of himself and servant of mankind”

- Henry Von Dyke

Honouring our Great Visionary



*Whose patience,
perseverance and
noble thoughts have
always been a
stepping stone for
sustaining quality
education of this
institution*

Sri. P. Sadasivan

Founder and Chairman
Sanjay Gandhi College of Education



Trust Members

**Dr. Juno Sadasivan
Trustee**



**Mr. Sunil Sadasivan
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**Mr. Bajore Sadasivan
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About the Institution

Our college established in 1980 by Chairman Sri. Sadasivan has distinguished reputation in the field of teacher education. Having successfully crossed the various hurdles encountered on the way of its growth. Our institution has grown from stature to strength today and has become one of the finest educational institutions dedicated to the pursuit of knowledge and excellence. Our chairman Sri Sadasivan potentialities democratic attitude and vision are the guiding and inspiring forces behind this institution. This institution offers the course in Bachelor of Education (B.Ed.,). It is recognized by NCTE New Delhi and affiliated to Bangalore City University and admitted to Grant – in – aid from Government of Karnataka accredited with NAAC B grade. The main objective of this institution is to produce competent and committed teachers. During the last 33 years, nearly 3500 students from various states such as Karnataka, Kerala, Tamilnadu, Andhra Pradesh, Rajasthan, Haryana, Punjab, Himachal Pradesh, West Bengal, Jharkhand and Gujarat have successfully completed B.Ed. training from our institution. Our college has the privilege to have healthy and harmonious ambience and the credit goes to the blessing of our beloved Chairman and Directors of the institution. Sanjay Gandhi College always aspires to aim high to scale great heights in its quest for excellence in imparting intellectual, spiritual and value formation to the student teachers. A humble effort has been made by all the personnel of our institution to provide the best experiences to the future teachers to develop the required competencies and skills to meet the challenges of the profession.

Motto

“Quest for human excellence”

Mission

Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the society, parents and stake holders in the current challenging social and educational system.

Vision

Excellence in competencies and value based teacher education

Objectives

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student trainees to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student trainees with information communication technology and its application in teaching and learning in 21st century.
- To draw out the innate talents of student trainees through various curricular and co-curricular activities.
- To empower student trainees to develop rational thinking and scientific attitude.
- To sensitize the teacher trainees and teacher educators towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student trainees for community participation and social service through various community based activities.
- To provide placement services to the trainees so as to help in their carrier establishment.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

PROGRAMME LEARNING OUTCOMES FOR B.ED. (2-YEARS)

After the successful completion of two years B.Ed. programme student teacher of Sanjay Gandhi College of Education will develop the following competencies and skills Knowledge of various methods of teaching including teacher centric, learner centric and other innovative methods of teaching

Teaching competency: Know, select and use of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

Pedagogical skills: Applying teaching skills and dealing with classroom problems.

Teaching through Non-Conventional Modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according

to needs of students and conducting action research to solve classroom problems.

Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

Sensitivity towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counseling programmes for disabled students.

Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.

Social Resilience: Understand about social entities and enable to cope up with adverse conditions of life.

Physical Development: Practice yoga, physical education and games and sports.

Team Work: Enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

CLO: - Course Learning Outcomes

FIRST SEMESTER

Course Code	Course Title	Course Learning Outcomes
HC1	Childhood and Growing Up	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand children of different ages by interacting and observing them in diverse social, economic and cultural context. • Understand study of childhood, child development and adolescence. • Understand learning as divergent process. • Understand the role of the family and the school in the child's development. • Get awareness about the importance of healthy living and preventing disease.
HC2	Education in Contemporary India	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand the meaning and importance of various concepts of education and its types. • Understand the meaning of philosophy and its relationship with Education. • Understand the influence of various schools of philosophical thoughts on Education. • Understand the meaning and importance of sociology of education. • Recognize the agencies of socialization. • Identify the relationship of education with culture and its role. • Appreciate the role of education in social change and social mobility. • Develop the relationship between Education and economic development. • Understand teaching and its techniques. • Understand teaching in the context of modernization.
HC3	Development and Management in School Education	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand primary, secondary, Higher Secondary. • Understand structure of educational administration at the state level. • Recognize status of secondary education in post independent India. • Identify challenges and strategies related to imparting quality education at the secondary stage. • Understand importance and status of open school, distance education and types of school. • Develop and insist total quality management in schools. • Develop managerial skills required in schools. • Appreciate features of Indian constitution and the policies of education. • Understand the management of school education by Government and Private Agencies.

HC4	Gender, School and Society	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Develop understanding on gender related concepts and issues. • Develop understanding on gender discrimination in different spheres of women's life. • Understand the prevailing gender discriminations in school environment, class room, curriculum, pedagogy, peer group and teachers in school education. • Develop ways and means to promote proper gender roles among students. • Develop ability to conduct bench mark studies ori gender issues in school education. • Understand the concept, process and strategies of women empowerment. • Promote knowledge and skills in developing Scholastic and Co-scholastic activities on gender sensitivity among students.
HC5	ICT in Education	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire the latest knowledge of Communication technologies. • Acquire the knowledge of different form of educational technology. • Understand the use of programmed instruction. • Learn and use multi-media in teaching-learning process. • Acquaint the skill of using technologies in the process of learning. • Learn to use e-resources in learning school subjects.
HC6	Language Across the Curriculum	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Apply the various elements contributing to effective use of language in teaching. • Identify the language background of the students and use language effectively for knowledge sharing. • Apply the theories of language development in linguistic behavior development of the students. • Develop linguistic skills essential for competent teacher. • Analyze and synthesize various aspects of effective use of language in terms of preparing students for examination. • Infuse in the student-teachers the need and benefits of language across the curriculum approach.
EPC1	Communication Skills and Expository Writing	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Develop capacities of prospective teachers in reading and writing skills by becoming participants in the process of reading and writing. • Engage students with the reading interactively-individually and in small groups. • Inculcate the skill of creative writing. • Develop reflective reading and writing skills. • Improve student-teachers proficiency in reading the content of the subjects.

EPC2	Understanding Self, Personality and Yoga	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire knowledge of yoga with the significance of learning yoga exercises. • Develop interest and skills about various methods, strategies of teaching yoga • Acquire knowledge about using art in teaching learning process. • Prepare various kinds of instructional materials for teaching yoga and art. • Understand the use of technology in teaching art in education. • Develop aesthetic sensibility through art. • Get practical experience in using art and yoga in education. • Enhancing personality traits through team games.
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SECOND SEMESTER

Course Code	Course Title	Course Learning Outcomes
HC7	Learning and Teaching	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Develop scientific attitude for the process of teaching & learning • Develop understanding about the relationship of cognitive, social and emotional development with learning process. • Provide an overall view on teaching & learning style and ideas to enhance these activities. • Introduce student-teachers with teaching skill, component and parameters of effective teaching. • Develop insight for perfect teaching by with its overall perspectives in detail. • Introduce psychological tests on learners
HC8	Assessment of Learning	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand the concept and the process of assessment of learning, Evaluation in Education • Understands the concept; nature and uses of different types of Evaluation. • Understand the nature and use of different tools and techniques of assessment of learning. • Develop the skill in constructing tests and techniques of assessment of learning. • Develop the skills in computations and interpreting the test scores. • Understand the need and use of feedback in learning process. • Analyze innovative trends in Assessment.
SC1	Content and Pedagogy 1	
	Social Science	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Understand the need of social sciences. • Develop instructional objectives related to various methods, strategies of teaching social sciences • Develop skills in different devices and techniques for teaching social science. • Develop skills in preparing lesson plans and instructional material for teaching and learning process of social sciences.

