



ଆଧିକାରିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर

Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



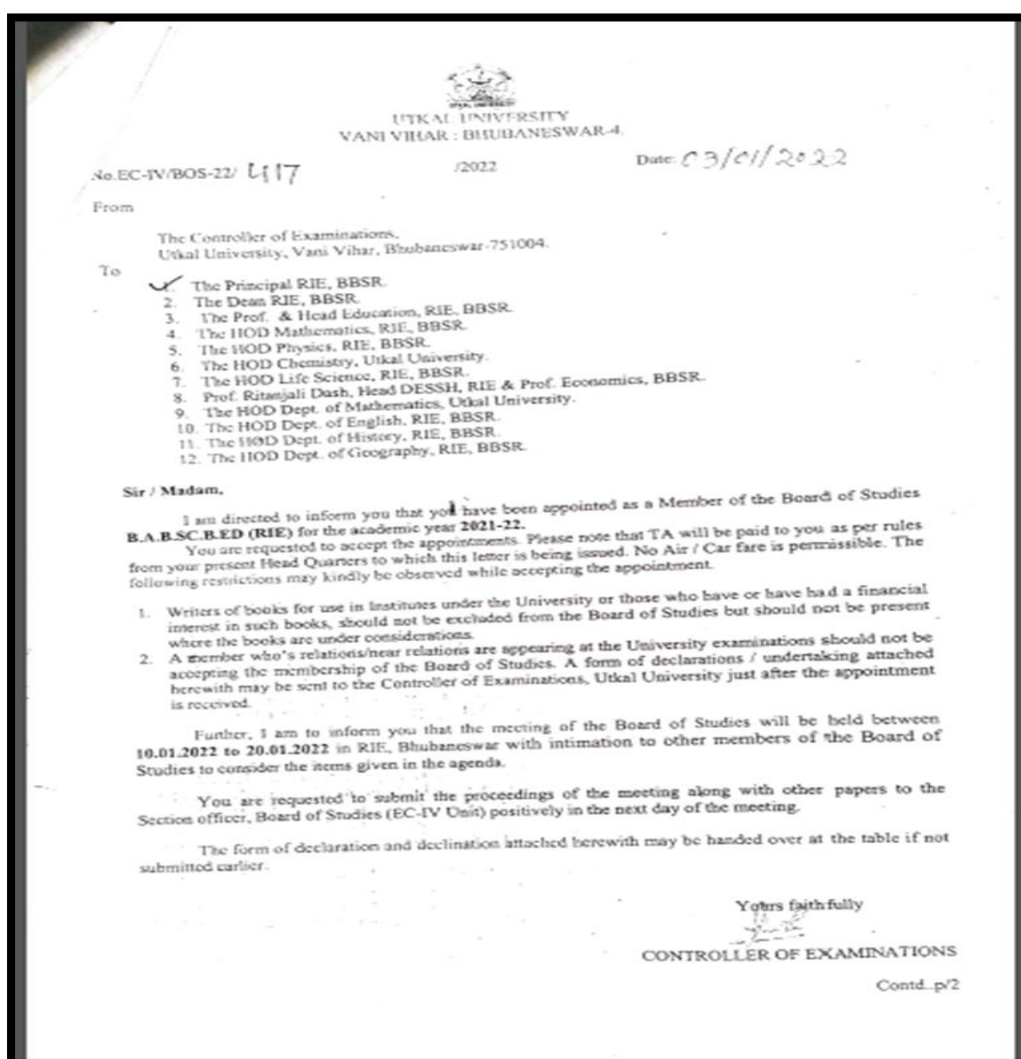
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समन्वयक
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क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Bhubaneswar

प्रचार्य/ PRINCIPAL
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर/ Bhubaneswar-751022.

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Planning- RIE, BBSR being affiliated to Utkal University followed the regulations and procedures of curriculum planning stipulated by the university. This evolving process includes the participation of experts of curriculum development. In addition, the curriculum of different programmes of teacher education is planned keeping in view of the policies recommendations, National Curriculum Frameworks NCFTE, NCERT. The planning process take into consideration the broad spectrum of perspectives in education, Pedagogic strategies, practical and field related activities and programmes that enhances professional competency of the students



Board of Studies B.A.B.Ed. & B.Sc.B.Ed. for the academic year 2021-22 Inbox x



Prof. Prakash Chandra Agarwal <principal@riebbs.ac.in>

Tue, Jan 18, 2022, 12:26 PM ☆ 😊 ↶

to Mrs, Department, me, DR, Dr, Mrs, Dr.Pritish, namitadasmath, Dr, coe.utkal, coe, pcagca ▾

Madam/Sir,

With reference to Letter No. EC-IV/BOS-22/417, dated 03.01.2022, the Board of studies B.A.B.Ed. & B.Sc.B.Ed. (RIE) will be held on 19.01.2022 at 4:00 p.m. in the staff common room of the Institute.

All the members are requested to make it convenient to attend the meeting positively.

With regards,

--

(Prof. P.C. Agarwal)

Principal

Regional Institute of Education, NCERT

Sachivalaya Marg

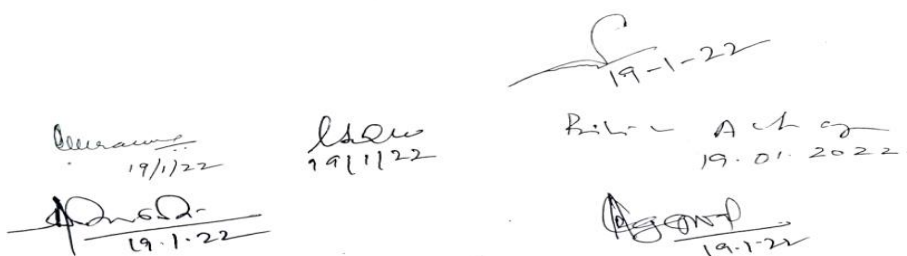
Bhubaneswar-751022

Telephone No. 0674- 2540534 / 2541409 / 2543782 (Fax)

Proceedings of the meeting of Board of Studies (BoS) for B.A.B.Ed. and B.Sc.B.Ed. (RIE) for the academic year 2021-22 held on 19.01.2022 at 4:00 p.m. in the Staff Common Room of Regional Institute of Education (RIE), Bhubaneswar.

1. Prof. P.C. Agarwal, Principal, RIE Bhubaneswar was elected unanimously the Chairperson of the Board of Studies for B.A.B.Ed. and B.Sc.B.Ed. Courses of RIE, Bhubaneswar for the academic year 2021-22.
2. Name of Paper-Setters including Board of Moderation for the B.A.B.Ed. and B.Sc.B.Ed. Courses of RIE, Bhubaneswar Examination 2021-22 was recommended as per the list attached.
3. Name of the Examiners in duplicate, conducting Board, Chief and Assistant Examiners of B.A.B.Ed. and B.Sc.B.Ed. Courses of RIE, Bhubaneswar Examination 2021-22 was recommended as per the list attached.
4. The HODs of Botany and Zoology and Head, Department of Education in Science and Mathematics (DESM) of RIE, Bhubaneswar may be included in the list of Board of Studies.

Meeting ended by proposing vote of thanks to the Chairman of the Board of Studies.


19/1/22
19/1/22
19-1-22
19-01-2022
19-1-22

Integrated Program

The Four-Year Integrated B.A.B.Ed. and B.Sc.B.Ed. Programme as a Pre-Service teacher has been periodically reviewed and reformulated depending on the changing education policies and teacher education frameworks. The latest version, formulated in 2010, was based on the National Curriculum Framework (NCF) – 2005 formulated by NCERT and the Curriculum Framework for Teacher Education – 2009 of the National Council of Teacher Education

(NCTE). The programme is now being reformulated in accordance with the NCTE Regulations-2014 vide Notification Dated 28th November 2014 in The Gazette of India: Extraordinary, Part III-Sec. 4, Appendix-13. Further, the provisions of Choice-Based Credit System (CBCS) and Grading have also been incorporated in the programme, as stipulated by UGC.

➤ ***Objectives of Programme***

The Four year integrated B.A.B.Ed. Programme aims at enabling the student-teachers to:

- Develop knowledge and performance competencies in SS and languages;
- Understand the nuances of child psychology and how children learn;
- Get acquainted with the content and pedagogical aspects of the teaching learning process suitable for secondary level of school education;
- Enhance the skill of communication
- Appreciate and apply the latest approach such as the constructivist approach to teaching learning;
- Adopt innovative strategies in classroom processes;
- Discover different human values inherent in content domains;
- Develop critical thinking, abstract reasoning, creativity and problem solving skills;
- Address issues related to natural resources and promote eco-friendly practices & sustainability;
- Use low-cost/no-cost learning materials to illustrate the social science and language concepts;
- Get functional familiarity with ICT and use it as a teaching learning tool;
- Become effective teachers of SS and languages at secondary level by imbibing appropriate professional values;
- Create awareness about the environment.
- The 4-year integrated B.Sc.B.Ed. programme aims along with the above mentioned objectives additionally at enabling the student teachers to
- Develop knowledge and performance competencies in science and mathematics
- Use laboratory devices and processes effectively and efficiently
- Become effective teachers of science and mathematics at secondary level by imbibing appropriate professional values.

- **Streams:** Presently the B.A.B.Ed. programme has only one stream and B.Sc.B.Ed. programme has two streams namely PCM (Physics, Chemistry, Mathematics) and CBZ (Chemistry, Botany, Zoology) with equal number of seats.

The Curriculum components have been visualized in three clusters. They are indicated as: (1) Content Components in Core Courses (CC), Generic Electives (GE-1 & GE-2) and Discipline Specific Elective (DSE), (2) Ability and Skill Enhancement Components in Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Course (SEC), and (3) Professional Education Course (PEC) Components in Education in Social Sciences and Humanities.

Communicative English and Environmental study (Env. St.) through Ability and Skill Enhancement Components (AECC & SEC): It comprises of courses that are mandatory for all students.

a. Communicative English and Environmental Studies in AECC

b. Modern Indian Language (MIL) or Regional Language: Any one of the Languages in Odia/Hindi/Bengali or Alternative English in SEC.

➤ The Professional Education Course (PEC) Component consists of the following.

(i) Perspectives in Education (PE): Perspectives in Education include courses on Basics in education, Childhood and growing up, Learning and teaching, Assessment for learning, Knowledge and curriculum, Schooling and socialization, Vision for Indian education and Inclusive education.

