

BACHELOR OF EDUCATION - B.ED.

Duration: 2 years (4 Semesters)

1. Major shift in Teacher Education Programme

The teacher education programme has become more sensitive to the emerging demands of the school system. To provide more scope for student teachers to reflect on their experiences and empower teachers as agents of social change, the duration of the teacher education programme has been extended for two years. Within the two years our college aims to prepare the student teachers for the role of being a human facilitator in teaching and learning, to enable learners to discover the talents, to realise

their physical and intellectual potentiality to fullest and to develop character and desirable social and human values needed to function as responsible citizens of our nation.

2. Eligibility for Admission to the Course

A Candidate shall be eligible for admission into the course leading to the Degree of Bachelor of Education (B.Ed) provided :

The Candidate who has taken a B.A/B.Sc., under 10+2+3 pattern, in school subjects that are offered in the recognised secondary schools in Tamil Nadu, B.Litt, or a Post-Graduate degree in the subject taken at the UG level of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate in Tamil Nadu Teachers Education University as equivalent thereto with the subject concerned as the major in Part III of his/her Bachelor's Degree Examination with the minimum of 50% marks in Part III (Major and Allied subjects) for O.C, 45% for B.C, 43% for M.B.C and 40% marks for S.C./S.T. This foresaid minimum qualification is applicable to the candidate who seeks admission into the B.Ed course with the P.G qualification in the concerned subject also.

Reservation of seats and other concessions for the S.C., S.T., M.B.C., B.C and other special categories of candidates notified by the Govt. of Tamil Nadu may be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

3. Duration

The course of study shall be for two years which consists four semesters. The total number of working days of an academic year will be 200 days inclusive of Practice Teaching, School/ Community based activities and exclusive of Admission and Examination work. The course work for an academic year will be 1400 hours.

4. Courses of study

By having understood the emerging national concern and major shifts proposed by NCTE our college has outlined a differentiated and diversified curriculum which gives a varied mode of interactive learning engagement in line with the requirements of visualizing greater autonomy to the prospective teachers.

The Curriculum components have been visualised in four clusters indicated as group A, B, C & D.

Group A

This includes core courses to provide the conceptual and contextual understanding of education and schooling drawn from cognate disciplines that is essential for a teacher. The papers under this group are:

I. Core Courses

1. Basics in Education
2. Learner and Learning
3. Schooling, Socialisation and Identity
4. Innovations in Education
5. Digital Pedagogy
6. Assessment for Learning
7. Curriculum and School
8. Vision of Education in India: Concerns and Issues
9. Soft Skills

Group B

This pedagogy courses represent the essential functional understanding and competencies required in a teacher. Each candidate has to choose any one school subject-oriented methodology paper. These papers may be chosen from the subjects offered in the Tamil Nadu schools at the secondary / higher secondary level. The courses under Group B are:

Pedagogy Courses:

It represents the School Subject-oriented Methodology Paper. Each candidate has to choose any one school subject-oriented methodology paper from the following.

1. English
2. Tamil
3. Mathematics
4. Physical Science
5. Biological Science
6. History
7. Computer Science / Computer Applications.

This paper will enable a student teacher not only recognise one's previous understanding of one's subject of specialisation but also become conversant with necessary competencies to visualise it in the real class room.

Group C

Teachers in schools encounter pedagogically complex situations as well as opportunities for bringing about additional shifts in their students to a variety of social and environmental issues. By giving the following papers as electives our college aims to develop a greater sensitivity to the greater extent about social and environmental issues.

Electives

Experiences for Social and Environmental Sensitivities

1. Physical and Health Education
2. Guidance and Counselling
3. Library Management
4. Human Rights Education
5. Environmental Science
6. Value Education
7. Physical and Health Education
8. Education for the Exceptional Children
9. Gender Issues in Education
10. School Management
11. Higher Education
12. Peace Education

Group D

Through this course the prospective teachers can get a variety of experiences which develop their sensibilities and equip them for effective functioning as teachers.

