

**Sarada Vilas Teachers College**  
**K.M. Puram, Mysore-04**

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## **2.6.2 QNM DE**

### **4. University regulation on internal evaluation**

**REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME, UNIVERSITIES OF KARNATAKA STATE**

In pursuance of the powers conferred under Chapter II S.A and B of the Karnataka State Higher Education Act 2009, the provisions made in the Karnataka State Universities Act 2009 and as per the guidelines of NCTE in the Centre of India Notification extraordinary December 2014, the Government of Karnataka provides the following Regulations to govern Two year B.Ed. Programme hereafter called as B.Ed. under choice based credit system (CBCS) and continuous assessment grading pattern (CAGP) programme offered in the TEF's, affiliated and constituent colleges of Universities of Karnataka State from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

**1.00 Preamble.**

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). Also aims at preparing practitioners and other educational professionals including managers for curriculum development, planning, administration, supervision, school principals and for extension activities.

**2.00 Title, Application and Commencement.**

The regulations shall be read as Karnataka State Regulation 2015-16 governing two year B.Ed Programme leading to Bachelor of Education Degree Course.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These

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regulations come into force from the date on which they are approved by the Government of Karnataka.

#### 4.66 Monitoring and Regulation of the Course:

There shall be a State Teacher Education Monitoring Board (STEM Board) at the State level constituted by the Karnataka State Higher Education Council which shall undertake the implementation of B.Ed programme at State level. The Board shall be responsible to monitor, regulate and issue appropriate direction to the Universities, Colleges and any other appropriate bodies. The DSERT shall act as the nodal agency for the said purpose.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at each University level which shall take similar functioning as the STEM Board at University level.

#### 4.67 Definitions of the Key terms Used in the Regulation:

- Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.
- Blank Semester:** A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester.
- Credit:** It is a unit of academic input measured in terms of the study hours. 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, reading of assignments, projects, seminars, practical aspects, field based activities, discussion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two - hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical / Practice session.
- Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of 254 credits and maximum of eight credits. Every course offered

will have three components associated with teaching – learning process of the course, namely L, P, and T.

- c) **Tutorial** : A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc. are part of tutorials.
- f) **Practical/practice** : A Practical/practice is methods of imparting education that consists of hands-on experience/ laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.
- g) **Internship and immersion**: It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.
- h) **Enhancing Professional Capacities (EPC)**: These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.
- i) **Engagement with Field Activity (EF)** : These are the courses where in the student teacher will get the theoretical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.
- j) **Field Work Activities**: These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.
- k) **Hard Core Course**: A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be

replicated by studying any other course. Essential field work, form work, etc. leading to report writing and project, distribution of the main programme of study shall be treated as a basic year course.

- i) **Modalities of Instruction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, center and institutional responsibilities. The assessment procedure is also specified in this phase.
  - ii) **Theory cum Practice:** These are the components of the curriculum where in the theoretical aspects encompassed on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicals. The teacher educator will conduct such classes in its batches of 25 to fifty students as per the facilities available at the institute.
  - iii) **Simulation practices:** The professional skills required to practice in simulation without going in the school fall under these courses. The students will practice the competencies pursuing the peers as students or even in absence.
  - iv) **Perspective Course:** The courses that provides the theoretical orientation from basic disciplines that has application in the field of education. It provides directional path to compose the requirement in the simulation as application from various basic disciplines.
  - v) **Field Work Courses:** for which student has to visit the field collect the required data systematically, processes and presents fall under this type of the courses.
  - vi) **Immersion:** The activity where in the student teacher equipped with the required competence and knowledge caters in the school practice or simulate the practice under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.
- 4.06 Intake:**

The intake and size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation.

6.00 Eligibility and Choice of pedagogic Subjects:

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

- i) 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 specializations 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/37 (1) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable.

- ii) The candidate should specify whether he desire to be:
  - a. Teacher for 6-8 and 9-10 std eligibility, or
  - b. Teacher for 8-10 and 11-12 std eligibility ( Only for PG Qualified)

Each line has to reflect two methods as prescribed below

| Discipline            | Subjects options available   | Content to be practiced as pedagogy  |
|-----------------------|--|--|
| 1. Language           | Kannada, English<br>Hindi, Urdu<br>Sanskrit, Marathi<br>(Any other State<br>neighbourhood languages<br>2000/2001/2002 made by State<br>Govt) | Respective language as first,<br>second, and third language  |
| 2. Social Science     | History and Civics<br><br>Geography  | All the content prescribed in the<br>Social Science text books of the<br>State with emphasis on Social<br>Science perspective.<br>All the content prescribed in the<br>Social Science text books of the<br>State with emphasis on<br>Geography and Environmental<br>science perspective. |
| 3. Physical Science   | Physics<br><br>Chemistry   | All the content prescribed in the<br>Science text books of the state up<br>to VIII and Physical Science<br>content of IX and X and<br>All the content prescribed in the<br>Science text books of the State up<br>to VIII and Physical Science<br>content of IX and X and                 |
| 4. Biological Science | Biology  | All the content prescribed in the<br>Science text books of the state up<br>to VIII and Biological Science<br>content of IX and X and   |
| 5. Mathematics        | Mathematics  | All the content prescribed in the<br>Science text books of the state up<br>to X and Mathematics of the state   |
| 6. Computers          | Computer   | The content of XI and XII as per<br>State Govt provision   |

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The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specification exist for the III<sup>rd</sup> Semester and IV<sup>th</sup> Semester. For the second semester there are no pedagogic paper specialised to any school subject. The pedagogic subject for the first semester will be on any two of the following, one each from any two groups.

|   | Pedagogy of Discipline                     | Suitable for the existing State appointment |
|---|--|---|
| 1 | Hinwariy                                   | Language Teacher                            |
| 2 | Social Science                             | Arts teacher                                |
| 3 | Geography and Environment                  | Arts teacher                                |
| 4 | Physical Science and/or Biological Science | Science Teacher                             |
| 5 | Mathematics                                | Maths Teacher                               |
| 6 | Commerce                                   | Commerce or Higher Secondary level          |

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

- (i) The pedagogic subject choice (three languages) shall be based on the candidate qualifying to take either the subject as optional for the three year course with the 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.
- (ii) The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the same appointment provision presently in operation while advertised State Government of Karnataka.
- (iii) 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.



### 7.6. Medium of Instruction

Medium of instruction for the course is English. 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 at issue.

### 8.6. Admission Procedures

- a) Recruitment and selection for SC/ST/OBC/PWD(Article 171 (1) and any other category shall be as per the rules of the Central Government. State Government wherever is applicable and provided from time to time by the state Government.
- b) The Central Admission Cell of the State under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota-CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEL's without prior permission by the Government.
- c) The Admission for management seat shall be made *ad merit*, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.
- d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC and STEM Board directions. The University and TEL shall follow the calendar of events. The calendar of events to be followed are:
  - i. Date for the publication of notice inviting applications for admission by the University along with list of recognized colleges by the University.
  - ii. Last date of receipt of the applications for admission to the respective Colleges.
  - iii. Date of selection by test or interview (if any).
  - iv. Day of publication of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> list of candidates and last date of closure of admission.

v. Provisional approval of the admission by the College and declaration on the college website.

vi. Lay down the admission.

vii. Final list of seats admitted and forwarded to the University, for approval.

viii. Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.

ix. Student admitted after the course commences, and if remain short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

#### **8.10. Approval from State Govt. of the admission list by University:**

The list of the admitted candidates endorsed by the University shall be submitted to the STEM Board and shall take necessary monitoring in accordance to the admission eligibility and state policy.

#### **8.10.0 Curricular Components**

The course shall have the following components:

- a. Preparatory Courses (Pre-C)
- b. Pedagogic Courses (P-C)
- c. Entering Professional Course (PE-C)
- d. Engagement with Field Courses (Eng-C)

Each component of the curriculum will have an assignment with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA). The details are in the proceeding table presented semester wise.

### Details of Working Duration, Credits and Marks

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

| Semester | Working Days | Working Hours/Week | Marks  |                     |       | Total Marks |
|----------|--------------|--------------------|--------|---------------------|-------|-------------|
|          |              |                    | Theory | Practical (EP, AET) | Total |             |
| I        | 100          | 600/24             | 400    | 200                 | 600   | 2400        |
| II       | 100          | 600/24             | 400    | 200                 | 600   |             |
| III      | 100          | 600/24             | 400    | 200                 | 600   |             |
| IV       | 100          | 600/24             | 400    | 200                 | 600   |             |

Each credit has equivalence of 25 marks and 25 hours of theory work load. In case of 100 marks theory course there shall be 90 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

#### 11.10 Credits, Marks and Passing Standards :

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

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### Semester I

| Theory   | Course Code | Course Title                                      | Cred. hrs | In-Achieve |                                | Est. Marks |                          | Total |
|----------|-------------|---|-----------|------------|--------------------------------|------------|--------------------------|-------|
|          |             |   |           | Max        | Min<br>1000<br>m<br>10<br>1000 | Max        | Minimum<br>00.10<br>1000 |       |
|          | EDU-101     | Childhood And Adolescence                         | 4         | 20         | 8                              | 80         | 32                       | 100   |
|          | EDU-102     | Philosophical And Sociological Basis Of Education | 4         | 20         | 8                              | 80         | 32                       | 100   |
|          | EDU-103     | Educational Technology                            | 4         | 20         | 8                              | 80         | 32                       | 100   |
|          | EDU-104     | Unit, Plan and pedagogy Arrangements              | 4         | 20         | 8                              | 80         | 32                       | 100   |
| EPV & IT | EDU-105     | ICT Basic   | 2         | 10         | 25                             |            |                          | 50    |
|          | EDU-106     | Language across the subjects                      | 2         | 10         | 25                             |            |                          | 50    |
|          | EDU-107     | Psycho Social Tools and techniques                | 2         | 10         | 25                             |            |                          | 50    |
|          | EDU-108     | Multi teaching and Integration                    | 2         | 10         | 25                             |            |                          | 50    |
|          |             |   | 24        |            |                                |            |                          | 100   |

### Semester II

| Theory | Course Code | Course Title                              | Cred. hrs | In-Achieve |                                | Est. Marks |                          | Total |
|--------|-------------|---|-----------|------------|--------------------------------|------------|--------------------------|-------|
|        |             |   |           | Max        | Min<br>1000<br>m<br>10<br>1000 | Max        | Minimum<br>00.10<br>1000 |       |
|        | EDU-201     | Learning and teaching Processes           | 4         | 20         | 8                              | 80         | 32                       | 100   |
|        | EDU-202     | Knowledge and Curriculum                  | 4         | 20         | 8                              | 80         | 32                       | 100   |
|        | EDU-203     | Education in Contemporary India           | 4         | 20         | 8                              | 80         | 32                       | 100   |
|        | EDU-204     | Pedagogy tools techniques and approaches  | 4         | 20         | 8                              | 80         | 32                       | 100   |
| EPV    | EDU-205     | ICT applications                          | 2         | 10         | 25                             |            |                          | 50    |
|        | EDU-206     | Understanding Self, Personality and Youth | 2         | 10         | 25                             |            |                          | 50    |
| IT     | EDU-207     | Remedial and ICT based lessons            | 2         | 10         | 25                             |            |                          | 50    |
|        | EDU-208     | School lessons and reflective diary       | 2         | 10         | 25                             |            |                          | 50    |
|        |             |   | 24        |            |                                |            |                          | 100   |

### SEMESTER-III

| Sem      | Course Code | Course Titles                                   | Credit | In-Marks |                 | Ex-Marks |                 | Total |
|----------|-------------|---|--------|----------|-----------------|----------|-----------------|-------|
|          |             |   |        | Max      | Minimum so pass | Max      | Minimum so pass |       |
| Bsc<br>E |             | Inclusive Education                             | 4      | 20       | 8               | 80       | 32              | 100   |
|          |             | Educational Evaluation                          | 4      | 20       | 8               | 80       | 32              | 100   |
|          |             | Subject Specific Pedagogy (Any two)             | 4      | 20       | 8               | 80       | 32              | 100   |
|          |             | Dissertation (Assignment)                       | 4      | 20       | 8               | 80       | 32              | 100   |
| EPC      |             | Time Arts and Theories                          | 2      | 10       | 4               |          |                 | 50    |
|          |             | Research Project                                | 2      | 10       |                 |          |                 | 50    |
| EF       |             | Field Assignments                               | 1      | 50       |                 |          |                 | 50    |
|          |             | Seminar lesson Plan Essays and reflective Diary | 2      | 30       |                 |          |                 | 50    |
|          |             |   | 24     |          |                 |          |                 | 600   |

### SEMESTER-IV

| Sem       | Course Code | Course Titles                                    | Credit | In-Marks |                 | Ex-Marks |                 | Total |
|-----------|-------------|--|--------|----------|-----------------|----------|-----------------|-------|
|           |             |  |        | Max      | Minimum so pass | Max      | Minimum so pass |       |
| Dico<br>E |             | Gender, School and Society                       | 4      | 20       | 8               | 80       | 32              | 100   |
|           |             | Educational Management and Organization          | 4      | 20       | 8               | 80       | 32              | 100   |
|           |             | Advanced Pedagogy of specific Subjects (Any two) | 4      | 20       | 8               | 80       | 32              | 100   |
| EPC       |             | Reading and Reflecting                           | 2      | 10       | 4               |          |                 | 50    |
| EF        |             | Field work and Assignment                        | 6      | 150      |                 |          |                 | 150   |
|           |             | Two lesson I and II                              | 2+2    |          |                 | 80+80    | 24+24           | 100   |
|           |             |  | 24     |          |                 |          |                 | 600   |

  
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## 22.00 Modalities of Transaction and Assessment.

Part-A: Inputs: The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables.

Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson inputs and their proportions to the total:

|             | I-SEM                    | II-SEM                   | III-SEM                   | IV-SEM                    | Total                       |
|-------------|--------------------------|--------------------------|---------------------------|---------------------------|-----------------------------|
| THEORETICAL | 6 Credits/300<br>(10.8%) | 6 Credits/300<br>(10.8%) | 12 Credits/600<br>(21.6%) | 8 Credits/400<br>(14.4%)  | 300<br>(54%)                |
| PRACTICAL   | 8 Credits/400<br>(14.4%) | 8 Credits/400<br>(14.4%) | 12 Credits/600<br>(21.6%) | 16 Credits/800<br>(28.8%) | 400<br>(72%)                |
| TOTAL       | 24Credits/1200<br>(27%)  | 24Credits/1200<br>(27%)  | 34Credits/1700<br>(27%)   | 24Credits/1200<br>(27%)   | 96<br>Credits/480<br>(100%) |

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

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**PRACTICAL INPUTS ACROSS FOUR TERMS  
(CO-LESSON PRACTICES)**

| <b>SEMESTER</b> | <b>COMPONENTS</b>                             | <b>DETAILS</b>  | <b>CREDIT/MARKS</b> |
|-----------------|---|---|---------------------|
| <b>I</b>        | ICT Basics                                    | Lab work as detailed in practical course work   | 2Cr/50Marks         |
|                 | Psycho-Social Test                            | Competency development in administered and interpret result as detailed in MOTA   | 2Cr/50Marks         |
| <b>II</b>       | ICT Application                               | Semi field based in/out field. Activities listed in MOTA  | 2Cr/50Marks         |
|                 | Unit test/Personalities and Yoga              | Yoga practice courses detailed and personality exercise as in course details.   | 2Cr/50Marks         |
| <b>III</b>      | Research Project                              | Developing Research Project and implementing with the help of course details listed                                     | 2Cr/50Marks         |
|                 | Fine Arts and Theatre Reading and reflection. | Detail of activities listed in course work  | 2Cr/50Marks         |
|                 | Teacher placement and CET orientation         | Detail of activities as in course work.<br>Expository lectures, Teacher's CET classes, interaction with school agencies | 2Cr/50Marks         |
| <b>IV</b>       | School co-practice                            | Detailed activities included in course work   | 1Cr/25Marks         |
|                 | Test system                                   | Examination Activity  | 3 Cr/100 Marks      |

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**PRACTICE LESSONS ACROSS FOUR TERMS**

| SEMESTER | COMPONENT   | DETAILS OF INPUTS  |
|----------|---|--|
| I        | 1) Microteaching (Six Skills)<br>1) Skill of Introduction<br>2) Skill of probing questions<br>3) Skill of explanation<br>4) Skill of illustrations with examples<br>5) Skill of stimulus variation<br>6) Skill of reinforcement<br><br>2) Simulation (Non Microteaching) Integration and overall skill with teaching-learning process for 15 min. each<br><br>3) Simulation Lessons (College based) | Skill with full typical cycle and with video-feedback<br><br><br><br><br><br><br>Two lesson per pedagogy subject<br><br><br>One per pedagogy subject           |
| II       | 4) Simulation with ICT (at least 2-2 lessons with ICT medium)<br><br>5) School Lessons  | Five per pedagogy subject (at least 10 lessons)<br><br><br>Four lessons per pedagogy subject   |
| III      | 6) Content Based Lessons<br><br>7) Lesson under Block Teaching  | At least three lessons (at least one per pedagogy subject)<br><br><br>Three weeks eight lessons per pedagogy subject and one critical lesson with each subject |
| IV       | 8) Immersion Lessons<br><br>9) TLM and ICT Based Lessons<br><br>10) Test Lessons  | Fifty days<br>(Details are given in the immersion programme in the syllabus)   |



### Part-B: Modalities of transaction:

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the various of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentioned there after.

The details of each modality of transaction and assessment are as below. The details of each modality of transaction and assessment are as below.

| Modality  | Contents of programme  | Nature of transaction  |
|-----------|--|--|
| 1. Type 1 | Theory courses of semester I, II, III and IV   | Class room presentations, discussions, seminars, Assignments and projects, CAI approach                            |
| 2. Type 2 | Simulation Practices:<br>A. Micro teaching<br>B. Macro teaching<br>C. College Based Teaching<br>D. Use of software and open source | Small Group sessions at the college premises, Recording and reporting.   |
| 3. Type 3 | Language across subjects<br>Understanding Self, personality and Yoga<br>Research project<br>Reading and television                 | Theoretical presentations, Discussions, Demonstrations, practice under supervision, field work and report writing. |
| 4. Type 4 | Lab Work<br>ICT-1 and ICT-2<br>Psycho-social tools and techniques  | Procedural details of practical competency, competency development exercises, skill assessment and monitoring.     |
| 5. Type 5 | Field work/engagements<br>Type 1<br>Type 2   | Orientation to the assignment providing necessary instructions, conducting work at school and back reporting.      |
| 6. Type 6 | School Internship/Immersion - I  | Practising various roles of teacher at school premises, recording and reporting.                                   |

#### Type 1 : Modes of Transaction for Theoretical Courses:

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures, discussions, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and projects, activities related to the paper in their session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended continuously. The list of theoretical courses is as listed below.

| Srn | Course Code | Course Title                                      | Cred. H | Int.Marks |                        | Ext.Marks |                        | Total |
|-----|-------------|---|---------|-----------|------------------------|-----------|------------------------|-------|
|     |             |   |         | Max       | Min<br>min<br>-<br>20% | Max       | Min<br>min<br>-<br>20% |       |
| I   |             | Childhood and Adolescence                         | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Philosophical and Sociological bases of Education | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Educational Technology                            | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Contemporary Discipline and Pedagogy              | 4       | 20        | 8                      | 80        | 32                     | 100   |
| II  |             | Learning and teaching Processes                   | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Knowledge and Curriculum                          | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Education in Contemporary India                   | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Pedagogic tools, techniques and approaches        | 4       | 20        | 8                      | 80        | 32                     | 100   |
| III |             | Inclusive Education                               | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Educational Evaluation                            |         | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Openness Course                                   |         | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Subject specific pedagogy                         | 4       | 20        | 8                      | 80        | 32                     | 100   |
| IV  |             | Gender - School and Society                       | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Educational management and Organization           | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             | Advance Studies of Curriculum and Pedagogy        | 4       | 20        | 8                      | 80        | 32                     | 100   |
|     |             |   |         |           |                        |           |                        | 1400  |

### Type 2: Simulation Practices: ( 2 Credit):

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities/infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

- Micro teaching
- Video lesson observation and criticism
- Skill integration lesson presentation with peer group
- ICT mediated lesson with peer group

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- e. Video recording lessons of peers in simulation classes
- f. Concept analysis and presentation on subject content

#### Video lesson Activities:

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 form to be supplied by the teacher educator.

#### Type 3: Competency Based Instruction:

| S.No | Course type / extracurricular          | Cred | Assessment Marks |     |                |       |
|------|--|------|------------------|-----|----------------|-------|
|      |  |      | Int              | Ext | Minimum in sem | Total |
| 1    | Language across medium                 | 2    | 50               |     | 25             | 60    |
| 2    | Understanding self, Personality & Yoga | 2    | 50               |     | 25             | 70    |
| 3    | Fine arts and Theatre                  | 2    | 30               |     | 15             | 30    |
| 4    | Research Project                       | 2    | 50               |     | 25             | 50    |
| 5    | Reading and Reflection                 | 2    | 50               |     | 25             | 50    |

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

#### Type 4: Lab Works :

- ICT Basic - Two Credits
- ICT application - Two Credits

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required lab work infrastructure and equipments.

| S.No | Course type/extracurricular                                   | Cred | Assessment Marks |     |                |       |
|------|---|------|------------------|-----|----------------|-------|
|      |   |      | Int              | Ext | Minimum in sem | Total |
| 1    | Conduct of Practicum in laboratory                            |      |                  |     |                |       |
| 2    | Conduct of Practicum, Report writing and presenting a project |      | 20               |     |                |       |
| 3    | Following the correct record and admission                    |      |                  |     |                |       |
| 4    | Examination for the lab work                                  |      | 20               |     |                |       |
| 5    | Attendance in lab works                                       |      | 10               |     |                |       |
|      | Total   | 2    | 50               |     | 25             | 50    |

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

The list of activities to be done in the ICT lab shall as listed in the practicals list of the syllabus. There shall be two types of activities.

**Set-A shall have following procedure (Individualized in lab work)**

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the exercise by the student.
- Exercise practice and output print if necessary.
- Writing the details of the activity in the journal and submission for the tutor's signature.

**Set-B shall have following procedures (In lab with work presentation)**

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the exercise by the student.
- Working out the exercise and presenting the material to the small group for feedback and discussion.

Some of the ICT mediated activities to be undertaken are:

**Basic Competencies:**

- Use of Word, spread sheet and related office applications.
- Development of Power point presentation.
- Noni Keyboard software keying.
- Web search and email use.
- Video recording, audio editing and providing back ground voice adding.
- Using still camera for creating of picture files and use for teaching.
- Use of graphic software.
- Searching of open source material and use.

**Additional Activities:**

- Write a report on the features and use of smart board in teaching-learning.

2. Collection of resources and Reporting (Text-Books, Articles, Reports, Theses, Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Web creation on INSAE programs
5. Developing Educational Blog on [www.blogger.com](http://www.blogger.com) or [www.wordpress.com](http://www.wordpress.com)
6. Develop the news groups and reports.
7. Comparative study of ICT abilities of School Education and Teacher Education of Various organizations
8. Evaluating Educational broadcast on the Radio TV
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia [www.wikipedia.org](http://www.wikipedia.org) and adding/editing content.
11. Creating an Account in Teacher tube [www.tubehost.com](http://www.tubehost.com) and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (Inventor, VUEmail) write a report.
13. Use one of the E-book Tool (Sigil/edlib) for creating and editing books and report.
14. Preparation of CAM for classroom learning.

#### Psycho -Socio tools and techniques work:

| S.N | Course specification scheme                              | Credits | Assessment Marks |    |               |       |
|-----|--|---------|------------------|----|---------------|-------|
|     |  |         | In               | Ex | Minimum marks | Total |
| 1   | Concept of Psychology of all countries                   | 2       |                  |    |               |       |
| 2   | Concept of Psychology and mind and personality in school |         |                  |    |               |       |
| 3   | Preparing the Journal news and activities                |         | 20               | 10 | 30            |       |
| 4   | Experiment on all work                                   |         | 20               |    | 20            |       |
| 5   | Visiting in P. S.T work                                  |         | 10               |    | 10            |       |
|     | Total  | 2       |                  | 20 | 30            |       |

The TEL will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignments listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignments for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

**A) Lab assignment :**

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores. Dept may evolve the draft and keep ready for use.
2. Conducting counseling on issue related child/teachers regarding the session and analyzing in terms of potential change, insight(e.g. ability of communication etc.
3. Administering a psychological test of performance based in a unit in the lab and reporting.
4. Identifying the random choice of item and degree of achieving scores by experimenting with peer as subject of study.

**B) Field assignments:**

1. Visiting schools and generate the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence-creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.

4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
5. Identify dyslexia cases if any from lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

#### Type 5: Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Semesters)

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermission assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute to study a theme (e.g. discipline, inclusiveness, value inculcation, school cleanliness etc) and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe (not randomly chosen) lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as School Day, Science Exhibition, Prastha Kranti, etc.

Strategic, National festival day, etc and document the event along the status and present a report for its improvement.

- e. The student shall select any one issue of the National State policy and observe the implementation and effectiveness in selected three to five institutes and report in document.
- f. Any other activity similarly designed and notified by the University.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Some of the schemes of Assignment for XI - XII Pedagogic Courses in the fourth semester are listed below:

#### **School Intervention Competency Development (SIC -D):**

Under this assignment each student will undertake intervention activity at the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources status and its optimization.
- b. Introducing in optimal pedagogy and TLM and environment.
- c. Evolving activities for Higher Secondary School, Secondary School and incorporation to increase the inputs for the regulated components of educational policy.
- d. Strengthening the programme presently undertaken by the Government at school level so as to improve the quality.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented to the MFD group (Intercollegiate).



**A few more suggestive activities:**

Systematic study of problems from subject areas through collection of information from different sources - one Practicum in each subject - Records/short reports to be maintained.

**Capacity Building Program:** The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

**Group Practicum:** video script, Developing, enacting, recording and exploring one video script based on a single theme. The tasks to be undertaken in groups with 3 to 5 members.

**Seminar presentation:** The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

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

**Reading and reflecting context:** The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Every student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective journals on themes may be organized regularly.

**Multiple Choice Questions (MCQ) Test Battery:** The student-teacher has to prepare

**Multiple Choice Question Test Battery** with 40 items each covering the entire

based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.

**Assignment: Teaching Learning Material Development:**

The B.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

- LPS/HPS Curriculum subjects.
- Sec school curriculum subjects.
- Learning and teaching issues proposed in the national and State educational policies.

In special occasion in consultation with guide TLM can be for Higher education courses. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, or any other format according to certain principles of learning-teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, using material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guide should be submitted and also be presented in the programme classes.

**Type 6:**

List of the Practical Work to be done during Internship: The detailed procedure is provided in course detail of internship Programme. Some of the practical's to be taken during the course are:

- Teaching Aid
- Book Review
- Blue Print (Subject - I)
- Action Research / Case Study
- Literacy Programme
- Co-curricular Activity
- Organization of Parent Programme
- Analysis of Result of any one Class

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- Psychological Testing
- Observation of Experienced School Teachers
- Viva & Coscientific Activities
- Educative Forums
- Project Based Learning

**13.00 Mandatory Institutional Requisites**

**Appointment of Academic Head:** She/he is the head of the B.Ed Programme with qualification required as equivalent to a Principal of B.Ed Institute as per NCTE, State UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal in college or a Professor in the University. She/He shall be solely responsible to conduct the B.Ed Programme and all correspondence with the University, State and NCTE.

