



P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

2.6.2: Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

UNIVERSITY REGULATION



University Regulation

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KANNUR UNIVERSITY
BACHELOR OF EDUCATION (B.Ed) DEGREE PROGRAMME
Regulations and Scheme of Examination

The Bachelor of Education (B.Ed.) Programme of Kannur University is a professional programme that prepare teachers for upper primary or middle level, secondary level and senior secondary level. Teacher education institutions shall make arrangements for effective curriculum transaction through many innovative teaching-learning strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/ group assignment, face to face contact, tutorial / library work, research approach etc.

Major Objectives of the Programme

- ❖ To prepare professionally competent, reflective and versatile teachers
- ❖ To develop social sensitivity and consciousness and finer human sensibilities among prospective teachers through self reflection.
- ❖ To acquires adequate knowledge of the content of the school subjects concerned, of Upper primary, Secondary and Higher secondary classes.
- ❖ To provide systematic hands-on activities including analysis of text books, curriculum and syllabi, choosing and designing activities for classrooms
- ❖ To educate prospective teachers to connect school knowledge with community knowledge and life outside school.
- ❖ To construct knowledge on the basis of their own observation, experiences, analysis and reflection
- ❖ To understand the psycho-social attributes and needs of learners, their special abilities and characteristics
- ❖ To create awareness about latest developments and thinking in the field of education.
- ❖ To understand innovative child centred teaching learning strategies.
- ❖ To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning experiences.
- ❖ To acquires skills in developing and using ICT integrated learning resources for classroom learning.
- ❖ To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications to interpret the results.
- ❖ To acquaint with professionalization of teacher education.




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1. TITLE: These regulations shall be called "Regulations and Guidelines for the Two Year B.Ed. Programme of Kannur University".

2. SCOPE: Applicable to Regular B.Ed Programme conducted by Kannur University with effect from 2015-2016 Admissions. The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

3. DEFINITIONS

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

Semester System: An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year.

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

Core course(C): Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

Pedagogic Course (P): - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

Elective Course (E): An elective course is one chosen by a student from a number of optional courses in the curriculum.

EPC Course: EPC Course means a course which would enhance professional competency of B.Ed students which is compulsory for all students undergoing B.Ed Programme.

4. DURATION OF THE PROGRAMME: The B.Ed Programme is of four semesters spread over two year duration.

5. STRENGTH OF STUDENTS: There shall be a basic Unit of 50 students, with a maximum of 2 Units. There shall not be more than 25 students per teacher for a school subject for method courses and other practical activities of the programme to facilitate participatory teaching and learning.



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6. ELIGIBILITY FOR ADMISSION: Eligibility for Admission and norms for admission to B.Ed Degree programme shall be according to the rules framed by the Government/ Kannur University from time to time.

(i) General

(a) Candidates seeking admission to the B.Ed. course should have passed B.A./B.Sc/M.Com Degree examination (under the 10+2+3 pattern) with one main/core subject and two subsidiary/ complementary course from this University or any other University recognized by this University as equivalent thereto.

(b) Candidates who have passed their qualifying Examination from Universities outside Kerala should submit Eligibility/Equivalence Certificate stating that their qualifying Examination is recognized by this University, for seeking admission to B.Ed Degree Course in a particular optional subject in a stream as applicable, along with their application.

(c) Double or triple main candidates of other Universities will be considered for admission only if they furnish the copies of the Equivalence/Eligibility certificate from Kannur University stating that the qualifying examination is recognized for seeking admission to B.Ed Degree course in a particular optional subject. Equal weightage is given to Single main, Double main and Triple main Degree holders.

(d) The minimum requirement of marks for admission to B. Ed. Course is 50 % or equivalent CGPA (No rounding off of the percentage of marks to the nearest whole number is permitted) in Bachelor's Degree [Science/Arts Subjects] for Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone with 50% or equivalent CGPA in MA/M.Sc/M Com with usual relaxation for the eligible categories as per University/Government/NCTE Norms.

(e) Candidates belonging to SC/ST and natives of Lakshadweep, Aided or Government Teachers with 3 years regular service need to secure a pass in the Degree Examination. The candidates belonging to SEBC will be given a relaxation of 5% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum marks. Blind candidates who have more than 40% disability will be given relaxation of 5% from the prescribed minimum marks. Candidates should be physically fit and mentally sound. Deaf/Dumb candidates are not eligible. However blind candidates are eligible for admission to courses other than Science optional.

