
CURRICULUM REGULATIONS AND SYLLABUS FOR B.Ed. PROGRAMME

*We want that education by which character is formed,
strength of the mind is increased and by which
one can stand on one's own feet.*

- **Swami Vivekananda**

Curriculum Vision:

*Moulding teachers who are professionally competent and socially committed,
upholding the principles of **Gnana, Dharma and Sneha.***

Graduate Attributes

A graduate of NVKSD College of Education shall possess

- GA1. Academic Excellence
- GA2. Capacity Building
- GA3. Digital Literacy
- GA4. Team Building Skills
- GA5. Creative, Critical and Reflective Thinking
- GA6. Commitment towards Society
- GA7. Professional Ethics and Social Values
- GA8. Research related Skills
- GA9. Sustainable Development Practices
- GA10. Self-directed and Lifelong Learning

PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, the prospective teacher

- PO1. Demonstrates content and context
- PO2. Exhibits the competency in teaching profession
- PO3. Exhibits techno pedagogical skills and e-learning resources for the 21st century classrooms
- PO4. Demonstrates leadership capacity and generate social commitments
- PO5. Solves intricate problems through creative, critical and reflective thinking
- PO6. Engages in field based projects and extension activities
- PO7. Demonstrates values, ethical and social responsibilities as a future professional

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- PO8. Showcases networking and collaboration skills in Inter disciplinary and Trans disciplinary field of research
- PO9. Practices inclusion, equity and sustainability.
- PO10. Engages in self paced, self regulated and life long learning.

B.Ed. Curriculum Regulations

(with effect from the academic year 2022-2024)

Introduction

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and higher secondary level (classes XI-XII). The mission of NVKSD college of Education is to mould teachers who are professionally competent and socially committed. The regulations for the two year B.Ed. programme under Choice Based Credit and Semester System (CBCSS) with grading, framed by N.V.K.S.D College of Education (Autonomous), shall be applicable for the candidates who enroll for two year B.Ed. degree programme (2022-2024) in the academic year 2022-23.

The course structure offers a comprehensive coverage of themes and rigorous field engagements with the learner, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field in tune with NCTE regulations 2014. All the courses include field-based units of projects along with theoretical inputs from an interdisciplinary perspective. It also includes special courses such as Enhancing professional capacities of the student teachers. Transaction of the courses is to be done using a variety of methods, strategies and approaches, like case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

Regulations

Eligibility Criteria

Admission to the programme will be on the basis of eligibility requirements, rules and regulations for B.Ed. admission fixed by the Government of Tamil Nadu and Tamil Nadu Teachers Education University from time to time.

Duration of the Programme

The programme is of two year duration. Semester system is followed in the programme. There will be four semesters with 200 working days inclusive of internship, field attachment activities, and excluding admission and end semester examinations. However, the prospective teachers will be permitted to complete the programme requirements on valid reasons within a period of five years from the date of joining the programme.

Medium of Instruction

The medium of instruction is English/Tamil for all courses. The candidates may write the examination either in Tamil or English.

Attendance

Each candidate whose admission is approved by the affiliated university should gain 85% of attendance in each semester to appear for the examination. The candidate who gains attendance up to 75% on medical ground shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of the institution, after paying the prescribed fee. Condonation of attendance is allowed only for two semesters during the entire programme. The candidates with shortage of attendance below the condonation limit will not be eligible to appear for the end semester examinations. The students who secure the required minimum attendance in the semester and has registered for the end semester examination shall be eligible to continue their studies in the next semester.

Registration for each Semester

All the courses carrying credits should be compulsorily attended by the candidates for the successful completion of the programme. Only such candidates are permitted to register for the end semester examination. A candidate shall be eligible to register for a semester, if he/she has satisfactorily completed the course of study of the immediate previous semester.

Readmission

Those candidates who discontinue the programme shall be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over the candidates have to join the programme as a new entrant if otherwise eligible. There shall be provision for readmission if the student completes the first year and also registered for the end semester exam, provided there is a vacancy in the institution and the syllabus being the same.

