

UNIVERSITY OF KOTA, KOTA

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION AND COURSES OF STUDIES



BACHELOR OF EDUCATION (B.Ed.)

Two Years Programme

(Session 2020-21)

University of Kota, Kota

UNIVERSITY OF KOTA, KOTA

Scheme of Examination and Course of Studies

BACHELOR OF EDUCATION (B.Ed.)

Rules for Admission in B.Ed. (Two Years Course)

Admission rules for the B.Ed. course shall be the same as decided by the NCTE/Government of Rajasthan from time to time. Reservation of seats for SC/ST/OBC/SBC/Specially-abled and others shall be as per existing Rajasthan Govt. /Central Govt. /University rules

A. Admission Procedure for B.Ed. : Admission shall be made on the basis of marks obtained in the qualifying Examination or through the entrance examination or any other selection process or as per policy decided by the State Government and the University time to time.

B. Duration and Working Days

Duration : The B.Ed. Programme shall be of duration of Two Academic Years, which must be completed in a Maximum of Three Years from the date of the admission to the programme.

Working Days (For Both Years): There shall be at least Two Hundred Working Days each year exclusive of the period of examination and admission.

- Institution shall work for a minimum of thirty six hours a week, 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.
- The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.
- Candidates falling short in above stated attendance criteria will not be allowed to appear in the final examinations conducted by the university.
- There will be six days week system.
- Candidates remaining absent from college for 15 or more days without any justifiable reason or without any valid information, their names will be struck off the college roll list. Such candidates will have to seek readmission from a fresh end.

Eligibility : Candidates with at least 50% marks either in Bachelor Degree/or in Master Degree in Science/Social Science/Humanities/Commerce – Bachelor of Engineering of Technology with specialization in science and mathematics with 55 % marks or any other qualification equivalent thereto, Relaxation in case of reservation categories will be as per state government guidelines.

Objectives of B.Ed. : The objectives of this programme is to prepare teachers from upper primary to middle level (Classes VI-VII), Secondary level (Classes IX-X) & Senior Secondary level (Classes XI-XI) Pre –service teacher education programme are to enable the prospective teacher.

- Understand nature of education and pedagogic processes through enriched experiences.

- Interactive processes where in group reflection, critical thinking and meaning making will be encouraged.
- Describe teaching learning process in the classroom and various factors that influence it.
- Understand various level learners, their needs and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learner's centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct pedagogical content analysis in subject areas and use it for facilitating learning the classroom.
- Foster skills and attitude for involving the community as an educational partner and use society resources in education.
- To critical analyse the various evaluation tool to serve CCE.
- Reflective teacher practice and interface with societal resources.
- Become aware about human values and gender, school and society.

C) Course Design : The syllabus of two year B.Ed course comprises of the following:

a) Perspectives in Education

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|--------------|---|------------------------------------|
| 1. Course 1 | - | Childhood and Growing up |
| 2. Course 2 | - | Contemporary India and Education |
| 3. Course 3 | - | Learning and Teaching |
| 4. Course 4 | - | Gender, School and Society (1/2) |
| 5. Course 8 | - | Knowledge and Curriculum |
| 6. Course 10 | - | Creating an Inclusive School (1/2) |

b) Curriculum and Pedagogic Studies

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|-------------------|---|----------------------------------------------|
| 7. Course 4 | - | Language across the curriculum (1/2) |
| 8. Course 5 | - | Understanding Disciplines and Subjects (1/2) |
| 9. Course 7 (a&b) | - | Pedagogy of School Subject |
| 10. Course 9 | - | Assessment for learning |
| 11. Course 11 | - | Optional Course (1/2) |

Optional course will be offered in areas such as given below or an additional pedagogy course (in another subject at the Secondary level on the same subject at the higher secondary level)

- Vocational /Work Education
- Health and Physical Education
- Peace Education
- Guidance and Counselling

D) Engagement with the field the self, the child, community and school.

