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M.Ed. II Semester

Paper CC-7 Unit - V

Topic- Two year B.Ed and M.Ed Programme - Concept and Rationale

1. INTRODUCTION :

Jagan Nath University has a strong commitment to encourage the pupil teachers to be global citizen, serving the human beings at large through the noble profession of teaching. The University offers B.Ed course to the eligible students who are interested in pursuing degree in education. The main objective of this programme is to offer experiences related to the self, child, school and community to the student teachers to make them reflective practitioners. The programme focuses on 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 programme is comprised of three broad interrelated curricular areas:

I) Perspective in Education

II) Curriculum and pedagogic studies and

III) Engagement with the field. The extensive program provides enough flexibility in respect of lecture courses, practical training and internship.

Jagan Nath University is offering B.Ed programme as per the guidelines of NCTE. Recently, the University Grants Commission (UGC) and NCTE has stressed on speedy and substantive academic and administrative reforms in higher education for promotion of quality and excellence.

2. TITLE AND COMMENCEMENT

2.1. This Regulation shall be called THE REGULATION FOR B.Ed. TWO YEARS DEGREE PROGRAMME*

2.2. This Regulation shall come into force with effect from the academic year 2015-2017.

3. DEFINITIONS

a) Programme: means an educational programme leading to award of B.Ed. 2 year Degree. The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII).

b) Academic Year: Means Two consecutive (one odd + one even) semesters constitute one academic year.

c) Course: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/project work/ viva/ seminars/ term papers/assignments/ presentations/self-study etc. or a combination of some of these.

d) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.

e) Credit Point: It is the product of grade point and number of credits for a course.

f) Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

g) Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

h) Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

i) Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

j) Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

k) Semester: Each semester will consist of 18 weeks of academic work equivalent to 90 actual teaching days and 3-4 weeks approximately of examination etc. The odd semester may be scheduled from July to December and even semester from January to June.

l) Transcript or Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

m) External Examiner: shall mean an examiner who is not in the employment of the University.

n) Student: shall mean a person admitted to the Faculty/ Schools of the University for any of the academic programmes to which this policy is applicable.

o) University: shall mean Jagan Nath University, Bahadurgarh.

p) Internal Evaluation: Continuous Assessment Test conducted during the semester.

q) External Evaluation: End-Term examination held at the end of each semester.

r) Rounding off Marks: shall mean that if part is one-half or more, its value shall be increased to one and if part is less than half then its value shall be ignored for getting letter grade and grade point.

s) Enrollment: shall mean the student taking admission and registered for pursuing a programme at Jagan Nath University

t) Migration: shall mean the student of Jagan Nath University migrating to another University/Institute or the student of other University/Institute taking admission to Jagan Nath University.

4. COURSES CURRICULUM

Courses curriculum framework in a programme may be of three kinds: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. All the courses include in-built field –based units of study and projects along with theoretical inputs from that an interdisciplinary perspective.

(i) THEORY COURSES

a) Perspectives in Education

The course on ‘Childhood and Growing up’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

The course develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The courses focus on aspects of social and emotional development; self and identity, and cognition and learning. Theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

b) Curriculum and Pedagogic Studies:-

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school.

(ii) Engagement with the Field/Practicum

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field, through its three components:

a) Tasks and Assignments that run through all the courses

b) School Internship

c) Courses on Enhancing Professional Capacities (EPC)

d) School Internship

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational resource centers, etc. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship.

Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks.

However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons. Courses on Enhancing Professional Capacities (EPC) Throughout the programme several other specialized courses shall be offered to enhance the professional capacities of a student-teacher. The EPC courses shall be internally assessed and are as follows:

Course EPC 1: Reading and Reflecting on Texts

Course EPC 2: Drama and Art in Education

Course EPC 3: Critical Understanding of ICT

Course EPC 4: Understanding the Self

5. THE COURSE AND THE DURATION

- (a) There shall be a 2-Year Course leading to the degree of B.Ed.
- (b) The duration of the B.Ed. Course shall be two academic years consisting of four semesters.
- (c) Each Academic Year shall be divided into two Semesters, i.e. August to December and January to June.

(d) Each Semester shall consist of minimum 18 weeks with 30 class-hours per week including tutorials, field engagement activities, guest lectures and seminars.

(e) The Courses and the syllabi shall be designed by the expert panel drawn both from academia and corporate be reviewed and approved by the Board of Studies of the Department time to time.

6. ELIGIBILITY FOR ADMISSION

(a) Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent to, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

7. ADMISSION PROCEDURE

7.1 Admission shall be made strictly on merit by the university admission committee either by holding written admission test, and interview of the candidates.

7.2 The result of the admission test, in order of merit, shall be notified in the office notice board and university website. Any selected student who fails to pay his/her admission fee and other charges by the date fixed for such payment shall forfeit his/her claim for admission.

8. PROHIBITION TO REGISTER IN OTHER COURSES

The candidates admitted to the Course, shall not be allowed to pursue any other course except certificate course in any Indian or Foreign language or computer application being conducted by this University on part-time basis in the evening or through Distance Learning with prior permission of the Dean / HOD, Faculty of Education otherwise his candidature for B.Ed. 2-Year Degree Education Course will be cancelled forthwith.

