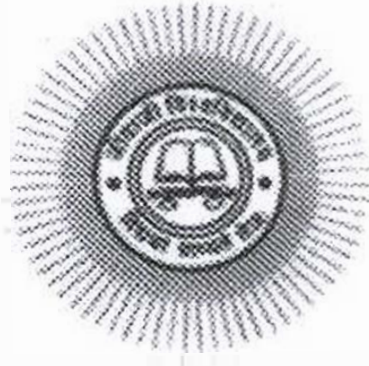


जीवाजी विश्वविद्यालय, ग्वालियर

JIWAJI UNIVERSITY, GWALIOR



EXAMINATION SCHEME
FOR
TWO YEARS (FOUR SEMESTER)

B.ED. COURSE

2020- 20

ACADEMIC YEAR AND ONWARDS



Dr. Vivek Bapat
Dean: Jiwaji University, Gwalior.



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies, Education Page 1

Syllabus For Bachelor of Education (B.Ed.)

Course Structure

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group A: Core Course							
101	CC 1: Childhood & Growing Up	TH	75	30	25	10	100	40
102	CC 2: Education in India – Status, Problems and Issues	TH	75	30	25	10	100	40
103	CC 3: Language Across the Curriculum – Part I	TH	35	14	15	6	50	20
104	CC 4: Curriculum Development & School	TH	75	30	25	10	100	40
105	EPC 01: Reading and Reflecting on Texts	PR	30	15	20	10	50	25
	Total		290		110		400	

Note: Assignments & Tasks for Courses 1, 2, 3, 4.

Semester – II

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group B: Core Course							
201	CC 1: Learning & Teaching	TH	75	30	25	10	100	40
202	CC 2: PC(I) Pedagogy of a School Subject – I: Biology / Mathematics / Hindi / Sanskrit / English / Urdu	TH	75	30	25	10	100	40
203	CC 3: PC(II) Pedagogy of a School Subject – II: Chemistry / Physics / History / Civics / Geography / Economics / Commerce / Social Science)	TH	75	30	25	10	100	40
204	CC 4: Language Across the Curriculum – Part - II	TH	35	14	15	6	50	20
205	EPC 02: Drama & Art in Education	PR	30	15	20	10	50	25
	Total		290		110		400	

Note: Assignments & Tasks for Courses 1, 2, 3, 4.

Semester – III

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group A: Core Course							
301	CC 1: Pedagogy of a School Subject (Part II)	TH	35	14	15	6	50	20
302	SI : School Internship	PR					350	175
	SI 1: Method of Teaching - I	PR	60	30	40	20	100	50
	SI 2: Method of Teaching - II	PR	60	330	40	20	100	50
	SI 3: Unit Plan (I & II)	PR	40	20			40	20
	SI 4: Unit Test (I & II)	PR	40	20			40	20
	SI 5: Work Book / Working Model	PR			12	6	12	6
	SI 6: Micro Teaching	PR			48	24	48	24
	SI 7: Observation Lesson	PR			10	5	10	5
303	EPC 03 – Educational Psychology Practical	PR	40	20	10	5	50	5
	Total		275		175		450	

Note: I. Twenty Weeks (Four Weeks) Practice Teaching & (Sixteen Weeks) Internship School.

INTERNSHIP IN TEACHING

S. No.	Particulars	Sem. III Marks
1	Micro Teaching Under Simulated Conditions (Eight Skills)	(16*3) = 48
2	Lesson Planning (Practice Teaching)	100
3	Exclusion of Lesson in the Actual Classroom Situation & School Work	100
4	Unit Plan	40
5	Unit Test Administration Evaluation and Interpretation	40
6	Resource Unit / Instructional Kit / Workbook / Working Models	12
7	Observation Records	10
	Total	350

Semester – IV

Code	Course / Paper	Type	External		Internal		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
	Group B: Core Course							
401	CC 1: Gender, School & Society	TH	75	30	25	10	100	40
402	CC 2: Educational Technology & ICT	TH	75	30	25	10	100	40
403	CC 3: Creating an Inclusive School	TH	75	30	25	10	100	40
404	CC 4: Optional Course: (Any One of the Subject Mentioned Below)	TH	75	30	25	10	100	40
	a. Value Education							
	b. Futurology in Education							
	c. Health and Physical Education							
	d. Guidance and Counseling in School							
	e. Environmental Education							
f. Action Research								
405	EPC 04: Understanding the Self	PR	30	15	20	10	50	25
406	EPC 05: Understanding of ICT	PR	30	15	20	10	50	25
	Total		360		140		500	