		<ul style="list-style-type: none"> • Develop the spirit of civic sense. • Identify the alternative ways of approaching content organization in social sciences. • Apply the knowledge of social science in daily life > Develop skill in collect and interpret the geographical and social data in the form of table, charts, graphs etc.
	Physical Science	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Acquire the knowledge and scope of Lower Secondary School Content in Physical Science. • Understands the nature of physical Science. • Plan the instructional objectives for the teaching concept • Adopt suitable method and approaches of teaching • Plan and design the instruction and evaluation
	Commerce	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Acquire the knowledge of nature and scope of commerce • Acquire the knowledge of history of commerce • Develop an appreciation towards the role of commerce in daily life. • Develop the understanding of aims and objectives of teaching commerce. • Develop the understanding of the various methods, approaches and techniques of teaching commerce • To develop an understanding of planning daily lessons and Unit plan. • Acquire the knowledge of various assessment techniques • Prepare Unit test and diagnostic test
	Management & Business Studies	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Develop an awareness why business studies are taught at +2; level. • Develop an analytical ability to appraise the existing CBSC curriculum of business studies meant for +2 students, and compare with other school boards. • Familiarize with the nature of business studies being taught at the school level. • Be conversant with the different methods of teaching meant for teaching +2 students • Develop positive outlook and skill for the use of modern teaching aids. • Instill the competence of organizing co-curricular activities for enriching the subject matter of business studies. Develop the ability of exploiting good books and other study material in business studies • Develop the tools and techniques of evaluation for appraising and enhancing Students knowledge in business studies. Develop awareness of curricular innovations in Business Studies
SC2	Content and Pedagogy 2	
	English	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • To acquire an understanding of the nature and structure of English language and its compo skill • Acquire the theoretical knowledge of different methods and approaches and apply

		<p>them in their classroom teaching.</p> <ul style="list-style-type: none"> • To develop core skills and reference skills among them • Understands the role and importance of language. • Appreciate different forms of literature and inculcate the same in students teachers • Learn and use different aspects of testing and E-evaluation • Prepare and use different audio-visual aids and e-learning tools and use them in their class room teaching effectively • Develop professional competencies among teachers in the making. • Learn and use different techniques to design language games in teaching- vocabulary pronunciation, spelling, grammar and composition. • Use innovative practices in teaching of English. • To understand the importance of instructional objectives and taxonomy. • To design/write a unit plan and lesson plan based on evaluation approach. • Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English. • Understand need and function of language lab. • Use multilingualism as a strategy in the classroom situation. • Understand constructive approach to language teaching and learning • To develop an insight into the relationship between curriculum and textbooks
	Hindi	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Appreciate the importance of teaching Hindi as a second language in India and the aims and objectives of teaching it. • Help pupils acquire the basic skills of language learning. • Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching. • Prepare objectives based plans of lesson and teach accordingly. Appreciate the importance of suitable teaching materials in language teaching and prepare/select them for the use in his/ her lessons. • Know the principles of text book construction. • Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils. • Know the entire syllabus prescribed for 8th to 10th standards in Hindi. • Develop in himself the special qualities, aptitude and interests of a Hindi teacher,
	Kannada	<p>ಉರೇ ಚಹಾ ಶಿಕ್ಷಣಾಧಿಗಳಲ್ಲಿ</p> <ul style="list-style-type: none"> • ಕ್ಷುಡದ ವ್ಯಾಕರಣ ವತ್ತುಭಂದಿನ್ ನ ಮಠೂಪ ಹಾಗೂ ನಿಯಮಗಳನ್ನ ನ ಅರೇ ಮಾಡಿಸುವುದು. • ಕಲಿ ಕೆ, ಚಂತನೆ, ಸಂವಹನ ವತ್ತುಅಧೇ ಯನ್ನಿ ಭಾಷೆಯು ವಹಿಸುವ ವಿವಿಧ ರ ತಿಯ ಪಾತ್ರಗಳನ್ನ ಅರೇ ಮಾಡಿಕೊಳು ವುದು. • ಶಿಕ್ಷಣದಿ ಮೂತ್ಯ ಷಢು ಮಹತವ ವತ್ತುಶಿಕ್ಷಣ ಮಾಧೇ ಮದ ಬಗ್ಗೆ ವಿಮಶಿತಮ ಕ ಚಂತನೆ ಬೆಳೆಸುವುದು, • ಭಾಷಾ ಬೆ ಥುಯ ಬಗೆ ರಾಷ್ಟ್ರ ರ ಯ ಪೇ ಕರಮಚೌಕಟ್ಟು 2005ರ ಆಶಯಗಳನ್ನ ನ ಅರೇ ಮಾಡಿಕೊರೇಂಡು ಷುಯಿಸುವುದು. • ಭಾಷಾ ಬೆ ಥುಯ ಮನೆ ವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಹಿನೆನ್ ಉನ್ನ ನ ಅರಯುವುದು ಹಾಗೂ ಷುಯಿಸುವುದು.

		<ul style="list-style-type: none"> • ಮಾತ್ಸ್ಯ ಛಾತ್ರ ಬೆ ಧ್ವಯ ಗುರುಗಳು ವ್ಯಕ್ತವೆ ಧ್ವ ಲ್ಲೋಕ ಶಗಳ ವರ್ತೇ ರೀಕರಣವನ್ನು ನ್ ಅರೇಮಾಡಿಕೊಳ್ಳುವುದು.. • ಭಾಷೆಯ ಮೂಲ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆ ಗೆ ಸೂಕು ಅಭಿವಿಷಯ ಳು ವ್ಯಕ್ತವ ಪಣಿಗೆ ಅಗತಾ ಚಟ್ಕ ವಟಿಕೆಗಳ ಬಗೆ ಗೆ ತಿಳುವಳಿಕೆಯನ್ನು ನ್ ವಿಸ್ತೇಯ ರಸುವುದು. • ಛೇಡ ಭಾಷಾ ಕಲಿ ಕೆಗೆ ಸೂಕು ವಿಧ್ಯನೇ ಳು, ಚಟ್ಕ ವಟಿಕೆಗಳನ್ನು ನ್ ಅಳವಡಿಸುವ ಕೌಶಲ ಬೆಳೆಸುವುದು. • ಗದಾ ,ಪುಷ್ಪಕರಣ, ಸಾಹಿತಾ ಹಾಗೂ ನಾಟ್ಯ ಬೆ ಧ್ವಗೆ ಯ ಜನವಿನಾ ಸ್ಕೆ ಳಿಸುವ ಹಾಗೂ ಫಣಾಮಕಾರಯಾರ್ ಬೆ ಧಿಸುವ ಛೇತಿ ಬೆಳೆಸುವುದು. • ಭಾಷಾ ಕೌಶಲಗಳ ಕಲಿ ಕೆ ಹಾಗೂ ಣ್ಯಯಕೇ ಸೂಕು ಸ್ಂರಚನಾತಮ ಕ ಚಟ್ಕ ವಟಿಕೆಗಳನ್ನು ನ್ ರೂಪಿಸಾತಿ ಬಳಸುವ ಸಾಮರ್ೇ ಳೆ ಬೆಳೆಸುವುದು.
	Mathematics	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Sensitize prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind. • Appreciate the nature, characteristics and structure of mathematics and its correlation with other areas. • Understand the processes in mathematics and their importance. • Analyze the content categories in mathematics and illustrate with examples. • Develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level. • Develop awareness about the objectives of teaching mathematics at secondary school • Develop understanding and skill in preparing lesson episodes based on Five E model; • Different approaches, methods, models and techniques of teaching mathematics. • Develop understanding about collaborative learning and cooperative learning strategies. • Prepare the prospective mathematics teachers as facilitators for effective learning of mathematics • Empower prospective mathematics teachers with ICT enabled skills for facilitating learning of Mathematics
	Biological Science	<p>Objectives: After completion of the course student teachers will: Acquire the knowledge of:</p> <ul style="list-style-type: none"> • Nature and scope of Biological science. • Design of annual and unit lesson plan in biological science. • Continuous and comprehensive evaluation in Biological science. <p>Develop an understanding of:</p> <ul style="list-style-type: none"> • Objective of teaching biological science in secondary schools. • Approaches and methods of teaching biological science. • Steps and stages of designing lessons. <p>Applying the knowledge of:</p> <ul style="list-style-type: none"> • Importance and features of approaches and methods. • Significance of planning for teaching biological science.