(ii) For Language Optional

a) English: BA Degree with English Language and Literature/Functional English/ Communicative English with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA English Language and Literature/Functional English/Communicative English or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part I English/Common Course - I (English).

b) Malayalam: BA Degree with Malayalam Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Malayalam

Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course - 2 (Malayalam) .

c) Hindi: B.A. Degree with Hindi Language and Literature/ Functional Hindi with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Hindi Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Hindi) .

d) Arabic: B.A. Degree with Arabic Language and Literature /Afzal-Ul-Ulama Degree with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Arabic Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Arabic) .

e) Kannada: BA Degree with Kannada Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Kannada Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Kannada).

f) Sanskrit: BA. Degree with Sanskrit Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Sanskrit Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – (Sanskrit) .

Note: Candidates applying for the course under the language stream with a Bachelor's Degree in the subject concerned will be ranked first in that particular stream. Candidates applying for the course under any language stream based on Part I/Part II or common courses at under graduate level and having PG Degree in the same subject as in Part I/Part II will be ranked only after that.

iii) For Other Optional Subjects

(a) Mathematics: B.Sc Degree with Mathematics/Statistics/Applied Statistics as main, with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc. Mathematics/Statistics/Applied Statistics. Candidates with Statistics/Applied Statistics should have studied Mathematics as one of the subjects.

(b) Physical Science: B.Sc Degree with Physics/ Chemistry/ Polymer Chemistry/ Geology/ Petrochemicals/Bio Chemistry/Industrial Chemistry main with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or

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Part III (Core and Complementary courses) alone or 50% marks in M.Sc Physics/Chemistry/Polymer Chemistry/Geology/Petrochemicals/Bio chemistry/Industrial Chemistry/Photonics(Integrated from CUSAT)

(c) Natural Sciences: B.Sc Degree with Botany/Zoology/Biochemistry/B.Sc Plant Science/Home Science with Zoology or Botany as subsidiary/Aquaculture (with Biochemistry and Zoology as Subsidiaries)/Forestry and Wood Technology/ Biotechnology/Microbiology with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc Botany/Zoology/Biochemistry/Plant Science/Home Science. They should have studied Zoology/Botany/Bio Chemistry as one of the subjects in Degree level.

(d) Social Science: B.A Degree with History/Arabic and Islamic History/Urudu and Islamic History/Geography /Politics/ Economics/ Sociology/ Psychology/ Philosophy/ West Asian Studies with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A History/Arabic and Islamic History/Geography/ Politics/Economics / Sociology/ Psychology/ Philosophy/ West Asian Studies.

(e) Commerce: Candidates who have secured M.Com Degree with not less than 50% marks alone are eligible for admission to the B.Ed Course in Commerce. Such candidates are not eligible for admission to any other B.Ed Course.

Illustration

The procedure to calculate CGPA of core and complementary courses together on the basis of Grade card issued by Kannur University from 2009 admission onwards illustrated through the example below:

Course	Credit	CGPA	CGP= Credit X CGPA
Core	54	3.52	190.08
Complimentary I	12	3.12	37.44
Complimentary II	12	2.68	32.16
Total	78	9.68	259.68

$$\text{CGPA} = \frac{259.68}{78} = 3.33$$

$$\text{Hence percentage of marks} = 3.33 \times 25 = 83.25$$

7. SELECTION CRITERIA:

The image shows a handwritten signature in blue ink over a circular official stamp. The stamp contains the text 'REGISTRAR' and 'KANNUR UNIVERSITY' around the perimeter. The signature is written across the center of the stamp.

a) Selection is based on the marks/grade obtained by the applicant in the Degree Examination for Part III / core and complementary courses or Part I /Part II common courses as the case may be.

b) Special weightage will be given to post graduate, in the same subject concerned as shown below:

MA/M.Sc	First Class	5 points/marks
-do-	Second Class	3 points/marks
-do-	Third Class	2 points/marks

A weightage of 5 points/marks will be given to candidates who have taken Degree from Kannur University.

A weightage of five index points will be given to the natives of Kannur University jurisdiction (ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission to B.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

c) Weightage will be given to Teachers in Government/Aided School service. Total approved service of applicants will be considered in ranking. (0.1 index point will be given for each completed month of experience). Approved Service means full time teaching experience in Government/Aided Schools duly certified in form IV of KER by the controlling officer, that is Head of the School and countersigned by the concerned A.E.O./D.E.O.

d) 10% of seats are reserved for Teachers in service of Kerala (in Govt. College only). Teachers having a minimum of 3 years experience with relaxation of 2 years to T.T.C holders, 1 year to L.T.T.C/Diploma in Teaching and one year to Diploma in Pre-Primary Education as per rules as on the date of notification alone are eligible to apply for selection under Teacher's quota. Those who are eligible to get study leave for the duration of the entire course from the authority concerned alone need apply and in case they are selected for the course, they should produce a certificate from the Head of Schools concerned, that they have applied for eligible leave for the duration of the course before being admitted.

e) Those who have undergone NCC Training with minimum 75% attendance as stipulated in GO 673/04/HEDN, dated 15-04-1994 will be given an additional 5 marks. This will be added to the marks obtained by the candidate for Part III/Core and Complementary courses. Eligible weightage will be given to NCC A,B,C certificate holders.

f) In the case of applicants with double main and triple main subjects, admission will be based on the total of all main subjects, and weightage will be given only on the subject which the applicant applies as optional.

g) Ezhava/Thiyya/Billava/Muslim/O.B.H/SIUC/LC applicants are eligible for consideration for reservation of seats as per the Government rules in this regard.

