



KUVEMPU UNIVERSITY

JNANASAHYADRI, SHANKARAGHATTA,
SHIVAMOGGA DIST. KARNATAKA

TWO YEAR B.ED. PROGRAMME REGULATIONS - (SEMESTER SCHEME) 2015-2016

PREAMBLE

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (Classes VI to VIII), secondary level (Classes IX- X) and senior secondary level Classes (XI- XII). The programme will be offered through the affiliated B. Ed. colleges which are recognized by the NCTE.

In exercise of the powers conferred under Section 44 of Karnataka State Universities Act 2000, the Academic Council of Kuvempu University frames the following regulations.

1. These Regulations shall be called as Kuvempu University Regulations: 2014-2015 governing Two Year B.Ed., Degree Programme (Semester Scheme).
2. B.Ed., Degree Programme shall be offered under the Faculty of Education.

3. DURATION AND WORKING DAYS

3.1. Duration: The programme will be of a duration of two academic years (4 semesters) which can be completed in a maximum period of 3 years from the date of admission to the course.

3.2 WORKING DAYS

- 3.2.1 There will be at least two hundred working days in each academic year, exclusive
- 3.2.2 Of the period of examinations and admission.
- 3.2.3 The institution will work for a minimum of 36 hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for interaction, advice, guidance, dialogue and consultation as and when needed.
- 3.2.4 The minimum attendance of student-teachers will have to be 80 % for all course work and practicum, and 90% for school internship.

4. INTAKE,

There will be a basic unit of 50 students, with a maximum of two units.

5. ELIGIBILITY:

5.1. Candidates must be citizens of India and should be candidates from Karnataka for claiming seats under Government quota.

“Karnataka candidates” means,

- I. Student who has studied for a least 7 (Seven) full academic years in any one of the Government or Government recognised institutions in Karnataka from first Grade up to II P.U.C/ 12th Grade or qualifying examination, and
- II. Passed either S.S.L.C/10th standard or P.U.C./12th standard examination in Karnataka.
- III. Candidates who have passed either S.S.L.C or student in open schools the period of seven years study shall not be insisted. However such candidates shall produce domicile certificate for 7 years from the Tahasildar of concerned Taluk.

Candidates who have passed either S.S.L.C. or P.U.C. either in open schools or as private candidates shall produce the relevant Marks Card or a certificate from the Karnataka Secondary Education Examination Board/Directorate of Pre-University Education which certifies that he/she is a “**private candidate**”. In respect of candidates who have taken more than one year to pass a class/Grade, the years of academic study is counted as one year only for this purpose.

5.2 Candidates must be graduates with 50% marks either in Bachelor’s Degree and/or Masters’ Degree in sciences/social sciences/humanities, Bachelor’s Degree in Engineering or technology with specialisation in science and mathematics with 55% of marks or any other qualifications equivalent there to are eligible for admission to the course.

5.3 Candidates shall have a minimum of 50% of marks in aggregate of all the three years of Degree including electives and languages, including 10% internal assessment marks or shall have 50% of marks in aggregate of all the two years of post-graduate degree. Students of Bachelor of Engineering or technology should have at least 55% of marks in science and mathematics in aggregate in all the years of the above two subjects studied. But SC, ST, C I and Physically handicapped candidates shall have a minimum of 45% of marks in aggregate of all the three years of Degree including electives and languages, including 10% in internal assessment marks. Or 50% of marks in aggregate of all the two years of Post graduate degree. Students of Bachelor of Engineering or technology should

have at least 50% of marks in science and mathematics in aggregate in all the years of the above two subjects studied.

5.4 DETERMINATION OF MERIT:

For Admission to B.Ed. programme the aggregate marks obtained in all the three years examination including languages and including 10% of internal marks shall be taken into consideration while preparing merit list. Students who do not possess essential marks required for eligibility for admission to B.Ed. Course the aggregate marks obtained in the two year post graduate degree will be considered for merit. Further the aggregate marks obtained in the Science and Mathematics subjects of the students of Bachelor of Engineering will be considered for merit.

5.5 The reservation of seats will be as per the rules and regulations of the State Government.

- (1) In-service Candidates seeking admission for the Bachelor of Education shall conform to the eligibility conditions prescribed by the state Government from time to time provided that they satisfy the subject requirements stipulated in regulation.
- (2) Eligibility criteria will be followed as per Government rules mentioned in the Centralized Admission cell prospectus.