**Academic Resources:** For the conduct of all the academic programmes, examination work, practical cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The curriculum transaction mode (CTM) prescribed and the Internal Assessment measuring guidelines and conditions laid down by the University has to be strictly adhered. All IA activities need to be recorded, stored systematically and shall be approved by the requisite approving body before forwarding marks to the Register (Evaluation) of University.

The Institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University, TERM Cell, STEM Board of the State, DPE&I and authorities appointed from time to time by the State and University authority.

**Academic Records:** There shall be records kept in attendance record of students and teachers, marking sheets, other performance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

**14.00 Monitoring Academics and Assessment**

There shall be a Board of Moderation for moderating continuous assessment marks accorded to candidates. The Board shall consist:-

- a) The Chairperson Board of Studies (B.Ed)
- b) The Chairman Board of Examinations (B.Ed)
- c) Two senior from teaching staff of Dept of Education on rotational basis - Members Academic Head (B.Ed) from TEL, fully qualified and appointed on permanent basis approved by University; on rotation basis based on seniority.

As per the procedure based on the facts can visit the colleges to verify the academic records (Test Papers, seminar Assignments, Field work, case study reports, practical records), attendance records and moderate the Continuous Assessment Marks. This needs to be decided by the TERM cell well in advance and be implemented in all the colleges.

The Principal in case of college/department shall submit the consolidated list of continuous assessment marks of all candidates of the program to the university as per the calendar of events for the academic semester.

University has to evolve a procedure to verify over colleges/department. The Board of Studies (B.Ed) shall ensure the procedure of monitoring the QA and get the reports from the TERM cell. The advisory committee of the STEM Board shall be mandatory wherever stipulated in the Curriculum as and when provided so as to maintain the inter University standards.

#### 15.10 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practical, field study and conduct of examination. The departmental college shall work for a maximum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation and mentoring programme.

#### 16.00 Attendance and Conduct :

B.Ed is a full time course and students shall not take up any employment (except part time or full time employment during their B.Ed programme). Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action needs to be taken to withdraw the degree.

Each course shall be taken as unit for the purpose of calculating attendance for theory and practical.

The student shall deemed to have satisfied the requirement of attendance, progress and conduct if he/she has attended not less than 80% of the total number the working hours for theory courses and with practicals 90% ( inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicals, internships, tests etc.) in each semester. The relaxation shall be as per the State Government circulars ( if any).

#### 17.00 Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester I University examination.

(i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examinations shall be allowed entry to the next semester.

(ii) The marks and respective grades of internal assessment ( Theory & Practical Courses) during each Semester shall to be forwarded to the University by the institutions in their separate form before closing of the semester. Both Course and internal/external (first and second) as per University procedure.

(iii) Practical work related to Professional in Education (C104) and Curriculum and Pedagogic Courses (Pedagogic Paper - I & II) under Practical Courses Engagements with the field (strategic school and community based) have to be compulsorily attended by

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all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II, III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

#### **18.00 Assessment and Evaluation**

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

#### **Internal Assessment**

Each Course normally, would have two components- i.e. Internal Assessment and the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester End Examination are presented in the tabular table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

| Activities       | Marks   | Activities   | Marks   | Total Marks |
|------------------|---------|--------------|---------|-------------|
| Session Test     | 5 Marks | Session Test | 5 Marks | 10-10       |
| Field Assignment | 5 Marks | Seminar      | 5 Marks | 20          |

The first component of assessment is for test marks. This will be based on amount (not of two hours in case of theory and submission of field assignment report based on case papers within one month from the date of abstract. (5 marks for Test and 4 marks for field assignment). This assessment and work process should be completed after completing 50 percentage of syllabus of the courses and within 45 days of each semester programme.

The second component of assessment is for test marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on case papers and with amount of one hour (5 marks for Test and 5 marks for seminar). This assessment and work process should be completed after completing 50 percentage of syllabus of the courses and within 45 days of each semester programme.

The Principal of the institution with the approval of the staff Council shall decide the time table for session tests on the notice Board. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks are shared be notified on the notice Board as feed back to students. The subject in-charge of the College shall submit all the records duly signed by the respective members of internal assessment activities and the marks list in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examination, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester.

The records of all the internal assessment activities shall be maintained for one year and/or till the candidate's opportunities to reappear (attempts) are exhausted.

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

|                              |           |
|------------------------------|-----------|
| Total marks for each course  | 100 Marks |
| Continuous assessment        | 10 Marks  |
| Continuous assessment        | 10 Marks  |
| Semester - End - examination | 80 Mark   |

The grade and the grade point earned by the candidate in the subject will be as given below:

| P      | G   | GP = V x G |
|--------|-----|------------|
| 90-100 | A++ | V X 9      |
| 80-89  | A+  | V X 8      |
| 70-79  | A   | V X 7      |
| 60-69  | B+  | V X 6      |
| 50-59  | B   | V X 5      |
| 0-49   | C   | V X 0      |

Here, P is the percentage of marks secured by a candidate in a course, which is rounded to nearest integer. V is the credit value of the 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 (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programme under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

$$CGPA = \frac{GP}{V}$$



Where, GP<sub>i</sub> denotes the grade points earned at the course

N<sub>i</sub> denotes the credit value specified for the course

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   |

#### 10.00 Issuance of Grade Certificate,

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA, marks and the overall percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

#### 20.00 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment exercises, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc. which were evaluated. The submission should be made before the commencement of Semester and Examinations. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is found to be baseless and totally motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision issued by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows:

- i) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman

- b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department discipline and/or from the sister departments/sister discipline.
- c) One senior faculty member/ subject expert drawn from outside the University department.

#### 21.00 Challenge valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/she shall apply to the Registrar (Evaluations) for the said purpose by paying the prescribed fees, within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluations) through the postpaid channel. The challenge valuation shall be applicable only for CS (University of Course theory) only. The candidate has to surrender the grade card if issued earlier to facilitate better announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluations) either personally or through the Controller appointed for the said purpose, with the approval of the Vice-Chancellor, will appoint specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

#### 22.00 Provision for Improvement :

A candidate who has passed in 'Theory' (Part A) but has not completed or failed in 'Practicum' (Part B) will be permitted a higher option to carry forward the marks obtained in 'Theory' to have subsequent semester examination. The candidate is required to revise his grade in the 'Practicum' (Part B) only in case he/she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

- (ii) A candidate who fails in 'Theory' (Part A) and fails in 'Practicum' (and Part B) will be required to put up 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of

'Practicum' (Part B) which he/she has failed and reappears in the theory course of 'Theory' (Part A).

(iv) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per NCTE norms.

#### 23.00 Pending Course(s)

In case a candidate theory course securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2. The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

The tentative/provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

#### 24.00 Improvement of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before improvement and after betterment whichever is higher will be considered.

#### 25.00 Reappearing for assessment:

There will be no Supplementary Examination. Failed candidates have to re-appear for the papers for which they have failed with the regular candidates. On securing the separate minimum in these papers upon the candidate will be declared to have passed the examination provided he/she secured an aggregate of 50%. Three chances will be given for reappearing as long as the exam scheme exists (Excluding the first appearance).

If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a second appearance in all respects.

#### 26.00 Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II etc. valued shall be maintained in the College/Institution by the Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and thereafter these valued scripts of tests, assignments etc., be discarded immediately by the concerned Principal/ Head of the Institution.

The answer scripts of U3 examination conducted by the University be maintained by the Registrar (Evaluation) for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so ever about the marks awarded to courses relating to these scripts be entertained.

#### 27.00 Repeat and Saving Clause

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consonance with these regulations.

The University shall issue such orders, instructions etc. and prescribe such format, procedure etc., as it may deem fit to implement the Provisions of these Regulations.

If any difficulty arises in the implementation of these regulations the Vice-Chancellor shall, in consultation with the Dean, the competent authority to issue necessary clarification and in the earliest possible thereafter report the action taken by him to the Academic Council for ratification, if Karnataka State Open University, Mysuru face any difficulties in implementing this regulation in toto, suitable guidelines may be framed thereafter report the action taken to the Council.

NET PRESENTED 1MO YEAR BLD. COLLEGE PROVEN FOR KARNATAK STATE

| COURSE/TYPE   | SEMESTER I   |      |     | SEMESTER II  |      |     | SEMESTER III |      |     | SEMESTER IV  |      |     | TOTAL MARKS |
|---|--------------|------|-----|--------------|------|-----|--------------|------|-----|--------------|------|-----|-------------|
|   | COURSE       | TECH | VAL | COURSE       | TECH | VAL | COURSE       | TECH | VAL | COURSE       | TECH | VAL |             |
| PRACTICALS<br>IN<br>EPE-CALDS                       | Lab/Workshop | 4    | 100 | Lab/Workshop | 4    | 100 | Lab/Workshop | 4    | 100 | Lab/Workshop | 4    | 100 | 400         |
|   | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
|   | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
|   | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
| THEORETICAL<br>COURSE                               | Maths        | 4    | 100 | Maths        | 4    | 100 | Maths        | 4    | 100 | Maths        | 4    | 100 | 400         |
|   | Physics      | 4    | 100 | Physics      | 4    | 100 | Physics      | 4    | 100 | Physics      | 4    | 100 | 400         |
| PRACTICAL<br>PROFESSIONAL<br>CAPABILITIES           | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
|   | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
| PRACTICALS<br>WITH<br>FIELD<br>SCHOOL<br>FELLOWSHIP | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |
|   | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | Practicals   | 4    | 100 | 400         |

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2.6.2

Internal assessment Approval

| Sl No | Student Reg No | Student Name  | Discipline | Course Code | Course Name                                       | Component | Evaluation Component | Assessment Type         | Maximum Marks | Marks Scored |
|-------|----------------|---------------|------------|-------------|---|-----------|----------------------|-------------------------|---------------|--------------|
| 1     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUEPCP101  | MICROTEACHING AND INTEGRATION OF SKILLS           | Practical | C1                   | Practice exercise       | 50.00         | 40.00        |
| 2     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUEPCP101  | ICT-BASIC COMPETENCIES                            | Practical | C1                   | Lab Record & Attendance | 50.00         | 50.00        |
| 3     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUEPCPT02  | PSYCHO-SOCIAL TOOLS AND TECHNIQUES                | Practical | C1                   | Lab Record & Attendance | 50.00         | 48.00        |
| 4     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUEPCP103  | LANGUAGE ACROSS THE SCHOOL CURRICULUM             | Practical | C1                   | Class room exercise     | 50.00         | 49.00        |
| 5     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPDC101   | UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGES  | Lecture   | C1                   | Test                    | 5.00          | 5.00         |
| 6     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPDC101   | UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGES  | Lecture   | C2                   | Seminar                 | 5.00          | 5.00         |
| 7     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPDC103   | UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCES   | Lecture   | C1                   | Test                    | 5.00          | 5.00         |
| 8     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPDC103   | UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCES   | Lecture   | C2                   | Assignment              | 5.00          | 5.00         |
| 9     | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC101   | CHILDHOOD AND ADOLESCENCE                         | Lecture   | C1                   | Test                    | 5.00          | 5.00         |
| 10    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC101   | CHILDHOOD AND ADOLESCENCE                         | Lecture   | C1                   | Assignment              | 5.00          | 5.00         |
| 11    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC101   | CHILDHOOD AND ADOLESCENCE                         | Lecture   | C2                   | Seminar                 | 5.00          | 5.00         |
| 12    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC101   | CHILDHOOD AND ADOLESCENCE                         | Lecture   | C2                   | Test                    | 5.00          | 5.00         |
| 13    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC102   | PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION | Lecture   | C1                   | Assignment              | 5.00          | 5.00         |
| 14    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC102   | PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION | Lecture   | C1                   | Test                    | 5.00          | 5.00         |
| 15    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC102   | PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION | Lecture   | C2                   | Seminar                 | 5.00          | 5.00         |
| 16    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC102   | PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION | Lecture   | C2                   | Test                    | 5.00          | 5.00         |
| 17    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC103   | EDUCATIONAL TECHNOLOGY                            | Lecture   | C1                   | Assignment              | 5.00          | 5.00         |
| 18    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC103   | EDUCATIONAL TECHNOLOGY                            | Lecture   | C1                   | Test                    | 5.00          | 5.00         |
| 19    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC103   | EDUCATIONAL TECHNOLOGY                            | Lecture   | C2                   | Test                    | 5.00          | 5.00         |
| 20    | U01GZ21E0001   | AISHWARYA S V | EDUCATION  | EDUPRC103   | EDUCATIONAL TECHNOLOGY                            | Lecture   | C2                   | Seminar                 | 5.00          | 5.00         |
| 21    | U01GZ21E0002   | APRIN TAL     | EDUCATION  | EDUEPCPT01  | MICROTEACHING AND INTEGRATION                     | Practical | C1                   | Practice exercise       | 50.00         | 49.00        |

