

B.Ed Programme

The Board of Studies in Education (U.G.) proposed the Curriculum Design of Two Year B.Ed. programme in tune with the guidelines of NCFTE (2009), NCTE (2014), and NCERT. The restructured programme shall be implemented with effect from 2015-17 academic year. The layout of the new programme is conceived as comprising of three broader areas as follows:

A.PERSPECTIVES IN EDUCATION - Learner Studies, Contemporary Studies, Educational Studies

B.CURRICULUM AND PEDAGOGIC STUDIES - Curriculum Studies and Pedagogic Studies

C. ENGAGEMENT WITH THE FIELD - Professional capacities, Teacher sensibilities and skills. (School Internship)

I. PROGRAMME FRAMEWORK

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credit
I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
Total	400	2400	1140	1260	57	63	2400	120

II. COURSE STRUCTURE OF THE PROGRAMME

A. Theory Courses :

Courses	Sem I	Sem II	Sem III	Sem IV
Core Courses	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203		EDU 401 EDU 402
Pedagogic Courses	EDU 104 EDU 105	EDU 204 EDU 205	-----	EDU 403
Associate Courses	EDU 106	----	EDU 301	

B. Engagement with the field (Practical): Comprised of College Based, School Based and Community Based Practicals

Courses	Semester I	Semester II	Semester III	Semester IV
Core- EPC1,EPC2,EPC3,EPC4	EDU 107.1	EDU 206.1	EDU 302.1	EDU 404.1
Pedagogic- EPC1,EPC2,EPC3,EPC4	EDU 107.2	EDU 206.2	EDU 302.2	EDU 404.2
Health & Physical Education, EPC4	EDU 107.3	EDU 206.3	EDU 302.3	EDU 404.3
Drama and Art in Education-EPC2	EDU 107.4	EDU 206.4	EDU 302.4	EDU 404.4
Communicative English- EPC 1	-----	-----	-----	EDU 404.5

NB: EPC-Enhancing Professional Capacities

- EPC 1-Reading and Reflecting on Texts
- EPC 2-Drama and Art in Education
- EPC 3-Critical Understanding of ICT
- EPC 4- Understanding the Self

III.SEMESTER WISE PROGRAMME FRAME

Semester 1

Category	Course Code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and Growing Up	100	80	20	100	5
	Core EDU103	Development and Resources in Educational Technology	60	50	10	60	3
	Pedagogic EDU104	Understanding the Discipline of ----- Education	60	50	10	60	3
	Pedagogic EDU105	Learning to function as.....teacher	60	50	10	60	3

Practical/ Engagem ent with the field	Associate- EDU 106	Elective	60	50	10	60	3
	EDU 107.1	Core- EPC1, EPC2, EPC3, EPC4	40	--	40	40	2
	EDU 107.2	Pedagogic- EPC1, EPC2, EPC3, EPC4	80	--	80	80	4
	EDU 107.3	Health& Physical Education- EPC4	20	--	20	20	1
	EDU 107.4	Drama and Art in Education- EPC2	20	--	20	20	1
Semester Total			600	360	240	600	30

Semester II

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
	Core EDU203	Assessment for learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimensions of... ..	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource Development in... Education	60	50	10	60	3
Practical/ Engagement with the field (Includes School Internship-Phase I)	EDU206.1	Core- EPC1,EPC2,EPC3,EPC4	80	--	80	80	4
	EDU206.2	Pedagogic- EPC1,EPC2, EPC3,EPC4	100	--	100	100	5
	EDU206.3	Health& Physical Education- EPC4	20	--	20	20	1
	EDU206.4	Drama and Art in Education- EPC2	20	--	20	20	1
Semester Total			600	310	290	600	30

Semester III

Category	Course Code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/ Engagement with the field (Includes School Internship-Phase II)	EDU302.1	Core- EPC1,EPC2,EPC3,EPC4	80		80	80	4
	EDU302.2	Pedagogic- EPC1,EPC2, EPC3,EPC4,	360		360	360	18
	EDU302.3	Health& Physical Education, EPC4	40		40	40	2
	EDU302.4	Drama and Art in Education- EPC2	20		20	20	1
		Viva-voce	40	40	----	40	2
Semester Total			600	90	510	600	30

Semester IV

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU401	Gender, School and Society	100	80	20	100	5
	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
	Pedagogic EDU403	Professional Development of..... Teacher	60	50	10	60	3
Practical/ Engagement with the field	EDU404.1	Core- EPC1,EPC2, EPC3,EPC4	140	--	140	140	7
	EDU404.2	Pedagogic- EPC1,EPC2, EPC3,EPC4,	120	--	120	120	6
	EDU404.3	Health& Physical Education- EPC4.	20	--	20	20	1
	EDU404.4	Drama and Art in Education-EPC2	20	--	20	20	1
	EDU404.5	Communicative English- EPC 1	40		40	40	2
Semester Total			600	210	390	600	30
Programme Total			2400	970	1430	2400	120

