

ST. ANN'S COLLEGE OF EDUCATION **(AUTONOMOUS)**

Under-Graduate, Post-Graduate and Ph.D Research Centre
MANGALURU - 575 001

NAAC Accredited with Five Star Status (2001)
NAAC Re-accredited with 'A' Grade with CGPA 3.63/4 (2009)
NAAC Re-accredited with 'A' Grade with CGPA 3.71/4 (2014)



PROSPECTUS



History

ST. ANN'S COLLEGE OF EDUCATION MANGALORE, the first Women's College of Education in Karnataka State, was started to meet a precise need viz., the dearth of training colleges along the West Coast to prepare teachers for our Secondary Schools. The idea thus conceived in 1927, when Mother Josephine, A.C. was the Superior General of the Apostolic Carmel, gave birth to St. Ann's Training College, on 1st July, 1943. This further actualised the vision of the Apostolic Carmel, of PROCLAIMING THE GOOD NEWS TO THE POOR – the illiterate, and providing them FREEDOM, from the fetters of ignorance.

St. Ann's Training College was affiliated to Madras Presidency to grant the B.T. degree to women graduates drawn not only from South Kanara but also from all the parts of India. With the re-organisation of States and the change over to the B.Ed. Course, St. Ann's Training College came under the jurisdiction of the Mysore University, as St. Ann's College of Education in 1974. The College has been affiliated to the Mangalore University since 1980. It has become an Autonomous Institution from 2007.

The College was selected to be an Extension Services Department, in 1957 by the Central Government, to cater to in-service education for secondary schools of the three districts of South Kanara, Shimoga and Chikmagalur. This service through school complexes, workshops, seminars and publications was carried out with commitment till 1992, when the State Government wound up all the extension services departments in the state.

The Management of the college is vested in The Apostolic Carmel Education Society, Karnataka registered under the Societies Registration Act XXI 1860. S.No.4 of 1957, enjoying the Minority Rights according to the Government Order No. DPAR 28 SBC 76 dated, 1st October 1977, applicable to recruitment of employees and admission of students. The management also runs a first grade college with Undergraduate and Postgraduate courses and a first grade College with Undergraduate Courses, Seven Composite Junior Colleges, an accredited Centre for National Open School, Three Teacher Training Institutes, Two Women's Technical Institutes, 18 High Schools, 19 Primary

Schools, Four CBSE Schools, One ICSE School, Two Vocational Training Institutes, One Teacher Training Institute for Special Education, Two Community Colleges and Three schools for the mentally challenged students in the state of Karnataka. It runs a hostel on the campus, with mess facilities for the students of the College.

As a Silver Jubilee Commemoration and with a view to establishing a link between the Alma Mater and the old Students, the College started the Alumnae Association in 1967.

The Undergraduate College of Education as it stepped into its fiftieth year, became a Post-graduate College of Education. The M.Ed. Course, at present permanently affiliated to the Mangalore University, commenced in 1992-93 as a golden landmark, during the GOLDEN JUBILEE YEAR of the College. The introduction of the Course, Post Graduate Diploma in Computer Applications (P.G.D.C.A.) with Teaching of Computer Science as a Special paper in 1997-98, affiliated to Mangalore University is another unique feature of this institution. The college has been offering Diploma in Pre-Primary Teachers' Training Course from 2005. The Mangalore University has granted 'Research Centre' to the college in 2008 to offer Ph.D Programme in Education. The College was a Study Centre for M.Ed. programme of Karnataka State Open University (K.S.O.U.) and Partner Institute of Indira Gandhi National Open University (IGNOU).

The Autonomous Status was granted to St. Ann's College of Education, from the Academic Year 2007-2008. It was renewed in 2011-2012. Being an autonomous college, it has the freedom to:

- prescribe its own courses of study and syllabus and restructure and re-design the existing courses with the objective of providing quality education and to meet the changing needs of our society.
- evolve methods of assessment of students' performance, the conduct of examinations and notification of results.
- use modern tools of educational technology to achieve higher standards and greater creativity.
- promote healthy practices such as community services, extension activities, undertake projects for the benefit of the society at large.

While this institution with its NAAC Five***** Status in 2001, re-accreditation with 'A' Grade with CGPA 3.63/4 in 2009 and re-accreditation (Cycle - 3) with 'A' Grade with CGPA 3.71/4 in 2014 continues to excel in providing teachers of calibre to our country and respond to the CALL, to break the fetters of ignorance and illiteracy. It will be the added thrust of the Principal and the staff, through its Post-graduate Department of Education and Research Centre to develop teachers with an outlook of inquiry and research, so that as 'lights of hope' to all the sections of our society, they may be instruments in the establishment of the Fatherhood of God and Brotherhood/Sisterhood among people.