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8. MEDIUM OF INSTRUCTION: The medium of instruction shall be English for all courses. However, in case of languages, instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam.

9. ATTENDANCE

- a. One semester of B.Ed programme will normally consists of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance of the total working days in each semester.
- b. Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the Principal of the college on genuine grounds.
- c. The percentage of attendance of a candidate to be calculated based on the total number of working days as stipulated by NCTE / University.
- d. A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship in the subsequent years.

Re – admission:

A student who did not have sufficient attendance and could not appear for the examination may be re admitted in the subsequent year as term student, with a permission of principal and concurrence of University, only if he/she had completed the all internship activities successfully.

10. STRUCTURE OF THE PROGRAMME

Total Marks for the Programme	:	1500
Duration of the Programme	:	Two Years Comprising 4 Semesters

Semesters	Period	No. of working days	Remarks
I	June to October	100	
II	November to March	100	April/May Summer vacation School Acclimatization programme in November;
III	June to October	100	80 days/ 15 weeks in school (internship)+ one week for demonstration/criticism classes
IV	November to March	100	

11. PERIOD OF EXAMINATION (SUGGESTED)


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First semester external examinations shall be conducted in November, second semester in April, Practical examination during November and examinations for the third semester pedagogy course and fourth semester courses shall be held in April. The mark sheets of internal marks on the prescribed processes of theory courses including EPCs shall be submitted to the University immediately after the closure of each semester.

12. CURRICULUM CONTENT

The content of the Teacher Education Curriculum has been designed keeping in view the envisioned profile of a teacher, who manages teaching learning resources, acts as a facilitator and counselor for the students and mobilizes community resources for larger benefit of the society.

The Two Year B.Ed programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters – (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies, and (iii) Engagement with the Field.

There are six courses under *Perspectives in Education* and five courses under *Curriculum and Pedagogic Studies* and four courses for *Enhancement of Professional Capacities (EPC)* under Engagement with the field. A couple of courses are stretched into Parts I and II in order to space out the learning load and make for easier internalization. Part (iii) courses are essentially meant for sensitizing student teachers to specific dimensions of their development as teachers.

The course contents require expertise of faculty in the institution as well as visiting faculty for courses on drama, communication, ICT, understanding the self, etc. The colleges offering B Ed would have to make necessary planning for identifying and incorporating faculty for transacting the same. Most of the modules in the revised curriculum and syllabus require team effort from the faculty within and outside the institution and may not be considered as water tight compartments confined to a single teacher mode. Institutions would be advised to have the combined efforts of the entire faculty on the basis of expertness and competence to provide valuable inputs and rich experience to the B Ed students.

13. LIST OF COURSES

A. CORE COURSES

Sl. No	Courses No.	Name of Course
1	BED C 101	Psychology of Childhood and Growing Up
2	BED C 102	Contemporary India and Education
3	BED C 103	Language Across the Curriculum
4	BED C 201	Psychology of Learning and Teaching
5	BED C 202	Knowledge and Curriculum-Part I
6	BED C 401	Gender, School and Society
7	BED C 402	Knowledge and Curriculum-Part II


 HOD, CPE
 Date: _____

BED P 202.6 Assessment for Learning-Malayalam
 BED P 202.7 Assessment for Learning-Mathematics
 BED P 202.8 Assessment for Learning-Natural Science
 BED P 202.9 Assessment for Learning-Physical Science
 BED P 202.10 Assessment for Learning-Sanskrit
 BED P 202.11 Assessment for Learning-Social Science

BED P 301.1. Pedagogy of School Subject – Part II: Arabic
 BED P 301.2. Pedagogy of School Subject – Part II: Commerce
 BED P 301.3. Pedagogy of School Subject – Part II: English
 BED P 301.4. Pedagogy of School Subject – Part I: Hindi
 BED P 301.5. Pedagogy of School Subject – Part II: Kannada
 BED P 301.6. Pedagogy of School Subject – Part II: Malayalam
 BED P 301.7. Pedagogy of School Subject – Part II: Mathematics
 BED P 301.8. Pedagogy of School Subject – Part II: Natural Science
 BED P 301.9. Pedagogy of School Subject – Part II: Physical Science
 BED P 301.10. Pedagogy of School Subject – Part II: Sanskrit
 BED P 301.11. Pedagogy of School Subject – Part II: Social Science

C. ELECTIVE COURSES: Institutions with 50 annual intakes should offer a minimum of two courses from this (from 401.1 to 401.5) and institutions with 100 annual intakes should offer at least four courses from this category.