(ii) Curriculum and Pedagogic Studies (CPS): These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas (Social Science/Languages–Hindi/English/Odia/Bengali) and pursue to keep themselves abreast with advancements in their areas of specialization. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hands on experiences.

(iii) Enhancing Professional Capacities (EPC): Running across the eight semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. These courses act as curricular resources, developing personal and professional self and provide inputs on arts and aesthetics, yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens through listening and empathizing.

(iv) Engagement with the Field/Practicum (FE): The Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools.

- **Affiliating Body:** The programme is affiliated to Utkal University, Bhubaneswar, established by the Government of Odisha and functioning since 1943. The university has been accredited with A+ grade by NAAC.
- **Medium of Instruction:** The medium of instruction for the programme is English except for the Indian language courses.
- **Programme Duration:** The normal duration of the programme is eight semesters to be completed in four years.

The maximum time limit allowed for programme completion is six (4+2) years-Odd semester (1st, 3rd, and 5th, 7th) is from July to December and even semester (2nd, 4th, 6th, 8th) is from January to June. The respective semester-end examinations shall be normally held in November-December and April-May.

➤ **Number of Seats planning**

The number of seats for the programme will be as per the sanction of NCERT and approval of NCTE and Utkal University.

The seats are distributed among the states and union territory under the jurisdiction of RIE Bhubaneswar taking into account the central government reservation policies/NCERT guidelines as admissible from time to time. Currently 50 students are admitted to the Programme each year.

➤ **Provision of Honors or Core Course (CC) planning**

Students may opt for any of the eight subject areas Geography, History, Economics and political Science in SS and Hindi, English, Odia and Bengali in Language for their honors course or core course (CC).

➤ **Provision of Honours/ Core Course (CC) and Generic Elective**

Students in CBZ stream may opt for either Botany or Zoology for their honours course or core course (CC). Students in PCM stream may opt for Physics or Chemistry or Mathematics for their honours course or core course (CC).

➤ **Subject Specialization**

➤ **B.A.B.Ed.**

In the B.A. B.Ed. Programme, the subject specializations are chosen as Language (English, Hindi, Odia and Bengali) and Social Sciences (History, Geography, Economics and Political Science) in CC, GE-1 and GE-2. In view of the need of Teacher Education in the country, Social Sciences and Languages are taken as a whole and the CC, GE-1 and the GE-2 courses are conceived accordingly. Students are expected to specialize in any one language or Social Science subject as honors in the form of CC and develop expertise in the teaching of minimum one Social Science or one Language. If the CC is a Language, the GE-1 and GE-2 are to be selected from Social Science subjects. If the CC is a Social Science subject, the GE-1 is one of the Languages and the GE-2 is a Social Science subject other than the subject opted as CC. This has been done with the objective of training Graduate Teachers for school, which is the mandate of the B.A.B.Ed. programme, with expertise in teaching Social Science and Language subjects as a whole.

The Course Structure is attached above (See Table-1) for comprehension. If the CC is Hindi, which is a language, the GE-1 and GE-2 are two Social Science subjects. However, if the CC is History, which is a Social Science subject, the GE-1 has to be a Language and the GE-2 has to be a Social Science subject other than History. At the end of the programme, the student has one language and two social science subjects, in which s/he has expertise in teaching. For higher learning she has one Hons in any of the SS or language subject areas.

A student opting for any honors course other than English has to opt for English in DSE (Discipline Specific Elective).

B.Sc.B.Ed.

Provision of Generic Electives (GE-1, GE-2) Honours or Core Course (CC)

	Generic Elective (GE-1, GE-2)
Botany	Zoology, Chemistry
Chemistry	Physics, Mathematics
Mathematics	Physics, Chemistry
Physics	Chemistry, Mathematics
Zoology	Botany, Chemistry

The generic electives for different core courses have been considered as above in view of the requirement of (i) a PCM teacher who should be strong in physics, chemistry, and mathematics, and (ii) a CBZ teacher who should be strong in botany, zoology and chemistry

- **Eligibility and Admission planning** : Candidates with 50% marks or equivalent grade in the higher secondary or +2 examinations Science, Arts or Commerce Streams (EXCEPT VOCATIONAL COURSES) are eligible for the programme. Reservations are available as per the existing norms approved by NCERT.

Admission shall be made on the basis of marks obtained in the qualifying examinations and in the entrance examination or any other selection process as per the policy of the NCTE/NCERT/affiliating University from time to time.

On successful completion of a semester, the candidate shall be readmitted to the next semester on payment of the requisite fees.

- **Change of Subject:** Once chosen, subject change is not permissible under any circumstances in a given semester or subsequent semesters. However, in the First Semester (before the First Internal Test) the student can go for change of subject in consultation with the Head of the Institute.
- **Attendance planning:** Minimum 80% attendance is required in each course and minimum 90% attendance is required in internship for being eligible to appear at semester examination. Up to 15% waiver may be granted by VC on the recommendation of the Principal of the Institute on payment of usual fees prescribed by the University. If a student represents University/State/National/District in sports and games and NCC/NSS/Scout –Guides/cultural activities or any official activities/he is permitted to avail 30 days academic leave in an academic year based on the recommendation of the head of the institution. There shall be no condonation if the attendance is below 65% in any course during any semester, for any reason.

A candidate who does not satisfy the requirement of attendance shall not be eligible to take the examination of the concerned semester, nor will be eligible to take admission to the next semester. A candidate who fails to satisfy the requirement of attendance in a semester may repeat that semester in the subsequent academic year.

➤ **Weightage (Percentage) Distribution for Evaluation design**

(i) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
20	20	80	100
Average 20			

(ii) Paper without Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
10	10	40	50
10			

(iii) Paper with Practical

<i>1st Internal Assessment</i>	<i>2nd Internal Assessment</i>	<i>Semester End</i>	<i>Total</i>
<i>Theory (A)</i>		<i>Practical (B)</i>	
15	15	60	25
100			
Average 15			

(iv) Project cum Seminar 100 marks

➤ **Grading System**

A student's level of competence shall be categorized by a GRADE POINT AVERAGE, as specified below;

- SGPA – Semester Grade Point Average
- CGPA – Cumulative Grade Point Average

The following procedure shall be followed to calculate the Grade Point Average (GPA)

i) Converting mark to grade

Marks Secured from 100 Grade Point Letter Grade Interpretations

100–90	10	'O'	Outstanding
89–80	9	'E'	Excellent
79–70	8	'A'	Very Good
69–60	7	'B'	Good
59–50	6	'C'	Fair
49–40	5	'D'	Pass

<40 0 'F' Fail

0 0 Ab Absent

ii) Calculating SGPA and CGPA

Point = Integer equivalent for each letter grade

Credit = Integer signifying the relative importance/ emphasis given to individual paper/ course in a semester as reflected in the course structure/ syllabus.

a) Credit point = Credit (in a paper) x grade point (secured in that paper)

b) Credit Index = Total Credit point of the course

c) Grade Point Average (for a course or subject) = Credit Index /Total Credit of the Course

d) Semester Grade Point Average (SGPA) =Credit Index for a Semester/Total Credit of the Semester

e) Cumulative Grade Point Average (CGPA)

=Credit Index of all previous Semesters up to a Semester/Total Credit up to Semester

- **Scheme of Examination; Requirement for Pass; Results design:** In each semester and in each paper, a candidate has to appear at both the internal assessments and secure minimum 40% in theory and 50% in practical/internal assessment. Otherwise, the candidate shall not be allowed to fill up forms for the semester examination.

A special internal assessment may be held for those who fail to meet the above requirement or remain absent with prior permission from competent authority.

There shall be a university examination at the end of each semester, comprising theory and practical, where ever applicable. A candidate has to secure minimum 40% marks in theory and 50% marks in internal/practical papers separately. Candidate obtaining Grade F is considered Failed and will be required to clear the back paper(s) in the subsequent examinations within the stipulated time.

Candidate securing 60% and above in CC/Hons. Courses shall be awarded First Class and 50% and above, but less than 60% shall be awarded Second Class. Distinction shall be awarded to candidates securing minimum 60% in all papers of B.A Component. Any candidate with back paper(s) shall not be awarded Distinction.

The provision for Honors is applicable to the core courses of subject specialization (B.A. and B.Sc. components) of the programme.

In B.Ed.(Professional Education) component a candidate has to secure minimum 40% in theory and 50 % in practical/practicum separately and 50 % in aggregate to pass the examination. In B.Ed.(Professional Education) component 60% and above will be awarded

first class and 50% to less than 60% will be awarded second class. Distinction will be awarded to those candidates who secure 60% and above marks in all papers of B.Ed. component. All other provisions as above apply to both the B.A., B.Sc. and B.Ed. components of the programme.

The details of grading system shall be printed on the backside of the Mark Sheet/ Grade Card. The performance of a candidate in his/her Choice Based Course (CBC) in the form of mark/grade will be indicated in the Mark Sheet/ Grade Card but will not be reflected in SGPA or CGPA.

Final result of the candidate who fails to secure minimum pass mark/grade/percentage in CBC shall not affect the result of the candidate.

- **Repeat Examination design:** If a candidate fails to clear any paper(s) in a semester in the first attempt, he/she is allowed to clear the back paper(s) in two more consecutive attempts. The candidate has to complete the programme within 6 (4+2) years at the most. No improvement in a paper will be allowed if the candidate has secured pass mark in the paper.
- **Hard Case Rule design:** If a candidate fails maximum in two written papers, by not more than 2% of total theory marks for the Examination, the minimum marks required to make up the deficiency in the written papers be added in order to enable the candidate to pass the examination. In such cases the deficiency in aggregate should not be taken into account. 0.5% grace mark can be given for award of B Grade in each semester provided grace mark under 21.1 has not been awarded.
- **Examination Question Pattern design:** For subjects without practical
 - a) Theoretical courses: Full marks are 100 per course out of which 20 marks are allotted for internal assessment and 80 marks for semester end examination. Courses having 50 marks, out of which 10 marks are allotted for internal assessment and 40 marks for semester end examination.
 - b) Practical Courses: Full marks are 100 per course out of which 15 marks are allotted for internal assessment, 25 marks for practical and 60 marks for semester end examination.
- **Pattern of question papers for students under CBCS in the Semester-end Examination:**
 - a) In the semester-end examination there will be two groups of questions. Group-A will be compulsory comprising 10 restricted answer type questions covering all units. Group-B will comprise long answer type questions covering all units with unit-wise alternatives to each question.
 - b) For practical subjects, out of 60 marks in semester-end exam, Group-A will have 10 marks (1x10) and Group-B will have 50 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.

c) For non-practical subjects, out of 80 marks, Group-A will have 10marks (1x10) and Group-B will have 70 marks. Alternative questions will be set unit-wise for long answer type questions in Group-B.

d) For courses having 40 marks, Group-A will be compulsory comprising 10marks restricted answer type questions (1x10) covering all units. Group-B will comprise 30 marks comprising of long answer type questions covering all units with unit-wise alternatives to each question.