Transitory Regulations

Whenever a programme or scheme of instruction is changed in a particular academic year, two more examinations immediately following thereafter shall be conducted according to the old regulations/ syllabus. Failed candidates, or candidates who couldn't appear for these examination, have to attend classes of the next course subsequently according to the changed syllabus/regulations. Candidates who failed to appear for the exams or failed (unsuccessful) in the examinations shall re do the programme and appear for the examination in accordance with the changed syllabus / regulations.

Definition of Terms**Programme**

Programme means a patterned combination and sequence of courses in the discipline Education spreading over four semesters, according to the regulations, the successful completion of which would lead to the award of the Bachelor's Degree in Education.

Course

A course is essentially a constituent of a programme and may be a composite of several subject matters to be covered in a semester. The course consists of both theory components and practical components. Theory components include, Core Courses, Pedagogic Courses and Elective Courses.

Semester System

The semester system is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time. It accelerates the teaching-learning process that enables vertical and horizontal mobility in learning. The B.Ed. programme comprises of four semesters with each consisting of 100 working days, excluding admission and end semester examinations.

Choice Based Credit and Semester System (CBCSS)

The Choice Based Credit and Semester System provide choice for students to select from the prescribed courses. The CBCSS provides flexibility by assigning credits, based on the course content and hours of teaching.

Credit (C)

A credit is a unit of input measured in terms of 'Study Hours'. It represents the number of study hours in a particular period of time devoted to various aspects of teaching-learning process such as attending classes, engaging in assignments, projects, community related activities, gathering information from library and internet sources and other related practical activities required for the course.

A credit is equal to 30 hours of teaching learning process and one credit carries 25 marks for evaluation. All the activities that carry credits are compulsory.

Grade Point (GP)

It is a numerical weight allotted to each letter grade on a 10-point scale.

Credit Point (CP)

It is the product of grade points and number of credits for a course.

Grade (G)

It is an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B, C and D. It is the transformation of actual marks secured by a student in a course.

Letter Grade	Level of Performance	Grade Point
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B	Good	7
C	Satisfactory	6
D	Re appear	0-5
Ab	Absent	-

Semester Grade Point Average (SGPA)

SGPA is a measurement of performance of work done and credits corresponding to the grades earned by a prospective teacher in a semester. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored in all the courses taken by a prospective teacher and the sum of number of credits of all the courses undergone by the prospective teachers. It shall be expressed up to two decimal places.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Cumulative Grade Point Average (CGPA)

It is a measurement of overall cumulative performance of prospective teachers in all semesters. The CGPA is the ratio of the total credit points secured by a prospective teacher in various courses in all semesters and the sum of the total number of credits of all courses. The value shall be rounded off

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

Transcript/Grade Card/Certificate

Based on the marks/ grades earned, grade certificate shall be issued to all the registered candidates after each semester. The grade certificate displays the course details (code, title, number of credits, marks scored, grade secured) along with SGPA. A candidate obtaining Grade-D shall be required to reappear in the next semester examination.

Programme Structure

Courses of Study

The two year B.Ed. programme has 80 credits in total, in which 56 credits are allotted for theoretical components that include Core Courses, Pedagogic Courses, Elective Courses, Enhancing Professional Capacities (EPC) and 24 credits are allotted for practical components. The programme of study includes the following courses.

A. Core Courses (CC) Credits – 28

Core courses are mandatory course that a prospective teacher shall study to meet the requirements of the B.Ed. programme. The core courses are

- i) Perspectives on Education

- ii) Child and Development
- iii) Education in Contemporary India
- iv) Psychological Perspectives in Learning
- v) School Organisation and Management
- vi) Curriculum and Learning Domains
- vii) Gender Justice and Inclusive Education

B.Pedagogic Courses (PC) Credits - 16

The pedagogic courses are designed to facilitate subject competency, capacity building and professional skills among prospective teachers. The pedagogic courses offered are *Biological Science Education, English Education, History Education, Mathematics Education* and *Physical Science Education*. The course 'Assessment of Learning' is mandatory for all prospective teachers, irrespective of their concerned pedagogic course. The pedagogic courses include

