

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
MANGALORE UNIVERSITY



(Accredited by NAAC with 'A' Grade)


ಕ್ರಮಾಂಕ/ No. : ಮಂವಿ/ಶೈಕ್ಷಣಿಕ/ಸಿಆರ್.34/2015-16/ಎ2

ಕುಲಸಚಿವರ ಕಛೇರಿ  
ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199  
Office of the Registrar  
Mangalagangothri - 574 199  
ದಿನಾಂಕ/Date: 2.08.2017

**ಅಧಿಸೂಚನೆ**

ವಿಷಯ: ಎರಡು ವರ್ಷಗಳ ಐ.ಇಡಿ ಪದವಿಯ ಚತುರ್ಥ ಸೆಮಿಸ್ಟರಿನ ಪಠ್ಯಕ್ರಮದ ಬಗ್ಗೆ  
ಉಲ್ಲೇಖ: 1) ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಮ ಸಂಖ್ಯೆ ದಿನಾಂಕ 18.04.2016, 6.8.2016  
ಮತ್ತು 3.5.2017.  
2) ದಿನಾಂಕ 6.7.2017ರಂದು ನಡೆದ ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯ ಕಾರ್ಯನೂಚಿ  
ಸಂಖ್ಯೆ 1:19 (2017-18)ರಲ್ಲಿ ಕೈಗೊಂಡ ನಿರ್ಣಯ

ಉಲ್ಲೇಖ (1) ರ ಮುಂದುವರಿಕೆಯಾಗಿ, ಉಲ್ಲೇಖ (2) ರಲ್ಲಿ ತಿಳಿಸಿದಂತೆ ದಿನಾಂಕ 6.7.2017 ರಂದು ನಡೆದ  
ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯು ಅನುಮೋದಿಸಿರುವ ಎರಡು ವರ್ಷಗಳ ಐ.ಇಡಿ ಪದವಿಯ ಚತುರ್ಥ ಸೆಮಿಸ್ಟರಿನ  
ಪಠ್ಯಕ್ರಮವನ್ನು ಶೈಕ್ಷಣಿಕ ವರ್ಷ 2015-16ನೇ ಖ್ಯಾತಿನ ಹಾಗೂ ತದನಂತರದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ  
ಅನ್ವಯವಾಗುವಂತೆ ಈ ಮೂಲಕ ಜಾರಿಗೆ ತರಲಾಗಿದೆ.

  
ಕುಲಸಚಿವರು,  
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ರಿಗೆ:

- 1) ಪ್ರಾಂಶುಪಾಲರು, ಐ.ಇಡಿ ಪದವಿಯನ್ನು ನಡೆಸಲಾಗುವ ಸಂಯೋಜಿತ ಕಾಲೇಜುಗಳು, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 2) ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 3) ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 4) ಅಧ್ಯಕ್ಷರು, ಸಂಯುಕ್ತ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 5) ಸಹಾಯಕ ಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 6) ಅಧೀಕ್ಷಕರು, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಕುಲಸಚಿವರ ಕಚೇರಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 7) ನಿರ್ದೇಶಕರು, ಅಂತರ್ಜಾಲ ಮಾಹಿತಿ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
- 8) ರಕ್ಷಾ ಕಡತ.

# MANGALORE UNIVERSITY

## TWO YEAR B.Ed: SYLLABUS OF IV SEMESTER

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	4.1	Gender , School and Society	4	20	8	80	32	100
	4.2	Educational Management and Organization	4	20	8	80	32	100
	4.3	Advanced Pedagogy of Specific Subjects (Any two)	4	50+50	25 +25	22.5 + 22.5		100
EPC	4.4	Reading and Reflecting	2	50	25			50
EF	4.5	Field work and Immersion	6	150	75	135		150
	4.6	Practical Examination Pedagogy I						
		Pedagogy II	2+2	50+50	25+25	45+45		100
			24					600

## **4.1 GENDER, SCHOOL AND SOCIETY**

**Contact Hours: 60**  
**Credits: 4**

**Marks : 100**

### **Objectives:**

1. To understand the key concepts in gender
2. To understand the social construction of gender at different levels and their functioning.
3. To understand the role of school in the society and its related issues.
4. To acquaint the healthy school climate in the institution.
5. To understand the constitutional provision for women

### **Unit I Gender and Society**

**10 hrs.**

- 1.1 Gender – concept and meaning, difference between gender and sex
- 1.2 Patriarchy and power, gender stereotypes
- 1.3 Gender bias – causes for gender discrimination.
- 1.4 Agencies of social construction of Gender – family, teacher, peer group, school, neighbourhood, media.
- 1.5 Gender and its relation to poverty, caste, class, religion, disability and region (rural, urban and tribal areas).