5.6 In case a candidate or his/her parents or guardian furnishes false or incorrect information regarding marks card or statement of marks or a certificate or an affidavit along with the application, such application shall be liable to be rejected and the seat, if any, allotted to such candidates shall be liable to be forfeited. Such candidates, his/her parents or guardian as the case may be, shall also render themselves shall be liable to be punished legally. However the University may consider that action should be taken under appropriate rules for rejection of an application and cancellation of a seat and that it shall pass an appropriate order after holding such an enquiry as it deems necessary and after giving reasonable opportunity to the candidates or his/her parents or guardian concerned to make a representation.

6. ALLOCATION OF SEATS:

- A. Colleges shall admit all the candidates allotted by the Government of Karnataka through Centralized Admission Cell (CET) or by any appropriate agency of the Government of Karnataka.
- B. For filling the management seats the respective college shall select the candidates following eligibility criteria as envisaged in regulation 4.

- C. The college shall admit the selected candidates, both under Government quota and management quota, within the last date fixed for admission by the government and Kuvempu University.
- D. The total intake of all B.Ed. colleges shall be 50 per unit or as fixed by NCTE/Government of Karnataka from time to time.
- E. Management seats: The respective institutions shall invite applications from the eligible candidates for admissions in respect of Management seats and fill up such seats in accordance with the eligibility criteria and merit as per regulations. The list of admitted candidates shall be got approved by the University.
- F. The total number of admission of Candidates in the colleges from outside Karnataka State should not exceed more than twenty percent of the total prescribed intake under any circumstance.

7. COURSE STRUCTURE:

A course is the basic component of an academic programme. It is identified by a course name (i.e. like, 'Instructional process').

The duration of one semester is 100 days for teaching-learning process and four hundred days including all the four semesters exclusive of the period of admission and semester-end-examinations.

7.1 The B.Ed. Programme mainly consists of the following courses:

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies 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 on 'Contemporary India and Education' shall 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 course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum,

policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, 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 disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

7.2 Engagement with the Field/Practicum

The B.Ed. programme 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 would serve as an important link between the above two broad curricular areas through its three components:

- a) Tasks and Assignments that run through all the courses.
- b) School Internship.
- c) Courses on Enhancing Professional Capacities.

The syllabus of this course comprises of the following –

(a) Perspectives in Education –

1. Psychology of the learner
2. Contemporary India and education
3. Information and communication technology

4. Learning process and measurement
5. Knowledge and Curriculum
6. Educational administration and management
7. Instructional technology
8. Inclusive education
9. Gender, school and society

(b) Curriculum and Pedagogic Studies –

1. Language across the Curriculum.
2. Pedagogy of School Subject-1*
3. Pedagogy of School Subject-2*
4. Optional Course*

(c) Engagement with the Field –

(The Self, the Child, Community and School)

- ***Task and assignment*** that run through all the courses as indicated in the year wise distribution of the syllabus.
- ***School Internship***
- ***Courses on Enhancing Professional Capacities (EPC)***
- Drama and Art in Education (½)
- Understanding the Self (Personality Development)
- Yoga and Health Education

An option for the candidates to choose a course from a pool of Pedagogy of school subject courses offered by the respective B.Ed. colleges of Kuvempu University. Each candidate should choose a combination of 2 Specialization courses for the B.Ed. programme from the offered combination by the respective colleges. Combination is as follows.

- (a) Language 1 & Language 2
- (b) Language & Social Science
- (c) Language & Biology
- (d) Language & Chemistry
- (e) Language & Physics
- (f) Language & Mathematics
- (g) Chemistry & Biology
- (h) Physics & Mathematics
- (i) Chemistry & Mathematics

KUVEMPU UNIVERSITY
CURRICULUM OUTLINE FOR 2 YEAR(4 SEMESTER) B.ED COURSE

I Semester

SI	CODE	Paper	IA	EA	Total
1.	PEC1	Knowledge and Curriculum	25	75	100
2.	PEC2	Psychology of the learner	25	75	100
3.	PEC3	Information and communication technology	25	75	100
4.	EPC1	Language across the curriculum	10	40	50
		Optional Courses (any one)	10	40	50
5.	OC1	Action research	”	”	”
6.	OC2	Education of Exceptional children	”	”	”
7.	OC3	Environmental education	”	”	”
8.	OC4	Guidance and counselling	”	”	”
9.	OC5	Library and school organization	”	”	”
10.	OC6	Multimedia and e-learning	”	”	”
11.	OC7	Population education	”	”	”
12.	OC8	Physical and Health Education	”	”	”
13.	OC9	Value education	”	”	”
14.	INT1	Internship (Two Weeks)	25	-	25
		Total	120	305	425

