

# **Ordinance and Regulations for Bachelors in Education (B.Ed.) Program**

Provisions of this ordinance shall be applicable to B.Ed. Program to be run in Faculty of Education, Kumaun University, Nainital and colleges affiliated to and recognized by the university for this purpose. These shall be applicable for regulation of B.Ed. Program from session 2020-2021 onwards.

Notwithstanding anything in these Regulations, the University shall have the right to modify any of the Regulations from time to time.

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**1. Vision and Mission Of Department of Education:**

**1.1.Vision:** Facilitation of holistic development among prospective teachers, teacher-educators and scholars in the field of education.

**1.2.Mission:**

**1.2.1.** To inspire and guide students to join teaching profession at different levels in the country and abroad.

**1.2.2.** To motivate students to contribute towards development of teaching profession and educational system in India.

**1.2.3.** To inculcate values based on Constitutional ideals.

**1.2.4.** To organize workshop, seminars and conferences for integrated development of teachers, teacher educators and educational research scholars.

**1.2.5.** To promote research and development activities in education and allied fields.

**1.2.6.** To network with different agencies and institutions working in the area of teacher education in particular and education in general.

**2. The Program:** The Bachelor of Education (B.Ed.) program is a two year (four semesters) professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII).

**2.1.Program Framework :** The overall framework of B.Ed. course is presented in Table-2(a to d).

**Table-2 : Framework of B.Ed. Course**

**(a) Semester-I**

<b>Course Code</b>	<b>Name of the course</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-101</b>	Philosophical and sociological perspectives of Education	30	70	3
<b>B-102</b>	Psychology of Development & Learning	30	70	3
<b>B-103</b>	Principles and Methods of Teaching	30	70	3
<b>EPC-104</b>	Language Across the Curriculum	25	--	--
EPC-105	Psychological Tests <sup>1</sup>	25	--	--
	<b>TOTAL</b>	<b>140</b>	<b>210</b>	<b>350</b>

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<sup>1</sup> To be completed as a block course over a duration of about one week

(b) Semester-II

Course Code	Name of the course	Internal Marks	External Marks	Exam. Hours
<b>B-201</b>	Pedagogy of two School subjects <sup>2</sup>	30+30= 60	70+70= 140	3 3
<b>B-202</b>	School Administration and Management	30	70	3
<b>B-203</b>	Educational Technology and ICT	30	70	3
<b>EPC-204</b>	Technology Enabled Learning	25	--	--
<b>EPC-205</b>	Simulated, Micro and Supervised Teaching <sup>3</sup>	25	--	--
	<b>TOTAL</b>	<b>170</b>	<b>280</b>	<b>450</b>

(c) Semester-III

Course Code	Name of the course	Marks Internal	External Marks	Exam. Hours
<b>B-301-A</b>	Pre-internship and School	25	---	--
<b>B-301-B</b>	Observation <sup>4</sup> Internship <sup>5</sup>	75	250	--
<b>B-302-A</b>	Gender, School and Society	15	35	2
	(Any one out of following three)	15	35	2
<b>B-302-B.1</b>	Teacher and Environmental Education			
<b>B-302-B.2</b>	Guidance and counselling			
<b>B-302-B.3</b>	Value and Peace Education			
<b>B-302-B.4</b>	Basic Statistics			
<b>EPC-303</b>	Community Work <sup>6</sup>	25	---	--
	<b>TOTAL</b>	<b>155</b>	<b>320</b>	<b>475</b>

<sup>2</sup> Any two school subjects to be opted from: A-Mathematics, B- Physical Science, C- Biological Science, D- English, E-हिन्दी शिक्षण, F- Sanskrit, G- Social Studies, H- Commerce.

<sup>3</sup> This shall include the requirement of interaction with subject- teacher and practice- teaching of atleast a total duration of four weeks.

<sup>4</sup> Including orientation for internship and observation of school processes as prescribed; duration one week

<sup>5</sup> Including internship (16 Weeks) related works and assessment of teaching effectiveness in final teaching examination at the end of semester by a board of examiners.