For a course having 100 marks in CC and GE-1 and GE-2 there shall be 4 hours of Lectures(L) and 2 tutorials/Practical(T/P) per week = 06 credits. The Duration of a Lecture and a Tutorial is one hour. The Institute works 5 Days a week.

B.Ed Program

The B Ed programme has been designed with the following objectives

1. Prepare teachers equipped with knowledge and competencies to conduct as professionals to handle the challenges of the present day classroom.
2. Prepare teachers with sound background in perspectives of education along with hands on experience based on field exposure.
3. Develop a rational conceptualization of pedagogical knowledge and to incorporate it into the specific content areas.
4. Develop teachers with a deep and critical awareness of professional ethics and an ability to critically engage in reflective practices.

As represented in the above diagram the course comprises of four components i.e. (i) Perspectives in Education(ii) Curriculum and Pedagogic Studies(iii) Engagement with the Field/Practicum and (iv) Enhancing Professional Capacities.

(i) Perspectives in Education: Perspectives in Education includes courses on basics in education, child development and adolescence, learning and teaching, assessment for learning, knowledge and curriculum, schooling and socialization, vision for Indian education, educational planning and management and inclusive education.

(ii) Curriculum and Pedagogic Studies: These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas (Science-Biological/Physical/Mathematics/Social Science/Languages–Hindi/English/Odia/ Bengali), and pursue to keep themselves abreast with advancements in their areas of specialization. Each student teacher will take up two subject areas as per their choice. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching

learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hands on experiences.

(iii) Engagement with the Field/Practicum: The B.Ed. Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 2 weeks in the first semester, 2 weeks in the second semester, 16 weeks in the third semester and 2 weeks in the fourth semester.

Thus engagement with the field in schools will be for duration of 22 weeks for a two-year programme. After the completion of each field exposure including internship, the student teachers will consolidate and reflect on their experiences and share the same with their peers and teachers.

(iv) Enhancing Professional Capacities: Running across the four semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. All these courses are internally assessed. These courses act as curricular resources, developing personal and professional self and provide inputs on arts and aesthetics, yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens through listening and empathizing.

Regulations Governing the Bachelor of Education (B.Ed) Course of Utkal University, Regional Institute of Education, Bhubaneswar.

The Clientele

The B.Ed. degree holders will have the opportunity to work as teachers in elementary, secondary and senior secondary levels of education. In addition, there is a need for teachers to prepare students at different sites such as institutions dealing with alternative schooling and open schooling.

Duration & Working Days:

Duration: The course leading to the Degree of Bachelor of Education, Regional Institute of Education, Bhubaneswar shall consist of four semesters, (two years) followed by an

examination at the end of each semester. Each semester will be of a minimum of hundred working days (16-18 weeks) excluding examinations and admission.

The course leading to the Degree of Bachelor of Education shall consist of two academic years (with four semesters and three inter semester breaks), which can be completed in a maximum of three years from the date of admission to the programme.

Working Days

- a. There shall be at least two hundred working days each year exclusive of the period of examination and admission
- b. The institution shall work for a minimum of thirty six hours in a week during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- c. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

Eligibility and Admission Procedure

Eligibility: Candidates seeking admission to B.Ed. course must have:

a) at least 50% marks in the Bachelor's degree and/or Master's degree in Sciences/Social Sciences/ Humanities

or

b) bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the NCERT / Utkal University.

Admission Procedure: Admission shall be made on the basis of qualifying examination and/or entrance examination or any other selection procedure as per the policy of NCERT and/or Utkal University.

Attendance: Each semester shall be taken as a unit for purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if he /she has attended not less than 75% of the number of working periods (classes and practical taken together) during each semester .

Shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department and / or Principal of the Institute as per the rules of Utkal University. There shall be no condonation if attendance is below 60% during any semester. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned semester.

A candidate, who fails to satisfy the requirement of attendance in a semester, shall re-join the same semester.

Medium of Instruction and examination: The medium of instruction and examination is English except pedagogy of respective regional languages.

Scheme of Examinations: Every student seeking admission to the examination shall have to submit his/her application in a prescribed form through the principal of the institute to the university in such date preceding to the date of examination as may be fixed in the University along with the required fees and documents.

(a) A candidate shall have to appear all the papers of the Semester and have to secure the prescribed eligibility marks (40%) for promotion to the next Semester.

(b) Duration of examination for theory paper of 70 marks and 35 marks shall be for 3 hours and 2 hours respectively. There shall be at least one question from each unit with internal choice. In case of theory papers, the internal assessment will be for 30 marks, assessed through test / assignments / seminar presentation etc. in the respective papers twice in each semester and consolidated marks statements is to be submitted to the university. The trainees need to complete at least one activity from the activities suggested under each paper.

(c) At least one week prior to the last working day, internal assessment marks secured by the candidates shall be displayed on the notice board. If a candidate has any grievance, the same shall be brought to the notice of the Principal/HOD in writing within specified time by the candidate. In the event, the Departmental Council finds the grievance genuine, then the Principal/HOD shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Principal/ HOD in this regard shall be final.

(d) Department may decide to give test /assignment etc. to candidates who absent themselves for the internal examinations, only if, the Department is convinced that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration of the semester.

(e) The statement of internal assessment shall be sent to the Controller of Examination at least one week prior to the commencement of that particular semester examination.

(f) If any candidate secures less than the prescribed pass marks up to two theory papers shall be allowed to re-appear the same paper in next odd/even subsequent respective semester examination.

(g) Candidates securing less than 55% marks in aggregate may be allowed to appear for improvement in theory papers upto two immediate chances.

(h) A candidate may be allowed to complete the course within three years from the date of his/her admission.

Classification of Successful Candidates: Minimum for a pass in each paper shall be 40% marks (obtained in external evaluation and internal assessment separately put together) and

50% in aggregate of the four semester examination. To declare First Class first, Distinction and first Rank the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the successful candidates will be placed in appropriate class/division/distinction, as per following:

70 - 100 Distinction

60 - 69 First Class

50 - 59 Second Class

Addition/deletion/modification as advised by Utkal University/NCERT/NCTE shall be incorporated as and when required.

Conduct of examination:

(a) (i) The written examinations in theory papers shall be held ordinarily at the end of each semester.

(ii) A period of one week for preparation would be allowed to the candidates before the examination.

(b) The Head/Principal shall as soon as possible forward the copies of dissertation to the Internal and External examiners; and in consultation with the Principal and external examiner shall fix a date for the Viva-voce to be conducted in the institute. The assessment of dissertation and viva-voce ordinarily shall be within 10 days from the last day of written examination.

A candidate seeking re-admission to a subsequent examination shall submit his/her application in prescribed form to the Principal of the RIE indicating clearly the part or full examination in which he/she has to reappear, together with fees required by regulation and a copy of statement of marks obtained earlier and has to complete the course within two consecutive chances.

Choice Based Credit System (CBCS): Choice Based Credit Courses would be offered across the departments and within the department on an experimental basis. As the programme intends to enrich the students with added professional inputs the choice based credit courses would offer relevant courses to enhance their professionalism. Each course would comprise of four classes per week for at least 12 weeks which would lead to accumulation of four credits at the end of the semester. The students can select the course in the beginning of semester-II and can complete it before the end of semester-IV. Examinations will be conducted during every semester along with the semester end examination onwards.

All other matters not specifically provided in this ordinance/regulation shall be governed by the relevant provisions of general ordinance of the Utkal University. The norms and regulations prescribed from time to time by the NCTE will also apply to the programme.

The M. Ed. programme has been designed to

1. Prepare teacher educators equipped with knowledge and competencies to conduct as professionals and continuing professional development
2. Prepare teacher educators with specialization in stage specific core component
3. Develop teacher educators with deep and critical awareness of professional ethics and ability to critically engage in reflective practices
4. Develop a rational conceptualization of educational research with an ability to carry out quality research in education

The Clientele

The M.Ed. degree holders will have the opportunity to work as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, they will be able to function in Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti, SCERTs/ SIEs as curriculum experts, evaluation experts, population education experts, Inspectors/Sub-inspectors of Primary/Secondary schools, education officers, head teachers/principals, statistical officers/Planning Officers etc. who would require professional expertise/knowledge in the relevant areas. In addition, there is a need of teacher educators to prepare teachers at different levels such as institutions dealing with alternative schooling and distance education. The new M.Ed. Programme caters to the needs of professional preparation of teacher educators at specific stages of education and simultaneously for job specific preparation of professional manpower to run various departments of education/ institutions.

The course leading to the Degree of Master of Education, Regional Institute of Education , Bhubaneswar shall consist of two academic years (four semesters) followed in an examination at the end of each semester. There will be a minimum of hundred working days in a semester excluding examinations and admission process of the Institute / College.

The course leading to the Degree of Master of Education shall consist of two academic years with four semesters.

Eligibility:

Candidates seeking admission to M.Ed. course must have passed:

- a) B. Ed degree of 1 or 2 years duration, or
- b) 4 year integrated teacher education degree programme (B.El.Ed/BSc.Ed/ BA.Ed/B.Sc. B.Ed/ BA. B.Ed), or
- c) D.El.Ed/ D.Ed with a Bachelor's degree (BA/B. Sc. /B.Com)

With 50% marks in the aggregate (in case of integrated degree course 50% aggregate marks in Education papers.) However relaxation up-to 5% marks shall be given to the SC/ST candidates or as specified from time to time by the University/Govt. of India. It is essential that an entrance examination (which may include a written test and an interview) is conducted for selection of the students.

Note: Candidates with D.El.Ed./ D.Ed. /B.El.Ed. will be eligible for core specialization in Elementary Education.

Attendance

Each semester shall be taken as a unit for purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if he /she has

attended not less than 75% of the number of working periods (lectures, seminars and practical taken together) during each semester .

Shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department and / or Principal of the Institute /College as per rules of the Utkal University. There shall be no condonation if attendance is below 60% during any semester. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned semester. A candidate, who fails to satisfy the requirement of attendance in a semester, shall re-join the same semester.

Medium of Instruction and examination: The medium of instruction and examination is English.

Choice Based Credit System (CBCS): Choice Based Credit Courses would be offered across the departments and within the department on an experimental basis. As the programme intends to enrich the students with added professional inputs the choice based credit courses would offer relevant courses to enhance their professionalism. Each course would comprise of four classes per week for at least 12 weeks which would lead to accumulation of four credits at the end of the semester. The students can select the course in the beginning of semester-II and can complete it before the end of semester-IV. Examinations will be conducted during every semester along with the semester end examination onwards.

Scheme of Examinations:

A. Examination in Theory Papers: Every student seeking admission to the examination shall have to submit his/her application in a prescribed form through the principal of the institute to the university in such date preceding to the date of examination as may be fixed in the University along with the required fees and documents.

(a) A candidate shall have to appear all the papers of the Semester and have to secure the prescribed eligibility marks (40%) for promotion to the next Semester.

(b) Duration of examination for theory paper of 70 marks shall be for 3 hours. There shall be at least one question from each unit with internal choice. In case of theory papers, the **internal assessment** will be for 30 marks, assessed through test / assignments /seminar presentation etc. in the respective papers twice in each semester and consolidated marks statements is to be submitted to the university.

(c) At least one week prior to the last working day, internal assessment marks secured by the candidates shall be displayed on the notice board. If a candidate has any grievance, the same shall be brought to the notice of the Principal/HOD in writing within specified time by the candidate. In the event, the Departmental Council finds the grievance genuine, then the Principal/HOD shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Principal/ HOD in this regard shall be final.

(d) Department may decide to give test /assignment etc. to candidates who absent themselves for the internal examinations, only if, the Department is convinced that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration of the semester.

(e) The statement of internal assessment shall be sent to the Controller of Examination at least one week prior to the commencement of that particular semester examination.

(f) If any candidates secures less than the prescribed pass marks up to two theory papers shall be allowed to re-appear the same paper in next odd/even subsequent respective semester examination.

(g) Candidates securing less than 55% marks in aggregate may be allowed to appear for improvement in theory papers upto two immediate chances.

(h) A candidate may be allowed to complete the course within four years from the date of his/her admission.

Dissertation:

1. Dissertation work shall commence from semester II and shall be completed by the end of semester IV.
2. The candidate shall have to carry out research study, under supervision of a faculty in the department as allotted by the Department of Education of the institute.
3. The candidate shall have to complete the dissertation on a research study characterized either by discovery of facts from the area of his/her specialization.
4. The candidate shall have to submit 3 typed copies of the dissertation duly certified by the supervisor/Guide before commencement of their examination.
5. Each dissertation shall have declaration by the candidate that the dissertation embodies result of his/her own work and a certificate from supervisor to the effect that the dissertation is candidates' own work.
6. The dissertation shall be examined out of 100 marks by two examiners (internal and external) and shall conduct the viva voce jointly and submit the assigned marks to the principal / superintendent of t

Classification of Successful Candidates :

Minimum for a pass in each paper shall be 40% marks (obtained in external evaluation and internal assessment separately put together) and 50% in aggregate of the four semester examination. To declare First Class first, Distinction and first Rank the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the successful candidates will be placed in appropriate class/division/distinction, as per following:

70 - 100 Distinction

60 - 69 First Class

50 - 59 Second Class

Addition/deletion/modification as advised by NCERT/NCTE shall be incorporated as and when required.

Conduct of examination

(a) (i) The written examinations in theory papers shall be held ordinarily at the end of each semester .

(ii) A period of one week for preparation would be allowed to the candidates before the examination.

(b) The Head/Principal shall as soon as possible forward the copies of dissertation to the Internal and External examiners; and in consultation with the Principal and external examiner shall fix a date for the Viva-voce to be conducted in the institute. The assessment of dissertation and viva-voce ordinarily shall be within 10 days from the last day of written examination.

12. A candidate seeking re-admission to a subsequent examination shall submit his/her application in prescribed form to the Principal of the RIE indicating clearly the part or full examination in which he/she has to reappear, together with fees required by regulation and a copy of statement of marks obtained earlier and has to complete the course within two consecutive chances.

Program	Courses
B.Sc.B.Ed.	CC (Core Course) – 14 papers=1400marks = 14x 6 credits=84 credits. ➤ GE-1 (Generic Elective) – 4 papers=400 marks=4x6 credits=24 credits ➤ GE-2(Generic elective) – 4 papers= 400 marks=4x6 credits=24 credits ➤ AECC (Ability Enhancement Compulsory Course)- 3 papers=300 marks =3x4 credits= 12 cr. ➤ SEC (Skill Enhancement Course) – 1 paper= 100 marks =4 credits

	<ul style="list-style-type: none"> ➤ DSE (Discipline Specific Elective) – 1 paper= 100 marks =6 credits ➤ CBCS-1 paper= 100 marks =4 credits ➤ Professional Education – 2000 marks = 80 credits
B.A.B.Ed.	<p>CC (Core Course) – 14 papers=1400marks = 14x 6 credits=84 credits.</p> <ul style="list-style-type: none"> ➤ GE-1 (Generic Elective) – 4 papers=400 marks=4x6 credits=24 credits ➤ GE-2(Generic elective) – 4 papers= 400 marks=4x6 credits=24 credits ➤ AECC (Ability Enhancement Compulsory Course)- 3 papers=300 marks =3x4 credits= 12 cr. ➤ SEC (Skill Enhancement Course) – 1 paper= 100 marks =4 credits ➤ DSE (Discipline Specific Elective) – 1 paper= 100 marks =6 credits ➤ CBCS-1 paper= 100 marks =4 credits ➤ Professional Education – 2000 marks = 80 credits
Each student have to opt one school subject for CBC program	<p>Geography, History, Economics and Political Science in SS Chemistry, Physics, Mathematics, Botany, Zoology in Science and Hindi, Odia, English and Bengali in languages.</p>
CBC Courses have to be offered in Semester VI for B.Sc.B.Ed. and B.A.B.Ed.	<ul style="list-style-type: none"> o Chemistry and our life o Renewable Energy and Energy Harvesting o Food, Nutrition and Public Health o General Mathematics o Herbal plants for home gardening o Basics of Social Sciences o English (creativity in translation) o Hindi Bhasha aur Sahitya ka Samanya Gyan o Communicative language(Odia) o Bangla Sahitya o Byakaran Gyana (Bengali) o Educational Planning, Management and Leadership
B.Ed.	<ul style="list-style-type: none"> ➤ Perspectives in Education-9papers ➤ Curriculum and Pedagogic Studies- 3 papers ➤ Engagement with the Field/Practicum- 4 papers ➤ Enhancing Professional Capacities- 8 papers
M.Ed.	<p>Perspective Courses (PC)- 6 papers Tool Courses (TC)- 5 papers Teacher Education Courses (TEC)- 2 papers Core Course Specialization (CCS)- 2 papers Thematic Specialization (TS)- 3 papers Teacher Education Institution + Related to Specialization- 2 papers Related to specialization / Foundations- 1 paper</p>

Design-

B.Sc.B.Ed.

**FOUR-YEAR INTEGRATED B.Sc. B.Ed. PROGRAMME (CBCS)
OF
REGIONAL INSTITUTE OF EDUCATION, NCERT,
BHUBANESWAR
(UTKAL UNIVERSITY, BHUBANESWAR)**

REGULATIONS AND SCHEME OF STUDIES

2021-2022

विद्यया ऽ मृतमश्नुते



**एन सी ई आर टी
NCERT**

**REGIONAL INSTITUTE OF EDUCATION
(National Council of Education Research and Training)
BHUBANESWAR - 751022**

Program structure:

Table 1: PROGRAMME STRUCTURE

(L: Lecture, P: Practical, Semi: Seminar, Cr: Credit, CH: Contact Hours, W: Weeks)

Semester	CC	GE-I	GE-II	DSE	AECC	SEC	CBC*	Education	Total
I	CC-1: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-I-1: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-II-1: 100 4(L)+2(P)=6 Cr: 4+2=6		AECC-1:100 4(L)=4 Cr: 4=4			PE-1:100, EPC-1:50 CH :4, 2 Cr: 4+2 =6	Marks: 400+150=550 CH: 24+4=28 Credit: 22+6=28
II	CC-2: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-I-2: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-II-2: 100 4(L)+2(P)=6 Cr: 4+2=6			SEC:100 2(L)+2(P)=4 Cr: 4		PE-2:100, CPS-1:50 CH:4, 2 Cr: 4+2=6	Marks: 400+150=550 CH: 22+6=28 Credit: 22+6=28
III	CC-3: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-I-3: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-II-3: 100 4(L)+2(P)=6 Cr: 4+2=6		AECC-2:100 4(L)=4 Cr: 4=4			PE-3:100, PE-4:100 CH:4,4 Cr: 4+4=8	Marks: 400+200=600 CH: 24+6=30 Credit: 22+8=30
IV	CC-4: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-I-4: 100 4(L)+2(P)=6 Cr: 4+2=6	GE-II-4: 100 4(L)+2(P)=6 Cr: 4+2=6	DSE-1:100 4(L)+2(P)=6 Cr: 4+2=6				PE-5:100, PE-6:50 CH:4,2 Cr: 4+2=6	Marks: 400+150=550 CH:24+6=30 Credit: 24+6=30
V	CC-5 & 6: 100x2 [4(L)+2(P)=6]x2 [Cr: 4+2=6]x2 CC-7&8: 100x2 [4(L)+2(P)=6]x2 [Cr: 4+2=6]x2							CPS2-1:100, CPS3-1:100, EPC-2:50 CH:4,4,4 Cr: 4+4+2=10	Marks: 400+250=650 CH: 24+12=36 Credit: 24+10=34
VI	CC-9&10: 100x2 [4(L)+2(P)=6]x2 [Cr: 4+2=6]x2 CC-11&12: 100x2 [4(L)+2(P)=6]x2 [Cr: 4+2=6]x2						CBC:100* 4(L)* Cr: 4*	CPS2-2:100, CPS3-2:100, FE-1:50 CH:4,4,2W Cr:4+4+2=10	Marks: 400+100*250=650+100* CH: 24+4*10+2W=34+4*+2W Credit: 24+10=34
VII								PE-7:100, EPC-3:50, EPC-4:50, FE-2:350 CH:4,2W,2W,16W Cr: 4+2+2+14=22	Marks: 000+550=550 CH: 4+20W Credit: 0+22=22
VIII	CC-13: 100 4(L)+2(P)=6 Cr: 4+2=6 CC-14: 100 4(Pr) Cr: 6			DSE-2 Project:100 CH: 4, Cr: 4				PE-8:100, EPC-5:50, EPC-6:50, EPC-7:50, FE-3:50 CH:4,2W,2,2,2W Cr: 4+2+2+2+2=12	Marks: 300+300=600 CH: 16+12+2W+2W=28+4W Credit: 16+12=28
Total	Marks:14x100=1400 CH:56+28=84 Cr: 56+28=84	400 CH:16+8=24 Cr: 24	400 CH:16+8=24 Cr: 24	2x100=200 CH:6+4=10 Cr: 6+4=10	2x100=200 CH:4+4=8 Cr: 4+4=8	100 CH:4 Cr: 4	100* CH:4* Cr: 4*	Marks: 2000 CH: 56+24W Credit: 80	Marks:2700+100*+2000=4700+100* CH: 154+4*+56+24W=208+4*+24W Credit: 154+4*+80=234+4*