Experience for Teacher Enrichment (ETE)

- 1 - Strengthening Language Proficiency
- 2 - Arts and Aesthetics
- 3 - Health and Physical Education
- 4 - Learning Resources
- 5 - Learning Resources

E. Practical Activities in the school

- Micro, Demo, Peer and Preliminary teaching for a period of 4 weeks in the first year.
- Intense Internship or Practice Teaching for a period of 16 weeks in the second year in a High / Higher Secondary school.
- Case Study / Action Research on a problem found during the Intensive Teaching Practice.
- Utilization of Learning Resources.
- Preparation and maintenance of Lesson Plans and Other Educational Records.
- Preparation of Instructional Aids such as Maps, Charts, Diagrams etc.
- Active Participation in School and Community based Activities.
- Pedagogical analysis of advanced and ordinary level subjects.
- Community survey and preparation of report.
- Participation in community games and festivals.
- Organization of games and sports.
- Organization of supplementary educational activities.
- Sessional work in major and ordinary subjects and their evaluation.
- Addressing Assemblies & Debates.
- Promoting cleanliness / hygiene in school and college.
- Preparation of tests to evaluate performance and all kinds of abilities.
- Evaluation of students answer scripts.
- Socially Useful Productive Work (SUPW).
- Reporting about the total B.Ed. programme as an integrated paper.
- Citizenship training camp.
- Red Cross.
- Evaluation of Text Books and Reading Materials.
- Communication Skills.
- Organisation of Literary and Subject Club Activities.
- Organisation of Tours and Field Trips.
- Any other need based activity.

F. Extension Activities (2 Credits)

The extension activities done by B.Ed. students namely Social Project and Mother Theresa Evening Study Centre (MOTESC) are awarded credits in the B.Ed. Programme.

(i). Mother Theresa Evening Study Centre (MOTESC) (1 Credit)

Objectives

The sacrificial service of our college in terms of teaching and coaching the children has the following objectives.

The prospective teacher

- Acquires new outlook of the society in which he lives.
- Experiences the reality of the poor intelligent children.
- Harvests the rich experience of tutoring the slow learners.
- Experiments the new methodologies of teaching the children.
- Contributes his share for the growth and development of the society.
- Extends the teaching practice as a follow up in the society.

History

The prospective teachers visit the study centres at Samathanapuram and Shanthinagar, three kilometers away from the institution, in the evening from 05.30 to 08.00 daily except Sundays. These centres were identified by some of our staff and students. It was proposed in the staff meeting to adopt this colony for our immediate action. Later, it was also discussed with the students who immediately agreed upon the decision of visiting the colony every day. Finally it was approved by the management for further action. Thus Mother Theresa Evening Study Centre was started with enthusiasm and real commitment by the prospective teachers to the society.

Practice

Every day five students are assigned to visit the centres for providing academic teaching and coaching to the children of I to XII standard. The group consists of five teacher trainees belonging to different disciplines so that the children having difficulties in all the subjects can be satisfied. The co-ordinator visits the centres every day and registers the attendance of the students in the card specially printed for the programme.

Norms

- a) According to the strength of each optional in the college, the proportional number of students will be sent to the centres. It will be changed according to the need and availability of the students.
- b) Minimum Five students will be sent daily to each centre in order to meet the academic need of the group.
- c) For every visit, the student teacher has to get the signature of the teacher concerned during or after his visit to the centre.
- d) Every student has to complete at least 10 visits in their B.Ed. course period, so that the candidate can cover **25 hours** which will help him earn **1 credit**. (Including the one day visit of MOTESC students to the College)

Title of the Activity	Credit	Visits (Hrs)	Celebrations (Hrs)	Report Writing (Hrs)	Total Hours
MOTESC	1	14	6	5	25

(ii). Social Project (1 Credit)

The main aim of education is to help the students become aware of their own personality and functioning of the society. The quality education leads a society towards excellence. Knowing is different from application. Everyone knows but very few apply it in the practical field. Through education the students understand the nature, diversity and functioning of society. The teachers help them know the ways and means to find solutions for the social problems. But after leaving the educational institutions, they fail to apply their skills and responsibilities to eradicate the social evils. Hence there is a widening of the gap between the students and the society. In order to make the education meaningful, it is necessary to create interaction between the students and the society. Keeping this in mind we have introduced a social project for our B.Ed. students.

