

**MINUTES OF THE MEETING OF THE COMPOSITE BOARD OF STUDIES IN
EDUCATION (B.Ed. and M.Ed.) HELD ON 20th SEPTEMBER, 2021, AT
ST. ANN'S COLLEGE OF EDUCATION (AUTONOMOUS), MANGALURU.**

Members Present :

1. Dr. Sr. Dorothy D'Souza, A.C., Sd/-
Chairperson, Composite BOS in Education
& Principal, St. Ann's College of Education,
Mangaluru - 575 001.
2. Dr. Vamadevappa H.V., Sd/-
Member, Composite BOS in Education,
& Former Principal,
M.M. College of Education,
Anubhava Mantapa, Davanagere - 577 004.
3. Sr. Zeena Lilly Pereira, A.C., Sd/-
Member, Composite BOS in Education
Vice-Principal & Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
4. Dr. (Mrs.) Vijaya Kumari S.N., Sd/-
Member, Composite BOS in Education
& Associate Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
5. Dr. (Mrs.) Flosy Clara Roshan D'Souza, Sd/-
Member, Composite BOS in Education
& Associate Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
6. Dr.(Mrs.) Sharmila L. Mascarenhas, Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.

7. Dr. (Mrs.) Rose Kiran Pinto, Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
8. Dr. (Mrs.) Laveena Reshma D'Sa, Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
9. Mrs. Akshitha, Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
10. Mrs. Nisha C.K., Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
11. Mrs. Bhavya, Sd/-
Member, Composite BOS in Education
& Assistant Professor,
St. Ann's College of Education,
Mangaluru - 575 001.
12. Ms. Ramya P., Sd/-
Member, Composite BOS in Education
& Physical Director,
St. Ann's College of Education,
Mangaluru - 575 001.

The following members were not present for the meeting :

1. Sr. M. Shubha, A.C.,
Member, Composite BOS in Education,
& Former Principal,
St. Ann's T.T.I.,

Mangaluru - 575 001.

2. Dr. S.S. Patil,
Member, Composite BOS in Education & Professor,
Dept. of P.G. Studies and Research in Education,
Kuvempu University, Jnana Sahyadri,
Shankaraghatta, Shimoga Dist. – 577451 .
3. Rev. Fr. Wilson D’Souza,
Member, Composite BOS in Education
C/o St. Zuze Vas Home,
Nandigudda,
Mangaluru - 575 002.
4. Prof. S. Sangappa,
Member, Composite BOS in Education
& Professor,
Department of Physics,
Mangalore University,
Mangalagangothri - 574 199.
5. Mrs. Delna Dorine Defna Lobo,
Member, Composite BOS in Education
& Vice Principal,
St. Aloysius Institute of Education,
Light House Hill Road, P.O. Box -720,
Kodialbail, Mangaluru - 575 003.

The Meeting commenced at 3.00 p.m. with a silent prayer. The Chairperson Dr. Sr. Dorothy D’Souza, A.C. welcomed the members and mentioned that Prof. S. Sangappa, Member, Professor, Department of Physics, Mangalore University is nominated from Mangalore University for our BOS. The points on the agenda were then discussed.

Agenda 1: Minutes of the Meeting of the Composite B.O.S. held on 22nd January 2021:

The Minutes were approved unanimously by the members of B.O.S.

Agenda 2: Modification of the Syllabus - B.Ed. :

BEDCBCS 1.6: Language Across Curriculum

Dr Rose Kiran Pinto, Assistant Professor briefed about the modifications in the syllabus. The following suggestions were given:

- Unit 1 to be retained from the existing syllabus.
- The unit 1 from modified syllabus to be added as sub points to the existing Unit 1.
- Unit 2 to be considered from the modified syllabus
- Activities for practicum to be retained from the modified syllabus
- Activity 5 to be changed as Transactional analysis of an article

The final syllabus is given in **Appendix 1.**

BEDCBCS 4.5: Field Work and Immersion

The following suggestions were given:

- To include a variety of Residential schools for visit such as Ashrama Schools/ Kittur Rani Chennamma Schools
- To give more weightage to Observation of lessons of in-service teachers by making it **forty** (twenty lessons in each pedagogy) instead of the existing twenty lessons.
- To modify the statement ‘Presentation of Reflective Journal’ as **‘Reflections on Internship experiences’**, for the Post Internship Phase.
- To retain the distribution of marks from the earlier syllabus

The final syllabus is given in **Appendix 2.**

Agenda 3 Modification of the Syllabus - M.Ed.:

M.Ed.: Fourth Semester : MES 551 : Theme Based Specialisation Course-I : Pedagogy of Social Science

Unit 1.2

- National Policy on Education 1986 (to be renamed)
- To cancel NCF 2015 and NEP 2020

Unit 1.3

- Dimensions in Social Science is to be cancelled.

Unit 3.1

- Methods of teaching Social Science :
- To change from teacher controlled to teacher centered, Learner controlled to Learner centered
- Group controlled learning strategies to be named as co-operative strategies

Unit 3.3

- To cancel Advance Organizer Model in subunit 3.3 and to add it in 3.2

- In 3.3, add Meta cognitive methods such as Problem Based and Competency Based

Unit 4.1

- To add instructional designs in Social Science for gifted and slow learners.

The final syllabus is given in **Appendix 3**

Agenda 4: Inclusion of the Certificate Course in Service Learning

The Chairperson presented the syllabus before the members. Dr H.V. Vamadevappa suggested that the syllabus needs modification in the light of theoretical concepts, inclusion of Practicum and designing the activities based on the theory. The final copy of the modified syllabus is given in **Appendix 4**

- Agenda 5:**
- i) Approval of Panel of Board of Examiners - B.Ed. (First Semester)
 - ii) Approval of Panel of Board of Examiners - B.Ed. (Third Semester)
 - iii) Approval of Panel of Board of Examiners - M.Ed. (Second Semester)
 - iv) Approval of Panel of Board of Examiners - M.Ed. (Fourth Semester)

The Panel of Board of Examiners for B.Ed. (First Semester), B.Ed. (Third Semester), M.Ed. (Second Semester) and M.Ed. (Fourth Semester) was presented by the Chairperson. The B.O.S. members unanimously approved the Panel of Examiners.

The meeting ended at 12.30 p.m. with the Vote of Thanks by the Chairperson.

Appendix 1:

**BEDCBCS 1.6 LANGUAGE ACROSS CURRICULUM
(2 Credits)**

Contact Hours: 30

Marks: 50

Existing	Modified
<p>Objectives: On the completion of the course, the student teacher will,</p> <ul style="list-style-type: none">• Develop the ability to use language in an explicit and differentiated manner.• Develop the ability to use language for academic communication.• Develop an understanding of the centrality of language in the curriculum.• Gain understanding of different language skills and development of the same.• Inculcate sensitivity and competency towards catering to a multilingual audience in schools.• Increase their precision in building and usage of vocabulary of their subject.• Enhance their cognitive precision.	<p>Objectives: On the completion of the course, the student teacher will,</p> <ul style="list-style-type: none">• Develop the ability to use language in an explicit and differentiated manner• Analyze the various content areas and conceptions of language• Understand the need of informal reading and writing in different content areas• Improve precision in vocabulary building in the respective subjects• Appreciate the cognitive perspective of classroom discourse

Unit 1 - Nature and functions of language in general

1.1 Language is context based: Need to create input rich environment for language learning; Sources of inputs - Home, community, school environment, language syllabus, subject inputs; Transition from home tongue to school tongue to an academic language.

1.2 Centrality of language in the curriculum: Uses of language - for receiving auditory and textual information, reflecting, relating, conceptualizing, expressing/sharing – oral and written, giving feedback.

