



**A COMPREHENSIVE REPORT ON
ONLINE LEARNING INITIATIVES TAKEN BY
BANGALURU CENTRAL UNIVERSITY
FOR B.Ed. COURSE
DURING THE COVID-19 PANDEMIC PERIOD**

Introduction

All the educational institutions in the country are under the suspension of regular teaching, following nationwide lock down as precautionary and preventive measures to combat COVID-19. Declared as Pandemic by WHO, COVID-19 has created a sense of uncertainty in all walks of life. The current situation disrupted the traditional academic calendar across various levels in education. To ensure minimum disruption to learning during these unprecedented times of the pandemic, UGC has given directions to all the universities and colleges to make productive use of lockdown period by using digital platforms. Various committees are constituted at national , state and regional levels for pooling of e-resources towards the intensification of online education system in the country.

Initiation undertaken by Bangalore Central University towards online classes during lock down.

The Bengaluru Central University has constituted Online Education Steering Committee to discuss various educational challenges during the Covid-19 pandemic period. The committee brought together the heads of the University, Academic Council Members, Syndicate Members, Principals of colleges and other distinguished faculty members around a single shared vision: **‘to ensure inclusive quality based online education’**. In this direction, as per the instruction of the Govt. of Karnataka, Bangalore Central University has initiated online classes for UG and PG courses at the college level. The main purpose is to prevent slow down and loss of learning by bringing a sense of stability among the students through monitoring and boost the confidence level of the students at this unprecedented times. Online teaching was not a part of regular training in B.Ed. This alternate mode of teaching is really a challenging task for the teacher community. The entire teacher community should work together during this crisis by sharing of resources and exploring ways and possibilities of online training to ensure effective learning.

Subsequently an online meeting was organized by Honorable Vice Chancellor with the B.Ed. college Principals and the Registrars of the BCU to discuss about the existing challenges in introducing online classes for B.Ed. The panel discussed about the possible hurdles to be faced by both the teacher educators and the student teachers, major challenges such as lack of digital competence of teachers, poor connectivity, non-availability of resources, lack of motivation of students, practical nature of the course, effectiveness of the online classes etc. were discussed.

A separate committee was constituted by Honorable Vice Chancellor exclusively for B.Ed. to look into issues and challenges related to online teaching in B.Ed course and to workout modalities to conduct online classes for theory subjects and EPC activities. The committee compiled the e-resources for the hard core and soft core theory papers of 2nd and 4th semester and prepared guidelines for colleges to conduct EPC activities. The same will be uploaded on the Online portal of BCU for students and teachers reference.

The details of complied e-resources semester wise and guidelines for colleges to conduct EPC activities are given below:

Instructions to colleges:

- Colleges should initiate online shift in the operations of their teaching learning programme.
- Colleges should conduct B.Ed. classes using any potential digital technology tool.
- Colleges can create a separate web page to upload the e-resources/e-content developed by the teacher educators.
- All the college related circulars, notifications etc. should be communicated through online mode.
- Colleges should instruct the students about their mandatory attendance.
- Teacher educators of the institutions are expected to prepare all the required materials (such as PPTs/videos) to conduct classes and provide necessary guidelines to the students much prior to the conduction of online classes.
- Colleges should assign extended curricular activities to enrich the knowledge, skills and values of the student teachers. Example, preparation of content resource book, class/subject dictionaries etc.
- All the curricular activities (such as seminar, practical activities) in Hard Core and Soft Core papers should be assigned to the students with the precise guidelines including the date of submission .
- Colleges are advised to update their college websites with the schedule of online classes, study material and other necessary progress of their online mode of teaching- learning .
- It is mandatory to document all activities including regular online classes conducted during this outbreak of Covid 19.
- Colleges need to assess students learning on regular basis through assignments, interaction ,quiz etc
- Teacher educators and students can refer the digital resources given in the Online portal of BCU web site for teaching and learning.

Modes of online teaching:

- **Zoom**
- **Swayam**
- **MOOCs**
- **Youtube**
- **e-PG Pathshala**
- **Edx**

- Microsoft Teams
- Skype
- Virtual Class Room
- Virtual Labs
- WhatsApp
- Google handouts
- Cisco Webex
- Google Classroom

2019-21 batch – II Semester	
EPC 3: ICT Application	<ul style="list-style-type: none"> ➤ Providing the students with web references related to the syllabus . ➤ Assigning practical activities to the students . ➤ Motivating the students to take up online courses on ICT in Education . ➤ Organize webinars for students on the application of ICT in teaching and learning . These may include : <ul style="list-style-type: none"> ➤ Content development ➤ Using various digital tools to support ICT enabled teaching . ➤ Using ICT for test and evaluation /assessment.
EPC 4: Fine Art and Theatre	<ul style="list-style-type: none"> ➤ Orientation on the need of Fine Arts and Theater skills for teachers (by teacher educator). ➤ Introduction to each unit/topic with its relevance in teachers’ training (by teacher educator) .Example: Meaning of community prayer and its educational significance . ➤ Preparation of a digital/handwritten record book by the student teachers: Meaning and educational significance of each topic belonging to unit one can be penned. ➤ Preparation of digital scrap books collecting variety forms of fine arts and theatre. ➤ Solo practice/performance of the unit -1 related activities through a suitable digital tool. ➤ A student teacher as per the allotted topic can prepare the video of her /his performance and share the same in online classroom. ➤ Providing student teachers with topic wise links so as to learn the preparation of arts and craft items as mentioned in the unit two Example: Unit 2-Preparing puppets /use of puppets in the classroom Web link :https://minds-in-bloom.com/puppets-in-classroom/ ➤ Allotment of drama topics to prepare the script ➤ Preparation of properties (using material available at home) related