Objectives

The objectives of the social project are as follows:

- To make the students to get direct (real life) experience with the society.

- To train the teacher trainees to deal effectively with real problems in the society.
- To make the students aware of the social issues.
- To make the students to understand need for social research.
- To bring the society to the college and take the college out to the society.

Mode of Operation

- The staff members who are in-charge of this programme have a discussion with the students about the social issues around them. They select five topics based on their discussion on social issues.
- The students are divided into 15 groups. Each group consists of 10 students.
- The tools for the social project are constructed by the B.Ed. students and validated by the faculty members of our college.
- After the validation process of the tools, the data collection is done by the groups. A separate day is allotted for data collection and that day is called '**Social Project Day**'. The students visit in and around Tirunelveli area under the guidance of staff-in charge to collect data from the target group. The students are paid for their conveyance and refreshment.
- The scoring and data entry are done by the students, after the data collection. The data analysis is conducted by the students under the ample guidance of teacher educators.
- The result of the social project is prepared in the format of Book and published by St. Xavier's College of Education with ISBN number during the Annual Day Celebration. It will be useful for the policy-makers, educationists, researchers and students to understand the social issues and problems of the people in Tirunelveli area.

Norms

- This extension activity is performed in the second semester.
- The credit and distribution of hours are proposed as follows:

Title of the Activity	Credit	Introduction of Issues (Hrs)	Preparation of Tools (Hrs)	Data Collection and Analysis (Hrs)	Total Hours
Social Project	1	3	7	15	25

- Every student has to submit their social project on the specific topic in the form of report as a record.
- This will be evaluated through Viva-Voce Examination

G. Certificate Course in Web Designing (Optional)

A Certificate course in web designing is conducted by the college in the second semester beyond the class hours. It is fully optional to the B.Ed., M.Ed., and M.Phil Students. Certificate is issued by the college for the successful candidates, after the examination.

4. Curriculum Transaction

The focus of curriculum transaction would be on self-study and independent learning or 'Learning to Learn'; transaction through lecturer should be minimum in number but art of preparing and delivering lectures will have to be learnt. Seminars, Workshops, laboratory and library techniques, group discussion, fieldwork, use of ICT, Preparation of learning materials and other kinds of projects, their evaluation by peer groups and teachers etc., would be the main methods of curriculum transaction.

Internship will be arranged for acquiring the knowledge about how the schools function. During this period they will be required to teach sufficient lessons under the supervision of the teacher educator and the mentor teacher (Subject teacher in the practice teaching school concerned). The teacher educator will discuss with the student teacher his/her performance and will provide feedback for improvement. The main objective of the internship programme would be the participation of the student teacher in all the activities of the school and acquire their knowledge so that when he takes up the job of a teacher, the school and its climate may not appear unfamiliar to him and he may prove his utility from the day one itself.

5. Evaluation

Evaluation would be of a comprehensive and continuous nature. Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature. The art of self-evaluation and evaluation by peer groups will have to be learnt by prospective teachers who will have to be convinced about the advantages of the continuous evaluation.

6. Eligibility for Admission to the Examination

A Candidate shall be admitted to the B.Ed. Degree examination only if he/she forwards, along with his/her application for Examination, satisfactory evidence of having qualified for a degree in the Universities in Tamil Nadu or that of some other University accepted by the Syndicate as equivalent thereto in the form of a certificate of equivalence/recognition/eligibility issued by the University concerned in Tamil Nadu, and also produces a certificate that he has undergone a course of study as prescribed herein after in a College of Education affiliated to the University, having put in not less than 80 percent of attendance.

DISTRIBUTION OF CREDITS : B.Ed. Programme

7. Program Content

(A) First Semester :

The program will consist of a theory component and a practicum component.

L- Lecture; T- Tutorial; P/PW – Practical / Project work.