Unit 1: Nature and functions of Language

1. Language: meaning of Language, concept of Language across the curriculum (LAC) approach, Principles of language learning
2. Classroom Discourse: Cognitive perspective of classroom discourse; types of questions in classroom discourse – managerial, rhetorical and closed; teachers’ role in classroom discourse

Unit 2 – Concept of Language across Curriculum

2.1 Concept of language across the curriculum – assumptions – need for consideration

2.2 Language learning and learning of different subjects – interrelationships – influence of language proficiency on the learning of other subjects.

Unit 2: Informational Reading and Writing

1. Informational Reading: reading in the content areas- social science, science, mathematics; reading strategies- note-making, summarizing, making reading - writing connections
2. Informational Writing: Writing process- prewriting, drafting, revising and editing; writing analysis to understand conceptions; writing with a sense of purpose

<p>Practicum: Every student teacher will undergo any ten activities listed below.</p> <ul style="list-style-type: none"> - Maintaining subject dictionary - Poem recitation - Art of Narration - Read a Minute – article analysis, analysis of Scientific terms - Role Play, Dialogue - Poetry Writing - Transactional Analysis - Question Map - Story Building - Extempore - Picture Reading - Debate - Developing questioning skills - Nature walk to vocabulary Building 	<p>Practicum: Activities/practical</p> <ol style="list-style-type: none"> 1. Summarising – making a condensed review of original work 2. Preparing questions that develop critical thinking and problem solving leading to discussion 3. Preparation of subject dictionary/word chart/Pictionary for bridging local language to standard language 4. Concept building through nature Walk 5. Transactional analysis of an article- Using reading strategies, such as scanning, skimming and reading for extracting information 6. Task of writing to understand concept clarity such as describing an experiment, writing analysis of a mathematical problem, describing about plants and their functions, geographical phenomena etc. 7. Comprehending and analysing different texts, issues or situations 8. Preparation of an activity for multilingual classroom situation <p>Any other relevant assignment could be undertaken as a part of the practicum</p>
	<p>Internal assessment One test 10 Marks Each assignment (8) 40 Marks (8x5) Total 50 marks</p>

Appendix 2:

BEDCBCS 4.5: FIELD WORK AND IMMERSION

Duration:60 Days

Marks: 150

Credits: 06

Objectives of Internship

1. To provide the interns with the field experience of getting attached to a school for a long duration

2. To develop personal and professional competencies among the interns through actual school setup
3. To provide with opportunities to the interns to integrate the theoretical knowledge into practice.
4. To facilitate the interns to involve themselves in school activities and to experience the role and responsibilities of a Secondary/Senior Secondary School Teacher.
5. To undertake community related projects in and around the school locality and analyze them.

Internship Programme

The Internship Programme will be conducted in three phases

Phases	Duration
Pre – Internship	6 days
Actual Internship	50 days
Post- Internship	4 days
Total	60 days

A. Pre- Internship

The following tasks are to be conducted as a part of Pre-Internship

1. Orientation to students, heads of institutions of internship schools and mentors
2. Planning and guidance of various activities for internship

B. Actual Internship

The actual Internship will be conducted in two phases.

The following tasks are to be conducted as a part of Actual Internship

Phase 1

1. Visit to Special Schools
2. Visit to State Board, CBSE and ICSE Schools
3. Visit to 2 types of Residential Schools- Morarji Desai/Navodaya/ **Kithur Rani Channamma/Ashrama Schools**
4. Visit to DIET/CTE
5. Visit to Block Resource Centre (BRC)/ Block Education Office (B.E.O)

Phase 2

1. Teaching of minimum 25-unit plan-based lessons, unit test, diagnostic testing and remedial teaching- Pedagogy I
2. Teaching of minimum 25-unit plan-based lessons, unit test, diagnostic testing and remedial teaching - Pedagogy II
3. Action Research
4. Project Based Assignment
5. Observation of **twenty** lessons of in-service teachers in each pedagogy
6. Organization and writing a report of a day of national significance
7. Conducting workshop for SUPW activities and writing a report
8. Organization and writing a report of two co-scholastic activities (1- off stage, 1- on stage)
9. Organization and writing a report of Seminar on Career Guidance
10. Community Awareness Project and reporting
11. Maintaining a reflective journal.