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## **2.6.2 QNM DE**

### **6. Institutional plan of action for internal evaluation**

# Sarada Vilas Teachers College, KM Puram Mysore -04

- Semester- I

Diary: - January 2023

| Sl No. | Date     | Working Days | Day          | Events                            |
|--------|----------|--------------|--------------|-----------------------------------|
| 1      | 01-01-23 | -----        | SUN          | -                                 |
| 2      | 02-01-23 | 1            | MON          | <b>Commencement of I Semester</b> |
| 3      | 03-01-23 | 2            | TUE          | Regular Classes                   |
| 4      | 04-01-23 | 3            | WED          | Regular Classes                   |
| 5      | 05-01-23 | 4            | THU          | Regular Classes                   |
| 6      | 06-01-23 | 5            | FRI          | Regular Classes                   |
| 7      | 07-01-23 | 6            | SAT          | Regular Classes                   |
| 8      | 08-01-23 | -----        | SUN          | --                                |
| 9      | 09-01-23 | 7            | MON          | Regular Classes                   |
| 10     | 10-01-23 | 8            | TUE          | Regular Classes                   |
| 11     | 11-01-23 | 9            | WED          | Regular Classes                   |
| 12     | 12-01-23 | 10           | THU          | Regular Classes                   |
| 13     | 13-01-23 | 11           | FRI          | Regular Classes                   |
| 14     | 14-01-23 | 12           | SAT          | Regular Classes                   |
| 15     | 15-01-23 | -----        | SUN          | --                                |
| 16     | 16-01-23 | 13           | MON          | Regular Classes                   |
| 17     | 17-01-23 | 14           | TUE          | Regular Classes                   |
| 18     | 18-01-23 | 15           | WED          | Regular Classes                   |
| 19     | 19-01-23 | 16           | THU          | Regular Classes                   |
| 20     | 20-01-23 | 17           | FRI          | Regular Classes                   |
| 21     | 21-01-23 | 18           | SAT          | Regular Classes                   |
| 22     | 22-01-23 | -----        | SUN          | --                                |
| 23     | 23-01-23 | 19           | MON          | Regular Classes                   |
| 24     | 24-01-23 | 20           | TUE          | Regular Classes                   |
| 25     | 25-01-23 | 21           | WED          | Regular Classes                   |
| 26     | 26-01-23 | -----        | REPUBLIC Day | --                                |
| 27     | 27-01-23 | 22           | FRI          | Regular Classes                   |
| 28     | 28-01-23 | 23           | SAT          | Regular Classes                   |
| 29     | 29-01-23 | -----        | SUN          | --                                |
| 30     | 30-01-23 | 24           | MON          | Regular Classes                   |
| 31     | 31-01-23 | 25           | TUE          | Regular Classes                   |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- I

Diary: - February 2023

| Sl No. | Date     | Working Days | Day         | Events   |
|--------|----------|--------------|-------------|--|
| 1      | 01-02-23 | 26           | WED         | Regular Classes  |
| 2      | 02-02-23 | 27           | THU         | Induction/Orientation Program for both Semester                                |
| 3      | 03-02-23 | 28           | FRI         |  |
| 4      | 04-02-23 | 29           | SAT         |  |
| 5      | 05-02-23 | ---          | SUN         |  |
| 6      | 06-02-23 | 30           | MON         | Regular Classes  |
| 7      | 07-02-23 | 31           | TUE         | Regular Classes  |
| 8      | 08-02-23 | 32           | WED         | Regular Classes  |
| 9      | 09-02-23 | 33           | THU         | Regular Classes  |
| 10     | 10-02-23 | 34           | FRI         | Talents day/ Regular Classes   |
| 11     | 11-02-23 | 35           | SAT         | Regular Classes  |
| 12     | 12-02-23 | ---          | SUN         | --   |
| 13     | 13-02-23 | 36           | MON         | Regular Classes  |
| 14     | 14-02-23 | 37           | TUE         | Regular Classes  |
| 15     | 15-02-23 | 38           | WED         | Regular Classes  |
| 16     | 16-02-23 | 39           | THU         | Regular Classes  |
| 17     | 17-02-23 | 40           | FRI         | Regular Classes  |
| 18     | 18-02-23 | ---          | Shivarathri | --   |
| 19     | 19-02-23 | ---          | SUN         | --   |
| 20     | 20-02-23 | 41           | MON         | Regular Classes  |
| 21     | 21-02-23 | 42           | TUE         | Celebration of mathra Bhanha Divas / Regular Classes                           |
| 22     | 22-02-23 | 43           | WED         | Regular Classes  |
| 23     | 23-02-23 | 44           | THU         | Regular Classes  |
| 24     | 24-02-23 | 45           | FRI         | Inauguration of Cultural Committee   |
| 25     | 25-02-23 | 46           | SAT         | Allotment of Tutorial & Assignment Topics in Perspective and Pedagogy Subjects |
| 26     | 26-02-23 | ---          | SUN         | Regular Classes  |
| 27     | 27-02-23 | 48           | MON         | Regular Classes  |
| 28     | 28-02-23 | 49           | TUE         | National Science Day Celebration   |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- I

Diary: - March 2023

| Sl No. | Date     | Working Days | Day   | Events                            |
|--------|----------|--------------|-------|-----------------------------------|
| 1      | 01-03-23 | 50           | WED   | Regular Classes                   |
| 2      | 02-03-23 | 51           | THU   | Regular Classes                   |
| 3      | 03-03-23 | 52           | FRI   | Regular Classes                   |
| 4      | 04-03-23 | 53           | SAT   | Regular Classes                   |
| 5      | 05-03-23 | ----         | SUN   | --                                |
| 6      | 06-03-23 | 54           | MON   | Scheduled Class                   |
| 7      | 07-03-23 | 55           | TUE   | Tutorial Presentation             |
| 8      | 08-03-23 | 56           | WED   | World Mathematics Day Celebration |
| 9      | 09-03-23 | 57           | THU   | Regular Classes                   |
| 10     | 10-03-23 | 58           | FRI   | Regular Classes                   |
| 11     | 11-03-23 | 59           | SAT   | Regular Classes                   |
| 12     | 12-03-23 | ----         | SUN   | --                                |
| 13     | 13-03-23 | 60           | MON   | Regular Classes                   |
| 14     | 14-03-23 | 61           | TUE   | Tutorial Presentation             |
| 15     | 15-03-23 | 62           | WED   | Regular Classes                   |
| 16     | 16-03-23 | 63           | THU   | Regular Classes                   |
| 17     | 17-03-23 | 64           | FRI   | Regular Classes                   |
| 18     | 18-03-23 | 65           | SAT   | Regular Classes                   |
| 19     | 19-03-23 | ----         | SUN   | --                                |
| 20     | 20-03-23 | 66           | MON   | Regular Classes                   |
| 21     | 21-03-23 | 67           | TUE   | Regular Classes                   |
| 22     | 22-03-23 | ----         | UGADI | --                                |
| 23     | 23-03-23 | 68           | THU   | Regular Classes                   |
| 24     | 24-03-23 | 69           | FRI   | Micro-Teaching Workshop           |
| 25     | 25-03-23 | 70           | SAT   |                                   |
| 26     | 26-03-23 | ----         | SUN   |                                   |
| 27     | 27-03-23 | 71           | MON   | Micro-Teaching Workshop           |
| 28     | 28-03-23 | 72           | TUE   |                                   |
| 29     | 29-03-23 | 73           | WED   |                                   |
| 30     | 30-03-23 | 74           | THU   |                                   |
| 31     | 31-03-23 | 75           | FRI   |                                   |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester-I

Diary: - April 2023

| Sl No. | Date     | Working Days | Day               | Events                   |                 |
|--------|----------|--------------|-------------------|--------------------------|-----------------|
| 1      | 01-04-23 | 76           | SAT               | Micro-Teaching Workshop  |                 |
| 2      | 02-04-23 | ----         | SUN               | --                       |                 |
| 3      | 03-04-23 | ---          | Mahaveer Jayanthi | --                       |                 |
| 4      | 04-04-23 | 77           | TUE               | Micro-Teaching Workshop  |                 |
| 5      | 05-04-23 | 78           | WED               |                          |                 |
| 6      | 06-04-23 | 79           | THU               |                          |                 |
| 7      | 07-04-23 | ----         | Good Friday       |                          |                 |
| 8      | 08-04-23 | 80           | SAT               |                          |                 |
| 9      | 09-04-23 | ----         | SUN               |                          |                 |
| 10     | 10-04-23 | 81           | MON               |                          |                 |
| 11     | 11-04-23 | 82           | TUE               |                          |                 |
| 12     | 12-04-23 | 83           | WED               |                          |                 |
| 13     | 13-04-23 | 84           | THU               |                          |                 |
| 14     | 14-04-23 | ---          | Ambodkar Jayanthi |                          | --              |
| 15     | 15-04-23 | 85           | SAT               |                          | Regular Classes |
| 16     | 16-04-23 | ---          | SUN               |                          | --              |
| 17     | 17-04-23 | 86           | MON               | I Periodic Internal Test |                 |
| 18     | 18-04-23 | 87           | TUE               |                          |                 |
| 19     | 19-04-23 | 88           | WED               |                          |                 |
| 20     | 20-04-23 | 89           | THU               | Regular Classes          |                 |
| 21     | 21-04-23 | 90           | FRI               | Tutorial Presentation    |                 |
| 22     | 22-04-23 | ----         | Ramzan            | --                       |                 |
| 23     | 23-04-23 | ----         | SUN               | --                       |                 |
| 24     | 24-04-23 | 91           | MON               | Regular Classes          |                 |
| 25     | 25-04-23 | 92           | TUE               | Integrated lesson        |                 |
| 26     | 26-04-23 | 93           | WED               | LAC Presentation         |                 |
| 27     | 27-04-23 | 94           | THU               | Regular Classes          |                 |
| 28     | 28-04-23 | 95           | FRI               | Regular Classes          |                 |
| 29     | 29-04-23 | 96           | SAT               | Regular Classes          |                 |
| 30     | 30-04-23 | ---          | SUN               | --                       |                 |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester-1

Diary: - May 2023

| Sl No. | Date     | Working Days | Day        | Events  |
|--------|----------|--------------|------------|---|
| 1      | 01-05-23 | -----        | Labors day | Holiday   |
| 2      | 02-05-23 | 97           | TUE        | Regular Classes   |
| 3      | 03-05-23 | 98           | WED        | Regular Classes   |
| 4      | 04-05-23 | 99           | THU        | Regular Classes   |
| 5      | 05-05-23 | 100          | FRI        | Regular Classes   |
| 6      | 06-05-23 | 101          | SAT        | Submission of Tutorial & Assignment Topics in Perspective and Pedagogy Subjects |
| 7      | 07-05-23 | -----        | SUN        | --  |
| 8      | 08-05-23 | 102          | MON        | Regular Classes   |
| 9      | 09-05-23 | 103          | TUE        | Regular Classes   |
| 10     | 10-05-23 | 104          | WED        | Regular Classes   |
| 11     | 11-05-23 | 105          | THU        | Regular Classes   |
| 12     | 12-05-23 | 106          | FRI        | Regular Classes   |
| 13     | 13-05-23 | 107          | SAT        | Regular Classes   |
| 14     | 14-05-23 | -----        | SUN        | --  |
| 15     | 15-05-23 | 108          | MON        | Regular Classes   |
| 16     | 16-05-23 | 109          | TUE        | II Periodic Internal Test   |
| 17     | 17-05-23 | 110          | WED        | II Periodic Internal Test   |
| 18     | 18-05-23 | 111          | THU        | II Periodic Internal Test   |
| 19     | 19-05-23 | 112          | FRI        | II Periodic Internal Test   |
| 20     | 20-05-23 | 113          | SAT        | Last Working Day  |
| 21     | 21-05-23 | -----        | SUN        | Study Holidays for students   |
| 22     | 22-05-23 | -            | MON        |   |
| 23     | 23-05-23 | -            | TUE        |   |
| 24     | 24-05-23 | -            | WED        |   |
| 25     | 25-05-23 | -            | THU        |   |
| 26     | 26-05-23 | -            | FRI        |   |
| 27     | 27-05-23 | -            | SAT        |   |
| 28     | 28-05-23 | -----        | SUN        |   |
| 29     | 29-05-23 | -            | MON        |   |
| 30     | 30-05-23 | -            | TUE        | University Examination  |
| 31     | 31-05-23 | -            | WED        |   |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- III

Diary: - January 2023

| Sl No. | Date     | Working Days | Day      | Events  |
|--------|----------|--------------|----------|---|
| 1      | 01-01-23 | -----        | SUN      |   |
| 2      | 02-01-23 | 1            | MON      | Commencement of college                           |
| 3      | 03-01-23 | 2            | TUE      | Induction /Orientation Program for both semesters |
| 4      | 04-01-23 | 3            | WED      |   |
| 5      | 05-01-23 | 4            | THU      |   |
| 6      | 06-01-23 | 5            | FRI      | Regular Classes                                   |
| 7      | 07-01-23 | 6            | SAT      | Regular Classes                                   |
| 8      | 08-01-23 | -----        | SUN      | --  |
| 9      | 09-01-23 | 7            | MON      | Regular Classes                                   |
| 10     | 10-01-23 | 8            | TUE      | Regular Classes                                   |
| 11     | 11-01-23 | 9            | WED      | Regular Classes                                   |
| 12     | 12-01-23 | 10           | THU      | Regular Classes                                   |
| 13     | 13-01-23 | 11           | FRI      | Regular Classes                                   |
| 14     | 14-01-23 | 12           | SAT      | Regular Classes                                   |
| 15     | 15-01-23 | -----        | SUN      | --  |
| 16     | 16-01-23 | 13           | MON      | Regular Classes                                   |
| 17     | 17-01-23 | 14           | TUE      | Regular Classes                                   |
| 18     | 18-01-23 | 15           | WED      | Regular Classes                                   |
| 19     | 19-01-23 | 16           | THU      | Regular Classes                                   |
| 20     | 20-01-23 | 17           | FRI      | Regular Classes                                   |
| 21     | 21-01-23 | 18           | SAT      | Regular Classes                                   |
| 22     | 22-01-23 | -----        | SUN      | --  |
| 23     | 23-01-23 | 19           | MON      | Regular Classes                                   |
| 24     | 24-01-23 | 20           | TUE      | Regular Classes                                   |
| 25     | 25-01-23 | 21           | WED      | Regular Classes                                   |
| 26     | 26-01-23 | -----        | REPUBLIC | --  |
| 27     | 27-01-23 | 22           | FRI      | Regular Classes                                   |
| 28     | 28-01-23 | 23           | SAT      | Regular Classes                                   |
| 29     | 29-01-23 | -----        | SUN      | --  |
| 30     | 30-01-23 | 24           | MON      | Regular Classes                                   |
| 31     | 31-01-23 | 25           | TUE      | Regular Classes                                   |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- III

