



Mysore Diocesan Educational Society®

# St. Joseph's College of Education

St. Joseph's Complex, Jayalakshmipuram, Mysuru – 570012

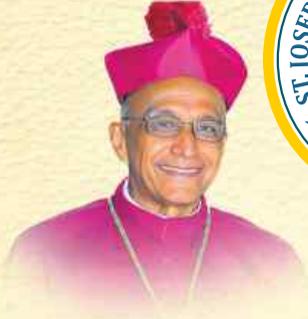
Affiliated to the University of Mysore | Recognised by NCTE | Accredited by NAAC,

☎ : 0821-2511992 | E-mail : [stjosephcollege2012@gmail.com](mailto:stjosephcollege2012@gmail.com)

Website : [www.stjcollegeofeducationmysuru.in](http://www.stjcollegeofeducationmysuru.in)



**HAND BOOK & CALENDAR : 2024-25**



**Most Rev. Dr. Bernard Moras**

**President of MDES**



**Rev. Fr. Edward William Saldanha**

**Secretary - MDES**



**Rev. Fr. Naveen Kumar**

**Treasurer - MDES**



**Mr. Seby Mavelly**

**CEO - MDES**



**Dr. Priya Mathew**

**Principal**



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## **From Secretary's Desk ...**

### **Motto**

*Love*

*Loyalty*

*Service*

At St. Joseph's College of Education, we focus on nurturing knowledgeable competent, committed and innovative teachers through quality teacher education programme.

Its serene and pollution free environs are an asset to the holistic development of trainee teachers. At this place, we ensure that all students acquire mastery over relevant teaching skills, develop confidence, professional attitude and thus become leaders in all walks of life and agents of change in our society.

**Rev. Fr. Edward William Saldanha**  
Secretary - MDES



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## College Profile

St. Joseph's College of Education, Mysuru a pioneer institution of Teacher Education embodies the educational vision of Most. Rev. Dr. Matthias Fernandes the founder of the institute in 1971 under the Mysore Diocesan Educational Society (MDES), Karnataka, affiliated to University of Mysore. It is a religious minority and a Grant-in-aid institution which has been catering to the needs of rural and urban secondary schools for the last 53 years. The college is marching towards greater heights under the patronage of His Grace Most Rev. Dr. Bernard Moras, the Apostolic Administrator, Diocese of Mysore and the charismatic leadership of Rev. Fr. Edward William Saldanha, the Secretary and Correspondent of MDES with Rev. Fr. Naveen Kumar, the Treasurer of MDES and Dr. Priya Mathew, the Principal of the college. The college has a beautiful ambiance with sylvan surroundings. The college has an excellent academic record as students secure ranks in the university examination. The alumni of the college are serving at several institutions all over the country and abroad as dynamic leaders.

## **St. Joseph's College of Education At a Glance**

Owned by	: Mysore Diocesan Educational Society. Diocese of Mysore.
Established in	: 1971
Affiliated to	: University of Mysore, Mysuru
Accredited with	: B <sup>++</sup> Grade (NAAC, 2016), (NAAC, 2022)
Founded by	: His Excellency Most Rev. Mathias Fernandes
Patron	: Most Rev. Dr. Bernard Moras Apostolic Administrator, Diocese of Mysore
Secretary and Correspondent	: Rev. Fr. Edward William Saldanha
Principal	: Dr. Priya Mathew
Phone numbers	: (0821) - 2511992, 9482538060
E-mail	: stjosephcollege2012@gmail.com
Website	: stjcollegeofeducationmysuru.in
Teaching staff	: 16
Non teaching staff	: 09
No. of students	: 200
Course offered	: B.Ed. Degree
Subjects Offered	: <ul style="list-style-type: none"><li>• English</li><li>• Kannada</li><li>• Social Science</li><li>• Mathematics</li><li>• Physical Science</li><li>• Biological Science</li><li>• Commerce</li></ul>

## Eminent Predecessors

### PATRONS

Most Rev. Dr. Mathias Fernandes	(1971 - 1985)
Most Rev. Dr. Francis Michaelappa	(1987 - 1993)
Most Rev. Dr. Joseph Roy	(1995 - 2003)
Most Rev. Dr. Thomas Antony Vazhapilly	(2003 - 2017)
Most Rev. Dr. K. A. William	(2017 - 2024)
Most Rev. Dr. Bernard Moras	Present Patron

### SECRETARIES AND CORRESPONDENTS

Rev. Fr. Dennis Noronha	(1971 - 1989)
Rev. Fr. Joseph D'Mello	(1989 - 1996)
Rev. Msgr. (Dr) N.S Marie Joseph	(1996 - 2003)
Rev. Fr. Raphael M Colaco	(2003 - 2009)
Rev. Fr. Thomas Becket D'Souza	(2009 - 2015)
Rev. Fr. K.A William	(2015 - 2017)
Rev. Fr. Vijay Kumar	(2017 - 2024)
Rev. Fr. Edward William Saldanha	Present Secretary & Correspondent

### PRINCIPALS

Prof. K. Basaviah	(1971 - 1974)
Prof. S. Philipose	(1974 - 1978)
Prof. Nalini Singh	(1978 - 2001)
Prof. Dorothy Rodrigues	(2001 - 2003)
Prof. Marcel.C. Enos	(2003 - 2014)
Prof. Mary Rose	(2014 - 2017)
Dr. Priya Mathew	Present Principal

## GOVERNING BODY

1	<b>Most Rev. Dr. Bernard Moras</b> <i>Apostolic Administrator, Diocese of Mysore</i>	President
2	<b>Rev. Msgr. Alfred John Medonca</b> <i>Vicar General</i>	Vice President
3	<b>Rev. Fr. Edward William Saldanha</b>	Secretary
4	<b>Rev. Fr. Naveen Kumar</b>	Treasurer
5	<b>Rev Fr. James Dominic</b>	Member
6	<b>Rev. Fr. Joseph Packiaraj</b>	Member
7	<b>Rev. Fr. Sebastian Alexander</b>	Member
8	<b>Rev. Fr. Mariraj</b>	Member
9	<b>Rev. Fr. Anthonappa</b>	Member
10	<b>Rev. Fr. N T Joseph</b>	Member

## RESOURCE TEAM

### Principal

Dr. Priya Mathew, M.Sc., M.Ed., Ph.D., NET.

### Teaching Faculty

Mrs. Anne Jaya Sheela, M.Sc., M.Ed., M.Phil., K.SET, (Ph.D)  
Dr. Asha P Pathrose, M.A., M.Ed., NET, Ph.D.  
Mrs. Nageswari PN, M.A., M.Ed., KSET(Edu), NET&KSET(Kan), (Ph.D)  
Mr. Yogesha K.A., M.A.(Eco), M.A.(His.), M.A.(Soci), M.Ed, PGDCA, KSET, (Ph.D)  
Dr. Chalubarajaswamy K T M.Sc (Geo), M.Ed., Ph.D, KSET  
Mrs. Shruthy Sadasivan M.Sc., M.Ed., NET, (Ph.D)  
Dr. Sandeep S M.A.(His), M.A. (Pol.Sci.), M.Ed., KSET, Ph.D  
Ms. Shania Kariappa, M.A., M.Ed., KSET, NET  
Mr. Yesu Bhaskar B. M.Sc., M.Ed.  
Mr. Christy Raj D. M.A., M.Ed.  
Mrs. Fathima M.Sc., M.Ed., NET  
Mrs. Sheethal Singh MFA- Visual Arts  
Mr. Shalom Solomon A M.A. (Music)

### Physical Education Director

Mr. Thukaram Kumar Singh R M.P.Ed.

### Librarian

Mrs. Radha M. R., B.A., M.Lib., I.Sc.,

### Administrative Staff

Mrs. Meenakshi V. B Office Assistant-cum Computer Operator  
Mrs. Mohana Lakshmi A P Office cum Account Assistant  
Mr. Jeevan Kishore Office Assistant-cum Computer Operator  
Mr. Ashwath K Technical Assistant  
Mrs. Poovamma Support Staff  
Mr. Anthony Store Keeper  
Mr. Arjun Attender  
Mrs. Jyothi Attender  
Mrs. Radha Attender



## THE PATRON SONG

ಸಂತ ಜೋಸೆಫರೆ, ನಮ್ಮ ಪಾಲಕರೆ  
ನಿಮ್ಮ ವಂದಿಪೆವು ನೆರವಕೋರ್ದೆವು

ಯೇಸು ಬಾಲರ ಅಕ್ಕರೆಯಿಂದ  
ಪಾಲನೆ ಗೈದ ಓ ಸಂತರೆ  
ದಾವೀದ ವಂಶಕ್ಕೆ ಕೀರ್ತಿಯ ತಂದ  
ನಿಷ್ಠಾವಂತ ಓ ಸಂತರೆ

ಈ ಕಾಲೇಜಿನ ಪಾಲಕ ಶ್ರೇಷ್ಠ  
ಪಾವನ ವಿತರೇ ಓ ಸಂತರೆ  
ಕಷ್ಟದ ವೇಳೆಯೊಳ್ ತ್ವರೆಯೊಳ್ ಬನ್ನಿ  
ಆದರ ನೀಡಿ ಓ ಸಂತರೆ

# College Prayer Songs

## 1. BIND US TOGETHER LORD

Bind us together lord  
Bind us together with  
Cords that cannot be broken  
Bind us together lord  
Bind us together in love  
There is only one god  
There is only one king  
There is only body  
That is why we sing.

## 2. PRAISE HIM

Praise Him, praise Him,  
praise Him in the morning  
Praise Him in the noon time  
Praise Him, praise Him,  
praise Him when the sun goes down

Love Him, love Him,  
love Him in the morning  
Love Him in the noon time  
Love Him, love Him,  
love Him when the sun goes down

Serve Him, serve Him,  
serve Him in the morning  
Serve Him in the noon time  
Serve Him, serve Him,  
serve Him when the sun goes down

## 3. THE STEADFAST LOVE

The steadfast love of  
the Lord never ceases.  
His mercies never come to an end;  
They are new every morning,  
New every morning:  
Great is your faithfulness,  
O Lord, Great is your faithfulness!  
The Lord is good to  
those who wait for him,  
To the soul that seeks him;  
It is good that we should wait quietly  
For the salvation of the Lord.

## 4. THE LORD IS MY SHEPHERD

The lord is my shepherd,  
There is nothing I shall want,  
Fresh and green are the pastures,  
Where he gives me repose,  
Near restful waters he leads me  
To revive my drooping spirit

Ch: The lord is my shepherd,  
There is nothing I shall want,  
Yes the lord is my shepherd,  
There is nothing I shall want.