BED E 401.1. Guidance and Counseling
 BED E 401.2. Health and Physical Education
 BED E 401.3. Peace Education
 BED E 401.4. Environmental Education
 BED E 401.5.1. Additional Pedagogy- Arabic
 BED E 401.5.2. Additional Pedagogy-Commerce
 BED E 401.5.3. Additional Pedagogy- English
 BED E 401.5.4. Additional Pedagogy-Hindi



- BED E 401.5.5. Additional Pedagogy-Kannada
 BED E 401.5.6. Additional Pedagogy-Malayalam
 BED E 401.5.7. Additional Pedagogy-Mathematics
 BED E 401.5.8. Additional Pedagogy-Natural Science
 BED E 401.5.9. Additional Pedagogy-Physical Science
 BED E 401.5.10. Additional Pedagogy-Sanskrit
 BED E 401.5.11. Additional Pedagogy-Social Science

D. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

- EPC 01 : Reading and Reflecting on Texts
 EPC 02 : Drama and Art in Education
 EPC 03 : Critical Understanding of ICT
 EPC 04 : Understanding the Self

14. COURSE STRUCTURE OF THE PROGRAMME

COURSES	SEM 1	SEM II	SEM III	SEM IV
Core courses	BED C 101	BED C 201		BED C 401
	BED C 102	BED C 202		BED C 402
	BED C 103		-----	BED C 403
Pedagogic courses	BED P 101*	BED P 201*		
		BED P 202*	BED P 301*	-----
Elective Courses	-----	-----	-----	BED E 401*
EPC Courses (Internal Evaluation)	EPC 01	EPC 02	-----	EPC 03
				EPC 04

*Indicates branches

15. SCHEME OF EXAMINATION (SEMESTER WISE DETAILS)

The student teachers shall be required to study 4 courses each during the first, second and fourth semesters, and one course during the third semester apart from physical education practical and EPC courses. Each theory course has the component of internal and external assessment. The external


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assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally. The weightage in terms of marks for different courses (theory internal) is given below.

SEMESTER I

Duration of the Semester: 100 days

Course Code	Course	Marks		
		External	Internal	Total
BED C 101	Psychology of Childhood and Growing Up	80	20	100
BED C 102	Contemporary India and Education	80	20	100
BED C 103	Language Across the Curriculum	50	10	60
BED P 101.1.	Understanding the Discipline and Subject-Arabic.	50	10	60
BED P 101.2.	Understanding the Discipline and Subject-Commerce.	50	10	60
BED P 101.3	Understanding the Discipline and Subject- English	50	10	60
BED P 101.4	Understanding the Discipline and Subject –Hindi	50	10	60
BED P 101.5	Understanding the Discipline and Subject-Kannada	50	10	60
BED P 101.6	Understanding the Discipline and Subject-Malayalam	50	10	60
BED P 101.7	Understanding the Discipline and Subject- Mathematics	50	10	60
BED P 101.8	Understanding the Discipline and Subject-Natural Science	50	10	60
BED P 101.9	Understanding the Discipline and Subject-Physical Science	50	10	60
BED P 101.10	Understanding the Discipline and Subject-Sanskrit	50	10	60
BED P 101.11	Understanding the Discipline and Subject-Social Science	50	10	60
EPC 01	Reading and Reflecting on Text	--	50	50
Total for theory		260	110	370
BED C 104	*Physical Education Practical	-----	30	30


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Total	260	140	400
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SEMESTER II

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 201	Psychology of Learning and Teaching	80	20	100
BED C 202	Knowledge and Curriculum – Part I	50	10	60
BED P 201.1	Pedagogy of School subject – Part I: Arabic	50	10	60
BED P 201.2	Pedagogy of School subject –Part I: Commerce.	50	10	60
BED P 201.3	Pedagogy of School subject–Part I: English	50	10	60
BED P 201.4	Pedagogy of School subject – Part I: Hindi	50	10	60
BED P 201.5	Pedagogy of School subject–Part I: Kannada	50	10	60
BED P 201.6	Pedagogy of School subject –Part I: Malayalam	50	10	60
BED P 201.7	Pedagogy of School subject –Part I: Mathematics.	50	10	60
BED P 201.8	Pedagogy of School subject –Part I: Natural Science.	50	10	60