VISION

Drawing inspiration from

CHRIST THE LIGHT

Women Graduate and Post-graduate Teachers
and Research Scholars will be

LIGHTED TO LIGHT

Young minds amidst the complex National and
Global challenges,
Imbued with Human Values,
Towards building up precious
Human Resources for Society

The Staff of **ST. ANN'S COLLEGE OF
EDUCATION**

Imbued with **FAITH IN GOD**

will prepare Teachers for Modern Society
with Personal, Academic, Research and
Professional Excellence

to spread the light of Wisdom and Knowledge to
Humanity.



MISSION

GOALS

To develop among Student Teachers and Research Scholars

- 1. Spiritual Empowerment through**
- spiritual enrichment programmes
- 2. Academic and Professional Competencies through**
- discipline based programmes
- 3. Research Competencies through**
- research oriented programmes
- 4. Personal Competencies through**
- personality development programmes
- 5. Social Competencies through**
- community oriented developmental programmes

Two Year M.Ed. Programme (CBCS)

Programme Outcomes (PO)

PO1. Academic Competencies: Develop knowledge of Historical, Political, Economic, Philosophical, Sociological, Psychological and Technological perspectives of Education and an understanding of concepts, theories, ideas, problems, practices and policies across various fields and levels of Education with specific reference to School and Teacher Education. An understanding of the Socio Psychological perspectives of the learner and acquire expertise on curricular and pedagogical concerns of the learner.

PO2. Professional Competencies: Develop professionals who are equipped with multiple skills and competencies to excel in the field of School and Teacher Education in the 21st Century. Perform Function effectively both independently and in Team Work either in the role of member or leader in diversified educational settings and Institutions of Teacher Education. Apply the knowledge and skills of Educational administration & management and other allied subjects in academic planning, organization, evaluation, decision making, and resource management according to predetermined goals, norms and standards.

PO3. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational settings and build the favorable attitude and values needed for teaching profession.

PO4. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education. Exhibit competency to independently undertake research work and Publications of High Quality.

PO5. Social Competencies: Apply knowledge to exhibit Sensitivity and Commitment towards Emerging issues of the Society and National Goals by recognizing areas of commitment, accountability, constitutional values, and national goals in order to respond to the emerging issues by applying critical, constructive and creative thought processes.

PO6. Personal Competencies: Awareness of one's own strengths and weaknesses and have positive attitude to continuously strive for self development. Exhibit excellent Communication and Life skills.

M.Ed. Programme – Course Learning Outcomes

Hard Core

Subject Code and Title of the Paper	Course Outcomes
MEH401: Psychology of Learning and Development	<ul style="list-style-type: none"> • Acquire knowledge about the theories of Human Growth and Development and their significance in the wholesome development of the personality. • Acquaint with the concept and different theories of personality, intelligence, learning and the contributions of different psychologists towards personality, adjustment and mental health. • Comprehend all the issues related to learning such as intelligence, multiple intelligence, attitudes, values and interest.
MEH402: Historical, Political and Economic Foundations of Education	<ul style="list-style-type: none"> • understand the course of history of education in India and analyse the limitations in relation to educational process under each period. • understand the relationship among education, economics and politics. • Analyse the present scenario of education from political and economic contexts.
MEH403: Educational Studies	<ul style="list-style-type: none"> • Analyse various perspectives and views on the concept of education. • Critically analyse selected seminal educational texts that represents the foundational perspectives. • Evaluate education policies in a systematic way and to accommodate new principles and new knowledge.
MEH404: Methodology of Research in Education - I MEH504: Methodology of Research in Education - II	<ul style="list-style-type: none"> • understand the different sources of knowledge, types and paradigms of Research. • elucidates meaning, purpose & characteristics of Educational Research. • understand the characteristics, sources of invalidation of experiments, different designs of Experimental Research.
MEH452: Philosophy of Education	<ul style="list-style-type: none"> • understand and appreciates the theoretical development in education in their proper perspectives • analyze the concept and the relevance of education by reflecting on various educational thoughts and visions. • critically examine the past and the contemporary issues in education and make an attempt at formulation of their own viewpoints.

MEH453: Pre-service and in-service Teacher Education	<ul style="list-style-type: none"> • understand the roles and responsibilities of teachers and teacher educators and reflect on the issues and problems related to teacher education in the country. • appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum • reflect and critically analyse characteristics of teaching as a profession.
MEH 454: Curriculum Studies	<ul style="list-style-type: none"> • understand the nature and scope of Curriculum and Curriculum as a field of study. • describe the various types and approaches to curriculum • describe various models of curriculum development and evaluation.
MEH 505: Teacher Education Course - II Innovations, Trends, Research and Issues in Teacher Education	<ul style="list-style-type: none"> • reflect and critically analyse characteristics of teaching as a profession. • critically examine ODL based Teacher Education programme. • critically review the research studies on Teacher Education and deduce the trends in Teacher Education.
MEH457: Dissertation	<ul style="list-style-type: none"> • critically review a Ph.D. Thesis and M.Ed. Dissertation and write a research abstract. • write a research abstract of a research article published in a journal. • Identify the research gaps in a field of interest and enumerate research questions.
Specialisation Core Course – I Course – 9 (a): Perspectives of Elementary Education	<ul style="list-style-type: none"> • understand the concept, objectives, rationale, challenges and extent of success of UEE • discuss the development of elementary education in post-Independence era and India since independence • develop understanding of status of elementary teachers, the problems and issues related to professional growth.
MES502: Specialization Core Course - I (b) Perspectives of Secondary and Senior Secondary Education	<ul style="list-style-type: none"> • explain the specific role of national, state agencies and management committees in Secondary and Senior Secondary Education. • critically examine the programmes of Secondary and Senior Secondary Education offered through different streams and types of Secondary and Senior Secondary schools • discuss the recommendations of National Review Committee report on different aspects of Higher Secondary Education.

