

B.Ed Programme

This is a professional programme offering graduation in Education. B.Ed programme is of two years duration with four semesters, each semester having 100 days excluding admissions, University Examinations and preparatory holidays. The programme consists of three components, Theory, CE (Practical work related to theory) and other related practical work. Course content is divided into three areas – Perspectives in Education (Core papers), Curriculum and Pedagogic courses (Optional papers) and related practical work. Our institution offers specialization in 8 optional subjects viz. Malayalam, English, Mathematics, Physical Science, Natural Science, Social Science, Geography and Commerce.

School Induction Programme (school initiatory experience) is for a period of one week during semester II. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of 10 weeks during semester III and phase II arranged for another 10 weeks during semester IV.

Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic courses (optional papers) CE and other practical courses with the field(college, school and community based) have to be compulsorily attended by all the student teachers to be eligible for appearing for the semester and university examination.



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Records/Reports/Products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment.

The total number of lessons required to be completed during phase I is 40 and phase II 30. Practical work related to school internship phase II and Minor project/Action Research/case study have to be compulsorily completed by all the student teachers to be eligible for appearing for the external practical examinations of Semester IV.

In the fourth semester, advanced Studies for both core papers and optional papers are included in the curriculum as EDU 14 & EDU 15 to achieve advanced learning in the areas of Psychology, Technology and Methodology and its integration with practice to facilitate capacity building among student teachers.

Practicum, capacity building programme, group practicum – video script, seminar presentation, subject association activity, reading and reflecting on text, MCQ test battery, conscientization programme, updating blogs etc are other features of the course.

Health and physical education form an integral part of the course. Art Education and theatre practice, yoga, health and physical education, field trip envisaging education tour also form part of the course. Community based programme like fieldtrip, vocational work education, Community living Camp are compulsorily included in the course.



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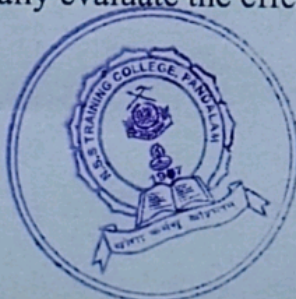
Thus, the course curriculum ensured college based, school based, community based, activities for prospective teachers.

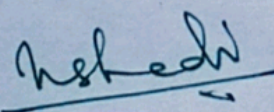
Based on the course outline described above, the programme outcome and course outcome are envisioned

Programme Outcomes

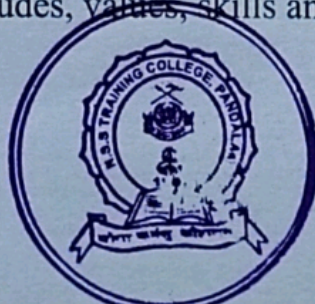
Programme outcome which refers to the general objectives of B.Ed programme is enlisted below. The curriculum is designed to enable the Student teachers,

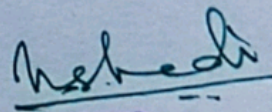
- 1) To acquire various teacher competencies and developments of professionalism through qualitative multilevel strategies and practices.
- 2) To identify and resolve the major social, intellectual and environmental issues and challenges faced by our pluralistic society and make use of knowledge in nurturing/equipping the class room learning to face those challenges.
- 3) To develop a proper value system based on the cultural, social, political, moral basis of Indian society.
- 4) To develop teacher identity required of a professional through theoretical discourses, college-school-community based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.




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- 5) To understand the central concepts, tools of enquiry and structures of individual disciplines in the course and develop the ability to evolve meaningful learning experiences.
- 6) To imbibe knowledge and develop understanding of the various psychological, sociological, philosophical, environmental and ecological principles and practices in respect of learners of different stages and develop the ability to facilitate effective learning.
- 7) To make use of the pedagogical knowledge for effective verbal, non-verbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaborative and supportive integration in the class rooms.
- 8) To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multi-dimensional development of the learner.
- 9) To generate adequate professional capacity for performing multiple roles entrusted on him/her to compete in the national and international scenario.
- 10) To develop his/her managerial capacities in human relations for promoting learner resources for national development.
- 11) To internalize appropriate theoretical and practical inputs in order to render an integrated holistic understanding about physical fitness, developing positive attitudes, values, skills and behavior related to health




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and physical education and to promote health & fitness for current and future lifestyles among student teachers.

- 12) To develop the aesthetic quality of the prospective teachers through Art Education

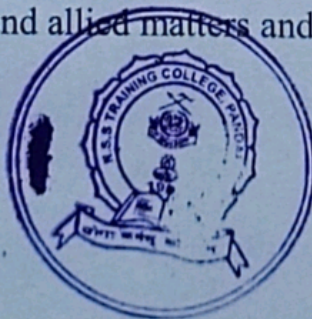
Course Outcome

Perspectives of Education (Core papers)

Nine areas/papers (EDU 01, 02, 03, 06, 07, 08, 11, 12 and 14 have been included under the heading perspectives of Education (Core papers) with an objective of developing a realistic outlook about education and teacher in the Indian society. The course outcomes expected are detailed below.

The Prospective Teacher

- 1) Understands the meaning, significance, and perspectives of education in the socio-cultural context.
- 2) Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.
- 3) Understands the developmental processes and needs of children and adolescents and the role of teacher in facilitating them.
- 4) Acquaints with prominent psychological principles, theories of development and learning and allied matters and make use of them in educational contexts.



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- 5) Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc, and makes use of them in Practical life and classroom instructions.
- 6) Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.

Curriculum and Pedagogic Courses (Optional Subjects)

Theoretical base of the optional subject, Techno Pedagogic content knowledge Analysis, curriculum and Resources in digital Era, Emerging trends & Practices and Advanced Studies in subject area are the optional papers included under Curriculum and Pedagogic course. Revamping the concept of Pedagogical analysis to Pedagogic content knowledge (PCK) and its contemporary version of Techno-Pedagogic content knowledge (TPCK) Analysis have been accommodated to give a practical face to the curriculum.

The course outcomes with reference to Pedagogic courses (Optional subjects) include the following.

- 1) To make the novice teacher understand the scope and nature of teaching ,the subject at different levels of learning.
- 2) To introduce the challenging career of a teacher with a futuristic perspective as an agent of social change



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- 3) To develop practical field-based skills and experience in resource development and learning experience designing while transacting the curriculum.
- 4) To provide the required research-based learning experience so as to imbibe a habit of self-development inquiry and investigation.
- 5) To enrich the vision and capabilities of prospective teachers as reflective practitioners during and after the pre service education.
- 6) To design instructional and learner support mechanism print, non-print, electronic and digital-appropriate for the learner needs and contextual requirements.
- 7) To get a field-based understanding of theories and principles of pupil assessment and evaluation.
- 8) To undertake self-empowerment initiative in transacting the curriculum from a Techno-Pedagogic content knowledge perspective.
- 9) To identify the entrepreneurial opportunities of futuristic significance associated with the subject
- 10) To develop a neo-Humanistic attitude among the student-teachers in the light of science-technology-society culture-environment interaction paradigm.



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