<sup>6</sup> To be organized by designated teachers as specific programs on dates and days decided in consultation with HOD

**(d) Semester-IV**

<b>Course Code</b>	<b>Name of the course</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Exam. Hours</b>
<b>B-401</b>	Education in Contemporary Indian Society	30	70	3
<b>B-402</b>	School Curriculum Development	30	70	3
<b>B-403</b>	Measurement and Evaluation	30	70	3
<b>B-404</b>	Inclusion in School Education	30	70	3
<b>EPC-405</b>	Joyful Learning : Program <i>Anandam</i> <sup>7</sup>	25	--	--
	<b>TOTAL</b>	<b>145</b>	<b>280</b>	<b>425</b>

**All Semesters total = 350+ 450 + 475 +425 = 1700**

**Theory( Including theory papers linked Practicum)= 1200**

**Teaching Competence (including EPCs, School Observation and Internship) = 500**

- 3. Programme Objectives and Outcomes:** The programme consists of Foundation courses, courses on Enhancing Professional Competencies, School Observation, Internship and Community Work. Foundation courses include Philosophy & Sociology of Education, Developmental Psychology of Child, Language across Curriculum, Principles and Methods of Teaching, Pedagogy of School Subjects, School Administration and Management, Educational Technology and ICT, Gender, School and Society, Environmental Education, Guidance and Counselling, Peace and Value Education, Basic Statistics, Education in Contemporary Indian Society, School Curriculum Development, Assessment and Learning and Understanding Inclusion in Schools. The Foundation courses are of two types- core and elective. These courses give due emphasis on developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching. The programme functions under a global canvas created by concepts of ‘learning to learn’, and ‘inclusiveness’, and on concerns to make teacher education liberal, humanistic and responsive to the demands of multi-cultural society. It lays emphasis on non-didactic and dialogical explorations.

**3.1. Broad objectives of the program:**

- 3.1.1.** To develop pupil- trainee’s capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- 3.1.2.** To develop capacity for self-directed learning, reflection, assimilation and articulation of innovations, and collaboration to work in groups.

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<sup>7</sup> To be organized by designated teachers as specific program on dates and days decided in consultation with HOD

- 3.1.3. To engage with subject-content, examine disciplinary knowledge and social realities, relate subject matter with social milieu of learners, and develop critical thinking.
  - 3.1.4. To develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.
  - 3.1.5. To empower prospective teachers to relate with changing contexts of education.
  - 3.1.6. To help teacher-trainees to view knowledge not as external to the learner but as something that is actively constructed during the process of learning.
- 3.2. Programme Specific Objectives:** Specifically the program shall attempt towards:
- 3.2.1. **Development of Identity as Teachers:** Traditional idealism, esteem and importance attached to the role of teachers pose very high societal expectations for trainee-teachers. The programme is focussed on the development of identity as teacher among trainees.
  - 3.2.2. **Holistic Development of Teacher-trainees:** The programme views teacher education as a holistic enterprise, involving action from multiple fronts to attain development of holistic teacher with rich knowledge and understanding, skill- repertoire, positive attitudes, habits, values and capacity to reflect.
  - 3.2.3. **Inculcation of Social Responsibility:** The program helps potential teachers to develop social sensitivity, consciousness and finer human sensibilities, and prepare them to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world. This also develops sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
  - 3.2.4. **Facilitating Knowledge Generation:** Pupil-teachers need to view learners as active participants in teaching-learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; and ensure that learning shifts away from rote methods. The programme aims to help student-teachers to view learning as a search for meaning out of personal experiences, and knowledge generation as a continuously evolving process of reflection.
  - 3.2.5. **Engagement of Theory with Field-Experiences:** The programme integrates academic knowledge and professional learning into a meaningful whole and helps trainee-teachers to appreciate the potential of hands-on experience as a pedagogic medium.
  - 3.2.6. **Training in Organization of School Activities:** The programme is intended to provide training to pupil-teachers in organizing learner-centred, activity based, participatory learning experiences – plays, projects, discussion, dialogue, observation and visits etc.
  - 3.2.7. **Acquisition of School related Knowledge:** School knowledge is important for development of concepts related to management of school and classrooms. This promotes application of school knowledge in real life. The programme equips student-teachers to select and organise experiences gained from school observation and learn appropriate teaching-learning strategies.