This curricular area would have three components-

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.
- School Internship
- Courses on enhancing professional capacities (EPC)

Course EPC 1	- Reading and reflecting on texts (1/2)
Course EPC 2	- Drama and Art in Education (1/2)
Course EPC 3	- Critical understanding of ICT (1/2)
Course EPC 4	- Understanding the self (1/2)

General Rules

- a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for at least two years and also took University Examination each year but shall not include such subject as were studied by him only for a part of Bachelor's Degree course.

Thus, the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours Graduates, besides the honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

- b) Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Public Administration. Economics, Geography, Sociology, Psychology, Education, Music D&P, Home Science, Computer, Office Management and Secretariat Practice, Product & Export and Leather, Indian Music, Musicology, Archival Science.

A Candidate who has offered Political Science on Public Administration at his Bachelor's or masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in B.Ed. Examination

Rules : Examination & Result

B.Ed I Year

1. Candidates passed in total 50% of theory and internal papers separately (Out of Eighth Papers and three EPC Internal Papers) will be promoted to second year. Provided that they reappear in them at later stages.
2. Candidates failing in more than 50% of theory papers will be declared fail and they will have to reappear in next year in all the theory papers, however their internal marks can be forwarded.
3. It is mandatory for student teacher to have 90% attendance in internship program. (4 weeks)

B.Ed. II Year

1. It is mandatory for student teacher to have 90% attendance in internship programme (16 weeks) failing which; they will be declared fail in second year.
2. Candidates failing in 50% of theory and internal papers will be entitled to become an ex student. However, their internal marks can be carry forwarded.

3. A Candidate will have to obtain 40% marks separately in the final lesson. Candidate failing in the final lesson will be declared fail in second year. However, as an ex-student, they can carry forward their all other marks.

School Internship

As the title suggests, in this component of the programme, the student-teacher are actually placed in a school for a duration of four and sixteen week, in two time slots. Initially, they will be attached to particular school for four weeks as 'school attachment'.

A time gap after this school attachment will provide opportunity to student teacher to share experiences, reflect, clarify several things with teacher educators and internalize them.

After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty.

They will be engaged in the school functioning in all its aspects.

Main Objectives

- Student teacher will be enable to reflect on their practice, and learn to adapt and modify their visualization/implementation towards betterment of student learning involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher.
- Develop understanding of the 'school culture' and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.
- To developing capacities to think with educational theories and applying concept in concrete – learning situations, managing classroom learning, evaluation learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.
- To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

Course 7 a & b
Pedagogy of School Subject
First Subject Part – I
Pedagogy of School Subject
Second Subject Part – I

- *Pedagogy of Hindi*
- *Pedagogy of English*
- *Pedagogy of Sanskrit*
- *Pedagogy of Urdu*
- *Pedagogy of Social Science*
- *Pedagogy of Civics*
- *Pedagogy of Economics*
- *Pedagogy of Geography*
- *Pedagogy of History*
- *Pedagogy of Art*
- *Pedagogy of Home Science*
- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*
- *Pedagogy of Business Organization*
- *Pedagogy of Financial Accounting*

COURSE OF STUDY AND SCHEME OF EVALUATION

B.ED I YEAR

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 1	Childhood and Growing up	BED-01	80	20	100
Course 2	Contemporary India and Education	BED-02	80	20	100
Course 3	Learning and Teaching	BED-03	80	20	100
Course 4	Language across the curriculum (1/2)	BED-04	40	10	50
Course 5	Understanding Disciplines and Subjects (1/2)	BED-05	40	10	50
Course 6	Gender, School and Society (1/2)	BED-06	40	10	50
Course 7 a & b	Pedagogy of School Subject First Subject Part – I	BED-07 (a&b)	40	10	50
	Pedagogy of School Subject Second Subject Part – I		40	10	50
Course 8 EPC 1	Reading and reflecting on texts (1/2) Internal assessment	BED-08	-	50	50
Course 9 EPC 2	Drama and Art in Education (1/2) Internal assessment	BED-09	-	50	50
Course 10 EPC 3	Critical understanding of ICT Internal assessment	BED-10	-	50	50
* School Internship (Phase I, 4 week) Internal Assessment			(50 marks) to be included in second year total		
Total			700		