Specialisation Core Course - II Course 10 (a) Curriculum, Pedagogy and Assessment Practice in Elementary Education	<ul style="list-style-type: none"> • do the pedagogic analysis of different subjects • analyse the school experiences for curriculum construction • understand the recommendations of documents in relation to curriculum for elementary education
Specialisation Core Course - II Course 10 (a) Curriculum, Pedagogy and Assessment Practice in Secondary and Senior Secondary Education	<ul style="list-style-type: none"> • identify the determinants of School Curriculum at secondary and senior secondary stage. • analyse the secondary and senior secondary curriculum based on the recommendations of National Curriculum Frame Work 2005. • apply the appropriate Teacher controlled, Learner controlled, Group controlled Instructional strategies of teaching learning at secondary and senior secondary level.

Soft Core

Subject Code and Title of the Paper	Course Outcomes
MES502: Specialization Core Course - I (b) Perspectives of Secondary and Senior Secondary Education	<ul style="list-style-type: none"> • discuss the status of Secondary and Senior Secondary Education during pre and post-independence period. • analyse the organisation and administration of Secondary and Senior Secondary Education. • explain the specific role of national, state agencies and management committees in Secondary and Senior Secondary Education.
Specialisation Core Course II MES503: Curriculum, Pedagogy and Assessment Practices in Sec. & Senior Sec. Edu.	<ul style="list-style-type: none"> • identify the determinants of School Curriculum at secondary and senior secondary stage. • analyse the secondary and senior secondary curriculum based on the recommendations of National Curriculum Frame Work 2005. • understand the meaning of Pedagogy, analyse the pedagogical process and explain the different aspects of pedagogical analysis.
MES551: Theme Based Specialisation Course Pedagogy of Language, Soc. Sci., Mathematics, Science, Comp. Sci. (Sec. & Senior Sec. Edu.)	<ul style="list-style-type: none"> • gain an understanding of the nature, functions and the implications of planning for teaching different subjects.

MES552: Theme Based Specialisation Course Educational Evaluation (Sec. and Senior Secondary Education)	<ul style="list-style-type: none"> • analyse the role of evaluation in the teaching-learning process. • explain the characteristics and use of self-reporting technique, observation techniques, peer rating technique and prospective technique. • explain the recommendations of various committees and commissions on evaluation at secondary and senior secondary level.
MES553: Theme Based Specialisation Course Educational Technology (Sec.& Senior Sec. Edu.)	<ul style="list-style-type: none"> • Understand the nature of Educational Technology and its importance in the teaching-learning process at Elementary/Secondary and Senior Secondary level. • Analyse the classification of media material and examine factors influencing the selection of media material at Elementary/Secondary and Senior Secondary level. • Acquire the knowledge and skills of using computers as a supporting ICT tool in educational environments for Instruction, Learning and Assessment at Elementary/Secondary and Senior Secondary level.
MES 405 – ISB I Communication and Expository Writing ISB II – Academic Writing	<ul style="list-style-type: none"> • Enhance the expository writing skill • A review and presentation of what is currently known about a selected topic. • Summarisation of the research work in the form of research synopsis and abstract.
MES 406: Self Development	<ul style="list-style-type: none"> • Analyse self through psychological tests. • Develop skills of personal health management through yoga practices. • Develop the skills of leadership and self-management.
Inter Semester Break (ISB) – II Activity – II (b) Internship in Teacher Education Institutions	<ul style="list-style-type: none"> • evaluate student teachers' micro lessons, macro lessons and models of teaching and give constructive feedback to enhance their teaching skills. • plan and demonstrate a micro lesson, macro lessons and models of teaching to pre-service teachers. • skill of planning and organising Team- teaching lesson to teach pre-service teachers.

Two Year Bachelor of Education Degree

Programme Learning Outcomes

The two year Bachelor of Education Degree programme will enable the Secondary and Senior Secondary prospective teachers professional excellence.