### **Unit II Gender Equality and Gender Sensitivity**

**20 hrs.**

- 2.1 Gender equality – meaning and significance.
- 2.2 Gender sensitivity – meaning, need for gender sensitisation.
- 2.3 Pedagogic strategies to promote gender sensitisation- gender inclusive class room, developing positive self concept and self esteem among girls, teacher as an agent of change.

2.4 Gender representations in text books - Analysis of textbooks using gender as a lens

### **Unit III Policies and Reforms**

**15 hrs.**

3.1 Issues concerning enrolment of girls and their retention

3.2 National educational policies and gender issues-

Towards equality report 1975, NPE 1986, N.C.F 2000

3.3 Social reform movements for women- Raj ram Mohan Roy, Ishwar Chandra Vidya Sagar, D.K Kharve, Savithri Ba Phule as first woman teacher of India

3.4 Women empowerment in India – need for ground level action.

### **Unit IV Legal provisions and transgender**

**15 hrs.**

4. Constitutional and other provisions for girl child education. Contribution of government and other agencies for upliftment of girl child. Beti Bachao, Beti Padao- aims, significance, measures.

4.2 Legal support and acts for protection of women- Prenatal diagnostic techniques act 1994, the draft sexual law reforms in India 2000, domestic violence act 2005, POSCO act

4.3 Gender equality as a basic Human Rights principle.

4.4 Third gender – concept, provisions of education and other programmes for the improvement of people of transgender, Supreme Court verdict about transgender.

### **Assignment/Practicum (Any One)**

1. Group assignment on examining policies and schemes on girls education and women's empowerment.
2. Collect material related to Women Role Models in various fields and prepare a brief report.
3. Collection of folklores reflecting socialisation processes and its influence on identity formation.
4. Collect thoughts of eminent men and women of India on girl's education and women's empowerment and so on.
5. College is free to adopt any issues related to gender and women education and empowerment.

## References:

1. Beasley, Chris,1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi.
2. Conway, Jill K., et al.1987, 'Introduction: The concept of Gender',Daedalus, vol.116,No.4, Learning about Women: Gender, Politics and Power[fall]; XXI-XXX.
3. Engineer, Asghar Ali, 1994. 'Status of Muslim Women', Economic and Political Weekly, vol.29, No.6: 297-300.
4. Erikson, Erik H.1964, 'Inner and Outer Space: Reflection on Womanhood', Daedalus, Vol.93, No.2. The woman in America [Spring]: 582606.
5. Ganesh K, 1999, Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T.S. Saraswathi [ed.] Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.
6. Ganesh, K.1994, "Crossing the threshold of Numbers: The Hierarchy of Gender in the Family in India, Indian Journal of social science, 7[3 & 4: 355-62].
7. Gardner, Carol Brooks,1983,'Passing By: Street Remarks, Address Rights, and the Urban Female', Sociological Inquiry 50:328-56.
8. Gilligan, Carol, 1982. In a Different Voice England: Harvard University Press
9. Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India[Delhi: Department of Social Welfare, Government of India]
- 10.Government of India .1994: The Girl Child and the Family: An Action Research Study, Department of Women and Child Development Delhi: HRD Ministry, Government of India.
- 11.Hasan, Zoya and Menon, Ritu, 2005, Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited.
- 12.Kumar, Krishna 2010. "Culture, State and Girls: An educational Perspective' Economic and Political weekly Vol.XLV No.17 April 24.

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## **4.2 Educational Administration and Management**

**Contact Hours: 60**

**Marks: 100**

**Credits: 04**

### **Objectives:**

Upon the completion of the course, the student-teachers will be able to:

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.
3. Understand the role of headmaster and the teachers in school management: Supervision and inspection
4. Acquaint the quality control measures in school management
5. Develop the skills in preparing and maintaining the school records.
6. Develop the practical skills in organizing the school programmers and activities

### **Unit I: Educational Administration and Management - Conceptual Framework. 5 hours**

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

## **Unit II: Administration and Management of Education at Centre and State**

**Periods:**

**8 hours**

2.1 Centre-State relationship in educational administration and management Administration and management of Education at Centre

2.2 Ministry of Human Resource Development (MHRD), Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.

2.3 The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.

2.4 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

## **Unit III: Management of School and Supervision**

**10 hours**

3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.

