

UNIVERSITY OF CALICUT



CURRICULUM OF  
REVISED TWO YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME  
2021 (With effect from 2021-2022 Academic Year)



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## **PREFACE TO THE REVISED OUTCOME BASED TWO YEAR B. Ed CURRICULUM**

University of Calicut has started two year B. Ed Programme as per the Directions of NCTE Regulations – 2014. The Board of Studies in Education (UG), Calicut University modified the curriculum of the existing two years B. Ed Programme in 2017. As per the direction from the University, the Board of Studies in Education (UG), Calicut University decided to modify the existing curriculum of the two year B. Ed programme to Outcome Based without changing the content of the curriculum. It was not possible to organize offline seminars and conferences related to change the curriculum to Outcome Based due to the COVID pandemic situation. The Board of Studies in Education (UG) convened many online seminars, conferences and creates whatsapp groups and discussed the matter incorporating all teacher educators affiliated to University of Calicut. Considering the opinion of teachers, the Board of Studies in Education (UG), Calicut University modifications were incorporated to make the existing curriculum as Outcome Based.

The Board of studies extends its sincere gratitude to Dr Jayaraj N, Honourable Vice Chancellor of Calicut University for his guidance and patronage extended to us. All the Board members worked hard to make the venture a success in this special situation. Board also extends its sincere thanks to all teacher educators who contributed to the modification of the two year B. Ed programme as Outcome Based.

C U Campus

16/08/2021

**Dr Suresh Kumar K**

**Chairman,  
Board of Studies in Education (UG)**

**University of Calicut**



  
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## PREFACE TO THE REVISED TWO YEAR B.Ed CURRICULUM

University of Calicut has started two year B.Ed Programme as per the Directions of NCTE Regulations – 2014. The students of first Batch of two year B.Ed Programme complete their programme in the year 2017. Considering the feedbacks from different stakeholders, Board of Studies in Education (UG), Calicut University has decided to modify the existing two year B.Ed Programme. The revision will be applicable to 2017 admission onwards. For Revising the curriculum, Board of Studies has organized two regional workshops – one at NSS Training College Ottappalam for Teachers of B.Ed Colleges affiliated to Calicut University from Thrissur and Palghat District and Second one at Farook Training College, Calicut for teachers of B.Ed Colleges affiliated to Calicut University from Calicut, Malappuram and Wayandu Districts. Considering the opinion of teachers, minor modifications were incorporated to the existing curriculum. More clear guidelines are given to the conduct of School internship and other practicals. The modifications were done based on the suggestions of NCTE in their Model curriculum for B.Ed Programme.

Board of studies extends its sincere gratitude to Dr Mohammed Basheer, Honourable Vice Chancellor of Calicut University for his guidance and patronage extended to us. Board also extends its thanks to Internal Quality Assurance Cells of Farook Training College and NSS Training College ottappalam for collaborating with us in organizing workshop for revision of the curriculum. The Board Expresses its sincere thanks to all the teachers who contributed to the revision of two year B.Ed Programme.

C U Campus

31/03/2017

Dr Jayaprakash R K

Chairman, BoS (UG)

Education



  
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## PREFACE TO THE TWO YEAR B.Ed CURRICULUM

“The destiny of India is now being shaped in her classrooms”, the Education Commission professed. The NPE 1986 also emphasized, “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed expressions of significant role played by the teachers. Hence education reforms invariably accord highest priority to improve teacher effectiveness. The issue of quality teacher education is closely tied up with the concern for the duration of initial teacher preparation programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees like Kothari Commission, Chattopadhaya commission and justice Verma committee indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon’ble Supreme Court of India. The NCTE made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers as per Regulation 2014. Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. The curriculum retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. The curriculum could not have been completed without the dedication of the 13 core committee members and 65 members of Expert committees. In the process of designing the B. Ed curriculum the Board of Studies in Education (UG) received valuable inputs from teacher educators through a series of intensive deliberations. The contribution of the IQAC of Farook Training College in organizing a workshop for developing the draft curriculum is duly acknowledged. . The draft curriculum was subsequently scrutinized by an expert committee. It is with profound respect and gratitude we retrospect the inspiring guidance and patronage extended by the Honorable Vice Chancellor Dr.M. Abdul Salam in this venture. The Board of Studies specially places on record its deep gratitude to Prof (Dr.) K. Sivarajan, Dean, Faculty of Education for guiding us. We sincerely acknowledge the valuable contributions made by the faculty members of Farook Training College, Calicut, NSS Training College, Ottappalam, IASE, Thrissur and all other members of expert committee. The Board of Studies dedicates this new curriculum to the teacher education community.