		<ul style="list-style-type: none"> Objectives in teaching Biological Science. <p>Develop a skill of:</p> <ul style="list-style-type: none"> Conducting experiments to demonstrate biological concepts at secondary school level. <ul style="list-style-type: none"> Planning lessons based on various approaches. Selecting & achieving appropriate objectives in teaching Biological Science
	Computer Science	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> Acquire the knowledge of nature and scope of Computer Science Acquire the knowledge of history of Computer Science Develop an understanding of content of Computer Science at the Secondary School level. Develop an understanding of aims and objectives of teaching Computer Science Develop an understanding of the various methods, approaches and techniques of teaching Computer Science Develop the skill in preparing daily and unit lesson plans using various methods and approaches Develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum Develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science Develop the appreciation towards the role of Computer Science in daily life
EPC3	ICT Applications	<p>To enable student teachers to:</p> <ul style="list-style-type: none"> Use various ICT resources for teaching Develop the skill of using computer Interact with wide variety of hardware, software application, devices and tools. Use e-resources in learning school subjects. Learn and use multimedia in teaching learning process.
EPC4	Fine Arts and Theatre	<p>Objectives: After completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> Develop interest and skills about various methods, strategies of teaching Fine arts and drama Acquire knowledge about using fine arts and drama in teaching learning process Prepare various kinds of instructional materials for teaching drama Develop skills of organizing programmes like singing, skits, dance, drama etc. Developing aesthetic sensibility through music, dance and drama Get practical experience in participating in dance, music and drama.

THIRD SEMESTER

Course Code	Course Title	Course Learning Outcomes
SC1	Content and Pedagogy 1 Part II	
	Social Science	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> Develop skills in preparing and using of resource materials in social science. Acquire knowledge and skills about extended curricular activities.

		<ul style="list-style-type: none"> • Prepare various enrichment activities. • Critically analyse the text book and question papers of secondary school social science.
	Physical Science	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire the knowledge and scope of secondary and Higher secondary school content in physical science. • Utilize the required resources effectively. • Gain the knowledge and skill about organizing various Non-scholastic activities. • Acquire the knowledge about different activities to improve professional development/competencies.
	Computer Science	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire the knowledge of extended activities in Computer science and their organization. • Develop the understanding of resources for teaching computer science. • Develop the understanding of the means for quality improvement in Computer science instruction. • Develop the skill in preparing and using resources in Computer Science. • Develop the skill in construction and administering unit tests and diagnostic tests in computer Science. • Develop the skill in organizing extended curricular activities in Computer Science. • Develop the skill in preparing special programs for gifted and slow learners. • Develop the skill in using multimedia in Computer Science. • Develop the skill in critical analysis of the text books and question papers of secondary school Computer Science.
	Commerce	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Develop the skill in preparing and using resources in commerce. • Develop the understanding of the available resources for teaching of commerce. • Develop the understanding of the means for quality improvement in commerce. • Acquire the knowledge of extended activities in commerce and their organization. • Develop technological skills in teaching and learning Commerce.
	Management and Business Studies	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire the knowledge of current higher secondary syllabus of Business Studies. • Understand the aims and objectives of teaching Business Studies. • Understand the nature of Business Studies. • Define the specific objectives of teaching Business Studies in terms of learning outcomes. • Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction. • Understand the place of Business Studies in higher secondary syllabus. • Apply evaluation techniques most appropriate to assess the progress and

		<p>Achievements of pupils.</p> <ul style="list-style-type: none"> • Develop attitudes to be a competent and committed business studies teacher. • Develop interest for the betterment of business studies in higher secondary school.
SC2	Content and Pedagogy 2 Part II	
	Kannada	<p>ಉದ್ದೇಶ ಮತ್ತು ಸಿದ್ಧಾಂತಗಳಲ್ಲಿ</p> <ol style="list-style-type: none"> 1. ಫುಡ್ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ವಿವಿಧ ಘಟ್ಟಗಳು, ಗುಣಲಕ್ಷಣಗಳು ಹಾಗೂ ಸಾಹಿತ್ಯ ಕಾರಗಳ ಬಗ್ಗೆ ಒಳನೆ ಟ್ ಬೆಳೆಸುವುದು. 2. ಭಾಷಾಶಾಸ್ತ್ರ ಪುಸ್ತಕದ ಮಹತ್ವ, ರಚನೆಯ ಕರಮ ಹಾಗೂ ಪುಸ್ತಕ ಬಳಸುವ ಕೌಶಲ ಮತ್ತು ಪುಸ್ತಕ ವಿಮರ್ಶೆಯ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. 3. ಭಾಷಾ ಅಧ್ಯಯನದಲ್ಲಿ ರಬೆ ಕಾದ ಅಪ ಕ್ಷಿ ತತ್ವಗಳ ಅಹಿಂತೆಗಳು, ಸಾಹಿತ್ಯ ತಿಳುವಳಿಕೆ ಹಾಗೂ ಬೆ ಧ್ವ ಸಾಮರ್ಥ್ಯ ರೀತಿಗಳನ್ನು ಗಳಿಸಿ ಕೊಡುವುದು. 4. ಭಾಷಾಬೆ ಧ್ವ-ಕಲಿಕೆಯಲ್ಲಿ ಕಂಪಾ ಟ್ರವತ್ತಿ ಅಂತರ್ಜಾಲದ ಬಳಕೆಯ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು. 5. ಫುಡ್ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಸಾಹಿತ್ಯ ಕಾರಗಳ ತಿಳುವಳಿಕೆಯಿಂದಾಗಿ ಉತ್ತಮ ಕಾರಯಾರ್ ಬೆ ಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. 6. ಅಧುನಿಕ ಫುಡ್ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಕಾರಗಳು, ಭಾಷಾಶಾಸ್ತ್ರ ರೂಪ ಮತ್ತು ರಚನಾ ಕುಷ್ಠಾನ್ ಅರಿಯುವುದು. 7. ಗದಾ, ಪಠ, ಸಾಹಿತ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ವಿಷಯಗಳನ್ನು ಉತ್ತಮ ಕಾರಯಾರ್ ಬೆ ಧಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. 8. ಭಾಷಾಬೆ ಧ್ವಯಲ್ಲಿ ನಿರಂತರ-ವ್ಯಾಪ್ತಿ ಮಾಲಾ ಮತ್ತು ಕ್ಷರಯ ಮತ್ತು ಸಾಧನಗಳಲ್ಲಿ ಉತ್ತಿ ಬೆಳೆಸುವುದು. 9. ಭಾಷಾ ಮತ್ತು ಸಾಹಿತ್ಯ ಕಲಿಕೆಗೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಸಜ್ಜು ಮತ್ತು ಲಗಿಸುವ ರೂಪಿಸಿ ಅಳವಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. 10. ಭಾಷಾಬೆ ಧ್ವಯ ಮಾಲಾ ಮತ್ತು ಫುಟ್ಟು ಪೆ ಕೇ ರೂಪಿಸಿ ನಿವಿಹಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.
	English	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire an understanding of the nature and structure of English language and its component skill. • Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching. • Develop core skills and reference skills. • Understand the role and importance of language. • Appreciate different forms of literature and inculcate the same in student teachers. • Learn and use different aspects of testing and E-evaluation. • Prepare and use different audio-visual aids and e-learning tools and use them in their class. • Develop professional competencies among teachers in the making. • Learn and use different techniques to design language games in teaching- vocabulary pronunciation, spelling, grammar and composition. • Use innovative practices in teaching of English. • Understand the importance of instructional objectives and taxonomy. • Design/write a unit plan and lesson plan based on evaluation approach. • Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology to describe the sounds in English. • Understand need and function of language lab.