(1 credit = 30 Hours)

Sl. No	Subject	Credit	L	T	P/PW	Total
I.	Core Courses					
	1. Basics in Education	3	63	14	13	90
	2. Learner and Learning	3	63	14	13	90
II.	Pedagogy Courses					
	Pedagogy of School Subject	3	63	14	13	90
III.	Experience for Teacher Enrichment					
	1. Strengthening Language Proficiency	2	20	-	40	60
	2. Arts and Aesthetics	2	20	-	40	60
	3. Health and Physical Education	2	20	-	40	60
	Total	15	249	42	159	450

(B) Second Semester:

The program will consist of a theory component and a practicum component.

L- Lecture; T- Tutorial; P/PW – Practical / Project work

(1 credit = 30 Hours)

Sl. No	Subject	Credit	L	T	P/PW	Total
I.	Core Courses					
1.	Schooling, Socialisation and Identity	3	63	14	13	90
2.	Innovations in Education	3	63	14	13	90
3.	Digital Pedagogy	3	63	14	13	90
4.	Assessment for Learning	3	63	14	13	90
II.	Pedagogy Courses					
1.	Pedagogy of School Subject	3	63	14	13	90
III.	Electives					
1.	Physical and Health Education, Guidance and Counselling, Library Management	2	42	8	10	60
2.	Human Rights Education, Environmental Science, Value Education	2	42	10	8	60
IV.	Experience for Teacher Enrichment					
1.	Strengthening Language Proficiency	2	20	-	40	60
2.	Use of Learning Resources	1	-	-	30	30
	Total	22	419	88	153	660

(C) Third Semester:

Internship programme for 16 weeks in the third semester.

(D) Fourth Semester:

The program will consist of a theory component and a practicum component.

L- Lecture; T- Tutorial; P/PW – Practical / Project work

(1 credit = 30 Hours)

Sl. No	Subject	Credit	L	T	P/PW	Total
I	Core Courses					
1.	Curriculum and School	3	63	14	13	90
2.	Vision of Education in India: Concerns and Issues	3	63	14	13	90
3.	Soft Skills	3	63	14	13	90
II.	Pedagogy Courses					
1.	Pedagogy of School Subject	3	63	14	13	90
III.	Electives					
1.	Education for the Exceptional Children	2	42	10	8	60
2.	Gender Issues in Education, School Management, Higher Education, Peace Education	2	42	10	8	60
IV.	Experience for Teacher Enrichment					
	1. Learning Resources	1	-	-	30	30
	Total	17	336	76	98	510

II. PRACTICUM COMPONENT

1. Internship and Practice Teaching – The practice teaching will have to be undergone in a recognised high / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be for 4 weeks in the first year and 16 weeks in the second year.
2. School based and community based activities.
3. Submission of Records / Reports pertaining to all activities under practicum

L- Lecture; T- Tutorial; P/PW – Practical / Project work

(1 Credit = 30 Hours)

Sl. No	Practicals	Credits	No. of Hours			
			L	T	P/PW	Total
I	Group 'A'					
	1st Year					
	School Internship	4.5	15	-	120	135
	2nd Year					
	School Internship	18.5	-	-	555	555
	Total (Group A)	23	15	-	675	690
II	Group 'B'					
	Records related to Micro/Macro Teaching, Observation and Lesson Planning					
	Tests and Measurements and Instructional Aids	5	20	-	130	150
	Total (Group B)	5	20	-	130	150
III.	Group (C)					
	School Records such as Action Research, Case Study, Physical and Health Education, CT Camp					
	Socially Useful Productive Work, Psychological Experiments (Minimum 5 Experiments), School Text Book review in Optional I	2	10	-	50	60
	Total (Group C)	2	10	-	50	60
IV.	Group (D)					
	Reporting	2	10	10	40	60
	Total (Group D)	2	10	10	40	60
	Grant Total (Group A, B, C & D)	32	55	10	895	960

SUMMARY

Sl. No	Particulars	Credits	No. of Hours			
			L	T	P/PW	Total
I.	Theory Component					
1.	Core Papers (9)	27	567	126	117	810
2.	Pedagogy of School Subject (3)	9	189	42	39	270
3.	Elective Paper (4)	8	168	38	34	240
4.	ETE (5)	10	80	-	220	300
II.	Practicum Component					
1.	Group 'A'	23	15	-	675	690
2.	Group 'B'	5	20	-	130	150
3.	Group 'C'	2	10	-	50	60
III.	Group 'D' (Reporting)	2	10	10	40	60
IV.	CCE (3x56)				168	168
V.	Assesment of Teaching Competency (I & II year)				28	28
VI.	Personality Development				24	24
	Total	86	1059	216	1525	2800