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BED P 201.9	Pedagogy of School subject –Part I: Physical Science	50	10	60
BED P 201.10	Pedagogy of School subject –Part I: Sanskrit	50	10	60
BED P 201.11	Pedagogy of School subject –Part I: Social Science	50	10	60
BED P 202.1	Assessment for Learning-Arabic	80	20	100
BED P 202.2	Assessment for Learning-Commerce	80	20	100
BED P 202.3	Assessment for Learning-English	80	20	100
BED P 202.4	Assessment for Learning-Hindi	80	20	100
BED P 202.5	Assessment for Learning-Kannada	80	20	100
BED P 202.6	Assessment for Learning-Malayalam	80	20	100
BED P 202.7	Assessment for Learning-Mathematics	80	20	100
BED P 202.8	Assessment for Learning-Natural Science	80	20	100
BED P 202.9	Assessment for Learning-Physical Science	80	20	100
BED P 202.10	Assessment for Learning-Sanskrit	80	20	100
BED P 202.11	Assessment for Learning-Social Science	80	20	100
EPC D2	Drama and Art in Education	---	50	50
BED C 203	* Physical Education Practical		30	30
Total		260	140	400


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SEMESTER III

Duration of the semester 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED P 301.1.	Pedagogy of School Subject – Part II: Arabic			
BED P 301.2.	Pedagogy of School Subject – Part II: Commerce	50	10	60
BED P 301.3.	Pedagogy of School Subject – Part II: English	50	10	60
BED P 301.4	Pedagogy of School Subject – Part II: Hindi	50	10	60
BED P 301.5.	Pedagogy of School Subject – Part II: Kannada	50	10	60
BED P 301.6.	Pedagogy of School Subject–Part II: Malayalam	50	10	60
BED P 301.7.	Pedagogy of School Subject – Part II: Mathematics	50	10	60
BED P 301.8.	Pedagogy of School Subject – Part II: Natural Science	50	10	60
BED P 301.9	Pedagogy of School Subject – Part II: Physical Science	50	10	60
BED P 301.10	Pedagogy of School Subject – Part II: Sanskrit	50	10	60
BED P 301.11	Pedagogy of School Subject – Part II: Social Science	50	10	60
BED C 302	School Internship (15 weeks)	---	200	200
BED C 303	Practicum during internship		90*	90
	Total	50	300	350


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 KALLIYANGAL
 DECEMBER 2019


Break up of 90* marks

Record of Practice Teaching	10 marks
Record of Demonstration/ Criticism	10 marks
Handling of Health & Phy. Edn. Class	20 marks
Learning Aids	10 marks
Observation Record of a Regular Classroom of a teacher	10marks
Case Study/Action Research	10 marks
Blue Print and Question Papers	10 marks
Working with School Programme (Arts Festival/Red Cross/Sports & Games, etc.)	10 Marks
Total	90 marks
Total for the third semester:	350 Marks

Semester IV

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 401	Gender, School and Society	50	10	60
BED C 402	Knowledge and Curriculum – Part II	50	10	60
BED C 403	Creating an Inclusive School	50	10	60
BED E 401.1	Guidance and Counseling	50	10	60
BED E 401.2	Health and Physical Education	50	10	60


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 SIDDHAPETA
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BED E 401.3	Peace Education	50	10	60
BED E 401.4	Environmental Education	50	10	60
BED E 401.5.1.	Additional Pedagogy-Arabic	50	10	60
BED E 401.5.2.	Additional Pedagogy-Commerce	50	10	10
BED E 401.5.3.	Additional Pedagogy-English	50	10	60
BED E 401.5.4.	Additional Pedagogy-Hindi	50	10	60
BED E 401.5.5.	Additional Pedagogy-Kannada	50	10	60
BED E 401.5.6.	Additional Pedagogy-Malayalam	50	10	60


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BED E 401.5.7.	Additional Pedagogy-Mathematics	50	10	60
BED E 401.5.8.	Additional Pedagogy-Natural Science	50	10	60
BED E 401.5.9.	Additional Pedagogy-Physical Science	50	10	60
BED E 401.5.10	Additional Pedagogy-Sanskrit	50	10	60
BED E 401.5.11.	Additional Pedagogy-Social Science	50	10	60
EPC 03	Critical Understanding of ICT	---	50	50
EPC 04	Understanding the Self	---	50	50
BED C 404	*Physical Education Practical	--	10	10
Total		200	150	350

*Record of Physical and Health Education

16. CRITERIA FOR INTERNAL ASSESSMENT

Attendance	4	4
Test	2	6
Assignment	2	4


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Task	2	6
Total	10	20

17. CRITERIA FOR DISTRIBUTING MARKS FOR ATTENDANCE

Attendance	Marks
Above 90%	4
85- 90%	3
80-85%	2

18. ENGAGEMENT WITH THE FIELD-- ORGANIZATION AND ASSESSMENT

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. This curricular area has the following components:

(i) **TASKS AND ASSIGNMENTS** that run through all the courses as indicated in the year wise distribution of the syllabus: Two weeks shall be utilized for collecting data for the given tasks and assignments.