		<ul style="list-style-type: none"> • use multilingualism as a strategy in the classroom situation. • understand constructive approach to language teaching and learning. • develop an insight into the relationship between curriculum and textbooks.
	Hindi	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Appreciate the importance of teaching Hindi as a second language in India and the aims and objectives of teaching it. • Help pupils acquire the basic skills of language learning. • Know the different methods of teaching different types of lesson in a second language and use them in his or her teaching. • Prepare objectives based plans of lesson and teach accordingly. • Appreciate the importance of suitable teaching materials in language teaching and prepare/select them for the use in his/her lessons. • Know the principles of text book construction. • Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils. • Know the entire syllabus prescribed for 8th to 10th standards in Hindi. • Develop in himself the special qualities, aptitude and interests of a Hindi teacher.
	Mathematics	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Revisit the mathematical content of 9th, 10th and 11th standard. • Critically analyze the present mathematics syllabus on the basis of principles of curriculum organization. • Realize the need for teaching-learning materials in mathematics. • Develop skill in selection, preparation and use of teaching-learning materials in mathematics. • Develop the skill in using mass media in teaching and learning mathematics. • Critically analyze the present mathematics text books and workbooks. • Develop understanding of the concept of community and school based resources and e-resources in mathematics. • Understand the nature, characteristics and special education of gifted children and slow learners in mathematics. • Develop skill in planning, conducting and reporting action research in mathematics. • Analyze the qualities and skills of a mathematics teacher. • Understand the need for various in-service programs for professional growth of mathematics teachers. • Develop skill in carrying on reflective practices and assess them.
	Biological Science	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Acquire the knowledge of content of biological science. • Acquire the knowledge of E-resource in biological science. • Acquire the knowledge of Non-scholastic activities in Biological Science. • Develop an understanding of different resources to teach biological science. • Develop an understanding of science as a dynamic and expanding body of knowledge. • Develop an understanding of different competencies for teaching biological science. • Apply the knowledge of E-resources in teaching biological science. • Apply the knowledge of organization of activities for professional

		<p>development.</p> <ul style="list-style-type: none"> • Apply the knowledge of analyzing the biological science curriculum of secondary school. • Develop a skill of conducting experiments to demonstrate biological concepts at secondary school level. • Develop a skill of setting up and maintenance of school garden, aquarium, vivarium and terrarium. • Develop a skill of constructing teaching learning materials.
HC9	Action Research	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand the concept and types of research-applied basic and action research. • Familiarize with the concept of action research in education. • Identify the suitable problems for action research. • Get acquainted with the various steps of conducting action research. • Understand and use descriptive statistical techniques in action research. • Acquire the skills of planning, executing, evaluating and reporting action research.

FOURTH SEMESTER

Course Code	Course Title	Course Learning Outcomes
HC10	National Concern and Education	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand the prospective vision of contemporary National Concerns of Education in India. • Develop insight on importance and strategies of Universalization of Secondary Education. • Understand the historical backdrop of Universal Declaration of Human Rights. • Develop sensitivity and skills in conducting appropriate scholastic and co-scholastic activities to promote human rights culture among students. • Develop insight and strategies about the process of population and Environmental Education. • Develop knowledge and skills on the concept, process, ways and means of sustainable development. • Understand the concepts of HIV/AIDS, clarify the myths and misconceptions related to HIV/AIDS. • Understand the meaning, importance and develop strategies of Peace and Multi-Culture Education. • Develop knowledge and skills to promote life skills education among students. • Promote understanding and develop pedagogic skills regarding to adolescence Education.
HC11	Creating an Inclusive school	<p>Objectives: After the completion of the course, student-teacher will:</p> <ul style="list-style-type: none"> • Understand the global and national commitments towards the education of children with diverse needs. • Develop an understanding of the concept, principles and models of inclusive education in the context of education for all. • Identify and address diverse needs of all learners. • Familiarize with the trends and issues in inclusive education.

		<ul style="list-style-type: none"> • Develop an understanding of the role of facilitators in inclusive education. • Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools. • Analyze special education, integrated education, mainstream and inclusive education practices. • Identify and utilize existing resources for promoting inclusive practices.
HC12	Knowledge and Curriculum	<p>After completion of the course, student-teachers will:</p> <ul style="list-style-type: none"> • Examine the epistemological and sociological basis of education. • Discuss the basis of modern child-centered education. • Understand education in relation to modern values like equity and equality, individual • Opportunity and social justice and dignity. • Understand social re-constructivist curriculum and role of teacher. • Understand the epistemological and sociological basis of curriculum development. • Understand the different types of curriculum with respect to their main orientation and approaches. • Compare and analyze of the NCF- 2009 with respect to curriculum foundation • Analyze the curriculum framework, in the light of learners need and expectations.
OC1	Optional Course 1. Guidance and Counselling	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Understand the need and importance of guidance and counselling. • Familiarize student teachers with types of guidance and counselling. • Develop awareness among the student teachers about the tools & techniques of guidance • Acquaint the student teachers about the guidance and counselling services in the educational institutions. • Develop counselling skills in the student teachers. • Develop understanding about the role and professional ethics of the counsellor
OC1	2. Value Education	<p>Objectives: After completion of the course student teachers will:</p> <ul style="list-style-type: none"> • Understand the various aspects of values and its dimensions. • Create awareness about the significance of values in human life. • Create awareness about the value crisis and value conflicts. • Inculcate the skills in teacher trainees to develop the values among students through various approaches. • Develop the skill of assessing values using various techniques.



