

Durg Vishwavidyalay, Durg (C.G.)

Ordinance

B.Sc. B.Ed. / B.A. B.Ed. Course

Four year Course

Norms and standards for 4 year integrated programme leading to
B.Sc. B.Ed./ B.A. B.Ed. Degree.

Preamble

- The Four-year integrated programme aims at integrating general studies comprising science (B.Sc. B.Ed.) and social science or humanities (B.A. B.Ed) and professional studies comprising foundations of education, Pedagogy of school subject, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Secondary Stages of education.
- Norms & students of four year integrated programme leading to B.Sc. B.Ed. & B.A. B.Ed. Degree shall be according to National Council for Teacher Education (NCTE) guidelines & regulations.

Duration and Working Days

Duration

- The B.Sc. B.Ed. and B.A. B.Ed. programmes shall be of four academic years including school based experience and internship in teaching. Student teachers shall, however, be permitted to complete the programme with a maximum period of six years from the date of admission to the programme.

Working Days

- A working day will be of a minimum of 5-6 hours adding to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring providing group or individual guidance.
- The minimum, attendance of students-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

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Intake, Eligibility, Admission Procedure and Fees

- There shall be a basic unit of fifty (50) students. Initially two units may be permitted. The affiliating University may prescribe distribution of students for different subjects.

Eligibility

- Candidates with at least 50% marks in the Senior Secondary/+2 or its equivalent are eligible for admission.
- The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

Admission Procedure

- Admission shall be made on merit or the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/University/U.T. Administration.
- At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying Pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

Fees

- The institution shall charge only such fee as is prescribed by the affiliating body/State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulation, 2002, as amended from time to time.

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Curriculum, Programme Implementations and Assessment

Curriculum

- The B.Sc. B.Ed. and B.A. B.Ed. programmes consist of content course at on par with those of undergraduate liberal programmes in Science and Arts stream; and supportive courses, Pedagogic courses, and practicum including school experience and internship in teaching.

Information and Communication Technology (ICT), Gender, Yoga Education, and disability/inclusive education shall form an integral part of the B.Sc. B.Ed./B.A. B.Ed. curriculum.

Theory Courses

Perspectives in Education

- The sub-course in 'general education' is planned to equip student teachers with the basic knowledge and skills that they require for teaching in the 21st century classroom and for addressing issues concerning learning in global society as well as for successful learning in this programme. The courses cover: Language and Communication, Critical and Creative Thinking, and ICT for Teaching and Learning, Indian Constitution and Human Rights, and Environment Education.
- The sub-courses from 'education foundations' shall include areas of education theory, aims of education, etc., developing understanding of Indian Society, Education in India, the nature of knowledge and knowing, human development with a focus on adolescence, learning theory, etc. These courses are aimed at developing perspectives of the student teachers, enable the formation of beliefs regarding education aims, nature of knowledge, learning and their own role as teachers. These courses must be designed to engage student in autobiographical reflections and to engage with social reality around them. The theory courses will include assignments through which students engage in short field studies in a variety of contexts. The practicum courses will require the student to observe and interact with children and teachers in a range of settings, in and outside the school and home.

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P. Kumar
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J. Chakrabarti
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R. Aggarwal

S. Sankar
24.03.2018

Abhinav
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K. Kumar
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S. Sankar
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- In general, these courses may be taught by faculty of education with specialization in foundation areas. They may also be taught by cooperating faculty from related disciplines departments such as Psychology, Sociology, Development Studies, Gender Studies, Philosophy, etc.
- The sub-course under 'education studies' facilitates student-teachers to learn key concepts and principles of education related to different aspects of Pedagogical knowledge of secondary school teacher that are necessary for effective teaching and reflective practice in schools. The courses cover general Pedagogical knowledge areas such as principles and purposes of education, Learner and Learning, Learner's Diversity, Educational Contexts, Learning Assessment Classroom Management and General Methods of Teaching.

Curriculum and Pedagogic Studies

- The area of 'Pedagogic studies' includes four courses each on Mathematics or Physical Science or Biology, Indian language, English, and Social Science. These courses will help student teachers to acquire critical awareness of subject curriculum, subject-specific Pedagogical knowledge, skills and dispositions, besides enhancing understanding for subject matter knowledge to be taught in secondary schools. The courses also provide opportunities for developing the integrated knowledge of the teacher through experiences of connecting disciplinary knowledge with knowledge about Learner, Learning, Learning Environment, Technology and Research relating to learning the subject.
- The order area of study in the programme deals with teacher's subject matter knowledge related to the teaching field specialization namely Mathematics, Physical Science and Biology in B.Sc. B.Ed. programmers; and English, Indian Language, and Social Science in B.A. B.Ed. programme. Student teachers opting for Mathematics, Biology or Indian Language or English as a teaching subject, are required to study all the prescribed courses related to subject area. Student teachers specializing in teaching Physical Science study Physics and Chemistry as major, core courses in Chemistry or Physics and courses in Mathematics as a supportive subject. Likewise student teacher opting for Social Science study courses equivalent

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 J. Chakrabarti 24.03.18
 A. B. Sinha 24.3.2018
 S. S. Sanyal 24.03.2018
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to a major either in History or Geography, core courses in Geography or History and Civics and Economics. The subject courses comprise of core, advance and supportive courses.

Language and Communication and Development of Self

- These courses shall be designed to enable the student teacher to develop communicative capabilities of the language in which they will teach (medium of instruction of the programme). They will provide equal opportunity for the development of expressive and receptive capabilities including listening, speaking, reading and writing, and the use of ICT. The Pedagogy will include the use of techniques from Performing Arts and theatre and self development. A large component of these courses will therefore be conducted in workshop mode/in labs or with longer timetable period so that there is adequate opportunity for each student to participate and develop. The courses may be designed around themes that enable the self of the student teacher to develop social sensitivity and awareness to issues concerning children. The credits of this course will be considered as practicum for the purpose timetabling. Up to 50% of this course may be assessed through internal assessments. The language courses will be taught by education faculty with specialization in language Pedagogy along with inputs from others with specialization in ICT, self development, performing arts, and languages.

Practicum and School Internship

- School Experience and Internship in Teaching is an integral component of a teacher preparation program to help student teachers learn and enhance their professional role. The school experience are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for class room teaching during the internship in teaching experience during the programme the duration of internship will be 20 weeks involving 4 weeks in the third year and 16 weeks in the fourth years.

Curriculum programme implementation, syllabus, assessment and examination scheme shall; be as per the NCTE norms and as approved by Board of Studies.

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Inchahribal
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S.P. Sarker
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Assessment

The scheme of evaluation shall be such as is prescribed by the Durg University.

- All practicum courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each Pedagogic area will be observed and considered for evaluation, spread in a manner to reflect the development of the student.
- The basis of Internal Assessment shall be as follows:
Theory: Individual/Group Assignment
Observation Records, Presentations and Student Portfolios
Practicum: Observational Record/Diaries/Journals
Individual and Group Reports
Faculty Observations and evaluation
Headmaster/cooperating teaches report on the overall school involvement of the student will also be taken into account.
- There shall be a provision for grievance redressal and removal of biases in the internal assessment. Mechanisms shall work out where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.

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