*** Note : Engagement with the field. Task and Assignment of Courses 1,2,3,4,5,6,7 a & b (Part I)**

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SECOND YEAR

Paper No.	Paper Name
Course 11 (a) & (b)	<p style="text-align: center;">Pedagogy of School subject Part II (Subject First) Pedagogy of School subject Part II (Subject Second)</p> <ul style="list-style-type: none"> • <i>Pedagogy of Hindi</i> • <i>Pedagogy of English</i> • <i>Pedagogy of Sanskrit</i> • <i>Pedagogy of Urdu</i> • <i>Pedagogy of Social Science</i> • <i>Pedagogy of Civics</i> • <i>Pedagogy of Economics</i> • <i>Pedagogy of Geography</i> • <i>Pedagogy of History</i> • <i>Pedagogy of Art</i> • <i>Pedagogy of Home Science</i> • <i>Pedagogy of General Science</i> • <i>Pedagogy of Biology</i> • <i>Pedagogy of Chemistry</i> • <i>Pedagogy of Mathematics</i> • <i>Pedagogy of Physics</i> • <i>Pedagogy of Business Organization</i> • <i>Pedagogy of Financial Accounting</i>

COURSE OF STUDY AND SCHEME OF EVALUATION

B.ED II YEAR

Paper No.	Paper Name	Paper Code	Max Marks		
			Ext.	Int.	Total
Course 11 (a) & (b)	Pedagogy of School subject Part II (Subject First)	BED 11 a & b	40	10	50
	Pedagogy of School subject Part II (Subject Second)		40	10	50
Course 12	Knowledge and Curriculum	BED 12	80	20	100
Course 13	Assessment for learning	BED 13	80	20	100
Course 14	Creating an Inclusive School	BED 14	40	10	50
Course 15	*Optional Courses (Any one from the following A) Vocational/Work Education B) Health and Physical Education C) Peace Education D) Guidance and Counselling	BED 15	40	10	50
Course 16 EPC-4	Understanding the self Internal assessment	BED 16	-	50	50
Course 17	* School Internship (Phase II, 16 weeks) Internal assessment	BED 17	100 marks+50 marks of first year to be included. Total = 150		
Course 18	External Assessment One Final Lesson of Pedagogy of a School Subject	BED 18	100 marks		
Total			700 marks		

Note: 1. Engagement with the field tasks and Assignment of courses 11(a,b) 12, 13, 14, 15
 2.*Optional Courses can be from among the following – vocational/work education, health and physical education, peace education, guidance and counseling etc. and can also be an additional pedagogy course (for a school subject other than that chosen for course 7 (a & b) at the secondary level or the same school subject at the higher secondary level.)

EVALUATION

EVALUATION OF THEORY PAPERS

Some theory papers will carry a weightage of 100 marks, out of which 80 marks will be for external University Examination and 20 marks will be for internal assessment. Out of 20 marks - 10 marks will be for sessional and 10 marks will be for mid-term test. In some of the papers carrying a weightage of 50 marks. 40 marks will be for external University Examination and 10 marks will be for internal assessment work. Out of 10 marks - 5 marks will be for sessional and 5 marks will be for mid-term test.

Some papers carrying an internal weightage of 50 marks. The assessment of papers will be done internally at the college level.

The final University examination paper for 80 marks will be of three hour's duration and the paper for 40 marks will be of two hour's duration.

The details of the question paper pattern is as follows.

1. Each question paper (80 MARKS) will have two sections- Section A will contain 10 short answer type questions and the candidate will be required to attempt any 5 questions. Each question will carry 7 marks. Section -B will contain 3 essay type questions with an internal choice for each question. Essay type question will carry 15 marks each.
2. Each question paper (40 MARKS) will have two sections- Section A will contain six short answer type questions and the candidate will be required to attempt any four questions. Each question will carry 5 marks. Section-B will contain 2 essay type questions with an internal choice for each question. Essay type question will carry 10 marks each.
3. Short answer type questions would aim at testing of critical thinking, knowledge of concepts, facts, definitions, laws, principles, generalization etc. and also understanding of principles and concepts.
4. Essay type questions would aim at testing knowledge, definitions, laws, generalization etc. and also understanding of concepts. Essay type questions mean to aim at testing the abilities of critical thinking and application of principles taught in theory.