(ii) School Acclimatization Programme

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational resource centers, etc. one week in school to acclimatize student teachers to the school and its environment, understanding of children, teaching-learning process and school dynamics. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators / school teachers or principals.

(iii) SCHOOL INTERNSHIP

Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

Objectives of Internship

- Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.
- Develop required skills to teach in an inclusive classroom



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- Use different activity based and stage specific learning methods and strategies in the class rooms.
- Incorporate the components of ICT in classroom transaction.
- Learn about school activities, scheme and programmes and their impact on children.
- Utilize the community resources for meaningful partnership between school and community.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For each student-teacher, internship should be conducted preferably in one school for the entire 15 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. However, internship period should not be reduced for the 'delivery' of a certain number of lesson plans, but should aim at meaningful and holistic engagement with learners and the school.

School internship should be designed for interns to teach for 5 days per week for a minimum period of 16 weeks, including an initial phase of observing a regular classroom. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who may also be supported by general teachers. The intern will be required to develop unit plans for which she must choose and design appropriate activities. The minimum number of lessons to be delivered is 60 at two levels excluding Physical and Health Education classes. If a student practices teaching at different levels (upper primary, middle level, secondary and senior secondary) during the internship period, the minimum number of lessons to be delivered in a level should not be less than 15. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal *(Reflective Daily Diary) in which the intern will reflect on his/her practice and also attempt to draw linkages between pedagogy and the theory courses she/he has studied.

***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.

19. PRACTICAL EXAMINATION:



Practical examination will be conducted by External Examination Boards constituted by the University. The duration of examination in a college shall be three days for a unit of 50 students and four days for two units of 100 students.

One examiner for optional course and one examiner for physical & health education will conduct the practical examination. All the records/products of item 1 to 9 except 4 given below will be verified by the optional examiner. No separate examiners for audio visual education and measurement and evaluation. Examiner for Physical & health education will evaluate item no. 4. However the marks awarded internally for teaching competency, handling of health & physical education classes, learning aids and achievement tests and case study/action research only will be standardized by the board.

The Board shall observe and evaluate the teaching competency and other practical works of all candidates. All candidates should appear for a viva voce for optional and physical & health education. The chairperson of the Practical Examination board also will verify the records and conduct viva voce for selected candidates (10 to 15%) of an institution.

Assessment of Internship Activities

1. Regular Class room teaching delivery of 60 lessons	200 marks
2. Record of Practice Teaching	10 marks
3. Record of 5 Demonstration classes/ 8 Criticism classes	10 marks
4. Handling of Health & Physical Education Class	20 marks
5. Learning Aids	10 marks
6. Observation of 5 lessons of a regular teacher	10 marks
7. *Case Study/ Action Research	10 marks
8. Blue Print and Question Papers	10 marks
9. Working with School Programme	10 marks

(Arts Festival/Red Cross/Sports & Games, etc.)

*Case Study/Action Research

All the student teachers must identify a topic during the second semester and make proposal for Action Research/ Case Study to be completed during the internship programme. The report shall be submitted for verification during the practical examination.

*Learning Resources

ICT integrated learning aids, models and still models used during the internship are to be submitted for evaluation. Preparation and use of charts,



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glass slides, and transparency sheets, etc. shall be minimized. Only eco friendly materials are to be used for making learning aids/resources.

20. ORGANIZATION OF EPC COURSES

All the EPC courses shall be organized as per the instructions/guidelines given in each syllabus. Some of the contents in the EPC courses, though outlined in a semester in the two year programme, need not be confined to that semester. Rich and varied experience across the semesters should be provided to students with the necessary credit hours gained throughout the programme. A record of the activities oriented towards the same may be beneficial in monitoring the EPC courses.

EPC 01: Reading and Reflecting on Texts: Forty contact hours shall be utilized for developing proficiency in reading, writing, speaking, etc. The course shall be conducted as per the guidelines given in the syllabus under the leadership of Language faculty members of the college. Students shall be directed to submit reading reflections after completing each reading assignment. These reflections not only encourage students to read more regularly, they also promote content mastery and foster student development of monitoring, self-evaluation, and reflection skills. Though Teacher Education Institutions have the freedom to select appropriate and relevant books for reading/writing/speaking activities, the activities shall offer opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

Criteria for awarding Marks

1. Test	: 10 Marks
2. Tasks on Narrative Writing	: 10 Marks
3. Tasks on Expository Writing	: 10 Marks
4. Tasks on Journalistic Writing	: 5 Marks
5. Tasks on Educational Writing	: 5 Marks
6. Tasks on Subject-related Reference Books:	10 Marks