IV. SCHEME OF ASSESSMENT

A . Internal evaluation of theory courses

a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

b. Theory Courses with Credit 3

Title	No. of Tasks @ course	Marks	Total marks
Internal Test	2	5	10
Practicum	1	5	

B. External evaluation of Theory Courses

Semester 1

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 101	Contemporary India and Education	3	80	20	100
Core EDU 102	Childhood and Growing up	3	80	20	100
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Discipline of ----- Education	2	50	10	60
Pedagogic EDU 105	Learning to function as ----- Teacher	2	50	10	60
Associate EDU 106	Elective	2	50	10	60

Semester II

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 201	Knowledge and Curriculum	3	80	20	100
Core EDU 202	Learning and Teaching	3	80	20	100
Core EDU 203	Assessment for Learning	2	50	10	60
Pedagogic EDU 204	Pedagogical Dimensions ofEducation	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in.....Education	2	50	10	60

Semester III

Course code	Course title	Hours	External marks	Internal marks	Total marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60

Semester IV

Course code	Course name	Duration of examination-External (Hrs)	Marks		
			External	Internal	Total
Core EDU 401	Gender, School and Society	3	80	20	100
Core EDU 402	Personality Dynamics in Education	3	80	20	100
Pedagogic EDU 403	Professional Development ofTeacher	2	50	10	60

C. Pattern of Questions

Form of questions	Number of questions		Total marks	
	Courses with Credit 5	Courses with Credit 3	Courses with Credit 5	Courses with Credit 3
Very short answer	10	10	10	10
Short answer	10/12	5/6	20	10
Short Essay/Problem Solving	6/8	4/6	30	20
Essay/Higher Order Thinking	2/4	1/2	20	10
Total	34	24	80	50

LIST OF COURSES

A. CORE COURSES

1. EDU 101 Contemporary India and Education
2. EDU 102 Childhood and Growing up
3. EDU 103 Development and Resources in Educational Technology
4. EDU 201 Knowledge and Curriculum
5. EDU 202 Learning and Teaching
6. EDU 203 Assessment for Learning
7. EDU301 Language Across the Curriculum
8. EDU401 Gender, School and Society
9. EDU402 Personality Dynamics in Education

B. PEDAGOGIC COURSES

1. EDU 104.1 1 Understanding the Discipline of English Education
2. EDU 104.1 2 Understanding the Discipline of Malayalam Education
3. EDU 104.1 3 Understanding the Discipline of Hindi Education
4. EDU 104.1 4 Understanding the Discipline of Sanskrit Education
5. EDU 104.1 5 Understanding the Discipline of Arabic Education
6. EDU 104.1 6 Understanding the Discipline of Mathematics Education
7. EDU 104.1 7 Understanding the Discipline of Physical Science education
8. EDU 104.1 8 Understanding the Discipline of Natural Science Education
9. EDU 104.1 9 Understanding the Discipline of Social Science Education
10. EDU 104.20 Understanding the Discipline of Commerce Education
11. EDU 104.21 Understanding the Discipline of IT and Computer Science Education
12. EDU 105.11 Learning to function as English teacher
13. EDU 105.1 2 Learning to function as Malayalam teacher
14. EDU 105.1 3 Learning to function as Hindi teacher
15. EDU 105.1 4 Learning to function as Sanskrit teacher
16. EDU 105.15 Learning to function as Arabic teacher
17. EDU 105.1 6 Learning to function as Mathematics teacher
18. EDU 105.1 7 Learning to function as Physical Science teacher
19. EDU 105.1 8 Learning to function as Natural Science teacher
20. EDU 105.1 9 Learning to function as Social Science teacher
21. EDU 105.20 Learning to function as Commerce teacher
22. EDU 105.21 Learning to function as IT and Computer Science teacher
23. EDU 204.11 Pedagogical Dimensions of English
24. EDU 204.12 Pedagogical Dimensions of Malayalam
25. EDU 204.13 Pedagogical Dimensions of Hindi
26. EDU 204.14 Pedagogical Dimensions of Sanskrit
27. EDU 204.15 Pedagogical Dimensions of Arabic
28. EDU 204.16 Pedagogical Dimensions of Mathematics
29. EDU 204.17 Pedagogical Dimensions of Physical Science
30. EDU 204.18 Pedagogical Dimensions of Natural Science
31. EDU 204.19 Pedagogical Dimensions of Social Science
32. EDU 204.20 Pedagogical Dimensions of Commerce