27/05/2015

**Prof.A.Faziluddin**

**Chairman, Board of Studies in Education (UG)**



  
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UNIVERSITY OF CALICUT  
2 YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

## 1. INTRODUCTION

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII)

It is well known that the quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme. The Teacher Education mission is to empower candidates to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement.

As envisioned by NCTE Regulation 2014 the University of Calicut revises its teacher education programme for preparing professionally empowered teachers. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbue the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes. The Two year B.Ed. programme shall be introduced with effect from academic year 2015-16. The modified curriculum of the two year programme shall be implemented from the academic year 2017-18.

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. 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. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

### Definitions

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



  
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The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Calicut and the Calicut University Teacher Education Centers directly run by the University with effect from 2015-2016 admissions.

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

**Semester System:** An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year. It is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time, called semesters. The B.Ed. programme includes four semesters.

## 2. STRUCTURE OF THE PROGRAMME

B. Ed. programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under **Perspectives in Education**, six (6) courses under **Curriculum and Pedagogic Studies** and one

(1) additional Optional Courses .Under the category **Engagement with the Field** apart from School Internship four (4) EPC courses are introduced for enhancing professional capacities



  
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## Structure of the B.Ed. Programme

Semester I Course Code	Core Courses	COURSES	Hours/ Semester	Externa	Internal	Total
EDU 01	EDUCATION IN CONTEMPORARY INDIA		100	80	20	100
EDU 02	DEVELOPMENT OF THE LEARNER		100	80	20	100
EDU 03	SCHOOL ORGANIZATION		50	40	10	50
EDU 04	UNDERSTANDING DISCIPLINES AND SUBJECTS		50	40	10	50
<b>Optional Course(i)</b>						
EDU 05.1	THEORETICAL BASES OF TEACHING ARABIC		100	80	20	100
EDU 05.2	THEORETICAL BASES OF TEACHING ENGLISH					
EDU 05.3	THEORETICAL BASES OF TEACHING HINDI					
EDU 05.4	THEORETICAL BASES OF TEACHING MALAYALAM					
EDU 05.5	THEORETICAL BASES OF TEACHING SANSKRIT					
EDU 05.6	THEORETICAL BASES OF TEACHING TAMIL					
EDU 05.7	THEORETICAL BASES OF TEACHING URDU					
EDU 05.8	THEORETICAL BASES OF TEACHING COMMERCE					
EDU 05.9	THEORETICAL BASES OF TEACHING COMPUTER SCIENCE					
EDU 05.10	THEORETICAL BASES OF TEACHING MATHEMATICS					
EDU 05.11	THEORETICAL BASES OF TEACHING NATURAL SCIENCE					
EDU 05.12	THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE					
EDU 05.13	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE					
<b>TOTAL</b>				<b>320</b>	<b>80</b>	<b>400</b>
<b>Practical Courses</b>						
	Tasks and Assignments for Courses EDU 01-05		30(1 Week)	-	-	
	College based Practicum and Tests for courses 01-05		30			
EDU 101	Micro Teaching		30		30	30



  
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<b>EDU102</b>	(EPC1) LANGUAGE ACROSS CURRICULUM - READING AND REFLECTING ON TEXTS	50		50	50
<b>EDU103</b>	YOGA HEALTH& PHYSICAL EDUCATION-1	30		20	20
	Co-curricular Activities/ Tutorials/Guidance /Utilizing Library Resources	50		00	00
<b>TOTAL</b>		<b>600</b>	<b>320</b>	<b>180</b>	<b>500</b>