Diary: - February 2023

| Sl No. | Date     | Working Days | Day         | Events  |
|--------|----------|--------------|-------------|---|
| 1      | 01-02-23 | 26           | WED         | Regular Classes   |
| 2      | 02-02-23 | 27           | THU         | Regular Classes   |
| 3      | 03-02-23 | 28           | FRI         | Regular Classes   |
| 4      | 04-02-23 | 29           | SAT         | Regular Classes   |
| 5      | 05-02-23 | ----         | SUN         | --  |
| 6      | 06-02-23 | 30           | MON         | Regular Classes   |
| 7      | 07-02-23 | 31           | TUE         | Regular Classes   |
| 8      | 08-02-23 | 32           | WED         | Regular Classes   |
| 9      | 09-02-23 | 33           | THU         | Regular Classes   |
| 10     | 10-02-23 | 34           | FRI         | Regular Classes   |
| 11     | 11-02-23 | 35           | SAT         | Regular Classes   |
| 12     | 12-02-23 | ----         | SUN         | --  |
| 13     | 13-02-23 | 36           | MON         | Regular Classes   |
| 14     | 14-02-23 | 37           | TUE         | Regular Classes   |
| 15     | 15-02-23 | 38           | WED         | Regular Classes   |
| 16     | 16-02-23 | 39           | THU         | Regular Classes   |
| 17     | 17-02-23 | 40           | FRI         | Regular Classes   |
| 18     | 18-02-23 | ----         | Shivarathri | --  |
| 19     | 19-02-23 | ----         | SUN         | --  |
| 20     | 20-02-23 | 41           | MON         | Regular Classes   |
| 21     | 21-02-23 | 42           | TUE         | Regular Classes/Mathru Bhasha Divas Celebration                     |
| 22     | 22-02-23 | 43           | WED         | Regular Classes   |
| 23     | 23-02-23 | 44           | THU         | Regular Classes   |
| 24     | 24-02-23 | 45           | FRI         | Inauguration of Cultural Committee                                  |
| 25     | 25-02-23 | 46           | SAT         | Allotment of Assignment topics Perspectives, Pedagogy and Electives |
| 26     | 26-02-23 | ----         | SUN         | --  |
| 27     | 27-02-23 | 47           | MON         | Regular Classes   |
| 28     | 28-02-23 | 48           | TUE         | Regular Classes   |

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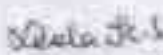
# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- III

Diary: - March 2023

| Sl No. | Date     | Working Days | Day   | Events                   |
|--------|----------|--------------|-------|--------------------------|
| 1      | 01-03-23 | 49           | WED   | Regular Classes          |
| 2      | 02-03-23 | 50           | THU   | Regular Classes          |
| 3      | 03-03-23 | 51           | FRI   | Regular Classes          |
| 4      | 04-03-23 | 52           | SAT   | Regular Classes          |
| 5      | 05-03-23 | -----        | SUN   | ---                      |
| 6      | 06-03-23 | 53           | MON   | Regular Classes          |
| 7      | 07-03-23 | 54           | TUE   | Regular Classes          |
| 8      | 08-03-23 | 55           | WED   | Regular Classes          |
| 9      | 09-03-23 | 56           | THU   | Regular Classes          |
| 10     | 10-03-23 | 57           | FRI   | Regular Classes          |
| 11     | 11-03-23 | 58           | SAT   | Regular Classes          |
| 12     | 12-03-23 | -----        | SUN   | --                       |
| 13     | 13-03-23 | 59           | MON   | Tutorial Presentation    |
| 14     | 14-03-23 | 60           | TUE   | Regular Classes          |
| 15     | 15-03-23 | 61           | WED   | Regular Classes          |
| 16     | 16-03-23 | 62           | THU   | Regular Classes          |
| 17     | 17-03-23 | 63           | FRI   | I Periodic Internal Test |
| 18     | 18-03-23 | 64           | SAT   |                          |
| 19     | 19-03-23 | -----        | SUN   | Regular Classes          |
| 20     | 20-03-23 | 65           | MON   | Tutorial Presentation    |
| 21     | 21-03-23 | 66           | TUE   | Regular Classes          |
| 22     | 22-03-23 | -----        | UGADI | --                       |
| 23     | 23-03-23 | 67           | THU   | Regular Classes          |
| 24     | 24-03-23 | 68           | FRI   | Regular Classes          |
| 25     | 25-03-23 | 69           | SAT   | Regular Classes          |
| 26     | 26-03-23 | -----        | SUN   | -----                    |
| 27     | 27-03-23 | 70           | MON   | Tutorial Presentation    |
| 28     | 28-03-23 | 71           | TUE   | Regular Classes          |
| 29     | 29-03-23 | 72           | WED   | Regular Classes          |
| 30     | 30-03-23 | 73           | THU   | Regular Classes          |
| 31     | 31-03-23 | 74           | FRI   | Regular Classes          |

  
**Principal**  
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**Principal**  
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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- III

Diary: - April 2023

| Sl No | Date     | Working Days | Day               | Events  |
|-------|----------|--------------|-------------------|---|
| 1     | 01-04-23 | 75           | SAT               | Regular Classes   |
| 2     | 02-04-23 | -----        | SUN               | --  |
| 3     | 03-04-23 | -----        | Mahaveer Jayanthi | --  |
| 4     | 04-04-23 | 76           | TUE               | Regular Classes   |
| 5     | 05-04-23 | 77           | WED               | Regular Classes   |
| 6     | 06-04-23 | 78           | THU               | Regular Classes   |
| 7     | 07-04-23 | -----        | Good Friday       | --  |
| 8     | 08-04-23 | 79           | SAT               | Regular Classes   |
| 9     | 09-04-23 | -----        | SUN               | --  |
| 10    | 10-04-23 | 80           | MON               | Regular Classes   |
| 11    | 11-04-23 | 81           | TUE               | Regular Classes   |
| 12    | 12-04-23 | 82           | WED               | Regular Classes   |
| 13    | 13-04-23 | 83           | THU               | Regular Classes   |
| 14    | 14-04-23 | -----        | Ambedkar Jayanthi | Ambedkar Jayanthi   |
| 15    | 15-04-23 | 85           | SAT               | Regular Classes   |
| 16    | 16-04-23 | -----        | SUN               | --  |
| 17    | 17-04-23 | 86           | MON               |   |
| 18    | 18-04-23 | 87           | TUE               | Drama Presentation  |
| 19    | 19-04-23 | 88           | WED               |   |
| 20    | 20-04-23 | 89           | THU               | Regular Classes   |
| 21    | 21-04-23 | 90           | FRI               | Regular Classes   |
| 22    | 22-04-23 | -----        | Ramjan            | --  |
| 23    | 23-04-23 | -----        | SUN               | --  |
| 24    | 24-04-23 | 91           | MON               | Regular Classes   |
| 25    | 25-04-23 | 92           | TUE               | Regular Classes   |
| 26    | 26-04-23 | 93           | WED               | Regular Classes   |
| 27    | 27-04-23 | 94           | THU               | Regular Classes   |
| 28    | 28-04-23 | 95           | FRI               | Submission of Assignment topics<br>Perspectives and Pedagogy Subjects |
| 29    | 29-04-23 | 96           | SAT               | Submission of Assignment topics<br>in Electives Subjects              |
| 30    | 30-04-23 | -----        | SUN               | --  |

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# Sarada Vilas Teachers College, KM Puram Mysore -04

Semester- III

Diary: - May 2023

| Sl No. | Date     | Working Days | Day         | Events                       |
|--------|----------|--------------|-------------|------------------------------|
| 1      | 01-05-23 | ----         | Workers day |                              |
| 2      | 02-05-23 | 97           | TUE         | Academic Records Submission  |
| 3      | 03-05-23 | 98           | WED         | Regular Classes              |
| 4      | 04-05-23 | 99           | THU         | Regular Classes              |
| 5      | 05-05-23 | 100          | FRI         | Regular Classes              |
| 6      | 06-05-23 | 101          | SAT         | Regular Classes              |
| 7      | 07-05-23 | -----        | SUN         | --                           |
| 8      | 08-05-23 | 102          | MON         | Regular Classes              |
| 9      | 09-05-23 | 103          | TUE         | Regular Classes              |
| 10     | 10-05-23 | 104          | WED         | Regular Classes              |
| 11     | 11-05-23 | 105          | THU         | Regular Classes              |
| 12     | 12-05-23 | 106          | FRI         | Regular Classes              |
| 13     | 13-05-23 | 107          | SAT         | Regular Classes              |
| 14     | 14-05-23 | -----        | SUN         | --                           |
| 15     | 15-05-23 | 108          | MON         | Regular Classes              |
| 16     | 16-05-23 | 109          | TUE         |                              |
| 17     | 17-05-23 | 110          | WED         | II Periodic Test             |
| 18     | 18-05-23 | 111          | THU         |                              |
| 19     | 19-05-23 | 112          | FRI         |                              |
| 20     | 20-05-23 | 113          | SAT         | Last working Day/ MAAC Visit |
| 21     | 21-05-23 | -----        | SUN         |                              |
| 22     | 22-05-23 |              | MON         |                              |
| 23     | 23-05-23 |              | TUE         |                              |
| 24     | 24-05-23 |              | WED         |                              |
| 25     | 25-05-23 |              | THU         | Study Holidays for students  |
| 26     | 26-05-23 |              | FRI         |                              |
| 27     | 27-05-23 |              | SAT         |                              |
| 28     | 28-05-23 | -----        | SUN         |                              |
| 29     | 29-05-23 |              | MON         |                              |
| 30     | 30-05-23 |              | TUE         |                              |
| 31     | 31-05-23 |              | WED         | University Examination       |

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*Keela KS*

Principal

Sarada Vilas Teachers College,  
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**Sarada Vilas Teachers College, KM Param, Mysore-04**  
**Timetable - I and III-Semester 2023**

| TIME DAY  | I<br>II | 10:00-11:00            | 11:00-12:00                  | 12:00-1:00                    | 1:00<br>2:00       | 2:00-3:00                 | 3:00-4:00          | 4:00-5:00          |                    |
|-----------|---------|------------------------|------------------------------|-------------------------------|--------------------|---------------------------|--------------------|--------------------|--------------------|
| MONDAY    | I       | CCA-EMIS<br>CCA-AMMS   | PSDE-APNEJ<br>PSM-CRN(K)     | COMPLIBRARY<br>VC             | <b>LUNCH BREAK</b> | ET-APNEJ<br>ET-AMMS       | ET-EMIS<br>ET-AMMS | ET-EMIS<br>ET-AMMS |                    |
|           | II      | ET-EMIS<br>ET-CNSK     | ET-AMMS<br>ET-AMMS           | ET-ZAEI<br>ET-APNEJ           |                    | TUTORIAL<br>ET-EMIS       | ET-AMMS<br>ET-AMMS | ET-EMIS<br>ET-AMMS |                    |
| TUESDAY   | I       | PSDE-ZAEI<br>PSDE-CNSK | ET-APNEJ<br>ET-AMMS          | ET-EMIS<br>CCA-PSDE, ET       |                    | TUTORIAL<br>CCA, PSDE, ET | ET-AMMS<br>ET-AMMS | ET-EMIS<br>ET-AMMS | ET-EMIS<br>ET-AMMS |
|           | II      | ET-AMMS<br>ET-AMMS     | ET-AMMS<br>ET-CNSK           | ET-EMIS<br>ET-AMMS            |                    | ET-AMMS<br>ET-AMMS        | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS |
| WEDNESDAY | I       | ET-APNEJ<br>ET-AMMS    | KT PRAC-<br>U1 KCO<br>U2 LIR | ET-EMIS<br>ET-AMMS            |                    | PSDE-APNEJ<br>PSDE-CNSK   | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS |
|           | II      | ET-AMMS<br>ET-CNSK     | ART & DRAMA<br>AKM           | TUTORIAL<br>ET-EMIS           |                    | ET-AMMS<br>ET-AMMS        | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS |
| THURSDAY  | I       | CCA-EMIS<br>CCA-AMMS   | PSDE-APNEJ<br>PSDE-ZAEI      | KT PRAC U2 KCO<br>LIBRARY U-1 |                    | MENTOR<br>ALL STAFF       | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS |
|           | II      | ET-ZAEI<br>ET-AMMS     | ET-AMMS<br>ET-AMMS           | ET-AMMS<br>ET-AMMS            |                    | SPORTS-50                 | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS | ET-AMMS<br>ET-AMMS |
| FRIDAY    | I       | ET-APNEJ<br>ET-AMMS    | LAC<br>ET-AMMS<br>ET-AMMS    | ET-AMMS<br>ET-AMMS            |                    | CCA-EMIS<br>CCA-AMMS      | CCA<br>ALL STAFF   | CCA<br>ALL STAFF   | CCA<br>ALL STAFF   |
|           | II      | ET-AMMS<br>ET-CNSK     | ET-AMMS<br>ET-AMMS           | ART & DRAMA<br>AKM            |                    | ET-AMMS<br>ET-AMMS        | CCA<br>ALL STAFF   | CCA<br>ALL STAFF   | CCA<br>ALL STAFF   |
| SATURDAY  | I       | CCA-EMIS<br>CCA-AMMS   | LAC<br>ET-AMMS<br>ET-AMMS    | SPORTS<br>50                  |                    | -                         | -                  | -                  | -                  |
|           | II      | ET-ZAEI<br>ET-AMMS     | ET-AMMS<br>ET-AMMS           | MENTOR<br>ALL STAFF           |                    | -                         | -                  | -                  | -                  |

*[Signature]*  
Coordinator

*[Signature]*  
Principal  
Sarada Vilas Teachers College  
K.M. Param, Mysore-04

*Sarada Vilas*  
Principal  
Sarada Vilas Teachers College,  
K.M. Param, Mysore - 570 004

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**K.M. Puram, Mysore-04**

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**2.6.2 QNM DE**  
**3. Provisions for**  
**improvement and bi-lingual**  
**answering**



262  
STUDENT'S NAME Speerthi  
CLASS I B Ed SUBJECT GSS  
ROLL NO DATE 30-9-23

## 1. Socialisation:

Socialisation is a process of learning social self, learnt about the culture and learning about the rules and expectations of the social culture.