- i) Assessment of Learning
- ii) Theoretical Bases of Biological Science Education
- iii) Theoretical Bases of English Education
- iv) Theoretical Bases of History Education
- v) Theoretical Bases of Mathematics Education
- vi) Theoretical Bases of Physical Science Education
- vii) Pedagogy of Biological Science Education
- viii) Pedagogy of English Education
- ix) Pedagogy of History Education
- x) Pedagogy of Mathematics Education
- xi) Pedagogy of Physical Science Education
- xii) Emerging Trends in Biological Science Education
- xiii) Emerging Trends in English Education

- xiv) Emerging Trends in History Education
- xv) Emerging Trends in Mathematics Education
- xvi) Emerging Trends in Physical Science Education

C. Elective Courses (EC) Credits – 4

The elective courses are provided in order to empower the prospective teachers with the additional competencies in any one of the chosen subject related to school education. This includes five electives among which any one course shall be chosen by the prospective teachers.

- i) Early Childhood Care and Education
- ii) Education of Adolescents
- iii) Environmental Education
- iv) Health and Physical Education
- v) Library and Information Science in Education

D. Enhancing Professional Capacities (EPC) Credits - 8

Enhancing Professional Capacities is a specialized course that aims to equip prospective teachers to face the challenges of classroom situations in a multi cultural society and also uplift the quality of teacher education. This includes four courses which are given below.

- i) Enhancing Digital Skills
- ii) Yoga for Human Excellence
- iii) Drama and Arts in Education
- iv) Life Skill Education

E. Practical Courses (Credits – 24)

Practical component in the curriculum indicates the practical activities to be done by the prospective teachers related to the subject of study as a compulsory requirement to be eligible for appearing the end semester examination. The details are given below.

School Internship Programme

School Internship is a part of the curriculum area of engagement with the field designed to develop professional capacities, teacher

sensibilities, competencies and skills among the prospective teachers. Different tasks included during this period are

- Practising the process of planning and preparation of learning materials including lesson plans, learning aids etc., teaching and assessment and evaluation
- Actively engaging in all the academic activities of the school under supervision
- Practising to set realistic goals in terms of learning, classroom management and other pedagogic practices in a safe practice ground
- Designing and conducting constructive and productive classroom activities
- Participating school based social and community extension activities
- Identifying and solving problems associated with children in multi socio cultural environments
- Showcasing teaching learning resources

The School Internship Programme(SIP) has been arranged in two phases to instill effectiveness in the teacher education programme. School internship is for a total period of sixteen weeks conducted as Phase – I in the second semester and Phase – II in the third semester.

Phase – I is considered as *level – 1* in which the prospective teachers have to spend six weeks in the allocated schools and have to complete 20 lesson plans for the classes VI to VIII in their concerned optional subjects and five lessons in Physical Education. Lesson plan Records have to be maintained by all prospective teachers. Critical analysis of peer teaching, Value education classes for school children, maintaining portfolio of students, preparation of achievement test and diagnostic test are also part of the internship programme.

Phase – II is considered as *level – 2* in which the prospective teachers have to spend ten weeks in the allocated schools and have to complete 40 lesson plans in their optional subjects spread over the classes IX to XII. The prospective teachers have to observe five classes of their concerned subject teachers and maintain a record on observation.

The total number of lessons required to be completed during internship in Phase-I is 20 and Phase –II is 40. Practical works related to

school internship Phase-I and Phase-II have to be compulsorily completed by all the prospective teachers to be eligible for appearing for the external practical examination for Semester II and III respectively.. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.

Graduate students are assigned classes IX and X and post graduate students are assigned classes XI & XII in phase II. Lesson plan Records have to be maintained by all prospective teachers. They shall conduct five yoga sessions and four awareness, classes on health education to the school students, Class room Action Research, School Based activities uploading weekly report of school experiences on blog, conducting achievement test and diagnostic test are the activities to be carried out during internship phase II. Phase I and Phase II of school internship have to be conducted in close supervision of the college with effective cooperation from the practicing schools.

Supervision of practice teaching is done jointly by the teacher educators of College and teachers in practice teaching schools. Mentor teachers observe all the classes of the prospective teachers and provide necessary feedback. Assessment of practice teaching will be done using a proforma for assessment provided by the college.

The following are the practical components carried under college based, school based and community based activities.