## 5. MY LIFE IS IN YOU LORD

My life is in You, Lord  
My strength is in You, Lord  
My hope is in You, Lord  
In You, it's in you. (Repeat)

I will praise You  
with all of my heart  
I will praise You  
with all of my hope  
With all of my life,  
and all of my strength  
All of my hope is in You

## 6. WE PRAISE YOU LORD

We praise you Lord with joy  
With heart and mind voice  
You fill us with an ending love  
And grace from above

You are our father  
who's ever near  
With you beside us  
we'll have no fear  
You are our father  
loving and true  
All day and night  
watching us through

**7. MAKE ME A CHANNEL  
OF YOUR PEACE**

Where there is hatred  
let me bring your Love.  
Where there is injury,  
your pardon, Lord  
And where there's doubt,  
true faith in You.  
CH: Oh, Master grant  
that I may never seek  
So much to be  
consoled as to console  
To be understood  
as to understand  
To be loved as to  
love with all my soul.

**8. I HAVE LOVED YOU**

I have loved you with  
an everlasting love,  
I have called you and  
you are mine;  
I have loved you with  
an everlasting love,  
I have called you  
and you are mine.  
Seek the face of the Lord  
and long for him:  
he will bring you his  
light and his peace. (Refrain)

Seek the face of the Lord  
and long for him:  
he will bring you his joy  
and his hope. (Refrain)

Seek the face of the Lord  
and long for him:  
he will bring you his care  
and his love. (Refrain)

**9. THERE SHALL BE SHOWERS  
OF BLESSING**

There shall be showers of blessings  
This is the promise of love  
There shall be seasons refreshing  
Sent from the savior above

Showers of blessings  
Showers of blessings we need  
Mercy drops round us are falling  
But for the showers we plead

There shall be showers of blessings  
Send them upon us O Lord  
Grant to us now a refreshing  
Come and now honour Thy word

**10. MAY WE BE A SHINING LIGHT**

May we be a shining  
light to the nations  
A shining light to the people's of earth  
Till the whole world sees  
the glory of your name,  
May your pure light  
shine through us

May we be healing  
balm to the nations  
A healing balm to the  
people's of the earth  
Till the whole world sees  
the glory of your name,  
May your healing flow through us

May we sing a song of  
joy to the nations  
A song of joy to the  
people's of the earth  
Till the whole world rings with  
the praises of your name  
May your song be sung through us.

### 1. ಭುವಿ ಜ್ಯೋತಿ

ಭುವಿ ಜ್ಯೋತಿ ನೀನೇ ದೇವ  
ನನ್ನ ಸ್ತೂತಿ ನೀನೇ ದೇವಾ  
ನನ್ನ ಶಕ್ತಿ ನೀನೇ ನನ್ನ ಮುಕ್ತಿ ನೀನೇ  
ನನ್ನ ಭರವಸೆ ಬೆಳಕು ನೀನೆ

ಮನದಾಳದ ಮಾತೆಲ್ಲವೂ  
ನಿನ್ನ ಸ್ನೇಹಕೆ ಋಣಿಯಾಗಲಿ  
ಬದುಕಲ್ಲಿ ನಾ ಏನಾದರೂ  
ನೀನೇ ಪ್ರಭು (2)  
ಒಲವಾಗಲಿ ನನಗೆ ಬಲವಾಗಲಿ  
ನೀನೇ ಪ್ರಭು (2)

### 2. ಶರಣಂ ದೇವಾ ಶರಣಂ

ಶರಣಂ ದೇವಾ ಶರಣಂ  
ಶರಣಂ ತವತಿರು ಶರಣಂ

ಜ್ಯೋತಿ ಸ್ವರೂಪ ಶರಣಂ  
ಪ್ರೀತಿ ಸ್ವರೂಪ ಶರಣಂ  
ನಿತ್ಯ ಸ್ವರೂಪ ಶರಣಂ  
ಸತ್ಯ ಸ್ವರೂಪ ಶರಣಂ  
ಜ್ಞಾನ ಸ್ವರೂಪ ಶರಣಂ  
ನೀತಿ ಸ್ವರೂಪ ಶರಣಂ

### 3. ನನ್ನ ಹತ್ತಿರವಿರು

ನನ್ನ ಹತ್ತಿರವಿರು ಓ ದೇವನೇ  
ನಾ ನಿನ್ನನ್ನು ಬಿಟ್ಟು ಬಾಳಲಾರೆನು  
ಕಣ್ಣೀರಿನ ಸಮಯದಿ ತಾಯಿಯಾಗಿರು  
ಸಾಲದ ಸಮಯದಿ ತಂದೆಯಾಗಿರು  
ಓದುವ ಸಮಯದಿ ಗುರುವಾಗಿರು  
ಪ್ರಾರ್ಥಿಸುವ ಸಮಯದಿ ದೇವರಾಗಿರು

### 4. ಓಂ ಗುರು

ಓಂ ಗುರು ಓ ಗುರುದೇವಾ  
ತವಚರಣಂ ಮಮ ಶರಣಂ  
ಜಗದ್ಗುರು(2) ದೇವಾ (2)  
ತವಚರಣಂ ಮಮ ಶರಣಂ(2)  
ಶ್ರೀ ಗುರು ಶ್ರೀ ಗುರುದೇವಾ  
ತವಚರಣಂ ಮಮ ಶರಣಂ

### 5. ಗುರುದೇವಾ

ಗುರು ದೇವಾ ಶರಣಂ ದೇವಾ  
ಶರಣಂ ಶರಣಂ ಸದ್ಗುರು ದೇವಾ  
ಜ್ಞಾನ ಸ್ವರೂಪ ದೇವಾದಿ ದೇವಾ  
ಶರಣಂ ಶರಣಂ ಸದ್ಗುರು ದೇವಾ  
ತ್ಯಾಗ ಸ್ವರೂಪ ದೇವಾದಿ ದೇವಾ  
ಶರಣಂ ಶರಣಂ ಸದ್ಗುರು ದೇವಾ

## 7. ಕಲೆ ಜಗಕ್ಕೆಲ್ಲಾ

ಈ ಜಗಕ್ಕೆಲ್ಲಾ ಬೆಳಕಾಗಿ ಬಾ ದೇವಾ  
ಇಲ್ಲಿ ಬೆಳಕಿಲ್ಲ ನೀನಿಲ್ಲದೆ  
ನನ್ನ ಬದುಕಿನ ಹಗಲಲ್ಲೇ ಬಾ ದೇವಾ  
ಈ ಹಗಲಲ್ಲೂ ಏಕಾಂತವೇ  
ಹೊತ್ತು ಹೋಗದು  
ನೀ ಬರದೆ ಈ ಬಾಳಲ್ಲಿ  
ಕತ್ತಲಾಗದು ಈ ಬದುಕು ನೀನಿದ್ದಲ್ಲಿ

ನೀನಿರದ ಮನೆಯಲ್ಲಿ ನಾನ್ಯಾರೋ  
ಈ ಮನೆಯ ಹಂಗೇತಕೋ  
ಮನೆಯೊಡದು ಮನೆಯೊಳಗೆ  
ನೀನಿಲ್ಲದೆ ಒಳಗೆಲ್ಲಾ ಹುಸಿ ಬದುಕು  
ನಡೆಯಲ್ಲಿ ನುಡಿಯಲ್ಲಿ ನೀನಿಲ್ಲದೆ  
ಬಹಿರಂಗ ಚಿಲುಪ್ಪೇತಕೋ  
ಆಕಾರ ನಾನು ಸಾಕಾರ  
ನೀನು ನನ್ನಲ್ಲೇ ನೀನಾಗಿರೋ

ಅಂತರಂಗದ ನೀ ತುಂಬದೆ ಹೊರಗೆಲ್ಲ  
ಬರೀ ಶೂನ್ಯವೋ  
ತುಂಬಿದ ಕಣ್ಣಲ್ಲಿ ನೀ ಕಾಣದೆ ಮಾತೆಲ್ಲಾ  
ಅನ್ವರ್ಥವೋ  
ಕಣ್ಣಲ್ಲಿ ಮಾತಲ್ಲಿ ನೀ ತುಂಬಿರೋ  
ಮನದಲ್ಲಿ ದೃಢವಾಗಿರೋ  
ಸಾಧನ ನಾನು ಸಾಧಕ  
ನೀನು ಬಂಧನ ಬಲವಾಗಿಸೋ

## 6. ಎಲ್ಲಾ ಕಾಲದೊಳು

ಎಲ್ಲಾ ಕಾಲದೊಳು  
ಎಲ್ಲಾ ವೇಳೆಯೊಳು  
ದೇವಾ ನಿಮ್ಮನ್ನೆ ಸ್ತುತಿಪೆ (2)

ತಂದೆಯು ನೀವೇ ತಾಯಿಯು ನೀವೇ  
ಬಂಧುವು ನೀವೇ (2)  
ನನ್ನ ಭಾಗ್ಯವು ನೀವೇ  
ಆದಿಯು ನೀವೇ ಅಂತ್ಯವು ನೀವೇ  
ಜ್ಯೋತಿಯು ನೀವೇ (2)  
ನನ್ನ ಭಾಗ್ಯವು ನೀವೇ





**Estd. 1971**

## **Motto**

*"Love, Loyalty and Service"*

## **Vision**

Universally empowered educators with quality, professionalism, and values for excellence in education and societal transformation.

## **Mission**

To nurture the holistic development of future educators through creative, innovative, value oriented and ICT enabled teaching and learning.

## OBJECTIVES

1. To equip teacher trainees with foundational and pedagogical knowledge integrated with 21st-century skills.
2. To foster creativity, critical thinking, and innovations in classroom practices.
3. To nurture professional ethics, values, and sensitivity to diverse social and environmental challenges.
4. To prepare teacher trainees for leadership roles in addressing educational needs, especially for marginalized communities.
5. To encourage lifelong learning and adaptability to global trends in education.
6. To support career development and placement services for teacher trainees.

