

UNIVERSITY OF MUMBAI
No. UG/124 of 2015-16

CIRCULAR:-

The Head, University Department of Education, the Principals of the affiliated training college in Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 20th February, 2015 has been accepted by the Academic Council at its meeting held on 31st August, 2015 vide item No. 4.14 and subsequently approved by the Management Council at its meeting held on 31st August, 2015 vide item No.12 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994 and the Ordinances 6234 and 6235 and Regulation 8956, 8957, 8958 and 8959 and relating to the Credit Based Semester and Grading System for the Bachelor of Education (B.Ed.) and Master of Education (M.Ed.), Three Years Intergrated Degree (Sem. I, II, III, IV, V and VI) has been introduced, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI – 400 032
3rd December, 2015

REGISTRAR

To,

The Head, University Department of Education, the Principals of the affiliated training college in Education.

A.C/4.14/31.08.2015
M.C/12/31.08.2015

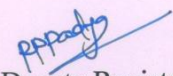
No. UG/124-A of 2015

MUMBAI-400 032

3rd December, 2015

Copy forwarded with Compliments for information to:-

- 1) The Dean, faculty of Arts,
- 2) The Director, Board of College and University Development,
- 3) The Co-Ordinator, University Computerization Centre,
- 4) The Controller of Examinations.


Offg. Deputy Registrar
Under Graduate Studies

....PTO

AC 31/08/2015
Item No. 4.14

UNIVERSITY OF MUMBAI



**Ordinances, Regulations and the Curriculum for the
Three-year Integrated B.Ed.-M.Ed. Degree Programme**

(Semester I, II, III, IV, V and VI)

(As per Credit Based Semester and Grading System with effect from the academic year 2015-16)

**O.6234:- ORDINANCES AND REGULATIONS FOR THREE YEAR INTEGRATED
B.ED-M. ED DEGREE PROGRAMME 2015**

Preamble

The Integrated B.Ed.-M.Ed. Programme is a three –year full –time professional programme in education, without any option of intermediate exit before completing the 3 years study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed. – M.Ed. degree with specialization in either elementary (upto class VIII) or secondary and senior secondary education (VI to XII)

Eligibility

O. 6235:- Candidates seeking admission to the Integrated B.Ed.-M.Ed. programme should have the following qualifications: A Post graduate degree in Sciences/Social Sciences/Humanities from a recognized institution with a minimum 55% marks or equivalent grade.

Relaxation of 5% marks for candidates from the reserved category will be as per the state government and university rules.

R.8956:- The Integrated B.Ed. - M. Ed. Degree shall be taken by Theory and Dissertation and will be based on Credit Based Grading and Semester System.

R.8957:- A candidate desirous of appearing for the Integrated B.Ed.-M. Ed examination shall undergo a regular course of study in an institution recognized by the National Council of Teacher Education for the purpose.

Duration: The duration of the Integrated B.Ed.- M. Ed course shall be of three years, comprising of 6 semesters. The course can be completed in a maximum period of four years from the date of admission to the programme.

Admission Procedure

R.8958:- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination as per the state government and university rules.

Fees

The institution shall charge only such fees as prescribed by the affiliating body/ State Government concerned in accordance with provisions of National council for Teacher Education (NCTE).

For the completion of the 3 Year Integrated B.Ed. - M. Ed. program the candidate must:

- (a) Attend six semesters of the full time Three year B.Ed.-M.Ed. programme spread over a period of three years from the date of admission in a recognized University Department or a College of Education.
- (b) The minimum attendance of the candidates shall be 80% for all course work and practicum, and 90 % for internship/attachment.
- (c) Complete the practicum and internal assessment assignments for each course in each semester as certified by the Principal of the Institution in which the candidate is studying.