CC: Core Course, GE: Generic Elective, DSE: Discipline Specific Elective, AECC: Ability Enhancement Compulsory Course, SEC: Skill Enhancement Course, CBC: Choice Based Course
Total Marks = 2700+100* (B.Sc.)+ 2000 (B.Ed.) = 4700+100* **Total Credit = 154+4* (B.Sc.) + 80 (B.Ed.) = 234+4***

* To be considered as an add-on course to the four-year integrated B.Sc.B.Ed. Programme

Professional Education Component (Structure of the BSc. B.Ed Course)

Sl.No	Subject/Semester	Marks	I (Th + Pr)	II (Th + Pr)	III (Th + Pr)	IV (Th + Pr)	V (Th + Pr)	VI (Th + Pr)	VII (Th + Pr)	VIII (Th + Pr)
Perspective in Education (PE)										
1.	PE-1: Basics in Education	100	PE-1 (4CH) (4Cr)							
2.	PE-2: Childhood and Growing Up	100		PE-2 (4CH) (4Cr)						
3.	PE-3: Learning and Teaching	100			PE-3 (4CH) (4Cr)					
4	PE-4: Schooling, Socialization and Identity	100			PE-4 (4CH) (4Cr)					
5	PE-5: Assessment for Learning	100				PE-5 (4CH) (4Cr)				
6	PE-6: Creating an Inclusive Classroom	50				PE-6 (CH)(2Cr)				
7	PE-7: Knowledge and Curriculum	100							PE-7(4CH)(4Cr)	
8	PE-8: Vision of Indian Education	100								PE-8 (4CH) (4Cr)
Total Marks/ Total Credit (PE)		750/30								
Curriculum and Pedagogic Studies (CPS)										
1	CPS 1: Language across the Curriculum	50		CPS-1 (2CH) (2Cr)						
2	CPS 2: Pedagogy of School Subject-1- Part I: Mathematics; Biological Science	100					CPS 2 Part - 1(4CH) (4Cr)			
3	CPS 3: Pedagogy of School Subject-2-Part I Physical Science	100					CPS 3 Part - 1 (4CH) (4Cr)			

4	CPS 2: Pedagogy of School Subject-1- Part II: Mathematics; Biological Science	100						CPS 2 Part - 2 (4CH)(4Cr)		
5	CPS 3: Pedagogy of School Subject-2-Part II: Physical Science	100						CPS 3 Part - 2(4CH)(4Cr)		
Total Marks/ Total Credit (CPS)		450/18								
Enhancing Professional Capacities (EPC)										
1	EPC 1: Understanding ICT and Its Application	50	EPC 1 (2CH) (2Cr)							
2	EPC 2: Learning to Function as a Teacher	50					EPC- (4CH) (2Cr)			
3	EPC 3: Arts in Education (2 weeks)	50							EPC 3 (2Cr)	
4	EPC 4: ICT Practicum (2 weeks)	50							EPC 4 (2Cr)	
5	EPC 5: Understanding the Self (2 weeks)	50								EPC5 (2Cr)
6	EPC 6: Health, Yoga and Physical Education	50								EPC 6(2 CH)(2Cr)
7	EPC 7: Reading and Reflecting on Texts	50								EPC 7(2CH)(2Cr)
Total Marks/ Total Credit(EPC)		350/14								
Field Engagement (FE)										
1	FE-1: Multicultural Placement (2 weeks)	50						FE-1 (2c)		
2	FE-2: Internship (16 weeks)	350							FE-2(14 Cr)	
3	FE-3: Community work (2 weeks)	50								FE-3(2Cr)
Total Marks/ Total Credit (FE)		450/18								
Total Marks		2000	150	150	200	150	250	250	550	300
Total Credit		80	6	6	8	6	10	10	22	12
Total Hours		56 hours+ 24 weeks	6	6	8	6	12	10+ 2 weeks	16 weeks internship +4weeks workshop =20 weeks	8 contact hours+4 weeks

*CH-contact hours, **Cr-credits

PROGRAM STRUCTURE: CHEMISTRY (HONS.)

Sem-ester	AECC	CC (Hons) Chemistry	GE-I* Mathematics	GE-II* Physics	DSE	SEC	Education	CBC*
I	AECC-1 Communicative English	CC-1 (Th+Pr)	GE-1 (Th+Pr)	GE-1 (Th+Pr)			PE-1 EPC-1	
II		CC-2 (Th+Pr)	GE-2(Th+Pr),	GE-2 (Th+Pr)		SEC (Th+Pr)	PE-2 CPS-1	
III	AECC-2 (Environmental Studies)	CC-3 (Th+Pr)	GE-3(Th+Pr),	GE-3 (Th+Pr)			PE-3 PE-4	
IV		CC-4 (Th+Pr)	GE-4(Th+Pr),	GE-4 (Th+Pr)	DSE -I (Th+Pr)		PE-5 PE-6	
V		CC-5 (Th+Pr) CC-6 (Th+Pr) CC-7 (Th+Pr) CC-8 (Th+Pr)					CPS2-1 CPS3-1 EPC-2	
VI		CC-9 (Th+Pr) CC-10 (Th+Pr) CC-11(Th+Pr) CC-12(Th+Pr)					CPS2-2, CPS3-2, FE-1	CBC
VII							PE-7, EPC-3 EPC-4, FE-2	
VIII		CC-13 (Th+Pr) CC-14(Th+Pr)			DSE-II (Project)		PE-8, EPC-5, EPC-6, EPC-7, FE-3	

*GE (Mathematics) is equivalent to CC (Mathematics)

*GE (Physics) is equivalent to CC (Physics)

PROGRAM STRUCTURE: BOTANY (HONS.)

Sem-ester	AECC	CC (Hons) Botany	GE-I* Chemistry	GE-II* Zoology	DSE	SEC	Education	CBC*
I	AECC-1 Communicative English	CC-1 (Th+Pr)	GE-1 (Th+Pr)	GE-1 (Th+Pr)			PE-1 EPC-1	
II		CC-2 (Th+Pr)	GE-2(Th+Pr),	GE-2 (Th+Pr)		SEC- (Th+Pr)	PE-2 CPS-1	
III	AECC-3 (Environmental Studies)	CC-3 (Th+Pr)	GE-3(Th+Pr),	GE-3 (Th+Pr)			PE-3 PE-4	
IV		CC-4 (Th+Pr)	GE-4(Th+Pr),	GE-4 (Th+Pr)	DSE -I (Th+Pr)		PE-5 PE-6	
V		CC-5 (Th+Pr) CC-6 (Th+Pr) CC-7 (Th+Pr) CC-8 (Th+Pr)					CPS2-1 CPS3-1 EPC-2	
VI		CC-9 (Th+Pr) CC-10 (Th+Pr) CC-11(Th+Pr) CC-12(Th+Pr)					CPS2-2, CPS3-2, FE-1	CBC
VII							PE-7, EPC-3 EPC-4, FE-2	
VIII		CC-13 (Th+Pr) CC-14(Th+Pr)			DSE-II (Project)		PE-8, EPC-5, EPC-6, EPC-7, FE-3	

*GE (Chemistry) is equivalent to CC (Chemistry)

*GE (Zoology) is equivalent to CC (Zoology)

PROGRAM STRUCTURE: MATHEMATICS (HONS.)

Sem-ester	AECC	CC (Hons) Mathematics	GE-I* Chemistry	GE-II* Physics	DSE	SEC	Education	CBC*
I	AECC-1 Communicative English	CC-1 (Th+Pr)	GE-1 (Th+Pr)	GE-1 (Th+Pr)			PE-1 EPC-1	
II		CC-2 (Th+Pr)	GE-2(Th+Pr),	GE-2 (Th+Pr)		SEC- (Th+Pr)	PE-2 CPS-1	
III	AECC-2 (Environmental Studies)	CC-3 (Th+Pr)	GE-3(Th+Pr),	GE-3 (Th+Pr)			PE-3 PE-4	
IV		CC-4 (Th+Pr)	GE-4(Th+Pr),	GE-4 (Th+Pr)	DSE-I (Th+Pr)		PE-5 PE-6	
V		CC-5 (Th+Pr) CC-6 (Th+Pr) CC-7 (Th+Pr) CC-8 (Th+Pr)					CPS2-1 CPS3-1 EPC-2	
VI		CC-9 (Th+Pr) CC-10 (Th+Pr) CC-11(Th+Pr) CC-12(Th+Pr)					CPS2-2, CPS3-2, FE-1	CBC
VII							PE-7, EPC-3 EPC-4, FE-2	
VIII		CC-13 (Th+Pr) CC-14(Th+Pr)			DSE-II (Project)		PE-8, EPC-5, EPC-6, EPC-7, FE-3	

*GE (Chemistry) is equivalent to CC (Chemistry)

*GE (Physics) is equivalent to CC (Physics),

PROGRAM STRUCTURE: ZOOLOGY (HONS.)