Semester II Course Code	COURSES Core Courses	Hours/			
		Semester	External	Internal	Total
<b>EDU 06</b>	PERSPECTIVES ON EDUCATION	50	40	10	50
<b>EDU 07</b>	FACILITATING LEARNING	100	80	20	100
<b>EDU 08</b>	ASSESSMENT FOR LEARNING	100	80	20	100
<b>EDU 09.1-</b>	Optional Course (ii) PEDAGOGIC PRACTICES OF ARABIC	100	80	20	100
<b>EDU 09.2</b>	PEDAGOGIC PRACTICES OF ENGLISH				
<b>EDU 09.3</b>	PEDAGOGIC PRACTICES OF HINDI				
<b>EDU 09.4</b>	PEDAGOGIC PRACTICES OF MALAYALAM				
<b>EDU 09.5</b>	PEDAGOGIC PRACTICES OF SANSKRIT				
<b>EDU 09.6</b>	PEDAGOGIC PRACTICES OF TAMIL				
<b>EDU 09.7</b>	PEDAGOGIC PRACTICES OF URDU				
<b>EDU 09.8</b>	PEDAGOGIC PRACTICES OF COMMERCE				
<b>EDU 09.9</b>	PEDAGOGIC PRACTICES OF COMPUTER SCIENCE				
<b>EDU 09.10</b>	PEDAGOGIC PRACTICES OF MATHEMATICS				
<b>EDU 09.11</b>	PEDAGOGIC PRACTICES OF NATURAL SCIENCE				
<b>EDU 09.12</b>	PEDAGOGIC PRACTICES OF PHYSICAL SCIENCE				
<b>EDU 09.13</b>	PEDAGOGIC PRACTICES OF SOCIAL SCIENCE				
	<b>TOTAL</b>	<b>350</b>	<b>280</b>	<b>70</b>	<b>350</b>



  
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### Practical Courses

Tasks and Assignments for Courses EDU 30(1 week) -  
**06-09** 30  
 College based Practicum and Tests for courses 6-09 30

EDU 201.1	PEER DISCUSSION LESSONS	20		20	20
EDU 201.2	OBSERVATION LESSONS & FACULTY DEMONSTRATION LESSONS	10		10	10
EDU 201.3	PEER CRITICISM LESSONS	20		30	30
EDU 201.4	WORKSHOP ON TEACHER ENRICHMENT (PREPARATION OF TEACHING -LEARNING MATERIALS)	20		20	20
EDU 201.5	INITIATORY SCHOOL EXPERIENCES	30(1 Week)		20	20
	Co-curricular Activities/ Utilizing Library Resources	90		00	00
<b>TOTAL</b>		<b>600</b>	<b>320</b>	<b>180</b>	<b>450</b>

### Semester III

Sl. No	COURSES	Hours/ Semester Weeks	Externa I	Internal	Total
EDU 301	SCHOOL INTERNSHIP	16		260	260
EDU 302	(EPC2)ART AND DRAMA IN EDUCATION	30		30	30
EDU 303	YOGA, HEALTH & PHYSICAL EDUCATION-II	30		30	30
EDU 304	COMMUNITY LIVING CAMP	30		30	30
<b>TOTAL</b>				<b>350</b>	<b>350</b>

### Semester IV


Sl. No	COURSES	Hours/ Semester	Externa I	Internal	Total
EDU 10	GENDER, SCHOOL AND SOCIETY	50	40	10	50
EDU 11	EDUCATIONAL THOUGHTS AND PRACTICE	50	40	10	50
EDU 12	CREATING AN INCLUSIVE SCHOOL Optional Course (iii)	50	40	10	50