## **PROGRAMME LEARNING OUTCOMES:**

**After the completion of the B.Ed (2 years) Programme, student teacher will be able to:**

### ◆ **Content Competency:**

- impart relevant knowledge with respect to foundation and methodology courses
- promote mastery over the required content
- know, select and use different teaching methods
- understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum
- acquire necessary competencies for organizing learning experiences
- select and use appropriate assessment strategies for evaluating learning
- analyse the content, text books and syllabus

### ◆ **Pedagogical Skills:**

- impart teaching skills and strategies to transfer the given content suitably in the classroom situations
- innovate and experiment classroom practices

### ◆ **Professional Ethics:**

- imbibe and uphold qualities of a good teacher
- be just and impartial
- show love and respect to the individuality of the child
- inspire and professionally help the parents for the care and guidance of their wards
- preserve proper balance of his/her life as a person of character and be an example to others with his/her

intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs

- develop a professional attitude, to help and demonstrate commitment to values such as loyalty, love, service, equality and excellence

◆ **Effective Citizen Ethics:**

- understand different values such as morality, social service and accept responsibility for the society
- create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world

◆ **Effective Communication:**

- boost confidence and promote abilities to communicate effectively
- plan, teach, organize school related /community based activities and programmes
- collaborate with parents and community for the betterment of students

◆ **Environmental Awareness:**

- sensitize all issues of ecology
- understand the importance of environmental awareness
- take precautionary steps in protecting the environment

● **Manage Classroom Situations:**

- interact with children from diverse socio economic and cultural backgrounds
- identify and manage the challenging and overcoming gender inequalities

- identify the diversities and to deal effectively in an inclusive classroom environment
- create sensitivity about language diversity in the classroom and its role in teaching – learning process
- develop skills involved in dealing with the academic and personal problems of learners
- organise guidance and counseling programmes for disabled students

◆ **Team Work:**

- work as a member or leader in diverse teams and in multi-disciplinary settings.
- follow the principles of collaborative learning, cooperative learning and team –teaching.

## **COURSE LEARNING OUTCOMES**

**After the completion of the courses,  
the student teachers will be able to:**

### **Semester: 1**

#### ➤ **CHILDHOOD AND ADOLESCENCE**

- explain the process of development with special focus on infancy, childhood and adolescence
- critically analyze developmental variations among children
- comprehend adolescence as a period of transition and threshold of adulthood
- analyze different factors influencing child development

#### ➤ **PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**

- develop understanding of the interrelationship between philosophy and education
- develop appreciation of the basic trends and principles and development of the major western schools and philosophy

#### ➤ **EDUCATIONAL TECHNOLOGY**

- understand the concept and scope of educational technology
- understand the concept of approaches of educational technology
- explain the meaning and use of cybernetics
- understand and use the different media in education
- understand the different learning experiences and use them in the teaching-learning process
- acquaint with innovations in educational technology

- integrate ICT into teaching learning, administration and evaluation
- develop information management, communication and collaborative skills
- design and develop and use learning materials in teaching
- practice safe, ethical ways of using ICT
- use ICT for making classroom processes inclusive

➤ **LANGUAGE ACROSS THE SCHOOL CURRICULUM**

- understand the language background of students
- create sensitivity to the language diversity that exists in the classroom
- understand the nature of classroom discourse and develop strategies for using oral language in the classroom
- understand the nature of reading in the content areas in different school subjects
- understand the nature of writing in specific content areas in school subjects

➤ **UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGE**

- understand the language background of students
- understand the language policies
- understand the nature of the classroom
- understand the mother tongue and the importance of other languages
- understand the components of reading, writing etc
- understand the nature of writing in specific content areas

➤ **UNDERSTANDING DISCIPLINE & PEDAGOGY: SOCIAL SCIENCE**

- recall the nature and philosophy of Social Science
- understand the contemporary society and the relevance in teaching of Social Science in schools

- explain the status of learning Social Science at secondary school level
- analyse the issues and challenges in articulating the nature of Social Science curriculum and its pedagogical practices
- evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers

➤ **UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCE**

- understand Science as a discipline through its philosophical and epistemological perspectives
- throws insight into the nature of Science
- develop a critical understanding about the curriculum in Science
- explain the transactional processes at the various levels of school Education
- lead from an understanding about Science discipline to a holistic understanding about Science-Education situated in learner context and social realities

➤ **UNDERSTANDING DISCIPLINE AND PEDAGOGY MATHEMATICS :**

- understand nature and the factors of Mathematics
- explain the process of learning mathematical concepts, theories and historical evolution
- understand Mathematics for equity and social justice

➤ **UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE**

- re-engage with their discipline and revisit prevalent conceptualizations and practices
- recall the role of Commerce Education in society

- analyse the potential role that it can play in developing commercially conscientious citizens

### ➤ **ICT-BASIC**

- define and list the importance of ICT
- familiarize and use operating systems
- familiarize and use microsoft applications
- familiarize and use the Internet
- create a blog
- use google platform

## **Semester : 2**

### ➤ **LEARNING, TEACHING AND ASSESSMENT**

- comprehend the theories of learning and intelligence and their applications for teaching children
- analyse the learning process, nature and theory of motivation
- describe the stages of teaching and learning and the role of teacher
- situate self in the teaching learning process
- analyze the scope and role of assessment in the teaching-learning process in order to introduce a dynamic assessment scheme for educational set up towards enhanced learning

### ➤ **KNOWLEDGE AND CURRICULUM**

- understand the meaning of epistemological terminologies and understand the similarities and differences between them
- familiar with ideologies related to child centered education
- understand the changes in education in the context of society, culture and modernization

- focus on the social and knowledge related bases of education
- understand and accept education in context of various values
- understand various school activities and classroom interaction with reference to multi culture and democracy
- understand the national, global & secular paradigms of Education
- understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
- clarify the interrelation among curriculum, syllabus & textbook
- understand the correlation among power, principles and curriculum
- evaluate co-curricular activities with reference to new society formation
- develop the skill of curriculum evaluation
- understand the determinants of curriculum making
  
- **CONTEMPORARY EDUCATION IN INDIA**
  - explain the history, nature, process and philosophy of education
  - analyze the role of the educational system in the context of modern ethos
  - understand the concept of diversity
  - develop an understanding of the trends, issues, and challenges faced by contemporary Indian education in a global context
  
- **TECHNIQUES, METHODS AND APPROACHES OF PEDAGOGY**
  - understand the teaching- learning system
  - differentiate between tools, techniques, methods and approaches

- understand the schematic orientation towards class room transaction
- understand the role of the teacher in various contexts
- equip with abilities for TLM preparation
- **UNDERSTANDING SELF, PERSONALITY AND YOGA**
  - appreciate the origin and history of Yoga in India
  - understand the concept and importance of yoga for general health and quality lifestyle
  - integrate the practice of yoga and its asanas for better self-concept and esteem personality
  - discuss practice as a central aspect

## **Semester: 3**

- **INCLUSIVE EDUCATION**
  - adjust with heterogeneous groups in the class
  - adjust with a different school atmosphere
  - cooperate with other disability learners
  - trace the historical perspective of inclusive education
  - distinguish the concepts of special education, integrated education and inclusive education
  - justify the need for inclusive education
  - analyze critically the needs, problems, causes and educational provisions meant for challenged children
  - interpret the policies and procedures for inclusive education
  - critically review issues and challenges in inclusive education
- **EDUCATIONAL EVALUATION**
  - understand the theory of evaluation
  - use the quantitative and qualitative tools and techniques of evaluation

- develop the skill in preparing, administering and interpreting achievement test
- familiarize with new trends in evaluation
- compute (with the help of computer/calculator) important statistical estimates and interpret the test scores by applying them

➤ **GUIDANCE AND COUNSELLING**

- understand the concept of Guidance and Counseling
- assess the strength and learning difficulties of students
- help students in selecting their subjects for future study
- collect data using various tools like case study, achievement test, etc
- understand and apply the techniques of Guidance and Counseling

➤ **VALUE EDUCATION**

- understand the concept and types of values
- get an insight into the strategies of inculcation of values among children
- develop awareness about the different agencies working in the sphere of Value Education
- develop skills and techniques needed to teach Value Education
- give reasons for the role of the teacher in value education

➤ **HEALTH AND PHYSICAL EDUCATION**

- develop awareness towards health and physical education
- understand general health, personal health and public health
- assist the teacher for good conduct of the physical education programme
- contribute for good overall personality development

- understand the meaning and importance of yoga and pranayama
- acquire the knowledge of first aid
- develop leadership qualities
- understand the meaning and importance of recreation

### ➤ **HUMAN RIGHTS**

- to understand the Human Rights Concepts
- to understand the issues concerning the rights of citizens in general
- identifies the problems related to human rights with regard to social customs prevailing in India
- develops an awareness for the need of Human Rights

### ➤ **ಬೋಧನಾ ಶಾಸ್ತ್ರ - ಕನ್ನಡ**

- ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ಧೃಕ್, ಶ್ರವಣ ಮತ್ತು ಧೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವ್ಯಕ್ತ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯ ಜ್ಞಾನ ಹೊಂದವನು/ಳು.
- ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
- ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯದ ಮಹತ್ವದ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದವನು/ಳು.

## **PEDAGOGY OF SCHOOL SUBJECT: ENGLISH**

- acquire knowledge of the nature, structure and components of English language
  - appreciate the role of English in India as a second language and library language
  - develop an awareness of concern for listening, speaking, reading and writing skills
  - learn the responsibilities of an English teacher in the school community
  - design lessons plans for teaching of prose, poetry and vocabulary
  - employ different approaches and methods for teaching prose, poetry grammar and vocabulary
- **PEDAGOGY OF SCHOOL SUBJECT : HISTORY & POLITICAL SCIENCE**
- understand the nature of History & Political Science as a school subject
  - articulate a conception of History and Political Science
  - correlate History & Political Science with other subjects
  - understand the language of History & reconstruction of the past
  - apply their knowledge of techniques to reconstruct the past
  - understand the concept of differentiated teaching for History
  - prepare a differentiated lesson plan in History & Political Science
  - understanding the potential of History for development of skills
  - analyze the history & political science textbook
  - prepare appropriate work schemes and lesson plans in History and Political science
  - critically analyze the History & Political science textbook
  - understand the significance of learning resources to teach the subject

- apply the knowledge to select and improvise learning resources
- demonstrate ability to raise learners' interest in History & Political Science

### ➤ **PEDAGOGY OF SCHOOL SUBJECT:PHYSICS**

- understand and use different learner centered and teacher centered approaches
- understand the planning for teaching Physics
- understand the selection of various methods and models of teaching to teach different topics of Physics
- understand different curricula in Physics