College Prayer

Vande mataram! Sujalam,
suphalam, malayajasitalam
Sasyashyamalam mataram! Vande
mataram!

Shubhra jyotsna pulakitayaminim,
Phulla kusumita , drumadala-
sobhinim, Suhasinim, sumadhura
bhasinim Sukhadam varadam
mataram! Vande mataram

|| ವಂದೇ ಮಾತರಂ || ಪ ||
ಸುಜಲಾಂ ಸುಫಲಾಂ
ಮಲಯಜ ಶೀತಲಾಂ
ಸಸ್ಯ ಶ್ಯಾಮಲಾಂ ಮಾತರಂ
|| ವಂದೇ ಮಾತರಂ || ಪ ||
ಶುಭ್ರ ಜ್ಯೋತ್ಸನಾ ಪುಲಕಿತ ಯಾಮಿನೀಂ
ಫುಲ್ಲ ಕುಸುಮಿತ ದ್ರುಮದಲ ಶೋಭಿನೀಂ
ಸುಹಾಸಿನೀಂ ಸುಮಧುರ ಭಾಷಿಣೀಂ
ಸುಖದಾಂ ವರದಾಂ ಮಾತರಂ
|| ವಂದೇ ಮಾತರಂ ||೧||

- Bakim Chandra Chatterji

ನಾಡ ಗೀತೆ

ಜಯ ಭಾರತ ಜನನಿಯ
ತನುಜಾತೆ,

ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!
ಜಯ ಸುಂದರ ನಲಿ ವನಗಳ ನಾಡೀ,
ಜಯ ಹೀ ರಸಖುಷಿಗಳ ಬೀಡೀ! ಜಯ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ, ಜಯ
ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಭೂದೀವಿಯ ಮಕುಟದ ನವಮಣಿಯೀ,
ಗಾಂಧದ ಚಾಂದದ ಹೊನಿ ನ ಗಣಿಯೀ;
ರಾಘವ ಮಧುಸೂಧನರವತರಿಸಿದ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ !

ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಜನನಿಯ ಜ್ಯೋಗುಳ ವೀದದ ಘೋಷಿ, ಜನನಿಗೆ
ಜೀವವು ನಿನಾ ವೀಶ,
ಹಸುರಿನ ಗರಿಗಳ ಸಾಲೀ, ನಿನಿ
ಯ ಕೊರಳಿನ ಮಾಲ,
ಕಪಿಲ ಪತಾಂಜಲ ಗೌತಮ ಜನನುತ, ಭಾ
ರತ ಜನನಿಯ ತನುಜಾತೆ!
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಶಾಂಕರ ರಾಮಾನುಜ ಋಷಿರು,
ಬಸವೀಶವ ರೌಹ ಧ್ವನಿ
ಷಡಕ್ಷರಿ ಪೊನಿ , ಪಾಂಪ
ಲಕುಮಿಪತಿ ಜನಿ
ಕಬಿ ಗರುಡಿಸಿದ ಮಾಂಗಳ ಧಾಮ,
ಕವಿ ಕೋಗಲಗಳ ಪುಣ್ಯ ರಾಮ ನಾನಕ
ರಾಮಾನಂದ ಕಬೀರರ



ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ತೈಲಪ ಹೊಯಸ ಳರಾಳಿದ ನಾಡೀ,
ಡಾಂಕಣ್ ಜಕಣ್ ನ್ನಚ್ಚಿ ನ ಬೀಡೀ ಕೃಷ್ಣಾ
ಶರಾವತಿ ತಾಂಗಾ, ಕಾವೀರಿಯ
ವರರಾಂಗ
ಚ್ಚೆಯು ಪರಮಹಾಂಸ ವಿವೀಕರ,
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ!
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಜಯ ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಸವಾ ಜನಾಂಗದ ಶ್ಯಾಂತಿಯ ತೀಟ,
ರಸಿಕರ ಕಾಂಗಳ ಸೆಳೆಯುವ ನೀಟ
ಹಾಂದೂ ಕ್ಷೇತ ಮುಸಲಾ ನ,
ಪಾರಸಿಕ ಜ್ಯಾನರದಯ ನ
ಜನಕನ ಹೋಲುವ ದೊರೆಗಳ ಧಾಮ,
ಗಾಯಕ ವೈಣಿಕರಾರಾಮ
ಕನಿ ಡ ನುಡಿ ಕುಣಿದಡುವ ಗೇಹ,
ಕನಿ ಡ ತಾಯಿಯ ವಹಳ ದೀಹ

ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ,
ಜಯ ಹೀ ಕನಾಟಕ ಮಾತೆ!

ಜಯ ಸುಂದರ ನಲಿ ವನಗಳ ನಾಡೀ,
ಜಯ ಹೀ ರಸಖುಷಿಗಳ ಬೀಡೀ! ಜಯ
ಭಾರತ ಜನನಿಯ ತನುಜಾತೆ, ಜಯ
ಹೀ ಕನಾಟಕ ಮಾತೆ!

Rashtra Kavi Kuvempu



Dr. Latha Kumari R., MSc., M.Ed., M.Phil, Ph.D
Principal

Teaching Staff

Sri Srinivas Thiwary S., M.A., M.Ed , M.Phil
Assistant Professor

Sri Sandur Prasad, M.A., M.Ed., M.Phil
Assistant Professor

Sri Ravi K., B.Sc., M.A., M.Ed
Assistant Professor

Sri Srinath N., MSc., M.Ed., M.Phil
Assistant Professor

Dr. Sindhu V., MSc, M.Ed., M.Phil, Ph.D., KSET
Assistant Professor

Dr. Jyotsna Sharma., M.A., M.Ed, Ph.D., NET, KSET
Assistant Professor

Non-Teaching Staff

Smt. Anuradha Bhat, M.Lisc., Librarian

Smt. Jyothi Guru, M.Com., M.Lisc, FDA

Sri Eajya Naik H.M., M.A. FDA

Smt. Sushma, CCT

Smt. Sheeja Kumari, B.A, Lib, Assistant

Smt. Reva Naik H.S., Attender

Sri. Suresh K.B., Attender

Sri. T.N. Narasmisha Murthy, Attender

Smt.Sudha, 'D' Group

Code of Conduct



Preamble

The code of conduct for the teachers/students/non-teaching staff is prepared in accordance with UGC code of conduct guidelines. This document intends to support a safe and healthy and inclusive campus community which is conducive to productive learning where students and staff act with integrity, dignity, and civility to respect themselves and others. The code of conduct facilitates the fulfillment of the vision, mission and objectives of the institution.

Code of conduct for teachers:

- Teacher shall discharge the duties assigned by the management with utmost sincerity, devotion, discipline and maintain absolute integrity and dignity.
- Teacher shall abide by the rules and regulations of the institution. In case of violation of the same shall be subjected to disciplinary action by the institution.
- Teachers should transact the curriculum in conformity with the values enshrined in the constitution of India.
- Teacher shall not refuse to carry out the academic and administrative decision taken by the Principal/Governing body.
- A teacher shall not absent himself/herself without permission of the head of the institution.
- Wearing formal dresses as a dress code is must for all the teachers.
- Biometric attendance is compulsory for teachers.
- Teachers are expected to respect basic human dignity of the students in all aspect.
- Teachers shall not discriminate against a student on political grounds or for reasons of race, caste, religion, language or sex or for other reason of an arbitrary or personal nature and shall not incite students/teachers against other teachers, colleagues or administration/governing body of the college and the university.
- Teacher should maintain the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- Teacher should refrain from subjecting any student to fear, trauma, anxiety, physical punishment, sexual abuse, mental and emotional harassment.
- Teacher shall not make use of resources and/or facilities of the institution for personal, commercial, political or religious purpose.
- A teacher shall not indulge in, directly or indirectly, any malpractice or unfair means in teaching/examination/ administration/promotion.
- Teacher shall not use inappropriate or offensive language.