Sem-ester	AECC	CC (Hons) Zoology	GE-I* Chemistry	GE-II* Botany	DSE	SEC	Education	CBC*
I	AECC-1 Communicative English	CC-1 (Th+Pr)	GE-1 (Th+Pr)	GE-1 (Th+Pr)			PE-1 EPC-1	
II		CC-2 (Th+Pr)	GE-2(Th+Pr),	GE-2 (Th+Pr)		SEC- (Th+Pr)	PE-2 CPS-1	
III	AECC-2 (Environmental Studies)	CC-3 (Th+Pr)	GE-3(Th+Pr),	GE-3 (Th+Pr)			PE-3 PE-4	
IV		CC-4 (Th+Pr)	GE-4(Th+Pr),	GE-4 (Th+Pr)	DSE-I (Th+Pr)		PE-5 PE-6	
V		CC-5 (Th+Pr) CC-6 (Th+Pr) CC-7 (Th+Pr) CC-8 (Th+Pr)					CPS2-1 CPS3-1 EPC-2	
VI		CC-9 (Th+Pr) CC-10 (Th+Pr) CC-11(Th+Pr) CC-12(Th+Pr)					CPS2-2, CPS3-2, FE-1	CBC
VII							PE-7, EPC-3 EPC-4, FE-2	
VIII		CC-13 (Th+Pr) CC-14(Th+Pr)			DSE-II (Project)		PE-8, EPC-5, EPC-6, EPC-7, FE-3	

*GE (Chemistry) is equivalent to CC (Chemistry)

*GE (Botany) is equivalent to CC (Botany)

PHYSICS

PROGRAM STRUCTURE: PHYSICS (HONS.)

Sem-ester	AECC	CC (Hons) Physics	GE-I* Mathematics	GE-II* Chemistry	DSE	SEC	Education	CBC*
I	AECC-1 Communicative English	CC-1 (Th+Pr)	GE-1 (Th+Pr)	GE-1 (Th+Pr)			PE-1 EPC-1	
II		CC-2 (Th+Pr)	GE-2(Th+Pr),	GE-2 (Th+Pr)		SEC (Th+Pr)	PE-2 CPS-1	
III	AECC-2 (Environmental Studies)	CC-3 (Th+Pr)	GE-3(Th+Pr),	GE-3 (Th+Pr)			PE-3 PE-4	
IV		CC-4 (Th+Pr)	GE-4(Th+Pr),	GE-4 (Th+Pr)	DSE-I (Th+Pr)		PE-5 PE-6	
V		CC-5 (Th+Pr) CC-6 (Th+Pr) CC-7 (Th+Pr) CC-8 (Th+Pr)					CPS2-1 CPS3-1 EPC-2	
VI		CC-9 (Th+Pr) CC-10 (Th+Pr) CC-11(Th+Pr) CC-12(Th+Pr)					CPS2-2, CPS3-2, FE-1	CBC
VII							PE-7, EPC-3 EPC-4, FE-2	
VIII		CC-13 (Th+Pr) CC-14(Th+Pr)			DSE-II (Project)		PE-8, EPC-5, EPC-6, EPC-7, FE-3	

*GE (Mathematics) is equivalent to CC (Mathematics)

*GE (Chemistry) is equivalent to CC (Chemistry)

B.A.B.Ed.

**FOUR-YEAR INTEGRATED B.A. B.Ed. PROGRAMME (CBCS)
OF
REGIONAL INSTITUTE OF EDUCATION, NCERT,
BHUBANESWAR
(UTKAL UNIVERSITY, BHUBANESWAR)**

REGULATIONS AND SCHEME OF STUDIES

2021-2022

विद्यया ऽ मृतमश्नुते



**एन सी ई आर टी
NCERT**

**REGIONAL INSTITUTE OF EDUCATION
(National Council of Education Research and Training)
BHUBANESWAR - 751022**

Table-3: Curriculum and Pedagogic Studies (CPS)

	Curriculum and Pedagogic Studies (CPS)	Marks	I	II	III	IV	V	VI	VII	VIII
1	CPS 1: Language across the Curriculum	50		CPS-1 (2CH) (2Cr)						
2	CPS 2: Pedagogy of School Subject-1- Part I: Language (Odia/Hindi/Bengali/English);	100					CPS 2 Part -1(4CH) (4Cr)			
3	CPS 3: Pedagogy of School Subject-2-Part I: Social Science;	100					CPS 3 Part -1 (4CH) (4Cr)			
4	CPS 2: Pedagogy of School Subject-1- Part II: Language (Odia/Hindi/Bengali/English);	100						CPS 2 Part -2 (4CH) (4Cr)		
5	CPS 3: Pedagogy of School Subject-2-Part II: Social Science;	100						CPS 3 Part -2(4CH) (4Cr)		
	Total Marks/ Total Credit (CPS)	450/18								

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Table-4: Enhancing Professional Capacities (EPC)

	Enhancing Professional Capacities (EPC)	Marks	I	II	III	IV	V	VI	VII	VIII
1	EPC 1: Understanding ICT and Its Application	50	EPC 1 (2CH) (2Cr)							
2.1	EPC 2: Learning to Function as a Teacher	50					EPC-2 (4CH) (2Crc)			
3	EPC 3: Arts in Education (2 weeks)	50							EPC3 (2Cr)	
4	EPC 4: ICT Practicum (2 weeks)	50							EPC 4 (2Cr)	
5	EPC 5: Understanding the Self (2 weeks)	50								EPC5 (2c)
6	EPC 6: Health, Yoga and Physical Education	50								EPC 6 (2CH) (2Cr)
7	EPC 7: Reading and Reflecting on Texts	50								EPC 7(2CH) (2Cr)
	Total Marks/ Total Credit (EPC)	350/14								

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Table-5:Field Engagement

	Field Engagement (FE)	Marks	I	II	III	IV	V	VI	VII	VIII
1	FE-1: Multicultural Placement (2 weeks)	50						FE-1 (2Cr)		
2	FE-2: Internship (16 weeks)	350							FE-2(14Cr)	
3	FE-3: Community work (2 weeks)	50								FE-3(2Cr)
	Total Marks/ Total Credit (FE)	450/18 weeks								
	Total Marks	2000	150	150	200	150	250	250	550	300
	Total Credit	80	6	6	8	6	10	10	22	12
	Total Hours Table-2+3+4+5	56hours+ 24 weeks	6	6	8	6	10	10+ 2 weeks	16 weeks Internship +4 weeks workshop=20 weeks	8 CH+4 weeks

*CH>Contact hours, **Cr-credits

Table-5:Field Engagement

	Field Engagement (FE)	Marks	I	II	III	IV	V	VI	VII	VIII
1	FE-1: Multicultural Placement (2 weeks)	50						FE-1 (2Cr)		
2	FE-2: Internship (16 weeks)	350							FE-2(14Cr)	
3	FE-3: Community work (2 weeks)	50								FE-3(2Cr)
	Total Marks/ Total Credit (FE)	450/18 weeks								
	Total Marks	2000	150	150	200	150	250	250	550	300
	Total Credit	80	6	6	8	6	10	10	22	12
	Total Hours Table-2+3+4+5	56hours+ 24 weeks	6	6	8	6	10	10+ 2 weeks	16 weeks Internship +4 weeks workshop=20 weeks	8 CH+4 weeks

*CH-Contact hours, **Cr-credits

SCHEME OF STUDIES IN ECONOMICS

Semester	Paper	Subject	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	Micro Economics-I	75
	CC -2	Money & Banking	76
Semester-II	CC-3/ GE-1.2/GE-2.2	Public Economics	77
	CC-4	Indian Economy-I	78
Semester-III	CC-5/ GE-1.3/GE-2.3	Micro Economics-II	79
	CC-6	Quantitative Techniques	80
Semester-IV	CC-7/ GE-1.4/GE-2.4	Macro Economics	81
	CC-8	Developmental Economics-I	82
Semester-V	CC-9	Indian Economy-II	83
	CC-10	Development Economics-II	84
Semester-VI	CC-11	Economic Thought	85
	CC12	Project cum Seminar-I	86
Semester-VII			
Semester-VIII	CC-13	International Economics	87
	CC-14	Project cum Seminar-II	87

SCHEME OF STUDIES IN GEOGRAPHY

Contents

Semester	Paper No.	Paper Name	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	Environment and Ecosystems	38
	CC -2	Oceanography	39
Semester-II	CC-3/ GE-1.2/GE-2.2	Climateology	40
	CC-4	India : Physical Geography	41
Semester-III	CC-5/ GE-1.3/GE-2.3	Geomorphology	41
	CC-6	Hydrology	43
Semester-IV	CC-7/ GE-1.4/GE-2.4	Quantitative Techniques in Geography	44
	CC-8	India : Social and Economic Geography	45
Semester-V	CC-9	Regional Planning and Development	46
	CC-10	Economic Geography	47
Semester-VI	CC-11	Human Geography	48
	CC12	Project cum Seminar-I	49
Semester-VII			
Semester-VIII	CC-13	Population & Settlement Geography	50
	CC-14	Project Cum Seminar-II	51

SCHEME OF STUDIES IN ENGLISH

Contents

Semester	Paper No.	Paper Name	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	History of English Literature and Figures of Speech	89
	CC –2	English Poetry	90
Semester-II	CC-3/ GE-1.2/GE-2.2	Syntax, Semantics And Oral Communication	91
	CC-4	English Novel, Short-Stories And Essays	92
Semester-III	CC-5/ GE-1.3/GE-2.3	General Linguistics and Modern English Structures	93
	CC-6	Reading and Appreciating Drama	94
Semester-IV	CC-7/ GE-1.4/GE-2.4	Socio Linguistics and Language Acquisition	95
	CC-8	Literary Criticism	96
Semester-V	CC-9	American Literature	97
	CC-10	Contemporary Literary Theories	98
Semester-VI	CC-11	Indian Writing in Translation	99
	CC12	World Literature	100
Semester-VII			
Semester-VIII	CC-13	Drama,Poetry and Philology	101
	CC-14	Project cum Seminar	101

Semester-IV	(SEC)	Language & Career skills	102
Semester-V	(DSE)	Aspects of literature	103