Note:

1. ATKT in Two subjects.
2. Grace-One marks in a semester only for theory.
3. The External and internal assessment for each theory and MOT Paper shall be 75 and 25 respectively.
4. The minimum pass marks in each semester shall be 40% for each theory paper. Practicum and internship shall be 50% in each practical candidate will have to pass each theory paper and practicum separately.
5. A candidate who fails only in two subjects in first semester and in second semester respectively. The course will be eligible to take the examination in the subject (theory paper/practicum) as the case may be in which he/she fails along with the third and fourth semester examination.
6. A Candidate who fails only in one subject in the third semester and fourth semester of the course will be allowed to appear as an Ex-student in that part of the subject in which he or she fails at subsequent semester examination.
7. In case a candidate fails in practice teaching, internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A Candidate will be given a maximum of three chances to pass the examination in any semester of the courses it he/she does not pass the examination even after three chances he/she will not be eligible for B.Ed. Degree.
9. Division will be awarded to the successful candidate at the end of last semester examination on the basis of cumulative total of marks obtained in the four semesters (two year) B.Ed.,
10. **Award of Division:** Successful candidate will be awarded division on the basis of the aggregate marks as per the following.
 - a. First Division: 60% and above
 - b. Second Division: 50% and above but less than 60%
 - c. Third Division: 40% and above but less than 50% in B.Ed.




Eligibility to take the Examination:

- a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

1. The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
2. The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed. college at any times during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.
3. The individual colleges shall also submit the required descriptive statistics i.e. Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar (Evaluation).
4. The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
5. In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for Appropriate Action.
6. The decision of the University shall be final.

Scheme of Examination:

1. There shall be a University Examination at the end of each semester.
2. Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)
3. The External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively.

Theory Examination – Question Paper Pattern:

Pattern of all Question Papers for B.Ed. Papers (during of examination – 3 hrs.)

Section	No. of Questions to be Answered	Marks per Question	Total Marks	Nature of Objectives to be Covered
A	11 Questions out of 14 Questions to be Answered	5	55	Knowledge / Understanding Comprehension types Questions. Each should Answered in not more than one Page (100 – 150 Words).
B	2 Questions out of 4 Questions to be Answered	10	20	Application, Analysis, Synthesis. Evaluation type Questions. Each should be answered in about 2 to 3 pages (400 – 500 Words)
	Total		75	

- Note: 1. All units in a given subject / paper should be adequately represented in the question paper.
2. Due weightage in terms of marks should be given to each unit.



Dr. Vivek Bapat
Dean, Jiwaji University, Gwalior.



Dr. Vinod Singh Bhadoria
Chairman – Board of Studies, Education Page 5

Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows:

Particulars		Marks
1.	Attendance	5 Marks
2.	1 st Test	5 Marks
3.	2 nd Test	5 Marks
4.	Assessment	10 Marks
Total		25 Marks

Attendance Marks Split-up:

Attendance (in Percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Particulars	Grades
a. SUPW	
b. PE / Games	
c. Citizenship Training Camp (CTC)	

Grades (A = Excellent, B = Good, C = Average)

Objectives:

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social / educational / cultural / political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyze observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT:

Unit I: Perspectives in Development:

- Concept, Meaning, Scope and Function of Educational Psychology.
- Introduction to development: Concept and introduction to perspectives in development, humanistic psychology and developmental theory.
- Enduring themes in the study of development: Development as multidimensional and plural; Development as continuous / discontinuous? Socio-cultural contexts influencing development.
- Gathering data about children from different contexts: Naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.
- Method: Longitudinal, Cross Sectional, Sequential, Cohort Methods, Biographical, Case Study and Observational Method.

Unit II: Stages of Human Development:

- Child as a developing individual; a psycho-social entity; stage of development.
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships.
- Developmental tasks of childhood and adolescence and their implications.
- Factors influencing development such as heredity & environment, media nutrition, child-rearing practices, siblings and peers.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing up in dalit household.