Note: Any other activities such as conducting Physical Education Classes, Value Education classes, guiding the students to conduct School Assembly, to participate in various co-curricular activities, revision of lessons, correction of students' work, supervision of test/exam, maintaining school records, maintaining the school library records, serving the Midday-Meal to students etc. as per the needs of the school, will be carried out.

C. Post – Internship

1. Submission of Internship records

2. Reflections on Internship Experience
3. Viva Voce
4. Practical Examination

Distribution of Marks:

Activity	Marks
1. Teaching of unit plan based lessons, unit test, diagnostic testing and remedial teaching - Pedagogy I	25
2. Teaching of unit plan based lessons, unit test, diagnostic testing and remedial teaching - Pedagogy II	25
3. Action Research	15
4. Project Based Assignment	10
5. Observation of forty lessons of in-service teachers	05
6. Organization of a day of national significance	05
7. Workshop on SUPW and Report	05
8. Organization of two co-scholastic activities and report	10
9. Organization of Seminar on Career Guidance and report	10
10. Organization of Community Awareness Project and report	10
11. Visit to Schools and Departments and report	10
12. Maintaining a Reflective Journal	10
13. Viva Voce	10
Total	150

Appendix 3 :

MES 551: Theme Based Specialisation Course – I Pedagogy of Social Science (Secondary and Senior Secondary Education)

Objectives:

After completion of the course the student teachers will be able to:

- Develop an understanding about the meaning, nature, scope of Social Science Education.
- Understand the role of various methods and approaches of teaching Social Sciences.
- Understand different Approaches to organisation of social science curriculum and methodology of developing curricular materials.
- Employ appropriate strategies for the transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching Social Sciences.
- Construct appropriate assessment tools for teaching-learning of Social Sciences and undertake evaluation.

Unit I: Conceptualisation of Social Science Education

1. **Social Science:** Concept, meaning, nature, scope and branches of Social Science; Evolution perspective of Social Science teaching in India; relevance of Social Science in school curriculum.
2. **Social Science and Educational Policies:** Epistemological frame proposed in educational policy; Kothari Commission (1964-65), National Policy on Education (1986); National Curriculum Framework: NCF (2005).
3. **Social Science and its Objectives:** Aims and objectives of teaching Social Science at various stages of education - primary, secondary and higher secondary; educational objectives according to Bloom's revised taxonomy.

Unit 2: Social Science Curriculum

2.1 Approaches to teaching-learning of Social Science: Curricular approaches - Behaviourist, Constructivist, interdisciplinary and integrated approach – concept and development process.

2.2 Curricular Materials: Textbooks, teacher's handbooks, teacher's education manuals, activity book, self-instructional materials – concept and process of development.

2.3 Curriculum Construction in Social Science: Principles of curriculum construction; Humanistic curriculum – purpose, role of the teacher, forms – confluent and consciousness; approaches of curriculum subject matter construction in Social Science – Spiral, chronological, topical and integrated approach – meaning, advantages and limitations.

Unit 3: Methods and Strategies in Social Science

3.1 Methods and strategies of teaching-learning of Social Science: Teacher-centered learning strategies - Source method, simulation method and inductive-deductive method; Learner-

centered learning strategies - problem solving method, role play and dramatization; Cooperative Learning strategies - project method, field visits – concept, merits and limitations.

3.2 Models of Teaching: Elements, features and families; inquiry training model, concept attainment model, jurisprudential model, Advance Organiser Model – syntax and classroom applications.

