

UNIVERSITY OF CALICUT



CURRICULUM OF
REVISED TWO YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME
2021 (With effect from 2021-2022 Academic Year)

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UNIVERSITY OF CALICUT 2 YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

1. INTRODUCTION

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII)

It is well known that the quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme. The Teacher Education mission is to empower candidates to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement.

As envisioned by NCTE Regulation 2014 the University of Calicut revises its teacher education programme for preparing professionally empowered teachers. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbue the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes. The Two year B.Ed. programme shall be introduced with effect from academic year 2015-16. The modified curriculum of the two year programme shall be implemented from the academic year 2017-18.

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

Definitions

Programme: Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, the successful completion of which would lead to the award of a bachelor degree in education

The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Calicut and the Calicut University Teacher Education Centers directly run by the University with effect from 2015-2016 admissions.

Course: Course is a complete integrated series of lessons / instructional content which are identified by a common title.

Semester System: An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year. It is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time, called semesters. The B.Ed. programme includes four semesters.

2. STRUCTURE OF THE PROGRAMME

B. Ed. programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under **Perspectives in Education**, six (6) courses under **Curriculum and Pedagogic Studies** and one

(1) additional Optional Courses .Under the category **Engagement with the Field** apart from School Internship four (4) EPC courses are introduced for enhancing professional capacities

SEMESTER III

Practical Courses

EDU.301.SCHOOL INTERNSHIP (16 weeks- 260 Marks)

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

COURSE OBJECTIVES

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching
3. To develop a repertoire of resources which can be used by the intern later in her teaching—textbooks, children's literature, activities, games, and excursions
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality
6. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
7. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community
8. To be able to innovate within existing systemic limitation
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children's learning without a focus only on Achievement.
11. To develop proper professional attitudes, values and interests.
To familiarize with the existing educational scenario of the respective states.

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts

and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice. The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses.

The activities undertaken during the internship period will be presented in Portfolios and **Reflective Journals**. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. . The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

The internship will be organized for a continuous period of **16 weeks** in selected schools. Necessary orientation to the cooperating teachers and headmasters will be organized at the Institute. The School Internship Programme could include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern must create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.

The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. Post-internship Activities and Follow-up activities are to be taken

up by the Institute.

GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of **16 weeks -80 days** in selected schools.
2. For each student-teacher, internship should be conducted preferably in **one school for the entire 16 weeks -80 days**
3. Students should be assigned classes in **any two different standards** that too in **two different levels viz. elementary, secondary or senior secondary**
4. For student-teachers, classes spread over **VI to X.**
5. For post graduate student-teachers, classes spread over **VI to XII.** (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)
6. For student-teachers of Commerce and Computer Science, classes spread over **XI to XII.**
7. The continuous internship period of **16 weeks -80 days** is of two parts of 39 days and 40 days with an interim one day Mid Internship Reflection Session conducted in the Teacher Education Institutions.
8. Each student-teacher has to teach and record a minimum of **60 lessons** in the concerned Optional Subject- **not less than 30 lessons** in the first part (during the first 39 days) and **not less than 30 lessons** in the second part (during the next 40 days). Out of the 60 lessons each student-teacher has to include a minimum of **3 ICT enabled lessons.**
9. Lesson plans/Records have to be maintained by all student-teachers
10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than **10 lessons**
11. The activities undertaken during the internship period should be presented in Portfolios

The activities to be undertaken during the internship period are listed below

- Classroom teaching
- Observing classroom teaching of mentors/ peers,
- Lessons for Health & Physical Education-
- Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)
- Preparation and administration of Achievement tests with quantitative and qualitative analysis of results
- Conducting a Case study/Action research
- Maintain a daily reflective journal
- Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.
- Organizing Participating in the Co curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)

- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing 'Beyond the class Activities' in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

Supervision of School Internship

The supervision of **Internship** is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory.

The Teacher Educators have to observe **not less than 3 lessons** of each student-teacher in the first part and **not less than 2 lessons** in the second part and enter their suggestions in the **Supervision Diary** maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given **Indicators for assessment of internship**

90% attendance in mandatory for Internship. There is no condonation for Internship

ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
	Other interventions in the classroom	
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
	Documents	
8	Observation report of classroom teaching of mentors/ peers	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are not ICT related)	05
12	Improvised apparatus and learning aids made by the intern	10
13	Student artifacts generated in the class room like <i>kai ezhuthu masika</i> , learning aids, charts, posters, albums etc.	10

14	Originality of reflective journal	10
	ICT related expertise	
15	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	10
16	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
	Liaison with school	
17	Participation of intern in the Co curricular activities of the school (like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
18	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
19	Any innovative programme organized by the trainee (if any) supported by an appreciation letter by the HM / Principal.	15
	TOTAL	260

III semester

30 marks Internal (30 hours)

EDU.303 HEALTH ,FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme 7 marks
2. Lesson plan on any one health and fitness education theory classes
(constructive approach) 7 marks
3. Assisting/participation in annual athletic championship/intramural competitions 6 marks
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas ,yoga and stress management 10 marks

EDU.304. COMMUNITY LIVING CAMP (30 Hours- 30 Marks)

COURSE OBJECTIVES

1. To realize the aim of ‘learning to live together’
2. To equip the students to live cooperatively in a society
3. To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
4. To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.
5. To provide chances for democratic living, managing events, division of labour and dignity of labour.
6. To promote social accommodation and broaden the mental abilities of the student-teachers
7. To develop critical thinking about the issues related to the policies/approaches in Education
8. To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
9. To manage events of various dimensions

All the colleges have to organize a **four-day** residential Community Living Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning the objectives and all the activities have to be prepared and submitted by each Student Teacher. The report may also contain some photographs related to activity

Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
- Main theme of the camp during the academic year
- Objectives
- Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self assessment)
- Conclusion

- Appendix –
- Organizing committee - List of groups/ members - Responsibilities (group wise) (Maximum 10 page)

Organization of the camp

Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp.

Programmes suggested for community living camp: Social and educational Surveys, visit to social institutions to study their functioning, undertaking community productive work, campus cleaning/beautification/agriculture, undertaking duties in the camp including preparation /serving of food, attending classes/seminars/etc., participation in games and recreational activities, mock Parliament activities etc.

CRITERIA FOR ASSESSING COMMUNITY LIVING CAMP

	Criteria	Marks
1	Participation in planning and implementing educational activities during the camp	5
2	Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections	8
3	Leadership quality/ Democratic culture/ Social accommodation & adaptability/ Group working skill	6
4	Participation in the community related programmes/ activities	7
5	Comprehensiveness of report (Record)	4
	TOTAL	30