- 3.2.8. Providing opportunity for Reflection and Independent-study:** The programme provides opportunity for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- 3.2.9. Engagement with Students in Real Contexts:** The programme engages trainee-teachers with children in real contexts rather than teaching them about children through theoretical presentation alone. It helps them to understand psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred modes of cognition, motivation and learning resulting from home and community socialization.
- 3.2.10. Preparing for Inclusive education:** The programme equips student-teachers to sensitively bring and include disadvantaged and special-need children in classroom transactions. It intends to sensitize student-teachers to the philosophy of inclusive education and orient them to different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other practices.
- 3.2.11. Furthering Equitable and Sustainable Development:** The programme intends to develop future teachers who promote equitable and sustainable development for all sections of society and respect for all, through educating them for gender equity, environmental sustainability, population control, values for peace and respect for rights of all.
- 3.2.12. Development of Reflective Practitioners:** Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher. The programme intends to build capacities to construct knowledge, to deal with different contexts and to develop abilities to discern and judge during moments of uncertainty and fluidity that are characteristic of teaching-learning environments..
- 3.3. Programme Specific Outcomes:** After completion of the Program, learner's shall be able:
- 3.3.1.** To assimilate and put to practice knowledge of Philosophical and sociological bases of education.
- 3.3.2.** To acquire knowledge of various theories of Psychological development and their application in the field of education.
- 3.3.3.** To learn and apply various teaching skills in classrooms.
- 3.3.4.** To develop communication skills for effective teaching.
- 3.3.5.** To develop ability to understand and apply various ICT tools in the field of education.
- 3.3.6.** To develop understandings with respect to various pedagogical perspectives viz. Mathematics, Science, Languages, Social Studies, Commerce.
- 3.3.7.** To appreciate the role of teacher, school and community in conservation of environment.
- 3.3.8.** To apply their knowledge of fundamentals of guidance and counselling in dealing with problems of diverse learners, and recognize the role of teachers, school authorities and guidance-counsellor in providing guidance services.
- 3.3.9.** To emphasize the role of teacher as an agent of social change through peace and value education, and to engage student-teachers in preserving positive values and bringing harmony between traditional and modern values.

- 3.3.10. To engage with school and students in real contexts and participate in school activities.
  - 3.3.11. To develop and maintain teaching-learning resources, unit plans and reflective journals.
  - 3.3.12. To select and organise subject content and learning experiences from the community and undertake activities for community development.
  - 3.3.13. To engage with the educational issues of contemporary Indian society.
  - 3.3.14. To analyze curriculum in Indian context and demonstrate how curriculum development can be linked to innovation and change.
  - 3.3.15. To demonstrate skills, roles, responsibilities of an inclusive teacher.
- 4. Duration and working days**
- 4.1.**Duration:** The B.Ed. Program shall be of a duration of two academic years (four semesters). Students shall be permitted to complete the program requirements of the two-year program within a maximum period of four academic years from the date of admission to the program.
  - 4.2.**Working days:** There shall be at least two hundred working days each year, exclusive of the period of examination and admission.
- 5. Intake, eligibility, admission procedure, fees and medium**
- 5.1.**Intake:** The basic unit size for the program shall be of fifty students. Increase in intake for an institution shall be subject to the approval of NCTE, State government and Kumaun University.
  - 5.2.**Eligibility:** Following prescriptions shall govern eligibility for the program:
    - 5.2.1. Candidate with at least fifty percent (50%) marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, shall be eligible for admission to the program.
    - 5.2.2. Candidates belonging to SC/ST category must have obtained at least 45% marks in above or other equivalent examination.
    - 5.2.3. Reservation and relaxation, if any, for SC/ST/OBC/EWS and any other applicable categories shall be as per the rules of State government.
    - 5.2.4. A person who has taken B.A. Degree of the Punjab University in English and one other full elective subject other than a classical or modern Indian language after passing Honors examination either in Hindi or Punjabi may be admitted to B.Ed. program.
    - 5.2.5. A candidate who has passed Vidyalankar or Vedalankar Examination of Gurukul Kangri (Haridwar) may be admitted to B.Ed. program provided he/she has passed the said examination in those subjects for which he/she is eligible for admission to M.A. course in this university.
    - 5.2.6. A candidate who has passed Alankar Examination of Gurukul Kangri with any three subjects of B.A. Examination of Agra University along with English may be admitted to the program.
    - 5.2.7. A person who has passed the B.A. Examination in General English and one other subject or takes the Master's degree after passing the B.A. Examination in General English and one other subject, shall not be eligible for admission in B.Ed. course.