- i) *Micro teaching*
- ii) *Citizenship Training Camp (CT Camp)*
- iii) *Reading and Reflection on Texts*
- iv) *Experiments in Psychology*
- v) *Teaching Competency – (Phase I & Phase II)*
- vi) *Observation of Demonstration classes*
(of teacher educators and experts –level 1)
- vii) *Observation of Demonstration classes*
(of mentor teachers - level 2)

- viii) *Critical Analysis of Peer Teaching (level 1 & 2)*
- ix) *Value Education Classes for school children*
- x) *Lesson Plan writing - (level 1 &2)*
- xi) *Development of e - content*
- xii) *Portfolio of School children*
- xiii) *Physical Education*
- xiv) *Preparation of Teaching Learning Materials –(level 1 & 2)*
- xv) *Lab / Field Experiences*
- xvi) *Classroom Action Research (CAR)*
- xvii) *School Based Activities (SBA)*
- xviii) *Yoga and Related Activities*
- xix) *Health Education*
- xx) *Reflective Report on Special School visit*
- xxi) *Weekly Report of School Experience in blog*
- xxii) *Construction, Administration and Interpretation of Achievement Test*
- xxiii) *Textbook Review*
- xxiv) *Community related Social Projects*
- xxv) *Environmental Activities*
- xxvi) *Socially Useful Productive Work (SUPW)*
- xxvii) *Educational Video Production*
- xxviii) *Study Tour*

Note:

- a) **Level – 1** refers to classes VI to VIII, compulsory for both Graduate (UG) and Post Graduate (PG) prospective teachers.
- b) **Level - 2** refers to classes IX and X for Graduates (UG) and classes XI and XII for Post Graduate (PG) prospective teachers.

Value Added Courses

They are part of the curriculum to provide adequate skills to increase the employability quotient and equip the prospective teachers with essential skills to lead a successful life. Each course has two credits.

The credit obtained shall figure in the mark sheet under the title Value Added Courses (VAC). Only internal assessment is made for VAC. Credits earned by the students are considered as extra credits and not included for calculating CGPA. The Value Added Courses offered are the following.

- i). English for Professional Communication
- ii). Open Educational Resources: Theory and Practices
- iii). Instructional Technology in Learning
- iv). Counselling Skills
- v). Sustainable Eco-Practices
- vi). Cyber Safety
- vii) Indigenous Games of Tamil Nadu
- viii)Waste Management and Recycling
- ix) Food Safety
- x) Photography

SWAYAM/NPTEL Courses

Our college is recognized as a Centre for NPTEL local chapter and various courses on SWAYAM / NPTEL are offered. The prospective teachers are guided to select the relevant courses offered by SWAYAM and are mentored to enroll for the course. After the successful completion of the course, certificates will be issued by NPTEL and separate credit is entered in the mark sheet.

Curriculum Transaction

As curriculum transaction is the backbone of educational programme, the transaction methods, strategies, techniques shall be Lecture, Lecture cum Discussion, Seminar, Assignment, Workshop, Group works, Brain Storming, Fieldwork, Project work, Peer teaching, Co-operative learning, Online platform and use of judicious blend of Technology. Before the commencement of school internship programme, the prospective teachers would be oriented well with teaching skills and demonstration classes by teacher educators and subject experts.

B.Ed. Programme Outline

The semester wise courses (theory and practical), credits for each component, marks allotted, hours of teaching for each course and duration of the programme per semester are as follows.

	Components	Credits	Marks	Hours	Duration
First Semester	Theory	16	400	480	100 days
	Practical	4	100	120	
	Total	20	500	600	
Second Semester	Theory	12	300	360	100 days
	EPC	2	50	60	
	Practical	6	150	180	
	Total	20	500	600	
Third Semester	Theory	4	100	120	100 days
	EPC	4	100	120	
	Practical	12	300	360	
	Total	20	500	600	
Fourth Semester	Theory	16	400	480	100 days
	EPC	2	50	60	
	Practical	2	50	60	
	Total	20	500	600	

100 days x 6 hours per day = 600 hours per semester

PROGRAMME STRUCTURE AND SEMESTER WISE DISTRIBUTION OF THEORETICAL AND PRACTICAL COURSES

As B.Ed. is a skill development programme, water tight compartmentalization of theory and practical components is not possible and hence they have been combined together. Here one credit is considered as 30 hours of teaching learning process.