### ➤ **PEDAGOGY OF SCHOOL SUBJECT : CHEMISTRY**

- acquire knowledge about the nature & scope of Chemistry
- list the basic branches and their inter- relationship with other science subjects
- acquire the knowledge of modern trends in Chemistry
- understand the objectives & values of teaching Chemistry in secondary schools
- develop skills in analyzing the content in terms of concepts and learning experience, planning lessons, selecting appropriate media and materials, preparation of resource units & unit plan, improving teaching aids
- maintain the laboratory
- apply the knowledge of Chemistry to develop scientific thinking and scientific outlook
- appreciate the contribution of Chemistry in serving the community in the fields of agriculture, industry, health and environment

### ➤ **PEDAGOGY OF SCHOOL SUBJECT : BIOLOGY**

- understand the planning for teaching Biology
- use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons
- plan and execute various curricular and co – curricular activities related to teaching of Biological Science
- gain an insight into the skills of evaluating the outcomes of teaching Biological Science and prepare items and tests for secondary school students
- appreciate and inculcate the competencies and commitments needed for a Biological Science teacher

### ➤ **PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS**

- understand the aims and objectives of Mathematics
- understand the various curricula of Mathematics
- understand the approaches and methods of Mathematics
- identify the learning experiences appropriate to the objectives of teaching secondary school Mathematics
- prepare the year plan, unit plan, activity oriented lesson plans for effective classroom teaching

### ➤ **SPECIFIC PEDAGOGY SUBJECT:-COMMERCE**

- develop an understanding of the meaning, nature and scope of Commerce Education
- develop an understanding of the maxims and principles of teaching Commerce
- develop understanding the bases of the commerce education and its relation with other disciplines
- develop understanding of the objectives of teaching Commerce at higher secondary level (NCF 2005)
- understand various methods used in teaching of Commerce
- develop an understanding of the importance of latest trends in teaching of Commerce

➤ **UNDERSTANDING DRAMA AND ART IN EDUCATION**

- have practical experience with drama and art
- introduce certain concepts to enhance the understanding of drama and art
- acquaint with aspects of theatre management
- develop conceptual knowledge of the terms associated with drama and art

➤ **TEACHER PLACEMENT & COMMON ELIGIBILITY TEST (CET)**

- develop professional competence among teachers educators
- develop leadership qualities
- develop awareness on different types of educational institutions
- develop networking with & career development in academic NGOs at various levels
- guide in establishing a functional career guidance and counseling centre and Placement Cell in Teacher Education Institutions
- develop capacity to face eligibility tests & meet the prescribed requirements

➤ **RESEARCH PROJECT**

- familiarize the concept of action research in education
- recognize the potential it holds for the improvement in the performance of the school
- identify and formulate suitable problems for action research
- acquaint 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 an action research project

### ➤ **REFLECTION READING AND WRITING**

- to reflect on journals visuals and text to critically appreciate the text and review
- to critically appreciate from the text new perspectives after reading
- to make connection with text text with self text with text and text with world
- to inculcate multi cultural perspective from different forms of literature

## **Semester : 4**

### ➤ **GENDER, SCHOOL AND SOCIETY**

- define key constructs in gender
- explain the social construction of gender
- correlate gender and school
- state and explain the constitutional provisions put forth for girl child Education
- list important legal decisions related to women protection

### ➤ **EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

- understand the concept and concerns of educational organization, administration and management
- understand the educational administration and management at different levels and their functioning
- understand the role of headmaster and the teachers in school management: Supervision and Inspection
- acquaint the quality control measures in school management
- develop the skills in preparing and maintaining the school records
- develop the practical skills in organizing the school programmers and activities
- acquaint the healthy school climate in the institution

## RULES & REGULATIONS OF THE COLLEGE

### **a) Admissions :-**

St. Joseph's College of Education is a co-educational Minority College of Education in the State of Karnataka. The college offers instructions in both English & Kannada medium with a total intake of 100 which 50 are Government seats and 50 are management seats.

The Central Admission Cell of the State under the Commissioner of Public Instruction shall monitor the admission to the seats under Government Quota. Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination if any or any other selection process as per the policy of the Central Government/ State Government/ University admission from time to time.

Candidates with at least fifty percent marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme. SC/ST/OBC/PWD/371(J) and any other categories shall be as per the rules of the Central Government or State Government whichever is applicable.

### **b) General Discipline and Code of Conduct:-**

*The following guidelines will help the students to behave in a courteous manner and to maintain general discipline in the college premises*

1. The college starts with the morning assembly at 9.30 a.m. All the students must be present at 9.25 a.m in the college auditorium for the morning assembly.
2. All the students are expected to be in the college during the working hours from 9.25 am to 4:45 pm.

3. All are expected to be punctual and regular in attendance. No student will enter or leave the classroom when the session is on without the permission of the teacher concerned. Latecomers should not enter the classroom, nor should any student leave the college premises without the permission of the Principal. Students are expected to get a gate pass from the Principal to go out of the campus during the class hours.
4. The students are expected to hold values, be polite and courteous respect and greet everyone both inside and outside campus.
5. Students shall compulsorily wear the prescribed college uniform on all working days.
6. The students are required to wear college Identity Card on all college working days. Failure to wear the college identity card will be treated as misconduct and such students will be barred from entering the campus and classroom.
7. All are expected to keep the college campus, classrooms, auditorium, etc., clean and tidy. Students should see that no damage is done to college property including plants and trees in the campus. Scribbling on wall and furniture is strictly prohibited.
8. Students are expected to spend their free hours in the Library/ Reading room. They should not loiter along the corridor or in the college premises.
9. All are expected to do work (submission of assignments, organising activity, tutorials, etc.,) according to the prescribed time.
10. Please switch off the fans and lights when you are not using or when you come out of the classes.
11. Students are not permitted to enter into the staffroom without the permission of any staff.
12. Usage of mobile phones is strictly prohibited in the campus.
13. Smoking, chewing tobacco, pan masala, etc., is strictly prohibited in the college campus.
14. Grievance, complaints or suggestion of any kind can be put in the suggestion box.

15. Ragging is banned in the college campus. Anyone found guilty of ragging and /or abetting ragging is liable to be punished as per the severity and a complaint can be given to anti-ragging committee (Link to submit a complaint is given in college website). The culprits will be dismissed from the college as per the decision of the management.
16. Students are forbidden from attending or organising any meeting, collecting money for any purpose, circulating or displaying any notice in the premises without the permission of the Principal. No celebration is arranged in the campus without the written permission of the Principal or the concerned Teacher.
17. Students from other institutions and outsiders shall not meet or interact with the students of the college inside the campus without the prior written consent of the Principal.
18. The college is not responsible for any loss of things in the campus.
19. The students who prove their unfitness for the vocation of teaching during the course of study, who appear to be unsatisfactory in character and conduct and defective in disposition will have to discontinue his/her studies in the institution and will be sent away from the college. The course certificate for the university examination will not be granted to any student unless the Principal is satisfied with his/her a) conduct b) progress in studies c) attendance.
20. The Principal is the ultimate disciplinary authority in the college. In the interest of the institution and for the sake of discipline, the management is entitled to take any punitive action on any student for his/her misconduct.

**c) Attendance:-**

1. The students are required to be punctual and maintain requirements of attendance, which are mandatory as per norms laid down by the University of Mysore.
2. B.Ed is a full-time course and students shall not take up any employment /course, part-time or full time during their B.Ed programme. Students found violating this rule shall be removed

from the course. In case such act is found post completion of course, necessary action needs to be taken to withdraw the degree.

3. Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum. The student shall be deemed to have satisfied the requirement of attendance, progress and conduct if he/she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests, etc.) in each semester. The relaxation shall be as per the State Government circulars, if any.
4. If a student needs leave, he/she should submit a leave letter prior to the date to the respective in-charge teacher for attendance with the signature of the Principal. Absence without leave letter is punishable.
5. No student will be granted more than ten days of leave in a year and more than seven at a stretch inclusive of Saturdays and Sundays.
6. A student on medical leave must produce the Medical Certificate along with the leave application duly signed by the parent/guardian when he/she re-joins the class.
7. A student absenting himself without intimation for 15 consecutive working days will be removed from the rolls.

#### **d) College Library:-**

Library is the soul of any institution. It is a centre of acquiring, processing, preserving and disseminating information to the user community with the motto of empowering knowledge. St. Joseph's library has well trained staff and an automated library system to enrich the user community with a wide range of academic resources such as books, periodicals, online

periodicals, databases, back volumes, CDs/DVDs, project reports, audio / video cassettes, and question bank. The library collection includes 17,095 books, both for borrowing and reference. Free internet access is allowed to students and faculty of the college. The college is a member of INFLIBNET-NLIST Programme.

### ***Library Rules***

- The library will remain open from 9:00 am to 5:00 pm on all working days and all Saturdays from 9:00 am to 01:30 pm.
- Students are not allowed to bring their personal books, printed materials, electronic equipment into the library.
- Students should strictly maintain discipline and silence.
- The books from reference section and journals will not be issued.
- The books borrowed must be returned on or before the due date. If failed to do so, fine of Rs.5/- will be charged per day per book.

### **FACILITIES IN THE COLLEGE**

#### **◆ Computer / Educational Technology Laboratory**

The college computer laboratory has given the access to the world of information, and hands-on experience to the faculty and students to usher in Educational Technology along with the innumerable application of Multimedia Education. The current B.Ed Degree Programme has Computer Education as an integral part and facilities are available to meet with requirements of this input. Use of Interactive digital Smart boards, LCD projectors, Laptop, Digital Camera and Handycam lend relevant support in all the lecture halls.

#### **◆ Science Laboratories**

Well equipped Physics, Chemistry and Biology laboratories prepare our teacher trainees to develop and impart scientific skills relevant to the need of the hour.

### ◆ **Psychology Laboratory**

Well-equipped psychology lab with tests and tools to test the psychological concepts like, intelligence, aptitude, attitude, perceptions, etc.

### ◆ **Guidance & Counselling Centre**

The students can freely approach this centre for Guidance and Counselling regarding various aspects of their life.

### ◆ **Grievance Redressal Cell**

Any complaint/grievance regarding the student, institution, etc., can be made to this cell directly or can be put into the grievance box kept at an easily accessible place. The complaints will be dealt with immediate and necessary measures at the earliest by the committee handling this cell. Help desk: [sjcegrc@gmail.com](mailto:sjcegrc@gmail.com)

### ◆ **Women's Cell**

Women's Cell has been constituted as a platform to address issues related to women like harassment, eve teasing, etc., creating awareness about women rights and empower women students by organizing awareness programme.