- Professional boundaries must be respected and sexual or inappropriate emotional conduct is never acceptable.
- A teacher should maintain active membership in professional organization and strive to improve educational and professional standards.
- Teacher shall not carry mobile phones to the classroom and attend any telephone while in the class.
- Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative manner.
- Teacher should adhere to responsible and judicious code of conduct on social media platforms.

Code of conduct for student teachers:

- Students shall be regular and punctual to the college.
- Students shall participate in all the academic and co-curricular activities whenever arranged by the college.
- Students are required to attend morning assembly compulsorily.
- Biometric attendance is made compulsory for students
- Students should follow the dress code prescribed by the institution.
- Damage to, or destruction of, any property of the college, or any property of others on the campus premises is punishable
- Every student in the institute is expected to be involved only in activities that are likely to maintain the prestige of the institute. Each student should behave respectfully with all.
- Students are expected to maintain minimum 85% of attendance to appear for semester end university examination.
- Use of mobile phones during college hours is strictly prohibited.
- Students are expected not to interact, on behalf of the college, with media representatives or invite media persons on to the campus without the permission of the college authorities
- Students are not permitted to record either audio or video lectures in class room or actions of other students, faculty, or staff without prior permission.
- Students are not permitted to provide audio and video clippings of any activity on the campus to media without prior permission.
- Students are expected to use the social media carefully and responsibly. They must not post derogatory comments about other individuals from the college on the social media or indulge in any such related activities having grave ramifications on the reputation of the college.

- Theft or abuse of institutional assets and property is punishable.
- Ragging or any act by a student as an individual or group of them whether by words spoken or written, which has the effect of teasing, treating or handling the fresher or any other student with rudeness will be entitled for disciplinary action.
- Smoking/Drugs/ Alcohol/ Tobacco/Weapons., are strictly prohibited in the campus.
- Any behavior obstructing teaching-learning activities in the campus are entitled for punishment.
- Malpractices during test/examination or knowingly furnishing false information are prohibited and strictly dealt.
- Students must take care that his/her behavior is impeccable toward opposite gender. Any unwelcome behavior towards female students and employees in written, spoken, gestural or physical directly or indirectly would be dealt with as per the Law. Code of conduct non-teaching staff
- The non-teaching faculty will be governed by the general conditions of service made by the governing council of the institution.
- Every employee at all-time shall serve efficiently, act in a disciplined manner and maintain complete integrity in duty.
- No employee shall absent himself or herself from his or her duties without the permission of the concerned authority.
- Any unfair practice and raising question of caste, creed, religion race or sex in his/her dealings within the institution is prohibited

Timings of the College

10.00 a.m. to 5.00 p.m.

Lunch: 1.00 p.m.to 2.00 p.m.

Library Timings

9.30am to 5.30pm

Definitions of Key Terms Used in Credit Based Semesters & Grading System

Programme: B.Ed. two years programme of study spread over four semesters with four term end examinations, the successful completion of which would lead to the award of a bachelor's degree in education.

Course: A course is essentially a constituent of a program and may be a composite of several subject matter to be covered in a semester.

Hard core course: Compulsory subject of study which support the main discipline.

Soft core courses: An option for the candidate to choose a course from a pool of courses offered by the respective B.Ed. colleges of Bangalore University. Each candidate should choose a combination of two soft core courses for the B.Ed. programme from the combinations offered by the respective colleges.

Open Elective Course: A candidate has to select any one of the open electives prescribed by Bangalore University and offered by the respective B.Ed. colleges.

Enhancing professional Competency (EPC) course

Field based activities conducted to enhance the professional competencies and skill.

Credit: Credit is a unit of academic input measured in terms of the study hour. It

reflects the number of "study hours" in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignments, projects, seminars, community activities & practical courses required for the course etc.

Grade: Means a letter symbol (ABC) which indicates the broad level of performance of a student in an answer, course, semester, and programme.

Grade Point Average (GPA): The means of grades obtained on a number of subjects / tasks for a specialized period is the GPA. GPA is calculated by dividing sum of the weighed grade points obtained by a student in a semester by the total number of credits taken by him/ her in a semester. The value shall be rounded off to two decimal places.

Cumulative Grade Point Average (CGPA): (CGPA) is the value obtained by dividing the sum of the credit multiplied by GPA for four semesters by the total credits for the entire programme. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for the final results.

Reflective Journal (RJ): A student-teacher generated locally standardized daily log book maintained under supervision of the mentors is visualized as a reflective journal.

Regulations Governing the Degree of Bachelor of Education, Bangalore University

Title; Bachelor of Education [B. Ed]

Eligibility for Admission

- 1.1** A citizen of India who has passed any Bachelor's degree examination of Bangalore University or any University in India or abroad recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed. programme.
- 1.2** The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed. programme.
- 1.3** In the case of SC/ST, Category -1 and physically challenged student 45% marks in aggregate of all the subjects he/she has studied for degree course or 45% in post graduation.
- 1.4** A candidate for the admission to degree of education B.Ed. must fulfill the eligibility criteria as per the directives of Govt. of Karnataka from time to time.
- 1.5 Eligibility for opting French/German Soft core (Pedagogy)**
 - a) Any Graduate, who has studied any ONE of the following languages:**
 - B.A French/ or Major French from recognized University. Or
 - II language French in Degree Or
 - Advance Diploma in French or equivalent from any recognized university Or
 - DALF B2 level in French from Alliance Franchise.
 - B.A German / or Major German from recognized University. Or
 - II language German in Degree Or
 - Advance Diploma in German or equivalent from any recognized University. Or
 - Level B2.2 in German from Goethe Institute- Max Muller Bhavan.

2 Allocation of seats

- 2.1** College shall admit all the candidates allotted by the Government of Karnataka.
- 2.2** For filling the other seats the respective colleges shall select the candidates following eligibility criteria as envisaged in Regulations 1.1 to 1.5.
- 2.3** The college should get the selected candidates both under Government and Management quota within the last date fixed for admission by the Bangalore University.
- 2.4** The total intake of all B Ed colleges shall be as fixed by NCTE / Government of Karnataka from time to time.

3 Duration of the course

- 3.1** The duration of study for B.Ed. CBCS Semester Programme shall extend over a period of two years with four semesters for a total of 76 credits. The first semester shall be for 20 credits, second semester shall be for 20 credits, third semester shall be for 20 credits and the fourth semester shall be for 16 credits.
- 3.2** The practice in teaching programme shall be conducted in three phases.
Phase I - Pre internship programme during the second semester for the duration of four weeks for 04 credits.
Phase II – Internship programme during third semester for the duration of twelve weeks for 012 credits.
Phase III - Post internship programme during fourth semester for the duration of four weeks for 04 credits.