EPC 02: Drama and Art in Education: The course on Drama and Art in Education needs to be conducted in the mode of workshops (minimum five days, preferably in two phases of 2 and 3 days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members

Criteria for awarding Marks

1. Workshop involvement	: 10 Marks
2. Skill in Dramatization/Role Play	: 10 Marks

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Government College
Kottayam

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| 3. Individual performance in arts (two items) | : 10 Marks |
| 4. Group performance in arts (two items) | : 10 Marks |
| 5. Documentation | : 10 Marks |

EPC 03: Critical Understanding of ICT: The course should enable prospective teachers to learn integrating technology tools for teaching learning material development, developing collaborative networks for sharing and learning. This course shall be integrated with every day teaching learning process and special training can be given through well equipped ICT labs in teacher education colleges under the guidance of faculty members. ICT learning materials are to be produced based on all courses.

Criteria for awarding Marks

- | | |
|--|------------|
| 1. Test | : 10 marks |
| 2. Preparation of Power Point documentary (Individual task) | : 20 marks |
| 3. Handling of Class (Optional/General) by using ICT resources –one | : 10 Marks |
| 4. Preparation of Educational Video of 5 minutes duration (Individual product) | : 10 Marks |

Course EPC 04: Understanding the Self: The course shall be conducted in workshop mode, preferably in five phases giving weightage to each theme under the guidance of physical education director and other faculty members. A **Study tour** also shall be organized by the institution at their convenience as a part of the course, understanding the self.

Criteria for awarding Marks

- | | |
|---|------------|
| 1. Workshop Involvement | : 05 Marks |
| 2. Assignment based on any theme of the paper | : 10 Marks |
| 3. Record of Activities including case study, biographies, reflective journal | : 10 Marks |
| 4. Reflective skills | : 10 Marks |
| 5. Test | : 10 Marks |
| 6. Field Trip/Study Tour | : 05 Marks |

ASSESSMENT OF EPC COURSES

All the EPC courses shall be internally assessed as per the criteria given above. *An institution shall form an Internal Examination Cell under the chairmanship of the Principal to regulate the internal assessment of EPC courses. All the faculty members and trained resource persons of the respective workshops shall be the members of the Cell. Participation of every student teacher is mandatory in all EPC courses. Individual record files be maintained as a record of activities by student teachers duly signed by teacher educators. The following direction shall strictly be followed to prevent inflation of marks in EPC courses. The marks to individual students shall be distributed in such a way that the total marks for one EPC course shall not exceed 2000 for one unit of 50 students and 4000 for two units of 100 students.*

The Principal should submit an undertaking to the controller of examination stating that he/she has checked and verified the internal assessment of EPC courses and followed all the



- Assessment of fitness levels.
- Planning individualized fitness programs and setting goals.

SEMESTER 2

PHYSICAL EDUCATION PRACTICALS:

30 MARKS (INTERNAL)

Programme Objectives:

The programme is oriented towards involvement and participation of the student teachers in wholesome physical activities and sports and games including intramural and extramural competitions. The programme intends the students to active participation in at least one intramural/extramural competition in games and sports and at least one athletic event in the sports meet.

Assessment: Among the 30 marks allotted to the component, 20 marks are allotted for involvement and participation of the student teachers in intramural and extramural competitions; and 10 marks is awarded towards performance in intramural or extramural competition as follows.

Participation in one intramural games competition	: 5 marks
Participation in one athletic event	: 5 marks
Involvement in coordinating intramural games/sports	: 10 marks
Total	: 20 marks
First/Second or third Position in Extramural (Intercollegiate) competitions	: 10 marks
Participation in Extramural competition (intercollegiate)	: 8 marks
First Position in intramural competition	: 7 marks
Second Position in intramural competition	: 5 marks
Third Position in intramural competition	: 3 marks
(In case of performance, the highest achievement will be considered)	

SEMESTER 3

SCHOOL INTERNSHIP

HEALTH & PHYSICAL EDUCATION CLASSES:

20 MARKS

Programme Objectives:

The programme is intended in orienting student teachers towards handling of health and physical education classes in the schools. Minimum number of lesson to be delivered is one each during the internship period.


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Assessment: Among the 20 marks allotted to the component, 10 marks will be allotted for the competency in handling physical education/health education class; and 10 marks will be allotted for viva voce.

SEMESTER IV: PHYSICAL EDUCATION PRACTICAL

(10 marks Internal)

The student teacher has to either

- (i) Undergo a project on physical education relevant to topics on health, fitness, lifestyle, nutrition, common injuries, etc and prepare a report of the same.
- (ii) Prepare a record of physical education/health education with emphasis of relevant topics related to health and physical education in schools, nutrition, first aid, etc.

22. CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall have to secure 40% marks in each theory examination and 50% marks in Practicals, EPC courses and Internship programme to qualify. Separate minimum of 40% for theory external examination is essential. No separate minimum for internal examination (theory). The classification of results will be as follows.

(a) A candidate who qualifies for the B.Ed. degree, passing all the required courses of the four semesters, in 2 academic years and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in **First Class with Distinction**.

(b) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in **First Class**.

(c) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 50% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. examination in **second class**.

If a candidate fails to secure minimum for pass, he/she shall be permitted to reappear for the course examination. But there will be no supplementary examinations. For reappearances /Improvement, the students can reappear along with the next batch.

23. PATTERN OF QUESTION PAPER:

1) For 80 Marks Papers

Time: 3 hours.

Maximum Mark: 80

Part -I. Answer **all** questions. Each question carries two marks (10 X 2=20 Marks)

Part – II Answer any **eight** questions. Each question carries five marks (8 X 5 =40 marks)

(Choice 8 out of 10)

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Part – III Answer any two questions. Each question carries ten marks (2 X 10 = 20 marks)

(Choice 2 out of 3)

PART	Type of Question	Number of Questions	Marks
Part I	Short Answer Type	10	20
Part II	Short Essay Type	8/10	40
Part III	Essay Type	2/3	20
	Total	20	80

2) For 50 marks

Time: 2 hours.

Maximum Mark. 50

Part -I. Answer all questions. Each question carries one mark

(6 X 1 =6 Marks)

Part -II. Answer all questions. Each question carries two marks

(5 X 2=10 Marks)

Part –III Answer any six questions. Each question carries four marks

(6 X 4 = 24 marks)


(Choice 5 out of 7)

Part –IV Answer any one question. Each question carries ten marks

(1 X 10 = 10 marks)

(Choice 1 out of 2)

Part	Type of Question	Number of Questions	Marks
Part I	Very Short Answer Type	6	6
Part II	Short Answer Type	05	10
Part III	Short Essay/Problem solving Type	6/8	24


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Part IV	Essay type	1/2	10
	Total	21	50

24. MONITORING COMMITTEE

The two year B Ed programme as envisaged by NCTE intends to offer theoretical components, practical inputs and experiences to transform prospective teachers into reflective practitioners. With course content being extended to two years across four semesters, it becomes necessary that institutions of teacher education meet the physical infrastructure and human resource requirements to meet the appropriate transaction of the curricular contents.

The institutions offering B Ed course should be keen in developing the necessary physical infrastructure necessary for transacting the curricular contents according to the units of allotment. Adequate classrooms for two batches, well equipped laboratories for optional subjects, psychology lab, technology lab and ICT resources, counseling cell, adequate playgrounds and facilities for physical education are essential requirements for effective curricular transaction. Therefore, a **University Level Monitoring Committee** including university officials and experts from the field of education shall be constituted to monitor the physical infrastructure and curricular transaction of the revised two year curriculum as part of good practice of ensuring quality teacher education programme.

25. GRIEVANCE REDRESSAL MECHANISM

Internal assessment shall be made very transparent. A student has all the rights to know how the teacher arrived at a grade. Students should be made aware of the modus operandi of assessment process and the criteria by the teacher concerned well in advance. The score indicating their level of performance in prescribed processes is to be published periodically. In order to address the grievance of students, a three level Grievance Redressal Mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed at the lower level.

Level 1 Teacher Level: the teacher concerned



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 Director
 Tamil Nadu Sahitya Akademi

Level 2 Department/College level committee with the Director/Principal as Chairperson, Convener of internal examination cell and a teacher nominated by the Department/College Council as member.

Level 3 University Level: Committee constituted by the Vice-Chancellor

TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

Dr. Babu K

Ashraf TP

(Sd)

(Sd)

Chairman BoS in Education

Coordinator



P.K.M. COLLEGE
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KOLKATA



P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P O, KANNUR – 670631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE and included under UGC 2(f) & 12B category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RI/SA 2.0 beneficiary

E-mail: pkmccdn@yahoo.co.in, Website: - www.pkcollege.org

Tel: 0460 2230929, Fax: 04602 232449

READING DAY

PKM College of Education Madampam celebrated the Reading day under the joint auspices of the College Library and Literary Club. The meeting was presided over by the College Principal Dr. Jessy N C and young story writer Mr. Vinoy Thomas joined us for the key note address on the topic "Writing and Reading in a Changing Society". Librarian John PT welcomed the gathering. As part of reading day, a book review competition was also conducted on Paulo Coelho's book Alchemist for college students.