R.8959:- Curriculum, Programme Implementation and Assessment

Curriculum:

The curriculum of the Integrated B.Ed.- M. Ed programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary, secondary or higher education. The curriculum of 3 years Integrated B.Ed.-M. Ed. programme shall comprise of the following components:

1. A Common Core that includes 4 components: i) Perspective Courses;ii) Research, Tool and Self Development Component including Dissertation, Taught Courses and Workshops; iii) School related field experiencesand iv) Teacher Education Component including taught courses and internship/attachment with teacher education institutions;
2. Specialization Component will have 2 levels where students choose to specialize in:
 - a) One of the school levels/areas (elementary or secondary including higher secondary) and content-cum-pedagogy in school subject areas, which will comprise the core within the specialization and
 - b) Within school level chosen, the students select one domain/theme based area for specialization such as:
 - a) Comparative Education
 - b) Educational Technology

- c) Environmental Education
- d) Guidance and Counseling
- e) Inclusive Education
- f) Management of Education
- g) Pedagogy, Andragogy and Assessment
- h) Women's Education

(A) THEORY (CORE AND SPECIALIZATION) COURSES

Core Courses

- ***Perspective Courses:*** Perspective courses shall be in areas of : Philosophy of Education; Sociology –Historical –Political and Economical aspects of Education, Psychology of Education, Education studies and Curriculum studies. The courses across the programme shall enable the prospective professionals to work towards inclusive classroom environments and education.
- ***Research, Tools and Self Development Component*** shall comprise of workshops and courses in basic and advance level education research methods, research project leading to a dissertation, academic /professional writing, communication skills, observing children, language and teaching –learning, theatre in education, educational technology (including ICT) and the like. There shall be provisions for Self Development of students (for example through workshops with focus on physical and mental well being through modalities such as meditation, Yoga) and for critical engagement with gender and education, inclusive education and on areas of similar significance. Skills pertaining to ICT and educational technology shall be integrated in various courses in the programme.
- ***Teacher Education Courseslinked to internship/attachment,*** pedagogic courses which are also linked with the internship/attachment in senior secondary schools, teacher education institution(s) etc. These shall include courses in content – cum – pedagogy of school subjects. Other courses within school stage specialization shall cover selected thematic areas pertinent to that stage
- ***The Specialization component*** shall offer a possibility to specialize in one of the school stages (elementary, secondary including senior/higher secondary). Apart from this the students will also choose three courses from a basket of elective courses enabling specializations in selected themes or domains.

Perspective Courses

1. Childhood and Growing up
2. Philosophy of Education
3. Sociology of Education
4. History, Politics and Economics of Education
5. Psychology of Learning and Development
6. Education Studies
7. Curriculum Studies
8. Assessment for Learning
9. Quality in Education

Research, Tools and Self Development Courses

1. Introduction to Research Methods
2. Advanced Research Methods
3. Communication and Expository Writing
4. Self Development
5. Academic Writing
6. Dissertation

Teacher Education Courses

Teacher Education I

Teacher Education II

Understanding Disciplines and School subjects

Pedagogy of school subjects

Specialization Courses

Any one of the following in Semester I from Group A electives

Any Two of the following in Semester VI from Group B electives

Group A Electives	Group B Electives
a) Comparative Education b) Educational Technology c) Environmental Education d) Guidance and Counseling	e) Inclusive Education f) Management of Education g) Pedagogy, Andragogy and Assessment h) Women's Education

Specialization Courses in one of the school stages (Elementary or Secondary including Higher Secondary (Select any two from the following specialization branches) Semester V

1. System and Structure of Elementary Education
2. Content-cum-Pedagogy of Elementary School Subjects
3. Issues and Concerns of Elementary Education
4. Curriculum Design and Development of Elementary Education

OR

1. System and Structure of Secondary and Senior/Higher Secondary Education
2. Content-cum-Pedagogy of Secondary and Senior Secondary School Subjects
3. Issues and Concerns of Secondary and Senior/Higher Secondary Education
4. Curriculum Design and Development of Secondary and Senior/Higher Secondary Education

(B) PRACTICUM

Practicum will comprise of book review, community work, participation in co-curricular activities, content tests, shadowing of subject teacher and observing and giving lessons as well as school activities, co-teaching lessons with school teachers, critical analysis of educational films, preparing report on records maintained in the school, blue print and administration of test.