THEORETICAL COURSES**First Semester**

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	BED1CC001	Perspectives on Education	4	30	70	100
	BED1CC002	Child and Development	4	30	70	100
B Pedagogic Course	BED1PC001	Assessment of Learning	4	30	70	100
	BED1PC002	Theoretical Bases of Biological Science Education	4	30	70	100
	BED1PC003	Theoretical Bases of English Education				
	BED1PC004	Theoretical Bases of History Education				
	BED1PC005	Theoretical Bases of Mathematics Education				
	BED1PC006	Theoretical Bases of Physical Science Education				
Total						

Second Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	BED2CC003	Education in Contemporary India	4	30	70	100
	BED2CC004	Psychological Perspectives in Learning	4	30	70	100
B Pedagogic Course	BED2PC007	Pedagogy of Biological Science Education	4	30	70	100

	BED2PC008	Pedagogy of English Education				
	BED2PC009	Pedagogy of History Education				
	BED2PC010	Pedagogy of Mathematics Education				
	BED2PC011	Pedagogy of Physical Science Education				
D EPC	BED2EPC01	Enhancing Digital Skills	2	50	-	50
Total			14			350

Third Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	BED3CC005	School Organization and Management	4	30	70	100
D EPC	BED3EPC02	Yoga for Human Excellence	2	50	-	50
	BED3EPC03	Drama and Arts in Education	2	50	-	50
Total			8			200

Fourth Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	BED4CC006	Curriculum and Learning Domains	4	30	70	100
	BED4CC007	Gender Justice and Inclusive Education	4	30	70	100
B Pedagogic Course	BED4PC012	Emerging Trends in Biological Science Education	4	30	70	100

	BED4PC013	Emerging Trends in English Education				
	BED4PC014	Emerging Trends in History Education				
	BED4PC015	Emerging Trends in Mathematics Education				
	BED4PC016	Emerging Trends in Physical Science Education				
C Elective Course	BED4EC001	Early Childhood Care and Education	4	30	70	100
	BED4EC002	Education of Adolescents				
	BED4EC003	Environmental Education				
	BED4EC004	Health and Physical Education				
	BED4EC005	Library and Information Science in Education				
D EPC	BED4EPC04	Life Skill Education	2	50		50
Total			18			450

PRACTICAL COURSES

First Semester (Code: BEDPR001)

E Practical Components	Components	Credits	Marks
		Micro Teaching	1
	Citizenship Training Camp	1	25
	Reading and Reflection on Texts	1	25
	Experiments in Psychology	1	25
Total		4	100

Second Semester – Internship Phase –I (Code: BEDPR002)

E Practical Components	Components	Credits	Marks
	Teaching Competency (Phase I)	2	50
	Observation of Demonstration Classes (of teacher educators and subject experts)	1	5
	Critical analysis of Peer teaching		5
	Value Education Classes for School Children (5 no's)		15
	Lesson Plans (20 no's)	2	20
	Development of e – content		10
	Portfolio of School Children		10
	Physical Education		10
	Preparation of Teaching Learning Materials	1	15
	Lab / Field Experiences		10
Total		6	150

Third Semester - Internship Phase –II (Code: BEDPR003)

E Practical Components	Components	Credits	Marks
	Teaching Competency (Phase II)	4	100
	Observation of demonstration classes (of mentor teacher)	1	5
	Critical analysis of peer teaching		5
	Class Room Action Research (CAR)		15
	Preparation of teaching learning materials	1	25
	School based activities	2	10
	Lesson plans (40 no's)		40
	Health education	1	10
	Yoga Related Activities		15
	Experiments in Psychology	1	25
	Construction, Administration and Interpretation of Achievement Test	2	20
	Weekly report of school experience in blog		10
	Reflective report on visit to special school		10
	Text Book Review		10
Total		12	300

Fourth Semester (Code: BEDPR004)

E Practical Components	Components	Credits	Marks
	Community related Social Projects	2	10
	Environmental Activities		10
	Socially Usefully Productive Work (SUPW)		10
	Educational video production		10
	Study Tour		10
Total		2	50

SEMESTERWISE DISTRIBUTION OF MARKS

Semester wise distribution of marks for theory and practical components are as follows.