3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision

3.3 Institutional Planning: Concept, objectives, importance, preparation and problems

3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.

3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.

3.6 Karnataka State Quality Assessment Organisation: Nature, Role and Function

## **Unit IV: Maintaining Healthy Education Institutional Climate**

**7 hours**

4.1 Institutional organization climate (school): Human resources and school components.

4.2 The Institutional Plant: Physical Surrounding and maintenance

4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.

4.4 School Records: types, Need and maintenance,

E-records: nature, Need and applications.

### **Assignment/Practicum (Any One)**

1 Preparation of School Academic Plan

2 Preparation of Time-Table

3 Holding Staff Meeting and recording the minutes and Proceedings.

4 School records and their maintenance

5. Co-curricular activities in the school

6. Development of Appraisal Pro-forma

7. School Plant Maintenance

8. School Library Maintenance

9. Time management and School

activities Bibliography

### **References**

1. Aggarwal, J.C. (1987) 'The Progress of Education in Free India', New Delhi: Arya Book Depot.

2. Aggarwal, J.C. (1994) 'Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.

3. Daft, Richard. L. (2000) 'Management', USA: Harcourt College Publishers, Fort Worth, Texas.



4. Dash. B.N. (1996) ‘School Organization, Administration and Management’, Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5. Devegouda, A.C. (1973) ‘A Handbook of Administration of Education in Mysore’, Bangalore, Bangalore Book Bureau.
6. Halpin, Andrew.W (1966) ‘Theory and Research in Administration’, New York: Macmillan Company.

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### **4.3 ADVANCED PEDAGOGY ON SPECIFIC SUBJECTS OF STUDY** **(Common format for all pedagogies)**

**Credits: 02**

**Internal Marks: 50**

#### **Objectives:**

- The Pre service teachers will understand the concept of Advanced Pedagogy with reference to facilitating learning in their respective pedagogies
- The pre service teachers will understand the concept; importance; characteristics and types of instructional materials in relation to their respective pedagogies.
- The Pre Service teachers will acquire the art of designing modules\_for the purpose of facilitating learning in their respective pedagogies.

#### **Theory to Practice:**

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given fifteen days for completion.

#### **Unit 1:**

- 1.1 Instruction, teaching and facilitating learning: Concept, differences, implications for classroom practices.
- 1.2 Making learning experiential – Using TLM, activities, experiments, projects, hands on training
- 1.3 Testing: critical analysis of a question paper; teacher made tests and common question papers as in public examinations; Alternative assessment practices - open book tests, observation of participation in group activities, creating and using rubrics for assessment, feedback mechanisms

## **Unit 2:**

2.1 Modules: Concept; Characteristics; uses; Limitations in creating modules for certain concepts/skills with reference to different pedagogies.

2.2 Modules: Steps of Development of learning modules, writing instructional objectives; concept analysis, task analysis, writing the text, validation of the modules through try out and expert opinion

2.3 Development of diagnostic tests, organising remedial programs and their implementation

## **Unit 3**

3.1 Identification of Resources (Digital and Website); learning aids – TV and radio programmes; advantages and limitations of video lessons and CAI in facilitating learning

3.1 Blended learning

3.1 Differential classroom strategies for facilitating learning in an inclusive classroom; preparation of SIM based on a lesson.

## **ASSIGNMENTS / ACTIVITIES:**

**Assessment: Two assignments each pedagogy: 25X2 = 50 marks**

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Development of a diagnostic test on a Unit identify the required remedial teaching and implementing
- III) Evolving resource to teach a unit from collecting digital resources and web site .facilitating learner to learn on his own, if required improvise and develop strategy and for the unit and execute.
- IV) Two students of high achievers, low achievers and average achievers to identify their needs in terms of
  - a. Learning resource required.