- To prepare themselves form modern society with personal, academic, research and professional excellence.
- To develop academic and professional competencies through discipline based courses.
- To foster research skills through research based activities.
- To develop social competencies through need based community oriented programmes.
- To enhance personal competencies through personality development activities.
- To promote spiritual empowerment through value oriented education.

Course Learning Outcomes

The Programme Learning outcomes are achieved through the following curricular areas

- i. Perspectives in Education
- ii. Curriculum and Pedagogic Studies.
- iii. Engagement with the field.

Curricular Area 1 : Perspectives in Education

This curricular areas includes the following courses :

BEDCBCS 1.1 Childhood and Adolescence

This course will enable the teacher trainees

- to understand the theoretical approaches and processes of human development
- to analyse the factors affecting personality development at Adolescence

BEDCBCS 1.2 Philosophical and Sociological perspectives of Education

This course will enable the teacher trainees

- to understand the philosophical and sociological bases of education
- to analyse the importance of democracy in education.
- to promote ways of developing National and International Understanding.

BEDCBCS 1.3 Educational Technology

This course will enable the teacher trainees

- to understand the conceptual based of educational technology.
- to make use of digital media for classroom teaching and learning
- to integrate ICT in the teaching learning process

BEDCBCS 2.1 Learning and Teaching Process

This course will enable the teacher trainees

- to understand the conceptual based to human learning learner factors and teaching.
- to comprehend the perspectives and theoretical approaches to leaning with focus on its relevance and applicability.

BEDCBCS 2.2 Educational Evaluation

This course will enable the teacher trainees

- to understand the concepts and relation between instructional objectives, teaching learning process and evaluation.
- to identify the various tools and techniques of evaluation.
- to understand the basis of Educational Statistics.

BEDCBCS 2.3 Pedagogic Tools, Techniques and Approaches

This course will enable the teacher trainees

- to understand pedagogy and related terms and incorporate effective pedagogical approaches to teaching learning process.
- to develop capacity to create various teaching learning material.

BEDCBCS 3.1 Inclusive Education

This course will enable the teacher trainees

- to familiarize with the concepts of Special Education, integrated education and inclusive education.
- to understand the need and significance of inclusive education in Indian context from policy perspectives.

BEDCBCS 3.2 Knowledge and Curriculum

This course will enable the teacher trainees

- to understand the epistemological and philosophical bases of knowledge with emphasis on theoretical foundations of knowledge.
- to critically analyse the process of curriculum planning and development and recognize the various reforms and trends in curriculum.

BEDCBCS 3.3 Education in Contemporary India

This course will enable the teacher trainees

- to develop a conceptual understanding of the issues of diversity, inequality and marginalization in Indian society and its implications to education.
- to analyse the significant policy debates in Indian education.

BEDCBCS 4.1 Gender, School and Society

This course will enable the teacher trainees

- to understand the gender issues, reforms and policies and legal provisions towards gender issues.
- to develop competencies to face challenges towards gender issues in school and society.

BEDCBCS 4.2 Educational Management and Organization

This course will enable the teacher trainees

- to understand the historical perspectives of educational administration and develop a conceptual understanding of the educational administration at the centre and the state.
- to analyse approaches of school organization and the roles and responsibilities of a teacher in maintaining healthy institutional climate.

Curricular Area 2 : Curriculum and Pedagogic Studies

This curricular areas includes the following courses :

I. Pedagogic courses

BEDCBCS 1.4 Understanding Discipline and Pedagogy :

Language, Social Science, Science, Mathematics and School Subjects.

BEDCBCS 2.4 Subject Specific Pedagogy :

Kannada, English, Physics, Chemistry, Social Science, Mathematics, Biology and Commerce.

BEDCBCS 4.3 Advanced Pedagogy :

Kannada, English, Physics, Chemistry, Social Science, Mathematics, Biology and Commerce.



These courses will enable the teacher trainees

- to understand the nature of various school subjects including its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- to comprehend the purpose and pedagogical approaches for the teaching of a subject at different stages of school level.
- develop a deeper understanding of how children in diverse social context construct knowledge.
- develop competencies to apply the methods/strategies/approaches/techniques of teaching.
- to understand the application of various tools and techniques of evaluation to classroom situations at secondary and senior secondary level.
- to acquire the art of designing modules for the purpose of facilitating learning using innovative instructional strategies.

II. Optional courses

BEDCBCS 3.4.1 Guidance and Counselling :

This course will enable the teacher trainees to,

- understand the need of guidance and counseling services in schools.
- analyse the role of a teacher as a counsellor.

BEDCBCS 3.4.2 Value Education :

This course will enable the teacher trainees to,

- understand the meaning of values and the significance of value education in schools.
- plan curriculum for value education based on the approaches of teaching.
- analyse the need of education in bringing global peace and harmony.

BEDCBCS 3.4.3 Health and Physical Education :

This course will enable the teacher trainees to,

- develop awareness towards health and physical education and its significance in schools.
- plan and execute teaching learning through physical education activities.