4 Medium of Instruction

- 4.1** The Medium of Instruction is either English or Kannada. However, student can opt for English or Kannada for Practice teaching. Student teachers are allowed to write theory examination either in English or Kannada.

5 Attendance

5.1 A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 80% of the number of classes actually held till the end of the semester in each of the subjects & 90% for practical activities.

5.2 A student teacher must submit all assignments at end of each semester to qualify him / her to appear for respective semester examination.

5.3 A student should compulsorily participate in all the activities of the semester and submit the reports at the end of each semester.

6. Course Framework & Scheme of Examination

FIRST SEMESTER

Total credits-20

Course No	Course code	Course title	Instructional Hrs per week	Duration of Exam	Credits	IA	Term End exam	Total
1	HC1	Child hood and Growing Up	4 Hrs	3 Hrs	4	30	70	100
2	HC2	Education in Contemporary India	4 Hrs	3 Hrs	4	30	70	100
3	HC3	Development and management In school Education	4Hrs	3 Hrs	4	30	70	100
4	HC4	ICT in Education	2 Hrs	1 1/2Hrs	2	15	35	50
5	HC5	Language across the curriculum	2 Hrs	1 1/2Hrs	2	15	35	50
6	EPC1	*Communication Skills and Expository writing	4Hrs	-----	2	50	-----	50
7	EPC2	*Yoga and self development	4Hrs	-----	2	50	-----	50
		Total			20	220	280	500

*Communication and Expository writing is a practical activity conducted 04 hrs a week shall be treated as equivalent to 02 hrs of theory teaching.

*Yoga and self-development is a practical activity conducted 04 hrs a week shall be treated as equivalent to 02 hrs of theory teaching.

SECOND SEMESTER**Total credits-20**

Course No	Course code	Course Title	Instructional Hrs	Duration of Exam	credits	IA	Term End Exam	Total
8	HC6	Learning and teaching	4 Hrs	3 Hrs	4	30	70	100
9	HC7	Assessment of learning	4Hrs	3 Hrs	4	30	70	100
10	SC1	Content and Pedagogy of school subject-part I	4 Hrs	3 Hrs	4	30	70	100
11	SC2	Content and Pedagogy of school subject-part I	4 Hrs	3 hrs	4	30	70	100
12	EPC3	Pre internship activities	4 weeks	-----	4	100	-----	100
Total					20	220	280	500

Pre internship activities - Four Weeks/ 35 hrs per week

Sl No	Activity	SC- I	SC-II	Total
1	Teaching skills (6 Skills- 3 skills in each method for practice)	15	15	30
2	Observation of demonstration lesson and video lesson(one in each method)	5	5	10
3	Unit design (one in each method)	5	5	10
4	Lesson design (four lessons in each method)	10	10	20
5	Simulated lessons with integration of skills including instructional materials	15	15	30
	Total	50	50	100

THIRD SEMESTER**Total Credits -20**

Course No.	Course Code	Course Title	Instructional Hours per week	Duration of Exam	Credits	IA	Term End Exam	Total
14	SC3	Content and Pedagogy of School Subject part-11	4 Hrs	3 Hrs	4	30	70	100
15	SC4	Content and Pedagogy of School Subject Part-11	4 Hrs	3Hrs	4	30	70	100
16	HC8	Knowledge & curriculum	4 Hrs	3 Hrs	4	30	70	100
17	EPC4	School Internship programme	10 Weeks/35 Hrs Per week	----	8	200	----	200
Total					20	290	210	500

School Internship Programme - 10 Weeks/ 35 hrs per week

Sl. No.	Activity	Marks		Total
		SC- 1	SC-2	
1	Regular classroom teaching. Delivery of 40Lessons (20 in each method) – supervision -6 in each method	30	30	60
2	Criticism Lesson – One in each method	20	20	40
3	Observation of 20 Lessons in any subject & maintaining of record	10	10	20
4	Evaluation of Lesson Plans – 5 in	10	10	20
5	Preparation, administration and analysis of diagnostic tests followed by remedial teaching in any one soft-core course			30
6	Classroom based project in any one soft-core course			30
	TOTAL			200

FOURTH SEMESTER**Total Credits – 20**

Course No.	Course Code	Course Title	Instructional Hours per week	Duration of Examn.,	Credits	IA	Term End Examn.,	Total
18	HC9	National Concern & Education	4 Hrs	3 Hrs	4	30	70	100
19	HC10	Creating an Inclusive Society	4 Hrs	3 Hrs	4	30	70	100
20	HC11	Action Research	2 Hrs	1 ½ Hrs	2	15	35	50
21	OC1	Optional Courses (Any one)	2 Hrs	1 ½ Hrs	2	15	35	50
22	EPC5	Post Internship Activities	4 Weeks/35 Hrs per week	-----	4	100	-----	100
		Practical examination (One Lesson in each soft core)			4		50+50	100
Total					20	220	280	500

Post-Internship activities -Four Weeks/ 35 hrs per week

Sl.No.	Activity	Marks
1	A Reflective Journal should be maintained by student teacher in which he/she records his/her experiences, observations and reflections for the whole course. (All four semesters)	40
2	Working with community based any project of social welfare /Community Mela (submission of activity report)	10
3	Study & Preparation of School Calendar, timetable	10
4	Participating in various out of classroom activities in the school, organizing activities	10
5	Exhibition of work done by the students during the internship programme (seeking feedback from students, headmasters/principals/co-operating teachers/Supervisors/Parents.	10
6	Review of textbook in both methods	20
7	Practical Examination – One lesson in each Soft core course (50 + 50)	100
	Total	200

Semester Overview

Semester	Credits	IA	Theory	Marks
I	20	220	280	500
II	20	220	280	500
III	20	290	210	500
IV	20	220	280	500
Total	80	950	1050	2000

7. Soft-Core Courses

Each student teacher shall take any two soft courses of teaching school subjects based on the subjects studied at UG and PG level.

11 Semester & III1 semester

- 7.1 Content and pedagogy of Kannada
- 7.2 Content and pedagogy of English
- 7.3 Content and pedagogy of Social Science
- 7.4 Content and pedagogy of Mathematics
- 7.5 Content and pedagogy of Biological Science
- 7.6 Content and pedagogy of Physical Science
- 7.7 Content and pedagogy of Computer Science
- 7.8 Content and pedagogy of Commerce
- 7.9 Content and pedagogy of Management and Business studies
- 7.10 Content and pedagogy of Home Science
- 7.11 Content and pedagogy of Hindi
- 7.12 Content and pedagogy of Urdu
- 7.13 Content and pedagogy of Sanskrit
- 7.14 Content and pedagogy of German
- 7.15 Content and pedagogy of French

8 Open Electives Courses

Student teacher shall take any one of the following open Elective courses during the IV semester.

- 8.1 Guidance and Counselling
- 8.2 Value Education
- 8.3 Education for peace

9. Internal Assessment

9.1 The internal assessment marks shall be based on records, tests, seminars, assignments and practical activities.

9.2 The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least 10 days before the commencement of the University examinations of each

semester and the Registrar (Evaluation) shall have access to the records of such periodical assessments.

10 Registration for Examinations

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.

11. Conduct of Practical Examination

11.1 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.

11.2 A Method teacher with a minimum of 3 years of teaching experience at B.Ed. level (Internal) and Headmaster/Headmistress or a senior teacher (External) with 10 years of teaching experience from the practicing school can be an examiner for practical examination. The marks awarded to the student shall be average of the marks awarded by the internal & external examiner.