DISTRIBUTION OF MARKS

THEORY COMPONENT

First Semester:

Group A: Core Papers

S. No	Group A	Internal	External	Max - Marks	Sem. Exam Duration
I.	Core Courses				
1.	Basics in Education	30	70	100	3 hours
2.	Learner and Learning	30	70	100	3 hours
3.	Schooling, Socialisation and Identity	30	70	100	3 hours
4.	Innovations in Education	30	70	100	3 hours
5.	Digital Pedagogy	30	70	100	3 hours
6.	Assessment for Learning	30	70	100	3 hours
7.	Curriculum and School	30	70	100	3 hours
8.	Vision of Education in India: Concerns and Issues	30	70	100	3 hours
9.	Soft Skills	30	70	100	3 hours
	Total	270	630	900	

**Group B: Optional Papers – School Subject – Oriented
Methodology Papers**

S. No	Group B	Internal	External	Max - Marks	Sem. Exam Duration
1.	Pedagogy of School Subject	30	70	100	3 Hrs
	Total (Sem.I, II & IV)	90	210	300	

Group C : Electives

S. No	Group C	Internal			External			Max - Marks
		CIA - I	CIA - II	Other Modes of Evaluation	Semester	*Project	*Viva Voce	
1.	Physical and Health Education, Guidance and Counselling, Library Management	25	25	-	-	25	25	100
2.	Human Rights Education, Environmental Science, Value Education	25	25	-	-	25	25	100
3.	Education for the Exceptional Children	25	25	-	-	25	25	100
4.	Gender Issues in Education, School Management, Higher Education, Peace Education)	25	25	-	-	25	25	100
	Total	100	100	-	-	100	100	400

Group D : ETE

S. No	Group C	Internal			Max - Marks
		CIA - I	CIA - II	Other Modes of Evaluation	
		Written Test in the Class		Oral Test in the Class	
1.	Strengthening Language Proficiency - I	25	25	25	50
2.	Strengthening Language Proficiency - II	25	25	25	50
3.	Arts and Aesthetics	25	25	25	50
4.	Health and Physical Education	25	25	25	50
5.	Learning Resources - I	25	25	25	50
6.	Learning Resources - II	25	25	25	50
	Total	150	150	150	300

GROUP – A: TEACHING COMPETENCE AND PRACTICE TEACHING

S.No	Description	Maximum Marks		
		Level - I	Level - II	Total
I	Preliminaries Preparation for Practice Teaching: 1. Observation of Demonstration Lesson (a) By Teacher Educators (b) By Peers (c) By Mentors	25	25	50
II	Classroom Teaching (Macro Lessons)			
	(a) Under supervision of teacher educator - 20 Macro Lessons in each Optional.	50	50	100
	(b) Under supervision of Mentor - 50 Macro Lessons in each Optional.	75	75	150
	Total for Group 'A'	150	150	300

**GROUP – B : LESSON PLANS, PRACTICAL AND OTHER RECORDS
AND INSTRUCTIONAL AIDS**

Description	Maximum Marks		
	Level - I	Level - II	Total
Lesson Plan Record	10	30	40
Observation Record	10	10	20
Criticism Record	10	10	20
Micro Teaching	10	10	20
Test and Measurement	10	10	20
Subject Club Activities	10	-	10
Lab/ Science Experiment Album/Software	10	10	20
Text Book Review	10	-	10
Action Research Record	-	10	10
Teaching Learning Material	10	20	30
Total for Group B	100	100	200

GROUP – C: SCHOOL AND COMMUNITY BASED ACTIVITIES

Description	Maximum Marks
Case Study	10
Psychology Experiment	10
School Visit	10
Citizenship Training	10
Community Service Camp	10
Seminar & Symposium	10
Educational Technology	10
Physical Education	10
SUPW	10
Educational Tour	10
Total for Group 'C'	100