BEDCBCS 3.4.4 Environmental Education :

This course will enable the teacher trainees to,

- acquire understanding of different phenomena related to environment.
- apply the knowledge and understanding of the environmental concepts and principles to arrive at alternate solutions to the problems of environment and carry out action oriented projects.
- develop desirable attitudes towards the environment and its conservation.

Curricular Area 3 : Engagement with the field

This curricular areas includes the following courses :

I. Tasks and assignments throughout the courses

BEDCBCS 1.6 Language across the curriculum :

This course will enable the teacher trainees

- to understand the language background of the students and create sensitivity to the language diversity that exists in the classroom.
- to understand the nature of classroom discourse and develop strategies for using oral language to promote learning in various subject areas.
- to understand the nature of reading comprehension and specific writing to familiarize different registers of students.

BEDCBCS 1.7 Psychosocial Tools and Techniques:

This course will enable the teacher trainees

- to administer psychological tests and conduct a case study.
- to identify individual differences through the case study and suggest suitable remedial measures for development.

BEDCBCS 1.8 Microteaching and Integration:

This course will enable the teacher trainees

- to master the core teaching skills through microteaching.
- to develop skill of lesson observation and giving constructive feedback.
- to integrate the micro teaching skills.

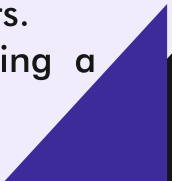
BEDCBCS 2.5 School Lessons and Reflective Diary:

This course will enable the teacher trainees to,

- get acquainted themselves with school environment though observation of teachers lessons.
- critically analyse lessons observed and provide constructive feedback. understand the need and significance of maintaining a reflective journal as a teacher.
- need and importance of observation of lessons and role of constructive feedback.

BEDCBCS 2.6 Research Project:

This course will enable the teacher trainees,

- to understand the need and significance of educational research in general and action research in particular.
 - develop research skills by undertaking action research and research projects.
 - develop research tools, analysis and interpretation of data and writing a research report.
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BEDCBCS 2.7 Field Assignment :

This course will enable the teacher trainees to,

- develop and administer unit plan, test items, unit test, diagnostic test and remedial instruction.

II. Enhancing Professional Competencies

BEDCBCS 1.5 ICT Basic

BEDCBCS 3.5 ICT Application

BEDCBCS 3.7 Simulated ICT Based lessons

This course will enable the teacher trainees to,

- focus on moving beyond computer literacy and ICT aided learning, interpret and adapt ICT in accordance with educational aims and principles.
- use ICT in teaching learning, administrative and academic support systems and society.

BEDCBCS 3.6 Drama and Art in Education:

This course will enable the teacher trainees to,

- understand the self and as a form of self-expression for enhancing creativity.
- develop aesthetic sensibilities and learn the use of art in teaching.
- understand the implications for the role of art, music and drama in education and nurture children's creativity and aesthetic sensibilities.

BEDCBCS 3.8 Understanding Self, Personality and Yoga :

This course will enable the teacher trainees to,

- develop understanding about self as a person and as a teacher through conscious ongoing reflection.
- develop dispositions, skills, relational sensitivity and effective communication skills.
- develop holistic and integrated understanding of the human self and personality.



BEDCBCS 4.4 Reading and Reflection:

This course will enable the teacher trainees to,

- read and respond to a variety of texts in different ways and understand the purpose of reading texts.
- develop meta cognitive awareness to become conscious of their thinking.
- enhance their capacities as readers and writers by becoming participants in the process of reading.

II. School Internship

BEDCBCS 2.8 Block Teaching and Field Work

This course will enable the teacher trainees to,

- develop and execute lesson plans in secondary and senior secondary schools
- develop and use evaluation strategies to measure the learning outcomes
- acquire communication and class management skills.

BEDCBCS 4.5 Field Work and Immersion

This course will enable the teacher trainees to,

- aim for meaningful and holistic engagement with the learners and the school
- work as a regular teacher and participate in all the school activities including planning, teaching and assessment; interacting with school teachers, community members and children.
- understand the school in its totality based on the aims, organization and management.
- develop a repertoire of professional competencies, teacher dispositions and skills.
- reflect on their teaching experience during and after the school internship.