### ◆ **Placement Cell**

The placement cell functioning in the college assists students in finding out career opportunities both inside and outside Karnataka. A good number of students made use of this opportunity and are serving as efficient and committed teachers in almost all parts of the country and thereby contributing to national development. Help desk [sjceplacementcell01@gmail.com](mailto:sjceplacementcell01@gmail.com)

### ◆ **Prayer Hall**

Prayer hall facility is provided in the campus. Irrespective of the religion one can enter into the chapel and spend time for meditation. During lent season 'way of the cross' and on special feast days Holy mass will be conducted. Occasionally special adoration will be organized by the management.

### ◆ **Sports Room and Playground**

College has a spacious playground with Volley Ball court, Throw Ball Court and Kho Kho Court facilities. Indoor items include Carroms & Chess.

### ◆ **Canteen**

College has a clean and healthy canteen attached to the campus with dishes and refreshments at a reasonable rate.

### ◆ **Equal Opportunity Cell:**

College has an Equal Opportunity Cell to address the issues of gender equality and gender related discrimination among staff & students.

EOC also help to empower students with disabilities and students coming from various strata of society.

Helpdesk: sjceeoce@gmail.com

## **CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

### ◆ **Practice Teaching Schools:-**

Various reputed secondary schools in and around the city of Mysore are on our list of practicing schools where students are interned for 50 working days of teaching. St. Joseph's High School on the campus serves as a demonstration school for our educational needs along with St. Philomena's High School, St. Matthias High School, St. Joseph's High School Rajivnagar, Good Shepherd Convent High School, Christ the King High School, Avila High School, St. Anthony's High School, Nirmala High School, Brindavan High School, Vivekananda High School, St. Anne's High School and St. Mary's High School, to name, who contribute their maximum with the internship Programme. A wide range of activities are organized in the College throughout the academic year to train our student teachers in organizational skills and to give them better exposure.

**Tutorials, Projects and Assignments** are conducted for all the students under the guidance of faculty members as a part of curriculum.

◆ **Socially Useful Productive Work:- (SUPW)**

A Programme of socially useful productive work exposes our teacher trainees to the world of work inculcating dignity of labour in them.

◆ **College Magazine :-**

Our Annual College Magazine - 'Milestones' capture our literary talent and is an index of the students calibre.

◆ **Parent – Teacher- Student Meetings** are becoming a part of our schedule as we believe educator is a collective responsibility of all stake holders.

◆ **Alumni Association:-**

The college has an effective Alumni Association which meets periodically and seeks to keep the alumni informed about current happenings in the campus.

◆ **Celebration of festivals :-**

Christmas, Ugadi, Dasara and Ramzan and feasts like St. Joseph's Day, Days of National importance, National Science Day, World Water Day, Special assemblies, etc., provide our students with edutainment and will always remain evergreen in their memories.

◆ **Co-Curricular activities:-**

Weekly Co-curricular activities provide rich experiences to our students. Guest Lectures, Seminars, Talent's Day, Audio-visual presentations, Local Visits and Quiz Competitions develop competencies in students.

◆ **Community Living Camp:-**

**CLC** is the highlight of B.Ed programme where the entire college moves to a campsite and spends four to five days living together, and in the process, imbibes the cherished values of citizenship, necessary for prospective secondary school teachers.

## **Regulations Governing Two Year Bachelor of Education (B.Ed.) Programme Universities of Karnataka State**

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing school teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary level (classes XI-XII). It also aims at preparing, practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals and for extension activities.

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides the following regulations to govern two year B.Ed Programme. This programme is called B.Ed under choice based credit system [CBCS] and it follows continuous assessment grading pattern (CAGP). This programme is offered in the TEI's affiliated to and in constituent colleges of Universities of Karnataka State from the academic year 2015-16 onwards. The completion of the programme shall lead to B.Ed degree. The detailed regulations and syllabus are given in the college website.

## **1. Eligibility and Choice of Pedagogic Subjects:-**

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE, UGC and State Government as listed below:

Candidates with at least 50% marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto are eligible for admission to the programme. SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable.

The candidate should specify whether she/he desires to be a

- a) Teacher for 6-8 & 9-10 std eligibility or
- b) Teacher for 8-10 and 11-12 std eligibility (only for PG Qualified)



**Each one has to select two methods as prescribed below:**

<b>Discipline</b>	<b>Subject option available</b>	<b>Content to be practiced as pedagogy</b>
Humanity	Kannada, English, Hindi, Urdu, Sanskrit	Respective language as first, second and third language
Social Science	History & Civics	All the content prescribed in the Social Science textbooks of the State with emphasis on History & Science perspective
	Geography	All the content prescribed in the Social Science textbooks of the State with emphasis on Geography and Environmental Science perspective.
Physical Science	Physics Chemistry	All the content prescribed in the Science text books of the state upto VIII and Physical Science of IX and X std.
Biological Science	Biology	All the content prescribed in the Science textbooks of the State upto VIII and Biological Science of IX and X std.
Mathematics	Mathematics	All the content prescribed in the Science textbooks of the State up to X std Mathematics of the State
Commerce	Commerce	The content of XI and XII as per State Govt Provision.

The Postgraduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subjects. This specialization exists for the III Semester and IV Semester students. For the II semester, there are no pedagogic papers specialized in any school subject. The pedagogic subject for the I semester will be on any two of the following, one each from any two groups:

<b>Pedagogy of Discipline</b>	<b>Suitable for the existing State appointment</b>
1 Humanity	Language Teacher
2 Social Science	Arts Teacher
3 Geography and Environment	Arts Teacher
4 Physical Science and/or Biological Science	Science Teacher
5 Mathematics	Mathematics Teacher
6 Commerce	Commerce at Higher Secondary level

The pedagogic subject choice (except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree programme. Language pedagogy shall be given based on study of the subject either as optional or as basic.

The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and language studies and the State appointment provision presently in operation as advertised by State Government of Karnataka.

The pedagogic subject of advanced pedagogy of higher secondary shall be given only to the students with PG qualification and eligible to be appointed at higher secondary.

## **2. Medium of Instruction:-**

Medium of instruction for the course is English or Kannada or both. However, candidates may write the examination in Kannada for all papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

### **3. Curricular Components:-**

The course shall have the curricular components namely:

- a. Perspective Courses (Per-C)
- b. Pedagogic Courses (Ped- C)
- c. Enhancing Professional Competencies Courses (EPC-C)
- d. Engagement with Field Courses (EWF-C)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination.

### **4. Details of Working Duration, Credits and Marks:-**

The details of total number of working days and its distribution with credits and curricular components are as follow:

Semester	Working Days	Working Hours/Credit	Marks		Total Marks
			Theory	Practicum EPC & EWF	
I	100	600/24	400	200	600
II	100	600/24	400	200	600
III	100	600/24	400	200	600
IV	100	600/24	200	400	600

Each credit has equivalence of 25 marks. In case of 100 marks theory course, there shall be 60 periods of classroom presentation.

## 5. Credits, Marks and Passing Standards:-

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

### Semester I

	Course Code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max	Min. to pass	Max.	Min. to pass	
THEORY	Per-C1	Childhood and Adolescence	4	20	8	80	32	100
	Per-C2	Philosophical and Sociological Bases of Education	4	20	8	80	32	100
	Per-C3	Educational Technology	4	20	8	80	32	100
	Ped-C:1& Ped-C:2	Understanding Discipline and Pedagogy ( Any two )	2+2	10+10	4+4	40+40	16+16	<b>50+50</b>
E P C	EPC-1	ICT Basic	2	50	25			50
	EPC-2	Psycho Social Tools and Techniques	2	50	25			50
	EPC-3	Language Across the School Curriculum	2	50	25			50
EFW	EFW-1	Micro Teaching and Integration of Skills	2	50	25			50
			24					<b>600</b>

### Semester II

	Course Code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max	Min. to pass	Max	Min. to pass	
Theory	Per-C4	Learning Teaching and Assessment	4	20	8	80	32	100
	Per-C5	Knowledge and Curriculum	4	20	8	80	32	100
	Per- C6	Contemporary Education in India	4	20	8	80	32	100
	Ped- C3	Techniques, Methods and Approaches of Pedagogy	4	20	8	80	32	100
EPC	EPC-4	ICT Applications	2	50	25			50
	EPC-5	Understanding Self, Personality and Yoga	2	50	25			50
EFW	EFW-2	Simulated and ICT based Lessons	2	50	25			50
	EFW-3	Schools Visit and Reflective Diary	2	50	25			50
			24					-

## Semester III

	Course Code	Course titles	Credits	Internal Marks		External Marks		Total
				Max	Min to Pass	Max	Min to Pass	
<b>Theory</b>	<b>Per – C7</b>	Inclusive Education	4	20	8	80	32	100
	<b>Per – C8</b>	Educational Evaluation	4	20	8	80	32	100
	<b>Ped- C4 &amp; Ped- C5</b>	Pedagogy of School Subjects (Any Two)	2+2	10+10	4+4	40+40	16+16	50+50
	<b>OPC</b>	Optional Course (Any One)	4	20	8	80	32	100
<b>EPC</b>	<b>EPC -6</b>	Understanding Drama & Art in Education	2	50	25			50
	<b>EPC -7</b>	Research Project	2	50	25			50
	<b>EPC -8</b>	Reflective Reading and Writing	2	50	25			50
	<b>EPC-9</b>	Teacher Placement & CET	2	50	25			50
			<b>24</b>					<b>600</b>

## Semester IV

	Course Code	Course titles	Credits	Internal Marks		External Marks		Total
				Max	Min. to pass	Max	Min. to pass	
<b>Theory</b>	<b>Per – C9</b>	Gender, School & Society	4	20	8	80	32	100
	<b>Per – C10</b>	Educational Administration & Evaluation	4	20	8	80	32	100
	<b>Ped- C6 &amp; Ped- C7</b>	Advanced Pedagogy of School Subjects (Any Two)	2+2	50+50	25+25	-	-	50+50
<b>EFW</b>	<b>EFW -4</b>	Unit Plan Based Lessons	2	50	25			50
	<b>EFW -5</b>	Block Teaching	2	50	25			50
	<b>EFW -6</b>	Field work & Immersion Programme	4	100	50			100
	<b>EFW-7</b>	Practical Examination Lesson I & II	2+2	-	-	50+50	25+25	100
			<b>24</b>					<b>600</b>