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EDU 13.1	PROFESSIONALIZING ARABIC EDUCATION	50	40	10	50
EDU 13.2	PROFESSIONALIZING ENGLISH EDUCATION				
EDU 13.3	PROFESSIONALIZING HINDI EDUCATION				
EDU 13.4	PROFESSIONALIZING MALAYALAM EDUCATION				
EDU 13.5	PROFESSIONALIZING SANSKRIT EDUCATION				
EDU 13.6	PROFESSIONALIZING TAMIL EDUCATION				
EDU 13.7	PROFESSIONALIZING URDU EDUCATION				
EDU 13.8	PROFESSIONALIZING COMMERCE EDUCATION				
EDU 13.9	PROFESSIONALIZING COMPUTER SCIENCE EDUCATION				
EDU 13.10	PROFESSIONALIZING MATHEMATICS EDUCATION				
EDU 13.11	PROFESSIONALIZING NATURAL SCIENCE EDUCATION				
EDU 13.12	PROFESSIONALIZING PHYSICAL SCIENCE EDUCATION				
EDU 13.13	PROFESSIONALIZING SOCIAL SCIENCE EDUCATION				
EDU 14	<b>Additional Optional course*</b>	50	40	10	50
EDU14.1	CHILD RIGHTS EDUCATION				
EDU14.2	ENVIRONMENTAL EDUCATION				
EDU14.3	EDUCATION FOR DIFFERENTIALLY ABLED				
EDU14.4	GUIDANCE AND COUNSELLING				
EDU14.5	HEALTH AND PHYSICAL EDUCATION				
EDU 14.6	MANAGEMENT IN SCHOOL EDUCATION.				
EDU 14.7	VALUE EDUCATION AND PEACE EDUCATION				
	<b>TOTAL</b>		200	50	250
	Tasks and Assignments for Courses	30(1week)			-
EDU11-14	College based Practicum and Tests for courses 11-14	20			
EDU 401	(EPC3)CRITICAL UNDERSTANDING OF ICT	30		30	30



  
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EDU 402	(EPC4)UNDERSTANDING THE SELF	30		30	30
EDU 403.1	SUPW & WORKING WITH COMMUNITY	30		20	20
EDU 403.2	FIELD TRIP/STUDY TOUR	30		20	20
EDU 404	PRACTICAL EXAMINATION AND VIVA VOCE		100		100
	Seminar	50			0
	Co-curricular Activities/ Tutorials/Guidance / Utilizing Library/e-Resources	130			
<b>TOTAL</b>		<b>600</b>	<b>300</b>	<b>150</b>	<b>450</b>
<b>GRAND TOTAL</b>					<b>1750</b>

The practical courses of the B.Ed. programme collectively come under the broad category **Engagement with the Field**. The practical courses are classified in to three groups-*viz. College based, Community based and School based Practicals*. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts.

Semester	College based Practicals	Community based Practicals	School based Practicals
<b>SEMESTER I</b>	EDU 101 Microteaching (EPC1)Language Across curriculum -Reading and Reflecting on Texts EDU103.Yoga Health & Physical education-I	-----	-----
<b>SEMESTER II</b>	EDU 201.2 Peer discussion lessons EDU 201.3 Observation lessons & faculty demonstration lessons EDU 201.4 Peer criticism lessons EDU 201.5 Preparation of teaching – learning materials	-----	EDU 201.6 Initiatory School Experiences
<b>SEMESTER III</b>	EDU 302.(EPC2)Art And Drama In Education EDU 303.Yoga, Health & Physical Education-II	EDU 304.Community Living Camp	EDU 301. School Internship
<b>SEMESTER IV</b>	EDU 401.(EPC3)Critical Understanding of ICT EDU 402.(EPC4)Understanding The Self	EDU 403.1 SUPW & Working With Community EDU 403.2 Field Trip/Study Tour	-----



*[Signature]*  
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### 3. COURSE REGULATIONS

#### Scope

The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular B.Ed. programme conducted by the teacher education institutions of the University of Calicut unless otherwise specified.

#### Duration of the Programme:

The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of four years from the date of admission to the programme. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission and examinations.

**Eligibility for Admission:** Candidates seeking admission to the B.Ed. programme shall be required to have

- (i) at least 50% marks or an equivalent grade either in the Bachelor's degree and/or in the Master's Degree in Science/ Social Science/Humanity.
- (ii) at least 55% marks or an equivalent grade in the Bachelor's degree in Engineering or Technology with specialization in Science and Mathematics (In case of B.Tech / B.E degree aggregate marks/grade in **Science and Mathematics papers** alone will be considered)

(iii) Any other qualification equivalent thereto OR the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the University of Calicut from time to time

Relaxation in the marks will be allowed in the case of Candidates belonging to scheduled castes / Scheduled tribes/ socially and Educationally Backward classes/PWD and other applicable categories as per the rules of state government.