PROGRAMMES AND ACTIVITIES TO ACCOMPLISH THE GOALS



1. Spiritual Empowerment through Spiritual Enrichment Programmes (Value Oriented Education)

- Spiritual Orientation
- Morning Assembly with Reflective Thought for the Day
- Prayer Days and Retreats
- Sharing of Prayer and Faith Experiences
- Reading Holy Scriptures
- Pilgrimage to Places of Worship

- Value Education
- Celebrating Days of Religious Significance
- Value Integration Practices
- Orientation to Inter-religious peace and harmony

2. Academic and Professional Competencies through Discipline Based Programmes (Fostering Global Competencies and Promoting the use of Technology)

- Activity Based Teaching Learning
- Teaching Learning Based on Constructivism
- Team Teaching and Cooperative Learning
- Practice in Teaching and Internship
- Reflective Teaching Practices
- Structured Guided Library Work
- Training in Expository Writing
- Content Enrichment Programmes
- Designing Activity Banks
- Bulletin Board Displays and Wall Magazines
- Workshops on Generic Skill Development and Creative Expression
- Training in Language and Communication Skills
- Discipline Based Instructional and Evaluation Material
- Remedial and Enrichment Programmes
- ICT Based Teaching-Learning
- Digital Language Lab Exercises
- Simulated Activities
- Writing articles for College Magazine and Research Journals
- Discipline Based Field Visits
- Science Club, Literary Club and Eco Club Activities



3. Research Competencies through Research Oriented Inputs (Fostering Global Competencies)

- Training in Action Research
- Participating in Major and Minor Research Projects
- Project Based Assignments
- Construction and Validation of Research Tools
- Publication of Research Articles and Research Resources
- Participation and Presentation of Papers in Conferences and Seminars
- Case Studies
- Dissertations
- Training in the use of Statistical Software
- Participating in Research Colloquiums



4. Personal Competencies through Personality Development Programmes (Quest for Excellence)

- Life Skills Training
- Training in Fine Arts and Performing Arts
- Workshops on Effective Communication Skills
- Non-scholastic Activities
- Capacity Building Programmes
- Health and Physical Fitness Programmes
- Self-Defensive Skills Training

5. Social Competencies through Need Based Community Oriented Programmes (National Development)

- Service-Learning Programmes
- Sustainable Development Programmes
- Celebrating Days of National and Cultural Significance
- Community Oriented Field Visits
- Outreach Programmes for Socially and Economically Disadvantaged
- Programmes for Gender Sensitivity
- Organizing Citizenship Training Programmes
- Eco-club/Environment Friendly Activities
- Programmes for promotion of Child Rights and Human Rights



COLLEGE WORKING HOURS

Monday to Friday	8.45 a.m.	-	12.40 p.m.	1.20 p.m.	-	4.15 p.m.
Saturday	8.45 a.m.	-	3.00 p.m.			

Carry your Identity Card wherever you go; You will need it till the time of Convocation.



RESEARCH CENTRE

A research institute not only gives a firm platform to continue learning but it also offers exposure to many skills, which in the real-world, will provide a real advantage over others. Our Research Centre aims to set a forward-looking and innovative agenda for a changing education landscape. The goal is to produce work that is thoroughly integrated with empirical analysis and innovation awareness, with specific emphasis

on accumulating statistical evidence and developing key indicators to solidify its research work.

Mangalore University recognized our College as a Research Centre for Ph.D programme in Education, from the year 2008. It also has the honour to be the first college in the university to receive this recognition. It is a blessing and privilege for Teacher Educators to explore and research the significant evidence-based knowledge created through academic research in education and related fields has clearly demonstrated to the field of education valuable insights. So far 43 research scholars have been awarded with Ph.D degree.

POSTGRADUATE M.ED DEGREE PROGRAMME

The M.Ed. Course is of two years – Four Semester Master Degree Programme in Education under Mangalore University and recognized by the NCTE structure with 80 credits and 6 Open Elective credits.

Eligibility for Admission

1. Candidates who have passed the B.Ed. Degree Examination of Mangalore University or the B.Ed. (Regular or Distance or Special Education) of any other University, and B.A.Ed./B.Sc.Ed., B.El.Ed., D.El.Ed/D.Ed with under graduate Degree with 50%) recognized by the NCTE and considered as equivalent thereto by the Mangalore University, with 50 percent marks (45 percent in the case the SC and ST) are eligible for admission to the Programme. However, in the case of in-service teachers a relaxation of 5 percent marks shall be provided, if they have put in at least three years of service as certified by the D.D.P.I. of the concerned region.

2. Candidates of Universities other than the Mangalore University should produce the Migration Certificate.
3. Candidates of Universities outside Karnataka State should produce the Eligibility Certificate from Mangalore University at the time of Admission. The application form may be obtained from the College Office on payment of the prescribed fee.

Procedure for Admission



1. The Application Form will be available in the College website and the college office on payment of Rs.200/- in cash or by M.O. The Application Form duly filled in should reach the Principal.

Applicant must fill in the columns in the Application Form, carefully and accurately, failing which the application will be rejected. The Application Form filled in should be accompanied by the following:

- i) Attested photocopy of the B.Ed. Marks Card and Degree/Provisional Pass Certificate.
 - ii) Attested Photocopy of the conduct certificate from the College last attended.
 - iii) Attested Photocopy of the Transfer Certificate from the College last attended.
 - iv) Attested Photocopy of the SSLC and PUC Marks Cards.
 - v) Attested Photocopy of the in-service Certificate, in the case of in-service candidates (in-service Certificate should be certified by the D.D.PI of the Region).
 - vi) Photocopy of the Aadhar Card.
2. Candidates will pay the prescribed fees and produce the Original Marks Cards and Certificates mentioned above as well as five passport size photographs.