Semester	Theory	Practical	Total
First	400	100	500
Second	350	150	500
Third	200	300	500
Fourth	450	50	500

Total marks for Theory	-	1400
Total marks for Practical	-	600
Grand Total	-	2000

DESCRIPTION OF PRACTICAL COURSES***i) Micro Teaching***

A prospective teacher has to practice the micro teaching skills under the supervision of teacher educator and peer observers. A prospective

teacher has to practise a minimum of five teaching skills and one link practice.

The skills to be practiced are

1. Skill of Probing Questions
2. Skill of Stimulus Variation
3. Skill of Reinforcement
4. Skill of Blackboard Writing
5. Skill of Explanation

ii) Citizenship Training Camp (CT Camp)

The College has to organize five days residential Citizenship Training Camp in a convenient location. It is different from Scout and Guides / NSS camp.. The major aim of the programme is learning to live together. The outcome of the camp is to develop personal and social skills, effective communication skills, practice democratic living, providing chances for division of labour etc. Record mentioning all the activities have to be prepared and submitted by each prospective teacher.

iii. Reading and Reflection on Text

Each prospective teacher has to select the available books from the prescribed category from the library. They have to read and critically examine the overview of the text. The prospective teachers have to read one book each from **Group A** and one from **Group B** given under and write the reflection of the same, that makes them as reflective practitioner.

The aim of the course is to enable the prospective teachers to enhance their capacities as readers and writers and to respond to a variety of texts in different ways and also learn to think together. This also will provide opportunities to engage with the readings interactively either individually or in small groups. Each prospective teacher is expected to read a variety of text including empirical, historical work, policy documents, studies, teaching and learning, biography etc. They have to prepare reflective notes and maintain a record.

Group – A	Group – B
a) Tamil classics	a) Books related to Education
b) Indian & World classics	b) Subject related reference books
c) Autobiographies	c) Encyclopedias

iv) ***Experiments/Tests in Psychology***

Each prospective teacher has to administer any five psychology experiments/tests (apparatus and paper-pencil test) to the peer group in the college during the **first** semester. They have to administer any five psychology experiments/ paper pencil tests to the school students during the internship II in the third semester. They have to record the procedure and result of the same in the Psychology experiment record. The list of Psychology experiments/tests are

Phase I	Phase II
1. Learning	1. Sociometry
2. Transfer of Learning	2. Adjustment
3. Intelligence	3. Interest
4. Attention	4. Creativity
5. Illusion	5. Personality
6. Division of Attention	6. Emotional stability
7. Span of Attention	7. Achievement
8. Concept formation	motivation
9. Cognitive styles	8. Intelligence
10. Classical conditioning	9. Meta cognition
	10. Problem solving ability

v) ***Teaching Competency***

The prospective teachers have to transact 20 lessons in the first phase and 40 lessons in the second phase. To ensure transparency and

objectivity in evaluation, assessment will be done by mentor teachers and teacher educators in the prescribed format.

vi) *Observation of Classes of Teacher Educators / Subject Experts*
(Level-1)

The prospective teachers shall observe five demonstration classes of teacher educators / school teachers / subject experts in the college before the commencement of internship.

vii) *Observation of Classes of Mentor Teachers* (Level- 2)

The prospective teachers shall observe five classes during internship.

viii) *Critical Analysis of Peer Teaching*

The prospective teachers have to observe and critically evaluate the classes of the peers using the Peer Observation Assessment scale. They have to maintain a record of the same.

ix) *Value Education Classes for School Children*

Value education is inculcating or transmitting a set of useful values through lessons from societal, religious and cultural ethics. The prospective teachers have to take five classes for school children at Level - 1 through (a) *stories with morals*, (b) *examples and models* (c) *reflecting personal activities of self and others* (d) *problem solving by applying moral reasoning*

x) *Preparation of Lesson plans*

Unit plan and lesson plans are to be prepared for transacting the content by incorporating different resources. Separate records shall be maintained for the lesson plans for Phase-I and Phase-II.

xi) *Development of E - Content*

E- Content is developing educational content in the electronic format that can be utilized for the maximum potential in learning. The prospective teachers have to select a concept from their respective disciplines and develop an e-content for ten minutes by mixing of texts, audio, video, animations etc.