9. ATTENDANCE PROVISION FOR END TERM SEMESTER EXAMINATION

9.1 No student shall be allowed to appear in the end term semester examination in a paper if he/she has not attended minimum of 75% of the classes held in the paper concerned including tutorials, assignments/projects, field engagement etc. conducted in respect of that paper.

9.2 If a student for any exceptional reason fail to attend 75% of the classes held in any paper, the Dean / HOD of the department may allow him/ her to take the examination if he/she attended at least 65% of the classes held in the paper concerned and attended 75% of classes in all the papers taken together.

Provided that if the percentage of attendance is deficient on account of:-

(i) Participation in Inter-University, University or Inter-Collegiate Sports tournaments/Youth Festivals /University Level Debates/ Cultural Activities, National and International Tournaments, with the previous sanction of the Dean/HOD of Faculty of Education.

(ii) Voluntary donation of blood certified by a Government Doctor of Gazetted rank or University medical officer.

(iii) Attendance and/or participation in International/National/State level competitions/Debate competitions/Seminars/Workshops/Conferences;

(iv) Attendance at the extension lecture (s) organized by the Faculty of Education. Credit may be given for the number of days on which lectures were delivered or sessional /practical work done during the period of attendance or participation aforesaid, provided that the total period of absence shall not exceed 15 days in a semester.

10. PROHIBITION OF LATERAL ENTRY/EXIT AND MIGRATION

10.1 There shall be no lateral entry or exit at any intermediary stage of B.Ed. degree course.

10.2 However the migration may be allowed as per University Rule.

11. FORMAL DRESS CODE DURING CLASS HOURS AND INTERNSHIP

Formal Dress Code shall be applicable during internship and in departmental activities as follows:

For Boys: Formal shirt, trouser and shoes.

For Girl students: Formal suit or sari (Plain Green).

12. EXAMINATION AND EVALUATION

12.1 The medium of instructions and examination shall be English

12.2 Candidates shall be examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time.

12.3 To pass each semester examination, a candidate must obtain at least 40% marks in written paper, practical work /Viva-Voce.

12.4 Each theory paper for the respective semester examination shall be set and Evaluation of the answer books shall be done as per the University rules.

12.5 The assessment of End Term Semester Examination will be made out of 70 (Seventy) marks in Theory Papers and Internal evaluation of 30 (Thirty) marks shall be made by the subject teacher, teaching the paper in accordance with the following rules:

Criteria for Awarding Semester Attendance Marks will be as prescribed by the University as follows:

- a. Attendance above 95% : 10 Marks
- b. Attendance between 91% to 95% : 9 Marks
- c. Attendance between 86% to 90% : 8 Marks
- d. Attendance between 81% to 85% : 7 Marks
- e. Attendance between 75% to 80% : 6 Marks
- f. Attendance between 65% to 74% : 5 Marks

12.6 The Dean/HOD will preserve the records of the sessional /practical work/school internship up to six months from the date of the declaration of the concerned semester examination.

13. INTERNAL EVALUATION: MID-TERM EXAMINATION

- a) The schedule of Mid-Term tests shall be notified to the students by the University.

b) Questions papers for mid-term tests shall be set by the internal examiner from the 50% of the syllabus of the course. The answer books will be assessed by the teacher concerned. The assessed answer books will be shown to the students and grievances, if any will be handled by the teacher. The marks of the mid-term tests will be forwarded to the Controller of Examinations by the Head of the Department through the Dean of the Faculty.

c) No remedial Mid-Term Tests would be conducted.

14. EXTERNAL EVALUATION: END-TERM EXAMINATION

a) The End Term examinations shall ordinarily be held at the end of every semester i.e.

November-December or May-June, as the case may be, as per the schedule to be notified by the Controller of Examination. The dates for the practical examinations would be decided by the HODs of respective departments in consultation with the Dean of the Faculty.

b) The examiners for the end-term examination will be appointed by the Vice-Chancellor from the panel of the examiners to be supplied by HOD / DEAN.

c) At least 50% of the paper setters for the end-term examination will be External Examiners.

d) The manuscript of the question paper set by the examiner will be moderated by the Moderation Committee consisting of

(i) Dean of Faculty

(ii) HOD of the Department .

After modifications, if needed; it will be handed over to the COE for printing and conduct of examinations.

e) The answer books will be evaluated by the persons who set the question paper. In case of his inability to assess the answer books, for whatever reasons, the Vice-Chancellor may get them assessed by any other examiner from the Panel or Internal Examiner.

15. STANDARD OF PASSING THE SEMESTER EXAMINATIONS

A candidate, who fails in a semester examination, shall be exempted from re-appearing in the paper(s) in which he may have obtained at least 40% marks. Such a candidate shall be allowed to appear, for passing in the remaining paper(s), only at the next respective semester examinations.

Provided that a candidate for the B.ED./ 2-Year Course must pass all the examinations, i.e., I/II/III and IV within four years of his admission to the first year class of the course failing which he will be deemed to be unfit for the course and shall not be allowed to appear as a regular student or as an ex-student unless has been otherwise allowed by the Academic Council of the University.

References:

- Books
- Websites