**SRINIVAS UNIVERSITY**

**INSTITUTE OF EDUCATION**

**REGULATIONS & SYLLABUS-2023**

**Norms and Standards for Bachelor of Education programme leading to the (B.Ed.) Degree**

1. **PREAMBLE**

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII).

1. **COURSE CONTENTS**

The B.Ed. programme is duration of two academic years extended up to four semesters. Which can be completed in a maximum of three years from the date of admission to the programme. The medium of instruction and examination of the course shall be both in Kannada and English. The course approved by NCTE, recognized by Government of Karnataka and affiliated to Srinivas University.

 **3. WORKING DAYS**

(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission. That is hundred working days per semester.

(b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

(c) The minimum attendance of student-teachers shall have to be 75% for all course work and practicum, and 90% for school internship.

1. **ELIGIBILITY**

Any UG or PG degree holder of the affiliating university or any other university recognized by UGC and/ a degree from foreign university which has equivalence to Indian Universities are eligible.

* Candidates with at least 50% of marks either in bachelor’s degree and / or the Master’s degree or any other qualifications equivalent thereto, are eligible for admission to the programme.
* Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other Qualification equivalent thereto, are eligible for admission to the B.Ed Degree.
* The minimum marks to be secured in the last qualifying examination in the case of SC/ST/CAT-1/PH candidates will be of 45%.
1. **ADMISSION PROCEDURE**

Rules regarding admission, entrance examination, intake, eligibility, reservations, proportions for different subjects and related norms will be as laid down by the NCTE and the Government of Karnataka from time to time and notified by the University will be followed.

As per the NCTE the college has permission to admit two units (50 students in each unit). Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state Government and the University.

1. **CURRICULUM**

The B.Ed. curriculum designed according to NCTE norms which integrates the 'study of subject knowledge, human development, and pedagogical knowledge and communication skills. This programme shall comprise three broad curricular areas, Perspectives in Education (PE), Curriculum and Pedagogic Studies (CPS) and Engagement with the filed, the self, the child, community and school (EPC)- Enhancing professional capacities.

The courses under each of these curricular areas will be based on a close reading of original writings, seminars/term paper presentation and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga, education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

**i) Theory Courses**

**(a) Perspectives in Education (PE)**

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning gender in the context of school and society and inclusive education. The course in childhood studies shall enable students-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on ‘Contemporary India and Education” shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian Society and the implications for education with analyses of significant policy debates in Indian education. The course on ‘knowledge and curriculum’ will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on ‘teaching and learning’ will focus on aspects of sociological and emotional development, self and identify and cognition and learning.

**b) Curriculum and Pedagogic Studies (CPS)**

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner, and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages and a subject area from the same discipline, at one/two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigate projects shall be included to recommend concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

**(ii) Engagement with the Field/Practicum (EPC)**

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curriculum areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

(a) Tasks and Assignments that run through all the courses

(b) School internship

(c) Courses on Enhancing Professional Capacities.

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school and the child in school and out of school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management committee, etc. Community based engagement may also include oral history projects with a community of artisans as part of ‘Contemporary India and Education’ or Pedagogy of Social Science/History’. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, Drama and Art, self-development and ICTs. A course on critical understanding of ICT shall be offered as an important curricular resource, according primacy to roll of the teacher, ensuring public ownership of digital resources and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personnel self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, inter personal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change: understanding and practicing yoga education, developing social sensitivity and capacity to listen and emphasize.

**iii) School Internship**

School internship would be a part of the broad curricular area of ‘Engagement with the Field’ and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and school (including engaging in continues and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Students-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at to levels, namely upper primary (classes VI to VIII) and secondary (IX and X) or senior secondary with at least 16 weeks in secondary /senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in school will be for a minimum duration of 20 weeks for a 2 year programme (4 weeks in first year and 16 weeks in the second year as noted above). This should also include besides practice teaching and initial phase of one week for observing a regular class room with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

**7. ATTENDANCE REQUIREMENT:**

1. All students must attend every lecture, tutorial and practical classes.
2. Any student with less than 75% of attendance in a course in aggregate during a semester shall not be permitted to appear to the end semester examination.
3. Teachers offering the courses will place the above details in the School / Department meeting during the last week of the semester, before the commencement of term end examination, and subsequently a notification pertaining to the above will be brought out by the Head of the School before the commencement of term end examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).
4. **SEMESTER WISE DISTRIBUTION OF THE COURSES, CREDIT POINTS AND MARKS**