- b. Facilities to be extended by school.
  - c. Guidance to be provided to the parents.
  - d. Specific guidance to learner.
  - e. Teacher empowerment.
- V) Selecting any one of the specific format of teaching ( Models of teaching, approaches, modules etc) and design a instructional material for a content of secondary school subject
- VI) Use of any one digital soft ware available on the pedagogic subject, try out on Xi/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
- VII) Analyses a topic from Xi/XII class in terms of information, concepts, theories, application and evolve a design to provide self Learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.
- VIII) Analyze performance of any five low achievers of XI/Xii class based on your pedagogic subject, identify the constraints provide remedial measures.
- ix) Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out the its usefulness to the learner by tryout and report.
- X) Analyze a class result of XII std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
- XI) Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of Xi/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report ( The scope may be reshaped by shortening or widening )

**References:**

1. Mohanty J – Educational Technology, Deep and Deep Publications, New Delhi 1991
2. Koul B N - Studies in Distance Education Association of Indian University, IGNOU, New Delhi 1988
3. NCTE -Self Instructions Modules for teacher Education through Distance Mode, 1997
4. Warwick D- Modules Curricula:  
International Encyclopedia pergamon publication, Exter, U.K 1994

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## 4.4 READING AND REFLECTION

**Credits: 02**

**Internal Marks: 50**

### Introduction

It is generally observed that students limit their reading to the reading of textbooks and other texts immediately related to the lessons. This not only affects the quality of education in general, but also limits the development of student personalities. The ability to read various types of texts and form one's views on various social and educational issues would be very important for teachers. Extensive reading habits would help teachers relate to their profession better. Thus, in promoting a reflective teacher, reading has a very vital role to play. This course aims at enhancing professional capabilities of student teachers through initiating them into independent learning through reading and reflecting.

### Objectives:

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

- Enhance their capacities as reflective readers
- Engage themselves in interactive reading – individually and in small groups.
- Exhibit their understanding of a text read in an oral or written discourse
- Read various types of texts and relate the contents to their own conceptualisations of various issues
- Read texts available in digital forms making use of various gadgets, especially their mobile phones

### Unit 1

1.1 Basics of reading - skills, strategies, types – intensive/extensive, purposes, making cross references, exploring related literature

1.2 Reading various types of texts – literature including novels, short stories, poems, biographies, plays, children's literature – strategies of reading and reflecting. Writing reviews

- 1.1 Reading, reflecting and critiquing academic writing/discourses, editorials in newspapers, policy documents – strategies of reading, reflecting – individually and in groups
- 1.2 Using the digital media – listening to audio texts, reading digital texts – use of various gadgets

## **Unit 2**

- 2.1 Creative reading, and evaluative reading, critical appreciation of a text read – writing critiques
- 2.2 Making Connections - relating to self, relating to other texts and relating to the society
- 2.3 Developing a multicultural perspective through reading – reading literature from various parts of the country/world
- 2.4 Reading for developing an inclusive perspective

### **Activities - for classroom demonstrations, Presentations of group work**

1. Read at least 2 samples from each of the following and submit reviews of the texts read. (Each review may be limited to 100 words) Novels, short stories, poems, plays, essays, children's literature.  
(This task can be announced in the beginning of the semester allowing them enough time to complete the tasks.)
2. Display/provide copies of a short academic discourse – let them read the text in small groups, discuss and prepare a write up summarising their discussions. One person from the group can present the write up to the class. Journal articles (both in Eng and Kannada or the language of their choice) could be made use of for this purpose.  
(Teacher can give a demo and then allow groups to work on texts for two hours. Another two hours could be used for presentations and discussions)  
- 5 hours
3. Reading policy documents – Various chapters of NCF 2005 or RtE 2009 or any other policy document could be distributed to groups. They read the text critically,

relating it to their personal life and the society. They can suggest alternative policies

(Allow students to read when they are free; provide classroom time for discussions and presentations. - 1+2 hours

4. Share a digital text with student teachers – they can either use their mobile phones or the PCs available in the institute or outside to read the text. They are expected to write a short review of the text read and submit the soft copy of the same to the teacher educator. Soft copies of education related journal articles could be made use of for this purpose.

(This does not need extra time. Announce the activity in the beginning of the semester. Share a few digital texts with them. Allow them to choose their texts, if they want to)

5. Exploring related literature on a given issue related to their specialisation subject. They should list at least 10 books and 20 web sites related to the topic assigned to them.