### 6. Assessment Pattern:

## SEMESTER-I

### Perspective & Pedagogy Courses:

	Course title	Test	Field	Test	Seminar/ Tutorial	University Examination	Total
<b>THEORY</b>	Childhood & Adolescence	5	5	5	5	80	<b>100</b>
	Philosophical & Sociological Bases of Education	5	5	5	5	80	<b>100</b>
	Educational Technology	5	5	5	5	80	<b>100</b>
	Understanding Discipline & Pedagogy - 1			5	5	40	<b>50</b>
	Understanding Discipline & Pedagogy - 2	5	5			40	<b>50</b>

## EPC: - ICT Basic

Sl. No	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
	Total	50	00

## EPC: -Psycho Social Tools and Techniques

Sl. No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Min to Pass	Total
1	Conduct of Practicum in lab situation	2	10			10
2	Conduct of Practicum field based and presenting as report		5			5
3	Record submission		5			5
4	Examination in lab work - Test			20	8	20
5	Viva-voce			10	4	10
	Total	2	20	30	25	50

## EPC: -Language Across the School Curriculum

Sl.No.	PARTICULARS	MARKS
1	Activity in unit -1	10
2	Activity in unit -2	10
3	Activity in unit -3	10
4	Activity in unit -4	10
5	Report Submission & Attendance	10
	Total	50

## EWF:-Micro Teaching and Integration

Sl. No	PARTICULARS	MARKS
1	Practicing any 6 Micro Teaching Skills*- Three in each Pedagogy	6 x 5 = 30
2	Two school based lessons on integration of skills, one in each pedagogy	2 x 5 = 10
3	Two college based lessons on integration of skills, one in each pedagogy	2 x 5 = 10
	<b>Total</b>	<b>50</b>

### Micro Teaching Skills

1. Skill of engaging the students in the lesson
3. Skill of explanation
2. Skill of questioning
4. Skill of illustration with examples
5. Skill of stimulus variation
6. Skill of organising group activities

## SEMESTER-II

### Perspective & Pedagogy Courses:

	Course title	Test	Field	Test	Seminar/ Tutorial	University Examination	Total
<b>THEORY</b>	Learning and Teaching Process	5	5	5	5	80	<b>100</b>
	Knowledge and Curriculum	5	5	5	5	80	<b>100</b>
	Contemporary Education In India	5	5	5	5	80	<b>100</b>
	Techniques, Methods and Approaches of Pedagogy	5	5	5	5	80	<b>100</b>

### EPC:- ICT Applications

Sl. No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Min to Pass	Total
1	Conduct of Practicum in lab situation	2	5			20
2	Conduct of Practicum field based and presenting as report		10			
3	Reporting the Journal Record submission		5			
4	Examination in lab work		20		10	20
5	Viva-voce on ICT Works		10			10
	Total	2	50		25	50

### EPC: Understanding Self, Personality & Yoga

Sl.No	Areas	Marks
1	Internal Test/ Exam (Theory as per the Syllabus) & Attendance	20
2	Records- (About Yoga and as per individual selection of contents for practical test)	10
3	Practical Test & Viva (10+10) As per the Practical Test Criteria	20
	Total	<b>50</b>

### EWF:- Simulated and ICT Based Lessons: (Either school or College based)

SL.NO	PARTICULARS	MARKS
1	Six non ICT mediated lessons on Integration of skills, three in each pedagogy	6 x 5 = 30
2	Four ICT mediated lessons on Integration of skills, two in each pedagogy	4 x 5 = 20
	Total	<b>50</b>

## EWF:-School Visits and Reflective Diary

Sl. No.	Activity	Place	Process	No of Days	Weightage	Monitoring Staff/ Agency
1.	Walk in and around school- Secondary/Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and Students	1 day		Mentor/ GCTEM Faculty
2.	School Planning Process		Taking SAP & SDP	1 day	2 Marks	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records Maintained	2 day	2 Marks	Head Teacher/ Mentor
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply.	2 day	5 Marks	Head Teacher/ GCTEM faculty/DIET faculty
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting Proceedings	1 day	5 Marks	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	10 Marks	Head Teacher/ GCTEM faculty/DIET faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day		GCTEM faculty/DIET faculty/Mentor
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day		GCTEM faculty/DIET faculty/Mentor
9.	Visit to nearby HPS or Elementary School to Observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion	5 day	10 Marks	GCTEM faculty/DIET faculty/Mentor
10.	Visit to Special School		Observation followed by discussion	1 day	2 Marks	GCTEM faculty/DIET faculty/Mentor
11.	Visit to Residential School		Observation followed by discussion	2 day	2 Marks	GCTEM faculty/DIET faculty/Mentor
12.	Visit to BEO office		Observation followed by discussion	1 day	2 Marks	GCTEM faculty/DIET faculty/Mentor
13.	Visit to BRC office		Observation followed by discussion	1 day	2 Marks	GCTEM faculty/DIET faculty/Mentor
14.	Visit to DIET		Observation followed by discussion	2 day	5 Marks	GCTEM faculty/DIET faculty/Mentor

## SEMESTER III

### Perspective, Optional & Pedagogy Courses:

	Course title	Test	Field	Test	Seminar/ Tutorial	University Examination	Total
<b>THEORY</b>	Inclusive Education	5	5	5	5	80	<b>100</b>
	Educational Evaluation	5	5	5	5	80	<b>100</b>
	Optional Course	5	5	5	5	80	<b>100</b>
	Pedagogy School Subject -1	-	-	5	5	40	<b>50</b>
	Pedagogy School Subject -2	-	5	5	-	40	<b>50</b>

### EPC : Understanding Drama and Art in Education

Sl.No	Criteria	Marks
1	Content based test	20
2	Conducting theatre/Music/Drawing activities	10
3	Presentation of skit/street play/mini play	10
4	Presentation of the content using drama and art elements (each pedagogy) 1+1	10
	Total	50

### EPC :- Research Project

Sl.No	Criteria	Marks
1	One Test (Covering all the three units)	20
2	Drafting Action Research Proposal	20
3	Development of any one tool for data collection / Graphical Representation of data / Testing of differences: t-test, Median Test	10
	Total	50

### EPC: - Reflective Reading and Writing

Sl.No	Criteria	Marks	Total
1	Reflection on Activities	2 x 5	10
2	Reflection on Teaching	4 x 5	20
3	Text to Self Reflection	1 x 5	5
4	Summary on Scene	1 x 5	5
5	Expository writing	1 x 5	5
6	Any Other	1 x 5	5
	Total		50

### EPC:- Teacher Placement and CET

Sl.No	Criteria	Marks
1	Content based test & Attendance	20
2	One assignment	10
3	Mock CET Examination	10
4	Mock VIVA	10
	Total	50

## SEMESTER IV

### Perspective Courses:-

	Course title	Test	Field	Test	Seminar/ Tutorial	University Examination	Total
<b>THEORY</b>	Gender School & Society	5	5	5	5	80	<b>100</b>
	Educational Management & Organisation	5	5	5	5	80	<b>100</b>

### Advanced Pedagogy of School Subjects (APOSS)

Sl. No	Particulars	Marks
1	4 Activities in APOSS-1	4X10=40
2	Viva in APOSS -1	10
3	4 Activities in APOSS-2	4X10=40
4	Viva in APOSS -2	10
Total		50+50=100

### EFW:-Weight age distributions under the Unit Plan Based Lesson (1+3+1 & 1+3+1)

Sl. No	Events	Duration/ Observation	Marks	Total
1	Unit plan	----	05+05	10
2	Presentation (3+3)	02+02=04	10+10	20
3	Unit test	01+01=02	10+10	20
Total			50	50

### EFW: Weight age distributions under the Block Teaching (8+1 & 8+1)

Sl. No	Events	Duration/ Observation	Marks	Total
1	Block teaching (8+8)	3+3=6	15+15=30	30
2	Criticism lesson	1+1=2	05+05=10	10
3	General lesson (non observation)	5+5=10	----	----
4	Observation record	30 lessons Observation (Each pedagogy)	05+05=10	10
Total		18		50

### EFW: Weightage distributions under the Immersion Programme:-

Sl. No	Events	Duration/ Observation	Marks	Total
1	Innovative lesson	1+1	10+10	20
2	TLM / ICT lesson	1+1	10+10	20
3	Remedial lesson	3+3 (6DAYS)	05+05	10
4	Action research	01	10	10
5	Co-school activities	4 activities	10	10
6	Reflective dairy & Attendance	01	20	20
7	Viva voce	01	10	10
Total				<b>100</b>

### EFW: Practical Examination Lesson

Events	Duration/ Observation	Marks	Total
Two practical examination lessons -one in Each pedagogy	01+01	50+50	100

## 7. Semester End Examination Theory Question Papers Pattern

### 1. Perspective & Optional courses

Duration: 3 hours

Maximum marks: 80

SECTION	TYPES OF QUESTIONS	MARKS	TOTAL
A	Four long answer type questions out of six (at least one Question from each unit is mandatory)	4 X 10	40
B	Five short answer type questions out of six (at least one Question from each unit is mandatory)	5 X 5	25
C	Five very short answer type questions out of six (at least One question from each unit is mandatory)	5 X 3	15
Total			80

### 2. Pedagogy Courses

Duration: 2 hours

Maximum marks: 40

SECTION	TYPES OF QUESTIONS	MARKS	TOTAL
A	Two long answer type questions out of three ( at least One question from each unit is mandatory)	2 X 10	20
B	Four short answer type questions out of six ( at least one Question from each unit is mandatory)	4 X 5	20
Total			40

## 8. ICT LAB Works

1. ICT Basic : Two Credits (I Semester)
2. ICT application : Two Credits (II Semester)

**Some of the ICT mediated activities to be undertaken are:**

### A. Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power Point presentation.
3. Nudi Kannada software tying.
4. Video recording, audio editing and background voice adding
5. Using still camera for creating of picture files and use for teaching.
6. Use of graphic software.
7. Searching of open source material and its usage.

