



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585403

College Website: www.gurunanakbed.org

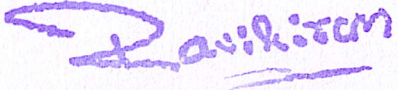
Mail : Gurunanakbedcollege@gmail.com E-Mail IQAC: igacgnbedc@gmail.com

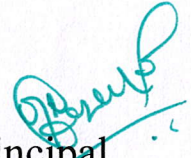
Diversities in School System

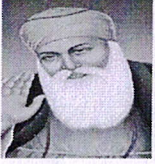
Seminar Action Plan (2023)

Sl.No.	Day and Date	Time	Teacher Name	Topic Name
1	17/07/2023 Monday	11.30. to 12.30	Mareppa Kattimani	Function of various Boards of schools Education (CBSE, SSC)
2		12.30 to 1.30	Vilasrao Kulkarni	Functional differences among them
3		2.00 to 3.00	M.Renuka	Assessment System
4		3.00 to 4.00	Prin. Rajshekhar Almaje	Normas and Standards
5		4.00 to 5.00	Rajendra S	State wise Variation
6		5.00 to 5.30	GSM OPriya	An International and comparative perspective

IQAC Coordinator
IQAC CO-ORDINATOR
GNCE BIDAR


PRINCIPAL
Gurunanak College of Education
BIDAR-585403


Principal
PRINCIPAL
Guru Nanak College of Education
BIDAR



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585403

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

Diversities in School System

School Visit Action Plan (2023)

Sl.No.	Day and Date	School Name
1	24/07/2023 Monday	Govt. High School Mailoor Bidar
2		Guru Nanak Public School New Branch Bidar
3	31/07/2023	Presentation

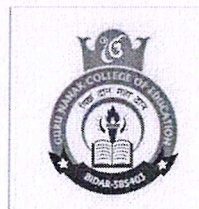
MGP
IQAC Coordinator

IQAC CO-ORDINATOR
GNCE BIDAR

Princip
Principal

PRINCIPAL
Guru Nanak College of Education
BIDAR

Ravikiran
PRINCIPAL
Gurunanak College of Education
BIDAR-585403



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585403

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com

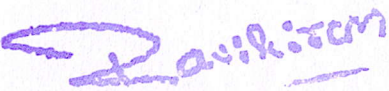
E-Mail IQAC: igacgnbedc@gmail.com

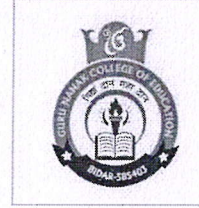
B.Ed. First Year

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
PERSPECTIVES OF EDUCATION — CORE COURSES				
PC - I	Childhood And Adolescence psychology	04	60	80+20
PC - II	Philosophical and Sociological bases of Education	04	60	80+20
PC - III	Educational Technology	04	60	80+20
PM - IV	Understanding discipline and Pedagogy (Method 1)	04	60	80+20
PM - V	Understanding discipline and Pedagogy (Method 2)	04	60	80+20
PC - VI	Learning and teaching process	04	60	80+20
PC - VII	Knowledge and curriculum	04	60	80+20
PC - VIII	Education in contemporary India	04	60	80+20
PC -IX	Pedagogic tools techniques and approaches	04	60	80+20
Practical and Field Work				
EPC - I	ICT - Basics	01	15	25

PRINCIPAL
Gurunanak College of Education
BIDAR-585403

EPC - II	Language across the Curriculum	01	15	25
EF - I	Psycho social tools and techniques	01	15	25
EF - II	Micro Teaching and integration (video Recording and Reporting)	01	15	25
EPC - III	Understanding self (personality and yoga)	02	30	50
EPC - IV	ICT Applications	02	30	50
EF - III	Simulated and ICT based Lessons(For two Methods)	02	30	50
EF - IV	School lessons and reflective diary and video recording and reporting	02	30	50
Total		48	735	1200


PRINCIPAL
 Gurunanak College of Education
 BIDAR-585403



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585403

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com E-Mail IQAC: igacgnbedc@gmail.com