SCHEME OF STUDIES IN BENGALI

Semester	Paper No.	Paper Name	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	Bangla Sahityer Itihas (Pracheen O Madhya Yug)	138
	CC –2	Adhunik Bangla Kabya	139
Semester-II	CC-3/ GE-1.2/GE-2.2	Bangla Sahityer Itihas (Adunikar Yug)	140
	CC-4	Bangla Bhashar Itihas	140
Semester-III	CC-5/ GE-1.3/GE-2.3	Bangla Natak	141
	CC-6	Bangla Probondha	141
Semester-IV	CC-7/ GE-1.4/GE-2.4	Bangla Chondo Ebong Aulonkar	142
	CC-8	Bangla Lok Sahityo	142
Semester-V	CC-9	Adhunik Bangla Kobita	143
	CC-10	Bangla Samalochana Sahitya	143
Semester-VI	CC-11	Sahityo Totwo- Prachho O Pashchatyo	144
	CC12	Bangla Bhasaye Computer Byabohar	144
Semester-VII			
Semester-VIII	CC-13	Onubad O Bangla Onubad Sahitya	146
	CC-14	Project cum Seminar	146

Semester-IV	SEC	Bangla Bhasa Parichaya O Byakyarana	148
Semester-V	DSE	Bangala kobita, galpa o byakarana	148

SCHEME OF STUDY IN HISTORY (CBCS)

SUBJECT CONTENT

Sl. No.	SEMESTER	PAPER	SUBJECT	PAGE No.
01	SEMESTER-I	CC-1/ GE-1.1/GE-2.1	Colonialism and the National Movement in India (AD 1750-1950)	22
		CC -2	Roots of Modern World	23
02	SEMESTER-II	CC-3/ GE-1.2/GE-2.2	Themes in early North Indian history (up to 650CE)	24
		CC-4	Issues in Modern World	26
03	SEMESTER-III	CC-5/ GE-1.3/GE-2.3	Social formation and Cultural pattern of the Pre-modern times	27
		CC-6	Themes in Medieval Indian history (650 – 1750CE)	28
04	SEMESTER-IV	CC-7/ GE-1.4/GE-2.4	Making of Contemporary India	30
		CC-8	History of Modern China	31
05	SEMESTER-V	CC-9	History of East Asia- Japan (1868-1945)	32
		CC-10	National Liberation Movements in 20th Century World	33
06	SEMESTER-VI	CC-11	History of Science and Technology in India	33
		CC12	Project cum Seminar -I	34
07	SEMESTER-VII			
08	SEMESTER-VIII	CC-13	History of the United States of America (c.1776-1960)	35
		CC-14	Project cum Seminar-II	36

SCHEME OF STUDIES IN ODIA

Contents

Semester	Paper No.	Paper Name	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ : ପ୍ରାଚୀନ ପର୍ବ	121
	CC -2	ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ : ଆଧୁନିକ ପର୍ବ	122
Semester-II	CC-3/ GE-1.2/GE-2.2	ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ	123
	CC-4	ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ	124
Semester-III	CC-5/ GE-1.3/GE-2.3	ଭାଷାତତ୍ତ୍ୱ ଓ ବ୍ୟାକରଣ	125
	CC-6	ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ବ୍ୟବହାର	126
Semester-IV	CC-7/ GE-1.4/GE-2.4	ସମାଜୋପକରଣ ଚଳୁ ଓ ଓଡ଼ିଆ ସମାଜୋପକରଣ ସାହିତ୍ୟ	127
	CC-8	ଓଡ଼ିଆ ଲୋକ ସାହିତ୍ୟ	128
Semester-V	CC-9	ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ	129
	CC-10	ଓଡ଼ିଆ ସାହିତ୍ୟର ସାଂସ୍କୃତିକ ପୃଷ୍ଠଭୂମି	130
Semester-VI	CC-11	ସାହିତ୍ୟଚର୍ଚ୍ଚା : ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ	131
	CC12	ତୁଳନାତ୍ମକ ସାହିତ୍ୟ	132
Semester-VII			
Semester-VIII	CC-13	ଅନୁବାଦ ଓ ଓଡ଼ିଆ ଅନୁବାଦ ସାହିତ୍ୟ	133
	CC-14	ପ୍ରକଳ୍ପ ରଚନା (PROJECT CUM SEMINAR)	134
Semester-IV	SEC	ଓଡ଼ିଆ ଭାଷା ଓ ବ୍ୟାକରଣ ବ୍ୟାକରଣ	135
Semester-V	DSE	ଓଡ଼ିଆ ସାହିତ୍ୟର ସର୍ବଶେଷ ଅଧ୍ୟୟନ	136

SCHEME OF STUDIES IN HINDI

Contents

Semester	Paper No.	Paper Name	Page No.
Semester-I	CC-1/ GE-1.1/GE-2.1	हिंदी साहित्य का इतिहास	105
	CC-2	मध्यकालीन कविता (1)	106
Semester-II	CC-3/ GE-1.2/GE-2.2	मध्यकालीन कविता (2)	107
	CC-4	आधुनिक कविता	108
Semester-III	CC-5/ GE-1.3/GE-2.3	गद्य साहित्य और आलोचना	109
	CC-6	नाटक (विस्तृत अध्ययन)	110
Semester-IV	CC-7/ GE-1.4/GE-2.4	प्रयोजनमूलक हिंदी	111
	CC-8	काव्यशास्त्र	112
Semester-V	CC-9	भाषाविज्ञान	113
	CC-10	हिंदी भाषा और लिपि	114
Semester-VI	CC-11	प्रेमचंद	115
	CC-12	साक्षात्कार, समाचार और फीचर - लेखन	116
Semester-VII	-	-	
Semester-VIII	CC-13	जयशंकर प्रसाद	116
	CC-14	Project cum Seminar	117

Semester-IV	SEC	सामान्य भाषा – ज्ञान	118
Semester-V	DSE	हिंदी निबंध, काव्य, कहानियों और शब्द-शुद्धि	119

CBCS

The aim of these courses is not just to impart theoretical knowledge to the students but to provide them with exposure and hands-on learning wherever possible.

Semester-VI

Sl.No	Paper	Page
1.	Herbal Plants For Home Gardening	148
2.	Chemistry and Our Life	149
3.	Renewable Energy and Energy Harvesting	150
4.	General Mathematics	151
5.	Food, Nutrition and Public Health	152
6.	Basics of Social Science	153
7.	Creativity in Translation	154
8.	Communicative Language – Odia	155
9.	Hindi Bhasha aur Sahitya ka Samanya	156
10.	Bangla Sahitya O Byakaran Gyan	157
11.	Educational Planning, Management and Leadership	158

B.Ed.

**TWO-YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME
WITH CBCS**

**(Regulations and Courses of Study)
Of
REGIONAL INSTITUTE OF EDUCATION, NCERT,
BHUBANESWAR
UTKAL UNIVERSITY, Vanivihar, BHUBANESWAR**

**As per New Guidelines of NCTE – 2014 &
CBCS of Utkal University**

2021-2022

विद्यया ऽ मृतमश्नुते



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**REGIONAL INSTITUTE OF EDUCATION
(National Council of Education Research and Training)
BHUBANESWAR - 751022**

The curriculum of the two-year B. Ed. will comprise of the following components-

Major components	Areas Covered	Description	Credit Allocation	Total Credit
Courses	Perspectives in Education (PE)	PE 1: Basics in Education PE 2: Childhood and Growing Up PE 3: Learning and Teaching PE 4: Assessment for Learning PE5: Creating an Inclusive Classroom PE6: Knowledge and Curriculum PE 7: School Socialisation and Identity PE8: Vision for Indian Education PE 9: Educational Planning, Management and Leadership	4 Credits 4 Credits 4 Credits 4 Credits 2 Credits 4 Credits 4 Credits 4 Credits 4 Credits	34
	Curriculum and Pedagogic study (CPS)	CPS 1 : Language across the Curriculum CPS 2: Pedagogy of School Subject-1 – Part I CPS 3: Pedagogy of School Subject-2 – Part I CPS 2: Pedagogy of School Subject-1– Part II CPS 3: Pedagogy of School Subject-2 – Part II	2 Credit 4 Credit 4 Credits 4 Credits 4 Credits	18

Engagement with the field	Enhancing professional capacities (EPC) and	EPC1: Learning to Function as a Teacher EPC 2: Understanding ICT and Its Application EPC3: Reading and Reflecting on Texts EPC4: Art Education EPC5: Library Resources EPC6: Understanding self <i>EPC 7: Health, Yoga and Physical Education</i> <i>EPC 8 : ICT Practicum</i>	2 Credits 2 Credits 2 Credits 2 Credits 2 Credits 2 Credits 2 Credits 2 Credits	16
	Engagement with field	EF 1 : School Exposure (Grade)* EF 2 : School Exposure(Multicultural Placement) EF 3 : <i>Internship</i> EF 4 : Working with Community(Grade)*	2 Credits* 2 Credits 10 Credits 2 Credits*	12 + 4*
		Total	80+ 4* Credits	80+ 4* Credits

*Non numerical credits

M.Ed.

**TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME
(Regulations and Courses of Study)
Of
REGIONAL INSTITUTE OF EDUCATION, NCERT,
BHUBANESWAR
UTKAL UNIVERSITY, Vanivihar, BHUBANESWAR**

*As per New Guidelines of NCTE – 2014 &
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2021-2022

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NCERT**

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(National Council of Education Research and Training)
BHUBANESWAR - 751022**

The curriculum of the two-year M. Ed. will comprise of the following components-

Major components	Areas Covered	Description	Credit Allocation
Common Core (Theory and Practicum included)	Perspective Courses (PC)	PC1-Introduction to Education Studies PC2-Psychology of Learning and Development PC 3-History and Political Economy PC4-Philosophy of Education PC5-Sociology of Education PC6-Curriculum Studies	4 Credits 4 Credits 4 Credits 4 Credits 4 Credits
	Tool Courses (TC)	TC1-Self-Development TC2-Communication and Expository Writing TC3-Research Methods in Education (Preliminary) TC4- Advanced Research Method in Education TC5-Academic writing	1 Credit 1 Credit 4 Credits 4 Credits 2 Credits
	Teacher Education Courses (TEC)	TEC1-Teacher Education I TEC2-Teacher Education II	4 Credits 4 Credits
Specialisations (Theory and Practicum included)	Core Course Specialization (CCS)	CCS1-Elementary / Secondary Education – I CCS2-Elementary / Secondary Education – II	4 Credits 4 Credits
	Thematic Specialization (TS)-Any one from the Following Themes 1. Educational Management, Administration and Leadership 2. Curriculum, Pedagogy and Assessment 3. Educational Technology and ICT 4. Inclusive Education 5. Programme Evaluation	TS-Thematic Specialization –Paper I TS-Thematic Specialization – Paper II TS-Thematic Specialization – Paper III	4 Credits 4 Credits 4 Credits
Internship/Field Attachment	Teacher Education Institution + Related to Specialisation	Field internship/attachment in: 1. A Teacher Education Institution, and 2. The area of specialisation	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialisation / Foundations	Students (in close mentorship of a faculty Member) learn to plan and conduct a research, and write a thesis.	8 Credits
			80 Credits