xii) Portfolio of School Children

A sample of all the assigned works of any two school children such as projects, library work, work experience, assignments and other activities at level-1 are to be collected and maintained properly.

xiii) Physical Education

The prospective teachers shall carry out the activities such as minor games/major games, individual and team sports, aerobic and anaerobic activities and prepare five lesson plans on the activities to be carried out.

xiv) Preparation of Teaching Learning Materials

The prospective teachers have to prepare instructional materials related to their respective pedagogic courses during the first and second phase (Level I & 2) of school internship programme. The instructional materials include charts of different types, cut-outs still models, working models etc. based on Cone of Experience.

xv) Lab / Field Experiences

The prospective teachers will conduct laboratory experiments in their respective pedagogic courses or engage in field based activities related to their respective pedagogic course and prepare a report of the same.

xvi) Classroom Action Research(CAR)

Classroom Action Research (CAR) is a practical activity conducted by the prospective teachers under the guidance of teacher educator followed by the submission. Each prospective teacher has to carry out an action research on a topic based on a felt problem in the classroom during the phase II internship.

xvii) School Based Activities(SBA)

The prospective teachers have to prepare a comprehensive report of any four school based activities such as addressing the school

assembly, organizing PTA meeting, participating in NCC/NSS programmes, conducting quiz programme, cultural programme, community engaged programme like medical camp and submit the report.

xviii) Yoga Related Activities

The prospective teachers have to prepare five lesson plans on yoga related activities and conduct yoga classes during their school internship.

xix) Health Education

The prospective teachers have to carry out any four awareness programmes on health education from the following areas

- i) Health service
- ii) Food and Nutrition service
- iii) Healthy school or college environment
- iv) Safety education
- v) Communicable and Non-communicable diseases

xx) Reflective Report on Special School Visit

The prospective teachers have to visit special schools to identify and understand the diverse needs of learners and educational practices followed in such schools and submit a report.

xxi) Weekly report of School experiences in Blog

The prospective teachers have to create a blog and share their school experiences, class notes, and assignments weekly.

xxii) Construction, Administration and Interpretation of Achievement Test

The prospective teachers have to maintain a record on construction, administration and interpretation of achievement test and diagnostic test in their respective pedagogic courses. Graphical representation of test scores through histogram, frequency polygon and pie diagram are to be prepared. Statistical techniques like measures of central

tendency, measures of dispersion and correlation are also to be applied to interpret the test scores.

xxiii) Textbook Review

The prospective teachers have to analyze the textbooks of their concerned pedagogic courses of classes IX and X (Level-2) during the second phase of internship based on a criteria and prepare a report.

xxiv) Community related Social Projects

The prospective teacher has to carry out a Community related Social Project. The task/theme/problem selected should be relevant socially, academically and contextually. They can use an extended period of time. The report is to be maintained properly.

xxv) Environmental Activities

The prospective teachers have to carry out any two activities such as cleanliness drive, waste management, identifying causes and effects of environmental issues and conducting awareness programmes. They have to maintain a record of the same.

xxvi) Socially Useful Productive Work (SUPW)

Socially Useful Productive Work is a purposive and meaningful activity that helps the prospective teachers trained to integrate academic learning with productive work. The SUPW activities include making of *soap, detergent, lotion, jewellery, paper bags and preparation of jam, pickles and other craft works*. The prospective teachers shall carry out any five of the above activities.

xxvii) Educational Video Production

The prospective teachers shall prepare a script based on a single theme/concept related to their respective pedagogic course and develop a video on the prepared script. The task of developing

educational video script shall be undertaken in groups with three to five peer members.

xxviii) Study Tour

It is an exposure trip to places of educational and historical significance. Study tour is organized for a minimum of three days. The expected outcome includes providing situations for the prospective teachers to learn and get acquainted with the skill of organizing / conducting study tour. The prospective teachers should reflect on the tour experiences and shall prepare individual reports based on their experiences of the visits. All have to submit the tour report. In case any student fails to attend the study tour due to genuine reasons, they have to compensate it by undertaking a task/activity suggested by the college and have to submit a report.