	<p>to drama .</p> <ul style="list-style-type: none"> ➤ Conducting online interviews of great artists and performers: video recording of the same with their reflections on it, ➤ Watching online performances : Theatre shows, documentaries, street plays etc and document their reflections on it . 			
EPC 5: Pre Internship Programme				
1. Teaching skills :	<ul style="list-style-type: none"> ➤ General orientation can be given by faculty on teaching skills followed by web and You tube links Example:. file:///C:/Users/user/Downloads/teachingskills-180801063943.pdf ➤ Orientation on each skill and guidance to write episodes can be provide through online. ➤ Provide time schedule to complete the writing of episodes and submit it through online for correction. 			
2. Observation of demonstration lesson / video lesson(one in each method) :	<ul style="list-style-type: none"> ➤ Orientation on observation of lessons can be given by teacher educators through video conference. ➤ Provide video lesson links available in NCERT web sites and instruct the students to write the observation of the lesson. ➤ Example: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Cell structure and function</td> <td style="width: 33%; text-align: center;">8thstandard</td> <td style="width: 33%;"> https://youtu.be/AsMSv2cR41o https://youtu.be/c1FAtpD4y6k https://youtu.be/GOCrD2OLWck </td> </tr> </table>	Cell structure and function	8 th standard	https://youtu.be/AsMSv2cR41o https://youtu.be/c1FAtpD4y6k https://youtu.be/GOCrD2OLWck
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3. Simulated lessons with integration of skills including instructional materials (one in each pedagogy subject):	<ul style="list-style-type: none"> ➤ Online orientation by teacher educators . ➤ Providing a model episode and online discussion for doubt clearance. ➤ Topic allotment for episode writing ➤ Preparation of episodes by student teachers . ➤ Correction of episodes followed by feedback 			
NOTE : Practice of teaching skills ,Simulated lesson and ICT integrated lesson can be scheduled when the college reopens.				

4.Lesson design(four lessons in each pedagogy subject)	<ul style="list-style-type: none"> ➤ On line orientation on writing instructional objectives. ➤ Orientation on the preparation of a lesson plan . ➤ Discussion with the model lesson plan . ➤ Method wise selection and distribution of topics. ➤ Preparation of episode by student teachers , ➤ Correction followed by feedback ➤ Provide suitable web link or you tube for better understanding
5.Simulated lesson with ICT mediation (one in each pedagogy subject)	<ul style="list-style-type: none"> ➤ Online orientation by teacher educator . ➤ Providing a model episode. ➤ Method wise topic allotment . ➤ Preparation of episode by student teacher. ➤ Correction and feedback .

2018-20 batch – IV Semester

1 A Reflective Journal should be maintained by student teacher in which he/she records his/her experiences, observations and reflections for the whole course. (All four semesters)	<ul style="list-style-type: none"> ➤ Guidance can be given to students to write the reflective journal on online teaching experiences . ➤ Various course activities done by the students during COVID 19 outbreak.
2 Working with community based any project of social welfare	<ul style="list-style-type: none"> ➤ Students can review the various community service activities conducted in and around them and also through social media and submit a comprehensive report about community involvement during this COVID 19 outbreak. OR ➤ Preparation of small query form to survey about COVID 19 pandemic related issues and challenges. OR ➤ Creating online awareness regarding uploading ‘Arogya Sethu Mobile application’. OR ➤ Creating online awareness about upholding the dignity of Corona warriors like doctors, paramedical staff, etc. OR ➤ Creating online awareness about maintaining social distancing ➤ A report on the activity conducted should be submitted..
3.Submit a report by visiting residential school / mentally challenged school/ special schools	<ul style="list-style-type: none"> ➤ Students can have a virtual visit or website visit of the residential/ mentally challenged / special schools . ➤ Example: Virtual tour :https://www.youtube.com/watch?v=uV8WDUt1ieg Website http://www.deepikaspecialschool.org/

	<ul style="list-style-type: none"> ➤ Submission of the visit report according to the standard format provided by their college. The report may include : <ul style="list-style-type: none"> • Mission/vision & objectives of the organization. • Basic Information such as address, no and type of experts therapists, psychiatrists etc. • Statistics about the students . • Facilities and services. • Offered programmes and aesthetics. • Daily/weekly schedule /timetable • Associations with different agencies etc. • Others as per the expectation of the institution .
4.Review of textbook in both pedagogy subjects	<ul style="list-style-type: none"> ➤ An online general orientation on criteria to review a textbook can be given by the teacher educator. ➤ Provide instructions to write the review by students as per the format developed by one's institution . ➤ Correction and feedback
5. Viva Voce	<ul style="list-style-type: none"> ➤ Viva voce can be conducted after the college reopens.
6.Practical examination one lesson in each soft core paper conducted by external board (50+50 = 100)	<ul style="list-style-type: none"> ➤ Colleges can prepare the draft time table by allotting classes and subjects to the students and instructing them to write the lesson plans for the practical examination. Practical examination can be scheduled after the reopening of school and colleges.