#### 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. The Language Optional papers shall be written in the language specified in the Question paper.

**Attendance:** A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

#### Registration for each Semester

All the courses carrying score should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the End Semester University examination. Every candidate should register for all subjects of the end-semester examinations of 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> semester before its closure. But for the 3<sup>rd</sup> semester (Since having no End Semester Theory Examinations), registration is to be done after the closure of the semester. A candidate who does not register will not be permitted to attend the end-semester



  
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examinations; he/she shall not be permitted to attend the next semester. A candidate shall be eligible to register for any higher semester, if he/she has satisfactorily completed the course of study and registered for the examination of the immediate previous semester. He/she should register for the semester before the stipulated date. University will notify the date of registration and the starting and closing dates for each semester.

**Re-admission rules** Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. There shall be provision for readmission in the same institution in the second, third and fourth semesters within a period of three years for those who have satisfactorily completed first, second and third semesters respectively and also registered for the previous semester University Examination, provided there is vacancy in the institution and the syllabus being the same. Re-admission shall be permitted during the first week of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semester.

### **Additional Optional**

In the fourth semester, students shall choose one additional optional course from the subjects prescribed in the syllabus and offered by the institution.

### **Seminar**

Seminars are an important part of professional life. B.Ed. students are expected to present one seminar paper on an educationally relevant theme during the 4<sup>th</sup> semester. 50 hours is set apart for the seminar. The whole batch of students should be assigned seminar presentation. (Refer annexure-II)

**Scheme of instruction:** - There shall be 100 contact hours for the instruction of each theory course with full weightage (100 marks Course) Fifteen hours is also assigned for tasks and assignments, college based practicals/tests of each full weightage theory course.

50 contact hours is allotted for the instruction of each theory course with half weightage (50 marks Course) and eight hours is also assigned for tasks and assignments/ college based practicals/tests of each half weightage theory course.

There shall be basic unit of 50 students each for Core Papers and not more than 25 students per teacher educator for Optional papers and other Practical courses of the programme to facilitate participatory teaching and learning

For instructional purpose all courses under Perspectives in Education viz. **EDU 01, EDU 02, EDU 06, EDU 07, EDU 10, EDU 11, EDU 12** and courses under Curriculum and Pedagogic Studies viz. **EDU 03, EDU 04, EDU 08** are considered as CORE COURSES. However the specific area/ content in **EDU 04** could be dealt with by concerned optional teachers.

Courses **EDU 05.1-13, EDU 09.1-13** and **EDU 13.1-13** are optional courses

Courses **EDU 14.1-7** are Additional Optional courses. Institutions with 50 annual intakes should offer a minimum of two courses from this; institutions with 100 annual intakes should offer at least three courses from this category. Faculty can cater to both Perspective and Pedagogy courses and also courses on **EPC** and be utilized for teaching in flexible manner so as to optimize expertise available.

### **Course Calendar**

The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the



  
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**ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI**  
**IMPLEMENTATION OF TRANSPARENT AND TIME BOUND INTERNAL**  
**EVALUATION IN THE COLLEGE**

**Conduct of class tests and Model Examination**

The college conducts class tests during middle each semester. This is a college level examination for all papers, of one hour duration and 25 marks, very short answer and short answer questions. This is done to assess students' understanding of the subjects up to that point, identify areas where they may need to focus more and to provide them with feedback on their progress. During the end of each semester model examinations are conducting. This is also a college level examination for all papers, the time, pattern and marks similar to the university examination. These two exams help the teachers to identify students who are struggling and provide targeted support and guidance to improve their performance.

**Provision for Bilingual Answering**

Since the curriculum permits bilingual (using two languages) responses, students feel much more comfortable articulating the ideas they have learnt. This is advantageous for students whose area of concentration or basic optional topic is regional language.

**Distribution of Valued Answer Scripts**

Within a week of the test's conclusion, the students receive their valued response scripts from the teachers who taught the relevant topic. The answer scripts for the class exams and model examinations are assessed internally by those teachers. Internal marks are created using the grades that students received on the model exam.