12. Community living camp & Study Tour

12.1 The college should conduct community living camp & Study tour before the end of the course.

12.2 Each student –teacher has to compulsorily participate and submit a report on his participation in a three days community living camp exclusively conducted at a rural place by the college. The CLC should aim at fostering qualities like 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 CLC that foster the above orientations. Student-teacher must compulsorily participate in CLC.

12.3 Institution should conduct an excursion for a minimum period of three days to visit places of educational, historical, cultural and scientific importance. Each student-teacher must compulsorily take part in the excursion and submit a report to the college.

13. Declaration of Results

13.1 A student-teacher shall obtain a paper minimum of 40 marks and an aggregate of 50% marks in the Hardcore Course, Soft Core Course & Open Electives Course in the each of the first, second, and third and fourth semester examination separately to pass the examination.

13.2 The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.0 (or Alpha-Sign Grade A).The

results of the candidates who have passed the second semester examination but not passed the lower (first) semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.

13.3 A candidate who passes the semester examinations in parts is eligible for only Class / CGPA and Alpha-Sign Grade but not for ranking.

13.4 A candidate who fails in any semester examination has to clear in 3 subsequent years to obtain the passing certificate in B.Ed. semester course provided he/she has secured a minimum of 50% of marks in aggregate of Hard Core, Soft Core & Open Electives courses.

14. Classification of Successful Candidates

The results of successful candidates at the end of all Four Semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or cumulative grade point average (CGPA) for the award of Bachelor of Education.

15. Declaration of classes on the basis of Percentage of Aggregate Marks

First Class with Distinction	70 % and above (A+, A++ or O)
First Class	60% and above but less than 70% (A)
Second Class	55% and above but less than 60% (B+)
Pass Class	50% and above but less than 55% (B)

15.1 Each semester result shall also be declared in terms of grades. A six-point grading system which based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

% Marks	50-<55	55-<60	60-<70	70-<80	80-<90	90-100
Alpha-sign Grade	B	B+	A	A+	A++	O
Grade Point	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	>-9

15.2 The semester Grade point average shall be computed by dividing the sum of the Grade Point Weights (GPW) of all the subjects of study by the maximum credits for the semester. The Grade Point Weights are intern calculated as the product of the grade points earned in the subject and the credits assigned to that subject, The maximum total marks in a subject of study is 100, while the credit assigned is 4.

15.3 The Aggregate or Cumulative Grade Pont Average (CGPA) at the end of the four semesters examination shall be calculated as the weighted average of the semester grade point averages. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the programme.

15.4 The candidates who pass all the semesters examination in the first attempts in two academic years are eligible for ranks provided they secure 60 % and above marks or at least an alpha sign Grade A.

16. Rejection of Results

16.1 A candidate may be permitted to reject the result of the whole examination of any semester. Rejection of result paper wise/subject wise shall not be permitted. The candidate who has rejected the result shall appear for the immediately following examination.

16.2 The rejection shall be exercised only once in each semester and the rejection once exercised cannot be revoked.

16.3 Application for rejection along with the payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the college of study together with the original statement of marks within 30 days from the date of publication of the result.

16.4 A candidate who rejects the result is eligible for only class and not for ranking.

17. Academic Monitoring Committee

The university shall constitute a committee to monitor curricular and co-curricular activities conducted by the college of education affiliated to the university. The Vice-Chancellor shall constitute the committee comprising members from colleges of education affiliated to Bangalore University & University Department of Education on the basis of rotation and seniority. However, the number of members shall not exceed seven including the chairman. This committee shall monitor the activities of all the four semesters.

18 Power to remove difficulties

If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other regulations, as appears to be necessary or expedient to remove the difficulty. Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

19 Repeal and Savings

The existing regulations governing one-year bachelor's degree in education shall stand repealed. However, the above regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.

Extended Activities

Community Living Camp

Community living camp is exclusively conducted at a rural place by the college. The CLC aims at fostering qualities like collective work, co-operative living, fellow feeling, like-minded towards rural culture etc., among student- teachers. Student-teacher must compulsorily participate in CLC and submit a report to the college.

Community Based Activities

1. Visit to the Blind School/Mentally challenged school
2. Visit to Slum/Orphanage/Old age home
3. Organization of blood donation camp
4. Health Check-up services

Tour

It is organized to visit places of educational, historical, cultural and scientific importance. Each student- teacher must compulsorily take part in the excursion and submit a report to the college.

Value Added Courses Offered

- Communication Skills Development
- ICT Enabled Skills
- School Readiness Programme
- Personality Development Programme

Sports Activity

SGCE organizes various sports activity to provide opportunity for students, faculty and staff to engage in activities to promote an enhanced quality of life. The sports day caters to provide opportunities for personal development through leadership, diversity and team work.

Cells and Committees

Grievance cell

It is set up to encourage the students to express their grievances freely and frankly and an effort will be made by the cell to judge its merit and solve the problems.

Women Redress cell

It is established with the purpose to instigate the spirit of women empowerment in the real sense and also address to the problems of the women students.

Placement and Consultancy Cell

It is set up to provide job opportunities for the teacher trainees in various institutions and conduct campus interview. It also provides consultancy for the secondary school teachers on the recent trends and techniques of education.

Extended Activities

Health Services

The institution renders the general health services to the student trainees and staff through the hospital, established in the college campus. In addition to it college provides special services on dental care through RGDC.

Guidance and counselling Cell

It aims to assist students with a variety of personal, educational and career concern for their better adjustment. Counselling is also provided to the student with psychological problems who are in need.

Committees

The institution has the following established committees:

1. Students' association
2. Magazine committee
3. Excursion and Visits committee
4. Sports committee
5. Cultural committee
6. Community service committee (CLC)

Clubs

1. English club: *Lingua - Franca*
2. Science club: *Eureka*
3. Social Science Club
4. Kannada Club: *Kannada Sangha*

Celebrations

1. Talents day
2. Women's day
3. Independence day
4. Teacher's day
5. Science day
6. Environment day
7. World health day
8. International day of disabled persons

Visits

1. Regional institute of English, Bangalore
2. British Library
3. Nehru planetarium
4. Kannada Sahitya Parishad
5. Janapada Loka
6. IISC / ISRO
7. Visvehwaraiah Museum
8. GKVK

Infrastructural Facilities

1. Well-furnished classrooms and required other rooms
2. ICT resource centre
3. Sports centre
4. Arts and crafts centre
5. Well-equipped Laboratories
6. Play Ground
7. Science Lab
8. Psychology Lab
9. Library
10. Smartboard
11. Cafeteria
12. Parking Lot
13. Auditorium

***Note:** The college authority has the right to modify the dates and place as per the convenience.

Gallery



Gallery



Gallery





Jana Gana Mana
Adhinayaka Jay He
Bharata Bhagya Vidhata
Panjab Sindhu Gujarat Maratha
Dravida Utkala Banga
Vindhya Himachal Yamuna Ganga
Uchchala Jaladhi Taranga
Tava Subha Name Jaage
Tave Subha Aashish Mange
Gaahe Tava Jay Gaatha
Jana Gana Mangal Daayak Jay He
Bharat Bhagya Vidhata
Jay he Jay he Jay he
Jay Jay Jay Jay He