**B. Additional Activities:**

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-Resources and Reporting. (Textbooks, Articles, Reports, Theses; Audio and Video files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programme.
5. Developing Educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com)
6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broadcasts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tools (free mind, VUE) and write a report.
13. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

**Video lesson Activity:**

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

## 9. Calculation of Grade & Grade Point

The grade and the grade point earned by the candidate in the subject will be given as per the following table:

Marks (P)	Grade (G)	Grade Point (GP = V* G)
40-49	5	V*5
50-59	6	V*6
60-64	6.5	V*6.5
65-69	7	V*7
70-74	7.5	V*7.5
75-79	8	V*8
80-84	8.5	V*8.5
85-89	9	V*9
90-94	9.5	V*9.5
95-100	10	V*10

\*The grade and the grade point earned by the candidate in the subject will be as given above:

Here, P is the percentage of marks secured by a candidate in a course (C1+C2+C3+C4) which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

If G = 0 (C) (GP= 0) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall cumulative grade point average (CGPA) of a candidate after successful completion of the required number of credits (a minimum of 48 credits.) is given by-

$$\text{CGPA} = \frac{\text{Sum of all Grade Points}}{\text{Total number of credits}}$$

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
8 > CGPA < 10	1
6 > CGPA < 8	2
5 > CGPA < 6	3

The following formula for the conversion of percentage of marks x total marks secured as given below may be shown on the rear side of the Marks Card.

$$\text{Total Marks secured} = \frac{\text{Percentage of marks} \times \text{Maximum marks}}{100}$$

\*\*Total marks obtained by a candidate from all the four semesters shall be indicated in the statement of Marks card.

### Certificate Courses offered in the Institution

Sl. No	Name of the Course	Credits	Hours
1	Certificate Course in Communication Skill	2	30
2	Certificate Course in Value at School	2	30
3	Certificate Course in Theatre Skills	2	30
4	Certificate Course in ICT	2	30



## Provisional Calendar of Events for I & II Year : 2024-2025

### JANUARY 2025

Date	Day	Working days	Particulars
1	Wed		
2	Thu		
3	Fri		
4	Sat		
5	Sun	H	
6	Mon		
7	Tue		
8	Wed		
9	Thu		
10	Fri		
11	Sat		
12	Sun	H	
13	Mon		
14	Tue	H	<b>SANKRANTHI FESTIVAL</b>
15	Wed		
16	Thu		
17	Fri		
18	Sat		
19	Sun	H	1 <sup>st</sup> week
20	Mon	1	Commencement of I & III Semester: 2024-25 Batch Orientaion Programme for III Semester
21	Tue	2	
22	Wed	3	Bridge Course & Assesment of Entry Level - I Semester
23	Thu	4	
24	Fri	5	
25	Sat	6	<i>National Voter's Day</i>
26	Sun	C	<b>Republic Day Celebration</b> <span style="float: right;">2<sup>nd</sup> week</span>
27	Mon	7	Orientation Programme for I Semester
28	Tue	8	
29	Wed	9	
30	Thu	10	Allotment of Assignment Topics in Perspective & Pedagogy - I Semester
31	Fri	11	Grow to Lead Activities – III Semester

No. of working days: 11

## FEBRUARY 2025

Date	Day	Working days	Particulars
1	Sat	12	Orientation & Demo on Communication Skill Workshop for I Semester
2	Sun	H	3 <sup>rd</sup> week
3	Mon	13	<b><i>Exchange Programme with St. Thomas College of Teacher Education</i></b>
4	Tue	14	Communication Skill Workshop for I Semester
5	Wed	15	Submission of Assignment in Perspective - 1 for III Semester
6	Thu	16	
7	Fri	17	Submission of Communication Skill Record – I Semester
8	Sat	18	<b>Talents Day- I Sem</b>
9	Sun	H	4 <sup>th</sup> week
10	Mon	19	
11	Tue	20	Submission of Assignment in Optional Course - III Semester
12	Wed	21	
13	Thu	22	} <b>SUPW &amp; Art Education Workshop - III Semester</b> Submission of Assignment in Perspective 1 - I Semester
14	Fri	23	
15	Sat	24	
16	Sun	H	5 <sup>th</sup> week
17	Mon	25	Psychology Practical / Administration of test in School - I Semester
18	Tue	26	Allotment of tutorial topics in Perspective & Elective courses - III Semester
19	Wed	27	Submission of Assignment in Perspective Course - 2- III Semester
20	Thu	28	<b><i>World Social Justice Day</i></b>
21	Fri	29	<b><i>Mathrubhasha Divas Celebration</i></b>
22	Sat	30	<b>Student Council Inauguration</b>
23	Sun	H	6 <sup>th</sup> week
24	Mon	31	Submission of Assignment in Perspective Course - 2 - I Semester
25	Tue	32	
26	Wed	H	<b>MAHASHIVARATHRI FESTIVAL</b>
27	Thu	33	
28	Fri	34	<b>National Science Day Celebration</b>

## MARCH – 2025

Date	Day	Working days	Particulars
1	Sat	35	7 <sup>th</sup> week
2	Sun	H	
3	Mon	36	Submission of Assignment in Perspective 3 - I Semester
4	Tue	37	Submission of Assignment in Pedagogy 1 - III Semester
5	Wed	38	
6	Thu	39	Allotment of Tutorial Topics in Perspective Courses - I Semester
7	Fri	40	
8	Sat	41	<b>Women's Day Celebration</b> <span style="float: right;">8<sup>th</sup> week</span>
9	Sun	H	
10	Mon	42	Submission of Assignment in Pedagogy Course-2 - I Semester
11	Tue	43	Submission of Assignment in Pedagogy 2 - III Semester
12	Wed	44	
13	Thu	45	
14	Fri	46	<b>National Seminar</b> <span style="float: right;">π- day</span>
15	Sat	47	
16	Sun	H	9 <sup>th</sup> week
17	Mon	48	
18	Tue	49	Submission of Teacher Placement Assignment - III Semester
19	Wed	50	<b>St. Joseph's Feast Celebration</b>
20	Thu	51	
21	Fri	52	<i>World Poetry Day &amp; World forestry Day</i>
22	Sat	53	<i>World Water Day</i>
23	Sun	H	10 <sup>th</sup> week
24	Mon	54	} Sessional Test -1 – I & III Semester
25	Tue	55	
26	Wed	56	} Orientation on Micro Teaching Skill Workshop - I Semester
27	Thu	57	
28	Fri	58	} Reading and Reflection Activities - III Semester <b>World Theatre Day</b>
29	Sat	59	
30	Sun	H	} <b>UGADI FESTIVAL</b> <span style="float: right;">11<sup>th</sup> week</span>
31	Mon	H	
			<b>RAMZAN FESTIVAL</b>

## APRIL - 2025

Date	Day	Working days	Particulars
1	Tue	60	Micro Teaching Skill Workshop with full repeated cycle - I Semester
2	Wed	61	
3	Thu	62	
4	Fri	63	Tutorials in Optional Course - III Semester
5	Sat	64	Submission of Reading and Reflection Activities Record - III Semester
6	Sun	H	12 <sup>th</sup> week
7	Mon	65	Tutorials in Perspective Courses - III Semester
8	Tue	66	
9	Wed	67	
10	Thu	H	<b>Mahaveera Jayanthi</b> <span style="float: right;">13<sup>th</sup> week</span>
11	Fri	68	Orientation / Demo on Simulation Lesson 15 min - I Semester
12	Sat	69	<b>Alumni Meet</b>
13	Sun	H	
14	Mon	C	<b>Dr. B.R Ambedkar Jayanthi</b>
15	Tue	70	
16	Wed	71	Submission of Research Proposal – III Semester
17	Thu	72	<i>Maundy Thursday</i>
18	Fri	H	<b>GOOD FRIDAY</b>
19	Sat	73	<i>Holy Saturday</i>
20	Sun	H	<b>Easter</b> <span style="float: right;">14<sup>th</sup> week</span>
21	Mon	74	Simulation Lesson 15 - 20 min - I Semester
22	Tue	75	<b>World Earth Day</b>
23	Wed	76	
24	Thu	77	
25	Fri	78	
26	Sat	79	Drama – Pedagogy Plays 1 - III Semester
27	Sun	H	15 <sup>th</sup> week
28	Mon	80	<b>Simulation Lesson 35 - 40 min - I Semester</b>
29	Tue	81	Mock Interview (Tr. Placement) - III Semester
30	Wed	H	<b>BASAVA JAYANTHI</b>

## MAY - 2025

Date	Day	Working days	Particulars
1	Thu	H	MAY DAY
2	Fri	82	Simulation Lesson 35 - 40 min - I Semester Drama – Pedagogy Plays-2- III Semester
3	Sat	83	
4	Sun	H	
5	Mon	84	
6	Tue	85	Submission of Action Research Tool – III Semester
7	Wed	86	LAC Activities-I semester
8	Thu	87	CLC Camp - III Semester
9	Fri	88	
10	Sat	89	
11	Sun	H	Submission of Simulation Records – I Semester
12	Mon	90	16 <sup>th</sup> week
13	Tue	91	Tutorials in perspective courses - I Semester
14	Wed	92	Submission of Drama & Art Record - III Semester
15	Thu	93	
16	Fri	94	EPC Course Test-I Semester
17	Sat	95	PTA Meeting – III Semester
18	Sun	H	17 <sup>th</sup> week
19	Mon	96	Mock CET (Tr. Placement)- III Semester & EPC Course Test- III Semester
20	Tue	97	
21	Wed	98	Commencement of ICT Basic Practical Examination & Submission of ICT Basic Record – I Semester
			<b>National Anti-terrorism Day</b>
22	Thu	99	Viva on Resarch Proposal & Tool- III Semester
23	Fri	100	Grow to Lead Activities – III Semester
24	Sat	101	
25	Sun	H	18 <sup>th</sup> week
26	Mon	102	Sessional Test –II- I & III Semester
27	Tue	103	
28	Wed	104	Viva & Submission of Psychology Practical Record –I Semester Advance Pedagogy Activities – III Semester
29	Thu	105	
30	Fri	106	Grow to Lead Activities – I Semester
31	Sat	107	<b>LAST WORKING DAY- I &amp; III Semester</b>

No. of working days: 25

## JUNE - 2025

Date	Day	Working days	Particulars
1	Sun	<b>H</b>	<b>STUDY HOLIDAYS</b> <span style="float: right;">20<sup>th</sup> week</span>
2	Mon	}	
3	Tue		
4	Wed		
5	Thu		
6	Fri		
7	Sat		
8	Sun	<b>H</b>	<span style="float: right;">21<sup>st</sup> week</span>
9	Mon	}	<b>UNIVERSITY EXAMINATION</b>
10	Tue		
11	Wed		
12	Thu		<i>Anti-Child labour Day</i>
13	Fri		<i>World Environment Day</i>
14	Sat		
15	Sun	<b>H</b>	<span style="float: right;">22<sup>nd</sup> week</span>
16	Mon		<b>EVALUATION WORK</b>
17	Tue		
18	Wed		
19	Thu		
20	Fri		<i>World Father's Day</i>
21	Sat		<i>International Yoga Day</i>
22	Sun	<b>H</b>	
23	Mon		
24	Tue		
25	Wed		
26	Thu		
27	Fri		
28	Sat		
29	Sun	<b>H</b>	
30	Mon		