#### **Assessment:**

**Each activity can be assessed for 10 marks. (4 activities + one test on reading comprehension)**

**10 X 5 = 50 marks**

(One test on reading comprehension can be administered. Use at least five different types of texts – narratives, poems, essays, policy documents, editorials. Let the text be of about 200 words and there could be 10 MCQs on each text. Thus the reading test could be for 50 marks which can be reduced to 10)

#### **Note:**

- The colleges are free to design other activities that are relevant to the objectives of the course
- Teacher educators handling this course need to collect reading material from various sources for sharing either through the digital media or the print media.
- Ensure that they get enough reading material for activity 1 right in the beginning of the semester.



## REFERENCES

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

## REFERENCES – WEB RESOURCES

### Reflective Reading

1. [http://www.decd.sa.gov.au/literacy/files/links/Scaffolding\\_Students\\_in\\_Re.pdf](http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf)
2. <http://www.monash.edu.au/lis/llonline/writing/education/reflectivewriting/3.xml>
3. <http://www.nlb.gov.sg/sure/reflective-reading/>
4. <http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350>
5. [http://www.jstor.org/stable/1179849?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents)
6. [http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972\\_06.pdf](http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf)
7. <http://www.slideshare.net/MOKOGEONG/a-reflective-teaching-in-the-use-of-context-in-reading-texts>
8. <https://secure.ncte.org/store/you-gotta-be-the-book>

9. <http://www.arvindguptatoys.com/>
10. <http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/> Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text
11. [http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction\\_to\\_whole\\_class\\_dialogue\\_and\\_effective\\_questioning\\_ADE\\_Sample](http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample)
12. [http://www.academia.edu/3101129/Reflective\\_reading\\_Is\\_meaning\\_making\\_constructivism\\_Is\\_constructivism\\_meaning\\_making](http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making)
13. <http://mrsbrogley.com/blog/?p=3009>
14. [https://prezi.com/erhgpaokpjsj/copy-of-chapter-5-mentor-texts/Collaborative Reader](https://prezi.com/erhgpaokpjsj/copy-of-chapter-5-mentor-texts/Collaborative_Reader)
15. [http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia\\_V18\\_Greg\\_Kajiura.pdf](http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf)
16. <http://www.ericdigests.org/1999-3/reading.html>
17. <https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling> ( interactive reader)
18. [http://reflectivepractitioner.pbworks.com/f/](http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf) Lincoln.pdf

### **Reflective Writing**

19. [http://tc2.ca/pdf/t4t/t4t\\_reflective\\_writing.pdf](http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf)
20. <http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments--->
21. <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
22. <http://www.arvindguptatoys.com/arvindgupta/m-bangbet.pdf>
23. <http://www.writingforward.com/creative-writing/creative-writingreflective-journaling>

#### 4.5 FIELD WORK AND IMMERSION

Credits : 06  
Internal marks : 150

Duration: 50 days

Sl.vo.	Activity ( Sl. No, 1 to 8 – Submission of reports) – 100 marks	Process	Assessment Marks allotted
1.	School Planning process	Taking SAP ( School academic plan) & SDP (School development plan )	10
2.	School academic records	Interaction with head master and looking all the academic records	10
3.	Observing various programmes of GOK and Dept. of Education/ any other similar activities	Observation by involving the student teacher trainees in various programmes like , Mid day meals, Milk supply etc.	10
4.	Attending SDMC/PTA meeting	SDMC/PTA constitution and meeting proceedings	10
5.	Organizing Co-scholastic activities to the students	Student teachers will organize activities within the school (PE or HE)	10
6.	Visit to Residential school/ BEO office/ BRC office / DIET (Any one)	Observation followed by discussion	10
7.	Daily notes of lessons along with unit plan / unit test (includes TLM and ICT based lessons )	10 lesson in each pedagogy, 10 X 2 = 20 lessons	15 + 15
8.	Remedial classes	Student teacher organizes the remedial classes below average	10
9.	Viva voce	Monitoring team consists of Principal and faculty of the college	20
10.	Report by the Supervising authority- Head Master / Head Mistress/ Principal of the school ( Check list will be provided by the college along with the certificate to be filled by the school for the completion of immersion)	Mentors/ HM of the school/ Principal	30
			<b>Total = 150</b>

**4.8 : PRACTICAL EXAMINATION : PEDAGOGY I + PEDAGOGY II (50+50)= 100 MARKS**

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