II Semester

SI	CODE	Paper	IA	EA	Total
15.	PEC4	Contemporary India and education	25	75	100
16.	PEC5	Learning process and measurement	25	75	100
17.	PEC6	Educational administration and management	25	75	100
18.	PSS1A	Pedagogy of school subject-1	25	75	100
19.	PSS2A	Pedagogy of school subject-2	25	75	100
20.	EPC2	Understanding the self(personality development)	10	40	50
21.	INT2	Internship (Two Weeks)	25	-	25
		Total	160	415	575

III Semester

SI	CODE	Paper	IA	EA	Total
22.	PEC7	Instructional technology	25	75	100
23.	PEC8	Inclusive education	25	75	100
24.	PEC9	Gender, school and society	25	75	100
25.	PSS1B	Pedagogy of school subject-1	25	75	100
26.	PSS2B	Pedagogy of school subject-2	25	75	100
27.	EPC3	Yoga and health education	10	40	50
28.	EPC4	Drama and art in education	10	40	50
29.	INT3	Internship (Four weeks)	50	-	50
		Total	195	455	650

IV Semester

SI	CODE	Paper	IA	EA	Total
30.	INT4	Internship (Twelve weeks)	200+200	-	400
		Grand Total	875	1175	2050

7.4 OPTIONAL COURSES:

These courses are those which are concerned with the understanding and skills to be acquired by the candidate that will be helpful to the candidate to play an effective role other than classroom teaching. The candidate shall choose any one of the optional course from the list mentioned below:

- (a) Value Education
- (b) Environmental Education
- (c) Population Education
- (d) Multimedia and e-Learning
- (e) Action Research
- (f) Education of Exceptional Children
- (g) Library and school organisation
- (h) Guidance and Counselling

7.5 ENGAGEMENT WITH FIELD, INTERNSHIP AND RELATED ASSIGNMENTS

- a. Each student shall attend internship programme in an allotted school/schools spread over across 4 semesters in a period of totally 20 weeks.
- b. The student shall attend pre-internship programme of two weeks each in I and II semesters, four weeks in III semester and a 12 week internship programme divided into each six weeks duration in two different schools, of elementary and secondary, secondary and higher secondary.
- c. The students-teachers who possess a Master's degree in any school subject shall only be allotted to the higher secondary schools after completing the internship in the first six weeks. Other students shall be allotted for elementary school in the first six weeks and secondary schools in the next six weeks.
- d. The student teacher shall be exposed to variety of activities as specified in the schedule and records should be maintained and produced before the co-ordination board.

7.6 ENGAGEMENT WITH FIELD AND INTERNSHIP

I Semester: Pre-Internship for Two Weeks

Activities	Marks
One week, regular observation of the school activities of regular teacher, their lessons and recording the observations	10
Content Analysis of text books and mode of transaction in each pedagogical subject.	5+5=10
Understanding the School system, school calendar, Administration,	5

Admission, Curriculum, School Activities, Acquainting with apex bodies and writing a brief report	
Collecting information/data for the assignments for perspectives and EPC subjects	--
Total Marks	25

II Semester: Pre-Internship for Two Weeks

Activities	Marks
Make model lesson plan, at least 05 different methods including two ICT based lesson plans in each pedagogical subjects student could develop their own method (fusion based) with the help on teacher educator.	05
Peer group teaching in each subject using ICT (Two lesson plans)	5 +5 =10
Draft a report based on: - continuously and comprehensive evaluation students' learning for feedback into curriculum and pedagogic practice. Identification of performance indicators for scholastic and co-scholastic activities.	5
Observation of day-to-day school activities and report of an in- depth study of two best practices /activities.	05
Collecting information/data for the assignments for perspectives and EPC subjects	
Total Marks	25

III Semester: Pre-Internship for Four Weeks

Activities	Marks
Observation of demonstration lessons and other lessons of the school teachers (at least 05 in each pedagogical subject) in schools given by school teachers/Teacher educators and writing the observation reports in each pedagogical subject	5+5=10
Preparing TLM for pedagogical subjects (at least 02 in each pedagogical subject) and exhibition of the work done	5+5=10
Working with school and community including co-curricular activities and submitting an activity report	05
skill based teaching -under simulated conditions(at least 5 skills/lessons)	10+10=20
Study and preparation of school calendar, time table, assessment schedule and justifying it on psychological basis.	05
Collecting information/data for the assignments for perspectives and EPC subjects	
Total Marks	50