SCHEME OF EXAMINATIONS

Assessment

Continuous and Comprehensive Evaluation (CCE) is carried out with Choice Based Credit and Semester System (CBCSS). Both internal and external evaluation will be done for theoretical and practical courses. Evaluation for the practical courses will be conducted internally and externally for every semester. For Enhancing Professional Capacities (EPC), the assessment is purely internal.

Assessment of Theory Courses

The marks allotted for internal continuous assessment and end semester examination will be 30 marks and 70 marks respectively with a maximum of 100 marks for each theory course.

The internal evaluation of theory courses is based on pre determined transparent system involving periodic written test, assignments, seminars, suggested activities and attendance.

Assessment of Practical Courses

Practical courses will be subjected to internal assessment through continuous evaluation in every semester. External assessment for the practical's in each semester is done by a panel of examiners duly appointed by the office of Controller of Examinations based on the approval of appropriate Statutory Bodies.

Assessment of EPC Courses

Assessment of the Enhancing Professional Capacities course is purely internal.

Components of Internal Assessment

The distribution of marks of Internal Assessment for each course is given below.

Sl. No.	Components	Maximum Marks
1.	Average marks of three tests (<i>online test, open book examination and mid-semester exam</i>)	10
2.	Suggested activities(2 for each course)	5
3.	Seminar	5
4.	Assignment (<i>online submission</i>)	5
5.	Attendance	5
	Total	30

The marks for attendance shall be awarded as given below:

Percentage of Attendance	Marks Awarded
97-100	5
94-96	4
91-93	3
88-90	2
85-87	1
Below 85	0

Design of Question Paper for the End Semester Examination

The question paper for each theory course is designed for three hours in four sections (i.e.) Section-A, B, C and D. Number of questions for each section and allotments of marks are as follows.

Sections	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	Multiple choice questions	10x1	10	One word
B	Very short answer Questions (any ten questions out of twelve questions)	10x2	20	50 words
C	Short answer questions (any four out of six questions)	4x5	20	200 words
D	Essay	2x10	20	500 words
	Total Marks		70	

Passing Minimum

The prospective teachers have to appear for both the theory and the practical examinations and will be awarded the B.Ed. degree only if he/she has passed both the theory and the practical examinations. The prospective teachers will be declared to have passed the examination if he/ she secure not less than 50 percentage of marks in each theory and practical components separately and also a prospective teacher will be declared to have passed the B.Ed. degree examination if he/ she secure a minimum of 50% of marks each for internal assessment, external assessment and in total.

Classification of Successful Candidates

Successful candidates shall be classified and specified here under by taking into account the marks secured in theory and practical examinations separately.

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.01-10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	
70-79	8	7.01-8.00	A	Very Good	First class
60-69	7	6.01-7.00	B	Good	
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below50	0	0.00-5.00	D	Not Satisfactory	Re-appear

Re-appearance

The candidates who have completed the requirements (Attendance, Internal assessments and practical courses) alone will be eligible for appearing the end semester examination and promotion to the next semester. Such students are only eligible for writing the supplementary exam. Those who fail to complete the course requirements have to redo the semester and get promotion to the next semester. A candidate who fails in one or more papers in the theory and practical examination will be permitted to reappear in the next semester.

Supplementary Examination

The supplementary examinations for both the theory and practical courses will be conducted for those students who couldn't attend or fail in

the fourth semester examination. The exam will be conducted within one month of declaration of final result.

Revaluation

The candidates who secure a minimum of 18 marks in the external examination only can apply for revaluation. The duly filled application along with the fee remitted is to be submitted within 10 days of the publication of the semester result.

Course Betterment

Course betterment is limited to theory courses only. For course betterment, candidates have to appear for the concerned examination with a regular schedule. Higher marks of the two (marks before betterment and after betterment) will be considered.

Fairness in Assessment

To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations are conducted at the end of each semester.
- ii) External assessment of theoretical and practical components of each semester is under taken by a panel of external examiners duly appointed by the office of the Controller of Examinations.
- iii) The question papers for each theory course are set by external examiners from the panel list of examiners approved by the statutory bodies.
- iv) There is a provision for obtaining the photocopies of the answer sheet by remitting the prescribed fee.
- v) Internal marks awarded to the students in each theory course shall be published on the notice board before the commencement of end semester examination.