It will also include the completion of tasks/assignments/sessional work related to the course.

(C) INTERNSHIP AND ATTACHMENT

The internship for the three year integrated B.Ed.-M.Ed. programme will be for 19 weeks.

A. School based Internship (11 weeks): Internship in organizations and institutions working in the field of education at elementary/secondary levels, as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

Internship/attachment will be for a period of eleven weeks. After the internship the students will be expected to submit a reflective report of their experiences.

i. School Internship of 2 weeks in Semester II:

- Critical analysis of lesson observations
- Shadowing of subject teacher in the school subject opted for (minimum 5 lessons) to be observed and recorded in the opted pedagogy 1
- Observation of lesson of peers (minimum 5 lessons) to be observed and recorded in any pedagogy
- Observing school activities over a period of one week

ii. School Internship of 10 weeks in Semester III:

During Internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards from V to XII of recognized

secondary and highersecondary Schools/ Colleges selected by the Principal as practicing School/ College.

In addition the candidate will have to carry out:

- 2 theme based lessons in the above school/ college.
- 4 co-teaching lessons with school teachers
- Maintain Reflective Journal with reference to internship program.
- Report on Records maintained in the school.
- Prepare a Blue print and administrate a test in the school pedagogy opted for.

B. Field based internship in Semester V (8 weeks): The field based practical work (internship) is mandatory for the completion of the three year integrated B.Ed.-M. Ed. Programme

Internship can be in the following types of suggested sites/fields/institutions.

- i. Professional pre-service teacher education institution
- ii. An organization engaged in the development of innovative curriculum and pedagogic practices.
- iii. International/national/state institution involved in curriculum design; textbook development, education policy planning, formation and implementation; educational administration and management.
- iv. In-service training institutions for teachers.

The field based internship programme in Semester V will be of total 8 credits (4 credits in teacher education institution and 4 credits in the area of specialization. This will comprise of 8 weeks out of which 4 weeks would be working in an in-service teacher education context as per school level specialization and in a pre- service teacher preparation context as per school – level specialization, and 4 weeks working in a field situation related to the thematic or focus area of specialization. These experiences shall be supplemented with opportunities for reflection, action research and writing.

The completed field work is to be certified by the Principal/Head of the Institution.

C. Internship in an underprivileged centre in Semester VI (2 weeks): This will comprise of 2 weeks in community involvement in an underprivileged section of society. Some of the activities which could be conducted are – workshops, street plays, theatre. Physical presence in the community centre for 6 days a week is necessary. A reflective journal must be maintained.

D) DISSERTATION

On an educational topic having 8 credits and 200 marks.

PROGRAMME STRUCTURE OF 3 YEAR INTEGRATED B.Ed.-M.ED. PROGRAMME

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 3: 16-18 Weeks * 2 Semesters (200 Working Days)

22 Weeks for Internship/Field Immersion

200 working days are exclusive of admission and examination period

Total Credits: 160; Marks 2600

1 Credit = 12 Hours

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- I				
Childhood and Growing up	04	60	40	100
Philosophy of Education	04	60	40	100
Understanding Disciplines and School subjects	04	60	40	100
Pedagogy of school subject I*				
Self Development	01	--	--	
Total	13	180	120	300
PRACTICUM SEM I				
Book review				15
Community work	2			20
Participation in Co curricular activities				15
Content test	1			25
Total	3			75
Semester- II				
Sociology of Education	04	60	40	100
Assessment for Learning	04	60	40	100
Quality in Education	04	60	40	100
Total	12	180	120	300
PRACTICUM SEM II				
Internship 2 weeks				
a. Shadowing of subject teacher and observing minimum 10 lessons in	6			20