7.7 SUGGESTED SCHOOL ACTIVITIES:

- Organisation of cultural activities, organization of literary activities organization of games/reports
- Framing of time table
- Attending and organizing morning assembly
- Maintenance of School discipline

- Maintenance of School Records
- Guidance and Counselling
- Organising science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories
- Role of community for school improvement
- School mapping
- Gardening
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities
- Any other activity/s decided by the institute

IV Semester: School Internship for Twelve Weeks (Six + Six weeks)

Teaching Practice and Practical Work-I (elementary/secondary/Higher Secondary Schools) (Six Weeks)

Activities	Marks
Regular classroom teaching- delivery of at least 20 lessons (10 in each school subject)	10+10=20
Participation in any two co-curricular activity and preparation of report	5+5=10
Two ICT based lessons in teaching subject	5+5=10
Two lessons in each teaching subject integrating the concepts of population concerns/environmental concerns/peace/values etc.,	10+10=20
Observation of lessons (20 in each subject) and submitting the observation report	10+10=20
Preparation of Unit plan and Unit Test for each school subject and administering it.	10+10=20
Resource Unit (each school subject)	10+10=20
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	05+05=10
School /Classroom based research project (Action Research)	10
Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning and writing a daily diary	10
Participating in various 'out of classroom activities' in school	5
Organising events	5
Term End Lessons (Two lessons –One in each school subject)	20+20=40
Total Marks	200

Teaching Practice and Practical Work-II (elementary/secondary/Higher Secondary Schools) (Six Weeks)

Activities	Marks
Regular classroom teaching- delivery of at least 20 lessons (10 in each school subject)	10+10=20
*Participation in any two co-curricular activity and preparation of report	5+5=10
*Two ICT based lessons in teaching subject	5+5=10
Two lessons in each teaching subject integrating the concepts of population concerns/environmental concerns/peace/values etc.,	10+10=20
Observation of lessons (20 in each subject) and submitting the observation report	10+10=20
Preparation of Unit plan and Unit Test for each school subject and administering it.	10+10=20
Resource Unit (each school subject)	10+10=20
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	05+05=10
School /Classroom based research project (Action Research)	10
Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning and writing a daily diary	10
Participating in various 'out of classroom activities' in school	5
Organising events	5
Term End Lessons (Two lessons –One in each school subject)	20+20=40
Total Marks	200

Marks Distribution for Internship Semester-wise

Semester	Marks
Semester-I	25
Semester-II	25
Semester-III	50
Semester-IV	200+200=400
I-IV Semester Total marks	500

8 SCHEME OF INSTRUCTIONS:

8.1 B.Ed. programme is of 4 semesters of two year duration. A candidate can avail a maximum of 3 years to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semesters, he/she has to study the prevailing courses offered by the college when he/she continues his/her studies, by paying the prescribed fees of the University.

8.2 Engagement with field activities with internship shall be conducted as per the schedule provided.

8.3 Physical Education and Games, SUPW & CCA to be conducted in first three semesters for one period per week in each of the semester.

8.4 The course of EPC (Enhancing professional capacities should be conducted and records should be maintained and produced before the Quality Assessment Committee when needed.

8.5 MEDIUM OF INSTRUCTION:

The medium of instruction shall be either in English or in Kannada. Hence the candidates are allowed to write the examination either in English or Kannada.

8.6 ATTENDANCE:

As per UGC guidelines a Candidates shall deemed to have been completed course of Bachelor of Education if he/she has put in attendance of a minimum 80% of the total number of working periods under each subject in theory and practicum.

- Candidates shall be required to attend additional term if the shortage of attendance exceeds the limit prescribed in the subjects in which the shortage has been recorded. Such students who fail to complete the course with minimum 80% attendance in theory and practicum courses and 90% of attendance in internship shall not be allowed to take the theory examination.

8.7 A Candidate shall appear at the semester end examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be produced before the Quality Assessment Committee during its visit to the college.

- a) Participation in a field trip such as visit to schools/special schools, science clubs/ Museums may be organised by the college.
- b) Participation in seminars/symposia/programmes organized by the colleges for professional advancement also may be organized in the college.