33. EDU 204.21 Pedagogical Dimensions of IT and Computer Science
34. EDU 205.11 Curriculum and Resource Development in English Education
35. EDU 205.12 Curriculum and Resource Development in Malayalam Education
36. EDU 205.13 Curriculum and Resource Development in Hindi Education
37. EDU 205.14 Curriculum and Resource Development in Sanskrit Education
38. EDU 205.15 Curriculum and Resource Development in Arabic Education
39. EDU 205.16 Curriculum and Resource Development in Mathematics Education
40. EDU 205.17 Curriculum and Resource Development in Physical Science Education
41. EDU 205.18 Curriculum and Resource Development in Natural Science Education
42. EDU 205.19 Curriculum and Resource Development in Social Science Education
43. EDU 205.20 Curriculum and Resource Development in Commerce Education
44. EDU 205.21 Curriculum and Resource Development in IT and Computer Science Education

45. EDU 301 Language Across the Curriculum

46. EDU 403.11 Professional Development of an English teacher
47. EDU 403.12 Professional Development of Malayalam teacher
48. EDU 403.13 Professional Development of Hindi teacher
49. EDU 403.14 Professional Development of Sanskrit teacher
50. EDU 403.15 Professional Development of Arabic teacher
51. EDU 403.16 Professional Development of Mathematics teacher
52. EDU 403.17 Professional Development of Physical Science teacher
53. EDU 403.18 Professional Development of Natural Science teacher
54. EDU 403.19 Professional Development of Social Science teacher
55. EDU 403.20 Professional Development of Commerce teacher
56. EDU 403.21 Professional Development of IT and Computer Science teacher

D. ASSOCIATE COURSE –ELECTIVE

1. EDU 106.11 Health and Physical Education
2. EDU 106.12 Guidance and Counselling
3. EDU 106.13 Elementary Education
4. EDU 106.14 Environmental Education
5. EDU 106.15 Special Education

PROCEDURE OF ASSESSMENT

The performance of student teachers shall be evaluated by both external and internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by course coordinator, college coordinator, and the principal and shall be made available for verification. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate. Competency Profile shall be prepared by the institution. The following competencies may be considered for preparing competency profile.

- Knowledge management
- Communication
- Instructional Designing
- Class room Management
- Instructional Management
- Student Assessment
- Student Diagnosis
- Professionalism

A. EXTERNAL EVALUATION:

1. External evaluation of all theory courses shall be done by End Semester Examinations conducted by the university.
2. External evaluation of practical courses in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no External examination for practical courses in the I and II semesters. The present practice of appointing Zonal Examination Boards on the basis of existing norms shall be continued. In addition, each Zonal Examination Board shall have one expert from the stream of core or associate courses. The examination board of the IV semester shall comprise of the Zonal chairperson and one expert from the stream of Core or Pedagogic courses. The examination board of the III semester shall comprise of the Zonal chairperson and experts from the stream of Pedagogic Courses and Health and Physical Education. The examination board shall evaluate the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters. The standardization process of internal assessment shall be done by estimating the average of internal and external assessment marks assigned by the Institution and External Board respectively. The institution shall hand over the internal assessment marks only to the Zonal Chairperson/Coordinating Chairperson. It is the duty of the Zonal Chairperson to compile the internal assessment and external assessment marks. If there exists a difference of 20% or above between internal and external assessment, a third evaluation by the Zonal chairperson shall be done. The decision of the Zonal chairperson shall be the final. If any discrepancies are observed in the matter of documental evidences, it shall be reported to the University. A minimum of 16 school students are to be present for conducting classes for practical examination.

B. INTERNAL EVALUATION

- A) Internal evaluation of theory courses shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course. The detailed report of internal assessment shall be maintained in the college and shall be produced if needed.
- B) Internal evaluation of practical courses shall be done by means of appropriate instruments and suitable criteria designed and developed by teacher educators or by means of standardized instruments. For more details, www.mguniveristy.org.in)

ATTENDANCE

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the working days for all the theory courses and practicum and 90% of the working days for 20 weeks (4+16) School Internship. Condonation of shortage of attendance shall be as per existing University statutes and rules. Candidates with shortage of attendance beyond the condonable limit will not be eligible to register for End Semester University Examination. In such cases the candidate has to repeat the programme/course by taking re-admission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.

Teaching practice

SCHOOL INTERNSHIP

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers.

In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 15weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the schools within the purview of 30 kilometres from the Institution and shall be with the concurrence of the institution.

SUPERVISION OF SCHOOL INTERNSHIP

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher.

The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of internship and three lessons (probably at the beginning, middle and at the end of Practice Teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.