GROUP – D : REPORTING

Description	Maximum Marks
Reporting overall Programme	50
Total for Group 'D'	50

PRACTICUM SUMMARY

S.No	Description	Maximum Marks		
		Level - I	Level - II	Total
1	Group 'A' – Teaching Practice	150	150	300
2	Group 'B' – Lesson Plans, Practical Records, Educational Technology and Tests & Measurements	100	100	200
3	Group 'C' – School Based and Community Based Activities.	100		100
4	Group 'D' - Reporting	50		50
	Total (For Practicals)	250	400	650

Note: Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/ Records pertaining to these activities.

Theory	=	1900 Marks
Practicum	=	650 Marks
Grand Total	=	<u>2550 Marks</u>

8. Internal and Semester Question Paper Designs

Each Theory subject question paper will be designed for 1½ hours for Internal and 3 hours for Semester in three sections respectively,

Part-I, Part-II, Part -III with the number of questions and allotments of Marks as described below.

Internal Question Paper Design



Semester Question Paper Design

Section	Type of Question	Marks	Total
Part - I	Very Short Answer (30 Words) 8 (compulsory)	8 x 2	16
Part- II	Short Answer (200 Words) (Six Questions out of Eight)	6 x 4	24
Part-III	Two Essay with Internal Choice (800 words)	2 x 15	30
	Total Marks		70

9. Practical Examination by Board of External Examiners

The Practical Examination will be held in the third semester by a Board which consists of external experts to examine the teaching competence of every candidate and his practical work. The Board shall report to the controller of examination the marks awarded to each student in the three divisions (Group A, B and C) in the practical examination viz., Evaluation of Teaching Competence / Practical Records / Work Book and Evaluation of School and Community Based Field Activities.

Students should maintain Work Book / Record Note Book and reports of the activities related to all practicum components under Groups A, B and C. Records of the lessons taught and assessment of teaching competence and skills shall be made available by the college faculty members to the principals for scrutiny. The final Reports / Records/ Work Books shall be made available to the Board of Supervising Examiners appointed by the controller of examination whose decision on the marks to be awarded shall be final. The Board of Examiners shall be appointed by the Principal.

10. Passing Minimum

Every candidate should appear for all the papers in the theory and the practical examination in the first attempt. A candidate shall be awarded the B.Ed degree only if he has passed both the practical examination and the theory examinations. A candidate who fails in one or more papers in the theory examination shall be permitted to appear again only for those papers in which he fails. A candidate who fails in the practical examination and passes in the theory examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same.

A Candidate shall be declared to have passed the theory examination if he secures not less than 50% aggregate in each of the theory papers, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed to have failed in the theory examination.

A Candidate shall be declared to have passed the practical examination, if he secures (a) not less than 50% in the practical examination in the teaching competence in each of the two optional subjects and (b) not less than 50% of the marks in other educational practicals.

MASTER OF EDUCATION - M.ED.

Objectives

1. To enable the students to be innovative teachers.
2. To enable the students to undertake or to take interest in research work in education.
3. To equip the students for responsible positions in:
 - a. Secondary / Higher Secondary School
 - b. College of Education
 - c. Department of Education
 - d. DIET and
 - e. Institutions engaged in Educational Research, Educational Planning, Educational Technology and Educational Administration.
4. To equip the students to understand the concerns of education like:
 - a. Guidance and Counselling & Psychological Testing.
 - b. Distance Education
 - c. Educational Management and Evaluation
 - d. Educational Management
 - e. Curriculum and Syllabus Improvement
 - f. Educational Technology
 - g. Information Technology in Education
 - h. Teacher Education
 - i. Statistical Method in Education

Duration: 2 years (4 semesters)

1. Eligibility for Admission to the course

A candidate shall be eligible for admission into the course leading to the Degree of Master of Education (M.Ed.) provided:

- a. The candidate passed a Bachelor of Education (B.Ed.) of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate of the universities in Tamil Nadu as equivalent there to.
- b. The candidate who has qualified through an Entrance Test conducted by the institution.