Socialisation is a lifelong process during which we can learn about culture and how to interact with the society.

Socialisation is a process of learning to live and work together is called socialisation.

### Importance of family in the socialisation of a child.

\* Family is the first agent of socialisation and parents play an important role to make a child socialised with the society.

\* Family members of a child play an important role in socialisation.

\* Child in the family learn basic and necessary things by the family like reading, writing, speaking, playing etc. which are the essential things for a child to develop socialisation.

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Socialization. Parents are the important agents to develop socialization.

\* Family members with siblings of the child also very important because the interaction of the child starts with the siblings and family members.

\* Family members teach the child to how to interact with the people in society, people of neighbours and also the siblings of the child.

\* The child's basic life starts with the family and it tries to learn about the values of the family.

\* Family members teach child to how to give respect for elders, how to interact with the neighbours and later the child also must to learn how to interact with the teachers.

\* Parents also teach the child to their family culture, customs, food habits, dress sense, religion all these are the important things for the child to learn socialization.

\* Family members are responsible for the child's behaviour, because child first learns everything by the family so directly or indirectly, the child's behavior

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## Importance of School in Socialization of the child

\* School is the next most important agent of the socialization and the teachers play an important role in child socialization.

\* After the family (or home) the child enters into the school and learns about the basic things which are necessary for leading life.

\* Teachers are the important agent in school for a child to learn a good behavior, good interactions with friends, with their elders etc.

\* In school of course the knowledge of all the subjects transfer into the child but more than subject knowledge teacher must teach about the socialization.

\* Children are the future assets for the society so in the school teacher must teach about the good habits, how to interact with the elders, and how to give respect for the others.

\* School is the best place for learning socialization because in the school all types of religion students are there.

STUDENT'S NAME

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DATE

II

## 1. Need of gender equality

\* Gender equality means both the male and female are equal.

\* Gender equality is more important in the society because the females are more powerful than men nowadays.

\* In Gender equality both male and females are in the same level.

\* Females can also do many jobs which are related to only men can do it.

\* For the development of country the Gender equality is most important because females are proven that they can do anything like male and they are ready to do any kind of work like factories, household, business etc.

\* Gender equality is needed and treat females are also strong and powerful give respect for females and provide the opportunities for the females.

\* Most of the males dominate the female but the females are important to lead the family and most of the females lead their family with their own earning. and there is so many

|                |         |
|----------------|---------|
| STUDENT'S NAME |         |
| CLASS          | SUBJECT |
| ROLL NO.       | DATE    |

\* Most of the peoples are decided that females are only doing some kinds of jobs like teachers, Nurses etc. but females have a power to do any kind of jobs.

\* In the Family Gender discrimination is started with the childhood life for a baby girl parents only bring pink colour dress and home accessories and for a baby boy they can buy a blue colour dress and toys. It is not a correct way. both babies are the same.

\* Females are fitted only for cooking in the home and males are only for doing outside. this kind of thinking is not correct both are doing household work. both are able to work outside.

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### 3. Importance of mass media is socialization

\* Media is very necessary in the socialization because so many peoples are depend on the media for the information.

\* Media transfer the information of one place to the all other peoples in the country.



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the media. So the media plays an important role in transferring information.

\* Most of the childrens peoples are depend on media for the entertainment and also some programmes are very useful for the childrens.

\* Childrens can learn through socialisation through media. It can broadcast the beautiful programmes which are very meaningful from this type of programme child learnt how to treat the elders, how to emotionally connect with the family members.

\* Media is also important in transfer the information about the political leaders, the system of democracy etc. So child can easily understand about the political which is very important aspect of socialisation.

\* Media play an very important role in transfer of information about the culture, customs, religions so the peoples are easily understand about the different cultures which are necessary for the socialisation.

\* Media is an important in the



STUDENT'S NAME Nisargya S.K  
CLASS II B.Ed SEMESTER 5SS  
ROLL NO 50 DATE 30/09/23

20  
20  
10/10/23

### 1) Gender Equality:-

In the cultural contexts, there is a difference between male and female. Boy and girl, Men and Women

Children are classified at birth by observing the genitals

Gender Equality is very important in society. Equality means give equal opportunities and power to both male and female.

Give a equal opportunities to them.

To improve the quality of education.

To describe their potentialities in this society. Power and authority are very important to male and female.

Give freedom to take their own decisions.

It needs to enjoy their life in the own way.

It is the mainstream to go in the way to define ourselves.

It is one of the mirror image in the society.

To classify the life skills and good habits.

It ensure the quality of life.

Gender Equality needs to improve the society in their surroundings.

It needs to development of scientific and research fields.

It builds the main platform to build their life.

It needs to career choice and occupation.

It is one of the major stream in the society.

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## Importance of media in socialization:

Media <sup>plays</sup> ~~is~~ the major role in the society. Mass media are very important to every day life through that we know about the surrounding happenings.

Media changes the society and people. Media is very important in socialization.

It helps to ~~improve~~ the quality of life.

It establish the knowledge to society.

It is very need to know about everyday information.

It helps change the life through modern society.

Whenever it is absent we are not know about the society.

-Transfer the information from one place to another place.

Improve the world through new things.

It helps to ~~improve~~ the educational and management.

It ensure the learning.

It helps to change the situational incidents.

It is very important thing in everyone's life.

Media helps in school, Railway station, Hospital, police station, Research fields etc.

Media is one of the basic need to society.

It helps to meet the people who are in the away through media.

Media play very important role in school.

It helps to students and teachers <sup>job</sup>.

II

2) Socialization:-

Socialization is very important in everyone's life.

Socialization plays very prominent role in the human's life.

Socialization defined as The group of people or society living within the groups or surroundings.

Socialization helps to improve confidence level.

It gives knowledge about surroundings.

The human's needs a socialization because to survive the life.

Socialization helps to learning in the group of people.

It enhance the life skills and good habits.

It gives lot of experience throughout life.

It needs to improve the quality of life.

It changes the life of persons according to society.

It gives quality of education.

It builds a strong relationship.

helps to learn new things from others.

### Importance of family in the socialization of a child:-

- Family is the first agent of socialization.

- Family is the first step to child in the socialization.

- Family is the first society to child.

Family is very important to child.

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3)

## Importance of media in socialization:

Media <sup>play</sup> ~~is~~ the major role in the society.  
Mass media are very important to every day life through that we know about the surrounding happenings.

Media changes the society and people.  
Media is very important in socialization.  
It helps to improve the quality of life.  
It establish the knowledge to society.  
It is very need to know about everyday information.

It helps change the life through modern society.

Whethere it is abroad we are not know about the society.

Transfer the information from one place to another place.

Improve the world through new things.  
It helps to improve the educational and management.

It ensure the learning.

It helps to change the situational incidents.

It is very important thing in everyone's life.

Media helps in school, Railway station, Hospital, police station, Research fields etc.

Media is one of the basic need to society.

It helps to meet the people who are in the away through media.

Media play very important role in school.

It helps to students and teachers to learn the new things.

## Importance of school in the socialization of a child:-

School is the creature of child.

School is the second agent in the socialization.

School is the second step in the socialization of a child.

In the school, child gets a new experiences and relationships.

Child learn through group of people.

Child build the new relationship with friends, school atmosphere and teachers.

Get the knowledge and new things from others in the surroundings.

In the school, child get learning and build their future life.

It helps to improve the learning.

It learns the how to treat the society and give respect to others.

child more attached to teacher who loves him or her.

school atmosphere changes the child's life.

In the group work, project and assignments children learn with the help of friends.

Child have the best responsibility to build their life.

school is very important to everychild. It is the only one can change the life of child.

It is the platform to future life.

It builds the relationships with Community

Family and school both are very important to child in the socialization.



STUDENT'S NAME Harshitha M.N

CLASS B.Ed

SUBJECT

DATE 30/9/23

> ಸಮಾಜದಲ್ಲಿ ಇಂಥಾಂಥ ಪ್ರಾಂಶುಗಳಿಗೆ ಮತ್ತು  
 ಮನುಷ್ಯರಿಗೆ ಅದನ್ನು ಕಟ್ಟಿಯಂತೆ ಕಾರಣವು ನೀಡುತ್ತದೆ  
 ಈ ಕಾರಣವು ನೀಡಿ ಕೆಲವಾರು ಕೆಲಸಗಳನ್ನು ತನ್ನ  
 ಬುದ್ಧಿಶಕ್ತಿಯಿಂದ ಎಲ್ಲವನ್ನೂ ಮಾಡುತ್ತ  
 ಮೊದಲನೆಯ ಕಾರಣವೆಂದರೆ ಅಂಗ ಮತ್ತು ಅಂಗಕ್ಕೆ  
 ಎಂಬ ಅಂಗಗಳು ಸಮಾಜದಲ್ಲಿ ಕೆಲವಾರು ಪರಿ  
 ಕಾರಗಳನ್ನು ನೀಡುತ್ತದೆ  
 ಅಂಗ :- ಕೆಲವು ಕೆಲಸಕ್ಕೆ ಗಂಡು ಮತ್ತು  
 ಮಹಿಳೆ ಮತ್ತು ಕ್ರಿಯಾತ್ಮಕವಾಗಿ ವರ್ತಿಸಿಕೊಳ್ಳುವುದಾಗಿ  
 ಹೆ

ಯಾವುದೇ ಕೆಲಸವನ್ನು ಮನುಷ್ಯರು ಮಾಡಲು ಸಾಧ್ಯವಾಗಲು  
 ಸಹಸ್ರವ್ಯಯವು ಬೇಕು ಗುಣವಾಗಿದೆ ಏನಾಗಿರಬೇಕು  
 ಸಮಾಜದಲ್ಲಿ ತನ್ನ ತಂದೆ ಪತ್ನಿ ಅಥವಾ ಸಂಪತ್ತು  
 ಅನುಭವಿಸುವ ಸಂಪೂರ್ಣ ಕೆಲಸವನ್ನು ಪ್ರಾರಂಭ  
 ಕೊಂಡಿರುತ್ತಾರೆ  
 " ತನ್ನ ಕೆಲಸ ಕುಟುಂಬ ಸಂಪೂರ್ಣ ಆತ್ಮಿ ಮತ್ತು  
 ಅಧಿಕಾರವನ್ನು ತಂದೆಯ ನಂತರ ಮಗನಿಗೆ  
 ನೀಡುವುದನ್ನು ಅತ್ಯಂತ ಮುಖ್ಯವೆಂದು ನಂಬುತ್ತಾರೆ

\* ಬೆಂಕಿ, ಮನೆಯಲ್ಲಿ ಕೆಲವು ಯಾವುದೇ ಪ್ರತಿಯಿಟ್ಟು  
 ರು ಯಾವುದೇನೂ ಕೈ ಕೈಗೆ ಕೊಡುವುದೇಕೆಂದರೆ  
 \* ಕೆಲವು ಮಕ್ಕಳು ತಂದೆ ಸಂಪತ್ತು ಮತ್ತು  
 ಅಧಿಕಾರವನ್ನು ಯಾವುದೇ ಅಧಿಕಾರ ತನ್ನ  
 ಕೊಂಡಿರುತ್ತಾನೆ

\* ಮಕ್ಕಳು ಬಾಳುವುದು ಅನಾರೋಗ್ಯ ಅಥವಾ  
 ಕೆಲಸವನ್ನು ಮಾಡಲು ಮೊದಲನೆಯ ಸಹಾಯ  
 ಬೇಕು

\* ಮಕ್ಕಳನ್ನು ಹೆಚ್ಚು ಕೆಲಸಗಳನ್ನು ಕೊಡುವುದು  
 ಕಾರಣವು ಪ್ರಾರಂಭವನ್ನು ಮೇಲ್ಮಟ್ಟದಲ್ಲಿ  
 ಈ ಸಮಾಜ ಕಾರಣವೆಂದರೆ

\* ಪ್ರಾರಂಭವು ಮಕ್ಕಳನ್ನು ಕೆಲವಾರು  
 ಮಕ್ಕಳನ್ನು ಸಮಾಜಕ್ಕೆ ತರಬೇಕು

Sarada Vilas  
 Principal  
 Sarada Vilas Teachers College,  
 Mysore-576 004

ತಿಕ್ಕಪ್ಪುಬುತ್ತದಲ್ಲು ಯುಜ್ಜೆಯನ್ನು ಪುರುಷರು  
ನಿಯಂತ್ರಿಸುವ ಅಂಶಗಳು:-

\* ಸ್ತ್ರೀಯರ ಸಂಹಾರ :- ಯುಜ್ಜೆ ಅಥವಾ ಸ್ತ್ರೀ  
ಯಾವುದೇ ಅಪಾಯದಲ್ಲೂ ಪುರುಷರ ಅನುಜ್ಞೆಯನ್ನು  
ಪ್ರೀತಿಯುಳ್ಳು ಎಂಬ ಕೆಟ್ಟ ಅಭಿಪ್ರಾಯವನ್ನು  
ಪುರುಷರು ಲೇಪಿಸಿದಾಗ ಯುಜ್ಜೆ ರ್ಪುಷರ  
ಲೇಪನವೇಕೆಂದರೆ ಹೃದಯದ ಬಗ್ಗೆ ಅಂಗದ ಯಾವುದೇ  
ಪ್ರದರ್ಶನವನ್ನು ಮಾಡುವುದಿಲ್ಲವೆಂದು ಎಂಬ ಅಭಿಪ್ರಾಯ  
ಕೆಟ್ಟ ಪದ್ಧತಿಯನ್ನು ಸಮಾಜ ಲೇಪಿಸಿದೆ