**I Semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Papers** | **Credits** | **Internal Assessment** | **External Assessment** | **Total Marks** |
|  |  |  | **Maximum** | **Minimum to pass** | **Maximum** | **Minimum to pass** |  |
| BED23PE11 | Learning & Teaching Process | 4 | 30 | 15 | 70 | 35 | 100 |
| BED23PE12 | Philosophical and Sociological Foundation of Education |  4 | 30 | 15 | 70 |  35 | 100 |
| BED23PE13 | Educational Technology  | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23CPS141BED23CPS142BED23CPS143 | Pedagogy of School Subject -1Languages Commerce Physical Science | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23CPS151BED23CPS152BED23CPS153 | Pedagogy of School Subject -2Social Science Mathematics Biological Science | 2 |  15 | 7.5 | 35 | 17.5 | 50 |
| BED23EPC16 | Fundamentals of ICT and its Application | 2 | 50 | 25 | - | - | 50 |
| BED23EPC17 | Microteaching and Simulation Lessons | 2 | 50 | 25 | - | - | 50 |
| BED23EPC18 | Reading and Reflection on Texts | 2 | 50 | 25 | - | - | 50 |
|  | Total Scores/Credits | 20 | 255 |  | 245 |  | 500 |

**II Semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Papers** | **Credits** | **Internal Assessment** | **External Assessment** | **Total Marks** |
|  |  |  | **Maximum** | **Minimum to pass** | **Maximum** | **Minimum to pass** |  |
| BED23PE21 | Childhood & Growing up | 4 | 30 | 15 | 70 | 35 | 100 |
| BED23PE22  | Educational Tools, Techniques and Assessment | 4 | 30 | 15 | 70 | 35 | 100 |
| BED23PE23  | Inclusive Education | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23CPS241BED23CPS242BED23CPS243BED23CPS244BED23CPS245BED23CPS246 | Pedagogy of School Subject – 1 EnglishKannadaHindiCommercePhysicsChemistry | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23CPS251BED23CPS252BED23CPS253 | Pedagogy of School Subject – 2Social Science Mathematics Biological Science | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23EPC26  | Practice teaching and Reflective diaryPedagogy of School Subject – 1  | 2 | 50 | 25 | - | - | 50 |
| BED23EPC27  | Practice teaching and Reflective diaryPedagogy of School Subject – 2 | 2 | 50 | 25 | - | - | 50 |
| BED23EPC28  | Unit plan / Unit test | 2 | 50 | 25 | - | - | 50 |
|  | Total Scores/Credits | 20 | 255 |  | 245 |  | 500 |

**III Semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Papers** | **Credits** | **Internal Assessment** | **External Assessment** | **Total Marks** |
|  |  |  | **Maximum** | **Minimum to pass** | **Maximum** | **Minimum to pass** |  |
| BED23PE31 | Contemporary Education in India | 4 | 30 | 15 | 70 | 35 | 100 |
| BED23PE32 | Knowledge and Curriculum | 4 | 30 | 15 | 70 | 35 | 100 |
| BED23PE33 | Gender, School and Society  | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23PE341BED23PE342BED23PE343 | Optional SubjectHealth and Physical EducationValue EducationEducational and Vocational guidance | 2 | 15 | 7.5 | 35 | 17.5 | 50 |
| BED23EPC35 | Yoga and Education | 2 | 50 | 25 | - | - | 50 |
| BED23EPC36 | Drama and Art in Education | 2 | 50 | 25 | - | - | 50 |
| BED23EPC37 | Community Services | 2 | 50 | 25 | - | - | 50 |
| BED23EPC38 | Co-curricular activities | 2 | 50 | 25 | - | - | 50 |
|  | Total Scores/Credits | 20 | 290 |  | 210 |  | 500 |

**IV Semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Papers | Credits | Internal Assessment | External Assessment | Total Marks |
|  |  |  | Maximum | Minimum to pass | Maximum | Minimum to pass |  |
| BED23CPS41 | Language across the curriculum | 2 | 50 |  25 | - | - | 50 |
| BED23EPC42 | Psycho-Social Tools and Techniques | 2 | 50 |  25 | - | - | 50 |
| BED23EPC43 | Action Research  | 2 | 50 |  25 | - | - | 50 |
| BED23EPC44 | School Internship | 10 | 250 |  125 | - | - | 250 |
| BED23EPC45 | Practical Exam in School Subject –Pedagogy 1 | 2 | - |  -   | 50 | 25 | 50 |
| BED23EPC46 | Practical Exam in School Subject –Pedagogy 2 | 2 | - |  -   | 50 | 25 | 50 |
|  | Total Scores/Credits  | 20 | 400 |  | 100 |  | 500 |