Following are the courses under M.Ed Degree Programme:

SEMESTER – I (2018-20)

Course Code	Title of the Paper
MEH401	Psychology of Learning and Development
MEH402	Historical, Political and Economic Foundations of Education
MEH403	Educational Studies
MEH404	Methodology of Research in Education - I
MES405	Communication and Expository Writing
MES406	Self-Development
MES407	Academic Writing
MES408	Development of ICT Material

SEMESTER – II

Course Code	Title of the Paper
MEH452	Philosophy of Education
MEH453	Teacher Education Course – I: Pre-service and In-service Teacher Education
MEH454	Curriculum Studies
MEH457	Dissertation
MES 458	Internship in TEI: b) Secondary Teacher Education
MPSYE 456	Open Elective* : Health Psychology

SEMESTER – III

Course Code	Title of the Paper
MEH504	Methodology of Research in Education - II
MEH505	Teacher Education Course – II : Innovations, Trends, Research and Issues in Teacher Education
MEH506	Dissertation
MES502 (b)	Perspectives of Secondary and Senior Secondary Education
MES503 (b)	Curriculum, Pedagogy and Assessment Practices in Secondary and Senior Secondary Education
MENGE 507	Open Elective * English Language and Communication

SEMESTER – IV

Course Code	Title of the Paper
MEH554	Dissertation
MEH555	Internship in Specialization
MES551 (A)	Theme Based Specialisation Course - I Pedagogy of Languages/Science/Social Science/Mathematics/ Commerce/Malayalam/Computer Science
MES552 (A)	Theme Based Specialisation Course - II Educational Evaluation
MES553 (A)	Theme Based Specialisation Course - III Educational Technology

Note : MESC – SP : 11 Theme A/Theme B, MESC – SP : 12 Theme A/Theme B and MESC – SP : 13 Theme A/Theme B are Theme Based Specialization Course papers, they are chosen from a selected Theme in any ONE level : Elementary Secondary and Senior Secondary.

Course Code	Theme A: Pedagogy, Technology and Assessment in Education Elementary/ Secondary and Senior Secondary Level
MESC SP :11	Pedagogy of Languages/Science/Social Science/Mathematics/ Commerce/Malayalam/Computer Science
MESC SP :12	Educational Evaluation
MESC SP :13	Educational Technology

Course Code	Theme : B – Management in Education Elementary/ Secondary and Senior Secondary Level
MESC SP :11	Educational Management
MESC SP :12	Institutional Management
MESC SP :13	Educational Leadership



Undergraduate B.Ed Degree Programme

ADMISSION GUIDELINES

1. The B.Ed Programme is of two years and is extended over four Semesters, structured with 96 credits.
2. A graduate who has passed the three-year Degree Examination conducted by the Mangalore University or any other University recognized as equivalent thereto by the Mangalore University, shall be eligible for admission to the degree of Bachelor of Education, provided:
 - a) She has secured at least 50% marks in aggregate either in the Bachelor's Degree and/or in the Master's Degree or any other qualification equivalent thereto are eligible for B.Ed. admission.
 - b) She should have studied any one of the Languages and two out of the three electives among the languages specified below: Languages: English, Kannada, Sanskrit and Hindi.



- 3) Candidates who have obtained the Undergraduate degree from universities outside Karnataka shall have studied in addition to the language, subject at least TWO elective subjects listed under 1, 'b' in their three-year undergraduate course of study by appearing in one Subject for at least two years and the principal subject for all three years in the University Examination. They are required to obtain the eligibility certificate from Mangalore University. The application form may be obtained from the college office on payment of prescribed fee.
- 4) Students of Universities other than the Mangalore University should produce the Migration Certificate.
- 5) (i) The Blood Group of the student has to be notified to the University. Filling in No.12 in the Application Form is absolutely necessary.
(ii) Candidates having defective vision and hearing should send along with the application, a certificate regarding eyesight and hearing.

PROCEDURE FOR ADMISSION

1. The Application Form will be available in the College Office on payment of Rs.200/- in cash or by M.O. The Application Form duly filled in should reach the Principal.

Applicant must fill in the columns in the Application Form, carefully and accurately, failing which the application will be rejected. The Application Form filled in should be accompanied by the following:

- i) Attested photocopy of the B.Ed. Marks Card and Degree/Provisional Pass Certificate.
 - ii) Attested Photocopy of the conduct certificate from the College last attended.
 - iii) Attested Photocopy of the Transfer Certificate from the College last attended.
 - iv) Attested Photocopy of the SSLC and PUC Marks Cards.
 - v) Attested Photocopy of the In service Certificate, in the case of in-service candidates, (in-service Certificate should be certified by the D.D.PI of the Region).
 - vi) Photocopy of the Aadhar Card.
2. Candidates will pay the prescribed fees and produce the Original Marks Cards and Certificates mentioned above as well as five passport size photographs.