\* ಸ್ತ್ರೀಯರ ಮದುವೆ :- ಯುಜ್ಜೆ ಕೇವಲ  
ಮನೆಯಲ್ಲಿ ಇದ್ದು ಯುಜ್ಜೆ ಲಯನೆ - ಲಯನೆ ಅಂಗ  
ಗಂಡನ ಸೇವೆ ಅಂಗದ ಲಯನರ ಸೇವೆ ಮಾಡಿ  
ಬೇಕು ಯಾವುದೇ ಅಪಾಯವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವ  
ಮನೆಯಲ್ಲಿ ಎಲ್ಲಾ ಸೇವೆ ಮಾಡಲು ಯಂತ್ರ  
ಪಾಣಿವ್ಯಕ್ತಿ

\* ಅಂತಿಮ ತೀರ್ಮಾನದ ಅಧಿಕಾರ :- ಯಾವುದೇ  
ಅಪಾಯದಲ್ಲೂ ಸ್ತ್ರೀಯರು ಯಾವುದೇ ಸ್ವಂತ ತೀರ್ಮಾನ  
ವಿಷಯ ಅಧಿಕಾರ ಲೇಪಿಸಿಲ್ಲ ಗಂಡ ತೀರ್ಮಾನ  
ವನ್ನು ಅಪ್ಪು ಮಾಡಬೇಕು

\* ಸ್ತ್ರೀಯರ ಸಂತಾನೋತ್ಪತ್ತಿ ನಿಯಂತ್ರಣ :-  
ಸಂತಾನ ಸ್ತ್ರೀಯರು ತನ್ನ ಸಂತಾನದಲ್ಲೂ ತೀರ್ಮಾನ  
ನಿರೀಕ್ಷೆ ತೆಗೆದುಕೊಳ್ಳುವ ಅಧಿಕಾರವನ್ನು ಅಪ್ಪು  
ಲೇಪಿಸುವುದಿಲ್ಲ ಗಂಡ ಮಾಡಿದಂತೆ ಎಷ್ಟು  
ಯುಜ್ಜೆ ಬೇಕು ಎಂಬ ತೀರ್ಮಾನವನ್ನು ಗಂಡನೇ  
ಮಾಡುತ್ತಾ ಯುಜ್ಜೆ ಬೇಕೆಂದು ಯಂತ್ರ ಪಾಣಿವ್ಯಕ್ತಿ

\* ಸ್ತ್ರೀಯರ ಲೈಂಗಿಕತೆಯ ಮೇಲೆ ತೀರ್ಮಾನ

\* ಸ್ತ್ರೀಯರ ಲಯನ ಶಕ್ತಿಯ ನಿಯಂತ್ರಣ

\* ಸ್ತ್ರೀಯರ ಲಯನ - ವಿಶಾಲ

\* ಸ್ತ್ರೀಯರ ಕೆಲವು ಅಂಶಗಳು

Principal  
Teachers College



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| STUDENT'S NAME |         |
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| ROLL NO        | DATE    |

ಶಿಕ್ಷಣೋತ್ಸವದಲ್ಲಿ ಉಪಶಾಂತಗ್ರಂಥ ಮಂಜುಳಿಯಾಗಿ ಯಾವುದೇ ಸ್ಥಾನ ಪಡೆಯಲಿಲ್ಲ.

\* ಕೈಬರಹದ ಅವಕಾಶ:- ತನ್ನ ಕುಟುಂಬದಲ್ಲಿ ಯಾವುದೇ ಬಿಂದು ಶಿಕ್ಷಣವನ್ನು ಅಂತ್ಯವಾಗಿ ತಿಳಿಯದವರ ಉಪಶಾಂತ ಉಪಶಾಂತಿ ಇವುಗಳನ್ನು

\* ಧಾರ್ಮಿಕ ಅವಕಾಶ:- ಸ್ತ್ರೀಯರಿಗೆ ಯಾವುದೇ ಧಾರ್ಮಿಕ ವಿಷಯದಲ್ಲಿ ಜ್ಞಾನವಿರುವವರ ಉಪಶಾಂತ ನಿರೂಪಣೆಗಳನ್ನು

\* ಅಭಿಮತ ಉಪಶಾಂತ:- ಮಂಜುಳಿ ಕೆಲವು ಕೆಲಸ ಮಾಡುವುದರಲ್ಲಿ ಯಾವುದೇಯೂ ಅದರ ಯಾವುದೇ ಅಭಿಮತ ಸಹಾಯವಿಲ್ಲದವರು ಮತ್ತು ಸಂಪೂರ್ಣವಾಗಿ ನಿರೂಪಣೆ

\* ಸಾಂಪ್ರದಾಯಿಕ ಉಪಶಾಂತ:- ಸಾಂಪ್ರದಾಯಿಕ ಶಿಕ್ಷಣದ ರೀತಿಯಲ್ಲಿ ಯಾವುದೇ ಉಪಶಾಂತಗ್ರಂಥ ಮತ್ತು ಮಂಜುಳಿಯನ್ನು ನಿರೂಪಣೆ

ಇವುಗಳಿಗೆ ಶಿಕ್ಷಣೋತ್ಸವದಲ್ಲಿ ಉಪಶಾಂತಗ್ರಂಥ ಮತ್ತು ಮಂಜುಳಿಯನ್ನು ನಿರೂಪಣೆ

ಶಿಕ್ಷಣೋತ್ಸವದಲ್ಲಿ ಉಪಶಾಂತಗ್ರಂಥ ಮತ್ತು ಮಂಜುಳಿಯನ್ನು ನಿರೂಪಣೆ

ಉಪಶಾಂತ ಉಪಶಾಂತಗ್ರಂಥ -

- \* ವಾಚನ ಪಠಪಾಠ
- \* ಧಾರ್ಮಿಕ ಉಪಶಾಂತ
- \* ಮಾನಸಿಕ ಸಹಾಯ
- \* ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ವಿಧಾನ
- \* ಅಂಗ ಸಹಾಯ
- \* ಉಪಶಾಂತ- ಉಪಶಾಂತ ಉಪಶಾಂತ
- \* ಧಾರ್ಮಿಕ- ಅಂಗ

ಧಾರ್ಮಿಕ ಉಪಶಾಂತ ಮತ್ತು ಮಂಜುಳಿಯನ್ನು ನಿರೂಪಣೆ  
 ಉಪಶಾಂತ ಉಪಶಾಂತ

Principal

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|----------------|---------|
| STUDENT'S NAME |         |
| CLASS          | SUBJECT |
| ROLL NO.       | DATE    |

II

3 ಸಾಯಾಜೀಕರಣವಲ್ಲ ಮೊಂಚ್ಯ ಮಗ್ಗು  
ಮುಖ್ಯತೆ:-

\* ಸಾಯಾಜವಲ್ಲ ಯಾಪುಯೇ ಬದಲಾಪಣೆ  
ಯಾಗುಯೇ ಒಂದು ನಿಯಮ ಅಂಗಿಯೇ  
ಮೊಂಚ್ಯ ಮಗ್ಗುಂದ ಸಾಯಾಜವಲ್ಲ ಹಲವಾಯ  
ಬದಲಾವಣೆಗ್ಗನ್ನು ಕಾಣಬಯದು

\* ಇಂದಿನ ಕಾಲದಲ್ಲಿ ಮೆಡ್ಲಿಯರು ಕೈಸ್ತರದಲ್ಲಿ  
ಬಿಡಲಾಯಿತು ಯಾಪುಯೇ ಖರ್ಚು ಅಪಾರ  
ಗ್ಗನ್ನು ನೀಡತರಲಿಲ್ಲ.

\* ಈ ಕಾರಣ ಹೆಚ್ಚು ಬದಲಾದರೆ ಮಾರ್ಚ್  
ಯು ಈತನು ಖರ್ಚು ಮಾಡು ಅದರಿಂದ ಗ್ಗನ್ನು  
ಪಾನೆ ಸೃಷ್ಟಿ ಕೊಟ್ಟಿದ್ದು ಅದಕ್ಕೆ ಮುಖ್ಯ  
ಕಾರಣ ಮಾರ್ಚ್ಯಮೆ

\* ಹಲವಾರು ತಾಂತ್ರಿಕತೆ ಆಧುನಿಕತೆ ಜಾಗೆ  
ಕರಣದಿಂದ ಮಾರ್ಚ್ಯಮೆ ತನ್ನ ಸ್ಥಾನ  
ವನ್ನು ಗುರುತಿಸಿಕೊಂಡು ತುರಿಯಾಗಿದೆ  
ಮಾರ್ಚ್ಯಮೆ ಎಲ್ಲ ಕ್ಷೇತ್ರದಲ್ಲಿ ಮುಂದುವರಿಯ  
ತಿದ್ದು

\* ನಿನವೂ ಖಾಲ್ತನ ಮುತ್ತು ಸಂಕೋದನೆ  
ಕಾಣೆ ಎಲ್ಲ ಕ್ಷೇತ್ರದಲ್ಲಿ ತನ್ನ ಬಾಹ್ಯ  
ವನ್ನು ಮುಚಿಸುತ್ತಿದೆ

\* ಇಂದು ಕೆಣ್ಣು ಮನಸ್ಸು ಮಾರಿದರೆ ಈ  
ಕೆಣ್ಣಿನೇ ಬದಲಾಯಿಸಬಯದು ಮಾರ್ಚ್ಯಗೆ  
ಸಹಾಯ ಮಾಡುವ ಅಂಶವೆಂದರೆ  
ಈ ಮಾರ್ಚ್ಯಮೆ

\* ಮಾರ್ಚ್ಯ ಕಾಣೆ ಸಾಯಾಜದಲ್ಲಿ ಇದೇಕೆ  
ಕಾಣೆ ಮುಂದುವರಿಯ ಬೇಕು ಮುಂದುವರಿಸು  
ಕ್ಷೇತ್ರದಲ್ಲಿ ಮಾರ್ಚ್ಯಮೆ ಅನ್ವಯ

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| ROLL NO        | DATE    |

1) ಲಿಂಗ ಸಮಾನತೆಯ ಅನರ್ಹತೆ :-

- \* ಯಾವುದೇ ಕ್ಷೇತ್ರದಲ್ಲಿ ನ್ತ್ರೀಯಕನನ್ನು ಕೈಸ್ತರದಲ್ಲು ಇರಿಸುವುದು ಒಂದನ ಕಾಲದಿಂದ ಒಂದ ಅಂತವಾಗಿದೆ ಆದರೆ ಸಮಾನತೆ ಕುಡುಪಾಲೆ ಅಂದರೆ ಯುಜ್ಜಾ ಅಗರಾ ಸುರಾಜ್ ನಡುವೆ ಇದ್ದಂತಹ ಅಲವಾರು ಅಡಿಯಕ್ಕು ಬರಲವಾಣಿಯಾಗಿವೆ
- \* ಯಾವುದೇ ಯೇಯದಲ್ಲು ಉಗೂ ಕ್ಷೇತ್ರ - ದಲ್ಲು ಪ್ರಾಂತ್ಯಯರನ್ನು ಸಮಾನತೆ ಸ್ವೀಕರಣ ಮಾಡು
- \* ಕೆಲಸವನ್ನು ನೀಡುವ ಪ್ರಾಂತ್ಯ - ಪ್ರಾಂತ್ಯಯರ ಸಮಾನತೆ ಅನರ್ಹತೆಗ್ನನ್ನು ನೀಡಬೇಕು
- \* ಕೆಲಸದಲ್ಲಿ ಸಮಾನತೆನೀತನವನ್ನು ನೀಡಬೇಕು
- \* ಸರ್ಕಾರವು ಲಿಂಗ ಸಮಾನತೆಗೆ ಅಲವಾರು ಅನುಮಾನಗ್ನನ್ನು ನೀತಿ - ನಿಯಮಗ್ನನ್ನು ಲಾಡಬೇಕು
- \* ಸ್ತ್ರೀಯು ಯಾವುದೇ ಕ್ಷೇತ್ರದಲ್ಲಿ ಪೇಸ ಮಾಡುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಪ್ರೀಂದಿದ್ದಾರ್ಗೆ
- \* ಸ್ತ್ರೀಗೆ ಇಳಿಕಾಗುವ ಅಲವಾರ ಸ್ವೀಕರಣ - ಸ್ವೀಕರಣಗ್ನನ್ನು ಸರ್ಕಾರ ನೀಡಬೇಕು
- \* ರಾಜಕೀಯ ಅಧಿಕಾರ ಸಮಾನತೆಗೆ ಅಗಿ ಪ್ರಾಂತ್ಯಯನ್ನು ಯುಂಪುವಲಿಯಂತೆ ಅಲವಾರು ಸಮಾನತೆಗ್ನನ್ನು ಮಾಡಬೇಕು
- \* ಬಿರೂ ಕುಟುಂಬದಲ್ಲು ಗಂಡು ಮಹಿಳೆಯ ಯಾವ ಅಧಿಕಾರಗ್ನನ್ನು ನೀಡುತ್ತಾರೋ ಆ ಅಧಿಕಾರವನ್ನು ಅನುಭವಿಸುವ ಅವಕಾಶಗ್ನು ರೆಲ್ಲು ಯುಂಪುವಲಿಯ ನೀಡಬೇಕು
- \* ಕುಟುಂಬದಲ್ಲು ಉಗೂ ಅನರ್ಹತೆಗೆ ಲಿಂಗ ವೆಂಪ್ರ ಕುಟುಂಬದ ಯಾವ ಯೇಯ ಮಾಡಿ ಸಮಾನತೆ ಅನರ್ಹತೆಗ್ನನ್ನು ನೀಡಬೇಕು

Principal

STUDENT'S NAME

CLASS

SUBJECT

ROLL NO.