**Provision for Timely Feedback**

Students who receive timely and consistent feedback from their teachers are better able to focus their attention and energy, which helps them avoid making significant mistakes. It can also be an inspiring way for students to interact with one another and with their teachers. Students that receive feedback have greater self-awareness, confidence, and excitement for what they are learning. As a result, it is a useful strategy for assisting each student in filling in their knowledge gaps.

**Scope for Improvement Opportunities**

By using a variety of teaching and learning tactics, teachers enable their students to take advantage of more learning opportunities. Students' performance can then be improved as a result of this. This manifests as increased adaptability and independence, as well as the taking



  
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of necessary measures when student performance is subpar. As a result, it motivates students to improve their performance and offers superior learning environments to boost their overall learning experience.

### **Access to Remedial Support**

Remedial support helps students participate in the teaching-learning process more successfully and methodically, which improves their access to learning.

### **Final Submission of Practical Works**

Students receive a list of practical assignments along with the marks allocated to them at the start of the course. Students receive instructions on how to complete each paper from the individual teachers in charge of it. Additionally, they regularly set deadlines for the submission of finished works. The teachers assign a value to the received work according to a well-organized set of assessment criteria.


### **Display of Internal Assessment Marks**

Internal marks are given to the pupils and recorded in a pre-established mark list template following the objective assessment of the works using precise criteria. Next, the internal mark list appears. Students can now address any concerns they may have with the internal marks with the concerned teacher. The instructor takes action to address the issue. In other words, the marks are adjusted if the teacher agrees and the students find any inconsistency in the mark list. As a result, in order to improve and make the grading process more open, students discuss the marking scheme. Students sign the mark sheet if they find the internal grades to be satisfactory.

### **Signing of Final Internal Marks by students**

The internal marks that have been signed are uploaded on the University of Kerala's official website. Two layers of verification are carried out for the uploaded internal marks before they are forwarded to the university: teacher educator and principal. A tangible copy of the final mark list is created and signed by every student as soon as the marks are sent to the university. After that, the signed final mark list is turned in in physical copy to the university.



  
Dr. Tomy K.O.  
PRINCIPAL  
St. Gregorios Teacher  
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UNIVERSITY OF CALICUT



CURRICULUM OF  
REVISED TWO YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME  
2021 (With effect from 2021-2022 Academic Year)



A handwritten signature in green ink, consisting of several loops and a long horizontal stroke.

**Dr. Tomy K.O.**  
**PRINCIPAL**  
St. Gregorios Teacher  
Training College, Meenangadi  
Wayanad-673591

### 3. COURSE REGULATIONS

#### Scope

The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular B.Ed. programme conducted by the teacher education institutions of the University of Calicut unless otherwise specified.

#### Duration of the Programme:

The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of four years from the date of admission to the programme. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission and examinations.

**Eligibility for Admission:** Candidates seeking admission to the B.Ed. programme shall be required to have

(i) at least 50% marks or an equivalent grade either in the Bachelor's degree and/or in the Master's Degree in Science/ Social Science/Humanity.

(ii) at least 55% marks or an equivalent grade in the Bachelor's degree in Engineering or Technology with specialization in Science and Mathematics (In case of B.Tech / B.E degree aggregate marks/grade in **Science and Mathematics papers** alone will be considered)

(iii) Any other qualification equivalent thereto OR the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the University of Calicut from time to time

Relaxation in the marks will be allowed in the case of Candidates belonging to scheduled castes / Scheduled tribes/ socially and Educationally Backward classes/PWD and other applicable categories as per the rules of state government.

#### 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. The Language Optional papers shall be written in the language specified in the Question paper.

**Attendance:** A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

#### Registration for each Semester

All the courses carrying score should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the End Semester University examination. Every candidate should register for all subjects of the end-semester examinations of 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> semester before its closure. But for the 3<sup>rd</sup> semester (Since having no End Semester Theory Examinations), registration is to be done after the closure of the semester. A candidate who does not register will not be permitted to attend the end-semester



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