No. of working days: 09

## JULY - 2025

Date	Day	Working days	Particulars
1	Tue	1	<b>REOPENING OF II SEMESTER &amp; IV SEMESTER</b> Orientation for IV Semester
2	Wed	2	Orientation for II Semester
3	Thu	3	Workshop on Preparation of Lesson Plan-III Semeter
4	Fri	4	
5	Sat	5	Allotment of Assignment & Tutorial Yopics for IV Semester
6	Sun	H	<b>MUHARRAM</b> <span style="float: right;">1<sup>st</sup> week</span>
7	Mon	6	Allotment of Assignment Topics - II Semester
8	Tue	7	
9	Wed	8	
10	Thu	9	Allotment of tutorial topics - II Semester <i>World Population Day</i>
11	Fri	10	Grow to Lead Activities – II Semester
12	Sat	11	<span style="float: right;">2<sup>nd</sup> week</span>
13	Sun	H	
14	Mon	12	<b>Teaching Practice begins for IV Semester</b>
15	Tue	13	
16	Wed	14	
17	Thu	15	Submission of Assignment in Perspectives 1 – II Semester
18	Fri	16	
19	Sat	17	
20	Sun	18	
21	Mon	H	<span style="float: right;">3<sup>rd</sup> week</span>
22	Tue	19	
23	Wed	20	Submission of Assignment in Perspectives 2 – II Semester
24	Thu	21	Visit to Residential School- II Semester
25	Fri	22	
26	Sat	23	
27	Sun	H	<span style="float: right;">4<sup>th</sup> week</span>
28	Mon	24	Submission of Residential School Records - II Sem
29	Tue	25	Visit to Special School- II Semester
30	Wed	26	
31	Thu	27	Submission of Special School Records - II Sem

No. of working days: 27

## AUGUST - 2025

Date	Day	Working days	Particulars
1	Fri	28	Grow to Lead Activities – II Semester
2	Sat	29	Submission of Practice Teaching Records - Unit Plan Based Lesson- IV Semester
3	Sun	H	5 <sup>th</sup> week
4	Mon	30	Visit to BEO & BRC
5	Tue	31	
6	Wed	32	Submission of BEO & BRC Records - II Sem
7	Thu	33	Visit to DIET
8	Fri	34	<i>Varamahalakshmi</i>
9	Sat	35	Submission of DIET Records - II Sem
10	Sun	H	6 <sup>th</sup> week
11	Mon	36	Submission of Assignment in Perspectives-3– II Semester
12	Tue	37	
13	Wed	38	
14	Thu	39	
15	Fri	C	<b>INDEPENDENCE DAY</b> <span style="float: right;"><b>Mother Mary's Feast</b></span>
16	Sat	40	Submission of Criticism Lesson Record – IV
17	Sun	H	7 <sup>th</sup> week
18	Mon	41	
19	Tue	42	Visit to Higher Primary and High Schools- II Semester <i>World Humanitarian Day &amp; Photography Day</i>
20	Wed	43	
21	Thu	44	
22	Fri	45	
23	Sat	46	
24	Sun	H	8 <sup>th</sup> week
25	Mon	47	Submission of Higher Primary & High School Records - II Sem
26	Tue	48	<i>Swarna Gowri Vrata</i>
27	Wed	H	<b>GANESHA CHATURTHI FESTIVAL</b>
28	Thu	49	Grow to Lead Activities – II Semester
29	Fri	50	Submission of Assignment in TMAP – II Semester
30	Sat	51	Submission of ICT Based Lesson plans - IV Semester
31	Sun	H	9 <sup>th</sup> week

No. of working days: 24

## SEPTEMBER – 2025

Date	Day	Working days	Particulars
1	Mon	52	I Test for II Semester
2	Tue	53	
3	Wed	54	
4	Thu	55	
5	Fri	H	<b>ID-MILAD</b> <span style="float: right;"><i>Teachers Day</i></span>
6	Sat	56	Submission of Innovative Lesson plans - IV Semester
7	Sun	H	10 <sup>th</sup> week
8	Mon	57	<b>Test/ Practical Exam – IV Semester</b> <span style="float: right;"><i>World Literacy Day</i></span>
9	Tue	58	
10	Wed	59	
11	Thu	60	
12	Fri	61	Tutorials for – II Semester
13	Sat	62	Submission of Block Teaching Lesson plans- IV Semester
14	Sun	H	11 <sup>th</sup> week
15	Mon	63	Non-ICT Simulation Lessons for – II Semester
16	Tue	64	
17	Wed	65	
18	Thu	66	
19	Fri	67	
20	Sat	68	
21	Sun	H	<b>MAHALAYA AMAVASYE</b> <span style="float: right;">12<sup>th</sup> week</span>
22	Mon	69	<b>Teaching Practice Ends</b>
23	Tue	70	
24	Wed	71	
25	Thu	72	
26	Fri	73	
27	Sat	74	Submission of Practice Teaching records- Reflective Diary & Observation Record - IV Semester
28	Sun	H	13 <sup>th</sup> week
29	Mon	75	Submission of Unit Test with Analysis – IV Semester
30	Tue	76	

## OCTOBER – 2025

Date	Day	Working days	Particulars
1	Wed	H	MAHANAVAMI/ AYUDHA POOJA
2	Thu	C	GANDHI JAYANTHI & VIJAYA DASHAMI
3	Fri	77	
4	Sat	78	Submission of Practice Teaching records- Co-School Activities – IV
5	Sun	H	14 <sup>th</sup> week
6	Mon	79	Submission of Assignments in Perspective Course- IV Semester
7	Tue	H	VALMIKI JAYANTHI
8	Wed	80	Grow to Lead Activities – II Semester Indian Air Force Day
9	Thu	81	
10	Fri	82	
11	Sat	83	Humanities Day Celebration
12	Sun	H	15 <sup>th</sup> week
13	Mon	84	} ICT based Simulation Lessons- II Semester } I test for IV Semester
14	Tue	85	
15	Wed	86	
16	Thu	87	
17	Fri	88	
18	Sat	89	One day Educational Field Visit-IV Sem
19	Sun	H	16 <sup>th</sup> week
20	Mon	H	NARAKA CHATHURDASHI
21	Tue	90	
22	Wed	H	BALIPADYAMI FESTIVAL
23	Thu	91	} Submission of ICT Applications Records & Viva – II Semester } Tutorials for IV Semester
24	Fri	92	
25	Sat	93	
26	Sun	H	17 <sup>th</sup> week
27	Mon	94	Submission of Action Research IV Semester
28	Tue	95	Submission of Yoga Record- II Semester
29	Wed	96	} Yoga Practical Test & Viva - II Semester
30	Thu	97	
31	Fri	98	Submission of Remedial Teaching record –IV Semester

No. of working days: 22

## NOVEMBER – 2025

Date	Day	Working days	Particulars
1	Sat	C	<b>KANNADA RAJYOTHSAVA</b>
2	Sun	H	18 <sup>th</sup> week
3	Mon	99	Advance Pedagogy viva for IV Semester & Submission of Advance Pedagogy Activities – IV Semester
4	Tue	100	
5	Wed	101	Internship Viva for IV Semester
6	Thu	102	
7	Fri	103	<b>Sports Day – Bonding Blitz 2025</b>
8	Sat	H	<b>KANADADASA JAYANTHI</b>
9	Sun	H	19 <sup>th</sup> week
10	Mon	104	II test for II & IV Semester
11	Tue	105	
12	Wed	106	
13	Thu	107	
14	Fri	108	<b>Children's Day</b>
15	Sat	109	Valedictory Function - IV Semester <b>LAST WORKING DAY OF II &amp; IV SEMESTER</b>
16	Sun	H	20 <sup>th</sup> week
17	Mon		<b>STUDY HOLIDAYS</b>
18	Tue		
19	Wed		
20	Thu		
21	Fri		
22	Sat		
23	Sun	H	21 <sup>st</sup> week
24	Mon		<b>UNIVERSITY EXAMINATION FOR II &amp; IV SEMESTER</b>
25	Tue		
26	Wed		
27	Thu		
28	Fri		
29	Sat		
30	Sun	H	22 <sup>nd</sup> week

## DECEMBER - 2025

Date	Day	Working days	Particulars
1	Mon		
2	Tue		
3	Wed		
4	Thu		
5	Fri		
6	Sat		
7	Sun	<b>H</b>	23 <sup>rd</sup> week
8	Mon		Evaluation Work & Term end Holidays for Teacher Educators and Student Teachers from - 14-12-2024 to Till Re-opening day of next 2024-25 Academic year as specified by university
9	Tue		
10	Wed		
11	Thu		
12	Fri		
13	Sat		
14	Sun	<b>H</b>	
15	Mon		
16	Tue		
17	Wed		
18	Thu		
19	Fri		
20	Sat		
21	Sun	<b>H</b>	
22	Mon		<i>National Mathematics day</i>
23	Tue		<b>Christmas Celebration</b>
24	Wed		
25	Thu	<b>H</b>	<b>CHRISTMAS</b>
26	Fri		
27	Sat		
28	Sun	<b>H</b>	
29	Mon		
30	Tue		
31	Wed		

No. of working days:

## Time table : Semester I / II / III / IV

Day	9.45-10.45	11.00-12.00	12.00-1.00	1.45-2.35	2.35-3.25	3.25-4.15	4.15-4.45
<b>MON</b>							
<b>TUE</b>							
<b>WED</b>							
<b>THU</b>							
<b>FRI</b>							
<b>SAT</b>							

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**University of Mysore**  
**B.Ed Examination 2023-24**  
**Pedagogy: E/COM**

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**SANGEETHA B N**

**CGPA - 9.83**  
**Pedagogy: B/C**



**SHERLY A**

**CGPA - 9.73**  
**Pedagogy: P/M**



**PALLAVI C S**

**CGPA - 9.72**  
**Pedagogy: H/K**



**ARATHY E R**

**CGPA - 9.70**  
**Pedagogy: P/C**



**VIRGIN MARY A**

**CGPA - 9.65**  
**Pedagogy: H/E**