3.3 Instructional Design model for Social Science Learning: Constructivist 5E Model, Situated Learning Model, Experiential Learning Model – Concept, theoretical framework and application ; meta cognitive methods – Problem based, competency based.

Unit IV: Resources and Evaluation of Social Science

4.1 Innovation in teaching of Social Science: Use of ICT, multimedia and web-based resources; community resources – types and significance; Social Science Laboratory – design and importance; Instructional designs in Social Science for gifted and slow learners.

4.2 Evaluation in Social Science: Standardized achievement test – concept and construction; Alternative Assessment Tools: Meaning and assessment tools – rubrics – meaning, advantages and disadvantages; portfolio assessment – meaning, portfolio assessment vs traditional grading, challenges to implement; project-based assessment – meaning, use and advantages; knowledge mapping – meaning and creative application; Assessment of attitudes – types: Direct and Indirect methods; assessment of values – strategies, evaluative criteria and problems in assessment of values.

4.3 Research Perspectives: Objective, Subjective and interdisciplinary research perspectives; Scientific Research paradigms in Social Science – Positivist, Constructivist and Critical paradigm.

Practicum :

- Assignment / term paper on selected themes from the course and presentation in seminar.
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities at B.Ed. level
- Analysis of a social science syllabus or a textbook of a stage/class
- Review of articles on social science education from print/e-journals.
- A Survey of recent researches in Social Science education

Transaction Mode

Lecture-cum-discussion, panel discussion, project work, oral history, workshops, seminar, assignment, group discussion around issues and concepts. group and individual fieldbased assignment followed by workshops and seminar presentations with PPTs

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- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Quarterly.
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Others

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- Encyclopedia Britannica

Websites

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- <http://www.history.org.uk> (for accessing e-version of teaching history).
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- www.geographyteachingtoday.org.uk
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education)

Appendix 4 :

Service Learning

Contact Hours: 30

Marks: 50

Objectives of Service Learning

On completion of the Course , the student teachers will

- Develop an attitude towards servicing
- Understand in depth the rationale for integrating service in teacher education
- Understand the ways of serving others and involve themselves in service oriented activities
- Apply the various theories in implementing service learning activities

Unit 1 Basics of Service Learning:

15 Hours

1. Service Learning-Meaning, objectives, Types of service learning-direct, indirect, research based, advocacy; Distinction among service programme: Voluntarism, community service, internship, field education; outcomes of service learning: personal outcomes, social outcomes, learning outcomes, career development, relationship with institution.
2. Theories of Service Learning: Reciprocity, Active Learning theory, Experiential education theory problem based learning, intercultural communication theory, attribution theory , theory of Reflection
3. Stages of Service Learning-Inventory and investigation, Preparation and Planning, Action, Reflection , Evaluation and celebration; Orientation to service learning programmes: Types, planning, execution and writing of the report of service learning

Unit 2: Academic Service learning

15 Hours

1. Academic Service Learning: Criteria for academic service learning, benefits of academic service learning-for faculty members and institution, community, Challenges of service learning for students, faculty and community,
2. Rationale for integrating service learning in Teacher Education; Principles of good practice for service-learning in pre-service teacher education
3. Implementing Service Learning: Facilitating Critical Reflection and Discussion: Need for Critical reflection, Reflection Methodologies: Group Discussion, E-mail Discussion, Journaling, Analysis Papers and Portfolios.

Practicum:

- To undertake the Service-learning Activities with any of the following target groups/ Partnership with any one agency.

Target Groups

- Rural School children/ Kannada Medium Schools
- Slow learners/ gifted/ students with learning disabilities
- Specially Challenged children

Agencies for partnership

- Rural Primary and secondary schools
- Old age homes
- Special schools
- Local private bodies

Activities :

- Case study
- Tutoring / remedial teaching
- Research Based Projects
- Out reach programmes
- Writing of Reflective Journal

Assessment

Theory	:	10
Practical	:	40
Total	:	50