9 CONTINUOUS ASSESSMENTS.

The evaluation of the candidates shall be based on continuous assessment. The structure for evaluation is as follows:

1. The performance of a candidate in a course will be assessed for a maximum of 100 marks for perspective and pedagogy of school subjects courses of which 25 marks is for Internal assessment. And 50 marks for EPC courses of which 10 is for internal assessment.
2. The internal assessment marks is based on test, practicum and tutorials. In each semester one test will be conducted in each perspective. Pedagogical, EPC and specialisation courses. The test will be conducted after twelfth week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before fifteenth week and assigned a maximum of 10 marks in each course. Tutorials are conducted within fifteenth week and assigned a maximum of 5 marks in each course.
3. During the 18th-20th week of the semester, a semester-end-examination of 3 hours duration shall be conducted for each course. The maximum marks for each course will be 75.

I.A. FOR PERSPECTIVES AND PEDOGOGICAL COURSES

COMPONENTS	MAX. MARKS. 25
Test (One test)	10 Marks
Practicum	10 Marks
Tutorial	05 Marks

I.A. FOR EPC AND OPTIONAL COURSES

COMPONENTS	MAX. MARKS. 10
Test (One test)	05 Marks
Practicum	05 Marks

GRADES FOR PEG/SUPW/GAMES

Sl. No.	PRACTICUM IN I,II AND III SEMESTER	GRADES AWARDED IN SEMESTER
1.	Physical Education and Games	A B C D
2.	Socially Useful Productive Work/Working with Community (SUPW/WWC)	A B C D
3.	Co-Curricular Activity (CCA)	A B C D

10. Semester End Written Examination Question pattern:

Perspectives in Education and Pedagogy of School Subject courses

Duration: 3 hours,

Maximum marks: 75

Section	Type of Questions	Marks	Total
A	Three long answer type with internal choice	3x 10	30
B	Five short answer type questions out of 7 (At least one question from each unit to be set)	5x 6	30
C	Five very short answer type questions out of 7 (At least one question from each unit to be set)	5 x 3	15
Total			75

Optional and EPC Courses

Duration: 2 hours,

Maximum marks: 50

Section	Type of Questions	Marks	Total
A	Two long answer type questions with internal choice (one question from each unit to be set)	2x 10	20
B	Three short answer type questions out of five (At least one question from each unit to be set)	3x 5	15
C	Five very short answer type questions out of 7	5 x 3	15
Total			50

11. Quality Assessment Committee

- a. There shall be a Quality Assessment Committee to review and advice and monitor the internal assessment marks of Internship and Practicum.

1. Chairman:

Dean, Faculty of Education / senior most Teacher of College of Education by Rotation shall be the chairman of the Quality Assessment Committee

2. Three senior most faculties with minimum 10 years' experience on the gradation list on seniority cum rotation, one from science faculty and one from arts faculty will be the members of the Quality Assessment Committee.
3. The Principal of the visiting college shall be co-opted if he/she is not already a member of the board. The membership of such principal is limited to his/her college.
4. In the event of number of colleges of Education increasing beyond 10 additional Quality Assessment Committee shall be constituted by Kuvempu University. Further the additional committee will consist of new members as mentioned above.
5. The candidate has to appear before the Quality Assessment Committee and submit all the records during the first attempt. There is no provision for submission of records in the fourth coming visits of the QAC.

6. The Quality Assessment Committee constituted shall visit the B.Ed. colleges of Kuvempu University during the end of each semester for all the four semesters. The committee that has visited a college in the first semester shall visit the same college in all the other semesters.
12. Norms & standards for recognition of teacher education programme (B.Ed.) issued by National Council for Teacher Education (NCTE) from time to time shall be adopted.
13. These revised regulations shall apply to the candidates admitted from the academic year 2015-16 and onwards.
14. Declaration of results, rank, gracing, challenge valuation, provision for appeal are as per the existing regulations of Kuvempu University.
15. The candidate has to pass both in internal assessment and theory examination with 50% pass percentage - minimum 40 in each subject and an aggregate 50 in all the subjects.
16. There is no provision for improvement of internal assessment and internship marks.
17. In case the candidate does not appear for IA then He / She should appear as a repeater of the semester after seeking readmission to that semester.
18. Any other issues not envisaged in the above shall be resolved by the Vice-chancellor/Academic council of Kuvempu University, whose decision shall be final and binding on parties concerned.