DATE

\* ಈಕೆ ಸಂಸಾರದನೆ, ಅಪುನಿತತೆ,  
 ಜನಕೀಕರಣ ರೇ ಎಲ್ಲಾ ಉಪಗ್ರಹಗಳೂ ಪಾಠ್ಯ  
 ತನ್ಮಂದೇ ಒಂದು ಅಧಿಕಾರಿ ಎಂದು ಅಧಿಕಾರಿ  
 - ಗ್ರಹಣೆ ನೋಡಬೇಕು

\* ರೇಖೆ - ಗಂಧು ಬೇದ ಎಲ್ಲದೇ ಎಲ್ಲರನ್ನೂ  
 ಒಂದೇ ಬಾಧನೆಯಿಂದ ನೋಡಬೇಕು.

*Handwritten:* Student's  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-570 004



I  
ಅತ್ತರ - 08

ಸಾಮಾಜಿಕರಣ ಎಂದರೆ ಯಾವುದೇ  
ಬಿಟ್ಟು ವ್ಯಕ್ತಿ ಅಥವಾ ಮಗುವು ಸಮಾಜದಲ್ಲಿ  
ಆರಿಸು ಸಮಾಜದಲ್ಲಿ ಗುರುತಿಸಿಕೊಳ್ಳುವುದಾಗಿದೆ

ಹಿಟ್ಟಿನಲ್ಲಿ ಹೆಚ್ಚು ಉಪ್ಪು  
ಸಮಾಜದಲ್ಲಿ ತನ್ನನ್ನು ತಾನು ಎಲ್ಲರ  
ಜೊತೆಗೂಡಿ ಕೊಂಡಿಹೋಗುವ ಬದುಕುವುದಾ  
- ಗಿರುತ್ತದೆ

ಮಗುವನ್ನು ಸಾಮಾಜಿಕರಣವನ್ನು ಕೊಡುವ  
ಪಾಠ್ಯ

-> ಮೊದಲಿಗೆ ಮಕ್ಕಳು ಕಲಿಯುವುದು  
ಮನೆಯಲ್ಲಿ ಅದರ ಮೊದಲ ಅಧ್ಯಾಯ  
ಮನೆಯಲ್ಲಿ ಪ್ರಾರಂಭವಾಗುವ ಸಮಾಜದಲ್ಲಿ  
ತೆರೆದುಕೊಳ್ಳುತ್ತದೆ

-> ಮಗುವನ್ನು ಎಲ್ಲರ ಜೊತೆಯಲ್ಲಿ  
ಬೆಂಚಿಯಲು ಹಾಗೂ ಓಟವಾಹನರು ಮನೆಯಲ್ಲಿ  
ನಿ ತೋರಿಸಿಕೊಡು ಮೊದಲಿಗೆ ಅಡಚಿಕೊ

-> ಎಲ್ಲಾ ಆರಿಯ ಆಡಳಿತದಲ್ಲಿ ಭಾಗವಹಿಸಲು  
ಅನುಮತಿಯನ್ನು ನೀಡಬೇಕು

-> ಸಮಾಜದಲ್ಲಿ ಮಕ್ಕಳು ಗುರುತಿಸಿಕೊಳ್ಳಲು  
ಮಂಜೂರು ಮಾಡಿ ಪಾಠ್ಯಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು  
ಅವಕಾಶ ನೀಡಬೇಕು

-> ಮಕ್ಕಳನ್ನು ಕಲಿಸಿ ಸೇರಿಸಬೇಕು

-> ಸಮಾಜದಲ್ಲಿ ಭಾಗವಹಿಸಲು  
ಅನುಮತಿ ನೀಡಬೇಕು

Principal

STUDENT'S NAME

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→ ಮಕ್ಕಳಲ್ಲಿ ಅಭಿವೃದ್ಧಿ ಪ್ರೋತ್ಸಾಹವನ್ನು  
ಬೆಳೆಸಬೇಕು

→ ಬೇರೆ ಮಕ್ಕಳ ಜೊತೆಯಲ್ಲಿ ಬೆರೆಯಲು  
ಅನುಮತಿಸಬೇಕು

ಸಾಮಾಜಿಕವಿಜ್ಞಾನದಲ್ಲಿ ಇಲೆಯು ಪಾತ್ರ

→ ಮಕ್ಕಳನ್ನು ಕಾರಿಗೆ ಹಾಕಲಾಗಿ ಹಾಕಲಾಗಿದೆ  
- ಓದಬೇಕು

→ ಯಾವುದೇ ಮಗುವನ್ನು ಒಬ್ಬ ಜನರದ  
ಮೇಲೆ ಒತ್ತಾಯವನ್ನು ಹಾಕಬಾರದು

→ ಮಕ್ಕಳನ್ನು ಬೇರೆ ಮಕ್ಕಳ ಜೊತೆಯಲ್ಲಿ  
ಬೆರೆಯಲು ಅನುಮತಿಸಬೇಕು

→ ಮಕ್ಕಳನ್ನು ಮಿಥಿ ನೀಡುವ ಕಾರಣಗಳಿಲ್ಲ  
ಬಾಳುವಂತೆ ಆಗಬೇಕು

→ ಯಾವುದೇ ಒಬ್ಬ ಜನರದ  
ಮೇಲೆ ಒತ್ತಾಯವನ್ನು ಹಾಕಬಾರದು ಈ ರೀತಿ  
ಬಾಳುವಂತೆ ಆಗಬೇಕು ಮಕ್ಕಳು ಸಾಮಾಜಿಕವಾಗಿ  
ಕಾರಿಗಳಾಗಿ ಬೆಳೆಯಲು

→ ಮಕ್ಕಳಿಗೆ ಸಾಮಾಜಿಕವಿಜ್ಞಾನದ  
ಮಾಹಿತಿ ನೀಡುವ ಕಾರಣಗಳಿಲ್ಲ  
ಬಾಳುವಂತೆ ಆಗಬೇಕು

→ ಮಕ್ಕಳನ್ನು ಮಕ್ಕಳಿಗೆ ಕಾರಿಗಳಾಗಿ  
ಬೆಳೆಸಬೇಕು

ಇದು ಮಗುವನ್ನು ಸಾಮಾಜಿಕವಿಜ್ಞಾನದಲ್ಲಿ  
ಬಾಳುವಂತೆ ಆಗಬೇಕು ಕಾರಿಗಳಾಗಿ ಬೆಳೆಯಲು

Principal

II

ಬಿ:- ①

ಲಂಗ ಸಮಾಸಿತೆ ಎಂದರೆ ಗಾಡು ಮಂತ್ರ  
 ಹಿಣ್ಣು ಎಂಬ ಬೇಡು ಖಾತ ಪಡೆದರೆ ಇಬ್ಬರನ್ನೂ  
 ಸಮಾನವಾಗಿ ನೋಡುವ ಒಂದು ಶ್ರೀಕ್ಷಣೆಯನ್ನು  
 ಲಂಗ ಸಮಾಸಿತೆ ಎನ್ನುವರು.

ಲಂಗ ಸಮಾನತೆಯ ಅಗತ್ಯತೆ

→ ಕ್ರಿಸ್ತೋಸ್ ಕಿಣ್ಣು ಮಕ್ಕಳಿಗೂ ಸಹ ಸ್ಥಾನಮಾ  
 ನೆ ದೊರೆಯುತ್ತದೆ

→ ಹಿಣ್ಣು ಮಕ್ಕಳು ಸಹ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲೂ  
 ತಮ್ಮ ಇಸಕ್ರಿಯೆಗಳನ್ನು ಕೊಡಿಸಲು ಕಣ್ಣುಬಾಕುತೆ

→ ಲಂಗ ಸಮಾನತೆಯಿಂದ ಹಿಣ್ಣು ಮಕ್ಕಳು  
 ಸಹ ದೀನಿ ಕೊಡಿಸಿ ಕಡೆಯಲು ಅವಕಾಶ  
 ಒದಗುತ್ತದೆ

→ ಸಾವಿರಾರು ಜನರು ಎಂಬ ಬೇಡು ಖಾತ  
 ಎಲ್ಲರೂ ಒಂದೇ ಸಡೆಸಲು ಅವಕಾಶವಾಗುತ್ತದೆ

→ ಹಿಣ್ಣು ಮಕ್ಕಳಿಗೆ ಸರಕಾರ ಕೆಲಸದಲ್ಲಿ  
 ಒದಗಿಸಲು ಒದಗುತ್ತದೆ

→ ಹಿಣ್ಣು ಮಕ್ಕಳು ತುನಾವಣೆಗಳಲ್ಲಿ ಸ್ಪರ್ಧಿಸಲು  
 ಅವಕಾಶ ಒದಗುತ್ತದೆ

→ ಹಿಣ್ಣು ಮಕ್ಕಳು ಸ್ವಾವಲಂಬಿಯಾಗಲು  
 ವಿದ್ಯಾವಂತ್ರಗಳನ್ನು ಅವಕಾಶ ದೊರೆಯುತ್ತದೆ

→ ಹಿಣ್ಣು ಮಕ್ಕಳು ಸಾಲು ಗಣ್ಯರಾದರೆ  
 ಕೊಡಿಸಿದ ಒಂದು ಕೆಲಸದಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಲು  
 ಕಣ್ಣುಬಾಕವಾಗುತ್ತದೆ

STUDENT'S NAME

CLASS

SUBJECT

ROLL NO.

DATE

-> ಮಕ್ಕಳೆಲ್ಲ ಹಲವು ವ್ಯಕ್ತಿತ್ವವನ್ನು ಬೆಳೆಸಬೇಕು

-> ಬೇರೆ ಯಕ್ಷ್ಯ ಜೊತೆಯಲ್ಲ ಬೆರೆಯಲು ಅನುವುತಿಸಬೇಕು

ಸಾಮಾಜಿಕತನವಲ್ಲ ಕಾಲೆಯ ಪಾತ್ರ

-> ಮಕ್ಕಳನ್ನು ಕಾಲಿಗೆ ಹಾಕಲಾಗಿ ಹಾಕಿಕೊಳ್ಳಬೇಕು - ಧರ್ಮ

-> ಯಾವುದೇ ಮಗುವನ್ನು ಹಾಕಿ ಕಡಾಪದ ಮೇಲೆ ಕಡೆಯವರ ಹಾಕಬಾರದು

-> ಮಕ್ಕಳನ್ನು ಬೇರೆ ಯಕ್ಷ್ಯ ಜೊತೆಯಲ್ಲ ಬೆರೆಯಲು ಅವಕಾಶ ಹಾಕಬೇಕು

-> ಮಕ್ಕಳನ್ನು ಎಂದಿಗೂ ಕಿರಿಯ ಜಗಳಲ್ಲ ಬಾಳಬಾರದು ತ್ರೇಷಣೆಗೆ ಹಾಕಬೇಕು

-> ಯಾವುದೇ ಹಾಕಿ ಕಡಾಪದ ಕಡಾಪದ ಮೇಲೆ ಕಡೆಯನ್ನು ಕಡಾಪದವರದು ಈ ಹಾಕಿ ಕಡಾಪದವರದು ಕಡಾಪದ ಮೇಲೆ ಕಡೆಯನ್ನು ಕಡಾಪದವರದು

-> ಮಕ್ಕಳಿಗೆ ಸಾಮಾಜಿಕತನಗೊಡ್ಡಲು ಬೇಕಾಗುವಂತಹ ಕಡಾಪದವರನ್ನು ಹಾಕಬೇಕು

-> ಹಾಕಬೇಕು ಮಕ್ಕಳಿಗೆ ಕಡಾಪದವರಾಗಿ ಹಾಕಬೇಕು

ಇದು ಮಗುವನ್ನು ಸಾಮಾಜಿಕತನವಲ್ಲ ಕಡಾಪದವರದು ಕಡಾಪದವರದು ಕಡಾಪದವರದು

Principal



3

ಬಿ: ೨) ಕುಟುಂಬದ ಹಾತ್ಯೆ

→ ಮಕ್ಕಳಿಗೆ ಕೆಲೆಗ್ಲನ್ನು ಕೊರಾಣಿಕ ನಾಣಿಕದ ಕೆಲೆಗ್ಲನ್ನು ಯೆಲ್ಲ ಬೆಲ್ಕೆಸಿಬೆಕು

→ ತಿರಿಣಿಸಿಕ ಕ್ಷೆಗ್ಲನಿ ಬೆಲೆ ನಾಣಿಕಬೆಕು

→ ಮಕ್ಕಳು ಎಲ್ಲರ ಜೊತೆತುಲ್ಲ ಬೆಲೆಯು ಅವಕಾಶ ಮಾಡಿಕೊಡಬೆಕು

ಕಾಲೆಯ ಹಾತ್ಯೆ

→ ಮಕ್ಕಳನ್ನು ಎಲ್ಲಾ ತಿರಿಣಿಯ ಇಟಗ್ಲೆಲ್ಲ ಹಾಗೆವಿಣಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡಬೆಕು

→ ಮಕ್ಕಳು ಬಹುತೆ ಮುಖಗ್ಲಾಗಲು ಅವಕಾಶ ನಾಣಿಕಬೆಕು

→ ಮಕ್ಕಳೆಲ್ಲರೂ ಒಂದೆ ಬಂದು ಬಾಹಿನಿ ಎಲ್ಲರನ್ನು ನಮಾಣ ದ್ರವ್ಯಿಣುಲ್ಲ ಕಾಣಬೆಕು

→ ಮಕ್ಕಳಿಗೆ ನಿಂದಿಸಿಬಾರೆಯ ಇದಕಂದೆ ಮಕ್ಕಳು ತಮಗಿ ಅವಮಾಣವಾಯಿತೆಂದು ಬಾಹಿನಿ ಯಾರ ಬಲ್ಲಯಲ್ಲಾ ಸೇರಬೆ ನಮಾಣಿಕರಗಾಗೊಳ್ಳು ಎಲ್ಲೆ

*(Signature)*

Principal

Sarada Vilas Teachers College,  
K.M. Furam, Mysore-570 004

**Sarada Vilas Teachers College**  
**K.M. Puram, Mysore-04**

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## **2.6.2 QNM DE**

### **2. Documentary evidence for remedial support**