Pedagogy I				
b. Observation of school activities				15
c. Observation of lessons given by peers (minimum 5 lessons)				15
Participation in co curricular activities in college	1			15
Critical analysis of an educational film				10
Total	7			75
Semester- III				
Teacher Education –I	04	60	40	100
Introduction to Research Methodology	04	60	40	100
Specialization course (any one)	04	60	40	100
Total	12	180	120	300
PRACTICUM –SEM III				
Lessons (26x10)- 10 weeks	30			260
Theme based learning (2x10)				20
Co teaching lessons with school teachers (2x10)				20
Report on records maintained in the school				10
Blue print and administration of test	2			10
Reflective journals on internship activities				20
Literacy awareness program in the community				10
Total	32			350
Semester- IV				
Psychology of Learning and Development	04	60	40	100
Education studies	04	60	40	100
Advanced Research methodology	04	60	40	100
Teacher Education-II	04	60	40	100
Academic writing	02	--	--	---
Dissertation	02			
Total	20	240	160	400
Semester –V				
Specialisation courses EE/SE	04	60	40	100
Specialisation courses EE/SE	04	60	40	100
Communication and	02	--	--	--

Expository writing				
Dissertation	02	--	--	--
Internship –Related to specialization 8 weeks for internship/Field immersion	24	--	--	--
Total	36	120	80	200
Semester VI				
Curriculum studies	04	60	40	100
History, Politics and Economics of Education	04	60	40	100
Specialization on courses - 2	04	60	40	100
Specialization on courses - 3	04	60	40	100
Internship in an underprivileged centre-2 weeks	05	---	---	---
Dissertation	04			200
Total	25	240	160	600

GRAND TOTAL

SEMESTER	Credits	THEORY		PRACTICUM	GRAND TOTAL
		Internal	External		
I	16	120	180	75	375
II	19	120	180	75	375
III	44	120	180	350	650
IV	20	160	240		400
V	36	80	120		200
VI	25	160	240		400
		Dissertation			200
	160			500	2600

INTERNAL ASSESSMENT (40 MARKS)

Sr.No.	Particulars Marks	Marks
1.	Subject specific Term Work Module/assessment modes/ tasks/ assignments/sessional work – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks

4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks
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Grading System: Conversion of percentage of marks to grade points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows :

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
0-39.99	1	F (Fail)

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year).

R. _____ A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R. _____ A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However

his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

ALLOWED TO KEEP TERMS (ATKT):

A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Student shall be permitted to complete the programme requirements of the three year integrated programme within a maximum period of four years from the date of admission to the programme.

DISSERTATION

R._____ Title of the dissertation should be submitted to the University for approval at the end of first semester of the course.

R._____ The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as four additional members including two recognized post graduate teachers having guided at least five dissertations at the M.Ed. level and two recognized Ph.D. guides of University of Mumbai having successfully guided at least two Ph.D. theses/ M.Phil. Dissertations. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic is got approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

R._____ Dissertation submission should be on or before 15th March to the Department /Institution. If 15th March is a holiday then the dissertation could be submitted on the next working day. Last Date for sending the dissertations to the examination section will be 22nd March.

R._____ The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in R._____ stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R._____ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R._____ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

R. _____ Two copies of the dissertation shall be submitted by the student to the Head of the institution where he/she is registered.

R. _____ **STANDARD FOR PASSING THE EXAMINATION**

To pass the examination the candidate must obtain:

- a) 80 % attendance for theory courses and practicum and 90% for field attachment
- b) For the theory courses (Core and Elective) in all the semesters, minimum 40% of marks in each course.
- c) In dissertation minimum 40% marks.
- d) With respect to the total marks obtained by the candidate in core and elective courses of the examination (out of total 2500), and in Dissertation (out of total 200) class will be accordingly awarded to the candidates.

ELIGIBILITY NORMS TO APPEAR FOR THE ADDITIONAL CLASS TEST OR ASSIGNMENT OR PROJECT FOR LEARNERS WHO REMAINED ABSENT

1. The candidate must apply to the Head of the Institution giving the reason (s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the candidate is absent for participation in **practical activities(Practicum)** authenticated by the head of the institution, the head of the institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the candidate to appear for the additional examination or the activities.
4. A learners who is absent for the class tests / assignments, as the case may be, the learner will be allowed to appear for the same in the next semester.

R. _____ The following are the syllabi for the various papers.