Note: As per NCTE regulations

**PE -** Perspectives in Education - Theory Papers

**CPS** - Curriculum and Pedagogic Studies. – Theory / Practical

Pedagogy of School Subject 1 – English, Kannada, Hindi, Physics, Chemistry, Commerce

Pedagogy of School Subject 2 – Social Science, Biology, Mathematics

**EPC** - Enhancing Professional Capacities – Field Work

**9. ASSESSMENT OF SEMESTER EXAMINATIONS**

Final Semester Examination will be conducted after the completion of 100 working days. The Internal and External marks of the Examination are assessed and grading is done according to the Srinivas University Norms as follows.

**Credit Ranges and Grading System for B.Ed. Course**

**As per Srinivas University Norms**

* B.Ed. Degree is 80 Credits Programme.
* Per Semester 20 Credits

Performance of the students is evaluated continuously and also by means of Semester End Examination, Practice teaching, Project work, viva-voce and other method of testing as approved by the university.

**Grading System**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Out standing** | **Excellent** | **Very good** | **Good** | **Above Average** | **Average** | **Poor** | **Fail** |
| Letter Grade | O | S | A | B | C | D | E | F |
| Grade Points | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 0 |
| Score (100Marks) Range (%) | >90 | <90 | <80>70 | <70>65 | <65>60 | <60>55 | <55>50 | <50 |
| Score (50 Marks) Range (%) | >45 | <45>40 | <40>35 | <35>32 | <32>30 | <30>27 | <27>25 | <25 |

Percentage equivalence of cumulative Grade point Average (CGPA) for the 10 point Scale

|  |  |
| --- | --- |
| **Grade Points** | **Percentage Marks and Class** |
| 8.25 | 75 |
| 7.75 | 75 First Class with Distinction (FCD)  |
| 7.25 | 65 |
| 6.75 | 60 First Class (FC) |
| 6.25 | 55 |
| 5.75 | 50 Second Class (SC) |

**Written Examination Question paper pattern**

Each theory course question paper will be designed for 2½ hours for 70 marks and 1½ hours for 35 marks. The questions and allotment of marks are as described below:

**Final Semester Exams (70 marks)**

The question paper contains **Part – A**, **Part – B** **& Part – C** (All are compulsory)

**Part – A** involves 10 Multiple Choice Questions to be answered. ------------ 1 X 10 = 10 marks

**Part – B** involves 6 Questions to be answered out of 8 choices given. ---------- 6 X 5 = 30 marks

**Part – C** involves 3 Questions to be answered out of 4 choices given. --------- 3 X 10 = 30 marks

**Criteria to pass in each subject:**

* **A student should score minimum 35 marks out of 70 in semester examination**
* **A student should score 15 out of 30 marks in the internal assessment**

**Final Semester Exams (35 marks)**

The question paper contains **Part – A**, **Part – B** **& Part-C** (All are compulsory)

**Part – A** involves 5 Multiple Choice Questions to be answered. --------------- 1 X 5 = 5 marks

**Part – B** involves 4 Questions to be answered out of 6 choices given. ----------- 4 X 5 = 20 marks

**Part – C** involves 1 Questions to be answered out of 2 choices given. --------- 1 X 10 = 10 marks

**Criteria to pass in each subject:**

* **A student should score minimum 17.5 marks in semester examination.**
* **A student should score minimum and 7.5 out of 15 marks in the internal assessment**

**10. PASSING CRITERIA FOR SEMESTER END EXAMINATION**

* Each candidate who appears for the Internal, External and Practical Examination shall be declared to have passed only if he or she secures not less than 50% in aggregate in each course.
* The candidate who has not fulfilled internal assessment completely in each semester will not be eligible to the write the final semester examination.
* A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again within one week of the commencement of the results by appearing for the makeup Examination conducted by the University.
* Criteria for booking malpractices, grace marks to the awarded and challenge valuation are followed according to the regulations of Srinivas University manual for conducting Examination.

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