Following are the courses under B. Ed Degree Programme:

SEMESTER – I

Course Code	Course Title
BEDCBCS 1.1	Childhood and Adolescence
BEDCBCS 1.2	Philosophical and Sociological Bases of Education
BEDCBCS 1.3	Educational Technology
BEDCBCS 1.4	Understanding, Discipline and Pedagogy (Any two)
BEDCBCS 1.4.1	Language
BEDCBCS 1.4.2	Social Science
BEDCBCS 1.4.3	Science
BEDCBCS 1.4.4	Mathematics
BEDCBCS 1.4.6	School Subject
BEDCBCS 1.5	ICT Basic
BEDCBCS 1.6	Language Across the Subjects
BEDCBCS 1.7	Psycho-social Tools and Techniques
BEDCBCS 1.8	Micro Teaching and Integration



SEMESTER – II

Course Code	Course Title
BEDCBCS 2.1	Learning and Teaching Process.
BEDCBCS 2.2	Educational Evaluation
BEDCBCS 2.3	Pedagogic Tools, Techniques and Approaches
BEDCBCS 2.4	Subject Specific Pedagogy (Any one)
BEDCBCS 2.4.1	Kannada
BEDCBCS 2.4.2	English
BEDCBCS 2.4.8	Physics
BEDCBCS 2.4.9	Chemistry
BEDCBCS 2.4	Subject Specific Pedagogy (Any one)
BEDCBCS 2.4.6	Social Science
BEDCBCS 2.4.11	Mathematics
BEDCBCS 2.4.10	Biology
BEDCBCS 2.4.12	Commerce
BEDCBCS 2.5	School Lessons and Reflective Diary
BEDCBCS 2.6	Research Project
BEDCBCS 2.7	Field Assignments
BEDCBCS 2.8	Block Teaching and Field work



SEMESTER – III

Course Code	Course Title
BEDCBCS 3.1	Inclusive Education
BEDCBCS 3.2	Knowledge and Curriculum
BEDCBCS 3.3	Education in Contemporary India
BEDCBCS 3.4	Optional Course (Any one)
BEDCBCS 3.4.3	Health and Physical Education
BEDCBCS 3.4.2	Value Education
BEDCBCS 3.4.4	Environmental Education
BEDCBCS 3.5	ICT Application
BEDCBCS 3.6	Understanding Self and Yoga
BEDCBCS 3.7	Simulated ICT based Lessons
BEDCBCS 3.8	Drama and Art in Education

SEMESTER – IV

Course Code	Course Title
BEDCBCS 4.1	Gender, School and Society
BEDCBCS 4.2	Educational Management and Organisation
BEDCBCS 4.3	Advanced Pedagogy of Specific Subjects (Any two)
BEDCBCS 4.3.1	Kannada
BEDCBCS 4.3.2	English
BEDCBCS 4.3.8	Physics
BEDCBCS 4.3.9	Chemistry
BEDCBCS 4.3.6	Social Science
BEDCBCS 4.3.10	Biology
BEDCBCS 4.3.11	Mathematics
BEDCBCS 4.3.12	Commerce
BEDCBCS 4.4	Reading and Reflecting
BEDCBCS 4.5	Field work and Immersion
BEDCBCS 4.6	Practical Examination

DIPLOMA IN PRE-PRIMARY EDUCATION (PPTE)

The Pre-Primary Teacher Education (PPTE) is a Diploma Course of ONE YEAR duration.

I. Eligibility for the Course:

A Candidate who has PASSED the PUC or any other Course equivalent to PU Course shall be eligible for admission.

II. Procedure for Admission

The Application Form will be available on payment of Rs.100/- in Cash or M.O. the Application filled in should be posted to the Principal,

1. Applicants must fill in all the details and it should be accompanied by the following:
 - i. Photocopies of the SSLC and the PUC Marks cards.
 - ii. Photocopy of the Transfer Certificate from the Institution last attended.
2. Candidates not eligible for the Course will be informed about admission by the institute.

III. Subjects of Study: The following Subjects are offered for the DPPE

1. Development and Management of Pre-Primary Teacher Education.
2. Psychological Bases of Pre-School Education.
3. Early Childhood Health Care and Nutrition.
4. Methods and Strategies for Pre-School Education.
5. Practice Teaching and Related Activities.
6. Preparation and Use of Learning Materials and Play Activities.

IV. Other Details:

1. Fees will be notified in the College Office.
2. Institutional Regulations will be notified at the time of admission.



NOTE

1. Ragging is strictly prohibited. If any incident on ragging comes to the notice of the Principal, the necessary action will be taken as per the regulations of the University.
2. Photocopies of the original certificates could be retained with the candidate you while submitting the original certificates.