**Two year M.Ed.
Semester wise paper and distribution of marks**

Semester-I 18	Cr	Ext	Int	Semester-II 22	Cr	Ext	Int	Semester-III 22	Cr	Ext	Int	Semester-IV 18	Cr	Ext	Int
PC1-Introduction to Education Studies	4	70	30	PC4-Philosophy of Education	4	70	30	TC4- Advanced Research Method in Education	4	70	30	TS-Thematic Specialization –Paper I *	4	70	30
PC2-Psychology of Learning and Development	4	70	30	TC3- Research Methods in Education (Preliminary)	4	70	30	PC5-Sociology of Education	4	70	30	TS-Thematic Specialization – Paper II	4	70	30
PC 3-History and Political Economy	4	70	30	TEC 2-Teacher Education II	4	70	30	PC6- Curriculum Studies	4	70	30	TS-Thematic Specialization – Paper III	4	70	30
TEC1-Teacher Education I	4	70	30	CCS 1- Elementary / Secondary Education – I	4	70	30	CCS 2-Elementary / Secondary Education – II	4	70	30	CBCS **	4	70	30
TC1-Self-Development	1		25	TE - Internship in Teacher Education institution	4		100	TS – Internship in Theme specialisation	4		100	TC-5 Academic writing	2		50
TC2-Communication and Expository Writing	1		25	Dissertation	2		50	Dissertation	2		50	Dissertation	4	50	50
Credits/Marks	18	280	170		22	280	270		22	280	270		18	310	140
Total Marks			450				550				550				450
				Total Credit - 80				Total Marks- 2000							

Choice Based Credit Courses will be offered in the thematic specialisations areas as intra departmental credit accumulation. Each course will be of four credit weight-age with four contact hours per week. External and internal marks will be allotted on par with other papers of 4 credits. Courses from M.Sc. Ed. will also be offered for inter/intra departmental credit transfer within the institution.

**Students have to choose any one of the theme specialization as specified as page-6*

*** Paper-I of the thematic specialization will be taken as free elective for CBCS*

Development

- **B.Sc.B.Ed.** <https://www.riebbs.ac.in/images/documents/BSCBED-final-PDF.pdf>
- **B.A.B.Ed.** <https://www.riebbs.ac.in/images/documents/BABED-FINAL.pdf>
- **B.Ed.** <https://www.riebbs.ac.in/images/documents/B-Ed-2year-cbcs.pdf>
- **M.Ed.** <https://www.riebbs.ac.in/images/documents/m.ed-2yr-final.pdf>

Implementation-

Academic Calendar - <https://riebbs.ac.in/images/documents/academic-calendar-2021-22.pdf>

Time Table –

<https://www.riebbs.ac.in/images/documents/Time-table-for-last-five-years.pdf>

Curricular and other Activities -

<https://riebbs.ac.in/images/documents/6.5.3%20Extension%20Lecture%20and%20Exp%20ression%20Series.pdf>

<https://riebbs.ac.in/images/documents/Report%20of%20Extension%20Lecture%20Series%202021-22.pdf>

<https://riebbs.ac.in/images/documents/5.3.2%20Reports%20of%20the%20events%20along%20with%20the%20photographs%20and%20Copy%20of%20circular.pdf>

Enrichment- As the curriculum intends to develop a humane professional teacher, a broad spectrum approaches are followed to nurture student who is;

- Capable to demonstrate knowledge and comprehension of subjects,
- Communicate with others using appropriate media,
- Apply analytical reasoning to a corpus of knowledge;
- Critically assess practices, policies, and theories by adhering to a scientific method of knowledge development,
- Translate knowledge from the curriculum into real-world scenarios and solve a variety of unfamiliar challenges by applying competencies and extrapolating from what has been learned,
- Assess the quality and relevance of the evidence, identify cause-and-effect relationships,
- Plan, carry out, and report the results of an experiment or investigation.
- Synthesize, and articulate, assist cooperative or coordinated effort on the part of a group, operate as a group or a team in the interests of a shared cause, and function effectively as a member of a team,
- Interpret and draw conclusions from quantitative/ qualitative data; and critically evaluate ideas, critical sensibility to life experiences combined with self-awareness and social and personal reflection.
- Use ICT in a range of educational contexts; the capacity to locate, assess, and use a wide range of pertinent information sources; and the utilization of suitable tools for data analysis.
- Understanding of the principles and beliefs of many cultures, as well as a global viewpoint; be able to participate in a multicultural society and treat people of different backgrounds with respect.
- Embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.
- Mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members
- Self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

In order to fulfil the holistic development of humane professional teachers who imbibe the following attributes and competencies, resorting to only curriculum content is insufficient, so the institute conduct an enrichment programme every academic session.

The exemplar is as given below: -

Sl No	Date	Topic	Persons involved	Outcome
1	20-6-2021	Reforms in teacher education as per NEP	Sri Atul Kothatri, National secretary,	The speakers enlightened the students and faculty on the

		2020: Implications for implementation	Shiksha Sanskriti Utjhan Nyas, N Delhi Prof Banwari Lal Natia, Chairperson, NRC, NCTE, N Delhi	aspects of competencies that needs to be developed for visualising the aspirations of the policy
2	4-6-2021	The power and promise of mentoring in teacher education programme	Prof Ramesh Babu, Dean of Research, RIE Bhopal Dr Kashyapi Awasthi, NIEPA, N Delhi	The importance of continuous monitoring and mentoring for young aspirants to become teacher professionals was conveyed by the experts to the student audience.
3	26-4-2021	National Professional Standard of Teachers (NPST)	Prof Sharad Sinha, Head, DTE, NIE, NCERT. Dr. K Vijayan, DTE, NIE, NCERT. Prof P C Agarwal, Principal RIE Bhubaneswar and all faculty of the institute	The transformational recommendations of NEP 2020 on school education i.e. India centric education, inclusive and equitable education, enhancement of literacy and numeracy, no hard separation of subjects, pre-vocational education, experiential learning, arts and sports integrated pedagogy and school complex need to be inbuilt in the NPST
4	30-4-2021	National Mission for Mentoring	NCERT, Delhi faculty and faculty from all the five RIEs.	All those involved directly and indirectly in teacher mentoring must realise they are looking at a vital window of opportunity to recreate the profession. It was realised that the next few years will be a defining era for the teaching profession.
5	19-11-2021 to 25-11-2021	Community Harmony	Prof. Pawan Kumar Agrawal	The importance of coexistence was narrated in the form of instances from personal experiences that was very impactful
6	22-12-2021	National Mathematics Day: Birth Anniversary of Srinivasa Ramanujan	Prof. Trilochan Biswal	The annual event is conducted with the same enthusiasm to remember the great mathematician of India and his contribution to humanity
7	11-11-2021	National Education Day-2021 Education after Independence in India	Prof. Prakash Chandra Agarwal	The institute being the premier institute of education celebrates national education day in memory of the first education minister of the country. The progress made in the country is highlighted to motivate the younger generation of teachers to dedicate their life
8	29-11-2021	Shiksha Ka Bhartiya karan; India Cultural and Heritage	Shri. MukulKanitkar	
9		The Big Picture: Census- Challenges & Importance	Prof. Dilip Kumar Dey	



National Mathematics Day



Communal Harmony



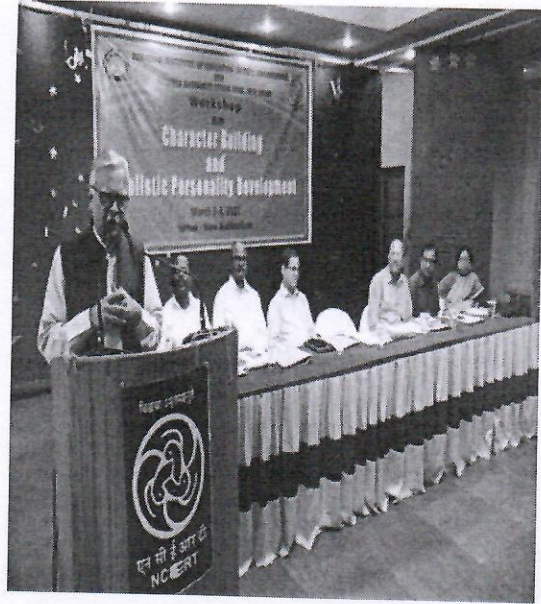
National Education Day



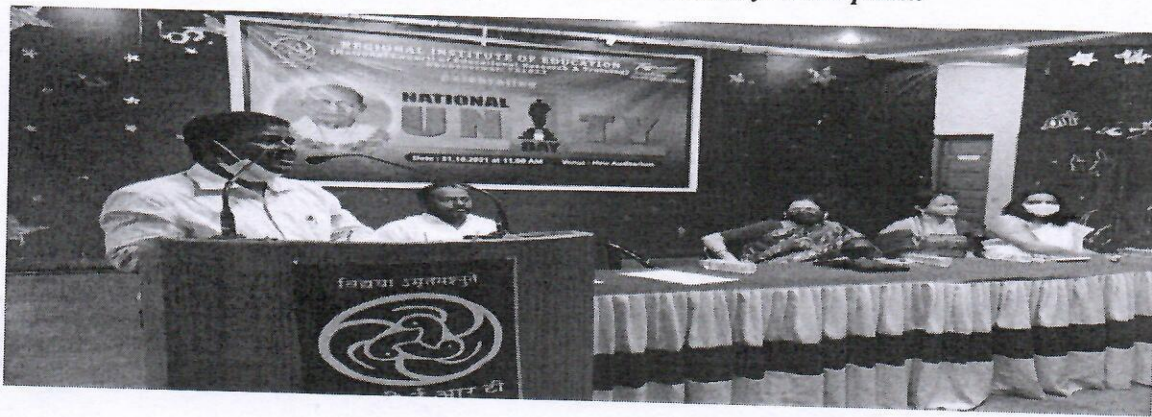
Nukkad Natak



Shiksha ka Bhartiya Karan



Character Building and Holistic Personality Development



National Unity Day

समन्वयक
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