B.Ed SEMESTER: 11

Paper Code: PC-VII

KNOWLEDGE AND CURRICULUM

Paper Code: PC-VII

Total No. of Hours: 60

Objectives S: The Credit: 4

Total Marks: 80+20=100

Objectives:

- 1) Understand the meaning, similarities, and differences of Epistemological bases of Education.
- 2) Became familiar with Ideologies related to child centered education
- 3) Understand the changes in education with respect to society, culture and modernization
- 4) Understand the various school activities, classroom interaction with reference to multi culture and democracy
- 5) Understand the National Global and Secular Paradigms of education 6) Understand the concept, bases, various interpretations, steps and process of curriculum construction.
- 6) Able to differentiate the interrelation among curriculum, syllabus and text books
- 7) Understand the co-relation among power, principles and curriculum
- 8) To develop the skill of curriculum evaluation

Ravikumar

PRINCIPAL
Gurunanak College of Education
BIDAR-585403

Unit 1: Epistemological Basis of Education

15 hrs

- 1.1. Knowledge Information and Skill Concept and Differences, Facets of Knowledge, local and Universal concrete and abstract, theoretical and practical
- 1.2 Teaching and Training Concept and Differences
- 1.3. Rational Belief and Truth Concept and Differences.
- 1.4. Modern child centered education with Following Reference-
 - a) Activity Concept. Type and Importance with reference to Gadhi and Rabindranath Tagore
 - b) Discovery Concept and Importance with reference to Dewey
 - c) Dialogue Concept and Importance with reference to Plato

Unit 2: Social Basis of Education

15 hrs


- 2.1. Educational change because of industrialization. Democracy, idea of individual autonomy in the context of society, culture and modernization
- 2.2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice) with reference to Ambedkar
- 2.3. Conventional school activities and daily routine of school class room
With reference to multiculturalism
- 2.4 Nationalism, Universalism, Secularism and their interrelation with Education.

Unit 3: Process of Curriculum Development.

- 3.1. Curriculum: Concept and Importance, Bases of Curriculum.
- 3.2. Stages of Curriculum Construction.
- 3.3. Role of Curriculum in Effective, Teaching and Learning Process.
- 3.4. Relationship between aims of education and curriculum.
- 3.5. Teacher's role in curriculum construction
- 3.6. Curriculum and discipline multiculturalism

Unit 4: Vision, mission in relation to curriculum and reconstruction of society. 15 hrs.

- 4.1. Various co-curricular activities to curriculum and instruction of society
- 4.2. Relationship between power, and ideology curriculum.
- 4.3. Process/ steps of critical and Analysis of text book children literature , hand books and other TLM.
- 4.4, Evaluation of curriculum.
- 4.5. Broad determinants of curriculum making At the national and state level, national priorities: context necessities, Technological possibilities: cultural orientations and and International contexts.
Learning activities


PRINCIPAL
Gurunanak College of Education
BIDAR-585403

1. Prepare a small curriculum for any social group like. Life skill training for street children right education for disabled children
2. Prepare a questionnaire subject wise
- 3 Making Content analysis on given topic
- 4 Scripting and performing a street play to address social issues of education
5. Digital Presentations - Review the recommendations of National Knowledge Commission India.
6. Comparative study of the curriculum different Boards. (SSC, ICSE, CBSE IB)

References :

- 1 Apple M. W (2008) Can schooling contribute to more just society? Education citizen and social justice.
- 2 Apple M. W and Denne J (2006) Democratic school; Lessons in powerful education Eklavya
- 3 Dange Jagannath, K. (2014) Learning and Experiences LapLambert publications Germany
- 4 Dange Jagannath, K (2015) Ambedkar's Philosophy of Education Published by Centre for Dr.BRAMbedkar and Buddlust study Kuvempu University
5. Krishnamurthy (1992) Education and world peace, in social responsibility Krishnamurthy foundation.



PRINCIPAL
Gurunanak College of Education
BIDAR-585403