**5.3.Admission procedure:** Admission shall be made on total merit of marks obtained in the B.Ed. Common Entrance Test (CET), to be conducted by Kumaun University for the purpose, plus weightage permissible vide the government order of State government.

**5.4.Fees:** The institution shall charge only such fee as prescribed by Kumaun University and/ or approved by State government.

**5.5.Medium of instruction and examination:** The medium of instruction and examination shall be Hindi/ English or both.

## **6. Program implementation**

**6.1.Attendance requirement:** The minimum attendance requirement of students shall be 80% for theory courses and practicum and 90% for practical and school internship courses.

**6.2.Transaction:** The transaction of the B.Ed. curriculum framework shall be carried out as follows:

**6.2.1. Theory:** The theory courses are divided into four semesters (as shown in Table-6 (a to d)). Transaction of theory courses shall be carried out through theory and practicum, which may include discussion-groups, workshops, presentation, seminars, assignments, reports, specified activities etc. to enhance professional skills and understanding of student(s). These shall be part of the teaching modality.

**6.2.2. Enhancing Professional Competences(EPCs):** Courses for Enhancing Professional Competencies (EPC) have been incorporated as essential components with respect to developing professional competencies among pupil-teachers. Transaction of EPCs will be carried out in activity-centered, interactive, workshop/ block programs mode of suitable duration, to be decided by Head of the Dept. in consultation with teacher(s) designated for teaching these courses.

**6.2.3. School Observation and Internship:** Specific course of school observation has been incorporated to provide opportunities to teacher- trainees before joining actual full-time internship. It is preparatory engagement with school functioning, requiring observation of various facets of school-life. School Internship shall provide for sustained, intensive full-time engagement with learners and school. Interns shall be provided opportunities to teach in schools with systematic supervisory support and feedback from the faculty and school-teachers. Total duration of school Internship shall be of twenty weeks. This shall include:

a. Four weeks simulated/micro teaching and supervised-practice teaching (Semester II).

b. Sixteen weeks in schools (Semester III).

**6.3.Implementation:** The institution/department shall prepare a calendar for all activities including internship and field attachment, which shall be displayed for the benefit of both students and teachers.



## **7. Examination and assessment:**

### **7.1.Examination for Theory Courses:**

- 7.1.1. For each theory course, 30% weightage shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, Kumaun University at the end of each semester.
- 7.1.2. A candidate should get enrolled/ registered for the semester-end examination. If enrollment/ registration is not possible owing to shortage of attendance or on medical grounds or any other reason(s), the candidate shall submit an affidavit for his/her reason thereof and intent. Such a student shall not be permitted to move to the next semester and shall re-do the semester in subsequent turn of that semester as a regular student (i.e. for odd semester in odd and for even semester in even after paying the required fee of that semester). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- 7.1.3. Semester examinations shall be designated as first semester examination, second semester examination and so on.
- 7.1.4. The examination for all odd semesters shall normally be held on such dates as fixed by the university.
- 7.1.5. The examination for re-appearing in any subject(s) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students.
- 7.1.6. Such students whose result declaration is delayed for no fault of his/her may attend classes of the next higher semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned semester examination. In case, the candidate fails to pass the concerned semester examination as per rules mentioned in this ordinance, his/her, attendance and studies in the next higher semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic semester (higher) in the next academic session along with regular students by paying dues/fees as to be paid by the fresh candidate.
- 7.1.7. Any student who fails to participate in classes, seminars, term papers, test, viva voce, practical and laboratory work etc. will be debarred from appearing in the semester examination. His /her internal assessment marks will be awarded as and when he/she attends regular classes in courses in the next applicable semester.
- 7.1.8. Examinations for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination.
- 7.1.9. Regular as well as repeater(s) shall be permitted to appear/ re-appear in courses of odd semester only at the end of odd semester and for even semester with the even.
- 7.1.10. There shall be a provision of improvement examination after completion of Semester IV in any one theory course/paper.
- 7.1.11. The format of the marking scheme for question papers in theory courses in written examinations shall be as follows:

- (a) **For total of 70 marks :** (Time: Three Hours): There shall be two sections in the question paper.
- a. **Section-A** shall contain eight short answer questions, out of which examinee shall be required to answer five questions of five marks each, each to be answered in 150 words. (Maximum Marks=25)
  - b. **Section-B** shall contain three long answer questions, each with one internal choice. Each of these questions will be compulsory. Each question shall carry fifteen marks. (Maximum Marks = 45)
- (b) **For total of 35 marks:** (Time Two Hours): There shall be two sections in the question paper.
- a. Section-A shall contain five questions, out of which examinee shall be required to answer three questions, each in 150 words. Each question shall carry 5 marks. (Maximum Marks = 15)
  - b. Section-B shall contain two questions, each with one internal choice. Each question will be compulsory and will carry ten marks. (maximum Marks = 20).

**7.2. Assessment of Theory-papers-linked-Practicum, EPCs, School observation and Internship:**

- 7.2.1. For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for written examination, to be conducted by Controller of Examination, Kumaun University.
- 7.2.2. The 30% marks shall be allotted for internal assessment based on seminar presentation, tests, assignments, prescribed activities etc. The weightage to be given to each of these components shall be decided by concerned teacher(s) teaching the course in consultation with the Head of Department (HOD).
- 7.2.3. Internal assessment of EPCs, school observation and Internship courses will be done by designated teacher(s) responsible for teaching/supervising/organizing the course or an internal board of teachers designated by HOD.
- 7.2.4. It shall be the responsibility of the concerned teacher(s) to display the marks secured by a candidate in internal assessments in above courses on the departmental notice-board within a reasonable time-period prescribed by HOD.

**7.3. External assessment of Internship and Teaching effectiveness:** The Board of Final Teaching practical/Internship examination shall consist of two external examiners and one internal examiner.

- a. The internal examiner shall be from the concerned teacher's training institutions by rotation.
- b. Out of the two external examiners, one examiner shall be from other than Kumaun University.
- c. The second external examiner in the University campus shall be from regular government colleges running B.Ed. course and affiliated to Kumaun University, other than the B.Ed. department/unit being run in self-finance mode.

- d. In affiliated colleges, one external examiner shall be from Department of Education, Kumaun University campus, or government colleges running B.Ed. Course in regular mode, excluding self-finance departments/units.
  - e. Only those teachers who are appointed in permanent capacity and having a regular teaching experience of three years shall be appointed as external examiners.
- 7.3.2. In case a candidate is pass in theory courses, but fails in final teaching/internship, he/she shall not be given any chance to re-appear for the same.
- 7.3.3. with a view to ensure quality in Teacher Education Program, for candidates awarded more than 80% marks in Internship and assessment (either Internal or External), the following shall have to compulsorily provide justification of the same:
- a. For Internal assessment: Head of Department.
  - b. For External assessment : the three members of Board of final teaching practical /Internship examination.
- 7.3.4. The above Board of examination will mandatorily evaluate records of practicum/EPC/Practical completed by candidates during semester I, II, III and IV. It shall be the responsibility of the Head of Departments of concerned institute to keep and maintain such records.
- 7.4.**General** : Promotion to the next semester shall be admissible if a student passes at least 50% courses of the total (to be round off to the nearest lower digit say 2.5 becomes 2 and so on).
- 7.4.1. The passing marks shall be as follows:
- a. 40% in written theory examination of each course in the semester
  - b. 40% in each practicum/EPC/ school observation/ practical course related internal assessment.
  - c. For Internship/ Final teaching: 40% out of total marks.
8. **Division Criterion:** Successful candidates shall be classified on the basis of the combined results of Semester I, II, III and IV examination as follows:
- a. 60% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses: I division.
  - b. 48% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses but less than 60%: II division.
  - c. 40% or above of the aggregate marks of theory, practicum and Internship/ EPCs/Practical Courses but less than 48%: III division.
  - d. Separate divisions will be given on the basis total Marks obtained in all Theory Papers and total Marks obtained for Teaching Competence (Including merks in EPCs, School Observation and Internship and Teaching Effectiveness).
9. **Award of Degree:** A candidate shall be awarded degree after the completion of full course, only if he/she has obtained the minimum required marks/ grades in all the Courses in each Semester.